

Kansans Can- Accreditation & Design

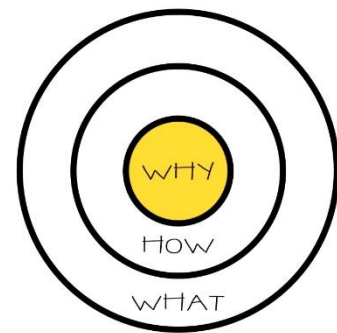


August 2023

Accreditation & Design- KESA Team Introduction

“Within a system of accreditation and design, provide accountability along with support to move systems toward ensuring the success of each student.”

Welcome back for another school year which is sure to bring lots of amazing learning opportunities for students! The KSDE Accreditation and Design Team is ready to kick off the 2023-2024 school year, as KESA is set to launch some exciting improvements based on the feedback we received from numerous stakeholder groups in the spring of 2022. In response to your feedback, **all revisions to the Kansas Education Systems Accreditation (KESA) model will be made to provide greater clarity and consistency and to eliminate redundancy, specifically, redundancy in reporting.**



Over the course of the last two years, the KESA team, in collaboration with other internal and external collaborative partners, has been working with systems to pilot the changes being made to the KESA model. On August 10th, the KESA team rolled out the technical changes that are being made during the 2023/2024 school year to help transition into the second cycle of KESA and a revised set of criteria. This next iteration of KESA will be implemented in full during the 2024/2025 school year.

This year will be positioned as a “Learning Year” to bridge the transition between cycle 1 of KESA and cycle 2. This newsletter is set up to help you learn more about the technical changes going into place this school year. Please never hesitate to reach out to our team if you have any questions or concerns.

Thank you for all you are doing to improve education for students across Kansas.

To the moon,

Jay, Myron, Sarah, and Amber

Kansans Can- Accreditation & Design



Summary of KESA Beginning of the Year Kick-Off

On August 10, the KESA team hosted a 'Beginning of the Year Kick-Off' for all System and KESA leaders in Kansas. During this meeting, we focused on the technical changes being made to KESA for the 2023/2024 school year. These technical changes include:

1. KSDE's new regional/cohort model of support
2. KESA expectations for all systems in 23-24 (Learning Year)
3. The Peer Review model (formerly known as OVT)

If you were unable to attend this meeting, you will be able to access our slides, meeting handouts, and the meeting recording, by visiting our training information page ([link](#)). Below, you will also find a summary about each change. Handouts from the meeting will also be included in the subsequent pages of this newsletter.

KSDE's new regional/cohort model of support

Our vision is that every system in Kansas will be fully accredited. We know that through the last cycle of KESA, many systems did not feel that they received consistent support and guidance and access to resources. To be more responsive and support to systems' needs, we are going to a regional model of support where a KSDE employee will live in each region of the state and work only with systems in that region. Check out our map and fact sheet to learn more!

KESA Expectations for all systems in 23-24 (Learning Year)

During the 2023/2024 school year, in lieu of completing a narrative-based report in the authenticated application, you will instead build a repository to demonstrate that your system has 'conclusive evidence of a quality, improvement process'. Artifacts to gather will be around process, the four fundamentals, and outcomes. View the slides/handouts/recording to learn more.

The Peer Review model (formerly known as OVT)

To better support systems in engaging in third-party accountability and collaboration, the Accreditation and Design Team is adding flexibility to the model by offering three ways through which your system can obtain feedback from a third party. The three options for obtaining your 'Peer Review' include:

- Regional Peer Review
- Traditional Peer Review
- Like-System Peer Review

Kansans Can- Accreditation & Design



Our Vision

All educational systems in Kansas will achieve fully accredited status by June 2030.

Our Purpose

As a tool to support Kansas in leading the world in the success of each student, Kansas Education System Accreditation (KESA) does the following:

1. Ensures that each K-12 system meets a threshold in student success, accreditation standards, and compliance areas.
2. Recognizes excellence in student success.

