Kansas leads the world in the success of each student.

**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.

**Vision**
Kansas leads the world in the success of each student.

**Motto**
Kansans CAN.

**Successful Kansas High School Graduate**
A successful Kansas high school graduate has the
- Academic preparation,
- Cognitive reparation,
- 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.

**Outcomes for Measuring Progress**
- Social-Emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success
FOREWORD

The accreditation of Kansas school districts is some of the most important work we do. Your work to implement the Kansas Education Systems Accreditation (KESA) model ensures Kansas’ education system is meeting the needs of each student it serves. I personally want to thank you for your time and hard work during this process.

KESA aligns perfectly with the Kansas State Board of Education’s bold vision for education in Kansas – Kansas leads the world in the success of each student. The State Board identified five goal areas – social-emotional growth, kindergarten readiness, Individual Plan of Study (IPS), high school graduation and postsecondary success.

The Kansas State Department of Education and the State Board of Education also developed the Kansans Can School Redesign Project. The first phase of the project, Mercury 7, included seven school districts – 14 schools, which launched in the fall of 2018. The Mercury 7 districts designated one elementary and one secondary school to be redesigned around the five outcomes and what Kansans said they want their schools to look like in the future.

More districts have joined the Mercury 7, and currently there are nearly 50 districts (more than 100 schools) taking part in this redesign process. Eventually, all 286 districts will be a part of the project.

KESA, the redesign project and the vision are all working together to put us on the right path to lead the world.

Sincerely,

Dr. Randy Watson
Kansas Commissioner of Education

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Teacher Licensure and Accreditation
Kansas State Department of Education
Landon State Office Building
900 S.W. Jackson Street, Suite 106
Topeka, Kansas 66612-1212
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<tr>
<th>Contents</th>
<th>KESA</th>
</tr>
</thead>
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**CONTACT INFORMATION SHEET **

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KANSAS VISION FOR EDUCATION

Definition of Success
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 on state assessments. This new vision for education calls for a more student-focused system that provides support and resources for individual success and will require everyone to work together to make it a reality. Together, Kansans Can.

Kansas Vision for Education:
Kansas leads the world in the success of each student.

Defining Success
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.
Outcomes to be measured:

1. Social-emotional factors measured locally
   
   **GOAL:** Each student develops the social, emotional and character competencies that promote learning and success in life.
   
   **EXPLANATION:** Academics are one component of student success. Students also need to develop other skills, such as teamwork, perseverance and critical thinking.

2. Kindergarten readiness
   
   **GOAL:** Each student enters kindergarten socially, emotionally and academically prepared for success.
   
   **EXPLANATION:** Kindergarten readiness is an essential building block for future achievement and academic success. A high percentage of a child's brain architecture is built before the age of five. Children who enter kindergarten with strong readiness skills are more likely to maintain this success.

3. Individual Plan of Study (IPS)
   
   **GOAL:** Each student has an Individual Plan of Study that identifies talents, passions and interests that will be used when selecting high school courses and in career exploration.
   
   **EXPLANATION:** Students with this preparation will be ready for success in postsecondary education, the workforce, the attainment of industry-recognized certifications and continued civic engagement.

4. High school graduation
   
   **GOAL:** Each student graduates from high school with academic and cognitive preparation, as well as technical, employability and civic engagement skills.
   
   **EXPLANATION:** Students with this preparation will be ready for success in postsecondary education, the workforce, the attainment of industry-recognized certifications and continued civic engagement.

5. Postsecondary success
   
   **GOAL:** Students pursuing a postsecondary education have completed or are engaged in a two-year or four-year program of study, a technical certification program or military service.
   
   **EXPLANATION:** Postsecondary engagement and success open the doors to a wide variety of opportunities. Most students will opt to attend a two-year, four-year or technical college or join the military – all of which play a critical role in preparing students for the life and the workforce.
INTRODUCTION

After several years of developing a new model, Kansas implemented a systems approach to accreditation beginning with the 2017-2018 school year. This Kansas Education Systems Accreditation (KESA) and the Kansans Can Vision give school systems the leverage to implement systemic improvement by identifying the underlying causes of academic and nonacademic challenges. Purposeful redesign will create a sustainable culture of improvement evidenced by process and results. An atmosphere of accountability within schools and among schools across the system will ensure that "Kansas leads the world in the success of each student."
The following sections provide information regarding the process followed and detail submitted in the KESA authenticated application accessible on the KSDE homepage.¹

System Responsibility

Pages in this section will include the Initial and Final Reports. Additionally, each of the System Yearly Update pages provide a look ahead at the information for years one through five respectively. All information requested from these pages are to be documented on your KESA pages in authenticated applications. It is recommended that you review the “System’s Activity” information bulleted on the first page of each yearly section. The setting of an annual agenda is completed in collaboration with your Outside Visitation Team (OVT) chair. Sample agendas are found in the appendix.

Outside Visitation Team (OVT) Responsibility

The OVT section primarily addresses the role of the OVT chair. However, it is the responsibility of the chair to communicate with OVT members prior, during and after the spring visit with regard to calendars, agendas and individual assignments contributing to the quality of each visit. All required documentation contained in the KESA authenticated application can be saved as a PDF and shared with members electronically. The chair will collaborate with the system leader in the development of the annual visit agenda. Periodic review of the Growth Cycle and the Kansans Can Vision will help maintain a quality improvement focus. The Growth Cycle Chart is included in this section. The Kansans Can Vision Chart is in the appendix. OVT Responsibilities begin with review of the “Preparation for …” pages for each respective year. The next page will contain the OVT Annual Summary questions to be completed following the visit. The Annual Summary questions are to be completed collaboratively by the visitation team. The chair will provide the responses in the KESA authenticated applications section under Outside Visitation Team. Only the chair has access to input and edit.

Accreditation Review Council (ARC) Responsibility

The ARC has the task of reviewing and discussing all of the information provided by the system and the OVT for the purpose of developing an accreditation recommendation to the Kansas State Board of Education. Once the ARC determines a recommendation, it will complete an Executive Summary to be provided to the State Board in support of the recommendation. The Executive Summary and other ARC documents will be provided in this section.

Appendix

The appendix will include resources, templates and other documents for reference by any of the stakeholders charged with completing any of the KESA sections in authenticated applications.

¹ See Instructions for Gaining Access to KESA Applications on page 74.
What does the process look like?

Outside Visitation

The bedrock of the KESA model is a quality improvement process grounded in best practices. To ensure fidelity to such a process, as well as transparency for stakeholders, outside visitation is key. In KESA, the Outside Visitation Team (OVT) is a group of education professionals charged with coaching, mentoring and supporting the system they are serving for the duration of the five-year accreditation cycle.

Outside Visitation Team - Cycle Overview

<table>
<thead>
<tr>
<th>Year 1 in Cycle</th>
<th>Year 2 in Cycle</th>
<th>Year 3 in Cycle</th>
<th>Year 4 in cycle</th>
<th>Year 5 in Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OVT chair</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule onsite visit to occur midspring.</td>
<td>Schedule onsite visit to occur midspring.</td>
<td>Schedule onsite visit to occur midspring.</td>
<td>Schedule onsite visit to occur midspring.</td>
<td>Schedule onsite visit to occur midspring.</td>
</tr>
<tr>
<td>Attend onsite visit.</td>
<td>Attend onsite visit.</td>
<td>Attend onsite visit.</td>
<td>Attend onsite visit.</td>
<td>Attend onsite visit.</td>
</tr>
</tbody>
</table>

| **OVT members** | | | | |
| Attend onsite visit. | Attend onsite visit. | Attend onsite visit. | Attend onsite visit. | Attend onsite visit. |

| **Tasks** | | | | |
| Review needs assessment findings. | Review goals. | Discuss implementation progress and any proposed changes to goals/action plans. | Review implementation progress. | Final visit. |
| Review current data supporting Results R. | Review action plans. | Discuss potential artifacts/evidence for demonstrating growth. | Discuss potential artifacts/evidence for demonstrating growth. | Final analysis and discussion of direction for next cycle. |
| Discuss goal area selection. | Provide support in specific areas as needed. | Follow up on previously identified items. | Follow up on previously identified items. | System completes KESA Final Report. |
| Identify items for system to address. | Identify items for system to address. | Identify items for system to address. | Identify items for system to address. | (Chair) Submit OVT final annual summary. |

Growth Cycle

- Collect and examine current data.
- Analyze results and begin new cycle.
- Determine goals.
- Begin implementation.
- Continue implementation.
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KESA
SYSTEM RESPONSIBILITY

Initial and Final Reports

Documentation of the accreditation cycle begins with the completion of the Initial Report in authenticated applications found on the Kansas State Department of Education (KSDE) homepage.

Near the end of the five-year cycle, the system will complete a Final Report in authenticated applications. The information contained in the Initial and Final Reports will provide a before and after snapshot of system change having occurred during the accreditation process.

Outside Visitation Teams (OVT) and the Accreditation Review Council (ARC) will reference the reports as they fulfill their respective roles in the process.

The following pages reflect those found in authenticated applications and are provided as information only.
Initial/Final Report

Please be sure and complete this report as accurately as possible. Your results from the Initial Report to the Final Report reflect the impact your system has had on “leading the world in the success of each student.”

Submitter Information

1.1 Select your system type.

1.2 Location of System’s Administrative Office is displayed below.

1.3 Enter Submitter Information:
   - First/Last Name
   - Job Title
   - Email Address
   - Phone Number
   - Outside Visitation Team (OVT) Information

2.1 Who provided or assisted you in assembling your OVT?*
   - Kansas Learning Network (KLN)
   - Kansas Multi-Tier System of Supports (MTSS)
   - Kansas Education Service Center
   - Other (Please specify below).

2.2 Name and contact information of OVT chair:
   - First/Last Name
   - Job Title
   - Email Address
   - Phone Number

3.1 What year are you in the five-year cycle?

<table>
<thead>
<tr>
<th>Cycle Year</th>
<th>Rating Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>Spring 2019</td>
</tr>
<tr>
<td>2nd Year</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>3rd Year</td>
<td>Spring 2021</td>
</tr>
<tr>
<td>4th Year</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>5th Year</td>
<td>Spring 2023</td>
</tr>
</tbody>
</table>

System Profile

4.1 Provide a profile of your system here. Include such information as its mission and beliefs, pertinent demographics (community, employee, student), communities it encompasses, recent successes, current challenges, etc.

💡 Reminder:
The purpose of this profile is for the OVT and the ARC to understand your system, the context within which you make your decisions.
Compliance

5.1 To the best of your knowledge, is this system in good standing with KSDE regarding compliance with all applicable federal and state statutes and regulations? Click here for more information.

5.2 If you answered “Yes” to the question above, skip this question.
If you answered “No,” briefly explain here each area of noncompliance and why you believe you are not in good standing with KSDE.

* Compliance Issue #1
500 character limit

* Compliance Issue #2
500 character limit

Foundational Structures

6.1 Indicate this system’s current status in each of the foundational structures.

<table>
<thead>
<tr>
<th>FOUNDATIONAL STRUCTURES</th>
<th>MORE INFO</th>
<th>NO SYSTEMWIDE PLAN</th>
<th>DEVELOPING SYSTEMWIDE PLAN</th>
<th>IMPLEMENTING SYSTEMWIDE PLAN</th>
<th>EVIDENCE OF PLAN’S EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Tier System of Support/Interventions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Stakeholder Engagement</td>
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<tr>
<td>Diversity/Equity/Cultural Competence</td>
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<tr>
<td>Communication/Basic Skills</td>
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<tr>
<td>Civic and Social Engagement</td>
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<tr>
<td>Physical and Mental Health</td>
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<tr>
<td>Arts and Cultural Appreciation</td>
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<tr>
<td>Postsecondary and Career Preparation</td>
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</tbody>
</table>

Comments
2,000 character limit
Rubric Ratings

These ratings are based on the results of the system’s most recent needs assessment.

The “Five Rs” Framework Overview

7.1 Enter your component and overall ratings from the RELATIONSHIPS rubric.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Students</th>
<th>Families</th>
<th>Community</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

7.2 Enter your component and overall ratings from the RELEVANCE rubric.

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Instruction</th>
<th>Student Engagement</th>
<th>Technology</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

7.3 Enter your component and overall ratings from the RESPONSIVE CULTURE rubric.

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Early Childhood</th>
<th>District Climate</th>
<th>Nutrition and Wellness</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

7.4 Enter your component and overall ratings from the RIGOR rubric.

<table>
<thead>
<tr>
<th>Career and Technical Education</th>
<th>Professional Learning</th>
<th>Resources</th>
<th>Data</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Goal Areas

8.1 Select your system’s first goal area for this cycle.

8.2 Select your system’s second goal area for this cycle.

⚠️ NOTE: These both have drop boxes to select one of the Rs.
Social-Emotional Growth

9.1 The system has collected and utilized data to determine resource and assessment needs.
   • Yes
   • No
   • In progress

9.2 Social-Emotional Character Development (SECD) standards are embedded and aligned throughout K-12 content area curriculum.
   • Yes
   • No
   • In progress

9.3 The system has adopted, or locally developed, an evidence-based program(s) for social-emotional growth at all levels.
   • Adopted program
   • Locally developed program
   • Other (please specify below).

9.4 Social-emotional growth is being measured and is incorporated in the system’s overall assessment protocol.
   • Local measures have been identified and are embedded throughout the system’s overall assessment protocols.
   • Local measures have been identified, but are not included in the system’s overall assessment protocol system. (Assessment calendar).
   • Local measures are not yet developed.

