



# KESA

## Kansas Education Systems Accreditation

### WHAT IS KESA?

The KESA model is designed around system/district-level accreditation occurring at the end of a five-year cycle of improvement using an education framework called “The Five Rs” – Relationships, Relevance, Responsive Culture, Rigor and Results.

### WHY A SYSTEMS APPROACH TO ACCREDITATION?

- Research shows that a systems approach that requires all pieces of that system to contribute to the ultimate outcome is more productive than a top-down administrative approach to achieving improvement.  
<http://www.ksde.org/Portals/0/TLA/Accreditation/Accreditation%20Model/Bibliography.pdf>
- The greatest success comes from utilizing different points of view and building a community of engaged change agents.
- A systems approach requires all parties to look at current needs and understand how everything is interconnected – one change can affect the way the entire system operates.
- There is a common understanding of the desired future.
- Team learning involving collaboration and support enables us to learn more quickly and effectively than on our own.
- The KESA Framework will guide school buildings and school districts in being able to develop, adopt and apply innovative models of education relevant to their learning communities that are likely different from those we know today.

### WHAT IS THE KESA PROCESS?

#### Step 1: School Buildings

Each school building within a district starts the 5-year KESA process by completing a needs assessment to identify its strengths and challenges relevant to its community of learners. Each school building submits its needs assessment to its district leadership team.

#### Step 2: District Leadership Team

The district leadership team reviews each building assessment and identifies district-level goal areas of focus in order to support desired school improvement and overall improvement of the district.



## WHAT IS THE KESA PROCESS? cont.

### **Step 3: Building and District Site Councils**

In order to provide another level of accountability and input, buildings and districts are responsible for communicating progress regularly with Building and District Site Councils, which are made up of non-employee stakeholders.

### **Step 4: Outside Visitation Team**

Districts assemble Outside Visitation Teams (OVT) of education professionals to serve as accountability guides throughout the five-year process. The OVTs conduct annual district visits in order to provide support of compliance and foundational structures, and achievement of focus goal areas.

At the end of the five-year cycle, the district and the OVT provide evidence of district improvement and observation data to the Accreditation Review Council.

### **Step 5: Accreditation Review Council (ARC)**

The ARC reviews submitted data and makes a district accreditation recommendation to the Kansas State Board of Education. The fifteen-member Accreditation Review Council will represent all ten state board districts and will include:

- At least two members representing higher education (1 public, 1 private)
- At least two members representing K-12 central office
- At least two members representing K-12 building leadership
- At least two K-12 classroom teachers
- At least two members representing non-K-12 employee stakeholders
- Two private/parochial representatives
- Three members appointed by the commissioner or designee ensuring desired representation of appropriate stakeholder groups

### **Step 6: Kansas State Board of Education**

Reviews and approves district accreditation status for five years.