Our Mission

To provide support and accountability to 350-plus education systems in order for each system to elevate opportunities and reduce limitations for students.

Regional Model of Support

Our vision is that every system in Kansas will be fully accredited. We know that through the last cycle of KESA, many systems did not feel that they received consistent support, guidance and/or access to resources. To be more responsive and support systems' needs, we are moving to a regional model of support where a KSDE employee will live in each region of the state and work only with systems in that region. Thus, instead of having three employees working from Topeka, we will have 6 employees working in the following areas:

Northeast –
Sarah Perryman
sperryman@ksde.org
785-296-1074

Northwest -
Dr. Amber Miller
amiller@ksde.org
620-765-7490

Southeast – TBD
Sarah Perryman
(Interim)

Southwest – TBD
Dr. Amber Miller
(Interim)

Suburban & Urban
Dr. Jay Scott
jscott@ksde.org
785-296-6818

Suburban & Urban
Myron Melton
mmelton@ksde.org
785-296-8110

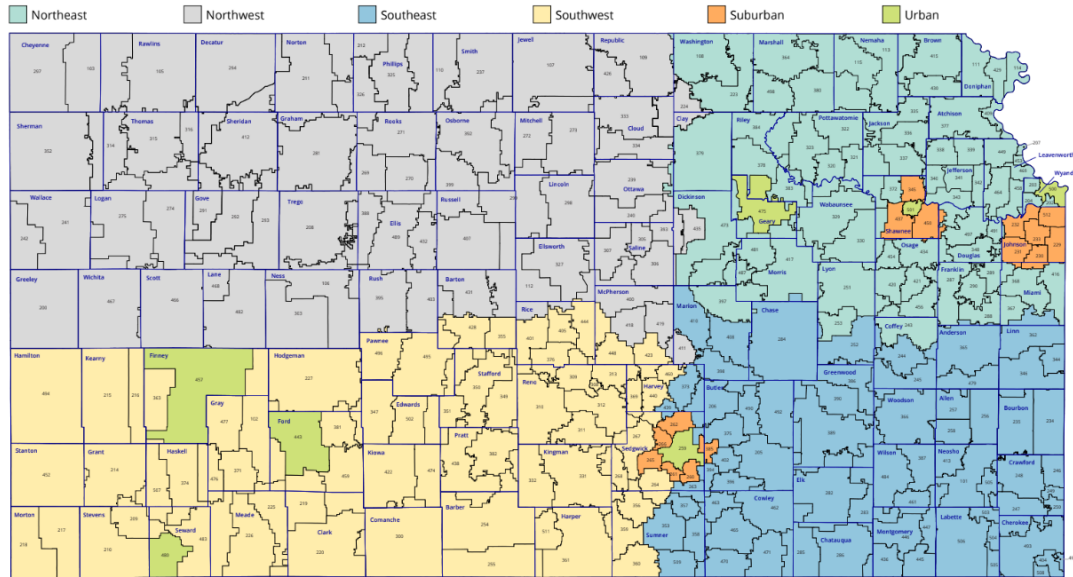
Through this model, each Regional Executive will work with approximately 70 systems on their KESA process. Regional Executives will serve as accountability partners and support providers to the systems in their region/cohort.

INFORMATION SHEET



Regional Support Model

Accreditation and Design Regions



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 Sarah Perryman
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INFORMATION SHEET



Accreditation & Design

KESA TEAM

Director, Accreditation and Design

Dr. Jay Scott
jscott@ksde.org
785-296-6818



Jay Scott has been with the Kansas State Department of Education for the last eleven years and currently serves in the role of Director of Accreditation and Design, beginning in the spring of 2022. Jay previously was the Secondary School Redesign Specialist and oversaw Career & Technical Education during his time at KSDE. Prior to joining the state department, Jay was a teacher and administrator for fifteen years in Kansas schools. He has earned a Bachelor of Science in Secondary Science Education from Baker University, a Master's in Educational Leadership from Emporia State University, and recently completed a Doctorate in Educational Leadership from Kansas State University. Jay looks forward to supporting school systems across the state in creating learning experiences that elevate opportunities for students.

