

Approved

1-19-93

Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Duane Goossen at 3:30pm on January 13, 1993 in room 519-S of the Capitol.

All members were present except: Representative Pottorff (excused)

Committee staff present:

Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Dale Dennis, Assistant Commissioner State Department of Education
Joyce Harralson, Committee Secretary

Conferees appearing before the committee:

Dr. Lee Droegemueller, Kansas Commissioner of Education

Others attending: see attached list.

Dr. Droegemueller appeared before the committee to discuss Quality Performance Accreditation (QPA). (Attachment #1). He distributed the following documents:

Quality Performance Accreditation (Attachment #2)

Kansas Schools for the 21st Century (Attachment #3)

Kansas Quality Performance Accreditation - A Dynamic, Changing Plan for Living, Learning and Working in a Global Society (Attachment #4).

The meeting was adjourned at 4:50 p.m. The next meeting is scheduled for Thursday, January 14 at 3:30 p.m. in 519-S.

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

GUEST LIST

COMMITTEE: House Education

DATE: 1-13-93

[illegible]

KANSAS QUALITY PERFORMANCE ACCREDITATION

DR. LEE DROEGEMUELLER

KANSAS COMMISSIONER OF EDUCATION

JANUARY 13, 1993

VISUALS

Kansas
Quality Performance
Accreditation

HIGH PERFORMANCE SCHOOLS
HIGH PERFORMANCE STUDENTS

People + Learning = Productivity
and Information and Skills in
Kansas!

(Carkhuff) (Carnevale
and Reich)

WORKPLACE BASICS: A CHECKLIST



☐ Learning to Learn

☐ 3 R's (Reading, Writing, Computation)

☐ Communication: Listening & Oral Communication

☐ Creative Thinking/Problem Solving

☐ Self-Esteem/Goal Setting-Motivation/
Personal & Career Development

☐ Interpersonal/Negotiation/Teamwork

☐ Organizational Effectiveness/Leadership

NOTES

HE
Attachment #1-1
1-13-93

1	Percent
aptability/flexibility	72
Problem-solving	72
Teamwork	71
Goal-setting & personal motivation	71
Proper attitudes toward work & work habits	70
Comprehension/understanding	68
Organizational effectiveness & leadership	68
Microcomputer	67
Listening and oral communications	65
Business/management	58
Computation	56
Interpersonal relations	56
Technical	56
Reading	51

SCANS

*Blueprint for Action:
Building Community
Coalitions*



Secretary's Commission on Achieving Necessary Skills (SCANS)
U.S. Department of Labor
Washington, D.C.
Hotline number: 1-800-788-SKILL

★

**Kansas State Board of Education
Restructuring Efforts**

- Kansas Schools for the 21st Century
(Strategic Directions)
- Kansas Quality Performance Accreditation (QPA)
- Kansas Mathematics and Communications
Improvement Plans
- Kansas Parent Education Program
(Parents as Teachers)
- Kansas Training and Retraining Plan
- Kansas Educational Excellence Grant Program
- Kansas Inservice Education Program
- Kansas Telecommunications Plan
- Kansas Integration of Vocational and Academic Learning
- Kansas Drug-Free Schools and Communities Act
- Kansas Early Childhood Special Education

*Kansas Quality Performance
Accreditation is:*

- More than outcomes-based
- More than mastery learning
- Research-based and data-driven
- Uses process goals and outcomes

*Kansas Quality Performance
Accreditation concentrates on
four areas.*

- School improvement through Effective Schools practices
- High academic outcomes
- Human resource development
- Community involvement -- a learning community

4 parts
of
QPA



Effective Schools Practices

- Safe and orderly environment
- Climate of high expectations for success
- Instructional leadership
- Clear and focused mission
- Time on task
- Frequent monitoring of student progress
- Positive home/school relations

Develop high academic outcomes

- High academic outcomes at three grade levels
- High performance student and worker outcomes
 - SCANS, Kansas Workforce Skills and NCTM Standards
- World class standards

Develop high academic outcomes

Mathematics

Content Area - Models and Graphs

Outcome 1

Tenth Grade

The student uses and develops models of problem situations within and outside of mathematics to explore, interpret, represent and justify mathematical relationships to assist in the solution of problems.

- algebraic models, such as equations, inequalities or polynomials
- geometric models, such as three-dimensional solids, graphs of equations or functions, or area represented by polynomial expressions
- models for operations with algebraic expressions and real numbers, such as using algebra tiles to add, subtract, multiply or divide

Eighth Grade

The student uses and develops models of problem situations within and outside of mathematics to explore, interpret, represent and justify mathematical relationships and to assist in the solution of problems.

- manipulatives, calculators and computers to create models
- algebraic models, such as variables, equations or inequalities
- rational number models, such as fractional pieces or base ten blocks
- geometric models, such as common three-dimensional solids, or graphs of linear equations
- process models for rational number operations, such as:
 - 1) addition - putting together, slides on the number line

Fourth Grade

The student uses and develops models of problem situations within and outside of mathematics to explore, interpret, represent and justify mathematical relationships and to assist in the solution of problems.

- simple tree diagrams
- tables, charts and graphs
- shapes
- use of colors
- spinners and dice
- pattern and relationship models, such as jelly beans, pattern blocks or tiles
- whole number models, such as counters, bundles of sticks or base ten blocks
- fraction, mixed number and decimal models, such as fractions

Develop high academic outcomes (continued)

- Align curricular outcomes at state and local district levels
- Monitor results
 - state assessments
 - criterion referenced tests
 - teacher tests

Human resource development

- Training and retraining teachers, administrators and school board members
- Leadership training
- Training in using technologies

Human resource development
(continued)

- Total quality management practices
 - site-based decision-making and reporting
 - continuous school and student improvement
 - statistical processing

*Criteria for the
Malcolm Baldrige Award*

- the ability of a company's leadership to establish a culture that emphasizes quality as a goal
- a company's efforts to collect and analyze information to improve quality
- a company's effectiveness in incorporating quality into its business plans
- a company's utilization of human resources to achieve quality
- the effectiveness of a company's quality assurance control programs
- quantitative measures of the results of those programs
- customer satisfaction, on which there is heavy emphasis

Community involvement in
schools and lifelong learning

- School site-based councils
- Community expectations for school mission and outcomes
- Local control

Community involvement in
schools and lifelong learning
(continued)

- Develop commitment to lifelong learning
 - Early childhood education
 - Parents as Teachers
 - At-risk programs (4-year-olds)
 - Partners and leaders in lifelong learning

Kansas monitoring and accountability
programs under QPA

- Use of multiple assessments
- Disaggregation of data by:
 - gender
 - race, ethnicity
 - socioeconomic status
- Use of state and local district outcomes, standards and indicators

Kansas monitoring and
accountability programs under QPA
(continued)

- Conduct school accreditation reviews
- Report results to local school board, school site councils, state board and legislature

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

TO: House Education Committee

FROM: Dr. Lee Droegemueller
Commissioner of Education

DATE: January 13, 1993

I appreciate the opportunity to appear before you and discuss Quality Performance Accreditation (QPA) of schools. The attached document includes the purpose and history of QPA.

Please feel free to ask questions and give recommendations. I will be glad to share any concerns with the State Board of Education.

Lee Droegemueller
Commissioner
(913) 296-3201

HE
Attachment #2-1
1-13-93

QUALITY PERFORMANCE ACCREDITATION (QPA)

Strategic Directions for Education: The Beginning of QPA

Since 1983 the Kansas State Board of Education has been strategically planning for education in Kansas. Every year the State Board devotes time to (1) an environmental scan (reviewing information about education, economic political, demographic, and social trends) and (2) a review of its current strategic plan. The strategic plan that the State Board is operating under is *Kansas Education for the 21st Century*. The plan calls for a restructuring of the education system to ensure every Kansan is a lifelong learner: Restructuring requires schools to change to learning communities in which all students can learn. The emphasis of these schools is on learner outcomes.

To implement the strategic directions for restructuring schools, the State Board requested a study of the accreditation process in 1989.

QPA's Historical Background

In 1988, the Governor's Public School Advisory Council -- The Committee on Accountability recommended to the governor that the State Board of Education establish a task force to study the concept and implications of an outcomes-based accreditation system. As a beginning step in the development of an outcomes system for Kansas, the State Board worked with representatives from the Mid-continent Regional Educational Laboratory (McREL) to determine key issues to be addressed.

In November 1989, the Kansas State Board of Education approved a mission statement for and appointed an Outcomes Accreditation Task Force to develop recommendations for changes in Kansas school accreditation. The task force members included teachers, superintendents, principals, members of local school district boards of education, representatives of higher education institutions, members of the legislature, and representatives of the state's business community. As part of their charge, the committee reviewed research and reports on effective schools and educational practices, the North Central Association standards and procedures, accreditation practices in other states, and the procedures and regulations for accrediting Kansas schools.

In December 1989 the Outcomes Accreditation Task Force met in Wichita with Dr. Lawrence Lezotte, whose expertise is in effective schools, to plan its timeline and scope of work over the next year. The task force, under the leadership of Dr. Max Heim, former superintendent of schools and current professor of education, met monthly throughout 1990 to review outcomes accreditation issues, design a system for Kansas, solicit and process reactions from practitioners and other interested parties, and prepare a final report.

During the months of August and September 1990, eight regional meetings were held to receive suggestions and reactions from Kansas educators relative to the suggested recommendations of the committee. In general, there was a great deal of support for changes in the State accreditation system, particularly for a system that would focus on accountability.

The task force's final report was presented to the State Board of Education at its meeting on December 11, 1990. On December 12, 1990, a work session for the State Board of Education on Assessing Progress Towards Restructuring was conducted by senior researcher of the Mid-continent Regional Educational Laboratory. Subsequent work sessions were conducted in January, February, and March 1991. During these sessions, the Board further reviewed and worked with the Outcomes Accreditation Task Force report, McREL's recommendations regarding restructuring, and the Commissioner's and staff's recommendations regarding an outcomes accreditation process.

After six input sessions around the state, the State Board of Education adopted Quality Performance Accreditation (QPA) on March 12, 1991. QPA addresses school improvement, accountability, and individual student performance at the building level. The plan is intended to be flexible and has already been subject to change based upon input from 50 school districts and 134 attendance centers that piloted the process during the 1991-92 school year. In addition, 85 districts and 339 schools voluntarily entered the QPA system at the beginning of the 1992-93 school year. (See list in Appendix.)

