OUTSIDE VISITATION TEAM
WORKBOOK

KESA

KANSAS
EDUCATION
SYSTEMS
ACCREDITATION

Kansans CAN
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System Information

Organization number:

Organization name:

System leader:

TITLE
(Dr., Mr., Mrs., Ms., Other)

FIRST

LAST

Office Phone:

Mobile Phone:

Email:

Cycle beginning July 1,

Kansans CAN
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FOREWORD

I would like to take this opportunity to thank you for your work on the Outside Visitation Team.

The new Kansas Education Systems Accreditation (KESA) model took several years to develop, and now you are playing an important role in the implementation of it.

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. This vision focuses on the needs of each student — from kindergarten readiness and social-emotional needs to civic engagement, high school graduation and postsecondary completion.

Outside validation is an important part of KESA, which accredits systems, such as school districts, instead of individual schools. The systems approach improves individual schools more effectively than simply targeting an individual school, research shows.

As a part of the OVT, you will be mentoring districts and offering support during the five-year accreditation cycle. It's volunteers like you who will make a difference.

Again, thank you for your commitment to this process and to the success of Kansas education. I wish you well along this journey.

Sincerely,

Dr. Randy Watson
Kansas Commissioner of Education

Questions/Contact:

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INTRODUCTION

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:

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.

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.

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.

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.

Postsecondary completion/ attendance

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.

KESA
Kansas Education Systems Accreditation (KESA)

After several years of developing the new model, Kansas implemented a systems approach to accreditation beginning with the 2017-2018 school year. The systems approach gives school systems the leverage to address systemic issues by identifying the underlying causes and then implementing structures and behaviors necessary to effect sustainable change across the district. It creates an atmosphere of accountability within schools and among schools all across the system, turning scattered instances of excellence into collective progress.

The new model is designed around system-level accreditation occurring at the end of a five-year cycle of improvement efforts using an educational framework called "The Five Rs." In the KESA model, the improvement process begins at the school level.

Schools conduct their needs assessments using the rubrics and data specified in "The Five Rs" framework. Systems then compile the schools' information to determine the two Goal Areas for system-wide focus during the five-year cycle. Schools and system leadership then develop specific goals and accompanying action plans, followed by a two-year implementation period.

The cycle wraps up with an analysis of goal achievement, growth in the two goal areas and improvement in data supporting the State Board's five outcomes (p. 1). Finally, the State Board grants each system an accreditation rating (accredited, accredited-conditional or not accredited).
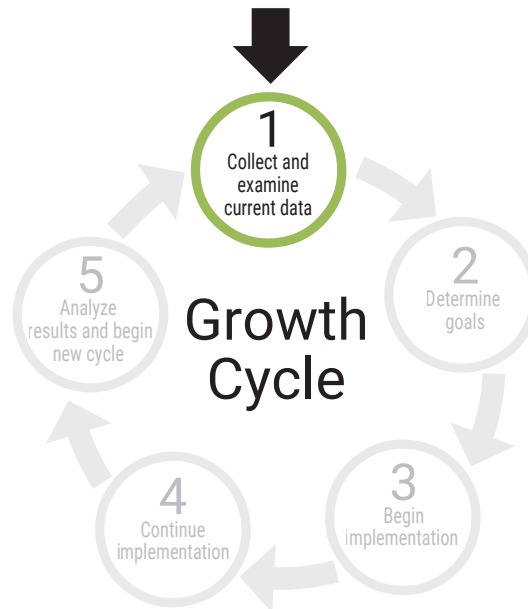
Outside Visitation

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
Members can review this table for yearly expectations.

	YEAR 1 in Cycle	YEAR 2 in Cycle	YEAR 3 in Cycle	YEAR 4 in Cycle	YEAR 5 in Cycle
OVT Chair	• Schedule onsite visit to occur mid-spring • Attend onsite • Complete yearly summary report	• Schedule onsite visit to occur mid-spring • Attend onsite • Complete yearly summary report	• Schedule onsite visit to occur mid-spring • Attend onsite • Complete yearly summary report	• Schedule onsite visit to occur mid-spring • Attend onsite • Complete yearly summary report	• Schedule onsite visit to occur mid-spring • Attend onsite • Complete final executive summary report
OVT Members	• Attend onsite visit	• Attend onsite visit	• Attend onsite visit	• Attend onsite visit	• Attend onsite visit
Tasks	• Review needs assessment findings • Review current data supporting Results R • Discuss goal area selection • Identify items for system to address • Assist system in completing KESA Initial Report	• Review goals • Review action plans • Provide support in specific areas as needed • Follow up on previously identified items • Identify items for system to address	• Discuss implementation progress and any proposed changes to goals/action plans • Discuss potential artifacts/evidence for demonstrating growth • Follow up on previously identified items • Identify items for system to address	• Review implementation progress • Discuss potential artifacts/evidence for demonstrating growth • Discuss Year Five and final visit • Follow up on previously identified items • Identify items for system to address	• Final visit • Final analysis and discussion of direction for next cycle • System completes KESA Final Report • (Chair) Submit OVT executive summary report

YEAR 1

Growth Cycle

1 — Collect and examine current data
2 — Determine goals
3 — Begin implementation
4 — Continue implementation
5 — Analyze results and begin new cycle

System's Activity During **YEAR ONE**

- Establish Outside Visitation Team (OVT) through KSDE-defined process.

- Schedule date for mid-spring 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 App (in Authenticated Applications) and complete submitter information, OVT Chair information and Year-in-Process question.

- Evaluate compliance and foundational structures. Address as necessary.

- Establish or update building and system leadership teams and site councils.

- 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.

- BLTs conduct building needs assessments using "R" rubrics.

- BLTs gather and examine data supporting the Results R.

- Each BLT shares its needs assessment and results data with its BSC and incorporates feedback as appropriate.

- 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 system-wide Goal Areas for the cycle.

- DLT shares needs assessment findings and results data, along with selected system-wide Goal Areas, with DSC and incorporates feedback as appropriate.

- BSCs each meet face-to-face at least twice.

- DSC meets face-to-face at least twice.

- OVT visit takes place (All OVT members attend onsite.).

- System completes KESA Initial Report (in Authenticated Applications).

- 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 system-wide Goal Areas and OVT summary with local governing body.

BEGINNING OF FIRST KESA CYCLE

*Discussion between OVT Chair and system leader **at beginning** of system's **first** KESA cycle.*
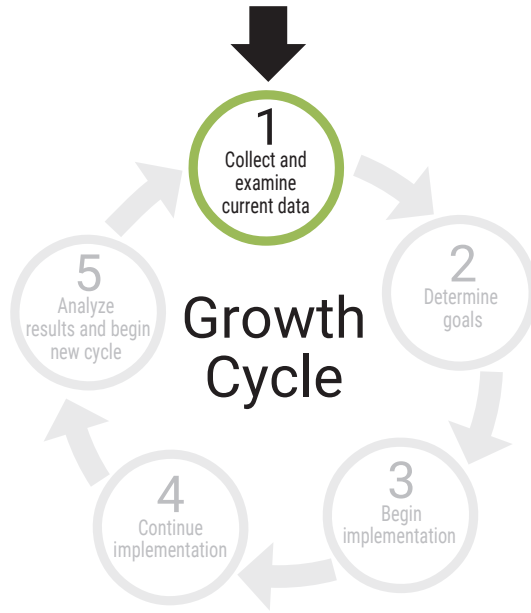
1. Discuss this graphic as a reminder about the KESA process.

