

Approved: 1/26/93  
Date

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on January 14, 1993 in Room 123-S of the Capitol.

All members were present except: Senator Sheila Frahm (Excused), Senator Anthony Hensley (Excused) and Senator Doug Walker (Excused)

Committee staff present: Ben Barrett, Legislative Research Department  
Avis Swartzman, Revisor of Statutes  
LaVonne Mumert, Committee Secretary

Conferees appearing before the committee:

Dr. Carolyn Eighmey, Superintendent, Unified School District No. 202, Turner  
Mary Alice Armstrong, Principal, Oak Grove Elementary School, Turner  
Dr. Rob Little, Superintendent, Unified School District No. 325, Phillipsburg  
Larry Clark, Superintendent, Unified School District No. 244, Burlington

Others attending: See attached list

Chairman Kerr called the meeting to order and noted that the Committee would hear comments from additional school administrators on Quality Performance Accreditation (QPA).

Dr. Carolyn Eighmey, Superintendent, Unified School District No. 202, Turner, introduced Mary Alice Armstrong, Principal of Oak Grove Elementary School.

Mary Alice Armstrong described the involvement of her school in QPA (Attachment 1) and provided a draft of the School Profile (Attachment 2). She explained the process through which the school has gone. After establishing a school profile, two outcomes were selected for the current school year and a plan and committees were developed in that regard, in addition to a site council. Mrs. Armstrong said that the staff has adopted an integrated approach to the curriculum, and she described the ability of the building to make decisions about human resource development needs. She mentioned that the school has developed a variety of community-based programs and is working to establish a partnership with a local business. She discussed mainstreaming, or inclusion, efforts at the school. Mrs. Armstrong said that some of the positive aspects of QPA are that it is a data driven decision making process and that teachers are becoming empowered to make decisions about curriculum, staff development and other needs. She listed negative aspects of QPA:

- .Time constraints
- .Increased anxiety of staff
- .Misperception of ability (some teachers feel their best is not good enough)
- .Difficulty in organizing some of the processes for collecting and reporting required data
- .Danger of seeing QPA as an "add-on" because of the absence of abandonment of past practices

Mrs. Armstrong suggested that staff should be added to State Department of Education for QPA and the number of teacher contract days should be increased for staff development. She also requested that procedures be developed to reduce the amount of time required for handling data.

During a discussion about the inclusion program in the district, Dr. Jerald Pelofsky (principal of the middle school) said that the data for both the regular education students and identified students indicates increases in graded reports and standardized tests.

Dr. Rob Little, Superintendent, Unified School District No. 325, Phillipsburg, commented about his experience with QPA (Attachment 3). He suggested that QPA be limited to expectations in the 10 outcomes. Dr. Little talked about the importance of strong communication between the district and community and said

## CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on January 14, 1993.

his district has found it helpful to slow down the process and invite people to come into their schools. He said the biggest mistake the district made was to assume everybody understood their side of the issue. Dr. Little added that the issue of the school system's intention cannot be overlooked.

Larry Clark, Superintendent, Unified School District 244, Burlington, described his district's involvement in effective schools efforts and work with the North Central Association (Attachment 4). He noted some shortcoming of the QPA process:

- .QPA seems to assume that schools are not aware of effective practices or know how to pursue improvement

- .State Department of Education staff was not prepared to provide leadership for implementation of QPA

- .Too many mandated outcomes, standards and indicators in QPA

- .Terms in the QPA document need to be clarified

- .QPA process has not eliminated duplicate state reporting

Chairman Kerr said that the Committee would be interested in seeing a list of reports which Mr. Clark would suggest might be eliminated. Other concerns about the QPA process mentioned by Mr. Clark:

- .attitude development must be a local option concern

- .Kansas Competency Test dictates curriculum

Mr. Clark described positive features

- .the outcomes structure for accreditation and accountability

- .the centering of school improvement around outcomes for all students and establishment of an accountability process

- .decentralizing education with building level input

Mr. Clark said that he supports the addition of mandated staff development days for QPA purposes and feels that the State Department needs additional staff to assist with QPA. He is also supportive of broader outcomes with more local input on indicators.

Responding to questions from Senator Oleen, Sharon Green (State Department of Education) advised that there are approximately 22 individuals specifically assigned to QPA and others with marginal involvement. Dr. Green said that she would agree that, in some regards, the staff is behind in the process.

Dr. Eighmey pointed out that each district is different and requires varied types of assistance with data collection and computer technical help.

Answering questions about the assessment testing, Mr. Clark said that, overall, the testing is good but he thinks the reading attitudes and confidence portion should be reviewed. He went on to say that children used logic to answer some of those questions. Dr. Little said that, from a field practitioner's view, the test results lack usefulness. Dr. Eighmey said that the tests have a problem in that they give no real picture of kids and what they know.

The meeting was adjourned at 2:45 p.m. The next meeting of the Committee is scheduled for Tuesday, January 19, 1993.

SENATE EDUCATION COMMITTEE

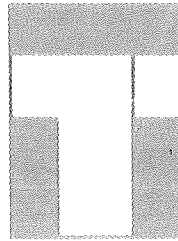
TIME: 1:30 PLACE: 123-S DATE: 1/14/93

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Carolyn Eichmeyer	2542 Juniper Rd KCK	Turner USD #202
Mary Ellen Bromberg	5340 Wakarusa Rd KCK 66106	Turner USD #202
Gerald Pelosky	3101 S 55 <sup>th</sup> KCK 66106	TUSD #202
Kathy Cataner	5222 Osage KCK 66106	TUSD #202
Rep Pat Petting	155-E	Turner USD #202
Reg Dunlap	Topeka	KNEA
Gerald Mulvaney	Topeka	USA # of KS
Larry Clark	Burlington	USD #244
Rob Little	Phillipsburg	USD #325
Jacqueline Dabbs	Topeka	SOE
Alank Tallman	Topeka	NAEP
Wince Apt	Topeka	USA #1000
Sharon Greden	Topeka	KSBE
Jim Manally	Overland Park	USD #512
Jim Allen	Topeka	KFLC
Sally Walton	Topeka	
Kurt Smith	Wichita	WIBA
Lisa Solder	TOPEKA	CAP - WMAK

# Oak Grove Elementary School

5340 Oak Grove Road  
Kansas City, Kansas 66106  
Area Code (913) 262-7416



Mrs. Mary Alice Armstrong, Pri.  
Ms. Barry Robinson Assistant Principal

The state has outlined four specific areas to be addressed through the QPA process: school improvement through effective school principles; high standard of academic performance through an integrated curricular approach; human resource development/staff training and retraining; and community based programs/the learning community concept. As a QPA pilot school, Oak Grove Elementary, in the Turner School District has started the process to focus on each of those four areas. We are a K-5 school with 700 students. The mission of our school as stated by consensus of our staff is " Together we build opportunities for ocntinued learning in a positive enviornment." We are using the QPA process to accomplish that mission. To get started we:

1. began the School improvement process by establishing a school profile which includes historical and demographic data about the district and more specifically the building; district strategic plan, and achievement data disaggregated by content area by grade level. Teacher, parent, and student surveys were conducted in the spring of 1992 to serve as additional baseline data. Results of a formal Organizational Health Instrument which has been conducted in the building for several years are also available. The data are provided to interested stakeholders for the purpose of establishing a baseline for data driven evaluation of progress toward meeting our stated mission and QPA outcomes.

We delineated two of the 10 Outcomes to be specifically addressed during the 92-93 school year and established committees to outline a plan to do that.

A Site Council has been organized which consists of parents, community representatives, district representatives, regular education and special education teachers from the building. This group will be using the profile as the basis for recommendations to be emphasized in the building. This group offers a broad perspective for meeting needs of all students and has stated commitment to mainstream inclusion of all students..

2. The staff has adopted an integrated approach to the curriculum and have dedicated themselves to teaching skills through an interdisciplinary approach. Whole language, cooperative learning, direct instruction, peer tutoring, class-with-in-a- class, etc, are teaching strategies that teachers continue to refine in an effort to meet the diverse needs of our population. They have worked to establish grade level outcomes into a scope and sequence as a way of aligning the curriculum. This has been a collaborative effort which took several days over several months, and there are plans for continuous re-evaluation of their appropriateness.

3. To a degree, the building has the authority to make decision about human resource development/training needs. A Building Level Team has been established to work with the staff to develop a site-based staff development program. The team consists of teachers from the building who have received training in team building, and strategies for establishing consensus. Specific days have been allocated by the district for involving the staff in specified in-service training that the staff has indicated as most relevant for meeting their needs. Staff development days during the contract year and summer workshops have been organized and implemented based on teacher input. Other activities are planned by the district and offered to the teachers on a volunteer basis after school, on week-ends or through professional leave time.

4. Community-based programs to promote the learning community concept have been incorporated at Oak Grove in a variety of ways. We have established what has been called parent brown

bag luncheons to provide parenting skills workshops on topics such as talking with kids, problem solving, educational assistance, drug prevention, and increasing self-concept. Other parenting programs have been provided during the evenings and Saturdays on topics such as the QPA process, educational issues related specifically to the district, drug prevention and parenting skills workshops, and other topics which are established by the parent committee.

We are also in the process of developing a school/business partnership with Plastic Packaging of Wyandotte County which began with simple discussions, evolved in to a volunteer reading program where employees of the business came to read with specific classes once a week, and now discussions are expanding to include procedures for additional support of time and finances to be made available to the school. The school provides assistance to the business in training programs related to mutually agreed topics.

5. Our district and especially Oak Grove have dedicated ourselves to Inclusion efforts which means that students attend their neighborhood school regardless of any handicapping condition. At the present time we are now servicing visually impaired students that were once at Kansas School for the Blind within the mainstream of the regular classroom with support services as needed. We have also piloted a class-within-a-class project where all identified special education students receive services within the confines of the regular classroom. We serve physically impaired, visually impaired, learning disabled, Educable Mentally handicapped within the regular classroom almost 100% of the time. Last year we tried this approach in one third grade classroom, and it was so successful for students that we now have CWC in second, third and fourth grades. Special education and regular education teachers do collaborative planning and team teaching in the classroom to provide the necessary services to the variety of students in a CWC. We feel that our efforts have been successful for students, and have assisted teachers in developing a broader repertoire of strategies.

The establishment of the QPA process has had some positive and negative impacts on those involved. The positive side of QPA is that there is now an improvement driven model which uses a data driven decision making process. The baseline data provides a starting point for the yardstick to measure the progress of individual buildings and schools. Staff development is seen as the key to the necessary changes that need to occur. And a new strata of teachers is beginning to arise as they are empowered to make decisions about curriculum, staff development, and the most effective ways to meet the needs of their students.

The negative impact relates to the time constraints, increased anxiety of staff, misperception of ability, and difficulty in organizing some of the processes for collecting and reporting required data. The amount of time required by the data collection and school improvement planning process have increased the stress of some of the staff to the point that it is almost unbearable at times. Some have the perception that their best is not good enough; other wise the State would not be requiring this process. Also there has been added workload without an organized abandonment or redefinition of past practices - so there is danger of seeing QPA as an ADD-ON. With the empowerment comes a two pronged perception by peers and/or administrators that teachers in leadership or decision making roles are either a resource or a threat to their security and power. And as we begin to look at specific data about our students, we begin to realize a need to facilitate accessing a variety of services through other agencies which could positively impact the learning environment (ie. free and reduced breakfast and lunch programs, health services such as shots, eye exams,; counseling; etc).

And because of our involvement, we have realized that there are ways to facilitate the process for those who have yet to begin. We would ask the State Department and the Legislature to consider adding KSBE staff for QPA and a significant number of teacher contract days to the calendar specifically for staff development. Secondly, establish procedures and technology assistance to reduce the amount of time required for data collection, disaggregation, and

reporting. We suggest that real change takes about 5-7 years. If change is mandated, it could appear on paper to occur much faster, but our assumption is that QPA should be more than "window dressing" and we need the time to develop a "quality" improvement. A realistic timeline would help pace the effort and minimize the stress induced by the process. And, we would remind legislators, State Department representatives, and other stakeholders, that we are educating ALL children in Kansas. We are not restrictive of any group of children. And we are addressing their nutritional, physical, mental, and educational needs on a daily basis. We are committed to high standards, equity, and flexibility to meet the needs of our unique population. We appreciate your support and encouragement as we work to achieve this goal.

Mary Alice Armstrong,  
Principal of Oak Grove Elementary,  
Turner USD #202.

**Oak Grove Elementary School**  
**"Together we build opportunities for continued  
learning in a positive environment"**

**Turner Unified School District 202**  
**Kansas City, Kansas**

**Kansas Quality Performance Accreditation**  
**School Profile**

**Mary Alice Armstrong, Principal**  
**Barry Robinson Cook, Asst. Principal**  
**Oak Grove Elementary School**

## Table of Contents

- Section 1 (green): District Background Information
- Section 2: (white): Turner Unified School District #202,  
Focus for the 21st Century,  
Strategic Plan
- Section 3: (lavender) Oak Grove Elementary School 1992-93 Report
- Section 4: (yellow) Achievement
- Section 5: (pink) School Improvement Planning

## SECTION I: DISTRICT BACKGROUND INFORMATION

The Turner area is part of metropolitan Kansas City, Kansas and includes a residential population of approximately 11,600 people. Geographically, Turner lies south of the Kansas River and north of the Wyandotte-Johnson County line. The district includes residential communities, agricultural areas, and industrial areas; and is approximately 17 square miles in area.

