Introduction to the Kansas Education Systems Accreditation (KESA)

Pre-process (Zero Year) Planning Guidelines

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Background of KESA

State Board Vision and Outcomes

KANSANS CAN

Kansans are demanding higher standards in academic skills, as well as employability and citizenship skills, and the need to move away from a "one-size-fits-all" system that relies exclusively on state assessments. The Kansas State Board of Education in October 2015 announced a new vision for education in Kansas, giving direction for a more student-focused system and resources for individual success.

Kansas State Board of Education 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.

Kansans CAN Vision: Kansas leads the world in the success of each student.

Definition of a 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. (Approved by State Board in January 2016)

Outcomes for Measuring Progress:

- Social/emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance

KANSAS VISION FOR EDUCATION

Kansas leads the world in the success of each student.

Successful 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.

RESULTS

- Social-Emotional Factors Measured Locally
- Kindergarten Readiness
- Individual Plans of Study
- High School Graduation
- Postsecondary Success

Evidence-Based Practices

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR
Staff	Curriculum	Leadership	Career and Technical Education
Students	Instruction	Early Childhood	Professional Learning
Families	Student Engagement	District Climate	Resources
Community	Technology	Nutrition and Wellness	Data

Foundational Structures

- Tiered Framework of Supports
- Stakeholder Engagement
- Diversity and Equity
- Communication and Basic Skills
- Civic and Social Engagement
- Physical and Mental Health
- Arts and Cultural Appreciation
- Postsecondary and Career Preparation

Compliance

Follows state and federal laws and regulations

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Successful Kansas High School Graduate

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.

What is KESA?

Kansas Education Systems Accreditation, or KESA (KEE-suh), is the new K-12 accreditation model approved by the Kansas State Board of Education in June of 2016. KESA officially began with the 2017-2018 school year.

The new model employs a systems approach to school improvement, accrediting *systems* instead of *schools*. It requires systems (USDs and accredited private schools) to engage in a transparent, data-based process of system-wide needs assessment, goal setting, implementation, and reflection.

KESA provides an educational framework called "The Five Rs", which encompass everything an education system does to achieve successful high school graduates. Relationships, Relevance, Responsive Culture, Rigor and Results are the five areas in which education systems assess overall and individual school performance to identify two of the Rs as "Goal Areas" for the five-year cycle.

In the KESA model, each education system consults with an outside validation team (OVT) of experienced education professionals throughout the cycle, culminating in an official accreditation visit in Year 5, followed by the OVT's recommendation of a rating.

Transitioning to KESA

The year prior to becoming a part of the KESA process for the first time is broken up into quarters to aid in preparing for a system's first year in KESA. The guidance plan graphic for the year is below and details for each quarter are provided in the following pages.

Step	1 – SEP-OCT	2 – NOV-JAN	3 – FEB-APR	4 – MAY-JUNE
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

First Quarter Guidance

Step One: Organize Stakeholder Teams

Leadership Teams (Employee Stakeholders)

District Leadership Team (DLT) Composition

Every KESA system must have a system-level leadership team. KSDE will refer to this team as the district leadership team, or DLT. This team oversees and approves building-level KESA work, leads/facilitates the system-wide needs assessment, establishes the district's goal areas and leadership goals for the five-year cycle, develops an action plan for each goal, oversees the implementation of the action plans, and analyzes the effectiveness of the action plans.

1. THERE IS NO NEED TO CREATE A NEW, SEPARATE DLT FOR KESA.
2. DLTs are made up of employees of the district.
3. Most districts already have district leadership teams (DLTs). Because every district is unique, all DLTs are not alike.
4. Some districts' current leadership team consists strictly of administrators. **For KESA discussions, a representation of teachers should be included.**

DLT Agenda Ideas

1. The DLT should meet at least once per quarter during Zero Year.
2. Suggested KESA-related Quarter 1 agenda items:
    a. KSDE Zero Year guidance plan (p. 8 of this booklet)
    b. Compliance – review licensure, mentoring, evaluation
    c. Foundational Structures – systemic approaches to tiered support, stakeholder engagement, diversity/equity
    d. Systems Approach (p. 21 of this booklet)
    e. Review growth process (p. 23 of this booklet)
    f. Rubrics – choose one "R" rubric per quarter (relationships, relevance, responsive culture, rigor); familiarize staff with it and address cross-system inter-rater agreement/calibration
    g. Results: Academic/cognitive data – current data points and results, what else could be collected
    h. Results: Kindergarten readiness – current data points and results; what else could be collected

Building Leadership Teams (BLT) Composition

Each school building must have a building leadership team (BLT). KSDE will consider exceptions on an individual basis. This team leads building-level KESA work, leads/facilitates the building needs assessment, establishes the building's goals for the five-year cycle, develops an action plan for each goal, oversees the implementation of the action plans, and analyzes the effectiveness of the action plans.

1. THERE IS NO NEED TO CREATE A NEW, SEPARATE BLT FOR KESA.
2. BLTs are made up of employees of the building.
3. Most schools already have building leadership teams (BLTs). Because every building is unique, all BLTs are not alike.
4. **For KESA just make sure that the team represents the building's employees.**

BLT Agenda Ideas

1. BLTs should meet at least once per quarter during Zero Year.
2. KESA-related Quarter 1 agenda items:
    a. KSDE Zero Year guidance plan (p. 8 of this booklet)
    b. Compliance – review licensure, mentoring, evaluation
    c. Foundational Structures – systemic approaches to tiered support, stakeholder engagement, diversity/equity
    d. Systems Approach (p. 21 of this booklet)
    e. Review growth process (p. 23 of this booklet)
    f. Rubrics – choose one "R" rubric per quarter (relationships, relevance, responsive culture, rigor); familiarize staff with it
    g. Results: Academic/cognitive data – current data points and results, what else could be collected
    h. Results: Kindergarten readiness – current data points and results; what else could be collected

Site Councils (Non-employee Stakeholders)

District Site Council (DSC) Composition

Representing the system's parents, community, and business/industry, the system-wide site council provides input during every step of the KESA cycle. KSDE will refer to this group as the District Site Council (DSC). The DSC reviews and provides input/feedback on the work of the DLT (p. 11). This includes needs assessment, goal area selection, leadership goal and action plan development, evidence/data, and analysis of growth.

1. DSCs are made up primarily of non-employees of the district.
2. Because every district is unique, all DSCs are not alike.

For KESA, just make sure that the DSC represents the district's various demographic and stakeholder groups (including business/industry). Remember that **virtual attendance** is an option, especially for representatives of business/industry corporate executives, for example.

DSC Agenda

1. DSCs should meet at least once per SEMESTER during Zero Year.
2. Suggested KESA-related agenda covering Quarters 1-2 information from the Zero Year plan on page 8 of this booklet:
    a. KSDE Zero Year guidance plan (p. 8 of this booklet)
    b. Compliance
    c. Foundational Structures
    d. Model/Process
    e. Rubrics
    f. Results (State Board definition)
    g. Results (State Board outcomes)

Building Site Council (BSC) Composition

Every school building must have a Building Site Council (BSC). The BSC reviews and provides input/feedback on the work of the BLT (p. 13). This includes needs assessment, goal area selection, goal and action plan development, evidence/data, and analysis of growth.

1. BSCs are made up primarily of non-employees of the district.
2. Because every building is unique, all BSCs are not alike.

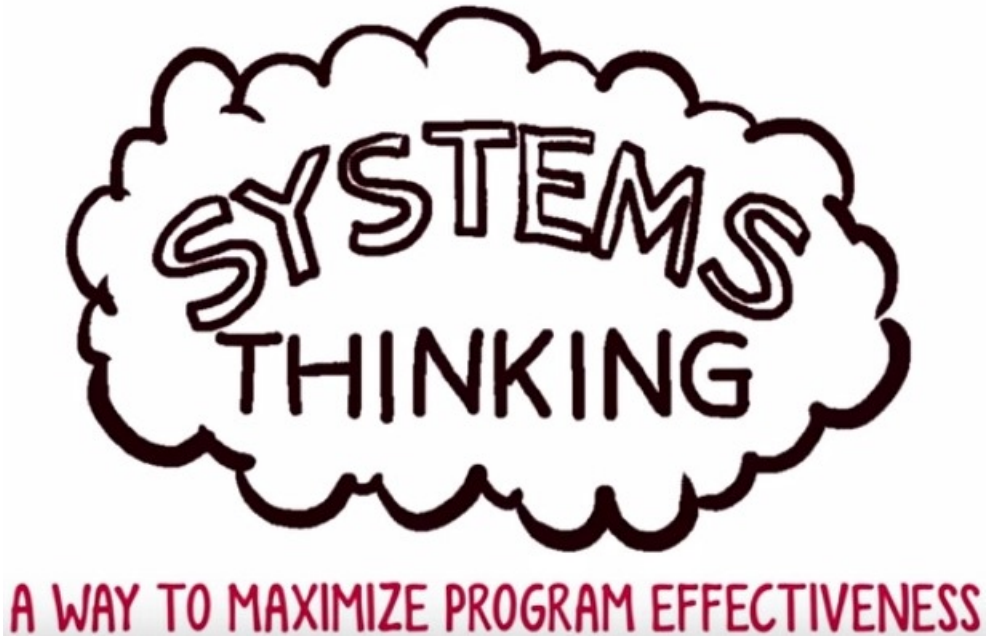
For KESA, just make sure that the BSC represents the building's various demographic and stakeholder groups (including business/industry). Remember that **virtual attendance** is an option, especially for representatives of business/industry corporate executives, for example.