2. Describe the process you used to determine where you are in the KESA process (which year of the process you'll start in fall 2017). *Helpful protocols at http://www.ksde.org/Default.aspx?tabid=941.*

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

4. What protocols did/will you use to include staff in the needs assessment process?
   Helpful protocols at http://www.ksde.org/Default.aspx?tabid=941.

PREPARATION FOR YEAR ONE

1. **Chair schedules Year One visit.**

Sometime in July or August, the OVT Chair establishes a mid-spring date with the system leader for the Year One visit. District leadership team (DLT) and OVT contact information is exchanged, and Chair and system leader discuss the questions on page four about year-in-cycle and needs assessment process. Chair also reminds system leader to open KESA app to enter OVT Chair information and answer Year-in-Process question.

2. **Chair collects information from system.**

Leading up to the mid-spring visit, most likely during January and February, system leadership provides needs assessment findings, goal area selection and other relevant Year One documentation to the Chair. This information may be housed in KansaSTAR, Google Classroom, or another appropriate electronic format of the system's choice.

3. **Chair creates agenda.**

At least one month prior to the visit, the agenda is finalized *(See sample agenda p. 6.)*. 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.

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. 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.

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

The agenda should also include time near the end of the visit for the OVT to meet on its own to process the visit before the final meeting with the DLT. The system will provide an appropriate room for this purpose.

4. **Conduct the visit.**

The visit should be conducted between mid-March and mid-April.

5. **Submit OVT Year One 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's observations and conversations and must be submitted to the DLT by May 1. Chair and DLT must retain copy for file.

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. 2. Address compliance issues. 3. Address foundational structures. 4. Attain inter-rater agreement (IRA). 5. Conduct needs assessment. 6. Select two Rs as Goal Areas for the cycle. 7. Inform site councils. 8. 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.	System profile - 20 min.
	4.	Compliance *(p. 62)* - 15 min.
		Break - 10 min.
	5.	Foundational structures *(p. 63)* - 25 min.
9:30 a.m.	6.	Tour building #1, meet with its focus group - 45 min. Travel time - 10 min.
	7.	Tour building #2, meet with its focus group - 45 min. Travel time - 10 min.
11:30 a.m.	8.	Working lunch with System Focus Group #1
		Break - 10 min.
12:40 p.m.	9.	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.	10.	Goal Area #1 - 45 min.
	11.	Goal Area #2 - 45 min.
		Break - 10 min.
3:50 p.m.	12.	OVT meeting - 30 min. OVT-only meeting to process/debrief and prepare for final meeting with DLT
4:20 p.m.	13.	OVT/DLT wrap-up meeting - 40 min. Review the day's discussions, including items identified for follow-up. KESA Initial Report

NEEDS ASSESSMENT: PROCESS AND OVERVIEW

*Systems should be prepared to discuss their needs assessment process,
findings, and related decisions.*

1. Tell us about your needs assessment process.

2. What is your data telling you?

3. Describe the involvement of site councils and other stakeholders in the needs assessment process.

4. How are you documenting the process and the findings? Where are you housing your documentation? (KansaStar, service center system, AdvancED system, etc.)

5. Discuss any building-level concerns now that this process is complete.

6. Tell us about any outlier schools. *(See glossary.)*

7. How were your findings different from your preconceptions?

8. Discuss needs assessment results data that support your concerns, challenges and implementation plans for Years 1-5.

Prompts for Follow-up Questions:		
	• What about _____ makes you proud?	• What about _____ makes you proud?
	• What is your evidence to support _____?	• What challenges does _____ present?
	• Why _____?	• How do you plan to handle these challenges?
	• Tell me about _____.	• What are your biggest concerns about _____?
	• Show me your plan for _____.	• How has stake-holder feedback affected _____?
	• What is your process for _____?	• What specific support do you need from the OVT for _____?
	• How do/did you engage stakeholders in _____?	• Explain your process for _____.

NEEDS ASSESSMENT: KESA RUBRICS

Discuss system's findings and evidence for each of the KESA rubrics and their components. Be sure to consider both qualitative and quantitative data. This conversation will assist the OVT in understanding the decisions that have been made to this point and in making recommendations for moving forward. Also discuss strategies and protocols for sustaining areas of strength.

RELATIONSHIPS

Celebrations/Recommendations

RELEVANCE

Celebrations/Recommendations

RESPONSIVE CULTURE

Celebrations/Recommendations

RIGOR

Celebrations/Recommendations

NEEDS ASSESSMENT: RESULTS "R"

Keep in mind that the systems improvement efforts are to be supportive of achieving progress in the State Board outcomes, which make up the Results "R."

SOCIAL-EMOTIONAL FACTORS MEASURED LOCALLY

Celebrations/Recommendations

KINDERGARTEN READINESS

Celebrations/Recommendations

INDIVIDUAL PLAN OF STUDY

Celebrations/Recommendations

HIGH SCHOOL GRADUATION

Celebrations/Recommendations

POSTSECONDARY COMPLETION/ATTENDANCE

Celebrations/Recommendations

STATE BOARD OF EDUCATION DEFINITION OF A SUCCESSFUL HIGH SCHOOL GRADUATE			
ACADEMIC/ COGNITIVE	TECHNICAL	EMPLOYABILITY	CIVIC ENGAGEMENT

Year One: Goal Area Selection

GOAL AREA 1: _____

1. What data sources, specific data and trends led you to choose this R as a Goal Area?

Preparing for Year Two (Goal and Action Plan Development) *See appendix p. 69 for sample action plan.*

2. How might you narrow your focus to develop specific goals?

3. What strategies will you employ to achieve your goals? *(OVT can refer system leadership to sample action plan on p. 69.)*

4. What professional learning and other supports will help you move forward?

5. What indicators will be used to determine progress in this Goal Area? What milestones will you identify to measure growth?

Celebrations/Recommendations

Year One: Goal Area Selection
GOAL AREA 2: _____

1. What data sources, specific data and trends led you to choose this R as a Goal Area?

Preparing for Year Two (Goal and Action Plan Development) *See appendix p. 69 for sample action plan.*

2. How might you narrow your focus to develop specific goals?

3. What strategies will you employ to achieve your goals? *(OVT can refer system leadership to sample action plan on p. 69.)*

4. What professional learning and other supports will help you move forward?

5. What indicators will be used to determine progress in this Goal Area? What milestones will you identify to measure growth?

Celebrations/Recommendations

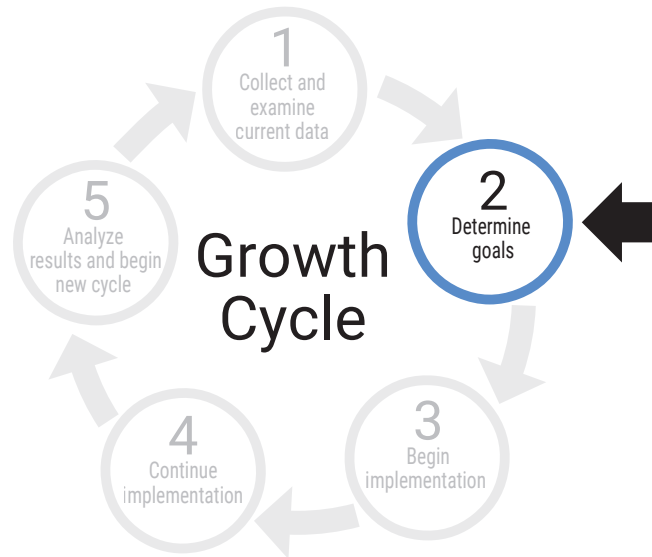# **YEAR ONE** CONVERSATIONS WITH STAKEHOLDERS

Sample agendas show meetings with a total of two buidlings' focus gruops and one system focus group in each of years 1, 2, and 3. Record notes here of such meetings and any other discussions/interviews with stakeholders/stakeholder groups.