The district is made up of five elementary schools (grades K-5), one middle school (grades 6-7), one junior high school (grades 8-9), and one high school (grades 10-12). In addition, there is one alternative school for students in grades 6-8 and one alternative high school. All schools in the district meet the standards for accreditation as set forth by the KSDE and NCA of Secondary Schools and Colleges.

### Context

#### Budget/Finances

According to the USD 202 annual financial report, the 1991-92 total district budget was \$18,557,928. For that school year, the budgeted per pupil expenditure was \$3,599.75 from the general fund. The district is supported by a total mill levy of 79.03, based on an average valuation of \$80,550,883. The most recent attempt to increase the mill levy was in August, 1990; this attempt was not successful. Following are budget details for the year 1991-92.

<u>Fund</u>	<u>Budgeted Amount</u>
General Fund	\$13,794, 952
Special Education	1,712,866
Vocational Education	179,600
Driver Education	73,260
Adult Education	19,000
Recreation Commission	187,355
Capital Outlay	450,000
Transportation	600,234
Bonds & Interest #1	141,140
Bonds & Interest #2	502,268
Food Service	892,753
Bilingual	4,500
<u>Total</u>	<u>\$18,557,928</u>

### Facilities

Ninety-eight percent of district classroom space is in use for instructional purposes. Following is information related to completion and improvement dates and usage of instructional facilities:

<u>School</u>	<u>Completion Date</u>	<u>Addition Date(s)</u>
Turner High	1952	None
Pierson Junior High	1963	1990, 91, 92
Highland Middle	1963	1990, 91
Oak Grove Elementary	1950	1952-54, 56, 58, 62
Morris Elementary	1950	1956
Muncie Elementary	1951	1960, 72, 78
Turner Grades		
East	1914	1916, 38
West	1930	None
Junction Elementary		
Primary	1955	1960, 62
Elementary	1929	1937, 48, 51, 54, 63

### Programs and Resources

#### Special Education/Special Services

Percent of students receiving free/reduced lunches (28%) and percent of students identified by building principals as at-risk for academic failure (30%), indicates that Turner programs and resources must include a focus on compensatory, remedial, and support programs. To serve needs of all students, a variety of educational opportunities are available. These include special education, Chapter One, migrant education, bilingual education, parent training, and alternative schools.

Special Education: Turner USD 202 takes very seriously the federal mandate to provide an appropriate education for learners with handicapping/exceptional conditions in the least restrictive environment (LRE). A full spectrum of special education programs is available in neighborhood schools. These programs serve students with handicaps such as mental retardation, learning disabilities, behavior disorders, impaired hearing, impaired vision, and speech/language impairment. Through its commitment to maximizing learning experiences in least restrictive environments, these services often are provided in age-appropriate mainstream settings. For example, elementary and middle school students with mild-to-moderate handicaps receive most or all instruction in the mainstream using the class-within-a-class model for service delivery. As the oldest age cohort of students progresses through our schools, this program will be expanded to higher grade levels. In addition to meeting the needs of students with handicaps, gifted education also is provided in neighborhood schools.

Students who receive special education services are considered in terms of their

impairment, as defined by percent of time spent in special education settings. Percent of time in special education is categorized as >60% time in special education, 20-60% time in special education, or <20% time in special education. Students served in Class-with-a-Class settings are categorized as >60% time in special education. District percentage disaggregations for the 1991-92 school year follow. Grade level data, by frequency and by percentage, are included in the appendices.

**Special Education Summary Table**  
**Percent of School Population**

District Totals	Males					Females					M + F
	Black	Hisp	White	Other	Total	Black	Hisp	White	Other	Total	Total
>60%	4.1	0.8	5	0	4.5	0.6	0.7	2.5	0	2.1	3.3
20-60%	8.9	3.2	5.7	0	5.7	4.7	1.5	2	0	2.2	3.9
<20%	<u>2.1</u>	<u>0.8</u>	<u>2</u>	<u>0</u>	<u>1.9</u>	<u>1.2</u>	<u>2.2</u>	<u>1</u>	<u>3.2</u>	<u>1.1</u>	<u>1.5</u>
<b>Total</b>	15.1	4.8	12.6	0	12%	6.4	4.4	5.4	3.2	5.4%	8.8%

Chapter One: Reading. Students in grades 1-7 are eligible for Chapter One Reading Services in those schools that qualify for Chapter One. In grades 2-7, students who score at or below the 10th percentile on the CTBS reading comprehension subtest are eligible. In the first grade (where CTBS testing does not occur), Chapter One students are identified with a teacher checklist. If caseloads permit, in individual schools, students from percentiles higher than the 10th percentile may be served. Across the district, 152 (6.7% of total) students received those services during the 1991-92 school year. Disaggregations by grade level and by ethnicity for the 1991-92 school year follow.

Grade	white	black	Hispanic	other	white	black	Hispanic	other	Total (%)
	male	male	male	male	female	female	female	female	
1	15		2		18	4	2		41 (13)
2	17	1	2		18	1	1		40 (12.5)
3	5			1	6				12 (4)
4	4		1		2				7 (2.1)
5	1				1	1			3 (0.9)
6	6	2			7				15 (4.4)
7	19	1			11	3			34 (10.7)
<b>Totals</b>	67	4	5	1	56	16	3		152 (6.7)

Chapter One: Math. Students in grades 1-7 are eligible for Chapter One Math Services in those schools that qualify for Chapter One. In grades 2-7, students who score at or below the 10th percentile on the CTBS math problem solving subtest are eligible. In the first grade (where CTBS testing does not occur), Chapter One students are identified with a teacher checklist. If caseloads permit, in individual schools, students from percentiles higher than the 10th percentile may be served. Across the district, 49 (3.1% of total) students received those services during the 1991-92 school year. Disaggregations by grade level and by ethnicity for

the 1991-92 school year follow.

<u>Grade</u>	<u>white male</u>	<u>black male</u>	<u>Hispanic male</u>	<u>other male</u>	<u>white female</u>	<u>black female</u>	<u>Hispanic female</u>	<u>other female</u>	<u>Total (%)</u>
1									0 (0)
2									0 (0)
3	2		1		2	1	1	1	8 (2.7)
4	3	2			2	2	1		10 (3)
5	5	3	3		5	13	2		31 (9.3)
<u>Totals</u>	10	5	4		9	16	4	1	49 (3.1)

Bilingual Services. Fourteen Turner students receive bilingual services. These students do not represent a statistically significant proportion of our student population . Available demographic disaggregations for 1991-92 follow:

Grade 1	5 students
2	7
3	1
7	1

Of these 14 total students, 6 are male and 8 are female. Seven students are Hispanic, 6 are Southeast Asian, and 1 is Filipino.

Migrant Services. Twenty Turner students receive migrant services. These students do not represent a statistically significant proportion of our student population . Available demographic disaggregations for 1991-92 follow:

Grade	
2	1 student
3	1
4	1
5	2
6	3
7	4
8	2
9	3
10	1
11	2

Of these 20 total students, 6 are male and 14 are female. Fifteen students are Hispanic and 5 are white.

#### Library/Media/Technology

Library services are offered in all buildings, and full-time, certified librarians are assigned to Turner High, Pierson Junior High, Highland Middle, Oak Grove Elementary, and Muncie Elementary . Libraries in these five schools are fully automated with total collections

bar coded for computerized data collection and retrieval. Number of volumes available in the total district library collection is approximately 90,000. Approximately 11,000 of those are housed at Highland Middle School.

### Governance

The Turner board of education is composed of seven local citizens elected at large by voters of the district. Board members serve four-year terms and receive no pay for their services. Board meetings are open to the public and are held on the first and third Tuesdays of each month. The district superintendent is Dr. Robert Hale. Dr. Hale is assisted by Dr. William Holloway (Assistant Superintendent for Business Affairs, and by Ms. Carolyn Eighmey and Ms. Anne Franklin (Interim Coordinators for Curriculum and Instruction).

There are 20 administrators in the Turner District. The largest elementary school (Oak Grove) is served by a full-time principal and half-time assistant principal. Remaining elementary schools are served by full-time principals. The junior high and middle school are served by full-time principals and full-time assistant principals. At the high school, administrative duties are assigned to a full-time principal and two full-time assistant principals. All building and district administrators are assisted by at least one full-time secretary.

### Leadership

All building principals are assisted by Building Advisory Committees, made up of faculty from respective schools. Although operating procedures may vary among schools, all such committees meet regularly to consider issues brought to those groups by faculty, staff, parents, and/or students. In all schools, the intent is to encourage school-based leadership and decision-making.

Standing committees serving USD 202 include the following:

- Authentic Assessment
- Curriculum & Instruction Advisory
- School Calendar
- Computer Technology
- Cultural Arts
- Curriculum Review
- Educational Technology Steering
- Employees' Advisory
- Grade Level
- Parents' Advisory
- Professional Development
- Task Force
- Whole Language/Integrated Curriculum

## Curriculum

Curriculum development follows a regular, planned rotation in the following phases:

### Phase I

1. Designate members of committee, elect chair.
2. Examine district review cycle guidelines.
3. Review district's essential outcomes.
4. Reaffirm/revise program and course outcomes.
5. Examine historical overview of curriculum budget.
6. Visit other districts/observe other programs.

### Phase II

1. Review/evaluate concepts, curriculum, materials, etc.
2. Validate outcomes/curriculum via outside sources.
3. Gather materials for review.
4. Visit other districts/observe other programs.

### Phase III

1. Finalize decisions before end of semester.
2. Write curriculum guides.
3. Develop budget for inclusion in spring budget preparation process.
4. Develop/Coordinate needed staff development.
5. Determine areas of integration with other curricular areas.
6. Prepare purchase orders to be mailed on July 1.

### Phase IV

1. Mail purchase orders on July 1.
2. Receive/Process teacher materials prior to beginning of school term.
3. Implement/Integrate new program(s).
4. Follow-up training/maintenance activities.
5. Conduct systematic program evaluation.

	<u>Previous Review</u>	<u>Future Review</u>
<u>Curriculum Area</u>	<u>Phase I</u> <u>Phase II</u> <u>Phase III</u> <u>Phase IV</u>	<u>Phase I</u> <u>Phase II</u> <u>Phase III</u> <u>Phase IV</u>
Science, K-12		
Health	1987	1997
PE, K-12	1987	1997
	1988	1998
	1988	1998
Social Studies, K-12	1989	1998
Corporate/Industrial Technology	1989	1998

<u>Curriculum Area</u>	<u>Previous Review</u>	<u>Future Review</u>
	<u>Phase I</u>	<u>Phase I</u>
	<u>Phase II</u>	<u>Phase II</u>
	<u>Phase III</u>	<u>Phase III</u>
	<u>Phase IV</u>	<u>Phase IV</u>
Home Economics	1990	1999
Living Skills	1990	1999
Computers, K-12	1989	1999
Foreign Language	1989	1999
	1990	2000
	1990	2000
Language Arts, K-12	1990	2000
Guidance	1990	2000
Business	1991	2001
	1991	2001
Math, K-12	1991	2001
Cultural Arts, K-12	1991	2001
Music, Drama, Band, Writing,	1992	2002
Visual Art, Dance	1992	2002

#### Alternative Programs

Supplementing regular instructional programs in USD 202 are alternative schools for students at risk for academic failure. These are the Career Opportunities Center (COC) for students aged 16 and over and the Turner Education Alternate Middle School (TEAMS) for students in grades 6-8.

The COC is an adult, alternative high school. Students may either finish a regular high school diploma or study for the GED test. Classes run on an open-entry/open-exit basis, and all residents of USD 202 who did not finish high school and are at least 16 years old may enroll. There is no fee or tuition. The COC operates during regular school hours 12 months a year and also is open until 8:00 P.M. three nights per week.

TEAMS offers alternative educational opportunities during the school day for students from the middle and junior high school. At any time, a total of 20 students may be enrolled in the TEAMS program. TEAMS students must meet one or more of the following criteria:

1. pregnant or already a parent
2. have been absent more than ten times per semester
3. Have been retained at least once
4. performing below expected academic standards
5. have indicated a desire to drop out of school
6. have been suspended more than three times per semester

## Assessment

USD 202 uses various assessment measures to assist with instructional programming and program evaluation for students. These measures also can provide educational and career guidance to students and parents. The formal assessment program consists of these instruments:

<u>Instrument</u>	<u>Grades Administered</u>
Comprehensive Test of Basic Skills	2 - 11
Kansas Math Assessment	4, 7, 10
Reading, Kansas Communications Assessment	3, 7, 10
Writing, Kansas Communications Assessment	pilots at 3, 7

### CTBS District Profile

Data not yet available.

## Student Analysis

The total district enrollment is approximately 4,000 students. Data projected to the year 2000 indicate that district student population will remain fairly stable or may increase slightly. The community population is predominantly white (90%), and minority groups include individuals who are black (4%), Hispanic (4%), and other (2%). The ethnic breakdown in the district's schools differs slightly from this profile with 83.3% white, 8.2% Black, 6.8% Hispanic, and 1.9% other.