BSC Agenda

1. BSCs should meet at least once per SEMESTER during Zero Year.
2. Suggested KESA-related agenda covering Quarters 1-2 information from the Zero Year plan on page 8 of this booklet:
    a. KSDE Zero Year guidance plan (p. 8 of this booklet)
    b. Compliance
    c. Foundational Structures
    d. Model/Process
    e. Rubrics
    f. Results (State Board definition)
    g. Results (State Board outcomes)

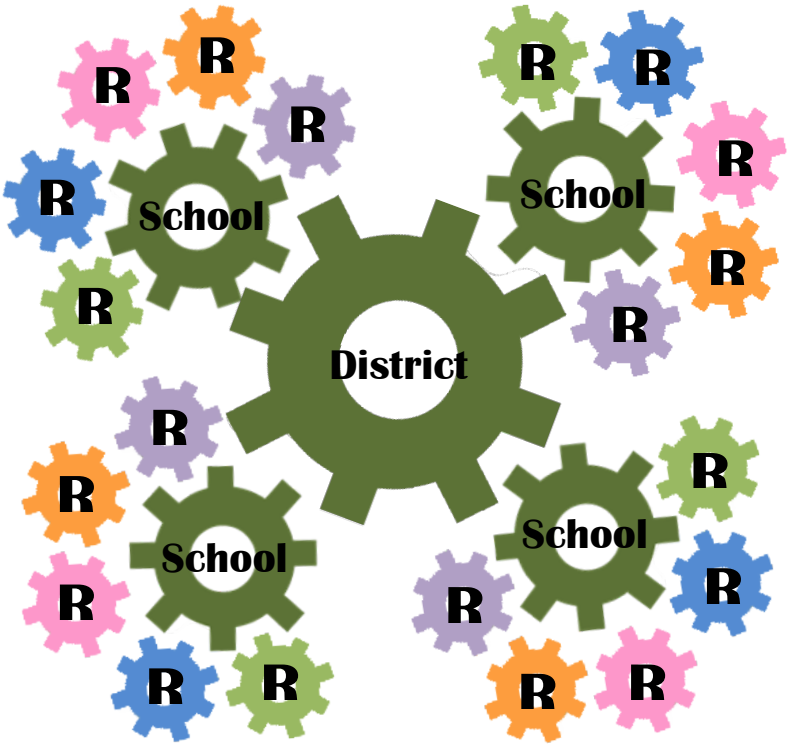
Step Two: Study Model/Process

Systems Thinking



CLICK HERE TO VIEW VIDEO: https://www.youtube.com/watch?v=2vojPksdbtI

"Systems thinkers believe that viewing [a part] in isolation from a larger system within which it operates [the whole] tends to ignore other aspects that might influence its potential for impact."



“Everybody doing their best is not sufficient. Functional areas of a system must be aware of how their actions impact other groups and the entire system. Each group must investigate to understand how their actions will benefit the whole, and identify the dangers of how their actions introduce risks to the whole.”

If rotation of a gear represents change (positive or negative), what happens to all the other gears when one gear rotates even just one notch?

The improvement, or growth, cycle is not new. School improvement has been based on it for decades. As one cycle yields results, the next cycle begins, using those results to determine the focus for the continuing process.

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.

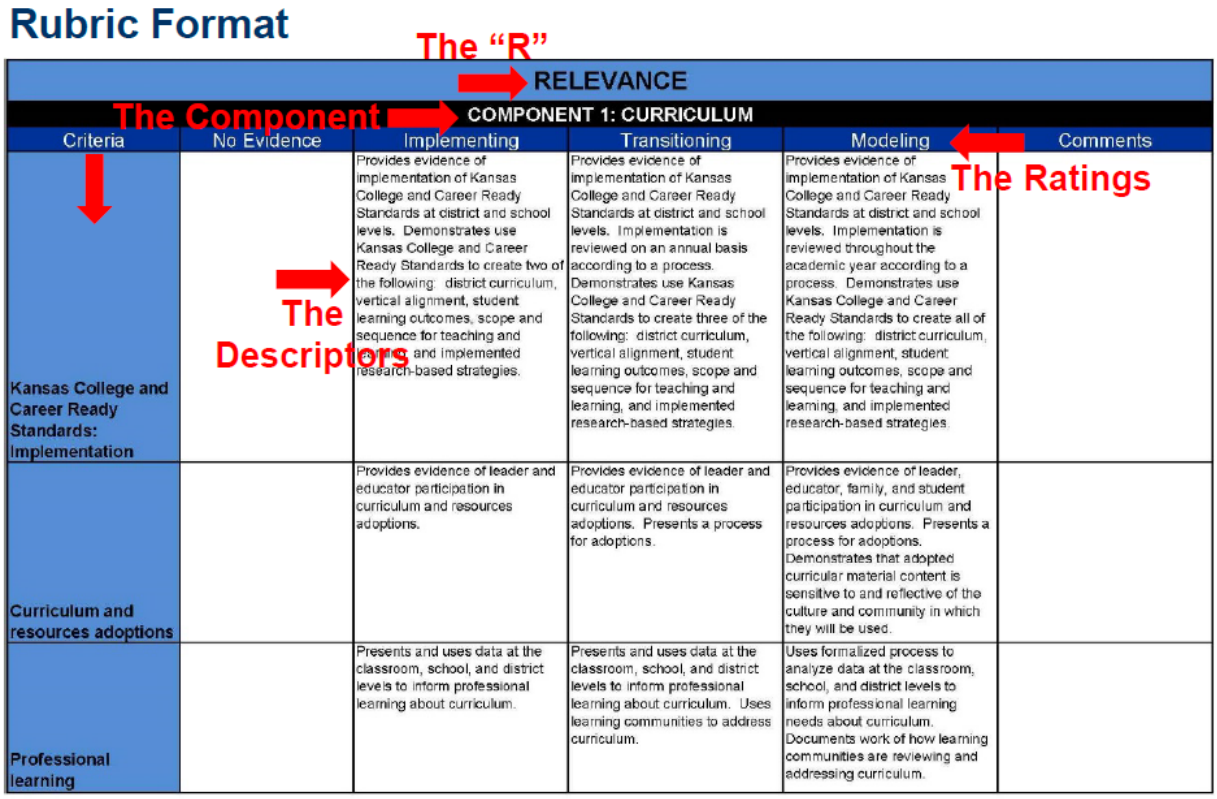
KESA Framework: The Five R's

The KESA model provides "The Five Rs," an educational framework through which systems across Kansas can examine the work they do to bring about student learning. Because the work of educators is inherently integrated, much overlap exists among these five areas. Each "R" has four components that further defining the concepts represented by the "R." Assessment rubrics for the first four Rs encompass all of this work, and the fifth R – Results – documents the growth in the desired outcome areas.

The Five Rs are equivalent to each other in their importance to the quality of a system and that they encompass every concept contained in the ideas of quality education and continual improvement. *Everything* that educational professionals and stakeholders do, say, believe, model, teach, expect, and desire about education can be classified in *at least one* of the Five Rs. KESA supports the belief that the work within the first four Rs leads to improvement, or growth, in the data, evidence, and artifacts that make up the fifth R (Results).

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
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*	***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*	***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*	***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*	***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.*
COMPONENTS:	***COMPONENTS:***	***COMPONENTS:***	***COMPONENTS:***	***COMPONENTS:***
• *Staff*	• *Curriculum*	• *Leadership*	• *Career & Technical Ed*	• *Social-Emotional Factors*
• *Students*	• *Instruction*	• *Early Childhood*	• *Professional Learning*	• *Kindergarten Readiness*
• *Families*	• *Student Engagement*	• *District Climate*	• *Resources*	• *Individual Plans of Study*
• *Community*	• *Technology*	• *Nutrition and Wellness*	• *Data*	• *High School Graduation*
				• *Postsecondary Completion/Attendance*

Rubric Format



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.	

Needs Assessment

The needs assessment (Year 1) and post-implementation analysis (Year 5) will entail schools and systems going through the four rubrics, as well as analyzing their "Results R" data.

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.

Review the MODELING descriptor. Assure IRA/common understanding of terms within it.

Do we meet the MODELING descriptor completely?

If so, what is our evidence?

If not, what is lacking? Do we, then, meet the TRANSITIONING descriptor completely?

If so, what is our evidence?

If not, what is lacking? Do we, then, meet the IMPLEMENTING descriptor completely?

If so, what is our evidence?

Establishing Inter-rater Agreement (IRA)

As systems move into the needs assessment phase (Year One) 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 Appendices of this document for sample activities for Needs Assessment examples.

Step Four: Discuss Results/Data

Academic/Cognitive Data

"Academic" and "Cognitive" preparation are two elements of the Kansas State Board of Education's definition of a "Successful Kansas High School Graduate" (See page 4.). What does/will your system use to document academic/cognitive growth? Brainstorm academic and/or cognitive data points that your system already collects, as well as a meaningful ones that could be collected. Consider the various subject areas and grade levels.