Assistant Director, K-12 Accreditation

Myron Melton
mmelton@ksde.org
785-296-8110

Myron Melton is the Assistant Director of Accreditation and Design at the Kansas State Department of Education. Myron supports systems in utilizing the KESA model as a means of implementing a quality system improvement process that leads to improved outcomes and opportunities for students. This includes helping systems to integrate the components of KESA, such as, seamlessly embedding the State Board Outcomes and the KSDE Four Fundamentals into a systemwide process. Before his current position, Myron served a School Mental Health and Social-Emotional Learning Consultant and KESA Coordinator at KSDE. Before joining KSDE, Myron had a thirty-two-year career in public education as an elementary teacher, elementary principal, and middle school principal.



K-12 Accreditation: Regional Support

Team Manager, NE Regional Executive [SE Interim Contact]

Sarah Perryman
sperryman@ksde.org
785-296-1074

Sarah Perryman has been at KSDE for five years and is currently the Northeast Regional Executive on the Accreditation and Design Team as well as the Team Manager. Perryman served as the School Redesign Coordinator for three years, and prior to that she served for one year as KSDE's Education Program Consultant for English Language Arts. Before coming to KSDE, Perryman taught Sheltered ELA for grades 9, 10, and 11 at Topeka High School. While there, she also sponsored clubs like National Honor Society and the Association of Latin American Students. Perryman earned her Bachelor of Science in Secondary English Education from Kansas University along with a Masters in Curriculum and Instruction with an ESOL endorsement prior to starting her teaching career. She then went on to earn a Master's in Educational Leadership from KU before joining KSDE. Recently, she obtained her Leadership Coach Certificate from the Kansas Leadership Center.



NW Regional Executive [SW Interim Contact]

Dr. Amber Miller
amiller@ksde.org
620-765-7490



Dr. Amber Miller joined the KSDE Accreditation and Design Team as a Regional Executive in July 2023. Before coming to KSDE, she was an Educational Consultant with Southwest Plains Educational Service Center focusing on KESA, instructional coaching, Project-Based Learning, STEAM, and other professional learning. Dr. Miller was also an Assistant Director at High Plains Educational Service Center, gifted facilitator, and elementary teacher for over 30 years in Western Kansas. Dr. Miller earned a Doctorate in Educational Leadership in 2020, a Master's in Curriculum and Instruction with an emphasis in ESL, along with endorsements in Gifted Education, Building and District Leadership, and a Specialist in Reading from Emporia State University. She lives in Western Kansas.

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Timeline: 2023/2024

System Actions

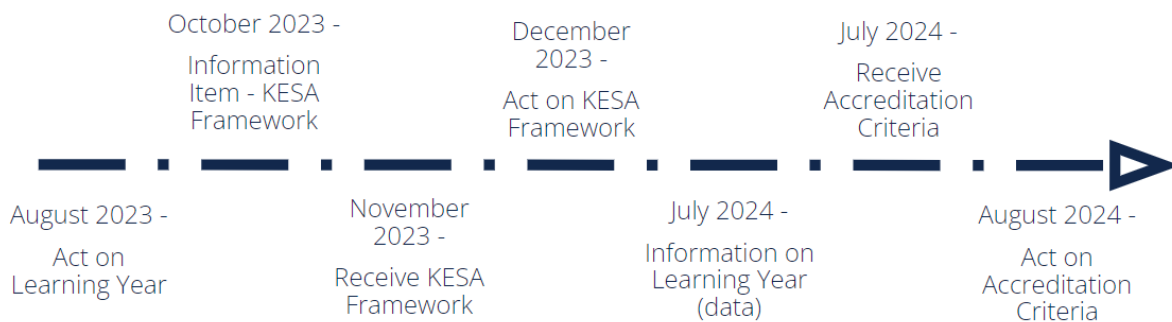
The timeline below outlines what expectations exist for school systems this year as it pertains to Accreditation. Systems have three key actions: (1) collect artifacts, (2) engage in the KSDE Check In, and (3) engage in the Peer Review. The expectations for each of these are articulated on the fact sheets throughout the 2023/2024 KESA Guidance and on the next few pages.

