District Accreditation Model: The Five Rs

Included in **Relationships:** -Staff

-Students

-Families

-Community

Defining Relationships:

"a state of interconnectedness among people, curricula, programs, projects, and communities—are critical in establishing connections that result in high performing *learning environments* (KSDE, 2010, p. 40)."

Included in Relevance:

-Curriculum

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-Instruction

-Student **Engagement**

-Technology

Defining Relevance:

"the power and ability of specific information to meet the needs of its user—strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real-world, and socially significant (KSDE, 2010, p. 42)."

△ Included in Responsive Culture:
Culture:
-Leadership

Early Childhood

-District Climate

-Nutrition and Wellness

Defining Responsive Culture:

"one that readily reacts to suggestions, influences, appeals, efforts, or opportunitiesempowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community (KSDE,2010, p. 48)."

H. Included in Results: -Achievement

-Growth

-Gap

-Other Measures

Results includes:

"witnessable evidence of growth and learning allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner. Informative and summative assessment, coupled with researchbased effective teaching practices, can provide the data and information necessary to fuel teaching and empower learning (KSDE, 2010, p. 46)."

O Included in Rigor:

> -Career and **Technical Education**

-Professional Learning

-Resources

-Data

Defining Rigor

"a relentless pursuit of that which challenges and provides opportunity to demonstrate arowth and learning—is essential is addressing the needs of our rapidly expanding society and world (KSDE, 2010, p.