9.5 Local social-emotional growth data is analyzed and considered in the system/school improvement process.
   • Social emotional data is analyzed and referenced in both system and building improvement plan documents.
   • Social emotional data is analyzed and referenced only in building improvement plan documents.
   • Social emotional data is analyzed and referenced only in system improvement plan documents.
   • Social emotional data is not analyzed or referenced in improvement plan documents at any level.
Kindergarten Readiness

10.1 Are all elementary schools using the State Board approved kindergarten readiness tool, Ages and Stages?

NOTE: Yes or No drop-down.

10.2 Choose the option that best describes your system’s current level of implementation.

- We have not addressed the kindergarten entry snapshot tool.
- We are preparing to implement (planning, professional learning, etc.).
- Teachers administer during the required data entry window, Aug. 1- Sept. 20.

10.3 Does your system collaborate with early childhood and preschool programs in your community to support kindergarten readiness?

- Yes, a collaborative process is established.
- A collaborative process is in development.
- No collaborative process established at this time.

Individual Plan of Study (IPS)

11.1 What elements are currently included in the IPS for students? (Mark all that apply.)

- Documentation of career interests.
- Courses a student takes in high school/college aligned to student career goals.
- Yearly benchmarks for reaching short-term goals.
- Written postsecondary goals and postsecondary plan.
- Portfolio.
- Internship, dual course credit, certifications and other postsecondary relevant opportunities.
- Academic assessment scores (ACT, SAT, ASVAB, etc.).
- Resume.
- Postsecondary financial plan (e.g. scholarship, student loans, FAFSA and grants) identified and applied to multiple postsecondary institutions.
- None.
- Other (Please specify below).

11.2 Which of the following best describes the IPS process adopted by the system?

- Counselor centered IPS program is implemented by the counselor).
- Career advisor system (All school staff members implement the IPS program and serve as career advisors).
- Career advocate system Individuals are hired to work with students on IPS.
- Hybrid (Any combination of the above processes).
- None.
- Other (Please specify below).
11.3 How often will a review and update of the IPS and goals for each student occur?

**NOTE:** Drop-down menu with following options:
- No review/updates scheduled.
- Once per year.
- Twice per year.
- Three times per year.
- Four times each year.
- More than four times each year.

### Graduation Rate

12.1 Your system’s graduation rate currently showing on the Kansas Report Card ([https://ksreportcard.KSDE.org](https://ksreportcard.KSDE.org)).

### Postsecondary Completion/Attendance

13.1 Click here to see your system’s Postsecondary Effectiveness Rate.

### Civic Engagement

14.1 In the last year, what percentage of the teachers responsible for social studies instruction received professional learning specifically for social studies?

<table>
<thead>
<tr>
<th>Level</th>
<th>0%-20%</th>
<th>21%-40%</th>
<th>41%-60%</th>
<th>61%-80%</th>
<th>81%-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
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<tr>
<td>Middle School</td>
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<td>High School</td>
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</table>

14.2 What percentage of students participate in facilitated discussions about current events?

<table>
<thead>
<tr>
<th>Level</th>
<th>0%-20%</th>
<th>21%-40%</th>
<th>41%-60%</th>
<th>61%-80%</th>
<th>81%-100%</th>
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<td>Elementary</td>
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<td>High School</td>
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</table>

14.3 Service-learning projects provide students with opportunities to apply what they learn in the classroom through performing community service. In a typical year, what percentage of students participate in service-learning?

<table>
<thead>
<tr>
<th>Level</th>
<th>0%-20%</th>
<th>21%-40%</th>
<th>41%-60%</th>
<th>61%-80%</th>
<th>81%-100%</th>
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<tbody>
<tr>
<td>Elementary</td>
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<td>Middle School</td>
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<tr>
<td>High School</td>
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</tbody>
</table>
### 14.4 What percentage of students participate in extracurricular activities that provide opportunities for them to get involved in their schools or communities outside the school day?

<table>
<thead>
<tr>
<th>Level</th>
<th>0%-20%</th>
<th>21%-40%</th>
<th>41%-60%</th>
<th>61%-80%</th>
<th>81%-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
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<tr>
<td>High School</td>
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</table>

### 14.5 What percentage of students participate in student government either by holding office, running for office or voting?

<table>
<thead>
<tr>
<th>Level</th>
<th>0%-20%</th>
<th>21%-40%</th>
<th>41%-60%</th>
<th>61%-80%</th>
<th>81%-100%</th>
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<tbody>
<tr>
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<td>Middle School</td>
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### 14.6 How frequently do students get to practice democratic processes in their classes, each year? (Democratic process might include: class/school elections, moderated debate, surveys, programs like “We The People, Model U.N., Kids Voting, Mock Trial, iCivics, etc.).

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### Assurances

**NOTE:** These are all Yes/No questions.

15.1 Does the superintendent/leader of this system assure that this report accurately represents the system's KESA activities and decisions?

15.2 Does the superintendent/leader of this system assure that the president/leader of the local board of education/governing body is fully aware of the existence of this report?

15.3 Does the superintendent/leader of this system assure that this report has been accepted as a receive or information item at an open board of education meeting?
KESA
SYSTEM YEARLY UPDATES

Systems will document their improvement progress each year by completing System Yearly Updates in authenticated applications found on the KSDE homepage.

The information contained in the System Yearly Updates will provide evidence of system change occurring from year to year in the accreditation process.

OVTs and the members of ARC will reference the System Yearly Updates as they fulfill their respective roles in the process.

The following pages reflect those found in authenticated applications and are provided here as information only.

NOTE: It is recommended that these update pages are completed as the data becomes available. They should be considered working documents visible in real-time to all with access.
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KESA
YEAR 1

System’s Activity During Year One

- Establish OVT through KSDE-defined process.
- Schedule date for midspring OVT visit (All OVT members attend onsite). Discuss where system is in process and how system did/will conduct its needs assessment.
- System logs in to KESA Application (in KSDE Authenticated Applications) and complete initial report.
- Evaluate compliance and foundational structures. Address as necessary.
- Establish or update building and system leadership teams and Building Site Councils (BSC).
- Ensure that all staff and stakeholder groups know State Board’s vision and outcomes.
- Ensure that all staff and stakeholder groups know the State Board’s definition of a successful Kansas high school graduate.
- Ensure that all staff and stakeholder groups are familiar with the Rose Capacities.
- Building Level Teams (BLT) conduct building needs assessments.
- BLT gathers and examines data supporting the Results R.
- Each BLT shares its needs assessment and results data with BSC and incorporates feedback as appropriate.
- District Level Team (DLT) analyzes building needs assessment findings and results data to identify areas of strength and need across system.
- DLT gathers and examines current system-level performance in the Results R. (State Board definition and outcomes)
- DLT completes system-level R rubrics.
- DLT uses building- and system-level data to select two Rs as systemwide goal areas for the cycle.
- DLT shares needs assessment findings and results data, along with selected systemwide goal areas, with DSC and incorporates feedback as appropriate.
- BSC each meet face-to-face at least twice.
- DSC meets face-to-face at least twice.
- OVT visit takes place in the spring (all OVT members attend onsite).
- System completes KESA Initial Report (in KSDE Authenticated Applications) prior to visit.
- OVT submits Year One Summary to DLT. OVT chair and DLT leader each maintain a copy for file.
- DLT shares needs assessment findings, results data and selected systemwide goal areas and OVT summary with local governing body.
System Yearly Update
Authenticated Applications

**NOTE:** The System Yearly Updates are included as information only. The updates are completed by the system in KSDE Authenticated Applications.

Welcome to **Year One** of KESA.

**Primary Objectives for Year One:**
- Review rubrics used as appropriate.
- Conduct your needs assessment.
- Address compliance and foundational structures.
- Select two Rs as goal areas for the cycle.
- BLT develop building goals/action plans.
- DLT develops system goals/action plans based on Goal Areas 1 and 2.
- Update site councils.
- Inform local governing body.
- Submit Initial Report.

KESA is the State Board adopted accreditation model. It is a process. There are a few nonnegotiables for all systems seeking an accreditation status from the State Board of Education. All systems must address the areas of compliance, foundational structures and collaborate with an OVT.

However, systems are encouraged to embrace their unique needs and school cultures. The Kansans Can School Redesign Project and Kansas Learning Network are two examples of processes that utilize goals, strategies and needs assessments that support a continuous improvement process and may be more specialized in nature.

**Reminders:**
- It may be helpful to type your answers in Word first, then copy and paste them into the application.
- Make sure to save often as the authenticated application will time out due to inactivity.

Tell your story!
Needs Assessment

- List your system needs assessment findings. This needs assessment can be based on the KESA Rubrics or another needs assessment instrument. Your responses below should include findings for each of the four KESA Rs (Relationships, Relevance, Responsive Culture and Rigor). Be sure to consider both qualitative and quantitative data. This information will assist your system in identifying the goal areas and provide the OVT information to understand the decisions that have been made to this point and in making recommendations for moving forward.
- Explain how your needs assessment helped you determine your current performance in the KESA Rs.

Results: State Board Goals

Describe how your system is currently performing in each of the following State Board goal areas.

- Social-Emotional Factors Measured Locally (Data and Analysis).
- Kindergarten Readiness (Data and Analysis).
- Individual Plan of Study (Data and Analysis).
- High School Graduation (Data and Analysis).
- Postsecondary Success (Data and Analysis).

State Board of Education’s Definition of a Successful High School Graduate

Summarize how your system helps students meet the definition of a successful high school graduate.

- Academic/Cognitive
- Technical
- Employability
- Civic Engagement

Needs Assessment and Action Plan Development

1. Outline your needs assessment process.
2. Describe the involvement of site councils and other stakeholders in the needs assessment process.
3. Based on your data, what are your concerns, challenges and implementation plans for Years 1-5.
4. Explain any building-level concerns now that your needs assessment process is complete.
5. Name any outlier schools requiring additional system supports, including a brief description explaining why they are an outlier. (See KESA glossary).
6. How will you support outlier schools?
7. How have you ensured that all of your stakeholder groups are able to articulate and discuss your system vision and plan?
8. In what way do the buildings in your system all participate and/or contribute to your system plan? How are building plans aligned?
9. Describe how your professional learning opportunities align with the needs of your system?
Goal and Action Plan Development

GOAL AREA 1:
1. What specific data sources and trends led you to choose this goal area?
2. What are your system-level priorities for this goal area? Consider any related building concerns in your description.
3. What trends in building-level goal development influenced your system-level goal development?
4. How does this system goal address the needs of all buildings/stakeholders?
5. What strategies will you employ to achieve your goal?
6. Describe the professional learning and other supports that will be needed to help improve this goal area?
7. What indicators will be used to determine progress in this goal area? What milestones will you identify to measure growth, and how often will you be evaluating them?
8. Are there any new data sources you developed or discovered to support your work around this goal? If so, please describe them.

GOAL AREA 2:
1. What specific data sources and trends led you to choose this goal area?
2. What are your system-level priorities for this goal area? Consider any related building concerns in your description.
3. What trends in building-level goal development influenced your system-level goal development?
4. How does this system goal address the needs of all buildings/stakeholders?
5. What strategies will you employ to achieve your goal?
6. Describe the professional learning and other supports that will be needed to help improve this goal area?
7. What indicators will be used to determine progress in this goal area? What milestones will you identify to measure growth, and how often will you be evaluating them?
8. Are there any new data sources you developed or discovered to support your work around this goal? If so, please describe them.

Telling your story ...

Use this space to:
- Discuss anything you feel you might need additional help and/or guidance from your OVT chair and team to complete.
- Describe the work you need to complete to prepare for next year.
- Describe any work you have already completed from the requirements for upcoming years.

System has now completed KESA documentation for Year One.
KESA Year 2

System’s Activity During Year Two

- Schedule date for midspring OVT visit (all members attend onsite).
- If applicable, system updates OVT chair information and Year-in-Process question in KESA Application.
- Evaluate compliance and foundational structures. Address as necessary.
- BLT develops a total of two to three building goals related to either or both system goal areas.
- BLT develops an action plan for each building goal.
- BLT shares building goals and action plans with BSC and incorporates feedback as appropriate.
- DLT reviews building goals and action plans.
- DLT develops system leadership action plan for each systemwide goal area.
- DLT shares goals and action plans with DSC and incorporates feedback as appropriate.
- BLT and DLT coordinate and activate professional learning portions of action plans.
- OVT visit takes place (all members attend onsite).
- OVT completes Year Two Summary.
- DLT presents district goals/action plans, summary of building goals/ action plans, and OVT summary to local governing body.

Growth Cycle

- Collect and examine current data.
- Analyze results and begin new cycle.
- Determine goals.
- Begin implementation.
- Continue implementation.
Welcome to **Year Two** of KESA.

Primary Objectives for **Year Two**:  
- Review and address any issues with compliance/foundational structures.  
- BLT develops building goals/action plans.  
- DLT develops system goals/action plans based on Goal Areas 1 and 2.  
- Review results and progress in meeting the State Board goals and Definition of a Successful High School Graduate.  
- Update site councils.  
- Inform local governing body.

KESA is the State Board adopted accreditation model. It is a process. There are a few nonnegotiables for all systems seeking an accreditation status from the State Board of Education. All systems must address the areas of compliance, foundational structures and collaborate with an OVT.

Systems will continue to embrace their unique needs and school cultures. The Kansans Can School Redesign Project and Kansas Learning Network are two examples of processes that utilize goals, strategies and needs assessments that support a continuous improvement process and may be more specialized in nature.

**Reminders:**  
- It may be helpful to type your answers in Word first, then copy and paste them into the application.  
- Make sure to save often as the authenticated application will time out due to inactivity.

Continue to tell your story!
Tell your improvement story ...

Reflect on the work you have completed and the lessons you have learned about your system or the process following your last OVT visit.