The Turner District serves a heterogeneous student population in terms of family-related variables. Using criteria identified on building-level organization reports for the 199-92 school year, approximately 34% of our students are at risk for academic failure. Approximately 28% of students receive free or reduced lunch. The size of the average Turner household is 2.99 persons.

A large number of the students in the district come from families who have been district residents for many years. Their parents, for the most part, work for industries located in or near the district. Employment in the area is generally stable with an unemployment rate of approximately 8.1%.

## Staff Analysis

Turner USD 202 employs 526 men and women, 283 of which are certified employees. During the 1991-92 school year, slightly more than 10% of certified employees were new to the district. The average number of years teaching experience for certified employees is 12 years. The district ratio of students to teachers is 15.08:1. The average teacher salary in the Turner District is \$27,777. The salary range for certified employees is \$20,620-\$38,381.

## Community Analysis

### Parent/Community Partnerships

Beyond instructional programs occurring in classrooms during school hours, all Turner

schools are involved in parent partnerships through Parent-Teacher-Student Associations (PTA or PTSA) and through the Parent Involvement Committee. PTA/PTSA activities vary from school to school. Activities related to Highland Middle School are detailed in Section III (Staff and Community Development) Section of this profile.

In addition to instructional programs, Turner USD, is involved in community partnerships with the Turner Recreation Commission (TRC) and with KAW Valley Arts and Humanities. TRC offers a variety of recreational and positive lifestyle experiences for Turner families. TRC has been in operation since 1963. The school district is an integral part of TRC and provides operating monies for the commission through district authority as a taxing agency. Four-fifths of the TRC board of directors are appointed by the district, and all TRC activities and programs are offered in school facilities. Eighty-five percent of TRC participants are youth, and fifteen percent are adults. These individuals select from a range of activities that include the following:

Athletic/Health Programs	Cultural Arts Programs	TUSD 202 Partnerships
baseball	arts & crafts	Project Graduation
softball	dance	Turner Days
soccer	band	Special Olympics
football	music	Scholarships
volleyball		CPR Training
wrestling		
gymnastics		
aerobics		
weight lifting		

Kaw Valley Arts and Humanities is a private, non-profit agency that offers venues and opportunities to showcase arts activities of Turner youth. During the 1991-92 school year partnership programs/activities have included:

- All-County Arts Exhibit
- Youth Arts Celebration
- Brown Bag Concerts for Kids in Motion (dance troupe)
- Arts Adventures Day (Indian Springs Shopping Center)
- Outstanding Young Artists Recognition

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***TURNER UNIFIED SCHOOL DISTRICT #202***

**FOCUS FOR THE 21ST CENTURY**



***STRATEGIC PLAN***

## MISSION

Turner's mission is to develop students' attitudes, understandings, habits, and skills necessary for productive satisfying lives. To this end, the educational process must be accountable and support necessary innovation and change in content and methodology.

## VISION

Our vision of Turner in the year 2000 centers on how successful we, as the Turner Schools/Community, will be in teaching desired knowledge, skills, and orientations to Turner students so they will enjoy successful and fulfilling lives as the new century begins.

## BELIEFS

### THE TURNER SCHOOLS BELIEVE:

- ...in the worth and dignity of each individual;
- ...in recognizing and meeting the needs of all students;
- ...in challenging all students to do their best;
- ...all students can learn, achieve, and succeed;
- ...the teacher has the greatest impact on a student's formal education;
- ...parents must be actively involved as partners in the education of students;
- ...education is a valuable asset;
- ...educated citizens are essential for a democratic society;
- ...education is a responsibility shared by the students, home, school, and community;
- ...change can create the opportunity to improve;
- ...a quality school system enhances the quality of the community;
- ...our school system is accountable to our community;
- ...diverse accomplishments and culture of people enrich the community;
- ...striving for excellence is worth the investment;
- ...high expectations are necessary to achieve quality;
- ...learning is a life-long process.

# TURNER SCHOOLS: Our Business is Learning

## THE NEW CENTURY

Five Essential Outcomes have been identified in a framework that reflects our dream for Turner student achievements.

### 1. STUDENTS WILL BECOME LIFE-LONG LEARNERS

Each student will possess the knowledge, skills, and orientations necessary for achievement and fulfillment in the information age. Learning will become a life-long endeavor as students prepare for several career changes throughout their lives. Turner parents will model strong support for learning opportunities and through high expectations for both their children and their schools, will help achieve this outcome.

### 2. STUDENTS WILL POSSESS EFFECTIVE COMMUNICATION SKILLS

Each student will possess the knowledge, skills, and orientations to communicate effectively in tomorrow's world. Each student will also acquire the skills to build sound relationships in a potentially impersonal world of technology. These skills include the basic areas of oral and written communication and also extend into interpersonal skills, group decision-making skills, and telecommunications.

### 3. STUDENTS WILL DEMONSTRATE RESPECT FOR THEMSELVES AND OTHERS.

Each student will possess the knowledge, skills, and orientations to understand, respect, and appreciate the uniqueness of each individual; the richness and value of cultural and heritage differences; the rights of others; the role of the family; and the importance of social responsibility and community involvement. Each student will acquire the characteristics demonstrated in the statement, "Harmony in a World of Difference."

### 4. STUDENTS WILL BECOME CONTRIBUTORY CITIZENS

Each student will possess the knowledge, skills, and orientations to utilize the problem-solving approaches and decision-making strategies inherent in addressing critical environmental, economic, political, social, and technological issues. Turner students will demonstrate a strong work ethic, a commitment to personal health, a dedication to improving the quality of life, and a willingness to share in decentralized decision-making processes. Each student will take advantage of the Constitutional right of being a registered and knowledgeable voter.

### 5. STUDENTS WILL BE CULTURALLY LITERATE

Each student will possess the body of knowledge common to all Kansans, as well as the knowledge and understanding of diverse cultures needed by citizens of the world. The global impact technology will make, coupled with the greater interdependence for consumer products and allocation of natural resources, necessitates an understanding of the world's diverse lifestyles. Turner students will interrelate with others in the workplace, as well as in social, cultural, and civic settings, in a productive, effective manner.

## **TURNER**

### **A Community Committed to Learning**

The patrons of Turner have a long history of deep commitment to educational excellence. In 1962 the five communities located within the current district boundaries unified to provide their children with enhanced educational opportunities. Today the District's 4000 students are served by 285 certified and 250 classified personnel. Seven dedicated Board of Education members work tirelessly to ensure excellent instructional programs, quality learning environments, and, most importantly, the opportunity for every child to receive an education which will allow him/her to be a happy, productive individual in the community and the world.

### **TURNER UNIFIED SCHOOL DISTRICT #202**

#### **1992-1993 DISTRICT GOALS**

#### **I. Policy/Regulations**

Turner Unified School District Board of Education believes in established district policy(s) and administrative regulation(s) designed to guide the district toward meeting challenges of the 21st Century.

- A. Maintain regular review of and process changes in District Policy Statements and Administrative Regulations.
  - **Review policy statements and administrative regulations as applicable to decision-making situations.**
- B. Complete the strategic plan titled, "Focus for the 21st Century," and distribute to Turner parents, patrons, and staff.
  - **Compile and synthesize information to be included in the strategic plan.**
  - **Plan and schedule informational presentations about the strategic plan for community organizations, Turner staff, parents, patrons, and the media.**

#### **II. School Improvement**

Turner Unified School District Board of Education believes in programs, processes, and activities that will improve schools.

- A. Support the Kansas State Board of Education's Quality Performance Accreditation System and the North Central Outcomes Accreditation process.
  - **Develop a plan for the implementation of Quality Performance Accreditation and/or North Central Outcomes Accreditation for all schools by 1995.**
  - **Actively participate in local, regional, and state meetings related to the accreditation system.**
  - **Provide quarterly feedback to the Board of Education and staff about accreditation progress.**

- B. Continue to develop and implement shared decision-making practices.
- **Support Building Level Teams and Building Advisory Councils.**
  - **Provide support for the administrative team in developing shared decision-making practices.**
- C. Establish and support a school improvement team (site council) at each instructional site.
- **Develop authentic assessment strategies that measure specific student outcomes.**
  - **Support and improve pre-assessment teams that focus on working with all students with different needs in regular classrooms.**
- D. Support decision-making that is based on sound assessment strategies designed to evaluate student outcomes.
- **Promote the use of authentic assessments to plan instructional strategies and appropriate curricular programs.**

### **III. Educational Outcomes**

Turner Unified School District Board of Education believes in appropriate curriculum, instructional materials and equipment, and improved teaching methodologies to enhance Turner student learning outcomes and to help students achieve their maximum potential.

- A. Emphasize on-going support of the Board-approved five Essential Outcomes listed in the booklets, "Decision-Making in the Turner Schools", "Turner in the Year 2000", and "Focus for the 21st Century".
- **Align program, course, and grade level outcomes with the five Essential Outcomes when conducting a curriculum review/revision.**
- B. Maintain comprehensive effort in promoting major components included in Turner's curriculum and instruction program.
- **Support the continued development and expansion of educational technology, whole language/integrated curriculum, cooperative learning, and inclusion of special needs students.**
- C. Continue emphasis on defining essential outcomes for each grade level and content area to be utilized by professional staff as a basis for improving learning, instruction, and meaningful reporting of student progress.
- **Emphasize daily instruction which aligns with clearly defined outcomes and assessment strategies.**

#### **IV. Professional Development**

Turner Unified School District Board of Education believes in support of professional growth and development of all district employees.

- A. Continue support of professional staff development to enable Turner Schools to keep current with contemporary changes in the educational marketplace including integrated curriculum and inclusion of special needs students.
  - **Continue to emphasize the development of Individual Development Plans.**
  - **Continue to support Building Level Teams as they plan professional development sessions at each instructional site.**
  - **Actively participate in local, regional, and state meetings/workshops/conferences.**
- B. Emphasize importance of self-concept, morale, and staff development among classified staff.
  - **Support the recognition of staff at Board of Education meetings through special events/nominations, such as the Walk of Fame and in newsletters and the media.**

#### **V. Communication**

Turner Unified School District Board of Education believes in effective and regular communication with the public.

- A. Encourage parental involvement in District and building educational activities.
  - **Invite parents to be members of planning committees.**
  - **Support parent/school organizations.**
- B. Provide periodic distribution of information to all Turner residents, as well as to media sources.
  - **Disseminate information about Turner Schools and students through Turner Topics, Turner Pride, local newspapers, and newsletters.**
- C. Continue activities to enhance recognition of deserving District employees, patrons, and students.
  - **Recognize deserving District employees, patrons, and students through Board of Education meetings, special events, Walk of Fame, special nominations, publications, and the media.**
- D. Distribute district-wide school year calendar that contains meeting dates, activities, and events.
  - **Continue to develop and distribute a district-wide school year calendar.**
- E. Continue participation and regular communication with community organizations.
  - **Provide informational presentations when requested.**
  - **Include members of community organizations on special planning and decision-making committees.**

## **VI. Facilities**

Turner Unified School District Board of Education believes that facilities contribute to the learning environment and process.

- A. Provide a safe, orderly instructional environment for all children.
  - **Continue student response team training sessions.**
  - **Involve parents in bonding the home/school partnership.**
- B. Strive to provide contemporary facilities which complement current modes and needs of instruction.
  - **Upgrade existing buildings as need is determined.**
  - **Plan future facility(s) needs.**
- C. Continue to maximize effective use of Turner's school site and property locations.
  - **Project student enrollment trends by grade/age levels.**
  - **Examine demographic distribution (density) of K-5 enrollments.**
  - **Analyze existing property locations for projected use.**
- D. Develop and implement a comprehensive plan to replace aging facilities to meet future educational needs.
  - **Review previously prepared School Facilities Study Report.**
  - **Consider reconvening of Community Citizens Committee for review, and future projections of school facility needs.**

## **VII. Fiscal Management**

Turner Unified School District Board of Education believes in sound fiscal management and State of Kansas accountability for adequate and equitable financing to Turner schools.

- A. Refine the District's Five-Year Capital Improvement Plan for acquisition/replacements of equipment and physical plant locations.
  - **Update the 5-year replacement plan on projected equipment purchases.**
- B. Continue support for equitable state school finance formula and equitable state aide distribution for Turner students.
  - **Monitor impact of new state school finance formula on metro area school districts.**
  - **Provide input to legislators on issues related to equitable school finance.**
- C. Continue to examine all aspects of employee compensation plans and the primacy of salary improvements.
  - **Monitor existing compensation plan provisions in relation to metro area school districts, that include both salary, and fringe benefits factors.**
- D. Continue to develop and implement fiscal procedures and automate systems that lead to more efficient and effective operations.
  - **Continue to develop and refine a Business Procedures Manual.**
  - **Develop a Phase One Outline for purchasing goods and services.**



## **TURNER UNIFIED SCHOOL DISTRICT #202**

**Robert E. Hale, Superintendent  
800 South 55th Street  
Kansas City, Kansas 66106  
(913) 287-7500**

**Junction Elementary School  
Morris Elementary School  
Muncie Elementary School  
Oak Grove Elementary  
Turner Elementary School  
Highland Middle School  
Pierson Junior High  
Turner High School**

### **BOARD OF EDUCATION**

**Steven Hoit, President  
Jim Chowning, Vice President  
Joy Beery  
Linda Brooks  
Bob Johnson  
Joe Steineger, III  
Janet Waugh**

Compiled from "Decision-Making in the Turner Schools", "Turner in the Year 2000", "Elementary Scope & Sequence", "Turner's Five Essential Outcomes", Turner Unified School District Board of Education Goals, Quality Performance Accreditation Guidelines, North Central Outcomes Accreditation Guidelines, Professional Development Council, State Department At-Risk and Enhancement Grants, Educational Technology Five-Year Plan, Substance Abuse Grants, Title VI-B Grants, District Advisory Council, Parent Involvement Organizations, Turner Days Planning Committees, District Publications, District's Five-Year Capital Improvement Plan, and KNEAT.



