

KESA Fact Sheet



June 2016

Kansas Education Systems Accreditation (KESA)

Elements of KESA:

Systems Approach

Supported by the rich research base of systems theory, this new model is designed to accredit systems (such as unified school districts) rather than individual schools. Research clearly shows that the systems approach improves individual schools more effectively than simply targeting an individual school.

Stakeholder Involvement

Stakeholders participate through the building and district leadership teams and site councils. These groups represent the various stakeholder groups, the diversity of the student population, the community and its business/industry. These groups provide input throughout the five-year cycle.

Outside Validation

The outside validation team (OVT) consists of K-12 educators and post-secondary professionals and is assigned to the system for the five-year cycle. The team's mission is to validate the system's process and results, identify areas for improvement, provide guidance, and recommend an accreditation rating to KSDE.

Compliance & Foundations

The **compliance** element of KESA requires education systems to meet governmental requirements. **Foundations** involve integrating research-based best practices, addressing such issues as academic intervention, diversity/equity, mental/physical health, civic engagement, and post-secondary and career preparation.

Familiar Growth Process

Most systems already use a five-part process for improvement. First, assess the current situation to determine needs. Second, establish goals to meet those needs (and measurements to determine goal achievement). Third, create an action plan for each goal. Fourth, implement the plan. Fifth, assess growth, reflect, begin new cycle.

'The Five Rs' Framework

To begin the process, systems use "The Five Rs" framework to assess their performance in educating children. Systems rate themselves using rubrics for relationships, relevance, responsive culture, and rigor, and then they analyze results data related to the State Board's definition of a successful Kansas high school graduate.

Timeline for Implementation:

JUNE 2016	State Board approves model.
SUMMER 2016	KSDE sends regulations into legal vetting process.
SUMMER 2016	"Zero Year" begins.
SPRING 2017	State Board adopts final regulations.
SUMMER 2017	"Year One" begins.
SPRING 2018	GROUP ONE systems receive official KESA rating.

Five-year Process:

Year 1

School/district needs assessments, goal area identification, Outside Validation Team (OVT) visit

Year 2

Building/District goal establishment; action plan development; OVT chair check-in

Year 3

Action plan implementation; midpoint reflection/revision; OVT visit







Year 4

Action plan implementation; data collection; OVT chair check-in

Year 5

Data/evidence analysis; OVT on-site visit; accreditation rating granted by State Board

Stakeholder Involvement:

<p>BLT School building leadership team <i>(building employees)</i></p> 	<p>DLT District/system leadership team <i>(employees across the district/system)</i></p> 	<p>Local governing body <i>(Board of Education)</i></p> 
<p>BSC School building Site council <i>(parents/community)</i></p> 	<p>DSC District/system site council <i>(parents, community, business/industry)</i></p> 	<p>OVT Outside validation team <i>(PK-20 education professionals from elsewhere in region)</i></p> 

Outside Validation Team:

Role

- Validate process and results
- Identify areas for improvement (AFI)
- Confer on challenges
- Provide visit summaries to KSDE
- Recommend accreditation rating to KSDE/SBoE

Members

- Trained through KSDE
- K-20 professionals with min. 5 yrs K-12 background
- Nominated by K-12 or self-nominated w/ K-12 references
- No conflict of interest

Representation

- Specialization according to needs (Sp. Ed., ELL,...)
- Content area expertise
- Level expertise (primary, middle, HS)
- Diversity based on student pop. (as possible)

Foundational Structures:

Districts/systems must have system-wide **structures** (curricula, plans, processes, programs) **in place to support** the following best practices and the Rose Capacities (RC).

1. Tiered framework of supports/interventions
2. Stakeholder engagement
3. Diversity/equity in education and cultural competence related to students
4. (RC) Communication/basic skills
5. (RC) Civic and social engagement
6. (RC) Physical and mental health; includes school counseling programs
7. (RC) Arts and cultural appreciation
8. (RC) Postsecondary and career preparation; includes library/media programs
9. Curricula that allow students to meet the Kansas Board of Regents qualified admissions requirements and the state scholarship program

Results

State Board’s Identified Outcomes

Kindergarten readiness, graduation rates, post-HS completion, Individual plans of study, social/emotional factors

State Board’s Definition of Successful Kansas High School Graduate

Academic skills, cognitive skills, technical skills, employability skills, civic engagement

Goal/Action Plan Measures

Relationships, relevance, responsive culture; rigor

For more information, contact:



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