Timeline of Learning Year - Systems



State Board of Education Actions

The timeline below outlines the anticipated actions the State Board of Education will undertake throughout the year to approve and move forward the enhanced KESA Framework.



FACT SHEET



KESA Learning Year Timeline – 2023/2024

In the spring of 2022, the Accreditation and Design Team gathered feedback from various system leaders across Kansas, specifically on the current KESA process. From these feedback sessions, three themes emerged. Systems requested clarity and consistency in expectations and requirements and the elimination of redundancy in reporting. To address clarity, consistency, and reporting redundancies, the KESA process will be moving toward accreditation standards featuring criteria that can be utilized throughout the accreditation cycle, beginning in 24-25.

By regulation, the State Board “determines the length of the accreditation cycle”. Through the first cycle of KESA, the State Board established the length of the cycle to be 5 years. The Accreditation & Design team has proposed for *no “year 5” systems to be reviewed by the ARC for an accreditation recommendation during the 23-24 school year*. This proposal requires State Board Action.

Next year, instead of following the current cycle and accrediting 17 “year 5” systems (listed below) using the *existing* accreditation process/results criteria, the State Board would act on revised accreditation criteria (4 Fundamentals, more objective student outcomes criteria) which would then be in place for all systems in 24-25. The only systems to be reviewed by the ARC for an accreditation recommendation in 23-24 would be redeterminations of systems conditionally accredited during the 22-23 school year. The Board needs to approve the following timeline that outlines the three system actions that will need to occur throughout this transition.

During the 2023/2024 school year, in lieu of completing a narrative-based report in the authenticated application, systems will instead build a repository to demonstrate that the system has ‘conclusive evidence of a quality, improvement process’. Systems will also complete a *KSDE Review and Peer Review*.

Timeline of Learning Year - Systems





17 Systems Impacted – 2023/2024

USD 288	Central Heights
USD 396	Douglass
USD 416	Louisburg
USD 428	Great Bend
USD 484	Fredonia
Z0029-2662	Sacred Heart - Ottawa
Z0029-4570	St. Gregory Elementary
Z0029-4726	Holy Trinity Elementary - Paola
Z0029-5790	St. Benedict Catholic School
Z0029-7036	Xavier Elementary
Z0029-7784	Ascension School
Z0029-8565	Christ the King – Topeka
Z0029-8566	St. Matthew Elementary
Z0029-9006	Holy Trinity Elementary – Lenexa
Z0029-9013	Nativity Parish School
Z0029-9018	St. Joseph Elementary
Z0029-9025	Prince of Peace

KSDE Review & Peer Review

KSDE Accreditation Review -

Each system will meet with their Regional Executive one time annually to discuss both ‘conclusive evidence of improvement in student performance’ and ‘conclusive evidence of a process of continuous improvement’. These will be scheduled in the fall of 2023 by each regional executive with meetings occurring in spring 2024. See *KESA Regional/Cohort Support Model*.

Peer Review -

Formerly the Outside Visitation Team (OVT), the Peer Review process will be implemented moving forward to ensure system accountability for engaging in the process of continuous improvement. In lieu of an OVT report, peer reviews will center around actionable feedback for each system to utilize throughout the cycle. For the 2023/2024 school year, peer feedback can be logged by the system and kept locally with the system’s artifacts.