In May of 1992 the Kansas Legislature included in H.B. 2892, a bill dealing primarily with the state funding of schools, a requirement that the State Board of Education provide a quality performance accreditation system for Kansas schools and that all schools, by the 1995/96 school year, must have entered the system.

Two QPA Congresses, statewide meetings for QPA participants, have been held, the first in June 1991, and the second in April 1992. The objectives of the Congress were to obtain input from the QPA participants and to provide training in areas in which the QPA schools wanted assistance. A total of 343 people attended the first Congress while 391 attended the second.

What is QPA?

Quality Performance Accreditation is a system identifying ten outcomes which the school's programs and instructional efforts must address. Quality Performance Accreditation is a unique experiment in that it imposes standards and procedures to be used to declare whether a school or district has met program specifications in terms of identified outcomes.

QPA is student and school data-driven. This means that the progress and improvement of the students and schools can be measured. Not only will the data provide accountability, but they also will allow educators to target specific problem areas where learning is not occurring and chart courses of action to remedy the situation.

A comprehensive "outcome" process will have the school and the student be part of a dynamic community, which has lifelong learning for a competitive, international society as its mission. Students must acquire work skills such as learning to learn, communicating, creative thinking, problem solving, goal setting, teamwork, and organizational effectiveness, in addition to the traditional basic skills.

Quality Performance Accreditation is a student-centered system. It calls for an outcomes accreditation process that both demands and supports improvement at the district and building levels. This system is based on assessment of the skills, attitudes, and knowledge that students will need to live, learn, and work in a competitive global society. Traditional basic skills, although no longer sufficient by themselves, are still essential elements for success. They should be identified for mastery by local schools and districts, and the results reported at the local level. The system's major focus, however, is upon the higher level thinking skills needed for the twenty-first century. These are addressed through an integrated, comprehensive curriculum with emphasis on creative thinking, problem solving, and communication.

QPA also includes school improvement principles. These include a needs assessment, a plan for improving weak areas, evaluation of plan's progress, and a report to the local and state boards.

Within each of four focus areas, outcome measures of student success have been designated by the Kansas State Board of Education (KSBE). Standards of acceptable levels of excellence, and indicators of the standard's status have been designated for each State outcome or goal. In addition to the KSBE standards and indicators for each outcome, Kansas districts and schools must identify and work toward locally determined standards and indicators, as needed, to support a comprehensive school program. The combination of State and local indicators will assure accountability to the Kansas State Board of Education, the Legislature and to the community and parents of each respective school system.

Student data are analyzed and reported, both locally and statewide, in a disaggregated format (i.e., according to race, gender, socioeconomic status, and any other appropriate category representative of the school/community profile). Periodic on-site auditing will systematically check progress toward achieving both school and student improvement and progress toward State identified outcomes.

Accountability and QPA

Accountability in education has been described as a three-legged stool, which must have all three legs firmly in place so that the stool does not wobble and collapse. The first leg is clear outcomes or expectations for lifelong learning which have been agreed upon by educators, families, businesses, and community. In the past too much attention has been paid to the inputs of education, such as buildings and salaries, and too little attention to the outcomes, such as student skills. The second leg is reliable assessment information which shows how well the outcomes are being achieved at different levels of the education system. The third leg is what happens when the information indicates that the outcomes are not being achieved or are being achieved. When the information provided by various assessments signals that the outcomes are being met, then good things should happen to people and schools. But when the information shows that the outcomes are not being achieved, something must change—some sort of intervention must occur—so there is a guarantee that in the future the outcomes will be reached.

With the mandate of Quality Performance Accreditation (QPA) for all Kansas schools by 1996, accountability was implemented in the education system. QPA is an outcomes-based system which requires that schools be accredited through a process focusing on student performance.

QPA is structured around four key focus areas:

- School improvement through effective school principles,
- High standard of academic performance through an integrated curricular approach. (An integrated curriculum is one that unites all curricula through defined outcomes in order to meet the specific needs of all learners. Essential to integration is curriculum alignment. Curriculum alignment is the agreement that exists among the mission for education, specific learner outcomes, assessment and feedback, and instruction. Instruction is based on predetermined outcomes, and student assessment is parallel to the outcomes. Alignment of the curriculum should be ongoing throughout the educational process.)
- Human resources development/staff training and retraining, and
- Community-based programs/the learning community.

Each of these focus areas is sustained by a foundation of research pertaining to restructuring of schools.

QPA's accountability function meets all three of the characteristics of the three-legged stool. The first "leg," outcomes or expectations, is clearly defined in QPA.

- Outcome 1: Teachers establish high expectations for learning and monitor student achievement through multiple assessment techniques.
- Outcome 2: Schools have a basic mission which prepares the learners to live, learn, and work in a global society.
- Outcome 3: Schools provide planned learning activities within an orderly and safe environment which is conducive to learning.
- Outcome 4: Schools provide instructional leadership which results in improved student performance in an effective school environment.
- Outcome 5: Students have the communication skills necessary to live, learn, and work in a global society.
- Outcome 6: Students think creatively and problem-solve in order to live, learn, and work in a global society.
- Outcome 7: Students work effectively both independently and in groups to live, learn, and work in a global society.
- Outcome 8: Students have the physical and emotional well-being necessary to live, learn, and work in a global society.
- Outcome 9: All staff engage in ongoing professional development based on the outcomes identified in the school improvement plan.
- Outcome 10: Students participate in lifelong learning.

Each of the ten outcomes may be broken down further into standards and indicators. For instance, for Outcome 1, the first standard states:

- Standard 1: Teachers and principals demonstrate that all students have a high level of mastery of basic skills.

That standard is measurable by the following indicators:

- Indicator 1: Teachers will use multiple assessment techniques to demonstrate student mastery of basic skills.
- Indicator 2: Principals will report at least annually to local boards of education student performance related to mastery of basic skills.
- Indicator 3: Teachers will develop, maintain, and assess for progress a student improvement plan for all students who are deficient in mastery of basic skills.

The second "leg," is reliable assessment data or information. QPA is research-based and data-driven. This means that the success of the system is determined by the accumulation and analysis of measurable data. QPA is judged by the same outcomes process that it advocates for use in the schools, i.e., identifying the desired results (outcomes), determining indicators which reflect their success, and then collecting appropriate data in order to determine the level of accomplishment.

Through an annual report to the State Board of Education, each school provides a description of its school improvement procedures as well as data which describe the improvement made toward achieving the school's outcomes. Schools also submit such improvement reports to the local board, the school site council, and the general community. The school site council,¹ which every school is required to establish, is charged with evaluating the success of its school's restructuring efforts, thus maintaining local control. These evaluations are also submitted to the State Board of Education for review and analysis.

To provide information about students statewide, assessments in the areas of mathematics and communications have been piloted and will continue to be developed and administered. In the social studies and science domains, statewide assessments will be developed and administered in the ensuing year. Preliminary to assessing performance of skills and knowledge which will reflect the student's abilities to succeed in the international marketplace is the development of curricular outcomes reflecting world-class standards.

The third "leg" is the consequences of meeting or not meeting the expected school and student outcomes and school improvement goals of the first "leg." QPA is responsible for reviewing local school and district data, including norm-referenced,² criterion-referenced,³ and performance-based⁴ assessments as well as from other sources to identify progress of student outcomes. From the data information supplied by the school, the State Board determines the accredited status of the school and applies positive or negative consequences.

¹ The school site council is composed of the principal and representatives of teachers and other school personnel, parents of pupils attending the school, the business community, and other community groups. School site councils shall be responsible for providing advice and counsel in evaluating state, school district, and school site performance goals and objectives and in determining the methods that should be employed at the school site to meet these goals and objectives.

² Norm-referenced refers to assessment in which a student's performance is judged in comparison to other students taking the same assessment.

³ Criterion-referenced refers to assessment in which a student's performance is judged in comparison to established expectations.

⁴ Performance-based refers to assessment which is a direct measure of what we want a student to be able to do. In others words, if we want a student to be able to write well, we ask them to write rather than answer a multiple choice test with punctuation questions.

Examples of possible positive consequences resulting from school improvement are as follows:

- Public praise and awards
- Improved status
- Materials or monetary benefits
- Recognition that an organization
 - (1) has a culture which emphasizes quality as a goal,
 - (2) collects and analyzes information to improve quality,
 - (3) incorporates quality into its plans,
 - (4) utilizes human resources to achieve quality,
 - (5) assures quality in its programs,
 - (6) quantitatively measures results of the programs, and
 - (7) follows up on customer satisfaction.*