# **Oak Grove Elementary School Report 1992-93 School Year**

## **HISTORY:**

Oak Grove is one of 5 elementary schools in the Turner Unified School district in Kansas City, Kansas. It is located at 5340 Oak Grove Road in southern Wyandotte County. In 1872 the original Oak Grove District No. 32 was built at Gibbs Road and Key Lane. This one-room building was called school until a two room wood frame building was built in 1911 at the present site. That structure was used until 1956. Beginning in 1950 a series of bond issues were approved and new buildings were constructed. In less than eight years Oak Grove grew from a two room school to one of the largest elementary school in the state. A total of six bonds and seven building additions constitute what is the present Oak Grove School. It is currently the largest of the USD #202 elementary schools, housing approximately 700 students in grades K-5.

## **Student Data:**

Oak Grove is considered a larger elementary school. The population consists of 353 boys and 346 girls. Thirteen point eleven (13.31%) percent (92 students) of the population is identified as minority. 50 are males and 42 are females with American Indian, Asian, Black and Hispanic ethnicities represented. 302 males (43.7%) and 297 females (42.9%) are white for a total of 87%. Of those students 53 would represent at-risk students exemplifying three of four characteristics: minority, lower SES, special education placement, or scored at or below the 25th percentile. Last year when looking at students who might be considered at-risk based on excessive absences, retention, economic status, member of an ethnic minority or scoring less than the 25th percentile on standardized test, a total of 315 students (46.6%) demonstrated one or more of these characteristics. 159 were males and 156 were females. After the official count on Sept. 20, 45 students have moved into Oak Grove and 39 have moved out.

## **KINDERGARTEN:**

Of the 698 students at Oak Grove, a total of 114 kindergarten students are enrolled. Beginning second semester we will have 4 morning sessions,

two afternoon sessions and 20 all-day students who also attend in the afternoon. This is the second year for the all-day kindergarten designed to meet the needs of students whose language experiences, cognitive development, social history and academic school readiness - as identified by parents and school professionals -- indicate a need for additional services which are not provided through special education resource rooms. We have 2 sections of all day kindergarten this year as compared to only one section last year.

#### FIRST GRADE:

First Grade with 116 student is divided into 5 sections. Average class size in first grade ranges between 23 and 24. Mrs. Crouch, Bumgartner, Linthicum, Bock, & Miller are first grade teachers.

#### SECOND GRADE:

There are 6 sections of second grade with an average class size of 20-23, for a total of 130 students. Ms. Lynch, Mrs. Forwalder, Mrs. Brown, Mrs. Horton, Mrs. Trasher, and Mrs. Shirley teach second grade this year. One section is also a Class-within-a-class where identified special education students are served within the regular classroom.

#### THIRD GRADE:

There are 117 students in five third grade sections. With class size ranging from 23 - 24 Mrs. Hobbs, Stallard, Drowns, Anderson and Ms. Huyett, a first year teacher, are teaching third grade. Class-within-a class has been organized in two sections of third grade.

#### FOURTH GRADE:

Because of enrollment there are only 4 instead of 5 fourth grade sections this year. There are 101 students averaging from 24-26 students per section. Fourth grade teachers again this year are Mrs. Williams, Cattaneo, Gabhart, and Ms. Jaycox. One section of CWC has been incorporated.

#### FIFTH GRADE:

Mrs. Skorupan, Mrs. Bondurant, Ms. Engle, Mr. Andrews and Miss Marcks are returning to Oak Grove as 5th grade teachers. They have a total of 121 students in the 5 sections with class size ranging from 23-25.

Oak Grove Elementary Enrollment			
	Date: 1/5/93		
Teachers	boys	girls	total
Zupan	13	12	25
Dahlquist a.m.	15	9	24
Dahlquist p.m.	11	14	25
Hollenbeck	10	10	20
Wagner	10	10	20
Kdgn total	59	55	114
%ages	51.754385965	48.245614035	16.309012876
Crouch	14	10	24
Bumgartner	12	11	23
Linthicum	14	9	23
Bock	11	12	23
Miller	12	11	23
First Grade Total	63	53	116
%ages	54.310344828	45.689655172	16.595135908
Horton	13	7	20
Trasher	10	10	20
Brown	12	11	23
Forwalder	12	11	23
Shirley	10	12	22
Lynch	12	10	22
Second Grade Total	69	61	130
%ages	53.076923077	46.923076923	18.597997139
Anderson	10	13	23
Stallard	10	13	23
Drowns	10	13	23
Hobbs	13	11	24
Huyett	11	13	24
Third Grade Total	54	63	117
%ages	46.153846154	53.846153846	16.738197425
Williams	12	14	26
Jaycox	15	11	26
Gabhart	14	11	25
Cattaneo	12	12	24
Fourth Grade Total	53	48	101
%ages	52.475247525	47.524752475	14.449213162
Engle	11	14	25
Marcks	11	14	25

Bondurant	12	12	24
Andrews	11	13	24
Skorupan	10	13	23
Fifth Grade Total	55	66	121
%ages	45.454545455	54.545454545	17.310443491
School Totals	353	346	699
%ages	50.500715308	49.499284692	

							ETHNIC REPORTING								
	Am. Indian/Ala		Asian or Pacific		Non-Hispanic		Non-Hispanic		Hispanic						
					Black		white				Total			Grand total	
	male	female	male	female	male	female	male	female	male	female	male	female			
Kdgn	3		1	2	3	1	38	43	1	2	46	48		94	
All-Day Kdgn	1		1		1		11	6			14	6		20	
First			1		1		54	45	6	5	62	50		112	
Second		2		2	1	2	67	53	1	1	69	60		129	
Third		2	2	3	1	2	44	50	7	5	54	62		116	
Fourth			1	2	2	2	48	43	2	1	53	48		101	
Fifth	2		1	1	4	2	40	57	7	5	54	65		119	
Totals	6	4	7	10	13	9	302	297	24	19	352	339		691	
Percentages	0.868	0.578	1.013	1.447	1.881	1.302	43.70	42.98	3.473	2.750	50.94	49.06			
Total minor. & %age	50	42												92	
	7.236	6.078												13.31404	
	Am. Indian/Ala		Asian or Pacific		Non-Hispanic		Non-Hispanic		Hispanic						
					Black		white				Total			Grand total	
	male	female	male	female	male	female	male	female	male	female	male	female			
A. Suspension/1 time						1		1			0	2		2	
1-3 days/month											0	0		0	
4-10 consec.											0	0		0	
11 + consec.														0	
Totals	0	0	0	0	0	1	0	1	0	0	0	2		2	
B. Suspension/1+														0	
1-3 days/month														0	
4-10 days														0	
11+ days														0	
Totals	0	0	0	0	0	0	0	0	0	0	0	0		0	
# expelled															
# receiving corporal															
Grand totals	0	0	0	0	0	1	0	1	0	0	0	2		2	

**FOOD SERVICE:**

On the average 475 hot lunches are served daily in the cafeteria which means that approximately 68 % of our students eat lunches prepared at school. Beginning February 1, 1993, Oak Grove will also participate in the breakfast program. Twenty-seven point five (27.5) percent of the population or 192 students receive free lunch and 63 ( 9 %) received reduced lunches for a total of 255 ( 36.5%) on free or reduced lunch program.

**LIBRARY:**

Our library was one of the first in the district to become automated for check-out, card catalogue, and computerize reference materials. There are 13,282 books, 55 computer programs, 150 videos, 200 sound filmstrips, 12 CD's, and 38 magazine subscriptions available for checkout. On the average 180 students use the library daily with a circulation of 340 items. The approximate yearly circulation is 40,000 volumes. There is a full-time librarian and half-time assistant.

Kindergarten, first and second grade classes come to the library each week at an assigned time for a story or activity and to check out books. The remainder of the day (10:00-12:30 and 1:30-3:30) is open time to be used by Grades 3 to 5. Each class visits the library for at least thirty minutes each week. The teachers, for the most part, have been designating that time for checkouts. The librarian uses 12-15 minutes of the period for a booktalk or some brief instruction on referenced skills or sources. This, however, is seldom coordinated with classroom instruction, but district librarians are completing a scope and sequence for library skills. Small groups and individuals use the library for research, word processing, leisure reading, etc.

## **SPECIAL SERVICES:**

### **Pre-Assessment:**

Currently there are three pre-assessment teams functioning at Oak Grove. We call these THOT for "Teachers Helping Other Teachers". The goals include: (1) provide a support system for teachers as they meet the behavioral, instructional, emotional, and physical needs of their students in the classroom; (2) to facilitate appropriate referral, testing, identification, and placement of students for special services and/or outside agencies; (3) to encourage and support school-based professional growth and collegial interaction among Oak Grove educators. THOT referral process are outlined for teachers, with team meetings scheduled weekly on Mondays, Tuesdays, and Wednesday mornings and more often as needed. Case managers are assigned for each student referred to assist in completion of necessary paperwork and documentation. Staff development has been provided to prepare members and staff in a problem-solving process to be used in the team meetings. A total of 31 have been addressed this semester. Of those, 4 were referred for TAG and 27 were referred for comprehensive evaluation for learning disabilities. Of those 13 qualified for services, 5 did not qualify, and 13 are still in process.

### **DELIVERY MODELS:**

Special Education serves EMH, learning disabled, visually impaired, physically impaired, speech impaired, and other needs through two delivery models, pull-out, and class-within-a-class with an effort to include all exceptionalities into the regular classroom with support services provided within the confines of that classroom. CWC is operating in second, two third grade classes, and one fourth grade this year. Students are served in the following ways: 56 students have IEP's for learning difficulties; 59 for speech and language assistance; 16 receive social work services; 4 work with the bilingual consultant; 31 are identified as gifted/talented; 3 receive OT services and 1 receives PT services at our school. We also have successfully mainstreamed a spina-bifida student and visually impaired student into the regular classroom as well as EMH, and learning disabled. The only service not provided in the building are for students with severe behavioral disorders who are sent to programs at Junction or Turner Grade.

## Chapter I Program

The Oak Grove Chapter I Program in reading and math is well under way. The goal is to provide extra help and instruction to those students who have a need for the services. Chapter I instruction can help children do better in school as well as help them to feel better about themselves. A total of 58 students (8.3%) are served through Chapter 1 reading and math. Of those, 37 receive reading and 21 receive math assistance.

## STAFF:

There are a total of 53 certified staff that work in the building which includes 42 full-time and 11 part-time. Of the certified staff, 2 have doctorates, 21 have a Master's degree and additional hours, and 25 have Bachelor's degrees. There are 23 classified people that serve as secretaries, custodians, cooks, para-professionals, etc. During first semester, the staff has used 88 days of sick leave, 68 days of personal leave, and 104 days for staff development.

## Faculty Staff Data

Current date	1993											
NAME	POSITION	% TIME	yr started	YRS EXP	Ent Dist	Yrs/Dist	Ent Bldg	Yrs/Bldg	Tenure	DEGREE	SEX	RACE
CERTIFIED												
Armstrong, Mary Alice	Principal	1	1970	23	1990	3		1993		EdD	F	W
Cook, Barry Robinson	Asst. Princ/Gift	1		1993	1991	2		1993		M.A.	F	W
Anderson, Merry	Third Grade	1	1974	19	1986	7	1986	7		BS	F	W
Andrews, Greg	Fifth Grade	1	1974	19	1980	13	1980	13		BS	M	W
Bock, Jane	First Grade	1	1982	11	1984	9	1984	9		BBS	F	W
Bode, John	Speech Path	1	1990	3	1991	2	1991	2		MA	M	W
Bondurant, Louise	Fifth Grade	1	1972	21	1977	16	1977	16		BS	F	W
Brown, Juli A.	Second Grade	1	1985	8	1985	8	1985	8		MA	F	W
Bumgartner, Judy	First Grade	1	1977	16	1981	12	1981	12		BS	F	W
Cattaneo, Kathy	Fourth Grade	1	1978	15	1978	15	1978	15		BS	F	W
Craddock, Alex	Resource	1	1967	26	1987	6	1987	6		BA	F	W
Crouch, Marilyn	First Grade	1	1978	15	1986	7	1986	7		BS	F	W
Dahlquist, Sharon	Kdgn	1	1968	25	1968	25	1974	19		BA	F	W
Drowns, Linda	Third Grade	1	1966	27	1980	13	1980	13		BS	F	W
Engle, Elaine	Fifth Grade	1	1974	19	1974	19	1974	19		BS	F	W
Forwalder, Betty	Second Grade	1	1961	32	1985	8	1985	8		BS	F	W
Fuchs, Kristin	Resource	1	1987	6	1987	6	1988	5		BS	F	W
Gabhart, Wanda	Fourth	1	1960	33	1967	26	1967	26		BS	F	W
Hobbs, Julie	Third Grade	1	1980	13	1980	13	1980	13		MS	F	W
Hollenbeck, Linda	kdgn - all day	1	1974	19	1980	13	1980	13		MA	F	W
Horton, Heidi	Second grade	1	1990	3	1990	3	1990	3		BS	F	W
Huyett, Katrina	Third Grade	1	1982	11	1992	1	1992	1		BA	F	W
James, Wilma	Music	0.8	1964	29	1968	25	1968	25		BA	F	W
Jaycox, Chrissie	Fourth Grade	1	1967	26	1989	4	1989	4		BM	F	W
Linthicum, Gayle	First grade	1	1968	25	1986	7	1986	7		BS	F	W
Lynch, Josie	Second Grade	1	1966	27	1966	27	1966	27		MAT	F	W
Marcks, Jeanette	Fifth Grade	1	1970	23	1970	23	1970	23		MA	F	W
Miller, Gary	Music	1	1968	25	1969	24	1969	24		MA	M	W
Miller, Vicki	First Grade	1	1976	17	1976	17	1976	17		MS	F	W
Nowland, Jill	Art	1	1980	13	1980	13	1990	3		MS	F	W