School #1 Focus Group

School #2 Focus Group

System Focus Group #1

YEAR 2

Growth Cycle

1 — Collect and examine current data
2 — Determine goals
3 — Begin implementation
4 — Continue implementation
5 — Analyze results and begin new cycle

System's Activity During YEAR TWO

- Schedule date for mid-spring OVT visit. (All members attend onsite.)

- If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.

- Evaluate compliance and foundational structures. Address as necessary.

- BLTs develop a total of 2-3 building goals related to either or both system goal areas.

- BLTs develop an action plan for each building goal.

- BLTs share 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 system-wide Goal Area.

- DLT shares goals and action plans with DSC and incorporates feedback as appropriate.

- BLTs 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.

PREPARATION FOR YEAR TWO

1. **Chair schedules Year Two visit.**

Sometime in July or August, the OVT Chair establishes a mid-spring date with the system leader for the Year Two visit. Updates to district leadership team (DLT) and OVT contact information is exchanged. Chair also reminds system leader to open KESA app to enter OVT Chair information and answer Year-in-Process question.

2. **Chair collects information from system.**

Leading up to the mid-spring visit, most likely during January and February, system leadership provides buildings' and system's goals and action plans, along with other relevant Year Two documentation.

3. **Chair creates agenda.**

At least one month prior to the visit, the agenda is finalized *(See sample agenda at right.).* 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.

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 for the OVT to meet on its own to process the visit before the final meeting with the DLT. The system will provide an appropriate room for this purpose.

4. **Conduct the Visit**

The 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's observations and conversations and must be submitted to the DLT by May 1. Chair and DLT must retain copy for file.

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.

System's Primary Objectives for Year Two:	1. Review and address compliance/foundational structures. 2. BLTs develop 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 *(p. 62)* - 10 min.
	4.	Foundational structures *(p. 63)* - 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.	_____- 45 min.
		Break - 10 min.
11:20 a.m.	8.	Working lunch with System Focus Group #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 for final meeting with DLT
4 p.m.	14.	OVT/DLT wrap-up meeting Review the day's discussions, including items identified for follow-up.

Year Two: Goal and Action Plan Development

GOAL AREA 1: _____

1. What trends in building-level goal development influenced your system-level goal development?

2. How do your system goals in this Goal Area address the needs of all buildings/stakeholders?

3. What strategies will you employ to achieve your goals?

4. What professional learning will support your action plans?

5. What indicators will be used to determine progress in this Goal Area? What milestones will you identify to measure growth?

Year Two: Goal and Action Plan Development
GOAL AREA 2: _____

1. What trends in building-level goal development influenced your system-level goal development?

2. How do your system goals in this Goal Area address the needs of all buildings/stakeholders?

3. What strategies will you employ to achieve your goals?

4. What professional learning will support your action plans?

5. What indicators will be used to determine progress in this Goal Area? What milestones will you identify to measure growth?

GOAL AND ACTION PLAN DEVELOPMENT
*Systems should be prepared to discuss building- and system-level goals
and plans for meeting them.*

1. What challenges have you experienced in the goal/action plan development process?

2. How will you assimilate "outlier" schools? *(See definition in glossary.)*

3. What evidence might you use to support your progress or use to modify any part of your plan(s)?

4. Are your stakeholder groups able to articulate your system vision and/or discuss your plan?

5. 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?

6. Describe how professional learning supports your action plans? Discuss examples.

7. What new data sources have you developed or discovered to support your work around the selected goal areas?

Prompts for Follow-up Questions:	• What about _____ makes you proud? • What is your evidence to support _____? • Why _____? • Tell me about _____. • Show me your plan for _____. • What is your process for _____? • How do/did you engage stakeholders in _____?	• What about _____ makes you proud? • What challenges does _____ present? • How do you plan to handle these challenges? • What are your biggest concerns about _____? • How has stake-holder feedback affected _____? • What specific support do you need from the OVT for _____? • Explain your process for _____.

CELEBRATIONS

RECOMMENDATIONS

REVIEW OF RESULTS "R"

Keep in mind that the systems improvement efforts are to be supportive of achieving progress in the State Board outcomes, which make up the Results "R."

SOCIAL-EMOTIONAL FACTORS MEASURED LOCALLY

Celebrations/Recommendations

KINDERGARTEN READINESS

Celebrations/Recommendations

INDIVIDUAL PLAN OF STUDY

Celebrations/Recommendations

HIGH SCHOOL GRADUATION

Celebrations/Recommendations

POSTSECONDARY COMPLETION/ATTENDANCE

Celebrations/Recommendations

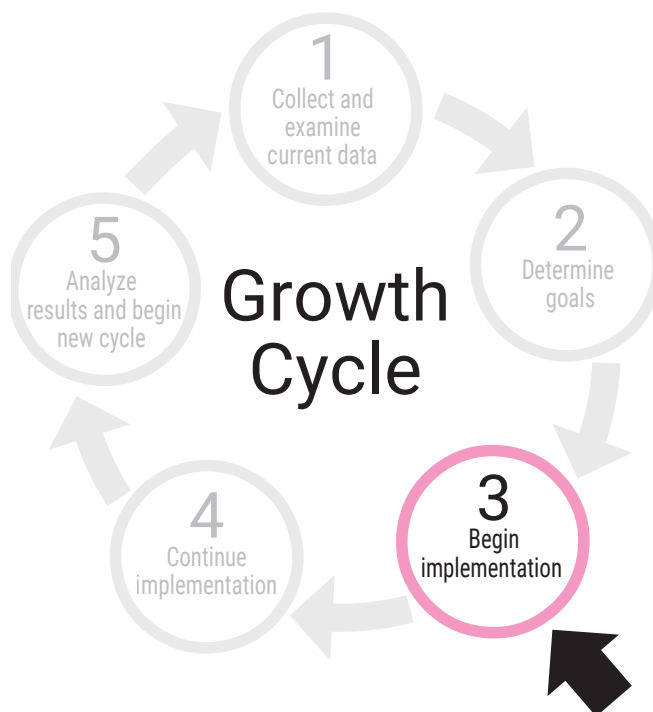| STATE BOARD OF EDUCATION DEFINITION OF A SUCCESSFUL HIGH SCHOOL GRADUATE			
ACADEMIC/ COGNITIVE	TECHNICAL	EMPLOYABILITY	CIVIC ENGAGEMENT

YEAR TWO CONVERSATIONS WITH STAKEHOLDERS

Sample agendas show meetings with a total of two buidlings' focus gruops and one system focus group in each of years 1, 2, and 3. Record notes here of such meetings and any other discussions/interviews with stakeholders/stakeholder groups.

School #3 Focus Group

School #4 Focus Group

System Focus Group #2

YEAR 3

Growth Cycle

1. Collect and examine current data
2. Determine goals
3. Begin implementation
4. Continue implementation
5. Analyze results and begin new cycle

System's Activity During **YEAR THREE**

- Schedule date for mid-spring OVT visit (All OVT members attend onsite.).

- If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.

- Evaluate compliance and foundational structures. Address as necessary.

- DLT implements action plans. Ongoing collection of artifacts/evidence.

- BLTs implement their action plans. Ongoing collection of artifacts/evidence.

- BLTs conduct mid-implementation review and make adjustments, if necessary, for continued implementation in Year Four.

- BLTs share mid-implementation review with BSC.

- DLT conducts mid-implementation review and makes adjustments, if necessary, for continued implementation in Year Four.