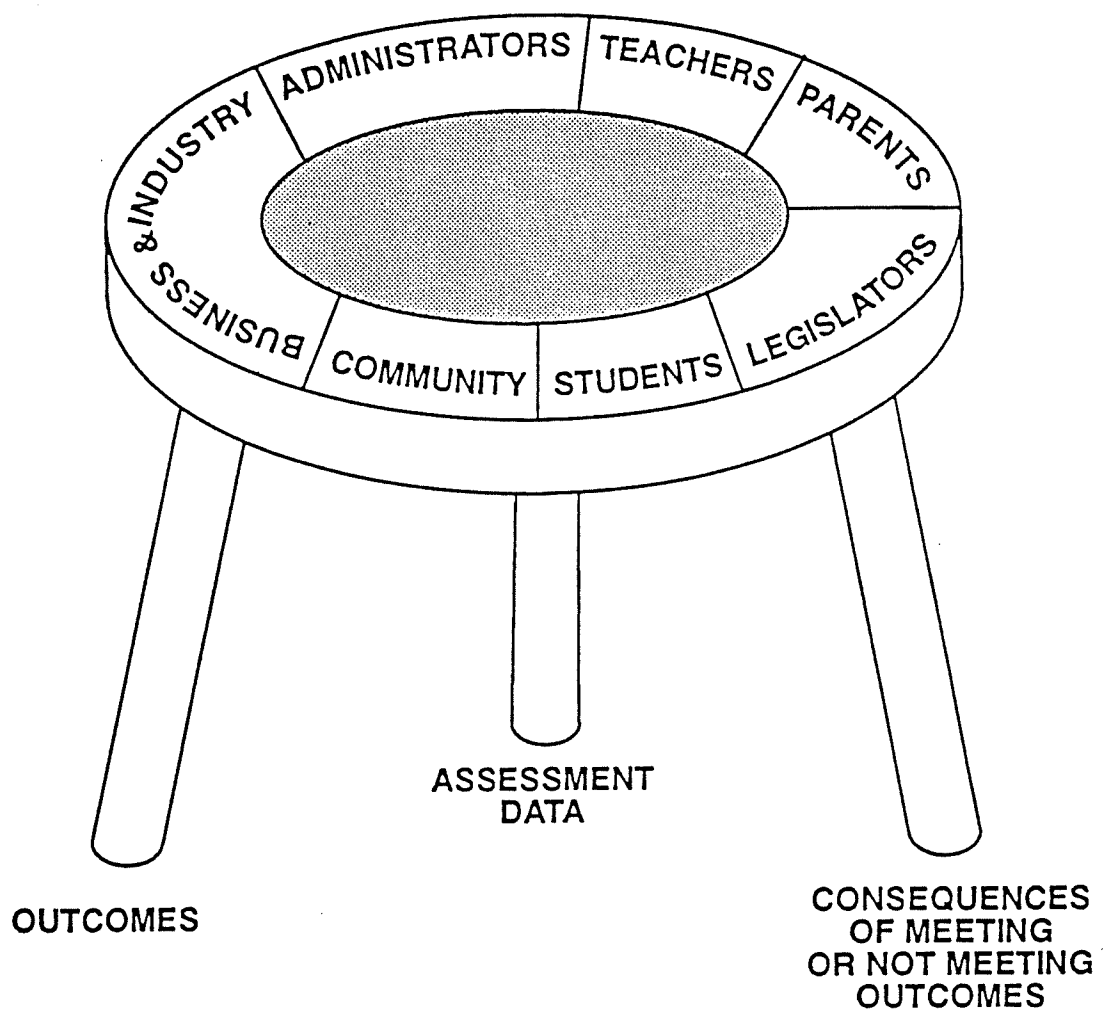
Possible negative consequences include the following:

- Unfavorable public attention
- Requirement to complete and implement a locally-developed corrective action plan
- Loss of State Board of Education accreditation
- Requirement of implementing a State Board of Education-developed corrective action plan
- State intervention
- Derogation as an institution that has no quality culture nor customer satisfaction.

Accountability is woven into the fabric of QPA in a substantive way. In other words, accountability is integral, or organic, to QPA. This accountability manifests itself on several levels. Since QPA is so collaborative in nature, these levels are not necessarily linear; rather, they tend to be almost circular or interrelated, like the circular part of the stool analogy.

1. Teachers, administrators, and the State Board are accountable to the Legislature and the Kansans the legislators represent. They must show that needs have been assessed and improvement has been made.
2. School districts are accountable to their local community and to the State Board to show movement toward goals. Otherwise, accreditation will not be awarded.
3. Teachers are accountable for their own instructional programs. They must collect data, document student performance, and show some improvement in their classroom

* Criteria for Malcolm Baldrige Award.



teaching. Since all students can learn, if students do not meet their goals, teachers must plan and implement remediation until students do learn.

4. Students are accountable to parents and teachers for their performance in the classroom.
5. The entire educational system from State Board to classroom teachers is accountable to parents and students as clients or consumers for the best possible, relevant education their tax dollars can buy.
6. The educational system is also accountable to the business community for preparation of an educated, competent workforce for the twenty-first century.
7. The business section and community are accountable to parents and students for interest in, support of, and participation in educational decision making.

The Process

It is important to note that the following list of steps is cyclical and nonlinear. Several steps can occur simultaneously. This is an iterative system; in other words, information is continually modified by feedback and the process repeated. This allows for current data and information to be used for reassessing the mission statement, updating the school profile and improvement plan, evaluating progress, and identifying new areas for improvement.

Year One

Stage 1 -- Orientation and Planning

- Each district begins by fostering the ownership, commitment, and involvement of students, parents, community, school staff, and the local board of education. As the community is educated and oriented to the QPA process, a steering team is chosen and a plan of implementation is developed. The evidence is clear. When parents are involved in their children's education, children do better in school. Parents and the school community can bring great wisdom to the work of the school site councils if they are truly a part of the decision-making process. They know intimately about their own children and their school and they have access to the community.
- Each school develops a mission statement which states the purpose of the organization, defines its chief function, justifies its

existence and identifies the clientele served. The school must document the involvement of the community in the development of the mission statement. In addition, it must produce evidence that the mission is utilized in determining the school improvement process.

Stage 2, Part A – School and Community Environmental Scan

- School personnel begin to collect and disaggregate baseline data for needs assessment. These data might include indicators of such things as
 - student learning outcomes and/or behavior
 - effective instructional practices
 - school climate
 - parent and community involvement
 - staff development priorities.

Data are disaggregated by gender, race, and socioeconomic status. A building profile is created and the data are interpreted with reference to specific building needs.

- The district develops learner exit outcomes based upon state and local mission statements, outcomes, and needs assessments. Each school develops learner exit outcomes which align with these district outcomes and with all other schools in the district.

Year Two

Stage 2, Part B – Writing the School Improvement Plan

- Each school sets outcomes for an improvement plan. State Board of Education outcomes and school data related to them may be used and prioritized according to local needs.
- Each school develops and submits to the local and state boards of education specific plans for achieving its improvement plan outcomes. This plan includes a statement of outcomes, strategies for achieving outcomes, those responsible for implementation, timeline, ways to measure progress, related staff development plans, and resources needed.

Year Three

Stage 3 -- Implementation

- The implementation phase includes ensuring that all involved understand the process and terminology, that the steering team

meets on a regular basis to provide leadership, that sufficient time is allotted for implementation of the improvement plan and staff development, and that all work is documented for future planning and accountability.

Year Four

Stage 4 – Determination of QPA Status

- Each school will continually self-monitor its improvement process and progress toward achieving improvement plan outcomes. The school will host the second on-site visit by the State QPA Accreditation Team during year four of the QPA cycle. The purpose of this visit will be to make a recommendation to the State Board of Education regarding the accreditation status of the building. The length of the visit is determined by how long it takes for the school to demonstrate that all outcomes in its school improvement plan were met satisfactorily.

Years One Through Four

Accountability

- Each school evaluates its progress toward achieving the identified improvement plan outcomes.
- Each school submits an annual report to the State Board and to the local board of education. This report is reviewed by KSBE staff, who generate a written response which includes any areas schools might want to reexamine.
- The school will host the first on-site visit by the State QPA Accreditation Team during years one or two.

Year Five

What Schools do in Year Five will Depend Upon Their Accreditation Status:

- **If Accreditation is Granted –**

Once a candidate QPA school is accredited, it becomes a Quality Performance Accredited school. A Quality Performance Accredited school has demonstrated improvement on the QPA outcomes it has targeted in its school improvement plan. The school is accredited for four years, during which it repeats the accreditation cycle, with continued emphasis on improvement of student performance, school climate, and implementing the school's continuing, revised, or new school improvement plan.

- **If School is Granted Probationary Status --**

If a school is not accredited at the end of the four-year accreditation cycle, the school continues as a candidate QPA school. The school is required to develop a corrective action plan to bring the building to QPA status. The plan is approved by the State Board and implemented by the school. The length of time to implement a local corrective action plan to achieve QPA status will not exceed one year. Before the end of the fifth year of its participation in Quality Performance Accreditation, the candidate school will have a second on-site visit by a QPA accreditation team for the purpose of making a recommendation to the State Board of Education regarding the accreditation status of the school.

- **If Accreditation is Denied --**

If a school does not reach QPA status by the end of the fifth year, it becomes a nonaccredited school. A nonaccredited school has not demonstrated improvement and/or maintained high quality performance standards on the QPA outcomes it is targeting in its school improvement plan. Once a school is nonaccredited, the State Board of Education staff, in conjunction with the school staff, develop a nonaccredited corrective action plan which identifies deficiencies and lists intervention strategies which are to be implemented. Implementation of the nonaccredited action plan will be monitored by State Board staff. The school will have an on-site visit by a QPA accreditation team each year until it attains accredited status.

Public Disclosure

At the end of the fifth year (or at the end of the time designated on the corrective action plan), if accreditation status is not achieved, schools shall disclose to the public the remaining deficiencies and the specifics of the nonaccreditation status. The information contained in these reports shall be made available in the primary languages of the community.

QPA Implementation Schedule

As recommended by the State Board of Education's Outcomes Accreditation Task Force, the Quality Performance Accreditation system will be phased in throughout all school districts in Kansas over a four-year period. The plan will be phased in as follows:

- 1990-91 Awareness and Planning
Development of Assessments and Guidelines for State Indicators
- 1991-92 50 Districts Volunteer to Implement the Process and Begin the 4-Year Cycle
Awareness and Planning
- 1992-93 100 Additional Districts Begin the Process
Awareness and Planning
- 1993-94 100 Additional Districts Begin the Process
Awareness and Planning
- 1994-95 All Remaining Districts Begin the Process
Awareness and Planning
Original 50 Districts Complete the First 4-Year Accreditation Cycle
- 1995-96 All Remaining Schools Begin the Process

QPA and Assessment

Restructuring the Kansas school system to become outcome-oriented includes a change in assessment, not only because there is a need to know how well schools and students are doing, but because while assessment can drive instruction, more fundamentally, assessment must support instruction. If the assessment is a model of what students should know and be able to do, then it will provide a lever for lifting achievement. With this corollary in mind, the State Board of Education initiated in 1991 the development of the Kansas Education Assessment Program.

The Center for Educational Testing and Evaluation at the University of Kansas was contracted to broaden the focus of assessment to evaluating and assessing the students who are studying the changed curricula with new instructional methods. This approach to assessment in which the emphasis is on the process as well as the result is new to the field of measurement. The Kansas assessment program, which includes a variety of techniques, including performance assessment, multiple correct answers, and group work, is state of the art.

Description of Components

The assessment of mathematics called for a refocus of the traditional orientation to mathematics content and assessment in three primary ways: (1) although estimation, number sense/pattern/logic, and probability and statistics are emphasized, computation, calculator usage, and general knowledge continue to be an important part of the test; (2) the traditional

content structure of mathematics gives way to cognitive thinking skills, such as reasoning, communication, conceptualization, procedures, and problem solving; (3) there is a new reliance on performance assessment to monitor student ability to engage in problem solving, decision making, and quantitative thinking.