Existing Data Points	**Potential Data Points**
*State reading assessments, grades 3-8, 10 *State math assessments, grades 3-8, 10 *State assessments – other, grades 3-8, 10 *KELPA (English language proficiency) What else? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	1. What learning activities and/or assessments of academic/cognitive skills/abilities already occur but aren't tracked in the various subject areas and/or grade levels? Think outside the box! 2. What learning activities and/or assessments of academic/cognitive skills/abilities are you considering at this time that could be implemented and tracked? _____ _____ _____ _____ _____ _____ _____ _____

Kindergarten Readiness

"Kindergarten Readiness" is one of five outcomes (See page 3.) the Kansas State Board of Education will consider when analyzing the effectiveness of Kansas education systems. KSDE is working on a statewide measure for K-readiness. In the meantime, here are some questions for discussion:

1. Does your system use a standard measure for determining K-readiness?
2. If no: How is K-readiness determined at the various schools throughout your system?
   If yes: What is the nature/content of the measure?
3. **Are <u>all</u> kindergarteners measured for readiness by the end of the first nine weeks of the kindergarten year?**
4. Overall, what percentage of your 2015-2016 kindergarteners were measured for readiness, and what percentage of those were K-ready according to your system's readiness measurement at the time?
5. With whom are the results of K-readiness measurement shared?
6. How are K-readiness results utilized in decisions around curriculum, instruction, intervention, and social/emotional support?
7. Examine your relationship with area preschools, daycares, etc., in terms of collaboration for K-readiness.

Step Five: Evaluate Foundational Structures

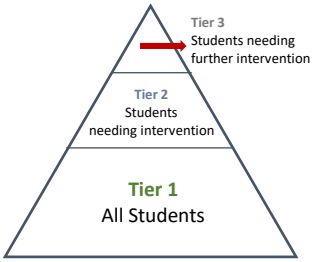
To be accredited, systems must have structures (systemic plans, processes, programs) in place to support certain best practices and the Rose Capacities.

Tiered System of Supports

Tiered systems of supports are for all students. Tier 1 involves ALL STUDENTS. Tier 2 involves students needing intervention. Tier 3 involves students who need further intervention. Systems can develop their own plans/programs or work with profit and not-for-profit organizations that provide related products/services. Either way, in order to be considered a "tiered system of supports," the program must include the "ingredients" shown below.

"Ingredients" of a Tiered System of Supports

1. All students are involved.
2. System- and school-wide behavior expectations and response/discipline policy
3. Data-based decision making framework/process
4. Research-based screeners for reading, math, behavior
5. Evidence-based curriculum (all tiers) for reading, math, behavior, social skills
6. Research-based interventions for Tiers 2 and 3
7. Fluid intervention groups
8. Buildings have master schedule providing for assessment, core, intervention, and collaborative team time
9. Family engagement (not just notification) is an inherent part of the tiered system of supports process.
10. System-wide assessment plan
11. Regular evaluation of tiered system of supports
12. Ongoing review/revision of system policies to support framework



For internal use and discussion, rate your system regarding the status of your tiered system of supports and related policy/practice. The "ingredients" list below can aid your discussion.

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

Stakeholder Engagement

The theme of stakeholder engagement is embedded in the KESA philosophy. The KESA process involves teams of stakeholders, and the KESA rubrics directly address stakeholder engagement in many places (see table below).

Relationships Staff – "Communication with staff" is one criterion. Students – "Student Involvement and Empowerment" is one criterion. Families – This component is all about family engagement. Communities – This component is all about community engagement.	**Relevance** Curriculum – This component calls for leader, educator, family and student involvement in curriculum/resource adoptions Student Engagement – "Student Input" and "Individual Plans of Study" require family involvement and advisory councils Technology – This component calls for student involvement in decision making and for response to student, community, state, and national workforce needs.
Responsive Culture This entire rubric is about collaboration with stakeholders to develop and execute a vision of learning. Stakeholder engagement is key throughout the rubric.	**Rigor** Career and Technical Education – This component calls for partnerships with business/industry and communication with educators, students, families, and community. Professional Learning – This component calls for clear communication with all stakeholders regarding the link between professional learning and increased student performance; stakeholder involvement in identifying priorities; pursuing potential professional learning resources, prioritizing and evaluating use of resources.

For internal use and discussion, rate your system regarding the status of its stakeholder engagement structure/plan.
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

Equity in Education

What is equity in education?

Is every student receiving equitable access to quality instruction, resources, and facilities according to his/her learning needs?

Are students in the various sub-groups receiving equitable access to experienced, qualified, and effective educators at the same rate as students not belonging to the various sub-groups?

Experience: Three or more years

Qualified: Current endorsement for specific assignment

Effective: As determined through formal educator evaluation process

Subgroups: Students in poverty, Students with disabilities, Minorities

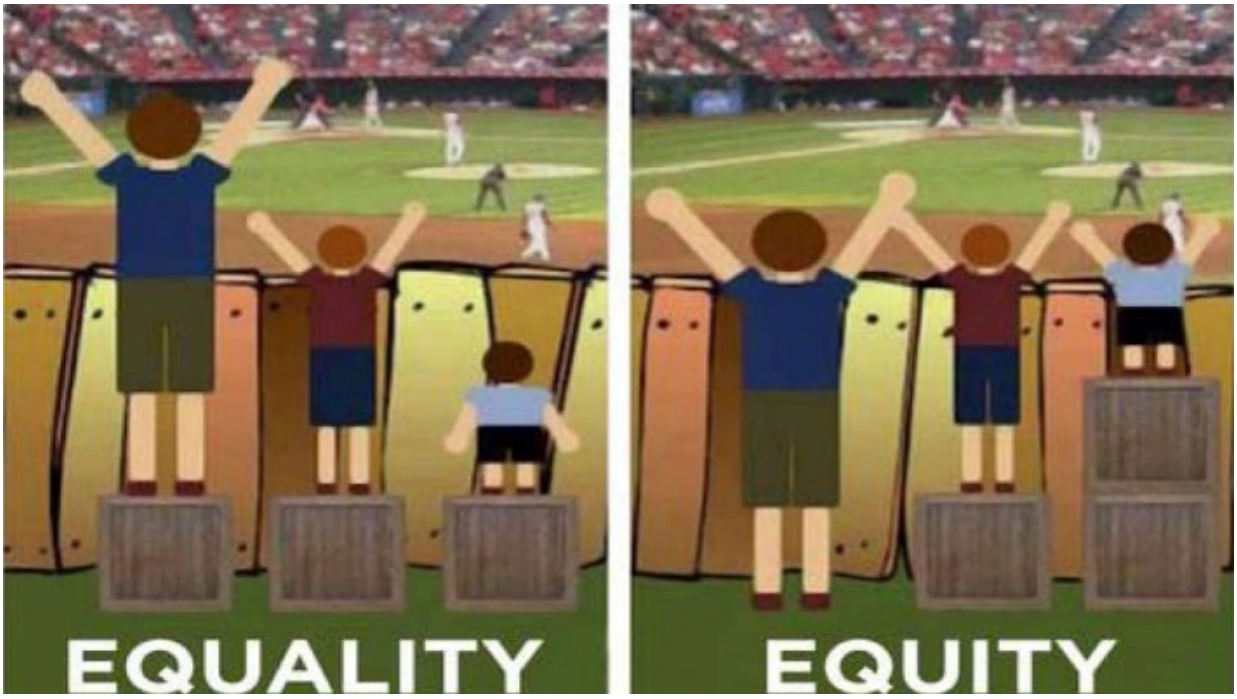
For internal use and discussion, rate your system regarding the status of its provision of equity in education through policy and practice.

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



Paul C. Gorski. “An Equity Literacy Workshop for Educators.” Equity and Diversity Seminar. Central Comprehensive Center. October 21, 2014.

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.

Licensure and Professional Development

Does your system have a current, KSDE-approved five-year professional development plan?

Q: Whom do I contact for more information about professional development plans?

A: Contact Lynn Bechtel: lbechtel@ksde.org or 785-296-8110.

Are your Educators Appropriately Licensed for their Assignments?

Q: Where can I look up license records?

A: Verify license type/dates, endorsements through License Lookup

Q: How do I know what endorsement is okay for teaching a course?

A: Utilize the Licensed Personnel Guide

Q: What are options for an individual to achieve the appropriate license or endorsement?

A: Refer to the Routes to the Classroom Wheel and Chart

Q: Where can I find applications and instructions? License Applications page.

A: See instructions for districts/applicants, fingerprint information, and links by individual application forms.

Q: What if I need to contact licensure staff?
A: Call our operators at 785-296-2288 or see consultant contact information on the License Applications page.

Mentoring

- In order to upgrade from an initial license to a professional license, teachers, school specialists, and administrators must complete a year-long, KSDE-approved mentoring program.
- Every accredited system is required to have a KSDE-approved mentoring program in place for new teachers, school counselors, library/media specialists, reading specialists, and leaders (building- and district-level).
- Outside providers (vendors) can submit their plan for approval after a system has selected them to provide mentoring services.
- Special education cooperatives and interlocals can provide their own mentoring or, through mutual agreement, their professionals can participate through their assigned school district.
- Guidelines for the plans address program content; mentor training and support; regular and ongoing support for mentees, and program evaluation.
- Guidelines, sample plans, and submission information are available at http://goo.gl/aAGTIM.