- DLT shares mid-implementation review with DSC.

- OVT visit takes place (All OVT members attend onsite.).

- OVT completes **YEAR THREE** Summary.

- DLT presents summary of mid-implementation review and OVT summary to local governing body.

PREPARATION FOR YEAR THREE

1. **Chair schedules Year Three visit.**

   Sometime in July or August, the OVT Chair establishes a mid-spring date with the system leader for the Year Three visit. Updates to district leadership team (DLT) and OVT contact information is exchanged. Chair also reminds system leader to open KESA app to enter OVT Chair information and answer Year-in-Process question.

2. **Chair collects information from system.**

   Leading up to the mid-spring visit, most likely during January and February, system leadership provides information on action plan implementation, along with other relevant Year Three documentation.

3. **Chair creates agenda.**

   At least one month prior to the visit, the agenda is finalized *(See sample agenda at right.)*. 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.

   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 for the OVT to meet on its own to process the visit before the final meeting with the DLT. The system will provide an appropriate room for this purpose.

4. **Conduct the Visit**

   The visit should be conducted between mid-March and mid-April.

5. **Submit OVT Year Three 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's observations and conversations and must be submitted to the DLT by May 1. Chair and DLT must retain copy for file.

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 mid-implementation 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 *(p. 62)* - 10 min.
	4.	Foundational structures *(p. 63)* - 15 min.
		Break - 10 min.
8:55 a.m.	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.	_____ - 45 min.
11:20 a.m.	8.	Working lunch with System Focus Group #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/action plan updates for Goal Area #1 - 40 min.
	13.	System-level goal/action plan updates 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 for final meeting with DLT
4 p.m.	15.	OVT/DLT wrap-up meeting Review the day's discussions, including items identified for follow-up.

Year Three: Implementation of Action Plans
GOAL AREA 1: _____

1. In what way do you expect your work in the components of this Goal Area to impact the State Board outcomes and definition of a successful Kasnas high school graduate?

2. What are some early indicators that your system has selected appropriate strategies targeting the milestones?

3. Describe how your system communicates a consistent message reagarding your work in this Goal Area.

4. Explain system stakeholders' level of understanding of the KESA process.

5. Discuss the effectiveness of the professional learning plan for this Goal Area.

Celebrations/Recommendations

Year Three: Implementation of Action Plans
GOAL AREA 2: _____

1. In what way do you expect your work in the components of this Goal Area to impact the State Board outcomes and definition of a successful Kasnas high school graduate?

2. What are some early indicators that your system has selected appropriate strategies targeting the milestones?

3. Describe how your system communicates a consistent message reagarding your work in this Goal Area.

4. Explain system stakeholders' level of understanding of the KESA process.

5. Discuss the effectiveness of the professional learning plan for this Goal Area.

Celebrations/Recommendations

MID-IMPLEMENTATION REVIEW

Data-driven discussions about goals and action plans.

1. Are your goals still relevant in Year Three as they were in Year One?

2. What significant modifications, if any, have you made to your plan since Year One? What data led to these changes?

3. What stakeholder contributions appear to be making the most positive impact?

4. Describe the professional learning taking place that is producing desired results.

5. Describe any action plan modifications since the OVT Year Two visit.

6. What evidence can you provide to show that all stakeholders are actively engaged in the activities/ strategies in your action plan(s).

7. What have you learned by Year 3 of the KESA process that caused your system to change in a way to impact students more positively?

Prompts for Follow-up Questions:	
• What about _____ makes you proud? • What is your evidence to support _____? • Why _____? • Tell me about _____. • Show me your plan for _____. • What is your process for _____? • How do/did you engage stakeholders in _____?	• What about _____ makes you proud? • What challenges does _____ present? • How do you plan to handle these challenges? • What are your biggest concerns about _____? • How has stake-holder feedback affected _____? • What specific support do you need from the OVT for _____? • Explain your process for _____.

CELEBRATIONS

RECOMMENDATIONS

REVIEW OF RESULTS "R"

Keep in mind that the systems improvement efforts are to be supportive of achieving progress in the State Board outcomes, which make up the Results "R."

SOCIAL-EMOTIONAL FACTORS MEASURED LOCALLY

Celebrations/Recommendations

KINDERGARTEN READINESS

Celebrations/Recommendations

INDIVIDUAL PLAN OF STUDY

Celebrations/Recommendations

HIGH SCHOOL GRADUATION

Celebrations/Recommendations

POSTSECONDARY COMPLETION/ATTENDANCE

Celebrations/Recommendations

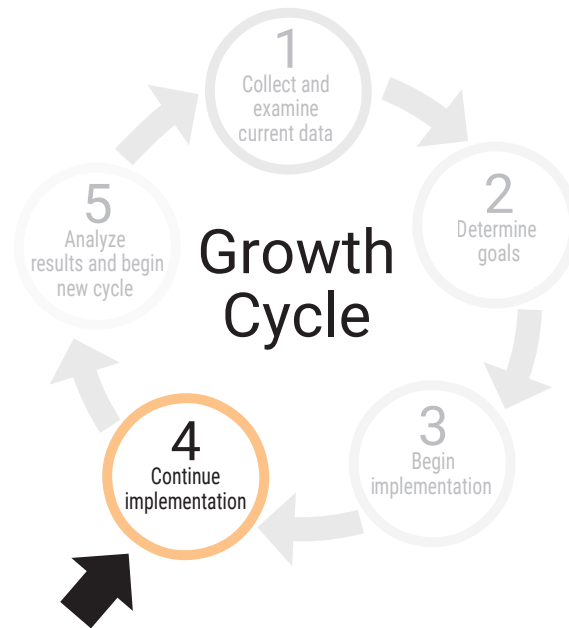| STATE BOARD OF EDUCATION DEFINITION OF A SUCCESSFUL HIGH SCHOOL GRADUATE			
ACADEMIC/ COGNITIVE	TECHNICAL	EMPLOYABILITY	CIVIC ENGAGEMENT

YEAR THREE CONVERSATIONS WITH STAKEHOLDERS

Sample agendas show meetings with a total of two buidlings' focus gruops and one system focus group in each of years 1, 2, and 3. Record notes here of such meetings and any other discussions/interviews with stakeholders/stakeholder groups.

School #5 Focus Group

School #6 Focus Group

System Focus Group #3

YEAR 4

Growth
Cycle

1 — Collect and examine current data
2 — Determine goals
3 — Begin implementation
4 — Continue implementation
5 — Analyze results and begin new cycle

System's Activity During YEAR FOUR

- Schedule date for mid-spring OVT visit. (All members attend onsite.)

- If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.

- Evaluate compliance and foundational structures. Address as necessary.

- BLTs continue implementation. Ongoing collection of artifacts/evidence.

- DLT continues implementation. Ongoing collection of artifacts/evidence.

- BLTs begin review of data, artifacts, evidence.

- BLTs review 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.

PREPARATION FOR YEAR FOUR

1. **Chair schedules Year Four visit.**

Sometime in July or August, the OVT Chair establishes a mid-spring date with the system leader for the Year Four visit. Updates to district leadership team (DLT) and OVT contact information is exchanged. Chair also reminds system leader to open KESA app to enter OVT Chair information and answer Year-in-Process question.

2. **Chair collects information from system.**

Leading up to the mid-spring visit, most likely during January and February, system leadership provides information on action plan implementation, along with other relevant Year Four documentation..

3. **Chair creates agenda.**

At least one month prior to the visit, the agenda is finalized *(See sample agenda at right.)*. 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.

