

Where are we in the KESA process?

0	Establish Building Leadership Teams (BLTs) – represents grade levels, subject areas
0	Establish District Leadership Team (DLT) – represents teachers, support staff, grade levels, subject areas
0	Ensure that all staff know the Kansas definition of “college and career ready” (CCR) and the ACTE acronym.
0	Ensure that all staff are familiar with the Rose Capacities.
0	Familiarize all staff with the current “R” rubrics (Relationships, Relevance, Responsive Culture, Rigor).
0	Discuss current practice in relation to the current “R” rubrics. “What do we already do?”
0	Discuss available and potential data points for demonstrating growth. “What do we already measure?”
0	Determine current status regarding compliance and foundational requirements. Address as necessary.
1	Re-evaluate compliance and foundational requirements. Address as necessary.
1	Assemble and train building (BSC) and district site councils (DSC). KSDE will provide videos, materials. These councils represent all stakeholder groups with emphasis on people not employed by district.
1	BSCs meet face-to-face at least once first semester.
1	DSC meet face-to-face at least once first semester.
1	Assemble OVT and verify that each member has received KSDE training.
1	BLTs conduct building needs assessments using “R” rubrics.
1	- Relationships
1	- Relevance
1	- Responsive Culture
1	- Rigor
1	BLT share needs assessment results with BSC.
1	DLT review current performance in State Board-identified CCR data points.
1	DLT analyze building needs assessment data to identify areas of strength and need across district.
1	DLT complete district-level “R” rubrics.
1	- Relationships
1	- Relevance
1	- Responsive Culture
1	- Rigor
1	DLT share needs assessment results and selected district 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 results and selected district goal areas with local BOE.
1	DLT meet with OVT (Chair on site, others either on site or virtual.) – share current CCR data, needs assessment process, results, and selected goal areas.
1	DLT present needs assessment results and goal area selections to local BOE.
2	Re-evaluate compliance and foundational requirements. Address as necessary.
2	BLT develop 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 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	OVT can comment at any time throughout the process.
2	BLT and DLT coordinate and activate professional learning portions of action plans.
2	DLT discuss Year 2 activity and decisions with OVT Chair (electronic, virtual, or on site).
2	DLT present district goals/action plans, as well as summary of building goals/action plans, to local BOE.
3	Re-evaluate compliance and foundational requirements. 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	DLT meets face-to-face with OVT Chair – share mid-implementation review
3	DLT present summary of mid-implementation review to local BOE.
4	Re-evaluate compliance and foundational requirements. 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	DLT present update to local BOE.
5	Re-evaluate compliance and foundational requirements. Address as necessary.
5	BLT conduct post-implementation analysis.
5	DLT conduct post-implementation analysis.
5	DLT conduct formal visit of OVT.
5	OVT submit recommended accreditation rating to KSDE.
5	KSDE determine its agreement or disagreement with OVT recommendation.
5	KSDE notify DLT and local BOE of accreditation recommendation it will take to State Board.
5	Local BOE indicate agreement with KSDE recommendation or submit appeal if not in agreement.
5	Upon completion of appeal process, KSDE make recommendation to State Board.
5	State Board act to grant recommended rating to district.
5	KSDE notify DLT and local BOE of official rating.
5	DLT can print certificate and/or letter at any time.