Educator Evaluation

- By 2014-2015, all accredited systems were to have implemented KSDE-vetted educator evaluation systems.
- Evaluations must be based on a combination of instructional practice and student performance.
- KSDE offers a free exemplar system for use by all Kansas education systems. The system is called Kansas Educator Evaluation Protocol, or KEEP, and is accessed through KSDE's authenticated applications portal.
- Education systems must complete the EDEN report at the end of each school year.
- Presentations and training about educator evaluation in general, as well as about KEEP specifically, can be requested through Bill Bagshaw at 785-296-2198 or *bbagshaw@ksde.org*.
- Evaluation requirements and Evaluation timeline and deadlines
- Details about educator evaluation and KEEP are available at http://goo.gl/plHdWA.

Second Quarter Guidance

Step One: Organize Stakeholder Teams

Leadership Teams: Agenda

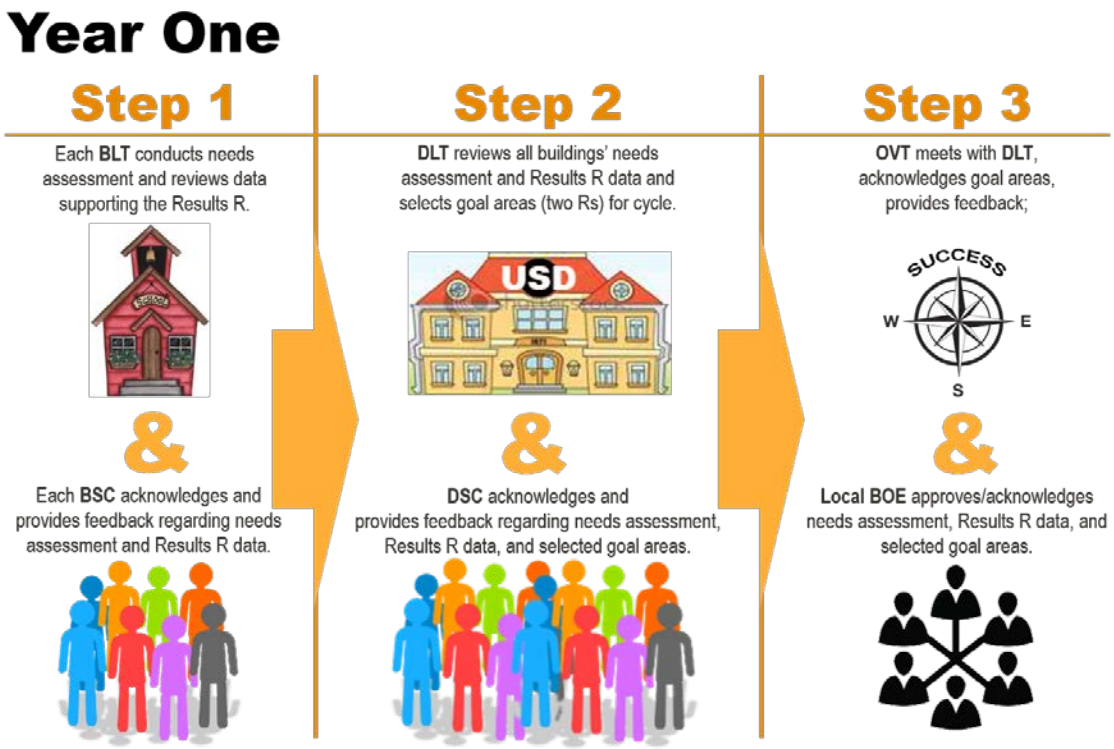
1. **It is recommended that the DLT and BLTs meet at least once per quarter during Zero Year to cover each quarter's guidance booklet.**
2. Suggested KESA-related Quarter 2 agenda items:
    a. KSDE Zero Year guidance plan
    b. Compliance – nutrition/wellness, early childhood, special ed/title
    c. Foundational Structures – Rose Capacity 1: communication/basic skills; Rose Capacities 2-3: Civic/social engagement
    d. Staggered implementation plan
    e. Process overview and detailed steps of cycle
    f. Rubric #2 – familiarize staff with it and address cross-system inter-rater agreement/calibration
    g. Results: Technical/career-specific
    h. Results: Postsecondary

Site Councils: Agenda

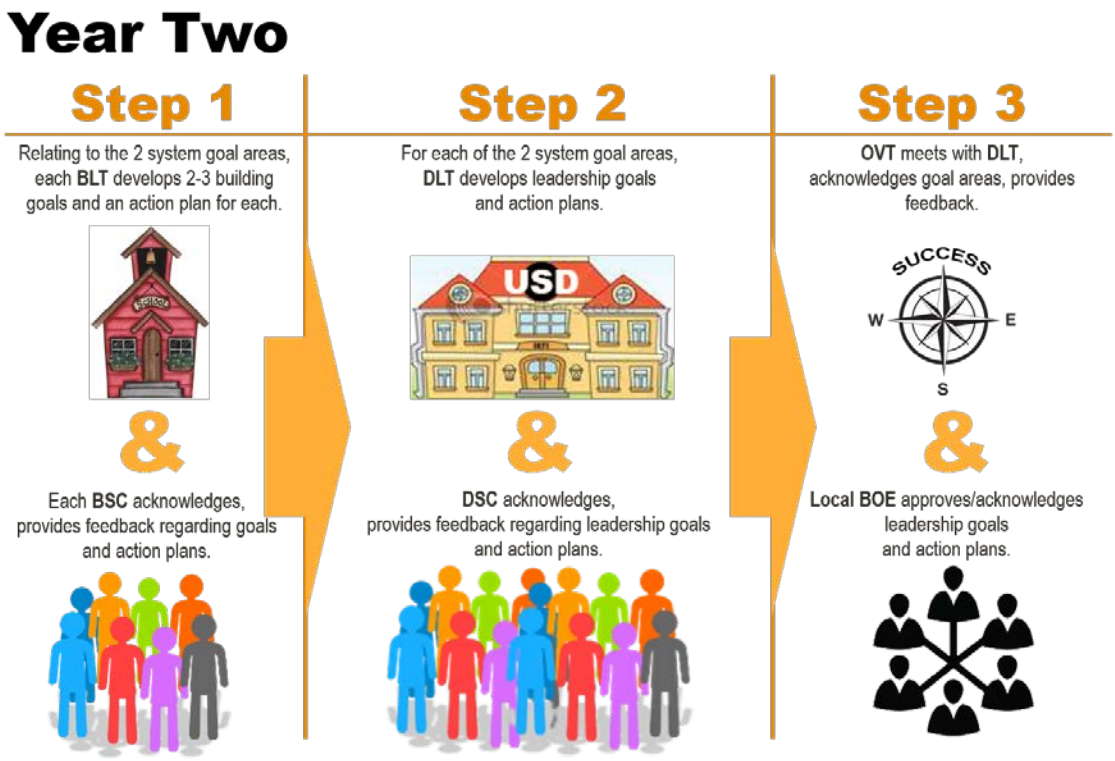
1. **It is recommended that DSCs and BSCs meet at least once each semester during Zero Year – perhaps near the end of Quarters 2 and 4 – so that information for Quarters 3 and 4 can be addressed**.
2. Suggested KESA-related agenda covering Quarters 3-4 information from the Zero Year plan:
    a. KSDE 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