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 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 at the end of the visit for the OVT to meet on its own to process the visit. The system will provide a quiet, private room for this purpose.

4. **Conduct the Visit**

The visit should be conducted between mid-March and mid-April.

5. **Submit OVT Year Four 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's observations and conversations and must be submitted to the DLT by May 1. Chair and DLT must retain copy for file.

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.

System's Primary Objectives for Year Four	1. Review compliance/foundational structures. 2. Continue implementation of action plans/revise as necessary. 3. Continue identification of data/evidence supporting plans. 4. Begin preparation for Year Five. 5. Inform site councils of progress. 6. Inform local governing body of progress.
Attendance:	Required: OVT, DLT Optional: DSC, other stakeholders

Agenda:

8 a.m.
1. Introductions - 10 min.
2. Overview of day - 10 min.
3. Compliance *(p. 62)* - 10 min.
4. Foundational structures *(p. 63)* - 15 min.

Break - 10 min.

8:55 a.m.
5. Re-visit a selected building focus group from years 1-3 - 45 min.
Travel time - 10 min.
6. Re-visit a second selected building focus group from years 1-3 - 45 min.
Travel time - 10 min.

Break - 10 min.

10:35 a.m.
7. _____ - 45 min.

11:20 a.m.
8. Working lunch - re-visit 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 for final meeting with DLT

4:00 p.m.
12. OVT/DLT wrap-up meeting
Review the day's discussions, including items identified for follow-up.

Year Four: Continued Implementation
GOAL AREA 1: _____

1. In what ways do your site councils contribute to your system's support of the State Board outcomes?

2. Describe the progress at both the building and system levels using the action plans developed in Year Two.

3. Discuss the effect of any changes or modifications made to your action plans as Year Three ended.

4. Share pertinent feedback from stakeholders regarding your progress in this Goal Area.

5. Identify any changes resulting from stakeholder feedback.

Celebrations/Recommendations

Year Four: Continued Implementation
GOAL AREA 2: _____

1. In what ways do your site councils contribute to your system's support of the State Board outcomes?

2. Describe the progress at both the building and system levels using the action plans developed in Year Two.

3. Discuss the effect of any changes or modifications made to your action plans as Year Three ended.

4. Share pertinent feedback from stakeholders regarding your progress in this Goal Area.

5. Identify any changes resulting from stakeholder feedback.

Celebrations/Recommendations

REVIEW OF RESULTS "R"

Keep in mind that the systems improvement efforts are to be supportive of achieving progress in the State Board outcomes, which make up the Results "R."

SOCIAL-EMOTIONAL FACTORS MEASURED LOCALLY

Celebrations/Recommendations

KINDERGARTEN READINESS

Celebrations/Recommendations

INDIVIDUAL PLAN OF STUDY

Celebrations/Recommendations

HIGH SCHOOL GRADUATION

Celebrations/Recommendations

POSTSECONDARY COMPLETION/ATTENDANCE

Celebrations/Recommendations

STATE BOARD OF EDUCATION DEFINITION OF A SUCCESSFUL HIGH SCHOOL GRADUATE			
ACADEMIC/ COGNITIVE	TECHNICAL	EMPLOYABILITY	CIVIC ENGAGEMENT

PREPARING FOR YEAR FIVE

1. What current data indicate progress in meeting milestones identified in Year One? How does the progress compare with your original expectations?

2. Provide evidence of system progress, to this point, that supports entering Year Five following this OVT visit.

3. In what way has your work supported the State Board outcomes and definition of a successful Kansas high school graduate? Which results have been most positively impacted by your work in Years 1-4?

4. Discuss significant contributions by non-employee stakeholders with respect to the State Board outcomes.

5. List the evidence (new or previously considered) that supports the work your system is doing right now.

Prompts for Follow-up Questions:	• What about _____ makes you proud? • What is your evidence to support _____? • Why _____? • Tell me about _____. • Show me your plan for _____. • What is your process for _____? • How do/did you engage stakeholders in _____?	• What about _____ makes you proud? • What challenges does _____ present? • How do you plan to handle these challenges? • What are your biggest concerns about _____? • How has stake-holder feedback affected _____? • What specific support do you need from the OVT for _____? • Explain your process for _____.

CELEBRATIONS

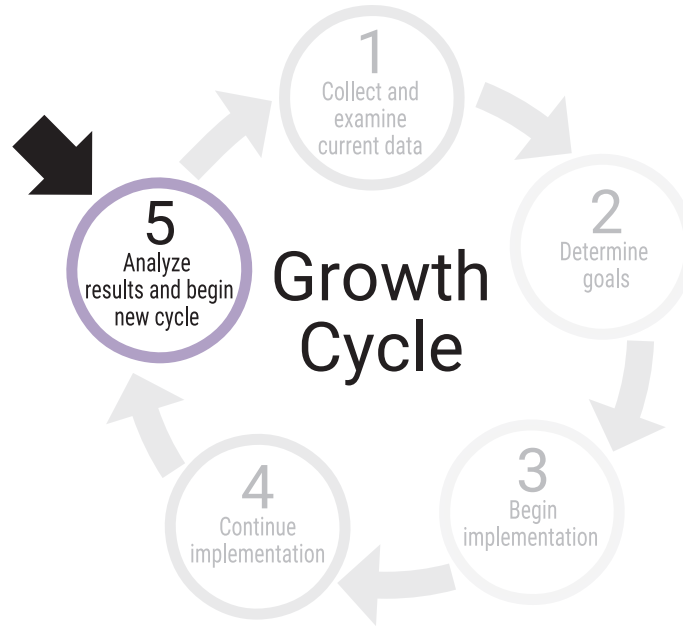## RECOMMENDATIONS

YEAR FOUR CONVERSATIONS WITH STAKEHOLDERS

Revisit select focus group(s) previously visited in Years 1-3 (pages 14, 24, 34).
Record notes here of these meetings and any other
discussions/interviews with stakeholders/stakeholder groups.

Revisit Selected School Focus Group

Revisit Selected School Focus Group

Revisit Selected System Focus Group

YEAR 5

Growth Cycle

1 — Collect and examine current data
2 — Determine goals
3 — Begin implementation
4 — Continue implementation
5 — Analyze results and begin new cycle

System's Activity During **YEAR FIVE**

- Schedule date for mid-spring OVT visit (All OVT members attend onsite.).

- If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.

- Evaluate compliance and foundational structures. Address as necessary.

- BLTs conduct final analysis (all 5 Rs).

- DLT conducts final analysis (all 5 Rs).

- OVT visit takes place (All OVT members attend onsite.).

- System completes KESA Final Report (in Authenticated Applications).

- OVT completes Executive Summary.

- DLT presents update, including KESA Final Report and OVT Executive Summary, to local governing body.

PREPARATION FOR YEAR FIVE

1. **Chair schedules Year Five visit.**

Sometime in July or August, the OVT Chair establishes a mid-spring date with the system leader for the Year Five visit. Updates to district leadership team (DLT) and OVT contact information is exchanged. Chair also reminds system leader to open KESA app to enter OVT Chair information and answer Year-in-Process question.

2. **Chair collects information from system.**

Leading up to the mid-spring visit, most likely during January and February, system leadership provides information on action plan implementation, along with other relevant Year Five documentation..

3. **Chair creates agenda.**

At least one month prior to the visit, the agenda is finalized *(See sample agenda at right.)*. 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.

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.

Time should be allotted for the OVT and DLT to complete the system's KESA Final Report (in KSDE Authenticated Applications).

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

4. **Conduct the Visit**

The visit should 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 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.