For more information, contact:

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FACT SHEET



KESA Learning Year Expectations 2023/2024

What does it mean to be Accredited?

To be accredited in Kansas, you must demonstrate 'conclusive evidence of improvement in student performance' and 'conclusive evidence of a process of continuous improvement'. Student performance is measured through the quantitative State Board Outcomes (academics, graduation, and post-secondary effectiveness).

'Conclusive evidence of a process of continuous improvement' refers to the work each system does to implement the improvement cycle (see image). Systems should demonstrate how each phase of the improvement cycle has been utilized across the system by providing evidence of system-level data analysis, student performance goals, implementation of fundamental best practices, and reflection around progress.



Reporting & Artifacts

During the 2023/2024 school year, in lieu of completing a narrative-based report in the authenticated application, you will instead build a repository to demonstrate that your system has 'conclusive evidence of a quality, improvement process'. Artifacts to gather could include:

Process -

- System-level Data Analysis
- System Student Performance Goals, including measures and timeframes
- Impact of Stakeholder Engagement Efforts

Fundamentals -

- Standards-Aligned Curriculum, Instructional Monitoring Tools, Structured Literacy, and evidence of a Balanced Assessment Systems

Outcomes -

- Implementation and Impact Data Regarding Student Outcomes (Academically Prepared, High School Graduation, and Post-Secondary Success)

Reporting Adjustments – Why?

To address clarity, consistency, and reporting redundancies, the KESA process will be moving toward accreditation standards featuring criteria that can be utilized throughout the accreditation cycle. To set each system up for a successful transition to the new reporting system, the Accreditation and Design Team is advising each system to focus on collecting artifacts during the 2023-2024 school year that align with the process standards and reporting expectations that will roll out in full for the 2024-2025 school year.

***You will not be required to utilize the authenticated application though it will remain open for your convenience.**

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FACT SHEET



Cognia Systems

The Accreditation and Design Team at KSDE collaborates regularly with Cognia to ensure alignment of the work. To support the adjustments being made to KESA, Cognia and ADT have worked together to provide the following guidance for systems.

- Systems who are scheduled to have their Cognia Accreditation visit in the Spring of 2024 will still have their visit in Spring of 2024. Beginning in the 2024-2025 school year, all Cognia systems will follow the established KESA cycle that all systems will operate under.
- All Cognia systems will continue to follow the Cognia model/process. KSDE and Cognia will collaborate to align accreditation standards and reporting so that each system utilizing Cognia will be able to transfer their work into the KESA framework for the purposes of obtaining an accreditation determination.

KSDE REVIEW & PEER REVIEW

KSDE Check-In -

Each system will meet with their Regional Executive one time annually to discuss both 'conclusive evidence of improvement in student performance' and 'conclusive evidence of a process of continuous improvement'. These will be scheduled in the fall of 2023 by each regional executive with meetings occurring in spring 2024. See *KESA Regional/Cohort Support Model*.

Peer Review -

Formerly the Outside Visitation Team (OVT), the Peer Review process will be implemented moving forward as a way to ensure system accountability for engaging in the process of continuous improvement. In lieu of an OVT report, peer reviews will center around actionable feedback for each system to utilize throughout the cycle. For the 2023/2024 school year, peer feedback can be logged by the system and kept locally with the system's artifacts.

For more information, contact:
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July 2023

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SAVE THE DATE



KSDE KESA Check-In

Spring 2024

On-Site Meeting with your
System's Leadership Team

1 ½ - 2 Hours

Scheduling:

Regional Executive

Each system will receive an email from their Regional Executive this Fall. The email will gather additional information and will prompt you to schedule your accreditation review with your Regional Executive.

See [Map and Contact Information Sheet](#)

Purpose & Focus

Why annual meetings?

Our team's mission is to ensure expectations are met in both *process* and *student outcomes* through support and accountability. These annual meetings are a strategy in achieving our mission.