2-28  
1/14/93

## Faculty Staff Data

Pitcairn, Jan	P.E.	1	1979	14	1984	9	1984	9	MA	F	W
Ptomey, Tom	P.e.	0.7	1958	35	1960	33	1971	22	BS	F	W
Rues, Jeanne	Chapt.	0.5	1984	9	1987	6	1988	5	MA	F	W
Scherer, Betty	Nurse	1	1966	27	1981	12	1981	12	MA	F	W
Schwankl, Rose	Chapt I	1	1952	41	1988	5	1988	5	BS	F	W
Shirley, Nancy	Second Grade	1	1977	16	1977	16	1977	16	MA	F	W
Shreve, Beth	Resource	1	1989	4	1991	2	1991	2	MA	F	W
Skourpan, JoAnn	Fifth Grade	1	1971	22	1971	22	1971	22	MA	F	W
Smith, Stan	Band	0.1	1970	23	1970	23	1970	23	MA	M	W
Snyder, Alan	Counselor	1	1973	20	1976	17	1976	17	BME	M	W
Stallard, Tami	Third Grade	1	1988	5	1989	4	1989	4	MS	F	W
Taylor, Joan	Librarian	1	1968	25	1973	20	1973	20	BSE	F	W
Trasher, Paula	Second	1	1956	37	1967	26	1967	26	MA	F	W
Wagner, Lynn	Kdgn-all day	1	1975	18	1985	8	1986	7	MA	F	W
Weil, Charles	Band	0.1	1970	23	1975	18	1975	18	BS	M	W
Williams, Marlene	Fourth Grade	1	1954	39	1965	28	1965	28	BS	F	W
Zupan, Cathy	kdgn	0.5	1977	16	1990	3	1990	3	MSE	F	W
Totals											
Itinerant/Certified				1993		1993		1993			
Thomas, Dawn Christian	Psychologist	0.4	1984	9		1993	1987	6	M.A.	F	W
Cyre, Darline	Social Worker	0.4	1967	26		1993	1988	5	M.A.	F	W
Gonzales, Stella	Bilingual		1989	4		1993	1989	4		F	H
Gianakon, Louise	OT	0.1		1993		1993	1992	1		F	W
Jarratt, Sandy	PT	0.1		1993		1993		1993		F	W
Kasselman, Jean	Project Directo	0.8	1978	15	1988	5	1992	1	Phd.D.	F	W
Classified											
Abarca, Selso	Custodian	1								M	H
Bright, Joyce	Secretary	1								F	W
Burgoon, Don	Head custodian	1								M	W
Damron, Mae	Secretary	1								F	W
Camp, Tammy	monitor	0.25								F	W

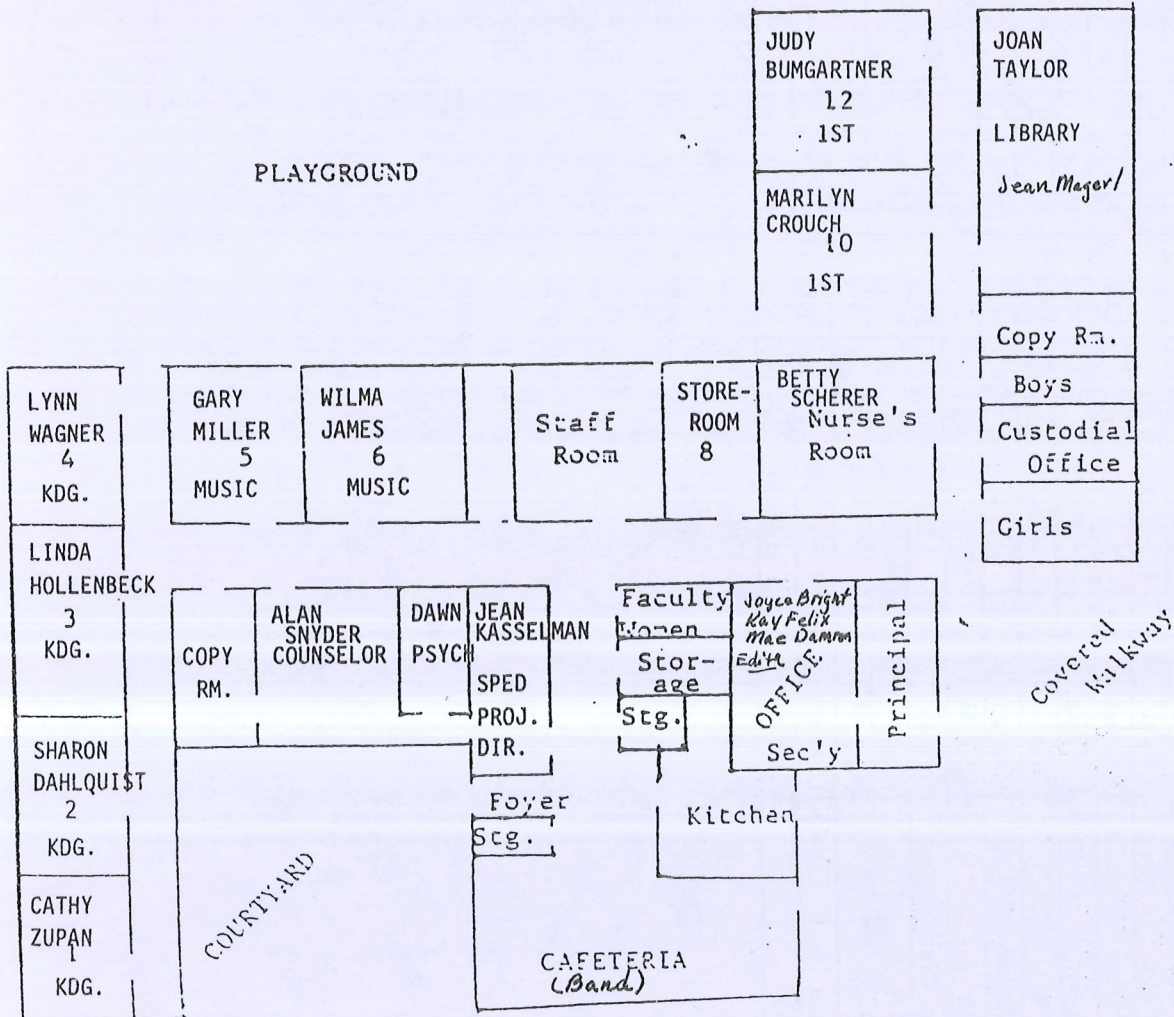
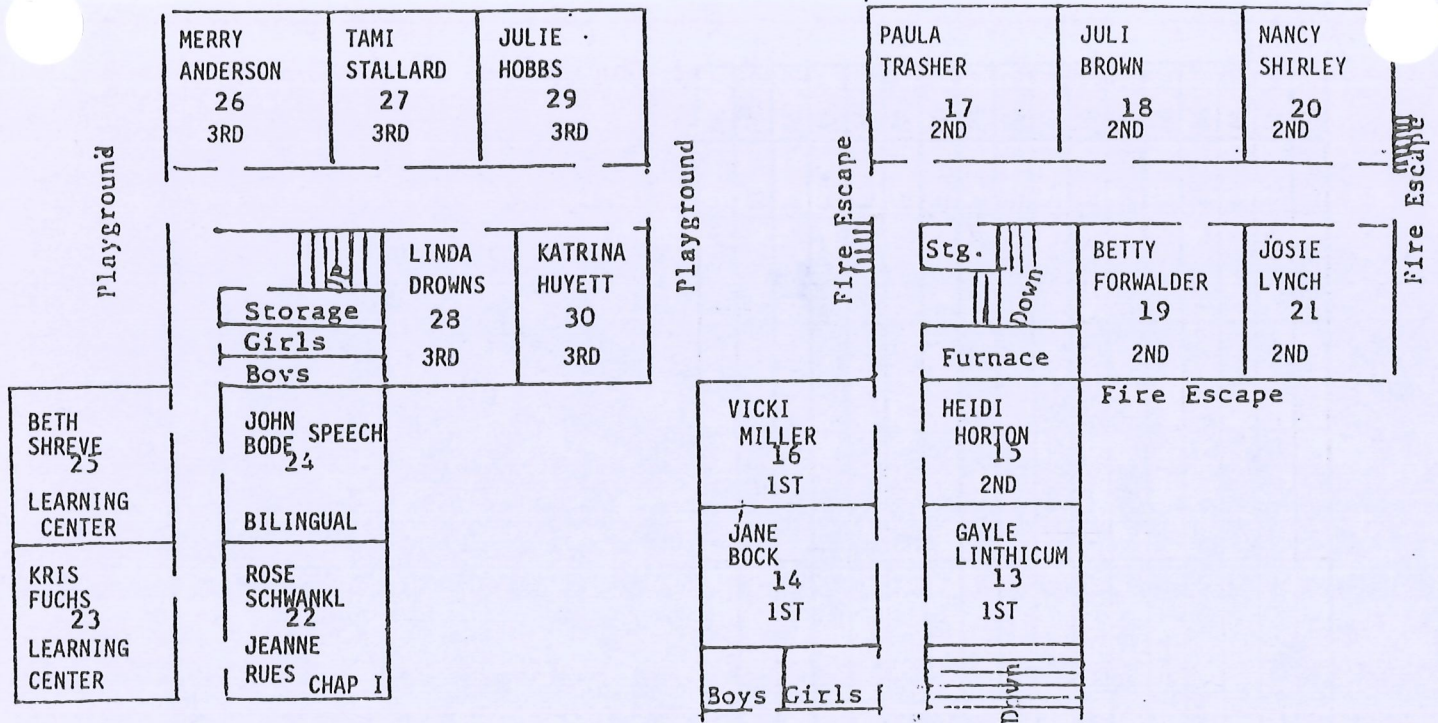
11/11/11  
b2-29

## Faculty Staff Data

Cazzel, Margaret	monitor	0.25									F	W
Costillo, Charles	Custodian	1									M	H
Estes, Judy	Para	0.875									F	W
Felix, Kay	Secretary	1									F	W
Giger, Darlene	Cafeteria	0.825									F	W
Hokes, Willis	Custodian	1									M	B
Howard, Fran	Cafeteria Man.	0.825									F	W
Lynam, Nancy	Cafeteria	0.5									F	W
Magerl, Jean	Lib. asst.	0.5									F	W
Miller, Pat	Para	0.875									F	W
Newell, Jeannie	Cafeteria	0.5									F	W
Titus, Edith	Offc. Asst.	1									F	W
Tomlinson, Christine	Cashier	0.625									F	W
Werly, Kathy	Para	1								MS	F	W
Whaley, Lean	Para	1									F	W
Wood, Mike	Custodian	1									M	W
Zurn, Alice	Cafeteria	0.5									F	W