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	■ Evaluate compliance/foundational structures. ■ Conduct final analysis. ■ Accomplish final OVT visit. ■ Submit KESA Final Report.	■ Inform site councils. ■ Inform local governing body.

Required attendance:
■ OVT
■ DLT

Optional:
■ DSC
■ other stakeholders

Agenda:

8 a.m.
1. Introductions - 10 min.
2. Overview of day - 10 min.
3. Compliance *(p. 62)* - 10 min.
4. Foundational structures *(p. 63)* - 15 min.

Break - 10 min.

8:55 a.m.
5. Re-visit a third selected building focus group from years 1-3 - 45 min.
   Travel time - 10 min.
6. Re-visit a fourth selected building focus group from years 1-3 - 45 min.
   Travel time - 10 min.

Break - 10 min.

10:35 a.m.
7. _____ - 45 min.

11:20 a.m.
8. Working lunch - re-visit a second selected system focus group from years 1-3.

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.

   ■ 3rd R - 20 min.
   ■ 4th R - 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 wrap-up meeting - 50 min.

Year Five: Review Process Evidence and Results Data
GOAL AREA 1: _____

1. Discuss the growth/change of your system Results in this Goal Area

2. How has your work in this Goal Area changed (become embedded in) the system's culture?

3. What strategy/ies will you use to grow/sustain your efforts in this Goal Area?

4. Which component(s) of the Results "R" were most positively impacted during this accreditation cycle?

5. Reflect on the process you followed and describe what you will do similarly or differently in the next cycle to achieve desired results.

Celebrations/Recommendations

Year Five: Review Process Evidence and Results Data
GOAL AREA 2: _____

1. Discuss the growth/change of your system Results in this Goal Area

2. How has your work in this Goal Area changed (become embedded in) the system's culture?

3. What strategy/ies will you use to grow/sustain your efforts in this Goal Area?

4. Which component(s) of the Results "R" were most positively impacted during this accreditation cycle?

5. Reflect on the process you followed and describe what you will do similarly or differently in the next cycle to achieve desired results.

Celebrations/Recommendations

FINAL ANALYSIS: KESA RUBRICS

- *Discuss system's findings and evidence for each of the KESA rubrics and their components.*
- *Be sure to consider both qualitative and quantitative data.*
- *Also discuss strategies and protocols for sustaining areas of strength.*
- *This conversation will assist the OVT in understanding the decisions that have been made to this point and in making recommendations for moving forward.*

RELATIONSHIPS

Celebrations/Recommendations

RELEVANCE

Celebrations/Recommendations

RESPONSIVE CULTURE

Celebrations/Recommendations

RIGOR

Celebrations/Recommendations

FINAL ANALYSIS: RESULTS

*Keep in mind that the systems improvement efforts are to be supportive of achieving progress
in the State Board outcomes, which make up the Results "R."*

SOCIAL-EMOTIONAL FACTORS MEASURED LOCALLY

Celebrations/Recommendations

KINDERGARTEN READINESS

Celebrations/Recommendations

INDIVIDUAL PLAN OF STUDY

Celebrations/Recommendations

HIGH SCHOOL GRADUATION

Celebrations/Recommendations

POSTSECONDARY COMPLETION/ATTENDANCE

Celebrations/Recommendations

STATE BOARD OF EDUCATION DEFINITION OF A SUCCESSFUL HIGH SCHOOL GRADUATE			
ACADEMIC/ COGNITIVE	TECHNICAL	EMPLOYABILITY	CIVIC ENGAGEMENT

YEAR FIVE CONVERSATIONS WITH STAKEHOLDERS
*Revisit select focus group(s) previously visited in Years 1-3 (pages 14, 24, 34).
Record notes here of these meetings and any other
discussions/interviews with stakeholders/stakeholder groups.*

Revisit Selected School Focus Group

Revisit Selected School Focus Group

Revisit Selected System Focus Group

OVT CONCLAVE

OVT meets on its own to debrief, process, discuss, and determine the direction for the final conference with the DLT, as well as to plan contents of the Executive Summary (p. 60-61).

FINAL CONFERENCE WITH DLT

1. From which efforts did you see your most significant gain?

2. From which efforts did you see the least gain?

3. From this cycle's successes and challenges, what did you learn that you can share with others?

4. What impact did changes to your plan (if any) make on your goal achievement?

5. Discuss how non-employee stakeholders made a significant contribution to your efforts during this cycle?

6. How well did the professional learning components of your action plans work? What will you consider as you make such plans moving forward?

7. Compare the relevance of your Goal Areas to your system at the beginning of this cycle and at the end.

8. In hindsight, what might you have done differently during this accreditation cycle?

9. What have you learned during this cycle that might positively impact your students moving forward?

CELEBRATIONS

RECOMMENDATIONS

Process Fidelity

This information will be completed by the OVT and will be part of the OVT Executive Summary.

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 Outside Visitation Team 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

EXECUTIVE SUMMARY PREPARATION

The executive summary should be completed with the input of the entire outside visitation team. It is recommended that the chair appoints/delegates the responsibility for portions of thie report to others on the team. Chair oversees all meetings and writes the final summary with the written contributions of the other team members.

Examples of portions:

1 team member leads Goal Area #1.
1 team member leads Goal Area #2.
1 team member leads the other two rubric areas.
1 team member leads Results.
1 team member leads celebrations and recommendations.

Goal Area #1 Summary - points to include

Goal Area #2 Summary - points to include

Chair Executive Summary - points to include

Other two rubrics areas - points to include

Results - points to include

Celebrations/recommendations - points to include

Chair Executive Summary - points to include

COMPLIANCE

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

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

3. 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.

1	Tiered System of Supports	
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	

APPENDIX

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.

KESA's first official year

Your **Year** in KESA Process	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
5	ZERO YR	KESA RATING YR	YEAR 1	YEAR 2	YEAR 3	YEAR 4
4	ZERO YR		KESA RATING YR	YEAR 1	YEAR 2	YEAR 3
3	ZERO YR			KESA RATING YR	YEAR 1	YEAR 2
2	ZERO YR				KESA RATING YR	YEAR 1
1	ZERO YR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	KESA RATING YR

1. Systems can accelerate from Year 1 to 3 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 BOE-driven process could align align the KESA process to their current work to guide their choice of where to enter 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 3-4) 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.