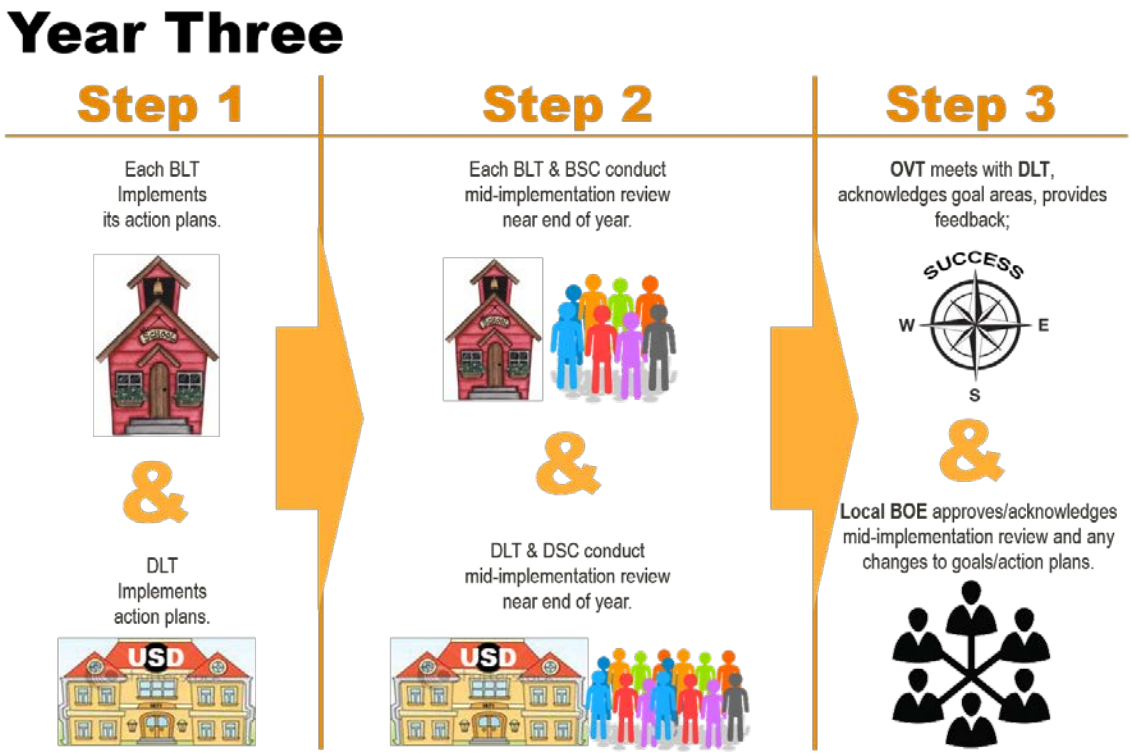
Year One



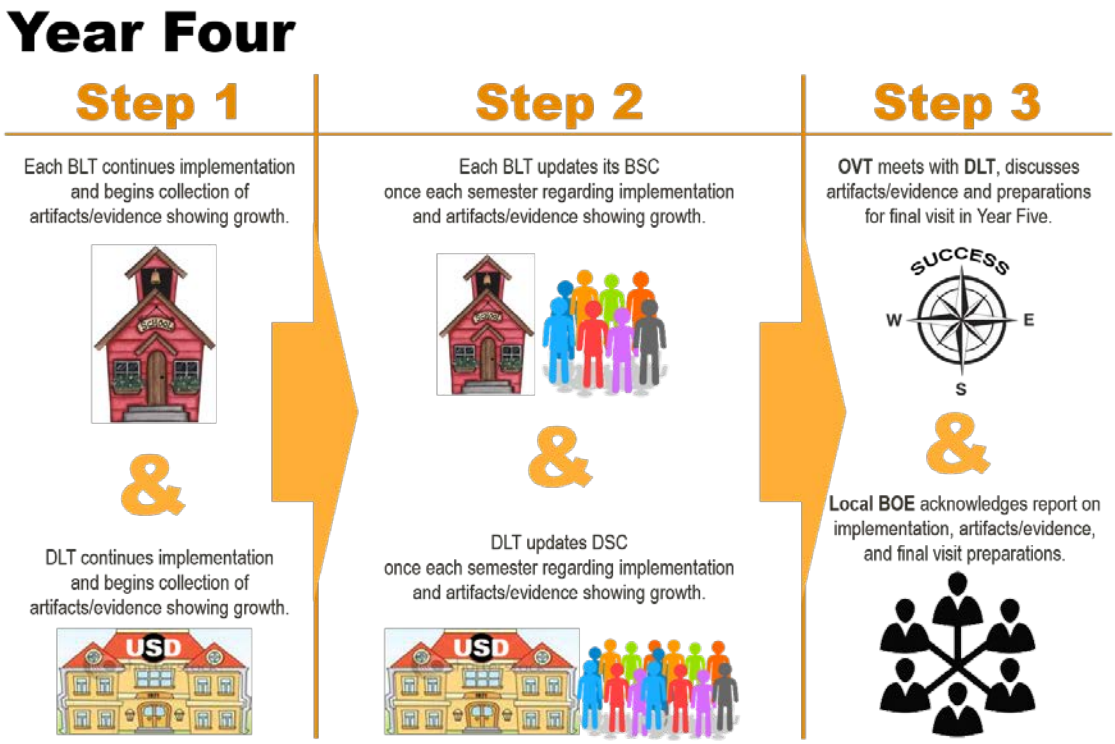
1	Evaluate compliance and foundational structures. Address as necessary.
1	Establish Outside Validation Team (OVT) through KSDE-defined process. Verify that each member has received KSDE training.
1	BLTs conduct building needs assessments using "R" rubrics.
1	BLTs gather and examine data supporting the Results R.
1	BLT share needs assessment and results data with BSC.
1	DLT analyze building needs assessment and results data to identify areas of strength and need across district.
1	DLT gather and examine current district-level performance in the Results R. (State Board definition and outcomes)
1	DLT complete district-level "R" rubrics.
1	DLT use building- and district-level data to select **two Rs** as district-wide Goal Areas for the cycle.
1	DLT share needs assessment and results data and selected district-wide 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-wide Goal Areas with local BOE (before or after OVT meeting).
1	DLT meet with OVT (Chair on site, others either on site or virtual). Schedule required dates for rest of cycle.



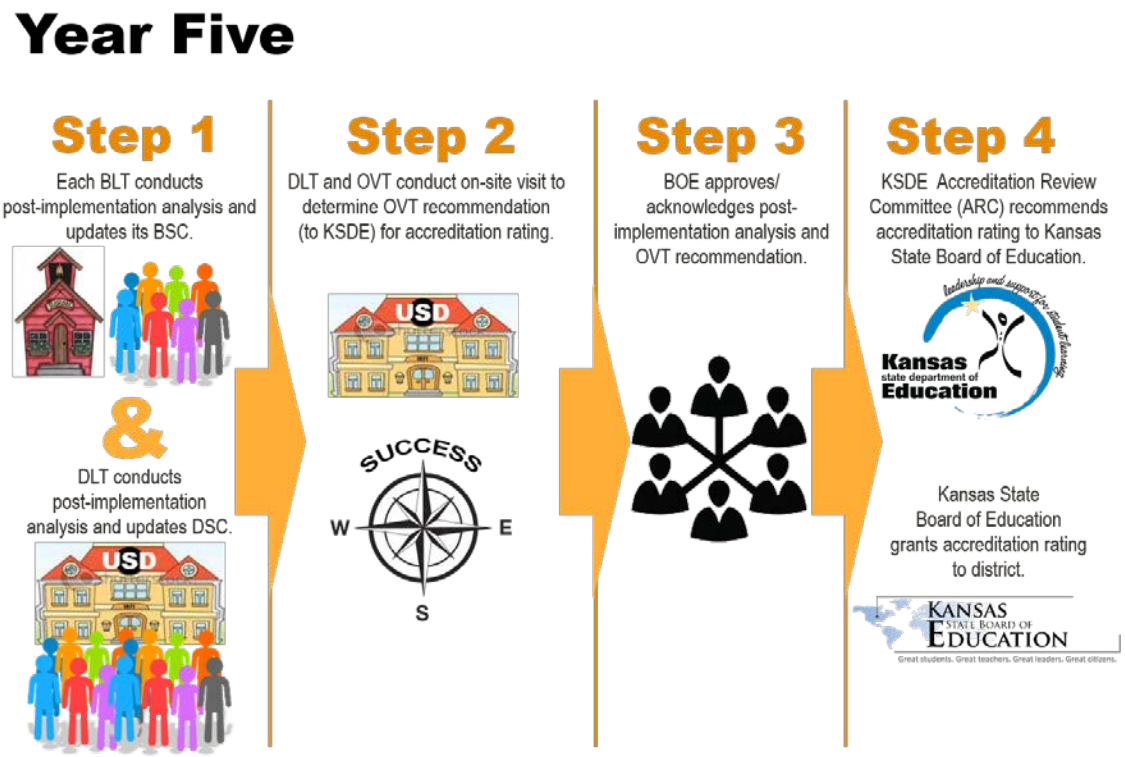
2	Evaluate compliance and foundational structures. Address as necessary.
2	BLT develop a total of **2-3 building goals** related to either or both district goal areas.
2	BLT develop action plan for each building goal.
2	BLTs share building goals and action plans with BSC. (BSCs meet face-to-face at least once during Year 2.)
2	DLT review building goals and action plans.
2	DLT develop district leadership action plan for each district-wide 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	BLT and DLT coordinate and activate professional learning portions of action plans.
2	OVT Chair check-in to discuss action plans.
2	DLT present district goals/action plans, as well as summary of building goals/action plans, to local BOE.



	3	Schedule date for mid-March OVT visit (All OVT members attend onsite.).
	3	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	3	Evaluate compliance and foundational structures. 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	OVT visit takes place (All OVT members attend onsite.).
	3	OVT completes Yearly Summary.
	3	DLT present summary of mid-implementation review and OVT yearly summary to local BOE.



	4	Schedule date for mid-March OVT visit. (Chair onsite, other members as needed – virtual or onsite)
	4	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	4	Evaluate compliance and foundational structures. 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	OVT visit takes place (All OVT members attend onsite.).
	4	OVT completes Yearly Summary.
	4	DLT present update, including OVT yearly summary, to local BOE.



5	Evaluate compliance and foundational structures. Address as necessary.
5	BLT conduct post-implementation analysis (all 5 Rs).
5	DLT conduct post-implementation analysis (all 5 Rs).
5	DLT conduct formal visit with 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 submit appeal if not in agreement.
5	Upon completion of appeal process, KSDE make recommendation to State Board.
5	State Board act on recommended rating.
5	KSDE notify DLT and local BOE of official rating.
5	DLT can print certificate and/or letter at any time.

Rubric Format

The "R"

RELEVANCE

The Component

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.	

The Descriptors

The Ratings

Needs Assessment

The needs assessment (Year 1) and post-implementation analysis (Year 5) will entail schools and systems going through the four rubrics, as well as analyzing their "Results R" data.