The purpose of the communications assessment is to evaluate the effectiveness of instructional programs. Because the focus of the reading test is comprehension, importance of content is emphasized. Test developers use causal chain theory (map of cause and effect in a story) and concept mapping (visual representation of the structure of a text) to determine importance of content. Test types which are used include narrative, which tells a story and communicates values, and expository, which presents information.

The writing assessment uses the six-trait analytic model for both instruction and grading. Paramount to the writing assessment is the role teachers play in scoring the students' writing samples.

Assessment Schedule

During the 1990-91 academic year, the mathematics assessment was pilot-tested. All schools in the state of Kansas were required to test third, seventh, and tenth graders. In 1991-92 the mathematics test was formally given for the first time. Seventh and tenth graders were again tested, and fourth graders were required to be tested rather than third graders. The reading portion of the Communications Assessment was pilot-tested in third, seventh, and tenth grades. In addition, some districts voluntarily participated in a writing pilot test in third, seventh, and tenth grades.

In 1992-93, the mathematics assessment will be given formally for the second year and reading and writing for the first year. Mathematics tests will be given to all Kansas fourth, seventh, and tenth graders, while reading will be given to all Kansas third, seventh, and tenth graders. All Kansas fifth graders will be required to take the writing tests. Districts may choose another grade within grades 8 to 12 to be tested in writing. A lot of local choice is being offered in the writing assessment this year: grade choice, prompt choice, and option to have trained local readers score the assessment on a completely local basis. These choices, of course, are subject to numerous conditions which must be met in order to assure validity of results.

Although plans are not firm for the 1993-94 school year at this point, it is the plan to give a mathematics test for the third year, reading and writing tests for the second year, and to pilot-test social studies, science, and speaking/listening tests.

Results of Testing

Year One: Although Kansas students did well on the National Assessment of Educational Progress knowledge base mathematical questions included in the assessment, they did not do well in the thinking skills required in problem-solving, quantitative reasoning, and mathematical conceptualization and procedures. No gender differences were found in mathematics, but minority students did not do as well as white students. Students in private schools and small school districts did slightly better than their counterparts. Performance on open-ended items was better than that on objective questions testing the same concept.

Year Two: Essentially no change was found from the previous year in the testing of mathematics. Students continued to lag behind expectations, especially in the areas of estimation and higher order thinking skills. In reading, students demonstrated strong skills in comprehension, but many are functioning at levels which need attention. Scores were modest on reading attitude; however, reading confidence scores are higher than those on reading attitude. No gender differences were found in either reading or mathematics, but females showed a slightly more favorable attitude toward reading. Historical differences in test score performances continue to be observed across ethnic and cultural groups. Students in some geographic locations performed somewhat better in mathematics than students in other areas. Students from public schools and smaller districts continue to perform slightly better than others. Results for writing were not released in the aggregate, because sampling was done on a strictly voluntary basis. Individual districts received only their own scores.

Appendix

Schools Participating in Quality Performance Accreditation - 1991-1993*

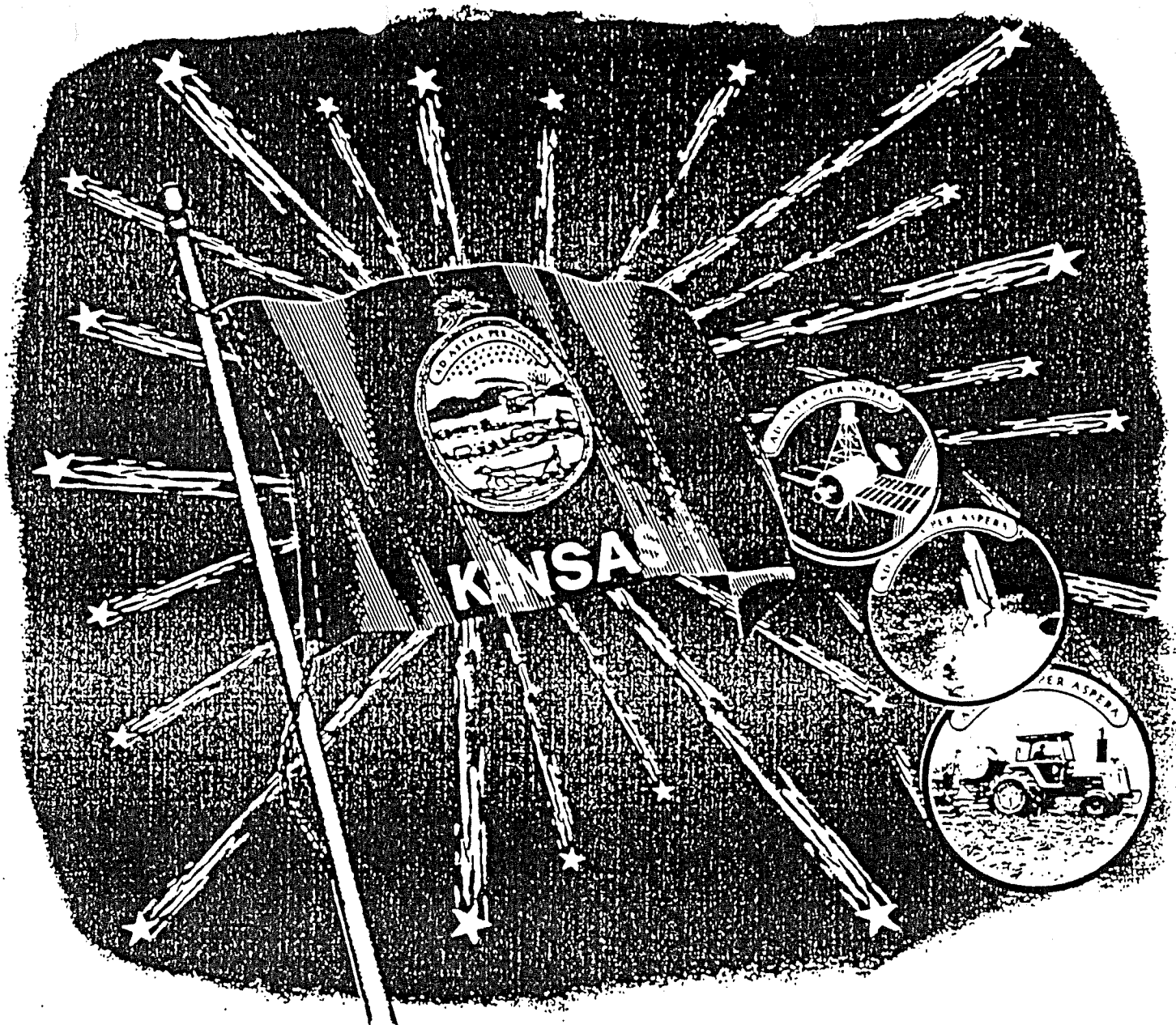
Year	District	Year	District
91-92	USD 202 Turner <i>SPED PILOT SITE</i>	92-93	USD 272 Waconda
91-92	USD 209 Moscow	92-93	USD 288 Central Heights
91-92	USD 221 North Central	92-93	USD 292 Wheatland
91-92	USD 229 Blue Valley	92-93	USD 293 Quinter
91-92	USD 231 Gardner	92-93	USD 294 Oberlin
91-92	USD 234 Fort Scott <i>SPED PILOT SITE</i>	92-93	USD 295 Prairie Heights
91-92	USD 244 Burlington	92-93	USD 298 Lincoln
91-92	USD 286 Chautauqua Co.	92-93	USD 300 Comanche County
91-92	USD 287 West Franklin	92-93	USD 305 Salina
91-92	USD 309 Nickerson	92-93	USD 307 Ell-Saline
91-92	USD 311 Pretty Prairie	92-93	USD 310 Fairfield
91-92	USD 327 Ellsworth	92-93	USD 313 Buhler
91-92	USD 328 Lorraine	92-93	USD 314 Brewster
91-92	USD 333 Concordia	92-93	USD 315 Colby
91-92	USD 342 McLouth <i>SPED PILOT SITE</i>	92-93	USD 320 Wamego
91-92	USD 347 Kinsley-Offerle	92-93	USD 321 Kaw Valley
91-92	USD 361 Anthony-Harper	92-93	USD 323 Pottawatomie West
91-92	USD 366 Yates Center	92-93	USD 325 Phillipsburg
91-92	USD 377 Atch. Co. Comm	92-93	USD 331 Kingman
91-92	USD 382 Pratt	92-93	USD 332 Cunningham
91-92	USD 383 Manhattan-Ogden <i>SPED PILOT SITE</i>	92-93	USD 336 Holton
91-92	USD 395 LaCrosse	92-93	USD 338 Valley Falls
91-92	USD 404 Riverton	92-93	USD 340 Jefferson West
91-92	USD 405 Lyons	92-93	USD 341 Oskaloosa
91-92	USD 407 Russell Co.	92-93	USD 343 Perry
91-92	USD 409 Atch. Public	92-93	USD 345 Seaman
91-92	USD 412 Hoxie Comm. <i>SPED PILOT SITE</i>	92-93	USD 349 Stafford
91-92	USD 415 Hiawatha	92-93	USD 350 St. John-Hudson
91-92	USD 417 Council Grove	92-93	USD 351 Macksville
91-92	USD 418 McPherson <i>SPED PILOT SITE</i>	92-93	USD 352 Goodland
91-92	USD 420 Osage City	92-93	USD 353 Wellington
91-92	USD 428 Great Bend	92-93	USD 363 Holcomb
91-92	USD 437 Auburn-Washburn <i>SPED PILOT SITE</i>	92-93	USD 373 Newton
91-92	USD 443 Dodge City	92-93	USD 374 Sublette
91-92	USD 446 Independence	92-93	USD 378 Riley County
91-92	USD 450 Shawnee Heights	92-93	USD 380 Vermillion
91-92	USD 452 Stanton Co. <i>SPED PILOT SITE</i>	92-93	USD 388 Ellis
91-92	USD 453 Leavenworth	92-93	USD 392 Osborne
91-92	USD 460 Hesston	92-93	USD 394 Rose Hill
91-92	USD 468 Healy	92-93	USD 399 Paradise
91-92	USD 474 Haviland	92-93	USD 406 Wathena
91-92	USD 475 Junction City	92-93	USD 408 Marion
91-92	USD 490 El Dorado	92-93	USD 423 Moundridge
91-92	USD 497 Lawrence <i>SPED PILOT SITE</i>	92-93	USD 424 Mullinville
91-92	USD 498 Valley Heights	92-93	USD 425 Highland
91-92	USD 500 Kansas City <i>SPED PILOT SITE</i>	92-93	USD 429 Troy
91-92	USD 501 Topeka Public <i>SPED PILOT SITE</i>	92-93	USD 430 South Brown County
91-92	USD 512 Shawnee Mission	92-93	USD 431 Hoisington
91-92	Wichita Diocese	92-93	USD 432 Victoria
92-93	Hope Lutheran School, Shawnee, Ks.	92-93	USD 433 Midway-Denton
92-93	Topeka Lutheran Schools	92-93	USD 434 Santa Fe Trail
92-93	Diocese of Dodge City	92-93	USD 438 Skyline
92-93	USD 102 Cimarron-Ensign	92-93	USD 439 Sedgwick
92-93	USD 200 Greeley County	92-93	USD 441 Sabetha
92-93	USD 203 Piper	92-93	USD 444 Little River
92-93	USD 204 Bonner Springs	92-93	USD 449 Easton
92-93	USD 210 Stevens County	92-93	USD 457 Garden City
92-93	USD 213 West Solomon Valley	92-93	USD 461 Neodesha
92-93	USD 215 Lakin	92-93	USD 464 Tonganoxie
92-93	USD 218 Elkhart	92-93	USD 466 Scott County
92-93	USD 227 Jetmore	92-93	USD 467 Wichita County
92-93	USD 230 Spring Hill	92-93	USD 476 Copeland
92-93	USD 233 Olathe	92-93	USD 480 Liberal
92-93	USD 242 Weskan	92-93	USD 483 Kismet-Plains
92-93	USD 246 Northeast	92-93	USD 486 Elwood
92-93	USD 248 Girard	92-93	USD 494 Syracuse
92-93	USD 250 Pittsburg	92-93	USD 495 Fort Larned
92-93	USD 262 Valley Center		