## LOWER FLOOR

## UPPER FLOOR



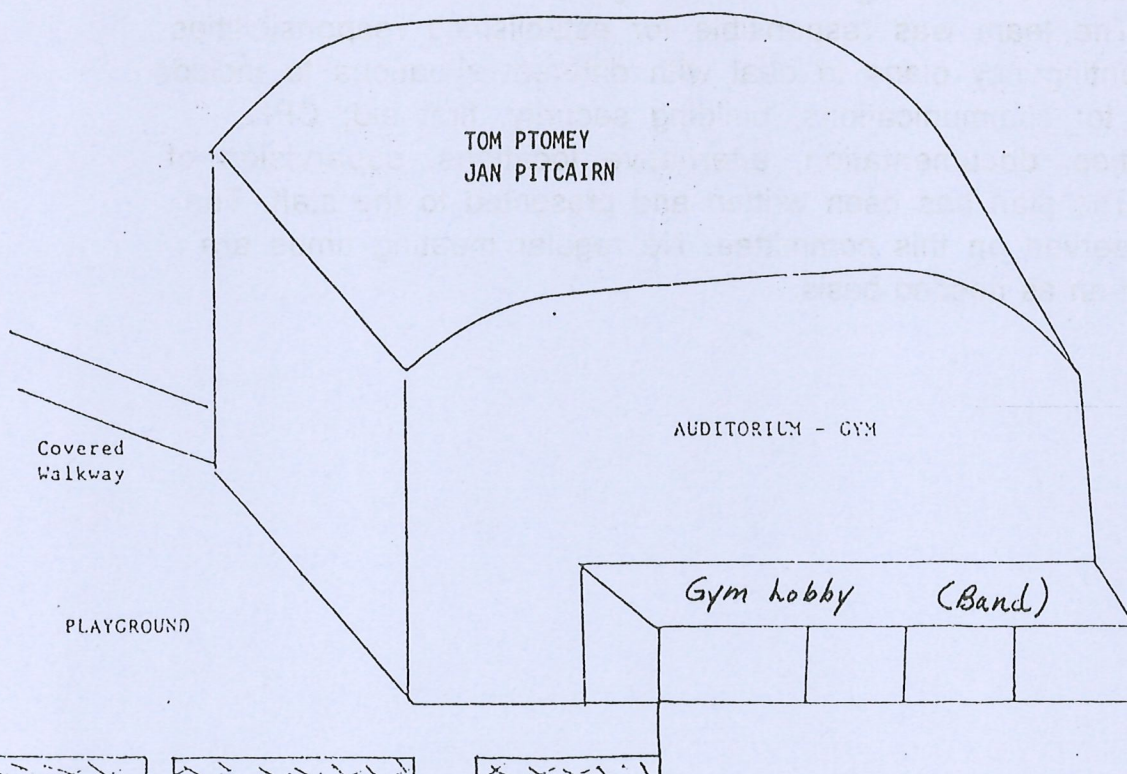
Boys Restroom	Faculty Room
Storage	
Girls Restroom	Stairs
BARRY ROBINSON	ELAINE ENGLE
38 TAG	37 5TH
LOUISE BONDURANT	JEANETTE MARCKS
40 5TH	39 5TH
JOANN SKORUPAN	GREG ANDREWS
42 5TH	41 5TH

Fire Escape

SECOND FLOOR

Boiler Room	Hall
JILL NOWLAND	Asst. Room
35 ART	KATHY CATTANEO
ALEX CRADDOCK	36 4TH
33 LEARNING CENTER	WANDA GABHART
MARLENE WILLIAMS	34 4TH
31 4TH	CHRISSIE JAYCOX
	32 4TH

FIRST FLOOR



## COMMITTEES:

There are several functioning building level committees. THOT committees were described in the special services section. Currently 13 classroom teachers serve on the three committees with administration serving as needed.

**The Building Advisory committee** has been established at Oak Grove according to Administrative Regulation: Administrative Procedure for Building Advisory Councils. The major purposes are: (1) to provide a structured and systematic process for involving the faculty in the decision-making process; (2) serve as a "sounding board" for the principal to test ideas, program, etc.; (3) work collaboratively with the principal in making recommendations for new programs, ideas, changes, etc. (4) be a decision-making body for a predetermined set of decisions; (5) improve school-wide communications by serving as a feedback loop so that problems, concerns and issues of any member of the faculty may be addressed in a positive, non-threatening and sincere manner. The committee meets once a month and is chaired by one of the teachers. There is a representative from each grade level, special classes, special education, and classified staff. The principal serves as an ex officio member. The agenda is set by staff members submitting topics to the chairperson at least 2 days prior to the scheduled meeting. Meetings are published and given to the entire staff within two days of the meeting. There are 10 members serving on this committee at this time.

**The Crisis Management Committee** has been established to prepare procedures for handling various emergencies which could occur in the building. The team was responsible for establishing responsibilities and develop contingency plans to deal with different situations to include but not limited to: communications, building security, first aid, CPR, telephone, utilities, documentation, alternative locations, supervision of students, etc. The plan has been written and presented to the staff. Ten staff members served on this committee. No regular meeting times are planned, only on an as needed basis.

OAK GROVE SCHOOL

**The Site Council** has been established to study the school's internal and external environment, including, but not limited to: (1) student learning outcomes using state and local testing information; (2) student behavior patterns; (3) effective instructional practices used in the schools; (3) school climate and student attitude toward instruction; (4) parent and community involvement and attitudes; (5) staff development programs and their relationship to student learning. The council will help develop and evaluate school improvement plans which contain the following components: (1) a plan for school improvement; (2) improvement plan outcomes based on school profile data; (3) evaluation methods to determine progress toward outcomes. There are administrative, grade level, parent, special education parents and staff, state department, and community representatives serving on the council. A total of 18 members meet twice a month.

2-35  
1/14/93

# MISSION: SCHOOL IMPROVEMENT

## SCHOOL SITE COUNCILS

Teachers Business Community Parents Administrators \*Student \*Other School Personnel

1. Collect Data to Determine Goals/Needs
2. Target Areas
3. Commission Design Teams
4. Submit designs to the faculty for approval
5. Monitor Implementation Plan
6. Assess effectiveness

### Permanent Design Team

BLT

PDC rep  
Teachers  
Administrators

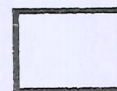
TASK: Support staff/design teams with professional development activities

### Permanent Design Team

BAC  
(Climate Issues)

Certified  
Classified  
Administrators  
\*Parent  
\*Student

### May have School Improvement Team or QPA Steering



Design Team

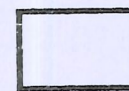
Step 1

Step 2



Design Team

- A. Target
  - B. Action Plan
  - C. Timeline
  - D. Assessment
- Submit plan/design to council & faculty



Design Team

## **DISCIPLINE PLAN:**

Students shall conduct themselves in keeping with their level of maturity. Teachers are responsible for establishing rules, guidelines, procedures, and consequences appropriate to their grade level. Students should be taught the rules at the beginning of the year and be reviewed periodically.

When a child shows inappropriate behavior the following steps should be followed:

**Step 1:** Positive interactions between the student and teacher using one of the suggested intervention methods. If unsuccessful move to Step 2.

**Step 2:** Student/teacher interaction using another intervention method. If unsuccessful move to Step 3.

**Step 3:** Teacher contacts parent by phone. If unable to contact parents after 3 attempts by phone, a letter is sent and a third intervention is tried. If unsuccessful and misbehavior continues, move to step 4.

**Step 4:** Parent/Teacher conference. The child may or may not be invited to attend. If misbehaviors persist, move to step 5.

**Step 5:** Parent/Teacher/Principal conference

If repeated (and/or) excessive intentionally malicious behaviors persist, the child may be sent directly to the principal's office.

### **Possible Intervention Methods:**

1. Plan classroom procedures and activities to maximize student time on task.
2. Discipline plan/contract with student
3. Think Sheet completed with classroom teacher
4. time out within own classroom
5. discussion in private
6. ignore behavior
7. nonverbal or verbal signals to prompt

8. positive social reinforcements
9. assign preferential seating
10. minimize distractions
11. remind student of expectation and rule
12. restricted from recess for the purposes of completing a "Think Sheet"  
(could be in another teacher's room with supervision)

A child may be removed from the learning environment of the classroom only by the authority of the principal.

## Student Activities

**Student Council** is off and running. The selection of representatives and alternates has been completed. There are representatives from each classroom and some special learning groups such as special ed., band, and art club. StuCo meetings are held on Tuesdays and Wednesdays. The days will be alternated so that students will not miss the same classroom activity twice a month. Each rep has a special notebook to record information and comments from the classroom members. Reps will have certain responsibilities each month.

The first StuCo involvement is the Taco Crunch and Open House. They arranged for classmembers to volunteer to help serve, created posters to advertise events, and will be hosts and hostesses during the evening. In the future, the students will also be doing a problem solving workshop with Dr. Kasselmann.

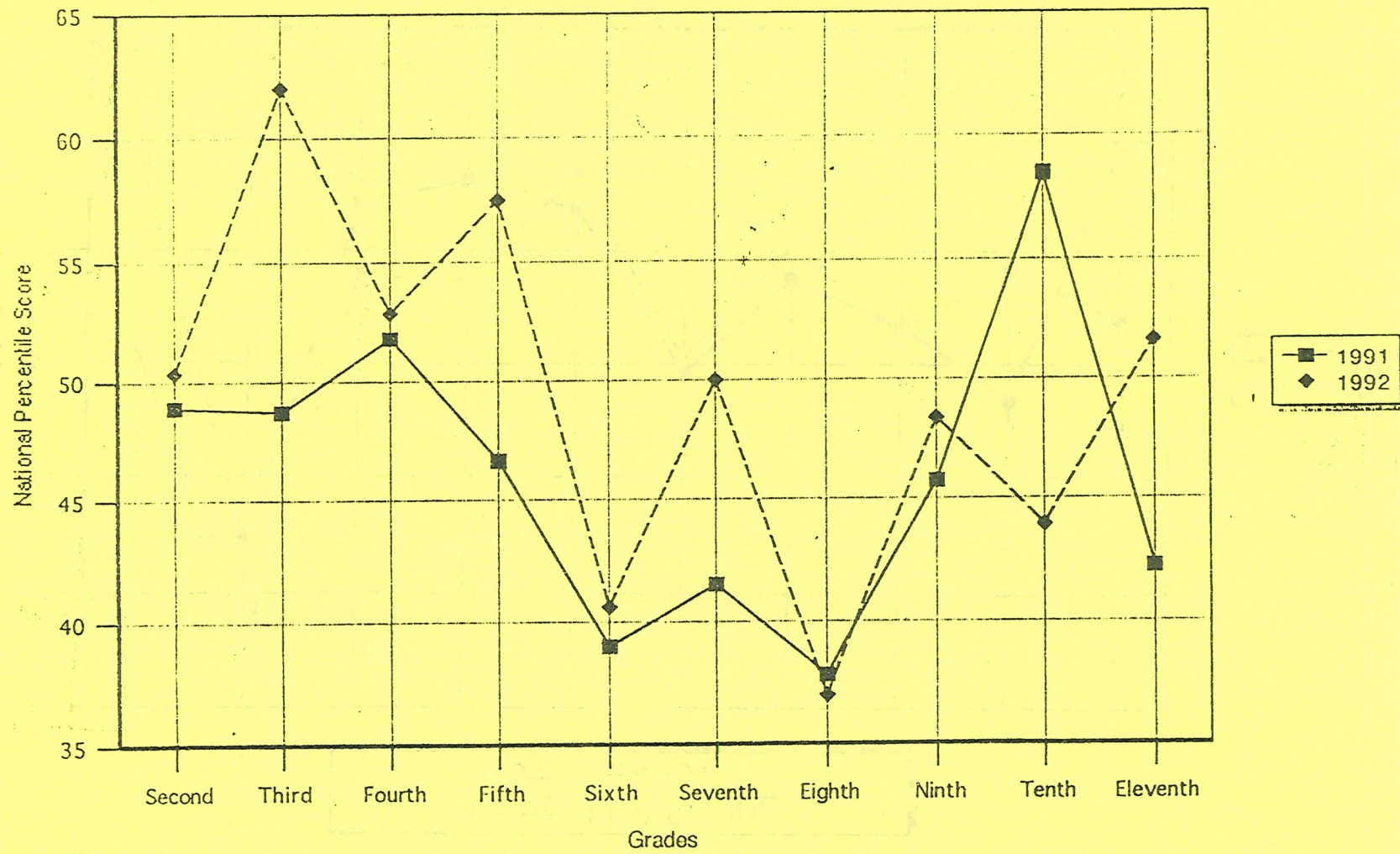
**Art Club** meets once a week with Ms. Nowland. She allows students with a special interest in art to expand their experiences in a less structured atmosphere. They meet every Friday for on-half hour. Projects have included a booth at Turner Days, and making an 8' totem pole, and preparing a design for a billboard for Art Appreciation Month to be erected along I-635. A total of 16 students participate in the art club.

**Just Say No Club** is available for fourth and fifth grade students. They meet on a monthly basis with about 140 students participating. Some of their activities include having speakers from local sports groups to speak about staying off drugs, caroling at a nursing home, and sponsoring a run against drugs. Teachers and parents sponsor the groups which meet after school. Bus transportation home is provided by the district after each meeting.

## **ACHIEVEMENT**

Oak Grove participates in the district testing program. CTBS are administered to the second through fifth grades. State-wide assessments are administered to third and fourth grades. Results of those test given spring of 1992 are illustrated on the following graphs. Results are reported in national percentiles for each grade levels.

