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
Assumptions

1) A new accreditation system for Kansas schools needs to reflect a broader approach to quality than AYP in reading and math.
2) 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.
3) Accreditation will be at the District level.
4) 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?**

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<th>Relationships</th>
<th>Relevance</th>
<th>Responsive Culture</th>
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<tbody>
<tr>
<td></td>
<td>College &amp; Career Ready</td>
<td>Student Engagement</td>
<td>Student Inclusion and Involvement</td>
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<td>Leadership (including school board)</td>
<td>Instruction &amp; Curriculum</td>
<td>Early Childhood Education &amp; Care (ECEC)</td>
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<td>Teachers</td>
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<td>Nutrition &amp; Health</td>
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<td>Partnerships &amp; Community</td>
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<td>Innovation</td>
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<td>All Students with ICPS</td>
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<td>Project-based learning</td>
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<td>State Average</td>
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<td>Strong Growth</td>
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<td>Weights</td>
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<th>Results</th>
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<td>School Improvement</td>
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<td>Professional Development</td>
<td>Standards &amp; Common Core</td>
<td>Data Quality</td>
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<td>Special Populations</td>
<td>Assessments</td>
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<td>Policy Compliance (Local Consolidated Plan, etc.)</td>
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Rev. October 4, 2011
KSDE has until mid-February to develop a waiver

Review assumptions with the State Board

U.S. Department of Education releases the NCLB waiver rules

Solicit input from the field:
- QPA Advisory Council
- KASB
- Superintendents

Refine definitions, roles, responsibilities
Develop and test measures
Set cut scores

Pilot with volunteer districts

2011
2012
2013

Implement, test and