*Each district has at least one school in QPA.

HE
Attachment #2-18
1-13-93

5-YEAR SCHEDULE OF STATE ASSESSMENT		
DATE	EVENTS	PARTY RESPONSIBLE
1990-1991	Pilot Assessment of Mathematics Grades 3, 7, 10	State Board of Education
1991-1992	Local Data Utilization (QPA)	50 QPA Districts
	Pilot Assessment of Mathematics Grades 4, 7, 10	State Board of Education
	Pilot Assessment of Communications Reading Portion Grades 3, 7, 10	State Board of Education
	Writing Portion (selected districts only) Grades 3, 7, and 10	State Board of Education
1992-1993	Local Data Utilization (QPA)	134 QPA Districts
	Vocational Education Performance Standards and Measures (All secondary and postsecondary vocational education programs)	State Board of Education
	Assessment of Mathematics Grades 4, 7, 10	State Board of Education
	Pilot Assessment of Communications Reading Portion Grades 3, 7, 10	State Board of Education
	Writing Portion Grades 5 and 8	State Board of Education
1993-1994	Local Data Utilization (QPA)	250 QPA Districts
	Assessment of Mathematics Grades 4, 7, 10	State Board of Education
	Assessment of Communications Reading Portion Grades 3, 7, 10	State Board of Education
	Writing Portion Grades 5 and 8 or 9	State Board of Education
	Pilot of Speaking Portion 3 grades to be determined	State Board of Education
	Pilot of Listening Portion 3 grades to be determined	State Board of Education

DATE	EVENTS	PARTY RESPONSIBLE
1994-1995	Pilot Assessment of Science 3 grades to be determined	State Board of Education
	Pilot Assessment of Social Studies, including History and Geography 3 grades to be determined	State Board of Education
	Evaluation (All secondary and postsecondary vocational education programs)	State Board of Education
	Local Data Utilization (QPA)	304 QPA Districts and Private Schools, Special Purpose Schools, and Youth Centers
	Vocational Education Performance Standards and Measures (All secondary and postsecondary vocational education programs)	State Board of Education
	Assessment of Mathematics Grades 4, 7, 10	State Board of Education
	Evaluation (All secondary and postsecondary vocational education programs)	State Board of Education
	Assessment of Communications Reading Portion Grades 3, 7, 10	State Board of Education
	Writing Portion Grades 5 and 8 or 9	State Board of Education
	Speaking Portion 3 grades to be determined	State Board of Education
	Listening Portion 3 grades to be determined	State Board of Education
	Pilot Assessment of Science 3 grades to be determined	State Board of Education
	Pilot Assessment of Social Studies, including History and Geography 3 grades to be determined	State Board of Education
	First Audit of QPA Schools	State Board of Education



Kansas State Motto
Ad Astra Per Aspera
"To the stars through difficulties"

Kansas Schools for the 21st Century

Kansas State
Board of Education

July 1989

HP
Hochmeyer 3-1
1-18-93

Strategic Directions for Change for Kansas Schools and Communities

- ... A time for vision
- ... A time for leadership
- ... A time for working together



Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

Table of Contents

	Page
Introduction	i
I. Why Kansas Schools Need to Restructure	1
The First Schools	1
The Village Schools.....	1
The Industrial Model School.....	1
Reformed Industrial Schools	2
Current Pattern of Educational Change	2
II. Mission of Education for the 21st Century.....	5
III. Rationale for Strategic Directions for the Structuring of Kansas Schools.....	7
Value Shifts and Their Directions for Education	7
Appendix	15
Suggested Goals and Activities for the Structuring of Kansas Schools	15

Introduction

Kansas and the Great Plains are in the throes of a difficult transition from an agro-industrial society to an agrotechnology, information society. This transition has produced difficult and profound economic, demographic, community, and organizational changes. While many actions must be taken to deal with a changed state, national, and international environment, one of the most critical state and local responsibilities is to prepare Kansans with the knowledge and skills necessary for a changed society.

The Kansas State Board of Education is committed to the proposition that education and training systems are a cornerstone to economic growth and the well-being of our communities and our state. The investment we make in our schools and education/training institutions is an investment in our future. Effective educational institutions educate and inspire our youth and adults and provide them with the knowledge and skills which lead to full, ethical, and productive lives.

The Kansas State Board of Education shares the conviction of the business authors of *Investing In Our Children* (Committee for Economic Development, 1985).

The most important investment this nation can make is in its children...when public schools are successful, they become a national treasure. They can instruct and inspire our young people. They can give life to local communities, contributing to their economic growth and social well-being. They can pave the way to employment, greater opportunity, and more productive lives.

The Kansas State Board of Education also believes that employers want workers with good basic academic, problem-solving, and information-gathering skills. The twenty-first century workforce must know how to learn, to think creatively, and to communicate effectively. The job requirements in an information society demand that employees be highly numerate, literate, and innovative. To meet the challenges of a changed, information society, effective educational institutions should prepare workers to take responsibility for their lifelong learning and training, to set and achieve goals, and to collaborate with others in overcoming barriers that hinder learning.

Schools and educational institutions hold great promise to meet these challenges. However, many of our education and training institutions perpetuate the models of a past society. Renovating and improving Kansas educational and training systems will not be enough. We are facing a transformed society and new challenges that call for basic shifts in our thinking and our approaches to the design, implementation, and evaluation of education -- in short, only a restructuring of the Kansas education and training systems will meet the needs of a changed environment or society.

Our schools must be structured in ways that prepare citizens for an evolving, technological, global, information society.

Restructuring can only take place when we join together in common commitment and action. The Kansas State Board of Education calls on all of those who hold a stake in education -- local school board members, educators, learners, parents, business groups, community organizations, and citizens--to join in the critical task of restructuring Kansas schools and educational institutions.

- We call on Kansans to develop a consensus necessary for restructuring and change.
- We call on Kansans to help educators and the community to understand new goals for education and the need for new instructional methods.
- We call on Kansans to support new ways of evaluating the outcomes of education.

- We call on Kansans to understand and support new organizational structures and environments for schools -- environments which may lead to the development of learning communities where schools serve persons of all ages and enhance the human resources of the community.
- We call on Kansans to help provide the commitment and resources that will be required to structure schools in ways that "fit" the needs of Kansas as we move toward the twenty-first century.

I. Why Kansas Schools Need to Restructure

Kansans have traditionally valued and supported education. Schools have served the state and nation and provided a democratic society and a quality of life.

Today, however, our society and our schools face new challenges. To understand ways to build a new future for schools, we must understand the past and how schools came to be where they are.

Over the past 200 years, four major patterns of educational change can be identified, each of which was the result of changing social patterns and needs. Throughout this period of time, two common themes have prevailed--the involvement of parents in the educational process and the responsibility of the community to provide a common resource for the education of children and youth.

The First Schools

In an agrarian society where most U.S. citizens lived on farms, family and community were one. Parents provided the learning experiences or schools for their children. Religious values, basic reading, writing, figuring skills, a little history, and farm skills formed the curricula; and the teachers were older members of the family.

A few wealthier families could provide tutors for their children and expand their knowledge of the world by providing them with books. The goals of this experience, however, were to provide most children with practical skills and to prepare a few for leadership positions.

The Village Schools

The village school was the natural outgrowth of families pooling their resources and providing a more efficient means of educating their children. While a schoolmarm or teacher now worked with the students, instruction was largely tutorial and the curricula remained similar to the earlier home schools. Students of various ages were in the schoolroom, and it was this "rag-tag" unorganized school that reformers of the late 1800s attempted to change.

The Industrial Model School

The Civil War and the Industrial Revolution changed everything. Americans were moving into cities and society demanded more education than families could provide. Waves of immigrants, primarily European, including Southern European, arrived and settled in the cities.

Industrialists were concerned about how immigrants and the less educated populations from the country could be prepared for working and living in the city. Parents were concerned about their children and how they could ensure that their childrens' lives would be better than their own.

Reformers such as Horace Mann agreed that the hit-and-miss system of educating children must be improved. It is not surprising that the factory model with its values of standardization, specialization, centralization, and concentration provided the framework for schools.