Compliance and Foundational Structures

1. Any noncompliant issue(s) identified in Years One or Two will be updated here. Identify the issue(s) and explain how they have been addressed.
2. Briefly explain how each of the Foundational Structures are being addressed in your system.
   - Multi-Tiered System of Supports.
   - Stakeholder Engagement.
   - Diversity/Equity.
   - Communication/Basic Skills.
   - Civic and Social Engagement.
   - Physical and Mental Health.
   - Arts and Cultural Appreciation.
   - Postsecondary and Career Preparation.

Goal and Action Plan Development

GOAL AREA 1:

1. What are your specific system-level priorities for this goal area?
2. What trends in building-level goal development influenced your system-level goal development?
3. How do your system goals in this goal area address the needs of all buildings/stakeholders?
4. What strategies will you employ to achieve your goals?
5. What professional learning will support your action plans?
6. What indicators will be used to determine progress in this goal area? What milestones will you identify to measure growth?
7. Goal and Action Plan Development

GOAL AREA 2:

1. What are your specific system-level priorities for this goal area?
2. What trends in building-level goal development influenced your system-level goal development?
3. How do your system goals in this goal area address the needs of all buildings/stakeholders?
4. What strategies will you employ to achieve your goals?
5. What professional learning will support your action plans?
6. What indicators will be used to determine progress in this goal area? What milestones will you identify to measure growth?
1. How will you support outlier schools?
2. What evidence can you provide to ensure all stakeholder groups are able to articulate your system vision and/or discuss your plan?
3. In what way do the buildings in your system all participate and/or contribute to your system plan? How are building and system plans aligned?
4. What new data sources have you developed or discovered to support your work around the selected goal areas?

Results: State Board Goals
Describe how your system is currently performing in each of the following State Board goal areas.

- Social-Emotional Factors Measured Locally (*Data and Analysis*).
- Kindergarten Readiness (*Data and Analysis*).
- Individual Plan of Study (*Data and Analysis*).
- High School Graduation (*Data and Analysis*).
- Postsecondary Success (*Data and Analysis*).

State Board of Education's Definition of a Successful High School Graduate
Summarize how your system helps students meet the definition of a successful high school graduate.

- Academic/Cognitive
- Technical
- Employability
- Civic Engagement

Telling your story ...
Use this space to:

- Discuss anything you feel you might need additional help and/or guidance from your OVT chair and team to complete.
- Describe the work you need to complete to prepare for next year.
- Describe any work you have already completed from the requirements for upcoming years.

System has now completed KESA documentation for Year Two.
K E S A  
YEAR 3

System’s Activity During Year Three

- Schedule date for midspring OVT visit (all OVT members attend onsite).
- If applicable, system updates OVT chair information and Year-in-Process question in KESA Application.
- Evaluate compliance and foundational structures. Address as necessary.
- BLT implements its action plans. Ongoing collection of artifacts/evidence.
- BLT conducts midimplementation review and make adjustments, if necessary, for continued implementation in Year Four.
- BLT shares midimplementation review with BSC.
- DLT conducts midimplementation review and makes adjustments, if necessary, for continued implementation in Year Four.
- DLT shares midimplementation review with DSC.
- OVT visit takes place (all OVT members attend onsite).
- OVT completes Year Three Summary.
- DLT presents summary of midimplementation review and OVT summary to local governing body.
System Yearly Update
Authenticated Applications

NOTE: The System Yearly Updates are included as information only. The updates are completed by the system in KSDE Authenticated Applications.

Welcome to Year Three of KESA.

Primary Objectives for Year Three:

- Review compliance/foundational structures.
- Review results and progress in meeting the State Board Goals and Definition of a Successful High School Graduate.
- Implement or continue action plans and identify data/evidence/supporting plans and goals.
- Conduct midcycle review/make adjustments as necessary.
- Include site councils.
- Inform local governing body.

Year Three is the point planning turns to full implementation or implementation continues, depending on the rigor of your system. Systems should be making modifications to plans or strategies as necessary based on evidence gathered.

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Systems will continue to embrace their unique needs and school cultures.

Reminders:

- It may be helpful to type your answers in Word first, then copy and paste them into the application.
- Make sure to save often as the authenticated application will time out due to inactivity.

Continue to tell your story!
Continue to tell your improvement story ...

Reflect on the work you have completed and the lessons you have learned about your system or the process following your last OVT visit.

Implementation of Action Plans

GOAL AREA 1:
1. How do you expect your work in the priorities of this goal area to impact the State Board outcomes and definition of a successful Kansas high school graduate?
2. What action steps have you taken to ensure your district is improving in this goal area?
3. What data are you using to monitor progress? What changes in that data indicate progress on the milestones you are targeting?
4. Describe how your system communicates a consistent message regarding your work in this goal area to all stakeholders.
5. Discuss your professional learning plan and its effectiveness for this goal area.

GOAL AREA 2:
1. How do you expect your work in the priorities of this goal area to impact the State Board outcomes and definition of a successful Kansas high school graduate?
2. What action steps have you taken to ensure your district is improving in this goal area?
3. What data are you using to monitor progress? What changes in that data indicate progress on the milestones you are targeting?
4. Describe how your system communicates a consistent message regarding your work in this goal area to all stakeholders.
5. Discuss your professional learning plan and its effectiveness for this goal area.

Midcycle Review
1. Are your goals still as relevant in Year Three as they were in Years One and Two?
2. Describe any action plan modifications since the OVT Year Two visit. What data led to these changes?
3. What evidence can you provide to show stakeholder engagement in the activities/strategies in your action plan(s)?
4. What stakeholder contributions appear to be making the most positive impact?
5. Describe the professional learning taking place and the evidence that is producing desired results.
6. Describe how your work in the KESA process has impacted students, teachers and other stakeholders?
Compliance and Foundational Structures

1. Any noncompliant issue(s) identified in Years One or Two will be updated here. Identify the issue(s) and explain how they have been addressed.

2. Briefly explain how each of the Foundational Structures are being addressed in your system.
   - Multi-Tiered System of Supports.
   - Stakeholder Engagement.
   - Diversity/Equity.
   - Communication/Basic Skills.
   - Civic and Social Engagement.
   - Physical and Mental Health.
   - Arts and Cultural Appreciation.
   - Postsecondary and Career Preparation.

Results: State Board Goals

Describe how your system is currently performing in each of the following State Board goal areas.

- Social-Emotional Factors Measured Locally (Data and Analysis).
- Kindergarten Readiness (Data and Analysis).
- Individual Plan of Study (Data and Analysis).
- High School Graduation (Data and Analysis).
- Postsecondary Success (Data and Analysis).

State Board of Education’s Definition of a Successful High School Graduate

Summarize how your system helps students meet the definition of a successful high school graduate.

- Academic/Cognitive
- Technical
- Employability
- Civic Engagement

Telling your story ...

Use this space to:

- Discuss anything you feel you might need additional help and/or guidance from your OVT chair and team to complete.
- Describe the work you need to complete to prepare for next year.
- Describe any work you have already completed from the requirements for upcoming years.

System has now completed KESA documentation for Year Three.
System’s Activity During Year Four

- Schedule date for midspring OVT visit *(all members attend onsite)*.
- If applicable, system updates OVT chair information and Year-in-Process question in KESA Applications.
- Evaluate compliance and foundational structures. Address as necessary.
- BLT continues implementation. Ongoing collection of artifacts/evidence.
- DLT continues implementation. Ongoing collection of artifacts/evidence.
- BLT begins review of data, artifacts, evidence.
- BLT reviews data, artifacts, evidence with BSC.
- DLT begins review of data, artifacts, evidence.
- DLT reviews data, artifacts, evidence with DSC.
- OVT visit takes place *(all members attend onsite)*.
- OVT completes **Year Four** Summary.
- DLT presents update, including OVT summary, to local governing body.
System Yearly Update
Authenticated Applications

**NOTE:** The System Yearly Updates are included as **information only**. The updates are completed by the system in KSDE Authenticated Applications.

Welcome to **Year Four** of KESA.

Primary Objectives for **Year Four**:

- Review compliance/foundational structures.
- Review results and progress in meeting the State Board Goals and Definition of a Successful High School Graduate.
- Continue implementation of action plans/revise as necessary.
- Continue identification of data/evidence supporting plans.
- Begin preparation for **Year Five**.
- Update site councils on progress.
- Inform local governing body of progress.

**Remember:**

During **Year Four**, full implementation continues. Systems should continue making modifications to plans or strategies as necessary based on evidence gathered and begin preparing for the end of their cycle during **Year Five**.

KESA is the State Board adopted accreditation model. It is a process. There are a few nonnegotiables for all systems seeking an accreditation status from the State Board of Education. All systems must address the areas of compliance, foundational structures and collaborate with an OVT.

Continue to embrace your unique needs and school cultures.

**Reminders:**

- It may be helpful to type your answers in Word first, then copy and paste them into the application.
- Make sure to save often as the authenticated application will time out due to inactivity.

Tell us more about your story!
Continue to tell your improvement story...

Reflect on the work you have completed and the lessons you have learned about your system or the process following your last OVT visit.

Compliance and Foundational Structures

1. Any noncompliant issue(s) identified in Years One or Two will be updated here. Identify the issue(s) and explain how they have been addressed.
2. Briefly explain how each of the Foundational Structures are being addressed in your system.
   - Multi-Tiered System of Supports.
   - Stakeholder Engagement.
   - Diversity/Equity.
   - Communication/Basic Skills.
   - Civic and Social Engagement.
   - Physical and Mental Health.
   - Arts and Cultural Appreciation.
   - Postsecondary and Career Preparation.

Continued Implementation

GOAL AREA 1:
1. Describe the progress toward this goal at both the building and system levels using the action plans developed.
2. Discuss the effect of any changes or modifications made to your action plans as Year Three ended.
3. Share pertinent feedback from stakeholders regarding your progress in this goal area.
4. Identify any changes resulting from stakeholder feedback.

GOAL AREA 2:
1. Describe the progress toward this goal at both the building and system levels using the action plans developed.
2. Discuss the effect of any changes or modifications made to your action plans as Year Three ended.
3. Share pertinent feedback from stakeholders regarding your progress in this goal area.
4. Identify any changes resulting from stakeholder feedback.
Results: State Board Goals
Describe how your system is currently performing in each of the following State Board goal areas.

- Social-Emotional Factors Measured Locally (Data and Analysis).
- Kindergarten Readiness (Data and Analysis).
- Individual Plan of Study (Data and Analysis).
- High School Graduation (Data and Analysis).
- Postsecondary Success (Data and Analysis).

State Board of Education's Definition of a Successful High School Graduate
Summarize how your system helps students meet the definition of a successful high school graduate

- Academic/Cognitive
- Technical
- Employability
- Civic Engagement

Preparing for Year Five
1. Provide evidence of system progress in your goal areas as you prepare for Year Five.
2. Which specific State Board of Education outcomes have been most positively influenced by your work to date?
3. Describe specific goal area concerns that will need your focus during Year Five.
4. Discuss significant contributions by nonemployee stakeholders with respect to the State Board outcomes.

Telling your story ...
Use this space to:

- Discuss anything you feel you might need additional help and/or guidance from your OVT chair and team to complete.
- Describe the work you need to complete to prepare for next year.
- Describe any work you have already completed from the requirements for upcoming years.

System has now completed KESA documentation for Year Four.

***
**KESA YEAR 5**

**System’s Activity During Year Five**

- Schedule date for midspring OVT visit (all OVT members attend onsite).
- If applicable, system updates OVT chair information and Year-in-Process question in KESA application.
- Evaluate compliance and foundational structures. Address as necessary.
- BLT conducts final analysis (all 5 Rs).
- DLT conducts final analysis (all 5 Rs).
- OVT visit takes place (all OVT members attend onsite).
- OVT completes Executive Summary.
- DLT presents update, including KESA Final Report and OVT Executive Summary, to local governing body.

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**Growth Cycle**

- Collect and examine current data.
- Analyze results and begin new cycle.
- Determine goals.
- Begin implementation.
- Continue implementation.
Welcome to Year Five of KESA.

Primary Objectives for Year Five:

- Evaluate compliance/foundational structures.
- Evaluate results and progress in meeting the State Board Goals and Definition of a Successful High School Graduate.
- Conduct final needs assessment and analysis.
- Accomplish final OVT visit.
- Submit KESA Final Report.
- Update site councils.
- Inform local governing body.

Remember:

During Year Five, full implementation continues and a summary evaluation of your efforts is completed.

KESA is the State Board adopted accreditation model. It is a process. There are a few nonnegotiables for all systems seeking an accreditation status from the State Board of Education. All systems must address the areas of compliance, foundational structures and collaborate with an OVT.

Continue to embrace your unique needs and school cultures.

Reminders:

- It may be helpful to type your answers in Word first, then copy and paste them into the application.
- Make sure to save often as the authenticated application will time out due to inactivity.

Give us a summary of your story from the past five years!
Continue to tell your improvement story...

Reflect on the work you have completed and the lessons you have learned about your system or the process following your last OVT visit.

Review Process Evidence and Results Data

GOAL AREA 1:
1. What were your system-level priorities for this goal area?
2. Discuss the growth/change of your system Results in this goal area during this cycle.
3. How has your work in this goal area changed (become embedded in) the system’s culture?
4. What strategy(ies) will you use to grow/sustain your efforts in this goal area?
5. Which State Board goals were most positively impacted during this accreditation cycle?
6. Reflect on the process you followed and describe what you will do similarly or differently in the next cycle to achieve desired results.

GOAL AREA 2:
1. What were your system-level priorities for this goal area?
2. Discuss the growth/change of your system Results in this goal area during this cycle.
3. How has your work in this goal area changed (become embedded in) the system’s culture?
4. What strategy(ies) will you use to grow/sustain your efforts in this goal area?
5. Which State Board goals were most positively impacted during this accreditation cycle?
6. Reflect on the process you followed and describe what you will do similarly or differently in the next cycle to achieve desired results.

