
Key Questions about Accreditation;

Quality Performance Accreditation
Council

April 11, 2011

Table of Contents

Contents

PURPOSE 2

RESEARCH 3

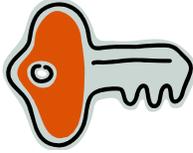
HISTORY 4

PRIORITIES..... 5

STRUCTURE 7

ACCOUNTABILITY 8

OTHER 9



Kansas Department of Education (KSDE)

Key Questions around Accreditation

PURPOSE



What is the “purpose” of accreditation?

Current definition: “Accredited’ means the status assigned to a school that meets the minimum performance and quality criteria established by the state board.”

- Should we accredit schools on minimum performance?
- If we redefine “purpose” how will the current quality criteria apply? Or will they apply?
- What is gained by having accreditation conducted through the state?
- Does accreditation exist merely as a legal functionality?
- What are we legally bound to do with the accreditation process?

Additional questions about the purpose?

RESEARCH



What research do we need to do in order to make decisions?

Possibilities:

- *Look at other states*
- *What are strengths and weaknesses of current QPA system?*
- *NCA and AdvancEd*
- *Baldrige Criteria for Education*
- *21st Century Skills and Learning Environment (KSDE)*
- *The MILE Guide (Partnership for 21st Century Skills)*
- *Are there other criteria that are more indicative of the makings of a good school?*

What other research should be considered when redesigning accreditation?

HISTORY



What from the old system would we not want to lose?

(SUGGESTION: GO THROUGH PG. 3-17 OF REGULATIONS AND HIGHLIGHT TO SAVE, CHANGE, OR DUMP)

To consider: Local board of education requirements, graduation requirements, technical assistance teams, accreditation recommendation and appeal, accreditation status, rewards, sanctions, public disclosure waiver

- What are the strengths of QPA?
- What are the deficiencies of QPA?
- Are the quality performance criteria still relevant?
- What criteria do teachers, parents, or students' value?

Other things to consider about the old system?

PRIORITIES



If we are going to use the accreditation process to move schools to change, what are we leading them to do?

Possibilities: 21st Century Skill Teaching and Learning, Career pathways, MTSS, Core Standards, New Assessments, Sunflower Literacy Project, Safe Schools, Effective Use of Resources, Graduation Requirements and Expectations, Project Based Learning, Teacher Licensure, Technology Rich Classrooms, Federal Requirements, etc.

- Is the goal solely for accreditation to bring about change?
- Is the goal to just change some things? Bring about change in certain aspects?
- What “work” on current teams needs to be part of the accreditation process?
- Additional questions about priorities?
- How is accreditation coordinated to and with common core standards and assessments?
- What KSDE initiatives do we regard as being integral to what a good school is and does?
- Can the multifaceted initiatives advanced by KSDE be conceptualized in a manner that creates a gestalt, a more unified school view?
- Can a newly constructed accreditation process unify many efforts? (Can the State Board of Education find renewed focus on school improvement and support through a more “compositional” accreditation process? Presently, the focus seems at once narrowed through the funnel of math and reading scores yet remains difficult to influence. So too, while the vast array of initiative and objectives carried by the department convey much activity and involvement, there appears to be an absence of synthesis and congruence.)
- Are there recognized practices within each of these initiatives that are deemed better practices than others?
- Can it be stated that each of these initiatives has a value that should contribute to the overall quality of a school and to student learning?
- What is the composition of a school? District? Community? How does this impact accreditation? Should this be taken into consideration for accreditation?
- Can a school/district be looked at as a composite?
- Can communities become more integrated in the accreditation process by the accreditation process integrating the community more?
- What have we learned about good schools by focusing almost exclusively on math and reading assessments outcomes?

Team Questions about “Valued Views”

If teams value certain things, how can these values be represented in the accreditation process?

- What elements from State and Federal Programs are valued as contributing to a good school?
- How does Career Standards and Assessment view the making of a good school?
- How does Special Education/Student Support Services view the making of a good school?
- How does IT view the making of a good school?
- How does Child Nutrition view the making of a good school?
- How does Leadership view the making of a good school?
- How does the State Board of Education view the making of a good school?
- How does TEAL view the making of a good school?
- How does Fiscal and Budgetary Team view the making of a good school?
- How does school transportation view the making of a good school?
- Other?