Remnants of five primary criteria for organizing the industrial school remain with us today. These include the following:

- Schools were to be supported by tax dollars. The importance of public schools was affirmed by the consensus that schools were a responsibility of the larger community. Schools were recognized as important functions which were valuable to the total community.

- **Schools were to be governed by lay boards.** The involvement of the community was highlighted by the fact that lay boards of local citizens were to provide direction and oversight of local schools.
- **A curriculum was prescribed which would teach common values.** Values which were agreed to be the most important were work values, thrift, care of family, and the practice of religious and moral principles. The combined need for teaching of English and values was met in the McGuffey readers which served as a unifying experience for American youth.
- **Schools were to be provided in a cost-effective manner.** Prior to the industrial school, education had been largely tutorial, which is an effective, but an expensive method of learning. Industrialists and citizens were asking for a cheaper and more cost-effective form of schooling. Horace Mann and other reformers looked to Prussia and introduced the concepts of structured instruction and age grade groupings. Students were now grouped by age and their learning took place with the teacher directing the teaching to the average of the class. Bright students or slow students were often not perceived as being in need of special attention.
- **Schools were to develop methods of "sorting" so that the professional and leadership needs of the nation would be met.** Industrialists, political leaders, and reformers recognized that while the majority of students must be prepared for predictable, heavy labor jobs; there was also a need to ensure that some students were prepared for an emerging higher education system and for their contribution in professional, managerial, and leadership roles.

This required some "sorting" of students to determine those capable of moving into the professional and leadership positions. Practices such as tracking, dual systems, differential teacher expectations, and differential curricula were used to sort students and much of this sorting was not on the basis of merit or ability, but rather on the basis of social class, race, ethnic group, and sex. The remains of this system of "sorting" are evident in today's schools despite societal and educational changes.

Reformed Industrial Schools

After World War II, the industrial school was put to new tests. In 1945 returning veterans increased the enrollments of colleges and universities. Employers began to call for more workers with better and more advanced training. Public schools were expected to provide better preparation for college attendance.

The Soviet launching of Sputnik I in 1957 created a new wave of demands for reform. While there was an emphasis on math and science, the need for higher levels of basic skills was also articulated.

The 1960s brought another set of changes. Demands for special education, job preparation for women, nutrition programs, equal access to education, integrated education, and student involvement were felt by the schools.

Many schools and communities found ways to respond to these demands. While these new responsibilities were accepted by the schools, they tended to be "added on" to an existing structure with little organizational or systemic change. In this sense, the basic structures of the industrial school have remained intact.

Current Pattern of Educational Change

As the U.S. economy ran into difficulties in the late 1970s and early 1980s, new attention was focused on schools. Reform efforts spearheaded by state governors and the 1983 report *A Nation At Risk*, which was prepared by the U.S. Department of Education, sparked a round of school improvement

efforts. Like previous reforms, most of these reforms focused on doing more of the same things or improving education. The assumption remains that the basic structures of the industrial school can remain intact.

Although this era of reform has brought about some progress in expanding our awareness of optimal curricula, instruction, and management procedures, serious problems remain. A basic need is to approach education with a different perspective. The redesign of education must begin with our understandings of the changes in our communities and the lives of learners. There is a restructuring approach to change--one that "matches" the changes in the community and society.

Despite the achievement of Kansas schools and education institutions, problems remain. Urban schools often face difficult problems with heterogeneous groups of learners, many of whom are poor or who have difficult social problems. Rural schools can provide students with adequate levels of basic skills but with limited access to advanced courses in science, math, second languages, world history, and technology. The academic preparation of poor and minority students lags behind that of middle class students. Children with special needs -- limited English proficient, the gifted, and some special education students -- may not have access to the services they need.

While these problems must be addressed, it is important to remember that the total system still retains the basic structure of the industrial school. This pattern of organization is not likely to meet the long-term needs of schools for any group. This is why a basic restructuring is essential -- a structuring based on meeting a new level of knowledge and skills which every individual will need to survive and prosper in a transformed society and a changed community. Achieving this level of structure will require the support, understanding, and commitment of learners, parents, teachers, administrators, businesses, community groups, and policy makers.

Kansas Quality Performance Accreditation

*A Dynamic, Changing Plan
for Living, Learning and
Working in a Global Society*

*Kansas State Board of Education
Adopted March 12, 1991*



Learning to learn

Communicating

Goal setting

Creative thinking

Problem solving

Teamwork



*Revised
August, 1992*

Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.



Kansas State Board of Education

Kansas State Education Building

120 S.E. 10th Avenue Topeka, Kansas 66612-1182

Board Members

Mildred G. McMillon, Vice Chairman
 District 1

Kathleen White
 District 2

Paul D. Adams
 District 3

Connie Hubbell
 District 4

I. B. "Sonny" Rundell
 District 5

Bill Musick
 District 6

Wanda Morrison
 District 7

Evelyn Whitcomb
 District 8

Tim Emert, Chairman
 District 9

Gwen Nelson
 District 10

Lee Droegemueller
 Commissioner of Education

An Equal Employment/Educational Opportunity Agency

The Kansas State Board of Education does not discriminate on the basis of sex, race, color, national origin, handicap, or age in admission or access to, or treatment or employment in, its programs or activities. Any questions regarding the Board's compliance with Title VI, Title IX, or Section 504 may be directed to the Title IX Coordinator, who can be reached at (913) 296-2424, 120 S.E. 10th Avenue, Topeka, Kansas 66612-1182, or to the Assistant Secretary for Civil Rights, U. S. Department of Education.

INTRODUCTION

The education system is the foundation of our society and economy. Although Kansas students currently receive an outstanding education when compared to their counterparts in other states, they are not prepared to meet the education and economic challenge of Japan and European countries. To do so requires the restructuring of our education system to emphasize the student's preparation for living, learning, and working in a global society and to de-emphasize the time of attendance and number of courses required of our traditional school structure. Paramount to this restructuring is the cooperation and collaboration of everyone involved in education -- educators, parents, legislators, social service agencies, businesses and industry.

The Kansas State Board of Education, recognizing the responsibility it holds for Kansas educational systems and promoting quality education programs, developed a strategic plan designed to position Kansas schools and communities for the present and the future. The plan focuses on directions for creating schools which prepare children and youth for adult life and for contributing to community development. As a part of this strategic plan, the Kansas State Board of Education adopted on March 12, 1991, the Quality Performance Accreditation System (QPA), an effort to address school improvement, accountability, and individual student performance at the building level.

Quality Performance Accreditation calls for an outcomes accreditation process that both demands and supports meaningful growth at the district and building levels. This system is based on assessment of the skills, attitudes, and knowledge that students will need to live, learn, and work in a global society. Traditional basic skills, although no longer sufficient by themselves, are still essential elements for success. They should be identified for mastery by local schools and districts, and the results reported at the local level. The system's major focus, however, is upon the higher level thinking skills needed for the 21st century. These are addressed through an integrated, comprehensive curriculum with emphasis on creative thinking, problem solving, and communication.

QPA requires that schools be accredited through a process which focuses upon student performance. To accomplish this, four areas have been identified:

- School improvement through effective school principles.
- High standard of academic performance through an integrated curricular approach.
- Human resource development/staff training and retraining.
- Community-based programs/the learning community concept.

Within each of the four focus areas, outcome measures of student success have been designated by the Kansas State Board of Education. Standards of acceptable levels of excellence, and indicators of the standard's status have been designated for each State outcome. In addition to the KSBE standards and indicators for each outcome, Kansas districts and schools must identify and work toward locally determined standards and indicators, as needed, to support a comprehensive school program. The combination of State and local indicators will assure accountability to the Kansas State Board of Education, the Legislature and to the community of each respective school system.

Public education must be both excellent and equitable. Schools must recognize the importance of developing a strong system that is capable of accommodating student diversity of all types and increasing student achievement. Schools are responsible for ensuring equitable, individualized learning opportunities that meet both the unique and shared needs of all students.

Student data will be analyzed and reported, both locally and statewide, in a disaggregated format (i.e. according to race, gender, socio-economic status, and any other appropriate category representative of the school/community profile). Periodic on-site auditing will systematically check progress toward achieving both school and student improvement and progress toward state identified outcomes.

Under the Quality Performance Accreditation system, and in response to an accountability system that shows improved student performance, the State Board will free participating schools and districts from those regulations which fail to contribute to their outcomes. Schools will be required to complete the traditional accreditation process until they enter the QPA system.

The Kansas State Board of Education, with these concepts in place, submits this Quality Performance Accreditation document to the citizens and educational professionals of Kansas. With this document comes a caution to recognize the demand for flexibility in order to respond to a changing educational environment. Thus, this document (as well as the accreditation system it creates) must continue to be reviewed for possible revision, allowing the schools of Kansas to most effectively accommodate the learning needs of all Kansas students at high levels.

QUALITY PERFORMANCE ACCREDITATION

The accreditation of schools has a larger mission than those of mastery learning and of having students meet minimum standards. A comprehensive "outcome" process will have the school and the student be part of a dynamic community, which has as its mission lifelong learning for a competitive global society. Students must have skills such as learning to learn, communicating, creative thinking, problem solving, goal setting, teamwork, and organizational effectiveness, in addition to the traditional basic skills, if they are to be the super learners we need for Kansas.

In order to accomplish this mission, the Kansas State Board of Education has identified four areas for Quality Performance Accreditation. These are:

1. School improvement through effective school principles.
2. High standard of academic performance through an integrated curricular approach.
3. Human resource development/staff training and retraining.
4. Community-based programs/the learning community concept.

DEFINITIONS

Outcomes Accreditation: standards and procedures used to declare a school and/or district has met program specifications in terms of identified outcomes.

Outcomes-Based Education: education in which focusing and organizing all of the school's programs and instructional efforts emphasizes clearly defined outcomes that all students must demonstrate when they exit.