Turner U.S.D. 202  
CTBS Language Scores

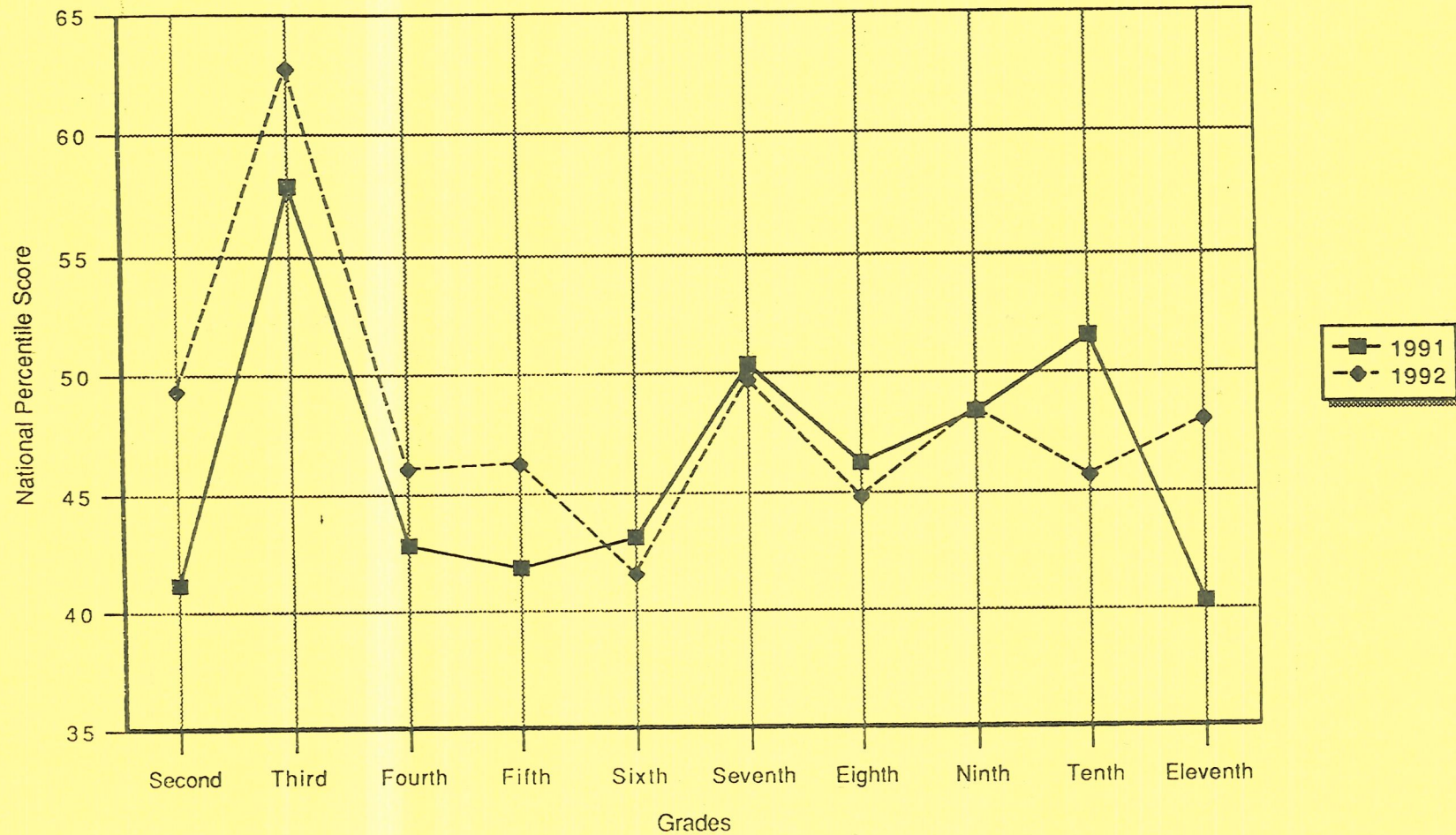


Comparison of 1991 and 1992

2-46  
1/14/93

# Turner U.S.D. 202

CTBS Reading Scores

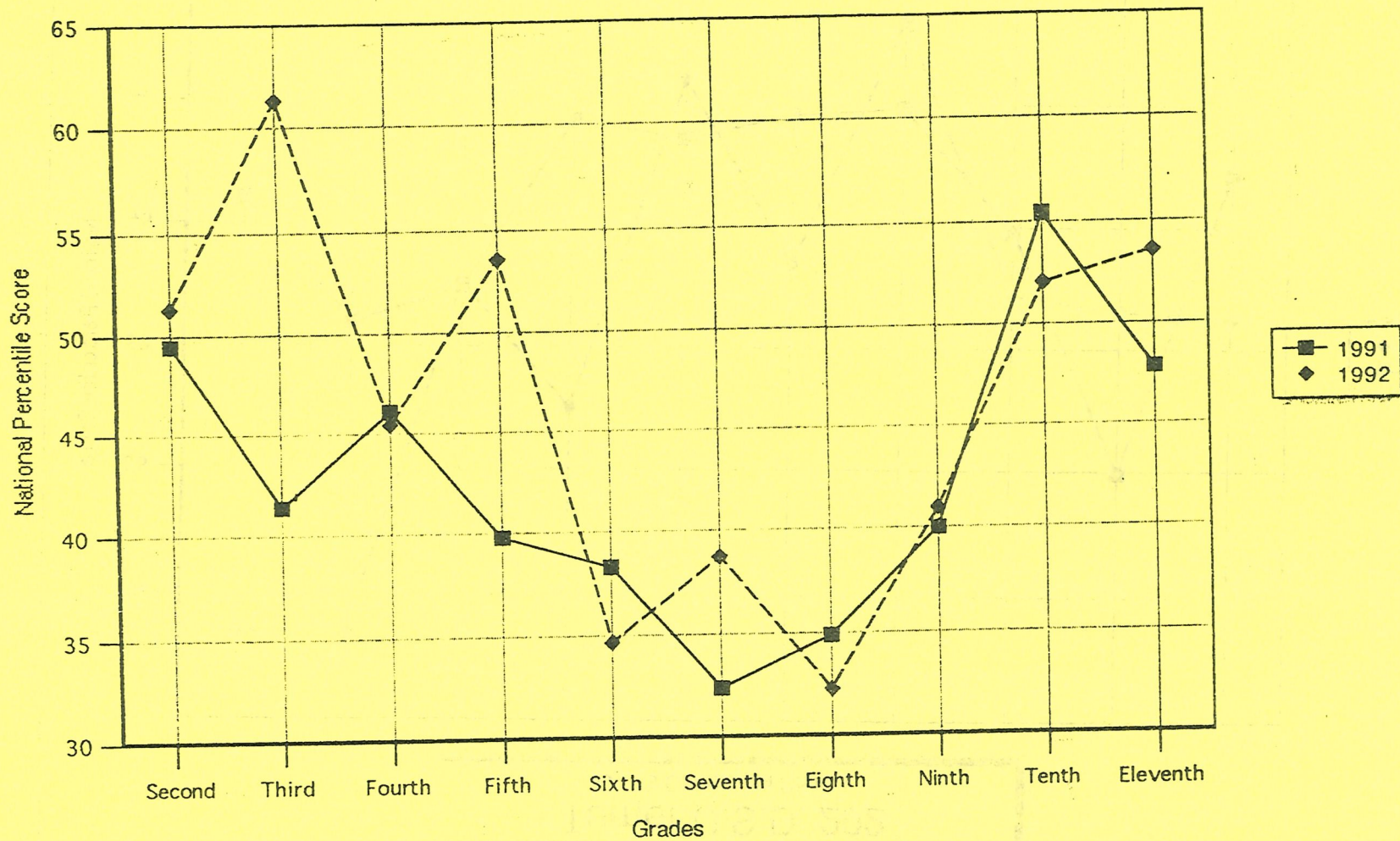


Comparison of 1991 and 1992

2-41  
11/1/93

# Turner U.S.D. 202

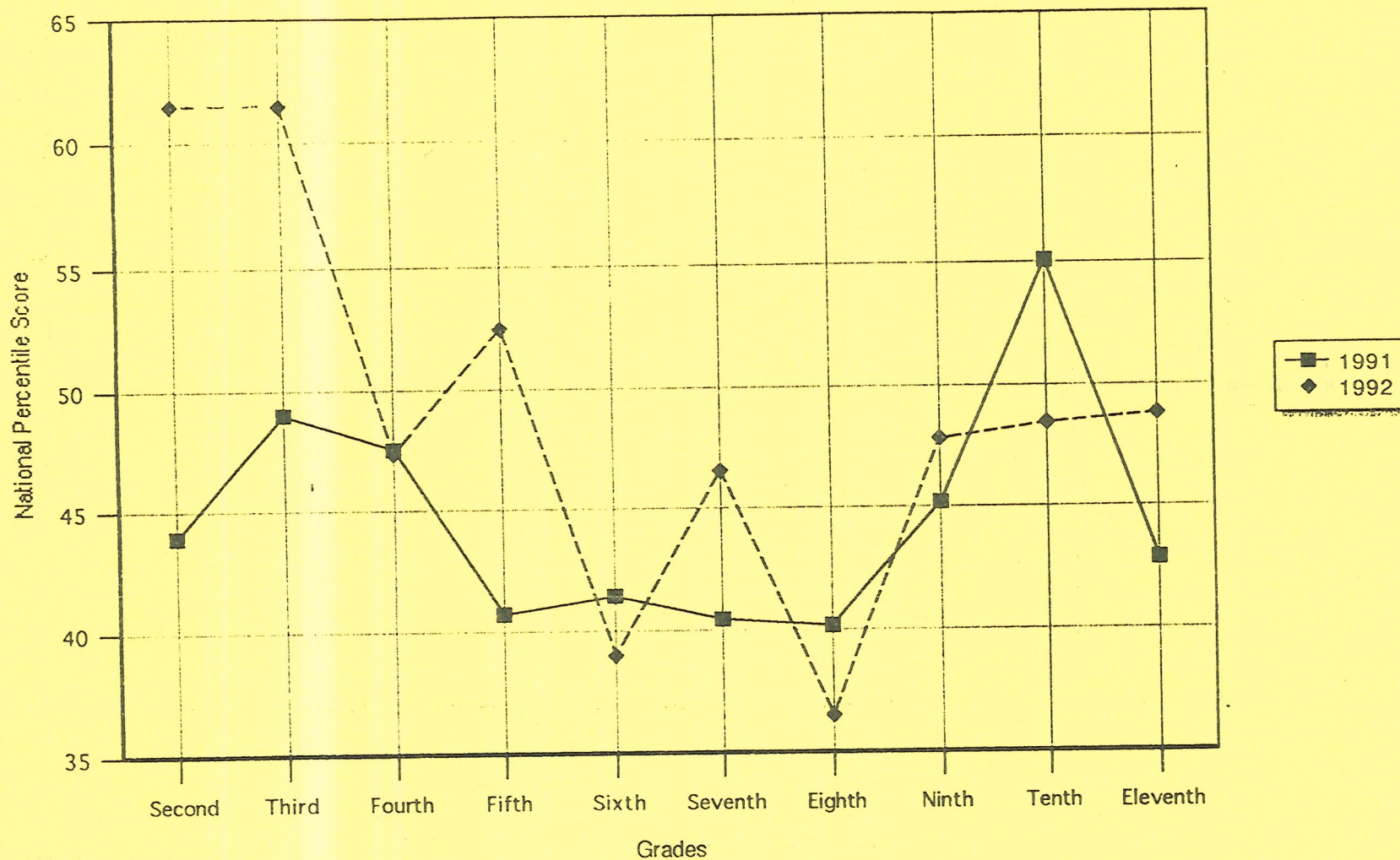
## CTBS Mathematics Scores



Comparison of 1991 and 1992

# Turner U.S.D. 202

CTBS Composite Scores



Comparison of 1991 and 1992

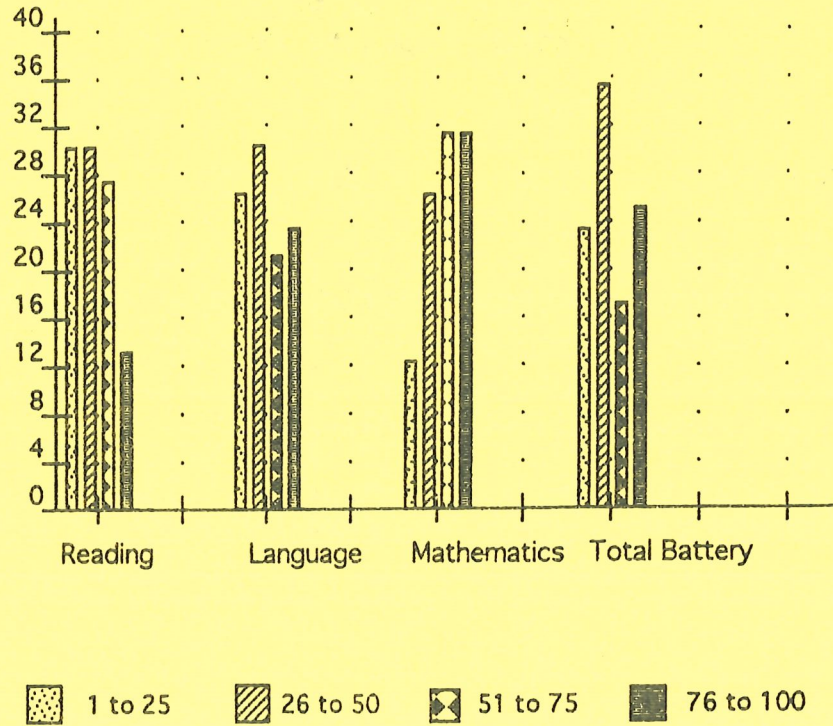
2-43  
1/14/93

PERCENTILE RANKS  
CTBS Composite Score

<u>GRADE</u>	<u>1991</u>	<u>1992</u>
2	43.9	61.1
3	49.0	61.5
4	47.5	47.3
5	40.7	52.5
6	41.4	39.0
7	40.4	46.5
8	40.1	36.5
9	45.2	47.8
10	55.1	48.4
11	42.8	48.8