DETAILED STEPS IN KESA CYCLE

Revised Feb. 2017

Complete	Year	Step
	1	Schedule date for mid-March OVT visit (All OVT members attend onsite). Discuss where system is in process.
	1	System logs in to KESA App (in Authenticated Applications) and fills in OVT Chair information and Year-in-Process question.
	1	Evaluate compliance and foundational structures. Address as necessary.
	1	Establish or update building and district leadership teams (BLTs and DLTs)
	1	Establish building and district site councils (BSC and DSC).
	1	Ensure that all staff and stakeholder groups know State Board's vision and five outcomes.
	1	Ensure that all staff and stakeholder groups know the State Board's definition of a successful Kansas high school graduate.
	1	Ensure that all staff and stakeholder groups are familiar with the Rose Capacities.
	1	Establish Outside Visitation Team (OVT) through KSDE-defined process.
	1	BLTs conduct building needs assessments using "R" rubrics.
	1	BLTs gather and examine data supporting the Results R.
	1	BLT share needs assessment and results data with BSC.
	1	DLT analyze building needs assessment findings and results data to identify areas of strength and need across district.
	1	DLT gather and examine current district-level performance in the Results R. (State Board definition and outcomes)
	1	DLT complete district-level "R" rubrics.
	1	DLT use building- and district-level data to select **two Rs** as district-wide Goal Areas for the cycle.
	1	DLT share needs assessment findings and results data, along with selected district-wide Goal Areas, with DSC.
	1	BSC meet face-to-face at least once second semester.
	1	DSC meet face-to-face at least once second semester.
	1	DLT share needs assessment findings, results data, and selected district-wide Goal Areas with local BOE (before or after OVT meeting).
	1	OVT visit takes place (All OVT members attend onsite.).
	1	System completes KESA Initial Report (in Authenticated Applications).
	1	OVT completes Yearly Summary.
	2	Schedule date for mid-March OVT visit. (Chair onsite, other members as needed – virtual or onsite)
	2	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	2	Evaluate compliance and foundational structures. Address as necessary.
	2	BLT develop a total of **2-3 building goals** related to either or both district goal areas.
	2	BLT develop action plan for each building goal.
	2	BLTs share building goals and action plans with BSC. (BSCs meet face-to-face at least once during Year 2.)
	2	DLT review building goals and action plans.
	2	DLT develop district leadership action plan for each district-wide Goal Area.
	2	DLT share goals and action plans with DSC. (DSC meets face-to-face at least once during Year 2.)
	2	DLT share goals and action plans with local BOE.
	2	BLT and DLT coordinate and activate professional learning portions of action plans.
	2	OVT visit takes place (All OVT members attend onsite.).
	2	OVT complete Yearly Summary.
	2	DLT present district goals/action plans, summary of building goals/action plans, and OVT summary to local BOE.
	3	Schedule date for mid-March OVT visit (All OVT members attend onsite.).
	3	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	3	Evaluate compliance and foundational structures. Address as necessary.
	3	BLT implement action plans. Ongoing collection of artifacts/evidence.
	3	DLT implement action plans. Ongoing collection of artifacts/evidence.
	3	BLT conduct mid-implementation review and makes adjustments, if necessary, for continued implementation in Year 4.
	3	BLTs share mid-implementation review with BSC. (BSCs meet face-to-face at least once during Year 3.)
	3	DLT conduct mid-implementation review and makes adjustments, if necessary, for continued implementation in Year 4.
	3	DLT share mid-implementation review with DSC. (DSC meet face-to-face at least once during Year 3.)
	3	OVT visit takes place (All OVT members attend onsite.).
	3	OVT completes Yearly Summary.
	3	DLT present summary of mid-implementation review and OVT yearly summary to local BOE.
	4	Schedule date for mid-March OVT visit. (Chair onsite, other members as needed – virtual or onsite)
	4	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	4	Evaluate compliance and foundational structures. Address as necessary.
	4	BLT continue implementation. Ongoing collection of artifacts/evidence.
	4	DLT continue implementation. Ongoing collection of artifacts/evidence.
	4	BLT begin review of data, artifacts, evidence.
	4	BLT review data, artifacts, evidence with BSC. (BSCs meet face-to-face at least once during Year 4.)
	4	DLT begin review of data, artifacts, evidence.
	4	DLT review data, artifacts, evidence with DSC. (DSC meet face-to-face at least once during Year 4.)
	4	OVT visit takes place (All OVT members attend onsite.).
	4	OVT completes Yearly Summary.
	4	DLT present update, including OVT yearly summary, to local BOE.
	5	Schedule date for mid-March OVT visit (All OVT members attend onsite.).
	5	If applicable, system updates OVT Chair information and Year-in-Process question in KESA App.
	5	Evaluate compliance and foundational structures. Address as necessary.
	5	BLT conduct post-implementation analysis (all 5 Rs).
	5	DLT conduct post-implementation analysis (all 5 Rs).
	5	OVT visit takes place (All OVT members attend onsite.).
	5	System completes KESA Final Report (in Authenticated Applications).
	5	OVT completes Executive Summary.
	5	DLT present update, including KESA Final Report and OVT Executive Summary, to local BOE.

Kansas Education Systems Accreditation

A systems approach to K-12 accreditation

Framework: The Five Rs

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

RELATIONSHIPS	RELEVANCE	RESPONSIVE CULTURE	RIGOR	RESULTS
Defining Relationships: *"a state of interconnectedness – among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments" (KSDE, 2010, p. 40)*	***Defining Relevance:*** *"the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant" (KSDE, 2010, p. 42).*	***Defining Responsive Culture:*** *"one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stake holders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community" (KSDE, 2010, p. 48).*	***Defining Rigor:*** *"a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world" (KSDE, 2010, p. 44).*	***Defining Results:*** *"witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner." (KSDE, 2010, p. 46).*
COMPONENTS: • *Staff* • *Students* • *Families* • *Community*	*COMPONENTS:* • *Curriculum* • *Instruction* • *Student Engagement* • *Technology*	*COMPONENTS:* • *Leadership* • *Early Childhood* • *District Climate* • *Nutrition and Wellness*	*COMPONENTS:* • *Career & Technical Ed* • *Professional Learning* • *Resources* • *Data*	*COMPONENTS:* • *Social-Emotional Factors* • *Kindergarten Readiness* • *Individual Plans of Study* • *High School Graduation* • *Postsecondary Completion/Attendance*

APPENDIX

Sample Action Plan

System: Sunflower USD 999   School: N/A

Goal Area: Relevance
Goal Area Component: Curriculum – Curriculum and resource adoptions. **Year One rating:** Implementing   **Year Five rating:** _____
Goal Statement: Increase relevance of adopted curricula and resources.

	Indicator	Baseline	Target
Adoption Process	Evaluation (using a rubric) of how new adoption process addresses relevance after implementation	Evaluation (using same rubric) of how current adoption process addresses relevance	Results of rubric to instruct revisions to process to increase relevance
Stakeholder Perception	Stakeholder perception (using survey) of relevance of curriculum and resource adoptions	Stakeholder perception (using survey) about relevance of current curriculum and resource adoptions	Results of pre- and post-implementation surveys to instruct revisions to process to increase relevance

	Action Step	Person(s) Responsible	Resources Needed	Milestone 1	Milestone 2
1	Assemble committee (or assign this project to an existing committee) that includes leaders, educators, students, and families.			Members contacted and confirmed	First workgroup meeting
2	Research contents of a quality adoption process.				
3	Develop evaluation rubric for adoption process.				
4	Evaluate current adoption process using newly developed rubric.				
5	Document evaluation results.				
6	Develop stakeholder perception survey about relevance of current curricula and resources.				
7	Conduct pre-implementation survey.				
8	Document survey results.				
9	Develop adoption process that aligns with evaluation rubric.				
10	Communicate process with stakeholders.				
11	Schedule first adoption using process.				
12	Implement adoption process.			Begin process on a specific adoption.	Present
13	Introduce newly-adopted curricula and resources to parents and implement with students.				
14	Conduct post-implementation survey.				
15	Document survey results.				
16	Revise adoption process as suggested by survey and rubric results.				

Blank template available at http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/Blank%20Sample%20Action%20Plan.dotx

THE ROSE CAPACITIES

The Rose Capacities (sometimes referred to as "Rose Standards") were cited in the Kansas Supreme Court's March 2014 *Gannon v State of Kansas* school finance decision. The Court said these are the standards for determining the level of suitable funding for public schools in Kansas and will be used as the test when deciding if the state is meeting its constitutional requirement to fund public education.

The standards originated in a 1989 Kentucky case, but have been referenced in other Kansas court cases and Kansas school law prior to the *Gannon* decision. In May 2014 the Kansas Legislature passed - and the Governor signed - HB 2506. The bill revised a statute pertaining to schools (KSA 2013 Supp. 72-1127) by including the exact language of the Rose Capacities. The new law also says the Kansas State Board of Education must design subjects and areas of instruction to achieve these goals.