REPORTING MODEL

Outcome: statement of agreed-upon results

Standard: goal statement indicating the acceptable level of excellence

Indicator: one measurement of the status of the standard. An indicator must have the qualities of:

1. being reliable, valid statistic or information,
2. measured over time,
3. having policy implications, and
4. understood by a broad audience

Set of Indicators: combination of indicators which, together, provide a description of the system

QPA IMPLEMENTATION SCHEDULE

As recommended by the State Board of Education's Outcomes Accreditation Task force, the Quality Performance Accreditation system will be phased in throughout all school districts in Kansas over a four-year period. The plan will be phased in as follows:

- 1990-91** Awareness and Planning
Development of Assessments and Guidelines for State Indicators
- 1991-92** 50 Districts Volunteer to Implement the Process and Begin the 4-Year Cycle
Awareness and Planning
- 1992-93** 100 Additional Districts Begin the Process
Awareness and Planning
- 1993-94** 100 Additional Districts Begin the Process
Awareness and Planning
- 1994-95** All Remaining Districts Begin the Process
Awareness and Planning
Original 50 Districts Complete the First 4-Year Accreditation Cycle
- 1995-96** All Remaining Schools Begin the Process

The intent of the Quality Performance Accreditation system is to assist in developing high performance schools that produce super learners who can live, learn, and work in a competitive, global society. Further information may be obtained by contacting Dr. Sharon Freden, Assistant Commissioner, Kansas State Board of Education, 120 SE 10th Avenue, Topeka, KS 66612-1103 (913/296-2303).

KANSAS QPA SCHOOL IMPROVEMENT PROCESS

The school improvement process is the basis for improving Kansas schools under the Quality Performance Accreditation (QPA) System. Local education agencies have the latitude to investigate a variety of systems/models and to adopt/adapt/create one that fits their unique needs. This process is to focus on the achievement of Kansas students, ensuring equitable, individualized learning opportunities that meet both the unique and shared needs of all students.

The QPA school improvement process contains a number of cyclical, non-linear steps. Several steps can occur simultaneously. (*See diagram of the cyclical QPA Process in the QPA Process Module*). As with any dynamic system, an important attribute of the process is a feedback loop for current data and information. Continual feedback of information, transformed into knowledge, provides stability, guidance, growth and intelligence to the system. It allows for current data and information to be used for: reassessing the mission statement, updating the school status profile, evaluating progress toward implementing and achieving targeted outcomes, identifying new target areas for improvement, updating the school improvement plan, communicating, and public relations. Current information can also be the basis for celebrating successes.

The following cyclical steps are to be addressed in the school improvement process developed, adapted or adopted by each school:

Getting Started

- Each district/school will develop a four-year strategic plan for implementing the school improvement process.
- Each district/school will educate and orient the total community to the overall QPA process.
- Each district/school will develop the ownership, commitment and involvement of students, parents, community, school staff and the local board of education to the school improvement process as well as engage in informational and communication activities with the total community.
- Each district/school will develop a QPA district/school steering team to provide leadership in initiating, managing and facilitating the collaborative process of school improvement.

Needs Assessment

- Each school will collect baseline data related to State, District and Local outcomes. Data collected might include indicators of:
 - ✓ student learning outcomes
 - ✓ student behavior
 - ✓ effective instructional practices
 - ✓ school climate
 - ✓ parent and community involvement
 - ✓ staff development priorities
- Each school will disaggregate all relevant data according to the following identified student subpopulations:
 - ✓ gender
 - ✓ race
 - ✓ socio-economic status

- Each school will create a building profile describing collected baseline data related to State Board of Education outcomes, any local outcomes, and any additional data specific to the school's need.
- Each school will transform data and information into knowledge by analyzing and interpreting the needs assessment results. This action ensures that the identified strengths and areas for improvement in the assessment lead to correct conclusions. As a result of analysis, outcomes will be prioritized for improvement.

Mission

- Each school will develop a mission which states the purpose of the organization, defines the chief function, justifies existence and identifies the clientele served. The mission drives the outcomes and is determined through community needs assessment/analysis.
- Each school will document the involvement and support of the community in establishing the mission.
- Each school will present evidence that its mission is utilized in determining the school improvement process.
- If a mission statement already exists, each school will establish procedures for the review/revision of such mission statements.

Setting Learner Exit Outcomes

- Learner exit outcomes are developed by the district based on state/district missions for education, state/local outcomes for education, and the current and future intellectual, social, emotional, physical, and occupational needs of students. Learner exit outcomes define the knowledge, skills and attitudes that are to be the result of active student participation in a full range of integrated learning experiences. Each school develops learner exit outcomes which align with all other schools in the district as well as with the district's exit outcomes.

Setting Improvement Plan Outcomes

- Each school will use State Board of Education outcomes and school data related to them to determine priorities among possible improvement plan outcomes for the school.
- Each school may also use local district and school outcomes and related data to determine improvement plan outcomes for the school.
- Each school will determine priorities among possible improvement plan outcomes and then prioritize the outcomes according to local needs.
- Each school will provide broad-based district/school input regarding the specifics of the outcomes.

School Improvement Plan (SIP)

- Each school will develop and submit to the local and state boards of education specific plans for achieving its improvement plan outcomes. The improvement plan will include:
 - ✓ Statement of the improvement plan outcomes pursued and their relationship to State Board outcomes and local outcomes.
 - ✓ Strategies to achieve the improvement plan outcomes.
 - ✓ Person(s) responsible for implementing each action.
 - ✓ Timeline for achieving the improvement plan outcomes.
 - ✓ Ways to measure progress toward the improvement plan outcomes.
 - ✓ Staff development plans which address the improvement plan outcomes related to learner exit outcomes.
 - ✓ Resources (time and money) needed, as well as those anticipated, for SIP implementation and staff development.
- Each school will solicit faculty/community endorsement of the draft school improvement plan (SIP).

Implementation

- Each school will ensure staff, parents, students and community understand the language and terminology of school improvement in order to communicate effectively about shared values and the direction needing to be taken.
- Each district/school steering team will meet on a regular basis in order to provide leadership in initiating, managing and facilitating the collaborative process of school improvement.
- Each district/school will ensure that sufficient time is allotted and managed for implementing the school improvement plan and for staff development/human resource development in order to assure success of school improvement efforts.
- Each district/school will thoroughly and methodically document its work for future planning and accountability. If the SIP is found to have inappropriate activities/strategies, the plan should be reviewed and revised.

Evaluation

- Each school will evaluate its progress toward achieving the identified improvement plan outcomes. The evaluation should answer the following questions:
 - ✓ How do we know we are making progress toward implementing the targeted improvement plan outcomes and how effective are we in the process?
 - ✓ How do we know we have achieved our improvement plan outcomes and how effective were we in the process?

Reporting

- Each school will submit an annual report to the State Board and its local board of education. The report to the State Board is due October 1 of each year.
- Each school's annual report will be reviewed by KSBE staff and schools will receive a written response which includes any areas schools might want to re-examine as well as the date and person(s) who reviewed the report.

- Each school will make public disclosure at least once a year to the local school board, parents and to the community on the progress of the accreditation process. The information contained in these reports should be made available in the primary languages of the community. The public should be given access to all accreditation reports at the local and state level upon request.

Monitoring

- Each school will continually self-monitor its improvement process and progress toward achieving improvement plan outcomes.
- Each school will host State on-site visits of its improvement process at least twice during the four year cycle in order to be accredited under the Quality Performance Accreditation Process. The State On-site accreditation team will validate progress toward achieving State and any local outcomes and may recommend changes to the school's improvement plan and/or technical assistance.
- Each school will host the first on-site visit by the State QPA Accreditation Team sometime during the first or second year of its participation in the process. The purpose of this visit is to facilitate the school's self-review or progress report to be used by the school during the next stages.
- Each school will host the second on-site visit by the State QPA Accreditation Team sometime during year four of the QPA cycle. The purpose of this visit will be to make a recommendation to the Kansas State Board of Education regarding the accreditation status of the school. The length of the visit will be determined by how long it takes for schools to demonstrate that all outcomes were addressed.
- Each school, in addition to reporting to the school board and community on the progress of the accreditation process, at the end of the fourth year, will disclose to the public any accreditation deficiencies and how they will be corrected. The information contained in these reports shall be made available in the primary languages of the community. The public shall be given access to all accreditation reports at the local and state level upon request.

**OUTCOMES RELATED TO SCHOOL IMPROVEMENT
THROUGH EFFECTIVE SCHOOL PRINCIPLES**

OUTCOME 1: Teachers, principals, board members and all other educational staff establish high expectations for student learning and provide continuous monitoring of student achievement.

STANDARD 1: Teachers and principals demonstrate that all students have a high level of mastery of basic skills.

STATE INDICATOR 1: Teachers will use multiple assessment techniques to demonstrate student mastery of basic skills.

STATE INDICATOR 2: Principals will report at least annually to local Boards of Education student performance related to mastery of basic skills.

*** STATE INDICATOR 3:** Teachers will develop, maintain and assess for progress a student improvement plan for all students who are deficient in mastery of basic skills.

STATE INDICATOR 4: Teachers will use technology to monitor student learning.

STANDARD 2: Teachers, principals, board members and all other educational staff will demonstrate that all students have acquired a broad range of knowledge and skills which will enable them to live, learn and work in a global society.

*** STATE INDICATOR 1:** Teachers, principals and board members will increase or maintain a high student graduation rate.

*** STATE INDICATOR 2:** Teachers, principals and board members will decrease or maintain a low student dropout rate.

STATE INDICATOR 3: Teachers and principals will demonstrate that course completion patterns reflect that all students have equal access to advanced math and science courses.

STATE INDICATOR 4: Teachers and principals will increase or maintain a high percentage of students demonstrating proficiency in advanced mathematics and science.

STATE INDICATOR 5: Teachers and principals will increase or maintain a high percentage of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures.

STATE INDICATOR 6: Teachers and principals will provide students with the technological resources necessary to self-monitor achievement.

LOCAL INDICATORS for this State Outcome will be developed and used.

***Indicators required by Kansas State Board of Education**

OUTCOME 2: Schools have a basic mission which prepares the learners to live, learn, and work in a global society.

STANDARD 1: Schools have a clearly defined mission that reflects beliefs and practices about learning for all students.

*** STATE INDICATOR 1:** Schools will demonstrate that the community, site based councils and staff are involved in establishing and implementing their mission.

STATE INDICATOR 2: Schools will provide evidence that decisions are driven by the mission.

STATE INDICATOR 3: Schools will develop and implement an effective school improvement plan.

STATE INDICATOR 4: Schools will provide evidence that parents support the school mission and are involved in an authentic partnership with the school.

*** STATE INDICATOR 5:** Teachers and principals will conduct a one and six year follow-up of all graduating students to assess how effective the school was in meeting its mission and progress toward or maintain a high percentage of student satisfaction with student education.