Final Analysis: Needs Assessment
1. How have your needs assessment results changed from Year One to Year Five? Your responses below should include findings for each of the four KESA Rs (Relationships, Relevance, Responsive Culture and Rigor). Be sure to consider both qualitative and quantitative data. This information will assist your system in determining growth in your goal areas, and provide the OVT information to understand the decisions that have been made throughout the accreditation cycle.
2. Explain how your work during this KESA cycle will help you prepare for your next KESA cycle.

Final Results: State Board Goals
Describe how your system is currently performing in each of the following State Board goal areas.

• Social-Emotional Factors Measured Locally (Data and Analysis).
• Kindergarten Readiness (Data and Analysis).
• Individual Plan of Study (Data and Analysis).
• High School Graduation (Data and Analysis).
• Postsecondary Success (Data and Analysis).
State Board of Education's Definition of a Successful High School Graduate

Summarize how your system helps students meet the definition of a successful high school graduate.

- Academic/Cognitive
- Technical
- Employability
- Civic Engagement

Compliance

3. Describe the processes/structures you have in place to ensure that your system is compliant with state and federal regulations and statutes?

4. What compliance issues might you need to address during this accreditation cycle?

5. How can the OVT assist you with these issues?

Examples of Compliance Areas:
- Graduation requirements
- Educator licensure
- System professional development plan
- System mentoring plan
- Educator evaluation
- Child nutrition and wellness
- Early childhood
- Special Education
- Title
- Emergency Safety Intervention
- State assessments
- Fiscal/finance
- Data Quality Certification
- Data submissions
- Bullying policy
- Jason Flatt Act

Foundational Structures

The OVT will use this page to review the status of foundational structures each year.

2. Stakeholder Engagement
3. Diversity/Equity
4. Communication/ Basic Skills
5. Civic and Social Engagement
6. Physical and Mental Health
7. Arts and Cultural Appreciation
8. Postsecondary and Career Preparation

System has now completed KESA documentation for Year Five.
OVT Responsibility

Educators serving on the OVT provide a crucial service to enhance the quality of education delivered to Kansas children.

OVT members and chairs are professionals responsible for mentoring, coaching and supporting their colleagues in this accreditation process. The OVT will ultimately deliver assurances to the Accreditation Review Council (ARC) leading to an accreditation status recommendation to the State Board of Education.

During the spring visits each year, rich conversations and data review aimed at addressing the State Board outcomes and the Kansans Can Vision are summarized in the Annual Summary completed in authenticated applications by the visiting team. It is the expectation of the chair to see that these summaries are a collective effort and submitted in a timely manner.

The OVT chair will have read-only access to the System Yearly Updates. All system documentation should be distributed electronically to all OVT members for preparation of visits and/or writing of Annual Summaries.

The Annual Summaries are the only documents completed by the OVT as part of the accreditation process. They should be considered working documents visible in real-time to all with access.

The following Annual Summary pages reflect those found in authenticated applications and are provided here as information only. Additionally included are a Growth Cycle chart with sample questions and preparation instructions for each respective year. Sample agendas for use by the OVT chair are located in the appendix.
Beginning of KESA Cycle

Discussion between OVT chair and system leader at beginning of system’s first KESA cycle.

1. Discuss this graphic as a reminder about the KESA process.

2. How will you bring all buildings together so that your system is eventually at the same place in the process?

3. What protocols did/will you use to include staff in the needs assessment process?

**Note:** These cycle steps are intended to represent the chronology of the process and not necessarily the steps for years 1-5 respectively. Rigor will vary from system to system.
Preparation for Year One

1. Chair schedules Year One visit.

Sometime in the fall, the OVT chair establishes a midspring date with the system leader for the Year One visit. Contact information is exchanged between the DLT and OVT, and the chair and system leader discuss the year-in-cycle and needs assessment process. Chair also reminds system leader to begin KESA application initial report.

2. Yearly System Update.

Prior to the midspring visit, most likely by January or February, the initial report, system needs assessment findings, goal area selection and other relevant Year One system information, should be available for review in system updates in the KSDE Authenticated Applications.

This Yearly System Update is available in real-time for periodic chair review.

3. Onsite visit agenda.

At least one month prior to the visit, the agenda is finalized (see sample agenda in the appendix). While the chair is responsible for developing the agenda, collaboration between the chair and system leadership is recommended to ensure that the agenda accommodates both groups and addresses the system’s needs. The agenda will focus on activities best suited for face-to-face review and interaction. Remember to consider facilities - location, breaks, lunch, transportation for tours (if applicable) - in setting the agenda. It is the responsibility of the chair to ensure all team members are informed of the agenda.

Agenda items will include meetings and discussions involving system leadership, building leadership, site councils and other stakeholders as appropriate. Visits should be organized to support school improvement efforts related to the KESA Framework, Redesign and/or the State Board vision and outcomes. Visits should be informal yet focused. Visitors should be inquisitive and supportive; hosts should not feel compelled to embellish or reluctant to ask for assistance.

Some activities may require the attendance of the entire DLT, while other activities may only require the attendance of representative groups of stakeholders. Facilities tours and focus groups may be appropriate, but are not required.

Time should be allotted for the OVT and DLT to complete or update the system’s KESA Initial Report and system updates (KSDE Authenticated Applications).

The agenda should include time at the end of the visit for the OVT to meet on its own to process the visit and complete the annual summary. The system will provide an appropriate room for this purpose.

4. Conduct the visit.

Recommend visit be conducted between mid-March and mid-April.

5. Submit OVT Annual Summary Year One.

As an overview of the large body of information as part of the OVT visit, this report will include highlights of decisions, discussions and interviews; describe the OVT’s observations of the system’s progress; and indicate items of concentration for follow-up. The chair is responsible for this report while delegating certain sections to specific OVT members. This report is a concise account of the visit observations and conversations and should be completed in Authenticated Applications within 30 days following the visit.
OVT Annual Summary Year One

NOTE: The OVT Annual Summaries are included as information only. The summaries are completed by the OVT chair in KSDE Authenticated Applications.

The KESA Year One Annual Summary, issued in Year One of the accreditation cycle, is a document the ARC uses to determine a system’s recommended accreditation status.

The Annual Summary reflects the OVT’s findings and observations of a particular system gathered during Year One. Objective comments made will be based on evidence and observations.

SECTION A:
Summarize the needs assessment process conducted during this first year of the cycle leading to the system’s selection of two goals areas. Be sure to describe the role of all stakeholder groups involved.

SECTION B:
Goal 1:
Identify the specific outcomes of the needs assessment that compelled this system to select this goal. This narrative will include particular components targeted by the system that will positively impact the State Board outcomes and student success.

SECTION C:
Goal 2:
Identify the specific outcomes of the needs assessment that compelled this system to select this goal. This narrative will include particular components targeted by the system that will positively impact the State Board outcomes and student success.

This information will be documented in the Authenticated Applications System Yearly Updates: Goal and Action Plan Development.

SECTION D:
Identify the baseline data documented in the System Yearly Update for Year One. Compare that data from the time it was recorded to the writing of this summary. The data analyzed will include, but is not limited to, attendance, student behavior, assessment and the State Board outcomes. How does the building data support the system data?

SECTION E:
Describe current status of Compliance and Foundational Structures. Refer to Compliance and Foundational Structures in the KESA Workbook and ensure essential elements of the KESA process are contained within this section of the report.

SECTION F:
Describe challenge areas as shared by Focus Group(s) during the onsite visit. Refer to Year One Conversations with Stakeholders in the KESA Workbook.
Preparation for Year Two

1. Chair schedules Year Two visit.
   Sometime in the fall, the OVT chair establishes a midspring date with the system leader for the Year Two visit. Updates to DLT and OVT contact information is exchanged. Chair also reminds system leader to begin KESA application initial report.

   Chair collects information from system.

   Leading up to the midspring visit, most likely during January and February, system leadership provides buildings’ and system’s goals and action plans, along with other relevant Year Two system updates in Authenticated Application.

2. Yearly System Update.
   Prior to the midspring visit, most likely by January or February, the initial report, system needs assessment findings, goal area selection and other relevant Year Two system information, should be available for review in system updates in the KSDE Authenticated Applications.

   This Yearly System Update is available in real-time for periodic chair review.

3. Onsite visit agenda.
   At least one month prior to the visit, the agenda is finalized (see sample agenda in the appendix). While the chair is responsible for developing the agenda, collaboration between the chair and system leadership is recommended to ensure that the agenda accommodates both groups and addresses the system’s needs. The agenda will focus on activities best suited for face-to-face review and interaction. Remember to consider facilities – location, breaks, lunch, transportation for tours (if applicable) – in setting the agenda. It is the responsibility of the chair to ensure all team members are informed of the agenda.

   Agenda items will include meetings and discussions involving system leadership, building leadership, site councils and other stakeholders as appropriate. Visits should be designed to support school improvement efforts related to the KESA framework and the State Board vision and outcomes occurring since the last visit. Visits should be informal yet focused. Visitors should be inquisitive and supportive; hosts should not feel compelled to embellish or reluctant to ask for assistance.

   Some activities may require the attendance of the entire DLT, while other activities may only require the attendance of representative groups of stakeholders. Facilities tours and focus groups are appropriate.

   The agenda should also include time near the end of the visit to complete the annual summary. The system will provide an appropriate room for this purpose.

4. Conduct the Visit
   Recommend visit should be conducted between mid-March and mid-April.

5. Submit OVT Year Two Summary Report.
   As an overview of the large body of information studied by the OVT, this report will include highlights of decisions, discussions and interviews; describe the OVT’s observations of the system’s progress; and indicate items of concentration for follow-up. The chair is responsible for this report, delegating certain sections to specific OVT members. This report is a concise account of the visit observations and conversations and must be submitted to the DLT by May 1. Chair and DLT must retain copy for file.
The KESA Year Two Annual Summary, issued in Year Two of the accreditation cycle, is a document the ARC uses to determine a system’s recommended accreditation status.

The Annual Summary reflects the OVT’s findings and observations of a particular system gathered over two years.

Objective comments made will be based on evidence and observations.

SECTION A:
Review the current condition of Compliance and Foundational Structures. Provide a concise summarization to include specific areas of Compliance and Foundational Structures relative to the discussion at each of the previous OVT visits. Refer to the KESA Workbook for lists, descriptions or definitions.

SECTION B:
Summarize the progress of GOAL 1 after two years in cycle. Provide specific detail to include strategies employed, challenges expected or incurred and professional learning conducted to support the particular priorities being targeted by the system and schools that positively impact the State Board outcomes. Be sure to include supporting evidence in your narrative. Refer to Year Two: Goal and Action Plan Development Goal Area 1.1

SECTION C:
Summarize the progress of GOAL 2 after two years in cycle. Provide specific detail to include strategies employed, challenges expected or incurred and professional learning conducted to support the particular priorities being targeted by the system and schools that positively impact the State Board outcomes. Be sure to include supporting evidence in your narrative. Refer to Year Two: Goal and Action Plan Development Goal Area 1.2

SECTION D:
Describe any applicable plan for supporting outlier schools in the system. Provide a brief narrative detailing the contributions of stakeholders at the building level to system improvement.

SECTION E:
Discuss baseline data results following the Year One needs assessment that will validate the quality of system improvement over time. The OVT will review this data annually and the ARC will be considering this quantitative data in chart and/or narrative form in Year Five. Examples are, but not limited to, attendance, behavior, assessment and State Board outcomes.

1 See sample agendas in the Appendix p. 64-68.
2 See sample agendas in the Appendix p. 64-68.
Preparation for Year Three

1. Chair schedules Year Three visit.
   Sometime in the fall, the OVT chair establishes a midspring date with the system leader for the Year Three visit. Updates to DLT and OVT contact information is exchanged. Chair also reminds system leader to begin KESA application initial report.

2. Yearly System Update.
   Prior to the midspring visit, most likely by January or February, the initial report, system needs assessment findings, goal area selection and other relevant Year Three system information, should be available for review in system updates in the KSDE Authenticated Applications.
   This Yearly System Update is available in real-time for periodic chair review.

3. Onsite visit agenda.
   At least one month prior to the visit, the agenda is finalized (see sample agenda in the appendix). While the chair is responsible for developing the agenda, collaboration between the chair and system leadership is recommended to ensure that the agenda accommodates both groups and addresses the system’s needs. The agenda will focus on activities best suited for face-to-face review and interaction. Remember to consider facilities – location, breaks, lunch, transportation for tours (if applicable) – in setting the agenda. It is the responsibility of the chair to ensure all team members are informed of the agenda.
   Agenda items will include meetings and discussions involving system leadership, building leadership, site councils and other stakeholders as appropriate. Visits should be designed to support school improvement efforts related to the KESA framework and the State Board vision and outcomes occurring since the last visit. Visits should be informal yet focused. Visitors should be inquisitive and supportive; hosts should not feel compelled to embellish or reluctant to ask for assistance.
   Some activities may require the attendance of the entire DLT, while other activities may only require the attendance of representative groups of stakeholders. Facilities tours and focus groups are appropriate.
   The agenda should also include time near the end of the visit to complete the annual summary. The system will provide an appropriate room for this purpose.

4. Conduct the Visit.
   Recommend visit should be conducted between mid-March and mid-April.

5. Submit OVT Year Three Annual Summary.
   As an overview of the large body of information studied by the OVT, this report will include highlights of decisions, discussions and interviews; describe the OVT’s observations of the system’s progress; and indicate items of concentration for follow-up. The chair is responsible for this report, delegating certain sections to specific OVT members. This report is a concise account of the visit observations and conversations and must be submitted to the DLT by May 1. Chair and DLT must retain copy for file.
OVT Annual Summary Year Three

NOTE: The OVT Annual Summaries are included as information only. The summaries are completed by the OVT chair in KSDE Authenticated Applications.