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.

Review the MODELING descriptor. Assure IRA/common understanding of terms within it.

Do we meet the MODELING descriptor completely?

If so, what is our evidence?

If not, what is lacking? Do we, then, meet the TRANSITIONING descriptor completely?

If so, what is our evidence?

If not, what is lacking? Do we, then, meet the IMPLEMENTING descriptor completely?

If so, what is our evidence?

Establishing Inter-rater Agreement (IRA)

As systems move into the needs assessment phase (Year One) 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 Appendices of this document for sample activities for Needs Assessment examples.

Step Four: Discuss Results/Data

Results: Technical/Career Specific

Technical/career-specific preparation is one element of the Kansas State Board of Education's definition of a "Successful Kansas High School Graduate." This would include formal career and technical education (CTE) as well as any courses or programs that prepare students for specific careers. What does/will your system use to document growth in this area? Here is a sample discussion activity for stakeholder groups. Consider the various subject areas and grade levels.

Existing Data Points	**Potential Data Points**
• Data related to Career and Technical Education Pathways? • Individual Plans of Study? • Data related to specific fine arts programs? What else? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	1. What learning activities and/or assessments of technical/career-specific skills/abilities already occur but aren't tracked in the various subject areas and/or grade levels? Think outside the box! 2. What learning activities and/or assessments of technical/career-specific skills/abilities are you considering at this time that could be implemented and tracked? _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Step Five: Evaluate Foundational Structures

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

Rose Capacity 1

"Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization"

KSDE GUIDANCE

Communication – curricula/programs/services to support student learning and growth, as well as application of, the following skill areas: oral (including public speaking), written, and interpersonal communication (including conflict resolution)

Basic skills – curricula/programs/services to support student learning and growth in, as well as application of, skill areas such as the following: independent productivity, collaboration, information literacy, technology literacy, financial/consumer literacy

Rose Capacities 2 and 3

"Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices"

"Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state, and nation"

KSDE GUIDANCE

Curricula/programs/services to support student learning and growth in, as well as the application of, the above-described knowledge and understanding

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.

Child Nutrition and Wellness

Q: Where can I find USDA regulations and Kansas Statutes for child nutrition programs?

A: At www.kn-eat.org. Contacts for questions specific to CNW programs:

National School Lunch Program: Cheryl Johnson – csjohnson@ksde.org

Child & Adult Care Food Program: Jill Ladd – jladd@ksde.org

Summer Food Service Program: Kelly Chanay – kchanay@ksde.org

Healthy Kansas Schools (Physical Activity & Wellness Policies): Mark Thompson – mathompson@ksde.org

Q: Where can I find information about the Kansas School Wellness Policy Model Guidelines?

A: Kansas School Wellness Policy Model Guidelines

Q. What resources and training are available to help administer Child Nutrition & Wellness programs?

A: To find resources and training opportunities, search www.kn-eat.org by program or use the search button.

OR call 785-296-2276 or access the CNW Team contact information using the Contact Us link.

Emergency Safety Intervention

Our state has both statutes and regulations on emergency safety intervention – the use of seclusion and restraint with any student. This law has been in effect since 2013.

These laws provide limits on when emergency safety intervention may be used with any student and requirements when these interventions are used.

Resources on emergency safety intervention law are located at www.ksdetasn.org

Information on data reporting and analysis and the Kansas State Board of Education's administrative review process is located at www.ksde.org/Default.aspx?tabid=524

Special Education

- Individuals with Disabilities Education Act (IDEA) Part B federal grant award:
  17 indicators in the State Performance Plan include but are not limited to the following areas:

Graduation	Dropout
Assessments	Suspension/Expulsion
Inclusion	Disproportionate Representation/Disability
Timely Initial Evaluation	Secondary Transition
Outcomes across Age-Spans	State Systemic Improvement Plan
Transitions	Resolution & Mediation

- District self-assessments
  http://www.ksde.org/Agency/Division-of-Learning-Services/Early-Childhood-Special-Education-and-Title-Services/Kansas-Integrated-Accountability-System

Title Services

Improving Academic Achievement of the Disadvantaged

Federal programs funded through Every Student Succeeds Act (ESSA)

Programs include:

Migrant Education

Neglected and Delinquent

Education of Homeless Children/Youth (McKinney-Vento)

Title IIA – Preparing/training/recruiting High Quality Teachers

Title III Language Instruction for Limited English Proficient and Immigrant Students

Each district completes Local Consolidated Plan, Annual reports for each program, Title Self-Assessment on a 3 year cohort cycle reported to United States Department of Education

Third Quarter Guidance

Step One: Organize Stakeholder Teams

Leadership Teams: Agenda

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

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

NEEDS ASSESSMENT (See Appendix B)

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.

Outside Visitation Team (OVT)

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

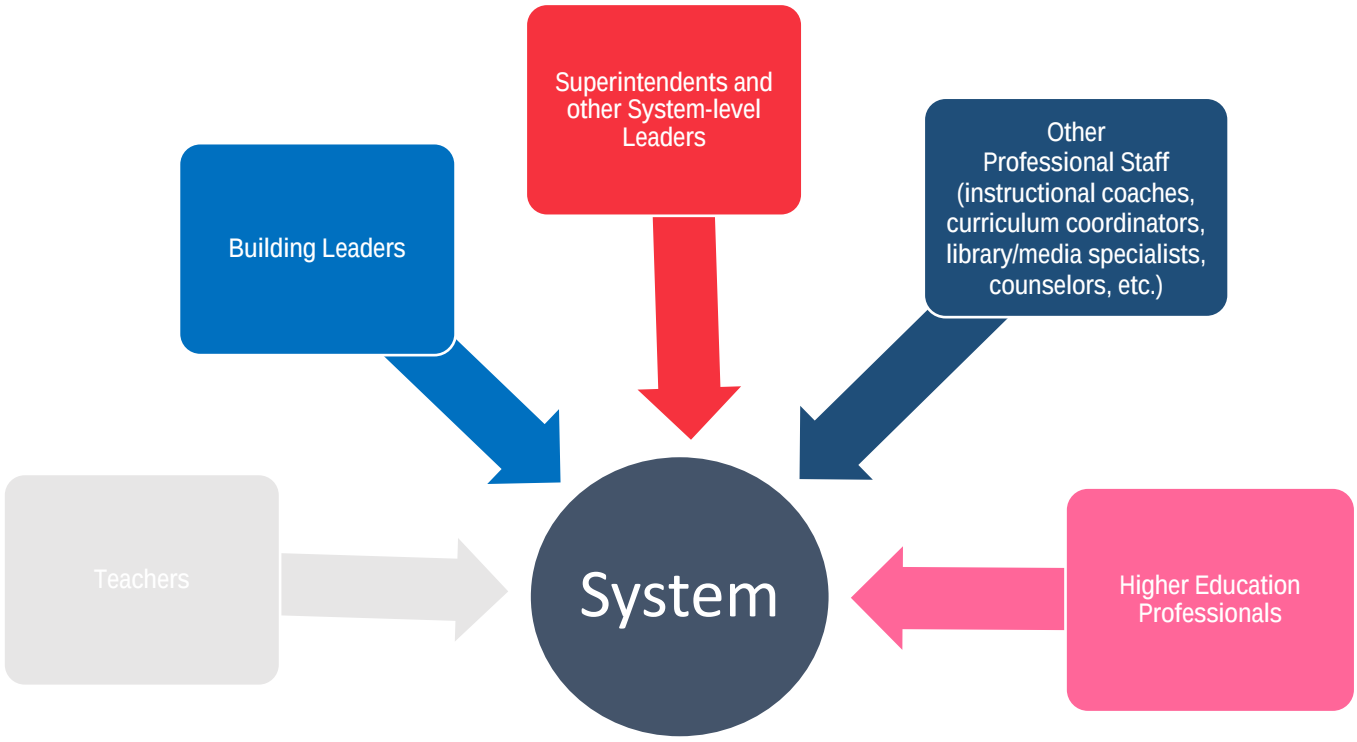
The OVT is important because it provides an objective perspective, ensures process fidelity, and fosters collaboration across and among districts.

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.

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.



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

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.

It is the responsibility of the district/system to acquire an OVT.

The following groups may be able to provide assistance with OVT development:

- Kansas Learning Network (KLN)
- Kansas MTSS
- AdvancED
- Service Centers
- Other KSDE-approved outside supporters

WHY SERVE ON AN OVT?

- Learn from other team members
- Gain exposure to other district/system cultures
- Earn professional development credit

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.

KESA State Reports – Managing the Process

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

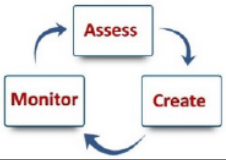
Where/how will your district/system house your KESA documentation?

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 (provided by Indistar®)? 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.)



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

Indistar Core Functions

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

Step Three: Introduce 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.

Step Four: Discuss Results/Data

Individual Plans of Study (IPS)

- 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.

Graduation Rate

- 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.

Graduation Home Page
http://www.ksde.org/Default.aspx?tabid413

Step Five: Evaluate Foundational Structures

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

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)

Rose Capacity 5

"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.

Curricular Standards

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.