To begin to understand what this means for Kansas schools, KASB has grouped the seven standards into five categories.

Communication/Basic Skills

Rose Capacity 1: Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;

Civic and Social Engagement

Rose Capacity 2: Sufficient knowledge of economic, social, and political systems to enable the students to make informed choices;

Rose Capacity 3: Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state, and nation;

Physical and Mental Health

Rose Capacity 4: Sufficient self-knowledge and knowledge of his or her mental and physical wellness;

Arts and Cultural Appreciation

Rose Capacity 5: Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;

Postsecondary and Career Preparation

Rose Capacity 6: Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently; and

Rose Capacity 7: Sufficient levels of academic or vocational skills to enable public school students to compete favorably with their counterparts in surrounding states, in academics or in the job market.

Published by the Kansas Association of School Boards

GLOSSARY

Accreditation	the process through which the State Board officially recognizes education systems as meeting minimum standards. Education systems receive one of three ratings: accredited, accredited-conditional, not accredited.
Accredited	the highest of three official ratings granted by the State Board to education systems upon completion of a five- year cycle
Accredited-conditional	the middle of three official ratings granted by the State Board to education systems upon completion of a five- year cycle
Action plan	the detailed course of action to be taken in order to achieve a specific goal
ARC	Accreditation Review Council
Authenticated applications portal	the body that will recommend each system's accreditation status to the State Board the secured virtual "gateway" through which users access certain software for submitting information to the State Board (*https://apps.ksde.org/authentication/login.aspx*)
Baseline	a minimum or starting point used for comparisons
BLT (Building Leadership Team)	the committee of building-level employee stakeholders that oversees the school's participation in the accreditation process
BSC (Building Site Council)	the committee of a school's non-employee stakeholders that participates in the accreditation process
Compliance	the state or act of fulfilling official requirements, i.e., statutes and regulations. In KESA, compliance is prerequisite to receiving an accreditation rating from the State Board.
Component	in KESA, one of the four categories, or areas of emphasis, into which each of the four rubrics is divided
Criterion	in KESA, an indicator of performance within a component of a KESA rubric
Data	facts and statistics collected for reference or analysis
Data source	the origin of facts and statistics
DLT (District Leadership Team)	the committee of an education system's employee stakeholders that oversees the system's participation in the accreditation process
DSC (District Site Council)	the committee of an education system's non-employee stakeholders that participates in the accreditation process
Education system	an organization that provides educational services to children in any of grades K-12 and seeks accreditation from the State Board
Evidence/Artifacts	the available body of facts or information indicating whether a belief or proposition is true or valid
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
Five Rs (The)	the educational framework of KESA, consisting of Relationships, Relevance, Responsive Culture, Rigor
Focus Group (building)	a group of people representing a school's stakeholders. A focus group can be specific to a type of stakeholders—such as parents, students, business leaders—or simply representative group of all types.
Focus Group (system)	a group of people representing an education system's stakeholders. A focus group can be specific to a type of stakeholders—such as parents, students, business leaders—or simply representative group of all types.
Foundational Structures	programs, structures, or practices considered to be essential and, in KESA, prerequisite to receiving an accreditation rating from the State Board
Goal Area	in KESA, one of the Five Rs selected by an education system for specific focus during its accreditation cycle
Implementation	the act or state of putting a plan or process into action
Implementing	in KESA, the third of four ratings that can be assigned to a criterion within "The Five Rs" rubrics

GLOSSARY

Indicator	a description of a level of performance in pursuit of a milestone
KansaStar	web-based system for use with system- and/or building-level improvement teams to inform, coach, sustain, track and report improvement activities
KESA	stands for "Kansas Education Systems Accreditation," the Kansas model for K-12 accreditation
KESA Final Report	official report to be completed and submitted to KSDE (through KSDE's authenticated applications portal) following the final OVT visit at the end of an education system's accreditation cycle
KESA Initial Report	report to be completed and submitted to KSDE (through KSDE's authenticated applications portal) following the initial visitation team visit at the end of the first year of an education system's accreditation cycle
Milestone	an incremental step to be completed to effectively implement a strategy and are set at one year intervals.
Model	a style or design of a particular product, i.e., accreditation model
Modeling	in KESA, the highest of four ratings that can be assigned to a criterion within "The Five Rs" rubrics
Needs assessment	a systematic process for determining needs, or "gaps," between current conditions and desired conditions
No Evidence	in KESA, the lowest of four ratings that can be assigned to a criterion within "The Five Rs" rubrics
Not Accredited	the lowest of three official ratings granted by the State Board to education systems upon completion of an accreditation cycle
NSC	stands for "National Student Clearinghouse," a nationwide source for degree verification, enrollment verification, and student educational outcomes re- search.
Outlier	in KESA, a school whose data is far different from others in the system, causing the school to have goals vastly different from the others
OVT (Outside Visitation Team)	the group of education professionals charged with coaching, mentoring, and supporting a district/system for the duration of the education system's accreditation cycle
OVT Chair	educator trained to facilitate all OVT activities throughout the KESA cycle
OVT Member	an educator serving as a trained participant on an education system's OVT during the KESA cycle
OVT Workbook	Outside Visitation Team resource for use before/during and after system visits (the document within which this glossary is located)
OVT Yearly Report	the summary report to be written by the OVT Chair and submitted to the education system's DLT at the end of years one through four of the system's accreditation cycle
Relationships	one R of the KESA framework "The Five Rs," emphasizing relationships with/ among staff, students, families, and community
Relevance	one R of the KESA framework "The Five Rs," emphasizing relevance through curriculum, instruction, student engagement, and technology
Responsive Culture	one R of the KESA framework "The Five Rs," emphasizing responsive culture through leadership, early childhood, climate, and nutrition & wellness
Results	one R of the KESA framework "The Five Rs," illustrating the results of a system's efforts by looking at the State Board's five outcomes: kindergarten readiness, individual plans of study (IPS), high school graduation, postsecondary success, and social/emotional factors measured locally
Rigor	one R of the KESA framework "The Five Rs," examining the rigor of programs through career/technical education (CTE), professional learning, resources, and data
Rubric	an instrument detailing the standard characteristics of an item or performance, usually denoting different levels of quality, used for evaluating the item or performance
Stakeholder	persons with a vested interest in the education system, to include students, employees and non-employees

State Board	in KESA, the Kansas State Board of Education, the body of elected representatives of 10 regions of Kansas, charged with directing K-12 education and the preparation of K-12 educators
State Board Outcome	The State Board has identified 5 outcomes (indicators) to meet the State Board's vision. They are: kindergarten readiness, individual plans of study (IPS), high school graduation, postsecondary success, and social/emotional factors measured locally
Strategy	a plan of action or policy designed to achieve a major or overall aim.
Systems Approach	a method of viewing an organization as a system, in which each part affects and is affected by the other parts
Target	an objective or result toward which efforts are directed.
Transitioning	in KESA, the second highest of four ratings that can be assigned to a criterion within "The Five Rs" rubrics

Outside Visitation Team (OVT)	
NAME: EMAIL:	ORG: PHONE:
NAME: EMAIL:	ORG: PHONE:
NAME: EMAIL:	ORG: PHONE:
NAME: EMAIL:	ORG: PHONE:
NAME: EMAIL:	ORG: PHONE:
District Leadership Team (DLT)	
NAME: EMAIL:	ORG: PHONE:
NAME: EMAIL:	ORG: PHONE:
NAME: EMAIL:	ORG: PHONE:
NAME: EMAIL:	ORG: PHONE:

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