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# 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

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# 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

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2011 – 2012

School: _____ Grade Levels: ____

USD #: _____ Enrollment: _____

Address: _____

_____

Kansas Comparison Quick View:

*Math/Reading * % Proficient/Av. Score/Gap/ Gain

2012 *M/R* score for building was _____.

Building scored higher than _____ buildings.

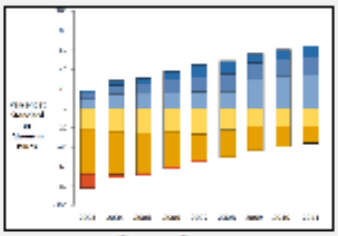
Building scored lower than _____ buildings.

Score not significantly different than _____buildings.

Multiple Measures Summary:

* % Proficient Math____ * Gain Math _____
* % Proficient Reading ____ * Gain Reading _____
* Average score Math _____ * High/Low Gap Math ____
* Average score Reading ___ * High/Low Gap Reading ____

**Achievement:** *Combined *Math *Reading



*BLDG *BLDGS in USD *USD *State

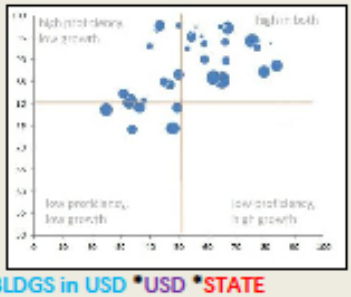
Print Export

Text explaining what achievement is...
What the target is and what the target represents...
What the results indicate...

_____

PDF Report PDF Report

**Gain/Growth:** *Combined *Math *Reading



* BLDG *BLDGS in USD *USD *STATE

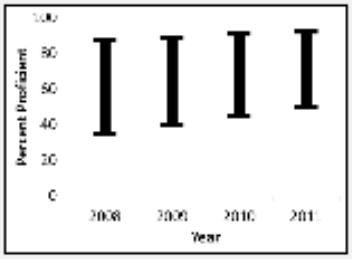
Print Export

Text explaining what gain/growth is...
What the target is and what the target represents...
What the results indicate...

_____

PDF Report PDF Report

**Gap Reduction:** *Combined *Math *Reading




* BLDG *BLDGS in USD *USD *STATE

Print Export

Text explaining what gap reduction is...
What the target is and what the target represents...
What the results indicate...

_____

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## 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 | | | | | | | | | | | | | |

| | Rigor | | | | | Results | | | | | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | College & Career Readiness | Career & Technical Education | Professional Learning | Resources | Data | Achievement<br>Growth<br>Gap<br>Other Measures | | | | | |
| Implementing | | | | | | | | | | | |
| Transitioning | | | | | | | | | | | |
| Modeling | | | | | | | | | | | |
| Points | | | | | | | | | | | |
| Weights | | | | | | | | | | | |

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## An Example of Calculating the Assessment Performance Index (API) for a School:

| Performance Category | Points per Category | # of Students | Total Points |
|---|---|---|---|
| Exemplary | 1000 | 55 | 55,000 |
| Exceeds Standard | 750 | 90 | 67,500 |
| Meets Standard | 500 | 82 | 41,000 |
| Approaching Standard | 250 | 30 | 7,500 |
| Academic Warning | 0 | 4 | 0 |
| Totals | | 261 | 171,000 |
| Assessment Performance Index = 171,000 ÷ 261 = 655 | | | |

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## 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