

21st Century Accreditation

Relationships

Relevance

Responsive
Culture

Results

Rigor

Kansas accreditation is:

$$Q + P = A$$

Quality

- 1. **A school improvement plan**
- 2. **An external assistance team**
- 3. **Local assessments aligned with state standards**
- 4. **Teachers trained in state standards and assessments**
- 5. **In assessed areas, all teachers must be certified**
- 6. **Board policies meet 91-31-34**
- 7. **Local graduation requirements that meet state requirements**
- 8. **Curricula that meet the regent's admission requirements**
- 9. **Elementary and middle schools that offer computer literacy, counseling services, fine arts, etc.**
- 10. **Secondary schools that offer business, FACS, etc.**
- 11. **Policies ensuring compliance with other accreditation regulations and laws**

Performance

- **% at standard or above in reading and math**
- **95% taking the state assessments**
- **Attendance rates at or above 90%**
- **Graduation rates at or above the state standard**

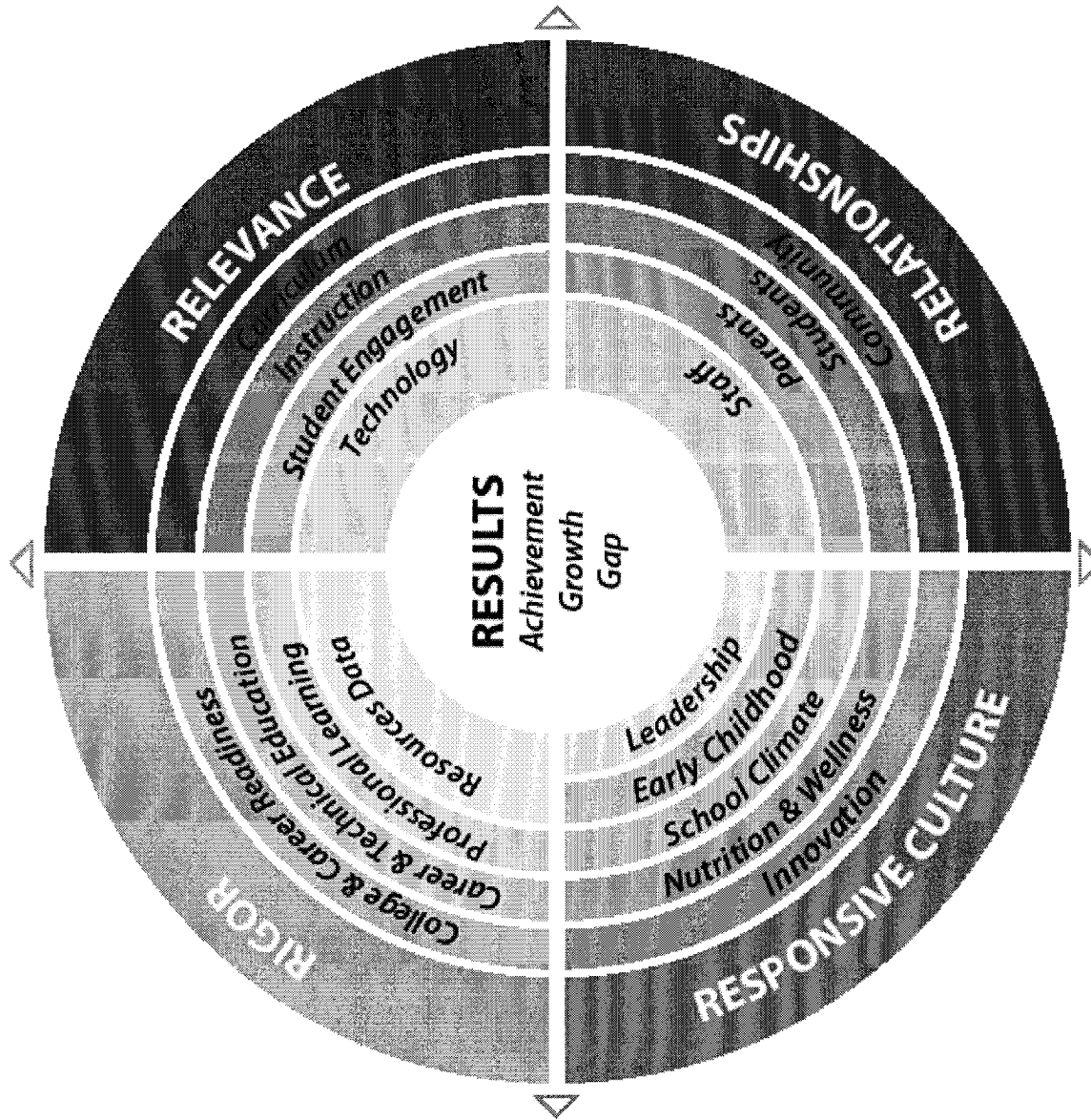
Core Beliefs and Fundamental Objectives

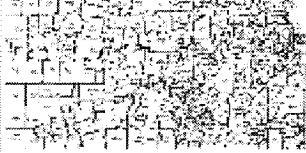



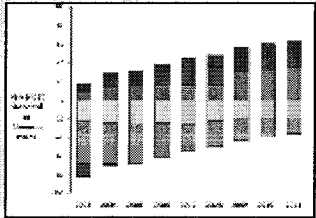


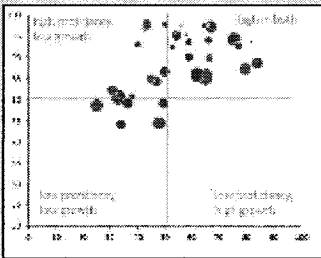


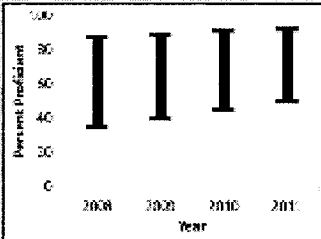


The **core beliefs** around a new accreditation model include:

- It should be based on growth
 - Student
 - Professional
 - Educational – District/State
- It should recognize/encourage community inclusiveness
- It should promote/recognize innovation and best practice
- It should be comprehensive and flexible
- It must take a systemic approach
- It should maintain a focus on scores, but place a larger focus on systems and practices
- Changes should be congruent with valuable initiatives in place
- One size does not fit all
- Success should be measured differently

Fundamental objectives that several committees are working on at this time include:

- Foundational components
 - What is the minimum required for accreditation?
- Acknowledgement of “best practices” that improve quality teaching and student learning
- Strategic plan to help districts move forward
- Identification of supports and services for educational growth
- A total view of educational quality of a district, beyond test scores



<p style="text-align: center;">2011 – 2012</p> <p>School: _____ Grade Levels: _____ USD #: _____ Enrollment: _____ Address: _____</p>	<p style="text-align: center;">Kansas Comparison Quick View:</p> 