What will be discussed?

Process –

- System-level Data Analysis
- System Student Performance Goals, including measures and timeframes
- Impact of Stakeholder Engagement Efforts

Outcomes –

- Implementation and Impact Data Regarding Student Outcomes (Academically Prepared, High School Graduation, and Post-Secondary Success)

Who should attend?

Each system's Regional Executive will reach out to the Superintendent and the KESA Contact to schedule the meeting. In addition to the Superintendent and KESA Contact, the system should consider having additional DLT Members present. Ideal team size is 3-10. Leaders from all levels (system, building, teacher) are encouraged to be at the table.

What to Bring:

- Accountability Report & Supplemental Data
 - Local Quantitative Data
 - Local Qualitative Data
- Artifacts around the Process, Fundamentals, and Outcomes



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FACT SHEET



Peer Review – 2023/2024

THIRD PARTY ACCOUNTABILITY & COLLABORATION

From OVT to Peer Review

During the first cycle of Kansas Education Systems Accreditation (KESA), every system was required to work with an Outside Validation Team (which later became the Outside Visitation Team) to receive feedback about the work and progress of your system. Over the course of the first cycle, the role of OVT changed from that of validation to that of collaboration and feedback. While some systems were able to build strong partnerships with their OVT members, many struggled to build consistent and meaningful relationships with their OVT.

Moving forward, the Accreditation and Design Team is making two changes to the OVT model.

- 1) We are moving away from 'Outside Visitation Team' and to the term 'Peer Review' as it more accurately reflects the intention and scope of work.
- 2) We are offering flexibility in how you curate a peer review team for the purposes of obtaining feedback.

Note, you **must** have a peer review annually but, for the 2023-2024 school year, *how* you engage in the process is flexible.

To better support systems in engaging in third-party accountability and collaboration, the Accreditation and Design Team is adding flexibility to the model by offering three ways through which your system can obtain feedback from a third party. The three options for obtaining your 'Peer Review' include:

- Regional Peer Review
- Traditional Peer Review
- Like-System Peer Review

The graphic below outlines what is expected to occur within each peer review model. Each system must choose a model that works best for them.

- Occurs at a Regional Service Center
- 2-4 Meetings Annually
- Showcase of Work
- Peer feedback/questioning
- Peer collaboration
- 3-5 systems per review team

Regional Peer Review



- Maintain current OVT team and model
- Annual on-site visit
- On-going communication throughout each year
- Showcase of work
- Peer feedback/questioning
- Peer collaboration

Traditional Peer Review



- Two (or three) systems who are 'alike' partner as peer reviewers for one another
- 2-4 Meetings Annually
- Peer Showcase of Work
- Peer feedback/questioning
- Peer collaboration

Like-System Peer Review





Peer Review Meeting Norms

Regardless of the Peer Review model you choose, all high-quality peer reviews should meet the following expectations:

- Consistent touchpoints throughout the year culminating in an annual review of work.
 - Regional Peer Review Systems can expect to meet 2-4 times/year.
- Every individual should come ready to share and receive feedback on their work.

Sharing Includes:

 - Current state as it relates to the 4 Fundamentals, desired state, and next steps for improving.
 - Experts on each fundamental from your system are encouraged to attend!
 - Artifacts of your work including data for each fundamental to demonstrate impact of your work. Be ready to explain how you are using your data to make decisions.
- Additionally, you should come ready to ask questions about and provide feedback on the work of your peers. Questions should focus on process, data, and future actions.

What should systems prepare ahead of the Peer Review?

Throughout the year, you are actively working to leverage a process of continuous improvement within your system to help each student unlock opportunities. To do that, every system should focus on the 4 Fundamentals that are the priority of KSDE and the Kansas State Board of Education. Come ready to share and receive feedback on your work in each area outlined below.

