

# FACT SHEET



## Peer Review – 2023/2024

### THIRD PARTY ACCOUNTABILITY & COLLABORATION

#### From OVT to Peer Review

During the first cycle of Kansas Education Systems Accreditation (KESA), every system was required to work with an Outside Validation Team (which later became the Outside Visitation Team) to receive feedback about the work and progress of your system. Over the course of the first cycle, the role of OVT changed from that of validation to that of collaboration and feedback. While some systems were able to build strong partnerships with their OVT members, many struggled to build consistent and meaningful relationships with their OVT.

Moving forward, the Accreditation and Design Team is making two changes to the OVT model.

- 1) We are moving away from 'Outside Visitation Team' and to the term 'Peer Review' as it more accurately reflects the intention and scope of work.
- 2) We are offering flexibility in how you curate a peer review team for the purposes of obtaining feedback.

Note, you **must** have a peer review annually but, for the 2023-2024 school year, *how* you engage in the process is flexible.

To better support systems in engaging in third-party accountability and collaboration, the Accreditation and Design Team is adding flexibility to the model by offering three ways through which your system can obtain feedback from a third party. The three options for obtaining your 'Peer Review' include:

- Regional Peer Review
- Traditional Peer Review
- Like-System Peer Review

The graphic below outlines what is expected to occur within each peer review model. Each system must choose a model that works best for them.

<ul style="list-style-type: none"><li>• Occurs at a Regional Service Center</li><li>• Minimum of one in-person meeting</li><li>• Showcase of Work</li><li>• Peer feedback/questioning</li><li>• Peer collaboration</li><li>• 3-5 systems per review team</li></ul>	<ul style="list-style-type: none"><li>• Maintain current OVT team and model</li><li>• Annual on-site visit</li><li>• On-going communication throughout each year</li><li>• Showcase of work</li><li>• Peer feedback/questioning</li><li>• Peer collaboration</li></ul>	<ul style="list-style-type: none"><li>• Two (or three) systems who are 'alike' partner as peer reviewers for one another</li><li>• Minimum of one in-person meeting</li><li>• Peer Showcase of Work</li><li>• Peer feedback/questioning</li><li>• Peer collaboration</li></ul>
<p>Regional Peer Review</p> 	<p>Traditional Peer Review</p> 	<p>Like-System Peer Review</p> 



## Peer Review Meeting Norms

Regardless of the Peer Review model you choose, all high-quality peer reviews should meet the following expectations:

- Consistent touchpoints throughout the year culminating in an annual review of work.
  - Regional Peer Review Systems can expect to meet 2-4 times/year.
- Every individual should come ready to share and receive feedback on their work.
 

Sharing Includes:

  - Current state as it relates to the 4 Fundamentals, desired state, and next steps for improving.
    - Experts on each fundamental from your system are encouraged to attend!
  - Artifacts of your work including data for each fundamental to demonstrate impact of your work. Be ready to explain how you are using your data to make decisions.
- Additionally, you should come ready to ask questions about and provide feedback on the work of your peers. Questions should focus on process, data, and future actions.

### What should systems prepare ahead of the Peer Review?

Throughout the year, you are actively working to leverage a process of continuous improvement within your system to help each student unlock opportunities. To do that, every system should focus on the 4 Fundamentals that are the priority of KSDE and the Kansas State Board of Education. Come ready to share and receive feedback on your work in each area outlined below.

#### Priority Focus:

4 Fundamentals -

- Standards-Aligned Curriculum, Instructional Monitoring Tools, Structured Literacy, and evidence of a Balanced Assessment Systems

#### Secondary Focus:

Process -

- System-level Data Analysis
- System Student Performance Goals, including measures and timeframes
- Impact of Stakeholder Engagement Efforts

Outcomes -

- Implementation and Impact Data Regarding the State Board Outcomes

For more information, contact:

Dr. Jay Scott  
 Director  
 Accreditation & Design  
 (785) 296-6818  
[jscott@ksde.org](mailto:jscott@ksde.org)



Kansas State Department of Education  
 900 S.W. Jackson Street, Suite 102  
 Topeka, Kansas 66612-1212

(785) 296-3201

[www.ksde.org](http://www.ksde.org)

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