The KESA Year Three Annual Summary, issued in Year Three of the accreditation cycle, is a document the ARC uses to determine a system's recommended accreditation status. The Annual Summary reflects the OVT's findings and observations of a particular system gathered over three years.

Objective comments made will be based on evidence and observations.

SECTION A:
Review the current condition of Compliance and Foundational Structures. Provide a concise summarization to include specific areas of Compliance and Foundational Structures relative to the discussion at each of the previous OVT visits.

SECTION B:
Describe how the system will monitor the progress of the identified priorities of GOAL 1. A quality paragraph will include indicators of improvement, evidence of effective communication and professional learning for this goal area. Specific examples will support the goal statement and goal priorities being targeted that positively impact students and State Board outcomes. Be sure to include supporting evidence in your narrative. Details can be found in authenticated applications on the Goals pages of the Yearly System Updates for Years Two and Three.

SECTION C:
Describe how the system will monitor the progress of the identified priorities of GOAL 2. A quality paragraph will include indicators of improvement, evidence of effective communication and professional learning for this goal area. Specific examples will support the goal statement and goal priorities being targeted that positively impact students and State Board outcomes. Be sure to include supporting evidence in your narrative. Details can be found in Authenticated Applications on the Goals pages of the Yearly System Updates for Years Two and Three.

SECTION D:
Summarize the results data discussed and displayed in this section that will validate the quality of system improvement over time. The ARC will be considering quantitative data in chart and/or narrative form. Examples are, but not limited to, attendance, behavior, assessment and State Board outcomes.

SECTION E:
Summarize the implementation of building level and system level action plans, review data and evidence supporting plans and selected goals. Evidence of a shared responsibility and the necessary resources provided to buildings are to be identified.

SECTION F:
In this section, the OVT chair will include additional evidence of system improvement observed during this cycle that may be more about a quality, sustainable improvement process. Included are, but not limited to, established policies, procedures and regulations designed to sustain effective and efficient roles for employees, nonemployee stakeholders and system leadership at all levels. Be sure to include how this system has made gains in supporting the overall Kansas vision for education and the State Board outcomes. Describe how this system is/is not adequately prepared to begin the final year of the accreditation cycle.
Preparation for Year Four

1. Chair schedules Year Four visit.
   Sometime in the fall, the OVT chair establishes a midspring date with the system leader for the Year Four visit. Updates to DLT and OVT contact information is exchanged. Chair also reminds system leader to enter system yearly updates.

2. Yearly System Update.
   Prior to the midspring visit, most likely by January or February, the initial report, system needs assessment findings, goal area selection and other relevant Year Four system information, should be available for review in system updates in the KSDE Authenticated Applications.

   This Yearly System Update is available in real-time for periodic chair review.

3. Onsite visit agenda.
   At least one month prior to the visit, the agenda is finalized (see sample agenda in the appendix). While the chair is responsible for developing the agenda, collaboration between the chair and system leadership is recommended to ensure that the agenda accommodates both groups and addresses the system’s needs. The agenda will focus on activities best suited for face-to-face review and interaction. Remember to consider facilities - location, breaks, lunch, transportation for tours (if applicable) - in setting the agenda. It is the responsibility of the chair to ensure all team members are informed of the agenda.

   Agenda items will include meetings and discussions involving system leadership, building leadership, site councils and other stakeholders as appropriate. Visits should be designed to support school improvement efforts related to the KESA framework and the State Board vision and outcomes occurring since the last visit. Visits should be informal yet focused. Visitors should be inquisitive and supportive; hosts should not feel compelled to embellish or reluctant to ask for assistance.

   Some activities may require the attendance of the entire DLT, while other activities may only require the attendance of representative groups of stakeholders. Facilities tours and focus groups are appropriate.

   The agenda should also include time near the end of the visit to complete the annual summary. The system will provide an appropriate room for this purpose.

4. Conduct the visit.
   Recommend visit should be conducted between mid-March and mid-April.

5. Submit OVT Year Four Annual Summary.
   As an overview of the large body of information studied by the OVT, this report will include highlights of decisions, discussions and interviews; describe the OVT’s observations of the system’s progress; and indicate items of concentration for follow-up. The chair is responsible for this report, delegating certain sections to specific OVT members. This report is a concise account of the visit’s observations and conversations and must be submitted to the DLT by May 1. Chair and DLT must retain copy for file.
OVT Annual Summary Year Four

NOTE: The OVT Annual Summaries are included as information only. The summaries are completed by the OVT chair in KSDE Authenticated Applications.

The KESA Year Four Annual Summary, issued in Year Four of the accreditation cycle, is a document the ARC uses to determine a system's recommended accreditation status.

The Annual Summary reflects the OVT's findings and observations of a particular system gathered over four years. Objective comments made will be based on evidence and observations.

SECTION A:
Review the current condition of Compliance and Foundational Structures. Provide a concise summarization to include specific areas of Compliance and Foundational Structures relative to the discussion at each of the previous OVT visits.

SECTION B:
Summarize the achievement highlights of GOAL 1 at the conclusion of this cycle. A quality paragraph will provide indicators of improvement, evidence of effective communication and professional learning for this goal area. Specific examples will support the goal statement and goal priorities being targeted that positively impact students and State Board outcomes. Be sure to include supporting evidence in your narrative. Details can be found in Authenticated Applications on the Goals pages of the Yearly System Updates for Years Two and Three.

SECTION C:
Summarize the achievement highlights of GOAL 2 at the conclusion of this cycle. A quality paragraph will include indicators of improvement, evidence of effective communication and professional learning for this goal area. Specific examples will support the goal statement and goal priorities being targeted that positively impact students and State Board outcomes. Be sure to include supporting evidence in your narrative. Details can be found in Authenticated Applications on the Goals pages of the Yearly System Updates for Years Two and Three.

SECTION D:
Summarize the results data discussed and displayed in this section that will validate the quality of system improvement over time. The ARC will be considering quantitative data in chart and/or narrative form. Examples are, but not limited to, attendance, behavior, assessment and State Board outcomes.

SECTION E:
Summarize the implementation of building level and system level action plans, review data and evidence supporting plans and selected goals. Evidence of a shared responsibility and the necessary resources provided to buildings are to be identified.

SECTION F:
In this section, the OVT chair will include additional evidence of system improvement observed during this cycle that may be more about a quality, sustainable improvement process. Included are, but not limited to, established policies, procedures and regulations designed to sustain effective and efficient roles for employees, nonemployee stakeholders and system leadership at all levels. Be sure to include how this system has made gains in supporting the overall Kansas vision for education and the State Board outcomes. Describe how this system is/is not adequately prepared to begin the final year of the accreditation cycle.
Preparation for Year Five

1. Chair schedules Year Five visit.

   Sometime in the fall, the OVT chair establishes a midspring date with the system leader for the Year Five visit. Updates to DLT and OVT contact information is exchanged. Chair also reminds system leader to begin KESA application system yearly updates.

   Chair collects information from system.

   Leading up to the midspring visit, most likely during January and February, system leadership provides information on action plan implementation, along with other relevant Year Five system updates in the KSDE Authenticated Applications.

2. Yearly System Update.

   Prior to the midspring visit, most likely by January or February, the initial report, system needs assessment findings, goal area selection and other relevant Year Five system information, should be available for review in system updates in the KSDE Authenticated Applications.

   This Yearly System Update is available in real-time for periodic chair review.

3. Chair creates agenda.

   At least one month prior to the visit, the agenda is finalized. While the chair is responsible for developing the agenda, collaboration between the chair and system leadership is recommended to ensure that the agenda accommodates both groups and addresses the system’s needs. The agenda will focus on activities best suited for face-to-face review and interaction. Remember to consider facilities – location, breaks, lunch, transportation for tours (if applicable) – in setting the agenda. It is the responsibility of the chair to ensure all team members are informed of the agenda.

   Agenda items will include meetings and discussions involving system leadership, building leadership, site councils and other stakeholders as appropriate. Visits should be organized to support school improvement efforts related to the KESA Framework, redesign and/or the State Board vision and outcomes. Visits should be informal yet focused. Visitors should be inquisitive and supportive; hosts should not feel compelled to embellish or reluctant to ask for assistance.

   Some activities may require the attendance of the entire DLT, while other activities may only require the attendance of representative groups of stakeholders. Facilities tours and focus groups may be appropriate, but are not required.

   Time should be allotted for the OVT and DLT to complete or update the system’s KESA Initial Report (in KSDE Authenticated Applications).

   The agenda should include time at the end of the visit for the OVT to meet on its own to process the visit to complete the annual summary. The system will provide an appropriate room for this purpose.

4. Conduct the Visit.

   Recommend visit be conducted between mid-March and mid-April.

5. Submit OVT Year Five Summary Report.

   As an overview of the large body of information studied by the OVT throughout the cycle, this report will include highlights of decisions, discussions and interviews; describe the OVT’s observations of the system’s progress throughout the cycle; and indicate items for follow-up and suggestions for future work. The chair is responsible for this report, delegating certain sections to specific OVT members. This report is a concise account of the cycle’s observations and conversations and must be submitted to the DLT by May 1. Chair and DLT must retain copy for file.

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3 See sample agendas in the Appendix p. 64-68.
OVT Final Summary Report Year Five

NOTE: The OVT Annual Summaries are included as information only. The summaries are completed by the OVT chair in KSDE Authenticated Applications.

The KESA Final Annual Summary, issued in Year Five of the accreditation cycle, is a document the ARC uses to determine a system's recommended accreditation status.

The Final Annual Summary reflects the OVT’s findings and observations of a particular system gathered over five years.

Objective comments made will be based on evidence and observations.

SECTION A:
Review the current condition of Compliance and Foundational Structures. Provide a concise summarization to include specific areas of Compliance and Foundational Structures relative to the discussion at each of the previous OVT visits.

SECTION B:
Summarize the achievement highlights of GOAL 1 at the conclusion of this cycle. A quality paragraph will include indicators of improvement, evidence of effective communication and professional learning for this goal area. Specific examples will support the goal statement and goal priorities being targeted that positively impact students and State Board outcomes. Be sure to include supporting evidence in your narrative. Details can be found in Authenticated Applications on the Goals pages of the Yearly System Updates for Years Two, Three and Four.

SECTION C:
Summarize the achievement highlights of GOAL 2 at the conclusion of this cycle. A quality paragraph will include indicators of improvement, evidence of effective communication and professional learning for this goal area. Specific examples will support the goal statement and goal priorities being targeted that positively impact students and State Board outcomes. Be sure to include supporting evidence in your narrative. Details can be found in Authenticated Applications on the Goals pages of the Yearly System Updates for Years Two, Three and Four.

SECTION D:
Results data discussed and displayed in this section will validate the quality of system improvement over time. The ARC will be considering quantitative data in chart and/or narrative form. Examples are, but not limited to, attendance, behavior, assessment and State Board outcomes.

SECTION E:
In this section, the OVT chair will include additional evidence of system improvement observed during this cycle that may be more about a quality, sustainable improvement process. Included are, but not limited to, established policies, procedures and regulations designed to sustain effective and efficient roles for employees, nonemployee stakeholders and system leadership at all levels. Be sure to include how this system has made gains in supporting the overall Kansas vision for education and the State Board outcomes. Describe how this system is/is not adequately prepared to begin the final year of the accreditation cycle.
ARC Responsibility

Educators serving on the ARC assume the role of system data reviewers for the purpose of making an accreditation status recommendation to the State Board of Education.

The ARC will have real-time access to system data via KSDE Authenticated Applications. The data reviewed will include the Yearly System Updates and the Annual Summaries submitted each year of the accreditation process and data maintained by KSDE. Data will include State Board outcome results and student performance results. Additionally, the ARC will rely on the assurances provided by the OVT validating local data, qualitative and quantitative, and accreditation process information.

Following the OVT final spring visits each year, the ARC will be conducting reviews on each system seeking an accreditation status. Each system will be notified of an impending recommendation prior to presentation to the State Board. The system will accept the recommendation or be given an opportunity to respond to any further expectations highlighted by the ARC.

Systems granted a status of “accredited” will receive a congratulatory letter and a certificate of accreditation.
Executive Summary

The information contained in this executive summary is supported by evidence and observation documented by the Outside Visitation Team (OVT) and is presented to the ARC for the purpose of making an accreditation level recommendation to the state board.

1. Compliance areas are choose an item addressed.

2. Foundational areas are choose an item addressed.

GOAL 1:

3. Evidence is choose an item documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.
GOAL 2:

4. Evidence is documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

5. Evidence is documented that policies, procedures, and regulations guiding the system for the purpose of long-term sustainability have been created and or updated.

6. The evidence submitted to the ARC indicates the system significant gains in meeting the expectations of the Kansas Vision for Education and State Board outcomes.

7. System stakeholders relevant to each part of the KESA process were involved during the accreditation cycle.

8. System leadership was responsive to the OVT throughout the accreditation cycle.

9. This system has followed the KESA process with an expected level of fidelity.

ARC Recommendations
Choose an item.

Justification of Recommendation:
Click or tap here to enter text.
Process Fidelity

This form may be used by the OVT as a quality checklist as part of the final visit.

1. No evidence - no evidence or irrelevant evidence
2. Inconclusive - inadequate evidence
3. Conclusive - adequate evidence

This system followed the KESA process with an expected level of fidelity.

☐ No evidence ☐ Inconclusive ☐ Conclusive

All Compliance areas are appropriately addressed.

☐ No evidence ☐ Inconclusive ☐ Conclusive

All Foundational areas are appropriately addressed.