Priority Focus:

4 Fundamentals -

- Standards-Aligned Curriculum, Instructional Monitoring Tools, Structured Literacy, and evidence of a Balanced Assessment Systems

Secondary Focus:

Process -

- System-level Data Analysis
- System Student Performance Goals, including mea and timeframes
- Impact of Stakeholder Engagement Efforts

Outcomes -

- Implementation and Impact Data Regarding the State Board Outcomes

For more information, contact:

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ACCREDITATION ADVISORY COUNCIL

SEEKING NEW MEMBER APPLICATIONS!

The Accreditation Advisory Council (AAC) is a critical partner with the Kansas State Department of Education (KSDE). The AAC provides input and feedback to the KSDE on accreditation documents, procedures, and processes. The Council's diverse membership advises KSDE on needs, concerns, and issues experienced by educational professionals. Members act as liaisons and advocate for the state's accreditation system with the groups they represent. The feedback and input received from the AAC informs recommends to, and actions of, the Kansas State Board of Education.

Membership:

Members of the AAC serve 3-year terms and may serve a maximum of 2 consecutive terms.

KSDE is seeking representatives who are actively serving in the following areas:

- Elementary school teaching staff
- Middle school teaching staff
- High school teaching staff (2 positions)
- Higher education
- Local board of education

Additionally, the AAC ensures statewide representation by maintaining membership from all 10 State Board of Education regions. If we are lacking representation from any specific state region, this will be a consideration in determining membership.

If you are interested in being considered for AAC membership, please utilize this link to complete a brief application survey. New members will be selected by Friday, September 1, 2023.

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ACCREDITATION REVIEW COUNCIL

SEEKING NEW MEMBER APPLICATIONS!

The Accreditation Review Council (ARC) is a key partner with the Kansas State Department of Education (KSDE). The ARC plays a critical role in advancing the Kansas Vision for Education by assuring education systems are implementing effective continuous improvement processes that lead to improved student results. The ARC is comprised of 18 members from varying background (teachers, principals, superintendents, central office staff, higher education, and private/parochial schools), and is responsible for fulfilling the following duties:

1. Review and provide input to Kansas State Department of Education (KSDE) staff concerning accreditation procedures and documentation necessary to make systems accreditation status recommendations.
2. Advise KSDE staff of concerns or issues related to procedures and documentation necessary to formulate accreditation recommendations to the State Board of Education.
3. Provide accreditation status recommendations to the Kansas State Board of Education for final accreditation approval as specified in the Accreditation Review Council Handbook

Members of the ARC serve 3-year terms and may serve a maximum of 2 consecutive terms. KSDE is seeking new Council membership. Criteria taken into consideration when seeking nominations include, but are not limited to;

1. Holding a current position for the group being represented
2. Experience and credentials in the area being represented
3. Relevant education and/or leadership experience
4. School/district size and demographics
5. State Board region representation

If you are interested in being considered for ARC membership, please utilize [this link](#) to complete a brief application survey. New members will be selected by Friday, September 1, 2023.

ACCREDITATION & DESIGN TEAM | 2023-2024 CALENDAR

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 Virtual KESA Kick Off ([LINK](#))
11 ESC Collab (8-9)

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

1-9 ADAP SCH ([LINK](#))
7 LDRSHP Collab (2-3)
9 CAB (9-10)
13 KESA Monthly Update (9-9:45) ([LINK](#))
16 ESC Collab (8-9)
22 ARC (9-12)

SEPTEMBER '23						
S	M	T	W	Th	F	S
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24	25	26	27	28	29	30

6 LDRSHP Collab (2-3)
8 CAB (9-10)
15 ESC Collab (8-9)
18 AAC (9-3)

MARCH '24						
S	M	T	W	Th	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

4 AAC (9-12)
8 ESC Collab (8-9)
12 KESA Monthly Update (9-9:45) ([LINK](#))

OCTOBER '23						
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22	23	24	25	26	27	28
29	30	31				