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

Assessment Home Page

http://www.ksde.org/Default.aspx?tabid407

Fourth Quarter Guidance

Step One: Organize Stakeholder Teams

Leadership Teams: Agenda

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

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

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

Step Three: Introduce 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.

Step Four: Discuss Results/Data

Results: Civic Engagement

"Civic Engagement" is one of the five elements of the State Board of Education's definition of a successful Kansas high school graduate

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

CIVIC SKILLS	CIVIC KNOWLEDGE	CIVIC ACTIONS	CIVIC INTENT
• Speak • Listen • Collaborate • Organize • Advocate • Gather info • Process info	• Govt structures • Govt processes • History • Geography • Economics	• Vote • Volunteer • Participate • Collaborate • Compromise • Speak • Assist • Persuade • Impact	Commitment to one's and others' • Rights • Welfare Freedom • Fairness • Trust • Duty

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

Civic Engagement General Resources:

- Kansas Volunteer Commission: http://kanserve.org/
- http://www.ksde.org/LinkClick.aspx?fileticket=NVWtw0lWAOw%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

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

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

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"

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

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

Social-Emotional 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:

- 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

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

Appendices

Appendix A: Detailed KESA Process Document (timeline)

Complete	Year	Step
	1	Schedule date for mid-March OVT visit (All OVT members attend onsite). Discuss where system is in process.
	1	System logs in to KESA App (in Authenticated Applications) and fills in OVT Chair information and Year-in-Process question.
	1	Evaluate compliance and foundational structures. Address as necessary.
	1	Establish or update building and district leadership teams (BLTs and DLTs)
	1	Establish building and district site councils (BSC and DSC).
	1	Ensure that all staff and stakeholder groups know State Board's vision and five outcomes.
	1	Ensure that all staff and stakeholder groups know the State Board's definition of a successful Kansas high school graduate.
	1	Ensure that all staff and stakeholder groups are familiar with the Rose Capacities.
	1	Establish Outside Visitation Team (OVT) through KSDE-defined process.
	1	BLTs conduct building needs assessments using "R" rubrics.
	1	BLTs gather and examine data supporting the Results R.
	1	BLT share needs assessment and results data with BSC.
	1	DLT analyze building needs assessment findings and results data to identify areas of strength and need across district.
	1	DLT gather and examine current district-level performance in the Results R. (State Board definition and outcomes)
	1	DLT complete district-level "R" rubrics.
	1	DLT use building- and district-level data to select **two Rs** as district-wide Goal Areas for the cycle.
	1	DLT share needs assessment findings and results data, along with selected district-wide 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 findings, results data, and selected district-wide Goal Areas with local BOE (before or after OVT meeting).
	1	OVT visit takes place (All OVT members attend onsite.).
	1	System completes KESA Initial Report (in Authenticated Applications).
	1	OVT completes Yearly Summary.
	2	Schedule date for mid-March OVT visit. (Chair onsite, other members as needed – virtual or onsite)
	2	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	2	Evaluate compliance and foundational structures. Address as necessary.
	2	BLT develop a total of **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-wide 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	BLT and DLT coordinate and activate professional learning portions of action plans.
	2	OVT visit takes place (All OVT members attend onsite.).
	2	OVT complete Yearly Summary.
	2	DLT present district goals/action plans, summary of building goals/action plans, and OVT summary to local BOE.
	3	Schedule date for mid-March OVT visit (All OVT members attend onsite.).
	3	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	3	Evaluate compliance and foundational structures. 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	OVT visit takes place (All OVT members attend onsite.).
	3	OVT completes Yearly Summary.
	3	DLT present summary of mid-implementation review and OVT yearly summary to local BOE.

	4	Schedule date for mid-March OVT visit. (Chair onsite, other members as needed – virtual or onsite)
	4	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	4	Evaluate compliance and foundational structures. 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	OVT visit takes place (All OVT members attend onsite.).
	4	OVT completes Yearly Summary.
	4	DLT present update, including OVT yearly summary, to local BOE.
	5	Schedule date for mid-March OVT visit (All OVT members attend onsite.).
	5	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	5	Evaluate compliance and foundational structures. Address as necessary.
	5	BLT conduct post-implementation analysis (all 5 Rs).
	5	DLT conduct post-implementation analysis (all 5 Rs).
	5	OVT visit takes place (All OVT members attend onsite.).
	5	System completes KESA Final Report (in Authenticated Applications).
	5	OVT completes Executive Summary.
	5	DLT present update, including KESA Final Report and OVT Executive Summary, to local BOE.

Assumptions:

Participants are familiar with the KESA Rubrics.

Purpose: To identify and document evidence of existing practices and data addressing each "R" and its components.

Note: The list of practices and data will be used later in the needs assessment process to determine what should be gathered to prepare for having staff analyze data results, rate the system using the "R" rubrics and, ultimately, having the DLT determine the two "R" areas for which gaps should be addressed.

Directions:

1. Facilitator selects one "R."
2. Review definition of "needs assessment" (below).
3. Put participants into groups of 4-6. Provide to each group a graphic organizer reflecting the chosen "R" components.
4. Groups compile a list of evidence of everything they are currently doing to address each component. Specific types of data should also be documented (quantitative and qualitative).
5. Facilitator uses chart paper to write down the four components of the chosen "R" (leaving space between each) and posts it on wall. Ask groups to share what they've listed for each component and document those on the chart paper.
6.

Definitions:

- Needs Assessment – a systematic process to determine the gap(s) between current conditions and desired conditions.
- Evidence – items or data that is used to determine whether or not a gap between current and desired conditions exists (aka artifacts).

Variations: there are many ways to change this activity to better meet your contexts, if needed. A few options include:

- Do all four "Rs" at the same time, with the various groups of staff working with different "Rs." If each "R" has multiple groups, build in time for them to combine lists into one.
- Give each group chart paper to document their lists. Post on the wall and do a gallery walk, which allows everyone the opportunity to give input.
- Ahead of time, and without regard to any of the "Rs," make a list of the various data and practices currently being used by all levels of the building. When the staff comes together to do this activity, put them in groups and give each group the list you created. Have them determine which "R" for which the evidence is most appropriate.

KESA Implementation: Where Do We Fit?

In the boxes below, list the sources of evidence you have relative to each of the Relationship "R" components. You may find that not all boxes will contain much evidence supporting your attention to that area. Some boxes may reflect that much has been done in that area. It is not implied that more pieces of evidence means "better" indicator of success than fewer pieces of evidence in any given component area. Rather, it is the quality discussion that stakeholders have regarding what your data is telling you that will lead you to the selection of appropriate goal areas.

Relationships

Staff	Students
Families	Communities

Definition:

A needs assessment is a systematic process for determining the gap(s) between current conditions and desired conditions.

Goal (Why?):

We value the input of everyone. The change in vision and accreditation is a fundamental shift that everyone needs to understand and contribute toward. (QPA vs KESA) KESA is focused on the whole system so, if the system contains multiple buildings, they will be reflected in the needs of the entire system.

The KESA model uses a 5-Step Growth Process:

http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/GROWTH%20PROCESS%20GRAPHIC.pdf

ACTIVITY TO DETERMINE SYSTEM NEEDS

[adapted from *A Road Map to Understanding the Kansas Education Systems Accreditation (KESA)*, Learning Forward Kansas, p. 33-34]

Purpose for the activity: To determine the two "R's" for which a system will create goals for improvement over the accreditation cycle.

The following activity addresses the "Identify Needs" part of the process and guides the system toward determining which two of the four "R's" ("Results" is excluded) have the most opportunities for improvement. If multiple buildings exist within the overall system, the activity should be done at each building, then at the overall system level. When the two "R's" on which the system will concentrate for their accreditation cycle have been determined, they will be ready to move to the next part of the process: "Determine Goals."

This system needs activity will take approximately 2.5-3 hours to complete. It can be done by assessing all four "R's" at once (by different groups) in this time-frame or, if that length of time isn't available, each "R" can be assessed separately and discussed when all are completed.

Note: Systems who have already completed a needs assessment and have specific goals established prior to beginning the planning process do not have to conduct another assessment. However, because all systems are required to determine two goal areas ("R's"), any previously determined goals should be compared to the "R's" and the appropriate two indicated as the system's selected goal areas.

Preparation:

Materials/Supplies

- Copies of KESA rubrics
  http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/GROWTH%20PROCESS%20GRAPHIC.pd

  http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/Relevance%20RUBRIC.pdf

  http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/Responsive%20Culture%20RUBRIC.pdf

  http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/Rigor%20RUBRIC.pdf

- Copy of the activity protocol, if needed
- Copy of KESA 5 R's visual overview for everyone and one that has been enlarged to be posted on wall
  http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/FIVE%20Rs%205-24-2016.pdf
- Highlighters/Pens/Pencils
- Graphic Organizer (one per group)
- Dot Stickers (two per person)

Time: 3 hours

Groupings: Divide participants into 4 groups of 3-5 members (one group per rubric). Larger systems may have multiple groups working on the same rubric.