☐ No evidence ☐ Inconclusive ☐ Conclusive

Evidence is documented that Goal 1 activities and strategies were identified, implemented and produced reasonable results.

☐ No evidence ☐ Inconclusive ☐ Conclusive

Evidence is documented that Goal 2 activities and strategies were identified, implemented and produced reasonable results.

☐ No evidence ☐ Inconclusive ☐ Conclusive

System stakeholders relevant to each part of the KESA process were actively involved during the accreditation cycle.

☐ No evidence ☐ Inconclusive ☐ Conclusive

System leadership was appropriately responsive to the OVT throughout the accreditation cycle.

☐ No evidence ☐ Inconclusive ☐ Conclusive

Evidence is documented that policies, procedures and regulations guiding the system for the purpose of long term sustainability have been created and or updated.

☐ No evidence ☐ Inconclusive ☐ Conclusive
Areas for Improvement:
Click or tap here to enter text.

Findings:
Click or tap here to enter text.

Accreditation Recommendation:
Click or tap here to enter text.

Rationale:
Click or tap here to enter text.

Recommendation(s) for Improvement:
Click or tap here to enter text.

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STAGGERED IMPLEMENTATION

By the end of Zero Year, systems should have assigned themselves to a “Year in KESA Process” (left column below) for 2017-2018.

<table>
<thead>
<tr>
<th>Your Year in KESA Process</th>
<th>Zero Year</th>
<th>KESA’s first official year</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2016-2017</td>
<td>KESA RATING Year</td>
</tr>
<tr>
<td>4</td>
<td>2017-2018</td>
<td>Year 1</td>
</tr>
<tr>
<td>3</td>
<td>2018-2019</td>
<td>Year 2</td>
</tr>
<tr>
<td>2</td>
<td>2019-2020</td>
<td>Year 3</td>
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<tr>
<td>1</td>
<td>2020-2021</td>
<td>Year 4</td>
</tr>
<tr>
<td></td>
<td>2021-2022</td>
<td>KESA RATING Year</td>
</tr>
</tbody>
</table>

1. Systems can accelerate from Year One to Three by completing the needs assessment, goal area selection, goal development and action plan development, all within one year.

2. Systems working from an existing strategic plan or other local board of education (BOE)-driven process could align the KESA process to their current work to guide their choice of where to enter the KESA process.

3. Systems working with outside supporters, such as AdvancED, should align their current work with the KESA process to guide their choice of where to enter KESA process.

4. Shortening the implementation phase (Years Three to Four) is absolutely not recommended.

5. Lengthening the implementation phase is permissible if circumstances warrant.

6. In systems where individual buildings are in different parts of the cycle, the acceleration of some and deceleration of others are one way to get the system aligned for KESA.
Systems change with Kansas Education System Accreditation (KESA) and redesign

The Kansas Education Accreditation System (KESA) is the state’s K-12 accrediting model. It accredits at the system (district) level to create change within its school buildings. For systems to meet the Kansas State Board of Education outcomes, systems need to change how their schools and external supports are functioning/operating so that students can have the necessary skills and preparation to succeed at their next stage of their education and/or work.

In order to create the change that is required, KESA asks that systems look at a continuous improvement process that takes into account, and supports, the needs of their schools. For a system to develop its continuous improvement plan, its schools also need to look at an improvement process that focuses on strategies, programs and models that will create adaptive and technical changes and impact positively on student learning and success.

Ultimately, working to grow student success will directly influence the State Board of Education outcomes to which the system and its schools are accountable.

System change is complicated and will take time to achieve. Therefore, to help systems successfully meet the new state vision of Kansans Can, the Kansas State Department of Education (KSDE) has created a school redesign model as a way to change the educational system through a school improvement process. The Kansans Can School Redesign Project supports a system by focusing on building-level improvement, across the system, with the ultimate goal of positively effecting the five State Board of Education outcomes.

KESA system schools and school redesign share the same cyclical continuous improvement process.

Systems with schools in the school redesign project are required to go through this cycle of continuous improvement at a faster pace and intensity than those schools in systems not working in the school redesign project. This faster pace and intensity through the improvement cycle provides redesign schools with the opportunity to focus more intensely on change and reach the implementation phase of school improvement expeditiously.

As more systems volunteer their schools to operate in the school redesign project, more and more systems accredited through KESA will be comprised of redesigned schools. While KESA works at the system level and the redesign model works at the school level, they both work together to create change throughout the system. This provides for both a system and a school approach to systemic change.

By the year 2026, all systems in Kansas seeking state accreditation will be redesigned systems, comprised of redesigned schools.
Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

**FRAMEWORK: THE FIVE RS**

The first 4 Rs are equivalent to each other in their importance to quality improvement of a system. They will encompass every concept contained in the Redesign Principles and the Kansas Can Vision. The fifth R is Results and has no rubric.

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th>RELEVANCE</th>
<th>RESPONSIVE CULTURE</th>
<th>RIGOR</th>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defining Relationships:</td>
<td>Defining Relevance:</td>
<td>Defining Responsive Culture:</td>
<td>Defining Rigor:</td>
<td>Defining Results:</td>
</tr>
<tr>
<td>“A state of interconnectedness - among people, curricula, programs, projects, and communities - is critical in establishing connections that result in high-performing learning environments.”</td>
<td>“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.”</td>
<td>“One that readily reacts to suggestions, influences, appeals, efforts, or opportunities - empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community.”</td>
<td>“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.”</td>
<td>“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.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENTS:</th>
<th>COMPONENTS:</th>
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<th>COMPONENTS:</th>
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<tr>
<td>Staff</td>
<td>Curriculum</td>
<td>Leadership</td>
<td>Career and Technical Education</td>
<td>Social-Emotional Factors</td>
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<td>Students</td>
<td>Instruction</td>
<td>Early Childhood</td>
<td>Professional Learning</td>
<td>Kindergarten Readiness</td>
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<td>Families</td>
<td>Student Engagement</td>
<td>District Climate</td>
<td>Resources</td>
<td>Individual Plan of Study</td>
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<td>Community</td>
<td>Technology</td>
<td>Nutrition and Wellness</td>
<td>Data</td>
<td>High School Graduation</td>
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<td></td>
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<td>Postsecondary Completion/ Attendance</td>
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</table>
Four Principles of Redesign Chart

The School Redesign Principles are the basis for redesigning schools in Kansas at the building level. These should work hand-in-hand with the KESA Framework: The Five Rs at the system (or district) level to provide a complete approach to school improvement.

<table>
<thead>
<tr>
<th>STUDENT SUCCESS SKILLS</th>
<th>COMMUNITY PARTNERSHIPS</th>
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</thead>
<tbody>
<tr>
<td>There is an integrated approach to develop student social-emotional growth.</td>
<td>Partnerships are based on mutually beneficial relationships and collaboration.</td>
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</table>

<table>
<thead>
<tr>
<th>PERSONALIZED LEARNING</th>
<th>REAL-WORLD APPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers support students to have choice over their time, place, pace and path.</td>
<td>Project-based learning, internships, and civic engagement makes learning relevant.</td>
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Elevator Speeches

<table>
<thead>
<tr>
<th>STUDENT SUCCESS SKILLS</th>
<th>PERSONALIZED LEARNING</th>
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</thead>
<tbody>
<tr>
<td>While academics are and will remain important, students who lack success skills, such as self-regulation, empathy, self-efficacy, self-awareness, perseverance and the ability to collaborate and communicate, will struggle both in the pursuit of postsecondary education and in the workforce. It’s important for schools to include an intentional focus on identifying and developing the skills each student needs to be successful in education, in their personal life, and after graduation. We will model and teach success skills to our students in a variety of ways, such as one-on-one mentoring, rigorous coursework, teamwork, real-world experiences and many other avenues depending on each student’s wants and needs. Fostering student success skills will set students on the path to becoming happy, successful and productive citizens.</td>
<td>Personalized learning provides students choices on how they learn, what they learn and the pace at which they learn. Students are able to get the instruction and direction they need, when they need it, while maintaining the autonomy to regulate their own learning. Teachers are able to develop a deeper understanding of the student’s individual learning style, skills and even personal issues affecting their ability to learn. Personalized learning provides students the opportunity to develop self-efficacy and self-regulation skills to ensure they stay on track with their learning. Students who master content easily can move ahead. Those who need more supports can work at a steadier pace, without the pressure of feeling as if they’re holding back others. We believe that when students have control over their learning, they are more likely to remain in school as engaged learners.</td>
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</table>
REAL-WORLD APPLICATIONS

What Kansans told us they want in their education system requires more than delivering traditional academic learning. They want students to be able to develop and apply their skills and knowledge in practical ways. For older students, that means having them learn through internships, job shadowing and projects that demonstrate their application of knowledge. For younger students, this means having them learn through experiences that expose them to a variety of possible interests and careers. In addition, the experiences afforded some children through 4-H or Scouts should be experiences made available to all children. Project or problem-based learning is another way that students of all ages can connect what they are learning in school with events and problems outside of the school, in their neighborhood, community, nation or the world.

Learning shouldn’t just take place within the classroom. Learning experiences need to be connected to the community.

COMMUNITY PARTNERSHIPS

The level of supports provided by schools, parents and communities influences the success of each Kansas student.

Research shows that – at both the elementary and secondary level – when schools, parents, families and communities work together, students earn higher grades, attend school more regularly, stay in school and are more motivated.

Creating and sustaining collaborative partnerships is key to reaching our vision of leading the world in the success of each student.

Engage parents in school redesign and policy conversations. Their buy-in is critical to the success of your school’s redesign. If parents don’t understand and support decisions that impact their own children, success can become difficult to attain. Creating a welcoming, supportive and transparent school culture should be the goal of parent partnerships.

Community partnerships provide an essential opportunity for bringing real-world experiences to students and ensuring schools are teaching students the skills needed to be successful in the workplace. Local businesses can offer job shadowing and internship opportunities to students, while community organizations can provide additional educational opportunities to support work in the classroom.

When structured correctly, partnerships will enhance student success, not impede it.
DETAILED STEPS IN KESA CYCLE

Revised February 2017

Year 1
- Schedule date for mid-March OVT visit (All OVT members attend onsite). Discuss where system is in process.
- System logs in to KESA Application (in KSDE Authenticated Applications) and fills in OVT chair information and Year-in-Process question.
- Evaluate compliance and foundational structures. Address as necessary.
- Establish or update Building and District Leadership Teams (BLT and DLT).
- Establish Building and District Site Councils (BSC and DSC).
- Ensure that all staff and stakeholder groups know State Board’s vision and five outcomes.
- Ensure that all staff and stakeholder groups know the State Board’s definition of a successful Kansas high school graduate.
- Ensure that all staff and stakeholder groups are familiar with the Rose Capacities.
- Establish Outside Visitation Team (OVT) through KSDE-defined process.
- BLT conducts building needs assessments using “R” rubrics.
- BLT gathers and examines data supporting the Results R.
- BLT shares needs assessment and results data with BSC.
- DLT analyzes building needs assessment findings and results data to identify areas of strength and need across district.
- DLT gathers and examines current district-level performance in the Results R (State Board definition and outcomes).
- DLT completes district-level R rubrics.
- DLT uses building- and district-level data to select two Rs as districtwide goal areas for the cycle.
- DLT shares needs assessment findings and results data, along with selected districtwide goal areas, with DSC.
- BSC meets face-to-face at least once second semester.
- DSC meets face-to-face at least once second semester.
- DLT shares needs assessment findings, results data, and selected districtwide goal areas with local BOE (before or after OVT meeting).
- OVT visits take place (all OVT members attend onsite).
- System completes KESA Initial Report (in KSDE Authenticated Applications).
- OVT completes Yearly Summary.

Year 2
- Schedule date for mid-March OVT visit (chair onsite, other members as needed – virtual or onsite).
- If applicable, system updates OVT chair information and Year-in-Process question in KESA Application.
- Evaluate compliance and foundational structures. Address as necessary.
- BLT develops a total of two to three building goals related to either or both district goal areas.
- BLT develops action plan for each building goal.
- BLT shares building goals and action plans with BSC (BSC meets face-to-face at least once during Year Two).
- DLT reviews building goals and action plans.
- DLT develops district leadership action plan for each districtwide goal area.
- DLT shares goals and action plans with DSC (DSC meets face-to-face at least once during Year Two).
- DLT shares goals and action plans with local BOE.
- BLT and DLT coordinate and activate professional learning portions of action plans.
- OVT visit takes place (all OVT members attend onsite).
- OVT completes Yearly Summary.
- DLT presents district goals/action plans, summary of building goals/action plans, and OVT summary to local BOE.
Year 3
- Schedule date for mid-March OVT visit (all OVT members attend onsite).
- If applicable, system updates OVT chair information and Year-in-Process question in KESA Application.
- Evaluate compliance and foundational structures. Address as necessary.
- BLT implements action plans. Ongoing collection of artifacts/evidence.
- BLT conducts midimplementation review and makes adjustments, if necessary, for continued implementation in Year Four.
- BLT shares midimplementation review with BSC (BSC meets face-to-face at least once during Year Three).
- DLT conducts midimplementation review and makes adjustments, if necessary, for continued implementation in Year Four.
- DLT shares midimplementation review with DSC (DSC meets face-to-face at least once during Year Three).
- OVT visit takes place (all OVT members attend onsite).
- OVT completes Yearly Summary.
- DLT presents summary of midimplementation review and OVT yearly summary to local BOE.