9-20 ADAP SCH ([LINK](#))
10 KESA Monthly Update (9-9:45) ([LINK](#))
13 ESC Collab (8-9)
25-27 KSDE Great Ideas in Education Conference ([LINK](#))

APRIL '24						
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14	15	16	17	18	19	20
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28	29	30				

3 LDRSHP Collab(2-3)
5 CAB (9-10)
9 KESA Monthly Update (9-9:45) ([LINK](#))
12 ESC Collab (8-9)

NOVEMBER '23						
S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 CAB (9-10)
6 AAC (9-12)
7 ARC (9-3)
8 LDRSHP Collab (2-3)
14 KESA Monthly Update (9-9:45) ([LINK](#))
17 ESC Collab (8-9)

MAY '24						
S	M	T	W	Th	F	S
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12	13	14	15	16	17	18
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9 Virtual KESA Wrap Up ([LINK](#))
17 ESC Collab (8-9)

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
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24	25	26	27	28	29	30
31						

12 KESA Monthly Update (9-9:45) ([LINK](#))
15 ESC Collab (8-9)

JUNE '24						
S	M	T	W	Th	F	S
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23	24	25	26	27	28	29
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3 AAC (9-3)
6 ARC (9-3)
14 ESC Collab (8-9)

JANUARY '24						
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28	29	30	31			

9 KESA Monthly Update (9-9:45) ([LINK](#))
12 ESC Collab (8-9)
25 ARC (9-12)
29-31 ADAP SCH ([LINK](#))

JULY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
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21	22	23	24	25	26	27
28	29	30	31			

12 ESC Collab (8-9)

Meeting Details for Groups & Dates on the Calendar

AAC – Accreditation Advisory Council – 1st Monday/Quarterly – 9:00-12:00 Virtual or 9:00-3:00 In-Person (No Virtual Option for In-Person Meetings)

- September 18 (In-Person), November 6 (Virtual), March 4 (Virtual), and June 3 (In-Person)

ADAP SCH – Adaptive Schools Training – 4 Meetings – 9:00-3:00 – Regionally Hosted ([LINK](#))

- SW Plains – October 9, October 10, January 29, January 30
- Smoky Hill – October 11, October 12, February 2, February 5
- Orion – October 13, October 16, January 31, February 1
- ESSDACK – October 17, October 18, February 6, February 7
- Greenbush – October 19, October 20, February 8, February 9

ARC – Accreditation Review Council – Meeting Details Below

- November 7 (Orientation – In Person - 9-3), January 25 and February 22 (Redeterminations – Zoom – 9-12), June 6 (Orientation & Criteria Setting – In Person - 9-3)

CAB – Cabinet – 1st Friday/Quarterly – 9:00-10:00 – Virtual

- September 8, November 3, February 9, April 5

ESC Collab – ESC Collaborative Partnership – 2nd/3rd Friday/Monthly – 8:00-9:00 – Virtual

- ESCs Include – Southwest Plains, Orion, ESSDACK, Smoky Hill, Greenbush
- August 11, September 15, October 13, November 17, December 15, January 12, February 16, March 8, April 12, May 17, June 14, July 12

KESA [Monthly] Update – 2nd Tuesday/Monthly – 9:00-9:45 – Virtual ([LINK](#))

- October 10, November 14, December 12, January 9, February 13, March 12, April 9
- Virtual Beginning of the Year Kick Off – August 10 (8-9 or 3-4)
- Virtual End of the Year Wrap Up – May 9 (8-9 or 3-4)

LDRSHP Collab – Leadership Collaborative Partnership – 1st Wednesday/Quarterly – 2:00-3:00 (Virtual)

- Leadership Partners Include – USA, KASB, KELI
- September 6, November 8, February 7, April 3

Kansans Can- Accreditation & Design



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TBD, SE Regional Executive		
TBD, SW Regional Executive		
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