What other questions should we consider around setting priorities?

STRUCTURE



What changes would need to be made to support the new process?

To consider: Current QPA Advisory Council, current teams, budgets, technology, process to write new regulations, staff development for field, timelines, etc.

- What would the role of the advisory council be in redesigning accreditation?
- How would agency employees be involved?
- What technology would need to change?
- Is there a budget to support the change?
- What are the current laws/regulations and what is process for changing?
- How will we make the field aware of the process and the outcome?
- What is our timeline?
- Who (which teams) are responsible for what?
- Is it a possibility to accredit a district (who would accredit schools) versus individual schools? (AdvancED Model)
- Would other accountability systems be acceptable? (AdvancED, Independent, etc.) In some states the state verifies and certifies accreditation from recognized accrediting associations.
- Could accreditation be optional?

What are other structural items that may need to happen?

ACCOUNTABILITY



What is the accountability mechanism?

To consider: federal and state laws and regulations, growth models, proficiency, etc.

- How well designed and understood is quality performance accreditation and the school improvement plan process?
- Do we want to maintain a punitive accreditation process driven primarily by the accountability mechanism?
- Moving forward from our current state of 85% to 90% proficiency in math and reading, what is a sustainable and meaningful accreditation policy?
- Given the reality that the policy in place from 2002 to present achieved proficiency for all but approximately 30,000 students, what now? What role can accreditation assume in the continued effort to deliver effective education for all Kansas students?
- Would there be options for “special schools” unlike in the past? (JJA Schools)
- Within the newly evolving policy worlds of common core standards and assessments, can the accreditation system be constructed to be more agile? Or be more reflective of student and school “growth” or progression over time?
- Can the accreditation system take into account the yet to be defined environment of common standards, common assessments, and potential common curriculum?
- Part of the inherent value of the common core standards and assessment is the refocusing of learning towards deeper content, assessment more “for learning” as opposed “of learning,” and an intensified focus on individual student career and college readiness. How can the accreditation process contribute to such an endeavor?

What other accountability issues may need to be considered?

OTHER

Quality Performance Accreditation (QPA) Advisory Council Agenda

Monday, April 11, 2011

9:30 a.m. to 3:00 p.m.

*K.N.E.A. Building

715 S.W. 10th Avenue

*NOTICE CHANGE OF LOCATION

PRE-MEETING ACTIVITY: This activity is to be done before the meeting. Take the QPA Regulations and three highlighters...red... yellow and green. Mark red anything that does not seem to be important and should be eliminated as we rethink QPA. Mark yellow anything that might still be important but may need to be modified. Mark green anything that needs to stay and we do not want to lose as we rethink accreditation.

- 9:30 a.m. Welcome and Introductions
Lori Goodson and Julie Doyen – Co-Chairs of QPA Advisory Board
- 9:35 a.m. Preview System for Educational Enterprise in Kansas (SEEK) Dashboard Project
Kathy Gosa, Director of KSDE IT team
John Barnaski, Information Delivery Manager
- 10:00 a.m. Update from KSDE
- Career Standards and Assessment Team (Dr. Tom Foster) – 30 minutes
 - Focus: Common Core Standards
 - Teacher Education and Licensure Team (Pam Coleman)-30 minutes
 - Focus: Teacher Evaluation
 - Special Education and Services Team (Colleen Riley)-15 minutes
 - Focus: Update
 - Title Programs and Services Team (Jessica Noble)-15 minutes
 - Focus: Graduation
- 11:00 a.m. Lunch
- 11:30 p.m. A Conversation with Deputy Commissioner Brad Neuenswander
Envisioning 21st Century Accreditation
Key Question Brainstorming Activity
- 1:00 p.m. Drop-By Visit - Dr. Diane DeBacker
Update on Kansas State Board of Education Direction
- 1:30 p.m. Key Question Brainstorming Activity Continues
- 2:30 p.m. Odds and Ends
- Summer Meeting
 - Terms
 - Meeting Dates Next Year
- 3:00 p.m. Dismissal