Year 4
- If applicable, system updates OVT chair information and Year-in-Process question in KESA Application.
- Evaluate compliance and foundational structures. Address as necessary.
- BLT continues implementation. Ongoing collection of artifacts/evidence.
- DLT continues implementation. Ongoing collection of artifacts/evidence.
- BLT begins review of data, artifacts, evidence.
- BLT reviews data, artifacts, evidence with BSC (BSC meets face-to-face at least once during Year Four).
- DLT begins review of data, artifacts, evidence.
- DLT review data, artifacts, evidence with DSC (DSC meets face-to-face at least once during Year Four).
- OVT visit takes place (all OVT members attend onsite).
- DLT presents update, including OVT yearly summary, to local BOE.

Year 5
- Schedule date for mid-March OVT visit (all OVT members attend onsite).
- If applicable, system updates OVT chair information and Year-in-Process question in KESA Application.
- Evaluate compliance and foundational structures. Address as necessary.
- BLT conducts post-implementation analysis (all 5 Rs).
- DLT conducts post-implementation analysis (all 5 Rs).
- OVT visit takes place (all OVT members attend onsite).
- OVT completes Executive Summary.
- DLT presents update, including KESA Final Report and OVT Executive Summary, to local BOE.
Sample Year One Agenda

Length of visit is determined through agreement between OVT and system leadership. This sample agenda illustrates one way to arrange a one-day visit.

System’s Primary Objectives for Year One:
1. Review rubrics used as appropriate.
2. Conduct needs assessment.
3. Address compliance foundational structures.
4. Select two goal areas for the cycle.
5. BLT develops building goals/action plans.
6. DLT develops system goals/action plans based on Goal Areas 1 and 2.
7. Update site councils.
8. Inform local governing body.

Attendance:
Required: OVT, DLT
Optional: DSC, other stakeholders

Agenda:

8 a.m. 1. OVT meeting - 30 min.

8:30 a.m. 2. Introductions - 10 min.
3. Overview of day - 10 min.
4. System profile - 20 min.
5. Compliance (workbook) - 15 min.
Break - 10 min.
6. Foundational structures (workbook) - 25 min.

9:30 a.m. 7. Focus Group 1 - 45 min.
8. Focus Group 2 - 45 min.

11:30 a.m. 9. Working lunch with system stakeholders.
Break - 10 min.

12:40 p.m. 10. Needs assessment - findings and evidence:
- Relationships - 20 min.
- Relevance - 20 min.
Break around 1:30 p.m. - 10 min.
- Responsive Culture - 20 min.
- Rigor - 20 min.
- Results - 20 min.
Break - 10 min.

2:40 p.m. 11. Goal Area 1 - 45 min.
12. Goal Area 2 - 45 min.
Break - 10 min.

3:50 p.m. 13. OVT meeting - 30 min.
OVT-only meeting to process/debrief and prepare annual summary.

4:20 p.m. 14. OVT/DLT wrap-up meeting - 40 min.
Review the day’s discussions, including items identified for follow-up.
KESA Initial Report.
Sample Year Two Agenda

Length of visit is determined through agreement between OVT and system leadership. This sample agenda illustrates one way to arrange a one-day visit. Building visits are optional.

| System’s Primary Objectives for Year Two: | 1. Review and address compliance/foundational structures. |
| 2. BLT develops building goals/action plans. |
| 3. DLT develops system goals/action plans based on Goal Areas 1 and 2. |
| 4. Inform site councils. |
| 5. Inform local governing body. |

| Attendance: Required: OVT, DLT Optional: DSC, other stakeholders |

| Agenda: 8 a.m. | 1. Introductions - 10 min. |
| 2. Overview of day - 10 min. |
| 3. Compliance (workbook) - 10 min. |
| 4. Foundational structures (workbook) - 15 min |
| Break - 10 min. |

| 8:55 a.m. | 5. Tour building 3, meet with its focus group - 45 min. Travel time - 10 min. |
| 6. Tour building 4, meet with its focus group - 45 min. Travel time - 10 min. |
| Break - 10 min. |

| 10:35 a.m. | 7. (Enter your own topic) - 45 min. |
| Break - 10 min. |

| 11:20 a.m. | 8. Working lunch with System Focus 2. |

| 12:20 p.m. | 9. Building-level goals and action plans - 45 min. |
| 10. System-level goals and action plans - 45 min. |
| Break - 10 min. |

| 2 p.m. | 11. System-level goal(s) and action plan(s) for Goal Area 1 - 40 min. |
| 12. System-level goal(s) and action plan(s) for Goal Area 2 - 40 min. |
| Break - 10 min. |

| 3:30 p.m. | 13. OVT meeting - 30 min. |
| OVT-only meeting to process/debrief and prepare Annual Summary. |

| 4 p.m. | 14. OVT/DLT wrap-up meeting |
| Review the day’s discussions, including items identified for follow-up (optional). |
Sample Year Three Agenda

Length of visit is determined through agreement between OVT and system leadership. This sample agenda illustrates one way to arrange a one-day visit.

System’s Primary Objectives for Year Three:

1. Review compliance/foundational structures.
2. Implement action plans and identify data/evidence/supporting plans and goals.
3. Conduct midimplementation review/make adjustments as necessary.
4. Inform site councils.
5. Inform local governing body.

Attendance:

Required: OVT, DLT
Optional: DSC, other stakeholders

Agenda:

8 a.m. 1. Introductions - 10 min.
2. Overview of day - 10 min.
3. Compliance (workbook) - 10 min.
4. Foundational structures (workbook) - 15 min.
   Break - 10 min.

5. Tour building 5, meet with its focus group - 45 min. Travel time - 10 min.
6. Tour building 6, meet with its focus group - 45 min. Travel time - 10 min.
   Break - 10 min.

10:35 a.m. 7. (Enter your own topic.) - 45 min.
   Break - 10 min.

11:20 a.m. 8. Working lunch with System Focus 3.

12:20 p.m. 9. Elementary-level goal/action plan updates - 30 min.
10. Middle-level goal/action plan updates - 30 min.
11. Secondary-level goal/action plan updates - 30 min.
   Break - 10 min.

2 p.m. 12. System-level goal(s) and action plan(s) for Goal Area 1 - 40 min.
13. System-level goal(s) and action plan(s) for Goal Area 2 - 40 min.
   Break - 10 min.

3:30 p.m. 14. OVT meeting - 30 min.
   OVT-only meeting to process/debrief and prepare Annual Summary.

4 p.m. 15. OVT/DLT wrap-up meeting
   Review the day’s discussions, including items identified for follow-up (optional).
Sample Year Four Agenda

Length of visit is determined through agreement between OVT and system leadership. This sample agenda illustrates one way to arrange a one-day visit.

<table>
<thead>
<tr>
<th>System’s Primary Objectives for Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review compliance/foundational structures.</td>
</tr>
<tr>
<td>2. Continue implementation of action plans/revise as necessary.</td>
</tr>
<tr>
<td>3. Continue identification of data/evidence supporting plans.</td>
</tr>
<tr>
<td>4. Begin preparation for Year Five.</td>
</tr>
<tr>
<td>5. Inform site councils of progress.</td>
</tr>
<tr>
<td>6. Inform local governing body of progress.</td>
</tr>
</tbody>
</table>

| Attendance: |
| Required: OVT, DLT |
| Optional: DSC, other stakeholders |

| Agenda: |
| 8 a.m. 1. Introductions - 10 min. |
| 2. Overview of day - 10 min. |
| 3. Compliance - 10 min. |
| 4. Foundational structures - 15 min. |
| Break - 10 min. |
| 8:55 a.m. 5. Revisit a selected building focus group from years 1-3 - 45 min. |
| Travel time - 10 min. |
| 6. Revisit a second selected building focus group from years 1-3 - 45 min. |
| Travel time - 10 min. |
| Break - 10 min. |
| 10:35 a.m. 7. (Enter your own topic.) - 45 min. |
| 11:20 a.m. 8. Working lunch - revisit a selected system focus group from years 1-3. |
| 12:20 p.m. 9. Post-implementation analysis - findings and evidence: |
| Relationships - 20 min. |
| Relevance - 20 min. |
| Break around 1:30 p.m. - 10 min. |
| Responsive Culture - 20 min. |
| Rigor - 20 min. |
| Results - 20 min. |
| Break - 10 min. |
| 2:20 p.m. 10. Review the day's discussions, including items identified for follow-up - 30 min. |
| Break - 10 min. |
| 3:30 p.m. 11. OVT meeting - 30 min. |
| OVT-only meeting to process/debrief and prepare Annual Summary. |
| 4 p.m. 12. OVT/DLT wrap-up meeting |
| Review the day's discussions, including items identified for follow-up (optional). |
Sample Year Five Agenda

Length of visit is determined through agreement between OVT and system leadership. This sample agenda illustrates one way to arrange a one-day visit.

System’s Primary Objectives for Year Five

1. Evaluate compliance/foundational structures.
2. Conduct final analysis.
3. Accomplish final OVT visit.
5. Inform site councils.
6. Inform local governing body.

Attendance:

<table>
<thead>
<tr>
<th>Required: OVT, DLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optional: DSC, other stakeholders</td>
</tr>
</tbody>
</table>

Agenda:

8 a.m. 1. Introductions - 10 min.
2. Overview of day - 10 min.
3. Compliance (workbook) - 10 min.
4. Foundational structures (workbook) - 15 min.

8:55 a.m.
5. Revisit a third selected building focus group from years 1-4 - 45 min.
   Travel time - 10 min.
6. Revisit a fourth selected building focus group from years 1-4 - 45 min.
   Travel time - 10 min.

10:35 a.m. 7. (Enter your own topic.) - 45 min.

11:20 a.m.
8. Working lunch - revisit a second selected system focus group from years 1-4.

12:20 p.m.
9. Final analysis - findings and evidence:
   • Goal Area 1 - 20 min.
   • Goal Area 2 - 20 min.

Break around 1:30 p.m. - 10 min.

9. 3rd R - 20 min.
10. 4th R - 20 min.
11. Results - 20 min.

Break - 10 min.

2:20 p.m.
10. Review the day’s discussions, including items identified for follow-up - 30 min.

Break - 10 min.

3:30 p.m.
11. OVT wrap-up meeting - 50 min.
# OVT PROMPTS FOR FOLLOW-UP QUESTIONS

The following prompts may be used to enhance the quality of conversation at an annual on-site visit. They are intended to assist the outside visitation team in engaging system stakeholders to better tell their system improvement story.

## Year 1
- What is your evidence to support “identified challenge areas?”
- How do/did you engage a variety of stakeholders in your needs assessment process?
- What obstacles do you anticipate as you seek to improve in challenge areas?

## Year 2
- What evidence or stakeholder input lead you to select Goal Area 1?
- What evidence or stakeholder input lead you to select Goal Area 2?
- Describe your process for developing strategies to improve in Goal Areas 1 and 2.
- How do your strategies positively impact elementary, middle level and high schools?

## Year 3
- What are the modifications you have made to your original goals or strategies from Year 1 or 2?
- Tell us about any “scoreboard” or other data collection efforts you have developed to monitor progress?
- Explain how you view your improvement plan differently at the end of Year 3.

## Year 4
- What “process” changes have you implemented ensuring greater sustainability to your improvement efforts?
- What primary evidence/data can you show supporting readiness to begin Year 5?
- Describe any “cultural shift” in your system observed as a result of your goals and strategies.

## Year 5
- Identify any remaining obstacles or challenges of concern as you prepare to request an accreditation status from the Kansas State Board of Education.
- Summarize how you have positively impacted any or all state board outcomes.
- What is your next step in preparing for and continuing your next accreditation cycle?
SAMPLE IMPROVEMENT PLAN

System: ____________________________ School: ____________________________

Goal Area: ____________________________

Goal Area Component: ____________________________ Year One rating: ____________ Five Year rating: ____________

Goal Statement: ____________________________

<table>
<thead>
<tr>
<th>WORK TARGETED</th>
<th>INDICATOR</th>
<th>BASELINE</th>
<th>TARGET</th>
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<th>PERSON(S) RESPONSIBLE</th>
<th>RESOURCES NEEDED</th>
<th>MILESTONE 1</th>
<th>MILESTONE 2</th>
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</tbody>
</table>
## SAMPLE ACTION PLAN

**System:** 

**School:** 

**Goal Area:** 

**Goal Area Component:** 

**Year One rating:** 

**Five Year rating:** 

**Goal Statement:** 

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>BASELINE</th>
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<thead>
<tr>
<th>ACTION STEP</th>
<th>PERSON(S) RESPONSIBLE</th>
<th>RESOURCES NEEDED</th>
<th>MILESTONE 1</th>
<th>MILESTONE 2</th>
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</tbody>
</table>
## SAMPLE ACTION PLAN

**Description of strategy(ies):**

**Scores of Support:**
- Creating a scoreboard.
- Accountability Talks.
- Resources for Four Principles of Redesign.

<table>
<thead>
<tr>
<th>ACTIONS TO ADDRESS BARRIERS</th>
<th>TASKS</th>
<th>OWNERS</th>
<th>TIMELINE</th>
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This page based upon the "Prototype Action Plan" by Education Elements.
# SAMPLE SYSTEM IMPROVEMENT PLAN

**Goal Area:**

**Goal Statement:**

**Success Criteria:**

**Related Professional Learning:**

**Supporting Data:** *(Data, both qualitative and quantitative, that lead you to select this goal. This should include information related to building data results.)*

<table>
<thead>
<tr>
<th>ACTION STEPS</th>
<th>PERSON RESPONSIBLE</th>
<th>TIMELINE</th>
<th>RESOURCES NEEDED</th>
<th>SUCCESS INDICATOR</th>
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**Evaluation/Analysis:** *(Evaluation data should be the same and/or similar to that which caused you to select the goal. Analysis should focus on impact of action towards the achievement of the goal. It should also include building evaluation and analysis.)*
Instructions for Gaining Access to KESA Application

KSDE Authenticated Web Application

1. Make sure you have set your browser to allow pop-ups.
2. Log in to the KSDE Authenticated Web Applications account (https://apps.ksde.org/authentication/login.aspx) and select Register on the User Login Screen.