Pre-work for Participants: Familiarity with the rubrics prior to the activity

Introduction to Entire Group:

- Describe the purpose for the day and, generally, the protocol being used to accomplish the purpose
- Each group receives copies of all four "R" rubrics but will be assigned only one to assess

Process:

- Divide participants into 4 groups of 3-5 or, for larger systems, into as many groups as needed. Ideally, the total number of groups will result in the same number of groups reviewing each "R."
- Each group identifies a recorder (uses graphic organizer) and a reporter
- Assign each group a "R" to assess
- Advise groups there may be the need to reach consensus around the group's overall decision. Describe the meaning of consensus and the protocol "Fist to Five." The show of a fist means "I absolutely can't accept that." One finger means, "I can't accept it now, but need additional clarification/conversation." Three fingers means, "I don't know that I totally agree, but will support the team decision." All five fingers means, "I'm totally behind the decision."
- Groups will first work individually to review the assigned rubric and individually rate each criteria under each component, noting what types of data might exist to support the ratings.
- Groups then share individual results for each criteria in a "Round Robin" manner. The recorder documents each individual's result, then shares/reminds group. Each criteria should have one group rating, so if any conversation is needed in order to reach consensus, this is the time to do it. Once consensus is reached, the group shares suggested supporting data to support rating, including what is being done well and what could be improved. The recorder documents this information on the graphic organizer.
- Group decides a summative rating for the "R" based upon the ratings of the criteria.
- If there were multiple small groups assessing the same "R", time for them to compare ratings should be added in here. The multiple groups also must reach consensus on the rating before being reported out to the entire group.
- Reporters from the small groups share with the entire group what criteria were assessed and the summative rating reached, along with rationale for the decision. Facilitator marks the summative information on the large "R" overview on the wall.
- Entire group dialogue about what they see/notice about the data as a whole.
- Each person has 2 dot stickers and places one on 2 different "R's" to designate which ones should be focus areas. Ideally, there will be two receiving the most stickers and those would be the focus for that building/system.
-

Debriefing:

- Discuss final results, takeaways and next steps in the process, including how information will be shared with all stakeholders.

Additional Considerations:

- In a small system, this activity may determine the focus for that system. In larger systems with multiple buildings, each principal takes the building's ratings to the system level, where the results are shared. Ideally, the same two "R's" will be identified by all/most buildings so the system will have the areas for which goals will be set. Again, consensus may need to be reached at the system level.
- For systems so large that a meeting with the principals from each building with their results would result in a group too large for discussion, consider having secondary principals coming together to reach consensus and elementary principals coming together. A couple of principals from each of these groups could represent their levels at a district level meeting.

Activity Variations:

- Teams and "R's" could be pre-assigned and individuals come with their rubrics already rated, thus shortening the time needed.
- Each "R" could be done separately by the whole group (still broken into smaller groups), thus resulting in everyone having the opportunity to participate in the rating of each "R". This process could be done in a shorter time-frame.
- If system is mid-accreditation cycle and has existing goals, determine how those goals compare to the "R's". Facilitate small group dialogue regarding which "R's" are the best goal area for the existing system goal(s). Each group can discuss what is going well with the current goals and what still needs improvement. Also, given the specific requirements of the components and underlying criteria, as well as the rubric's description of a "modeling" system for each, does the wording of the goals need to be revised?

Glossary

Accreditation the process through which the State Board officially recognizes education systems as meeting minimum standards. Education systems receive one of three ratings: accredited, accredited-conditional, not accredited.

Accredited the highest of three official ratings granted by the State Board to education systems upon completion of a five-year cycle

Accredited-conditional - the middle of three official ratings granted by the State Board to education systems upon completion of a five-year cycle

Action plan the detailed course of action to be taken in order to achieve a specific goal

ARC *Accreditation Review Council*, the body that will recommend each system's accreditation status to the State Board

Authenticated applications portal - the secured virtual "gateway" through which users access certain software for submitting information to the State Board (https://apps.ksde.org/authentication/login.aspx)

Baseline a minimum or starting point used for comparisons

BLT *Building Leadership Team*, the committee of building-level employee stakeholders that oversees the school's participation in the accreditation process

BSC *Building Site Council*, the committee of a school's non-employee stakeholders that participates in the accreditation process

Compliance the state or act of fulfilling official requirements, i.e., statutes and regulations. In KESA, compliance is prerequisite to receiving an accreditation rating from the State Board.

Component in KESA, one of the four categories, or areas of emphasis, into which each of the four rubrics is divided

Criterion in KESA, an indicator of performance within a component of a KESA rubric

Data facts and statistics collected for reference or analysis

Data source the origin of facts and statistics

DLT *District Leadership Team*, the committee of an education system's employee stakeholders that oversees the system's participation in the accreditation process

DSC *District Site Council*, the committee of an education system's non-employee stakeholders that participates in the accreditation process

Education system - an organization that provides educational services to children in any of grades K-12 and seeks accreditation from the State Board

Evidence/Artifacts - the available body of facts or information indicating whether a belief or proposition is true or valid

Five Rs (The) the educational framework of KESA, consisting of Relationships, Relevance, Responsive Culture, Rigor

Focus Group (building) - a group of people representing a school's stakeholders. A focus group can be specific to a type of stakeholders—such as parents, students, business leaders—or simply representative group of all types.

Focus Group (system) - a group of people representing an education system's stakeholders. A focus group can be specific to a type of stakeholders—such as parents, students, business leaders—or simply representative group of all types.

Foundational Structures - programs, structures, or practices considered to be essential and, in KESA, prerequisite to receiving an accreditation rating from the State Board

Goal Area in KESA, one of the *Five Rs* selected by an education system for specific focus during its accreditation cycle

Implementation - the act or state of putting a plan or process into action

Implementing in KESA, the third of four ratings that can be assigned to a criterion within "The Five Rs" rubrics

Indicator a description of a level of performance in pursuit of a milestone

KansaStar web-based system for use with system- and/or building-level improvement teams to inform, coach, sustain, track and report improvement activities

KESA - ***Kansas Education Systems Accreditation***, the Kansas model for K-12 accreditation

KESA Final Report - official report to be completed and submitted to KSDE (through KSDE's authenticated applications portal) following the final OVT visit at the end of an education system's accreditation cycle

KESA Initial Report - report to be completed and submitted to KSDE (through KSDE's authenticated applications portal) following the initial visitation team visit at the end of the first year of an education system's accreditation cycle

Milestone an incremental step to be completed to effectively implement a strategy and are set at one year intervals.

Model a style or design of a particular product, i.e., accreditation model

Modeling in KESA, the highest of four ratings that can be assigned to a criterion within "The Five Rs" rubrics

Needs assessment - a systematic process for determining needs, or "gaps," between current conditions and desired conditions

No Evidence in KESA, the lowest of four ratings that can be assigned to a criterion within "The Five Rs" rubrics

Not Accredited - the lowest of three official ratings granted by the State Board to education systems upon completion of an accreditation cycle

NSC *National Student Clearinghouse*, a nationwide source for degree verification, enrollment verification, and student educational outcomes research.

Outlier in KESA, a school whose data is far different from others in the system, causing the school to have goals vastly different from the others

OVT *Outside Visitation Team*, the group of education professionals charged with coaching, mentoring, and supporting a district/system for the duration of the education system's accreditation cycle

OVT Chair educator trained to facilitate all OVT activities throughout the KESA cycle

OVT Executive Summary Report - the executive summary-style report to be written by the OVT Chair and submitted to KSDE upon the system's completion of its KESA cycle, after the OVT's final visit

OVT Member an educator serving as a trained participant on an education system's OVT during the KESA cycle

OVT Workbook - Outside Visitation Team resource for use before/during and after system visits (the document within which this glossary is located)

OVT Yearly Report - the summary report to be written by the OVT Chair and submitted to the education system's DLT at the end of years one through four of the system's accreditation cycle

Relationships one R of the KESA framework "The Five Rs," emphasizing relationships with/among staff, students, families, and community

Relevance one R of the KESA framework "The Five Rs," emphasizing relevance through curriculum, instruction, student engagement, and technology

Responsive Culture - one R of the KESA framework “The Five Rs,” emphasizing responsive culture through leadership, early childhood, climate, and nutrition & wellness

Results one R of the KESA framework “The Five Rs,” illustrating the results of a system’s efforts by looking at the State Board’s five outcomes: kindergarten readiness, individual plans of study (IPS), high school graduation, postsecondary success, and social/emotional factors measured locally

Rigor one R of the KESA framework “The Five Rs,” examining the rigor of programs through career/technical education (CTE), professional learning, resources, and data

Rubric an instrument detailing the standard characteristics of an item or performance, usually denoting different levels of quality, used for evaluating the item or performance

Stakeholder a person or entity with a direct share in or directly affected by another person’s or entity’s action(s)

State Board in KESA, the Kansas State Board of Education, the body of elected representatives of 10 regions of Kansas, charged with directing K-12 education and the preparation of K-12 educators

State Board Outcome - The State Board has identified 5 outcomes (indicators) to meet the State Board’s vision. They are: kindergarten readiness, individual plans of study (IPS), high school graduation, postsecondary success, and social/emotional factors measured locally

Strategy a plan of action or policy designed to achieve a major or overall aim.

Systems Approach - a method of viewing an organization as a system, in which each part affects and is affected by the other parts

Target an objective or result toward which efforts are directed.

Transitioning in KESA, the second highest of four ratings that can be assigned to a criterion within “The Five Rs”

BOE and KSDE Leadership page

Back Cover