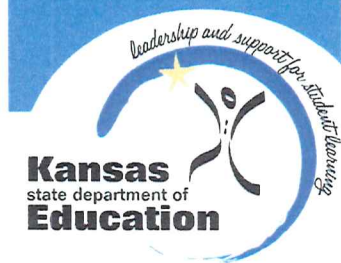


Council for Public School Improvement (CPSI) Steering Committee and Administrator's Round Table

November 28, 2011
Manhattan, Kansas



PLAINTIFFS'
EX. 55

KSDE142942

21st Century Accreditation

Relationships

Relevance

Responsive
Culture

Results

Rigor

Presented to the Kansas Board of Education
by Brad Neuwenswander and Tom Foster
Kansas State Department of Education

13 Sept. 2011

prezi by Tony Moss



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



Assumptions

- A new accreditation system for Kansas schools needs to reflect a broader approach to quality than AYP in reading and math.
- The focus will be on transition to 21st century standards. The Milestones for Improving Learning and Education (MILE) Guide is an excellent resource that KSDE has some ownership in.
- Accreditation will be at the District level.
- Accredited and Non-Accredited, and perhaps some other distinctions within these categories, like:
 - Accredited through Growth, or
 - Accredited with Distinction.

Process

- Schools/Districts would be awarded points for implementing best practices. Instead of developing minimal accreditation standards, this acknowledges not only minimal but districts that are doing above minimal. (Implementing, Transitioning, Modeling)
- The scoring standard for accreditation will be determined by the pilot schools.
- Rubrics to describe categories would be created.
- There will be a category for innovation to give districts/schools opportunities to think outside the box.

Draft: New Accreditation Model

What factors are the most important in improving a district?

	Relationships					Relevance			Responsive Culture			
	College & Career Ready	Leadership (including school board)	Teachers	Partnerships & Community	Family Engagement	Student Engagement	Instruction & Curriculum	Technology	Student Inclusion and Involvement	Early Childhood Education & Care (ECEC)	Nutrition & Health	Innovation
Implementing	All Students with ICPS						Formative Assmts.				Project-based learning	
Transitioning			State Average									
Modeling	Strong Growth		100 % HET									
Points	1		3		5	3	3	3	1	1	5	
Weights												

	Results					Rigor					Totals
	School Improvement	Professional Development		Special Populations	Policy Compliance (Local Consolidated Plan, etc.)	Fiscal	Standards & Common Core	Assessments	Career and Tech. Ed.	Data Quality	
Implementing		All Staff has IDP							Project-based Learning		1
Transitioning				State Avg.			Common Core Standards	State Av.			3
Modeling				Indicators Met; AMAOs, etc.		Ideal Alloc.		Schools and sub-groups making AYP or growth	Perkins		5
Points	5	5				1	1	5			35
Weights											

Timeline