3. You will be directed to the KSDE User Registration Form.
4. Within the “Please select the organization and building that you belong to,” under the Organization drop-down, you will make a selection based on the role you are registering for:

- **System User** – Select the system that employs you.
- **OVT Chair** – Select the system for which you will be the chair. This isn’t your full-time employer. If you are the chair for multiple systems, you will need to create a separate account (username and password) by going through the process outlined here for each system.
- **ARC Members** will select “Non-KSDE Statewide” as their organization.

5. Then select “All Buildings” under the Building drop-down.

---

Within the “Please select the organization and building that you belong to,” under the Organization drop-down, you will make a selection based on the role you are registering for:

- **System User** – Select the system that employs you.
- **OVT Chair** – Select the system for which you will be the chair. This isn’t your full-time employer. If you are the chair for multiple systems, you will need to create a separate account (username and password) by going through the process outlined here for each system.
- **ARC Members** will select “Non-KSDE Statewide” as their organization.

5. Then select “All Buildings” under the Building drop-down.
6. The screen will automatically take you to the “Please select the applications that you would like to access” screen. Simply scroll down to Kansas Education Systems Accreditation (KESA) and check the box and highlight the correct user type – “District” for a system user, “OVT Chair” for an OVT chair or “ARC Committee” for an ARC member.

7. Then scroll to the bottom and complete the rest of the Registration Form.

8. Once complete, you will select Submit. You will then receive a pop up box – “Thank You for Registering.”

9. For System User or OVT chair access, the application request will be emailed to the superintendent of the requested district for approval. For ARC members, the application request will be emailed to KSDE staff members for approval. Once the superintendent or KSDE staff member (for ARC members only) approves, you will have access.
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 Based on Career Interest
High School Graduation
Postsecondary Success

Evidence-Based Practices

RELATIONSHIPS
Staff
Students
Families
Community

RELEVANCE
Curriculum
Instruction
Student Engagement
Technology

RESPONSIVE CULTURE
Leadership
Early Childhood
District Climate
Nutrition and Wellness

RIGOR
Career and Technical Education
Professional Learning
Resources
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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This page blank for printing purposes.
Academically Prepared  Possessing foundational knowledge in core subjects (English, mathematics, social studies, science, world languages and fine arts) with the ability to understand key terms and link ideas and concepts across content areas.

Accountability  The obligation of a Local Education Agency (LEA) to account for its own pedagogical practices and policies as well as subordinate organizations, accept responsibility for them, and disclose the results in a clear and transparent manner to all stakeholders.

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.

Accreditation cycle  The period of time from the beginning of the needs assessment process to the point at which the State Board grants an accreditation rating to an education system.

Accreditation Review Council (ARC)

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.

Accreditation status (or rating)  The rating granted by the State Board upon recommendation of the Accreditation Review Council (ARC).

Accreditation year  The final year, or step of the cycle, during which an education system receives an accreditation rating from the State Board.

Accredited  The highest 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.

Areas for Improvement (AFI)  The specific corrective actions, determined by the Accreditation Review Council, which an education system should complete in order to earn the desired recommendation of accreditation rating to the State Board.

Artifacts  Documentation used as evidence to support the improvement process.

At-Risk  Having a higher probability of failing academically or dropping out of school, or facing circumstances that could jeopardize completing school (e.g., homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency, learning disabilities, low test scores, disciplinary problems or grade retention). An at-risk student may be defined by one or more of the following criteria: is not working on grade level (i.e. reading and/or mathematics); is not meeting the requirements necessary for promotion to the next grade; is failing subjects or courses of study; is not meeting the requirements necessary for graduation from high school (e.g., potential dropout); has insufficient mastery of skills or is not meeting state standards (e.g., is below “meeting standards” on state assessments); has been retained; has a high rate of absenteeism; has repeated suspensions or expulsions from school; is homeless and/or migrant; is identified as an English Language Learner.


*Note: for federal child nutrition programs include school boundaries and census.
Authenticated applications portal

**Baseline**  
A minimum or starting point used for comparisons.

**BLT**  
Building Leadership Team

**BSC**  
Building Site Council

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

**Building Site Council (BSC)**  
The committee of a school's nonemployee stakeholders that participates in the accreditation process.

**Chief administrative officer**  
The person hired by a governing body to lead the work of achieving the education system’s mission and to oversee all aspects of the operation of the education system.

**Chronic Absenteeism-Student**  
The unduplicated number of students absent 10 percent or more school days during the school year. Determined by dividing a student's days in attendance by days in membership.

A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

Only students who miss 50 percent or more of a school day should be counted as absent.

**Chronic Absenteeism-Teacher**  
Teacher is chronically absent when that teacher is absent for 10 or more days. A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.

**Civically Engaged**  
Actions by an individual designed to identify and address issues of public concern and promote the quality of the community.

**Cognitively Prepared**  
Having the ability to formulate problems, conduct research, interpret and communicate information with precision and accuracy.

**Commissioner**  
The commissioner of education is the person hired by the State Board to lead the work of achieving its mission and goals and to oversee all aspects of the operation of the state department of education.

**Committee**  
A group of people appointed for a specific function, typically consisting of members of a larger group.

**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.

**Corrective Action Plan (CAP)**  
The plan developed by an education system in response to areas for improvement identified by the Accreditation Review Council.

**Criterion**  
In KESA, an indicator of performance within a component of a KESA rubric.
Co-Teaching  Two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among people for planning, instruction and evaluation for a classroom of students.

Cumulative Poverty  The total number of years a school’s students were in poverty divided by the total number of school years the students had attended state schools.

Curriculum standards  Statements, adopted by the State Board, of what students would know and be able to do in specific content areas.

Data  Facts and statistics collected for reference or analysis.

Data source  The origin of facts and statistics.

District Leadership Team (DLT)  The committee of an education system’s employee stakeholders that oversees the system’s participation in the accreditation process.

District Site Council (DSC)  The committee of an education system’s nonemployee stakeholders that participates in the accreditation process.

Early Childhood Learning Providers  Any individual working in an early learning and development program. Examples include:

1. Center-based and family child care providers,
2. Infant and toddler specialists,
3. Early intervention specialists and early childhood special educators,
4. Home visitors, and
5. Head start teachers.

Early Learning  Early learning occurs within a broad context that includes the four components of community, educational environment, family and the individual child. Guiding principles of early learning in Kansas are as follows:

1. From birth, children are ready to learn. Parents, families and caregivers are children’s first teachers.
2. Learning is a lifelong activity and every environment is a learning environment.
3. Children’s success in school and in life is everyone’s responsibility. Communities, educational environments, families and children are ready to support success.
4. School readiness involves the whole child in the context of the family and the community. This includes the child’s health and development in the following areas: physical, social, emotional, cognitive and general knowledge, communication and literacy.
5. Integrated services are available to children, appropriate to the age, abilities, language and culture of each child.
6. Schools are ready to support the success of each child, recognizing their wide range of cultural and linguistic backgrounds, learning experiences and differences in abilities.
7. A strong, direct connection exists in the early years between the quality of children’s health and experiences and their later success in school and in life. School readiness in Kansas depends on involvement from public policy, funding and system supports.

(2012 School Readiness Framework)
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.

Evidence-Based  Any concept or strategy that is derived from or informed by objective evidence that demonstrates a statistically significant effect.

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.

Family  Anyone with knowledge of or interest in the student.

Family Engagement  A shared responsibility in which school and community reach out to parents and families in meaningful ways to ensure their children’s learning, development, safety and success. The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child’s learning.

Fidelity  The implementation of state and federal programs as well as the delivery of instruction in the manner in which it was designed.

The strategies that monitor and enhance the accuracy and consistency of an intervention to ensure it is implemented as planned.

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

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, a prerequisite to receiving an accreditation rating from the State Board.

Framework  A delineation of concepts establishing evidence-based practices that, together, encompass the work that education systems do to prepare students for success after high school.

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

Highly Qualified/Effective  All staff meet applicable state, as well as national certification and/or licensure requirements, including any requirements for certification obtained through alternative routes to licensure. This also includes professional standards for child nutrition directors.

Implementation (Stage)  The act or state of putting a plan or process into action.

Implementation Science  The study of methods that influence the full and effective integration of evidence-based interventions into practice setting.

Implementing  In KESA, the third of four ratings that can be assigned to a criterion within the “Five Rs” rubrics.

In good standing  To be in compliance with, or actively working with, the State Board to achieve compliance with, all applicable federal and state statutes and regulations.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Independent private school</td>
<td>A private school that, for state accreditation purposes, is not affiliated with a larger system of schools.</td>
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<tr>
<td>Indicator</td>
<td>A description of a level of performance in pursuit of a milestone.</td>
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<td>Kansas Assessment Program (KAP)</td>
<td>The assessments that the State Board administers in order to measure student learning within the Kansas curriculum standards for mathematics, reading, science, history and government, and writing.</td>
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<td>Kansas State High School Activities Association (KSHSAA)</td>
<td>The organization that oversees the operation and competitions of its members’ activities and athletics.</td>
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<tr>
<td>KansasStar</td>
<td>Web-based system for use with system- and/or building-level improvement teams to inform, coach, sustain, track and report improvement activities.</td>
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<tr>
<td>KESA</td>
<td>Stands for “Kansas Education Systems Accreditation,” the Kansas model for K-12 accreditation.</td>
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<tr>
<td>KESA Final Report</td>
<td>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.</td>
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<tr>
<td>KESA Initial Report</td>
<td>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.</td>
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<tr>
<td>KESA Rubrics</td>
<td>The instruments used by education systems during the needs assessment process to evaluate their current conditions.</td>
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<tr>
<td>Local governing body</td>
<td>The board of education of any unified school district or the governing body of any private school or system.</td>
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<tr>
<td>Milestone</td>
<td>An incremental step to be completed to effectively implement a strategy and are set at one year intervals.</td>
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<tr>
<td>Mobility</td>
<td>A measure of the number of times a student changes schools for reasons other than grade promotion during a school year.</td>
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<tr>
<td>Model</td>
<td>A style or design of a particular product (i.e., accreditation model).</td>
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<tr>
<td>Modeling</td>
<td>In KESA, the highest of four ratings that can be assigned to a criterion within the “Five Rs” rubrics.</td>
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<tr>
<td>Multi-Tier System of Supports</td>
<td>Kansas Multi-Tier System of Supports (MTSS) is a systemic approach to school improvement. This integrated framework with a coherent continuum of evidence-based, districtwide practices support data-based monitoring for instructional decision-making.</td>
</tr>
<tr>
<td>National Student Clearinghouse (NSC)</td>
<td>A nationwide source for degree verification, enrollment verification and student outcomes research.</td>
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<tr>
<td>Needs assessment</td>
<td>A systematic process for determining needs, or “gaps,” between current conditions and desired conditions.</td>
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<tr>
<td>No Evidence</td>
<td>In KESA, the lowest of four ratings that can be assigned to a criterion within the “Five Rs” rubrics.</td>
</tr>
<tr>
<td>Not Accredited</td>
<td>The lowest of three official ratings granted by the State Board to education systems upon completion of an accreditation cycle.</td>
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</tbody>
</table>
NSC  Stands for "National Student Clearinghouse," a nationwide source for degree verification, enrollment verification and student educational outcomes research.

Onsite visit  A visit at an education system by either the system's team, or, in the case of a "not accredited" system, its state technical assistance team.

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

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

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.

Power Skills  Previously referred to as soft skills refer to those social-emotional character skills such as getting along with others, dependability.

Private education system  A system of schools or an independent school not funded with state monies.

Professional Development System  A mechanism to ensure that educators, service providers and child nutrition employees have the practices to effectively improve results for each student. For example, in Kansas, Learning Forward Standards for Professional Learning are used.

Program Accountability  The requirement that districts and other providers achieve program objectives, improve outcomes for students, and monitor to ensure investments set aside for at-risk populations are used within the limits of the law.

Qualified admissions  The set of criteria allowing a high school graduate guaranteed admission into Kansas public universities.

Rejoinder  A system's response to missing items or misunderstandings in regards to AFIs.

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 and 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 Plan 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 and 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.

Sanction  A negative consequence applied for poor or lack of performance.

School  An organizational unit that provides educational services in a logical sequence of elements that may be structured as grade levels, developmental levels, or instructional levels.

Stakeholder  Persons with a vested interest in the education system, to include students, employees and nonemployees.

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 five outcomes (indicators) to meet the State Board’s vision. They are: kindergarten readiness, Individual Plan of Study (IPS), high school graduation, postsecondary success, and social-emotional factors measured locally.

State Technical Assistance Team (STAT)  A group of people appointed by the commissioner to assist public “not accredited” or public “accredited-conditional” education systems in achieving “accredited” status.

Strategic Performance Management  A multistep process that guides the State Education Agency (SEA) leadership in designing and revising a system, which combines strategic planning with performance management by creating an organizational structure based on strategies and functions, aligning resources with structure, addressing human capital and productivity, and establishing performance measures.

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

Successful Kansas high school graduate  A high school graduate who 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.

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.

Technical Assistance System  Provides districts access to experts with specific technical/content knowledge who address an identified need with customized solutions, such as, providing guidance on requirements or process; assistance in making connections to other resources; conducting data analysis, problem-solving; improvement planning; implementation; and monitoring as related to the districts’ current data.

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

Unit of Credit  Formal acknowledgment by an education system’s local governing body for standards-based accomplishment, such as satisfactory course completion.
# Contact Information

## Outside Visitation Team (OVT)

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<th>NAME:</th>
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## District Leadership Team (DLT)

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