<p style="text-align: center;">Multiple Measures Summary:</p> <p>* % Proficient Math _____ * Gain Math _____ * % Proficient Reading _____ * Gain Reading _____ * Average score Math _____ * High/Low Gap Math _____ * Average score Reading _____ * High/Low Gap Reading _____</p>	<p>*Math/Reading * % Proficient /Av. Score/Gap/ Gain 2012 M/R score for building was _____</p> <p>  Building scored higher than _____ buildings.  Building scored lower than _____ buildings.  Score not significantly different than _____ buildings. </p>
<p>Achievement: *Combined *Math *Reading</p>  <p>*BLDG *BLDGS in USD *USD *STATE  Print  Export</p>	<p>Text explaining what achievement is... What the target is and what the target represents... What the results indicate...</p> <hr/> <p style="text-align: center;">PDF Report PDF Report</p>
<p>Gain/Growth: *Combined *Math *Reading</p>  <p>*BLDG *BLDGS in USD *USD *STATE  Print  Export</p>	<p>Text explaining what gain/growth is... What the target is and what the target represents... What the results indicate...</p> <hr/> <p style="text-align: center;">PDF Report PDF Report</p>
<p>Gap Reduction: *Combined *Math *Reading</p>  <p>*BLDG *BLDGS in USD *USD *STATE  Print  Export</p>	<p>Text explaining what gap reduction is... What the target is and what the target represents... What the results indicate...</p> <hr/> <p style="text-align: center;">PDF Report PDF Report</p>

Draft: New Accreditation Model

What factors are the most important in improving a district?

	Relationships				Relevance				Responsive Culture				
	Staff	Students	Parents	Community	Curriculum	Instruction	Student Engagement	Technology	Leadership	Early Childhood	School Climate	Nutrition & Wellness	Innovation
Implementing													
Transitioning													
Modeling													
Points													
Weights													

	Results				Rigor				Totals	
	Achievement	Growth	Gap		College & Career Readiness	Career & Technical Education	Resources	Data	Professional Learning	
Implementing										
Transitioning										
Modeling										
Points										
Weights										

Timeline

- February, 2012 – ESEA Waiver
- Fall, 2011 – Develop Framework
- Winter 2011-2012 – Determining priority columns
 - How does ESEA waiver affect current and future accreditation model, determine foundational requirements
- Spring 2012 – Design rubrics under each column
- Fall 2012 – Look at weightings for columns, determine values for performance levels
- Fall 2012 – Pilot districts
- Summer 2013 – Rules and Regulations
- Fall 2013 – Continue pilot's and Board action
- August 2014 - Implementation