LOCAL INDICATORS for this State Outcome will be developed and used.

OUTCOME 3: Teachers, principals, board members, and other educational staff demonstrate that students are actively engaged in learning within an orderly and safe environment.

STANDARD 1: All students are engaged in meaningful, planned learning activities during the allocated school time.

*** STATE INDICATOR 1:** Teachers and principals will increase or maintain a high student attendance rate.

STATE INDICATOR 2: Teachers and principals will demonstrate that they provide students with a climate conducive to collaborative and cooperative learning.

*** STATE INDICATOR 3:** Teachers and principals will demonstrate a decrease in or maintain a low number of out of school suspensions and expulsions.

STANDARD 2: Teachers, principals and students recognize and respect the value of multicultural education.

STATE INDICATOR 1: Teachers, principals, and students will demonstrate an understanding and respect for their own culture as well as for the cultural diversity of this country.

*** STATE INDICATOR 2:** Teachers and principals will demonstrate a decrease or maintain a low number of incidences of crime and violent acts committed against students and teachers.

LOCAL INDICATORS for this State Outcome will be developed and used.

***Indicators required by Kansas State Board of Education**

OUTCOME 4: Schools have an instructional leadership which results in improved student performance.

STANDARD 1: Schools demonstrate that they have a site based decision making team of effective instructional leaders.

STATE INDICATOR: Schools will demonstrate the effectiveness of the instructional leaders through the implementation of an effective school improvement plan.

LOCAL INDICATORS for this State Outcome will be developed and used.

*Indicators required by Kansas State Board of Education

**OUTCOMES RELATED TO HIGH STANDARD OF
ACADEMIC PERFORMANCE THROUGH
AN INTEGRATED CURRICULAR APPROACH**

OUTCOME 5: Students communicate effectively to live, learn, and work in a global society.

STANDARD 1: Students analyze, summarize and comprehend what is read in all subject areas.

*** STATE INDICATOR 1:** Achievement will increase across all student groups on the appropriate components of the state assessments; e.g., the reading portion of the state communications assessment, the communications items on the state mathematics assessment.

*** STATE INDICATOR 2:** Achievement will increase across all student groups on the appropriate components of the social studies and science state assessments*.

STATE INDICATOR 3: Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.

STANDARD 2: Students demonstrate in their written composition and oral communication clear articulation, analysis, conceptualization, synthesis, and distillation of information.

*** STATE INDICATOR 1:** Achievement will increase across all student groups on the appropriate components of the state assessments; e.g., the writing portion and oral portion of the state communications assessment, the open-ended, written items on the state mathematics assessment.

*** STATE INDICATOR 2:** Achievement will increase across all student groups on the appropriate components of the social studies and science state assessments**.

STATE INDICATOR 3: Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.

STANDARD 3: Students demonstrate their adaptability/flexibility, interpersonal, negotiation, and oral communication skills necessary to work collaboratively in teams.

*** STATE INDICATOR 1:** Achievement will increase across all student groups on the appropriate components of the state assessments; e.g., the listening and oral communication portions of the state communications assessment.

*** STATE INDICATOR 2:** Achievement will increase across all student groups on the appropriate components of the social studies and science state assessments*.

STATE INDICATOR 3: Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.

LOCAL INDICATORS for this State Outcome will be developed and used.

*Indicators required by Kansas State Board of Education

**To be developed during 1992-93 and assessed in the Spring of 1994.

OUTCOME 6: Students think creatively and solve problems necessary to live, learn and work in a global society.

STANDARD 1: All students successfully apply problem-solving skills.

* **STATE INDICATOR 1:** Achievement will increase across all student groups on the appropriate components of the state assessments; e.g., problem solving scores on the state mathematics assessment.

* **STATE INDICATOR 2:** The number of students completing with passing grade courses in advanced math and science as well as other advanced courses offered will increase across all student groups.

STATE INDICATOR 3: Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.

STANDARD 2: All students demonstrate the ability to find information; to process, analyze, and synthesize it; and to apply it to new situations.

* **STATE INDICATOR 1:** Achievement will increase across all student groups on the state communications and mathematics assessments.

* **STATE INDICATOR 2:** Achievement will increase across all student groups on the state social studies and science assessments**.

* **STATE INDICATOR 3:** The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase across all student groups.

STATE INDICATOR 4: The number of students completing advanced math and science courses with passing grades will increase across all student groups.

STATE INDICATOR 5: Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.

STANDARD 3: All students use creative, imaginative and divergent thinking to formulate and solve problems and to communicate their results.

STATE INDICATOR 1: Student performance will be evaluated using multiple assessment techniques aligned with local curriculum.

STATE INDICATOR 2: Achievement will increase across all student groups on the appropriate components of the state assessments; e.g., problem solving scores on the state mathematics assessment.

LOCAL INDICATORS for this State Outcome will be developed and used.

*Indicators required by Kansas State Board of Education

**To be developed during 1992-93 and assessed in the Spring of 1994.

OUTCOME 7: Students work effectively both independently and in groups to live, learn, and work in a global society.

STANDARD 1: All students demonstrate the ability to think and work together in the common cause of a mission.

STATE INDICATOR 1: Achievement will increase across all student groups on the appropriate components of the state assessments; e.g., interpersonal skills achievement on the interpersonal communication skills portion of the state communications assessment.

*** STATE INDICATOR 2:** Student self concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups.

STATE INDICATOR 3: Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.

STANDARD 2: All students demonstrate techniques for separating people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

STATE INDICATOR 1: Achievement will increase across all student groups on the appropriate components of the state assessments; e.g., interpersonal skills achievement on the interpersonal communication skills portion of the state communications assessment.

STATE INDICATOR 2: Student self concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups.

STATE INDICATOR 3: Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.

STANDARD 3: All students are tolerant of individual differences and work together without prejudice, bias, or discrimination.

STATE INDICATOR 1: Achievement will increase across all student groups on the appropriate components of the state assessments; e.g., interpersonal skills achievement on the interpersonal communication skills portion of the state communications assessment.

STATE INDICATOR 2: Student self concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups.

STATE INDICATOR 3: Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.

LOCAL INDICATORS for this State Outcome will be developed and used.

*Indicators required by Kansas State Board of Education

OUTCOME 8: Students have the physical and emotional well-being necessary to live, learn, and work in a global society.

STANDARD: All students have the knowledge, skills and attitudes essential to live a healthy and productive life.

*** STATE INDICATOR 1:** Schools will demonstrate that they have implemented the State Board of Education's Human Sexuality and AIDS guidelines.

STATE INDICATOR 2: Students will participate in individual and team physical activities which prepare them for healthy life-long living.

STATE INDICATOR 3: Students will demonstrate an increased commitment to family, school, and community which will be reflected through a delayed or eliminated use of tobacco, alcohol and other drugs.

STATE INDICATOR 4: Schools will demonstrate a decrease in student at-risk behavior; e.g., teenage pregnancy and sexually transmitted disease.

LOCAL INDICATORS for this State Outcome will be developed and used.

***Indicators required by Kansas State Board of Education**

OUTCOME RELATED TO HUMAN RESOURCE DEVELOPMENT/STAFF TRAINING AND RETRAINING

OUTCOME 9: Staff development results in increased staff knowledge and new or enhanced instructional skills that result in increased student success.

STANDARD 1: All staff are engaged in continuous professional development leading to enhancement of skills, techniques, and subject knowledge, improvement in job effectiveness, and competent on-the-job performance.

*** STATE INDICATOR:** The local district inservice plan will include structures for individually determined professional development and will reward only those activities providing evidence of increased staff knowledge, skill development leading to on-the-job behavior change as required in the new work force skills The Secretary's Commission on Achieving Necessary Skills (SCANS), and/or increased student success.

STANDARD 2: All staff demonstrate increased knowledge and new or enhanced instructional skills based on the identified staff development priorities in the school improvement plan.

STATE INDICATOR 1: The staff development program will contain components of: a) knowledge and theory; b) demonstration of concepts or skills; c) adequate practice opportunity; d) feedback to staff on their performance with the new concepts; and e) maintenance of skills over time through study groups, follow-up training, etc..

STATE INDICATOR 2: Schools will demonstrate a commitment to staff development by providing staff with the appropriate resources to keep abreast of the current research.

STANDARD 3: Organizational development needs of the school building and district are met through effective outcomes-based staff development programs.

STATE INDICATOR 1: Schools will provide evidence of increased organizational effectiveness as demonstrated through successful district and/or building leadership teams; curriculum committees; and collaborative linkages with institutions of higher education, business, and the community.

STATE INDICATOR 2: All staff will demonstrate the requisite knowledge, behaviors, attitudes, and skills necessary for the orientation to and development of Quality Performance Accreditation.

LOCAL INDICATORS for this State Outcome will be developed and used.

*Indicators required by Kansas State Board of Education

DRAFT

**OUTCOME RELATED TO COMMUNITY-BASED
PROGRAMS/THE LEARNING COMMUNITY CONCEPT**

OUTCOME 10: The school and community collaborate to create a learning community.

STANDARD 1: Learning communities deliver high quality human resource development for all groups of citizens from birth to death.

STATE INDICATOR 1: Schools will demonstrate that programs of education for youth, parents, and older citizens are being developed, implemented or maintained by the community and school.

*** STATE INDICATOR 2:** Schools will provide evidence that the community supports early childhood education in an effort to increase school readiness for young children.

STATE INDICATOR 3: Schools will demonstrate strong programs in workplace competencies for progressive skills development for youth and adults in partnership with business and industry.

STANDARD 2: The school is one of many resources that belongs to the community and supports children, families and the community.

*** STATE INDICATOR 1:** Schools will provide evidence that they are recognized as one of the community centers where resources for education, health, societal, emotional, and intellectual development for the family is provided.

STATE INDICATOR 2: Schools will provide evidence of family involvement programs for parents, other adults, and older citizens.

STATE INDICATOR 3: Schools will provide evidence that they are recognized as community human resource centers where support is provided for social problems such as drug and alcohol addiction, child abuse prevention, and the promotion of positive approaches to cultural diversity.

*** INDICATOR 4:** Schools will demonstrate that the site based councils are involved in the decision making process and provide leadership for the school improvement plan.

LOCAL INDICATORS for this State Outcome will be developed and used.

***Indicators required by Kansas State Board of Education**