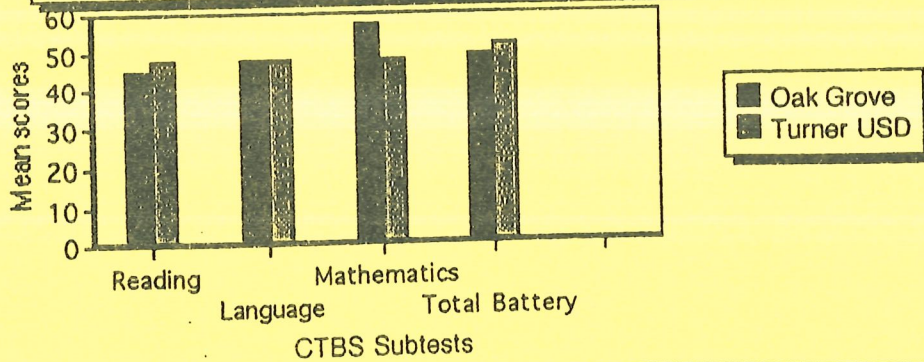
## 1992 CTBS Report - Oak Grove: Grade 2

Percent of  
Students  
per  
Quartile



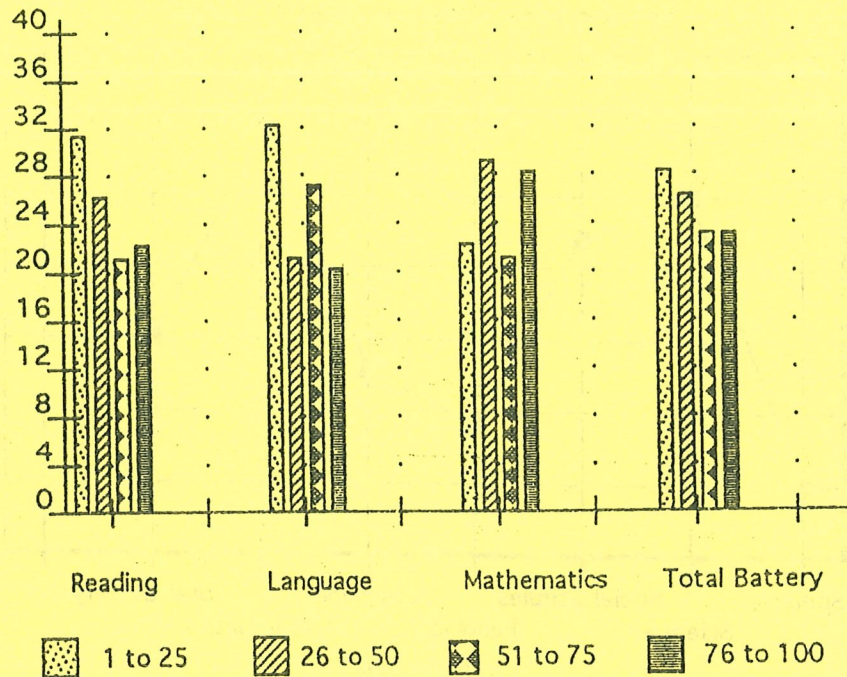
### 1992 CTBS Score Comparisons

Grade 2: Oak Grove/Turner USD



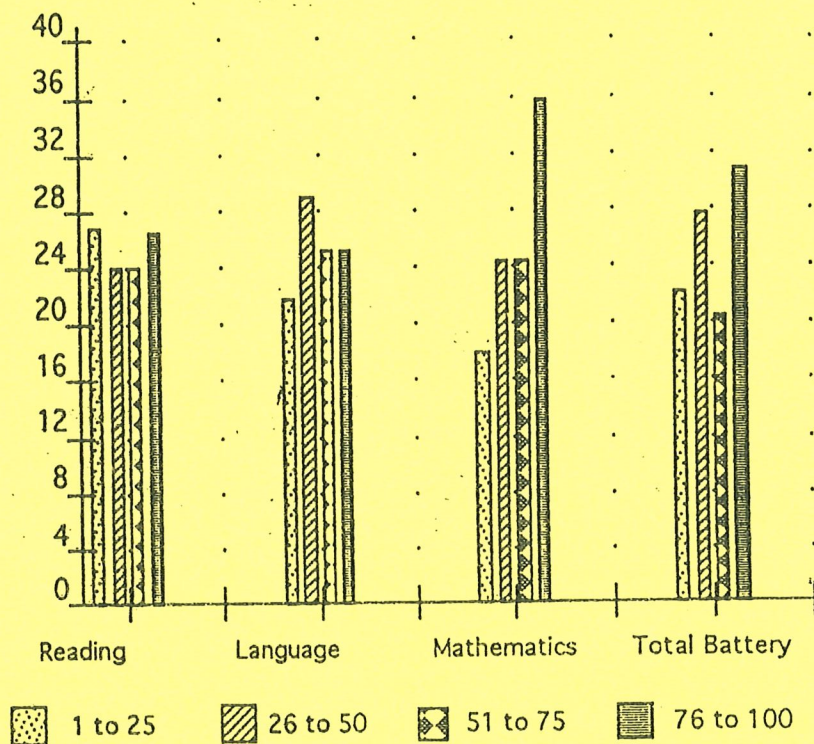
# 1991 CTBS Report - Grade 2

Percent of  
Students  
per  
Quartile



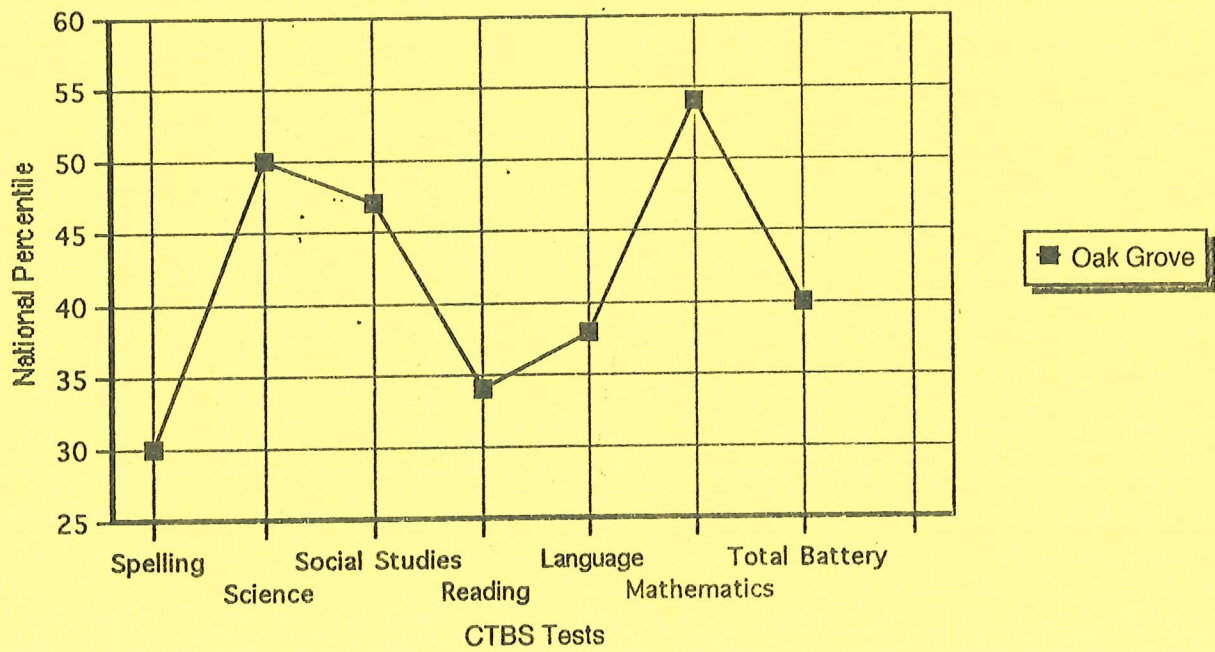
# 1992 CTBS Report - Grade 2

Percent of  
Students  
per Quartile



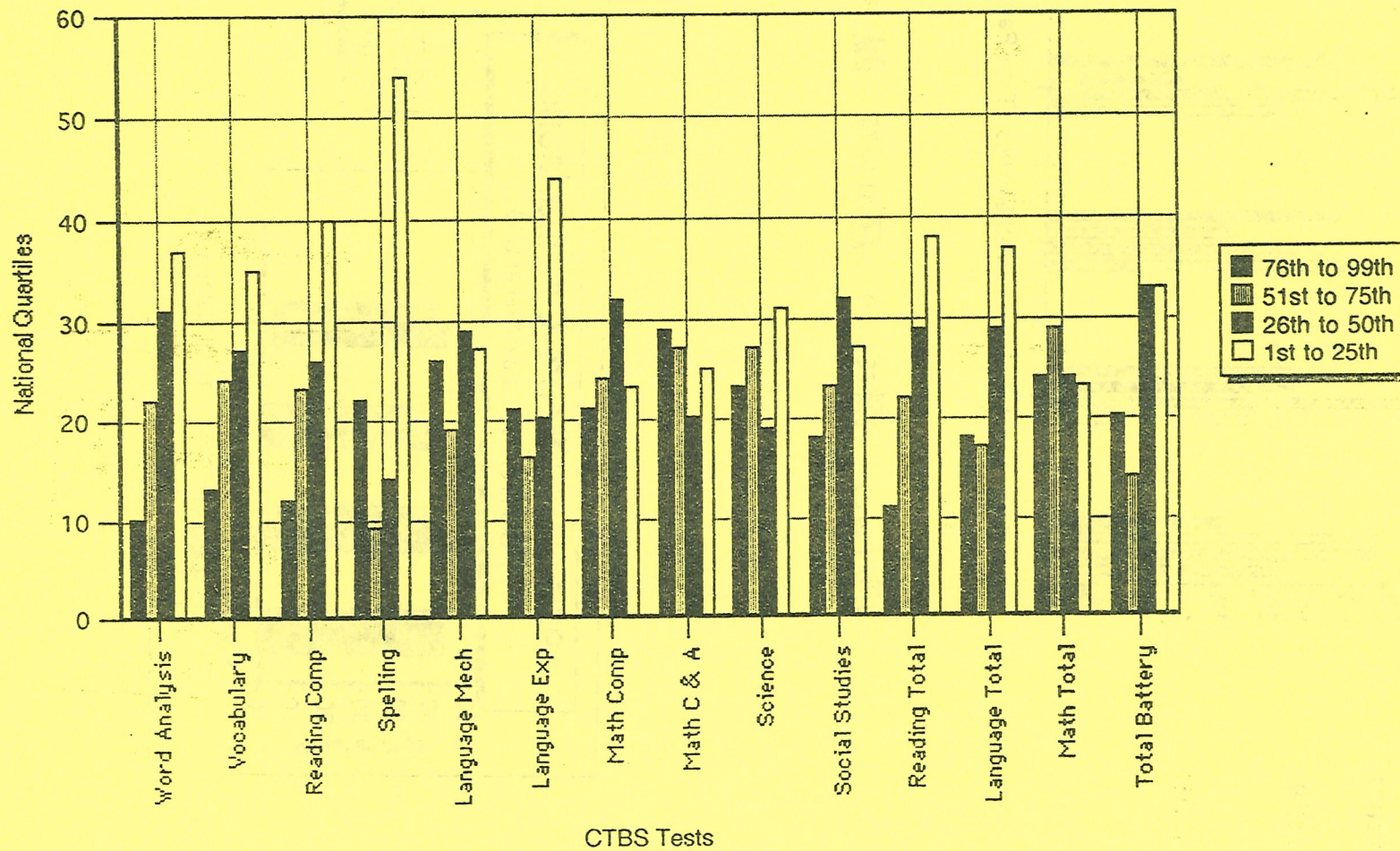
# Oak Grove Elementary

Grade 2



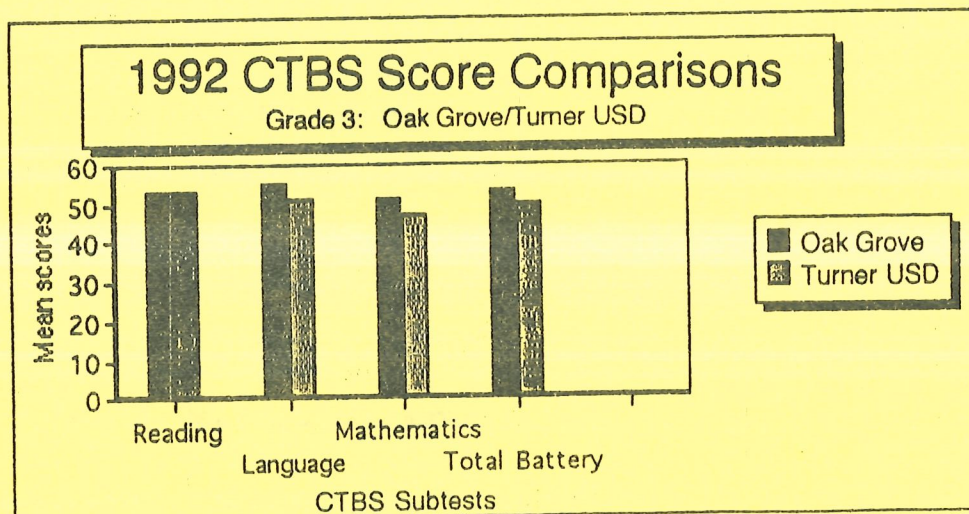
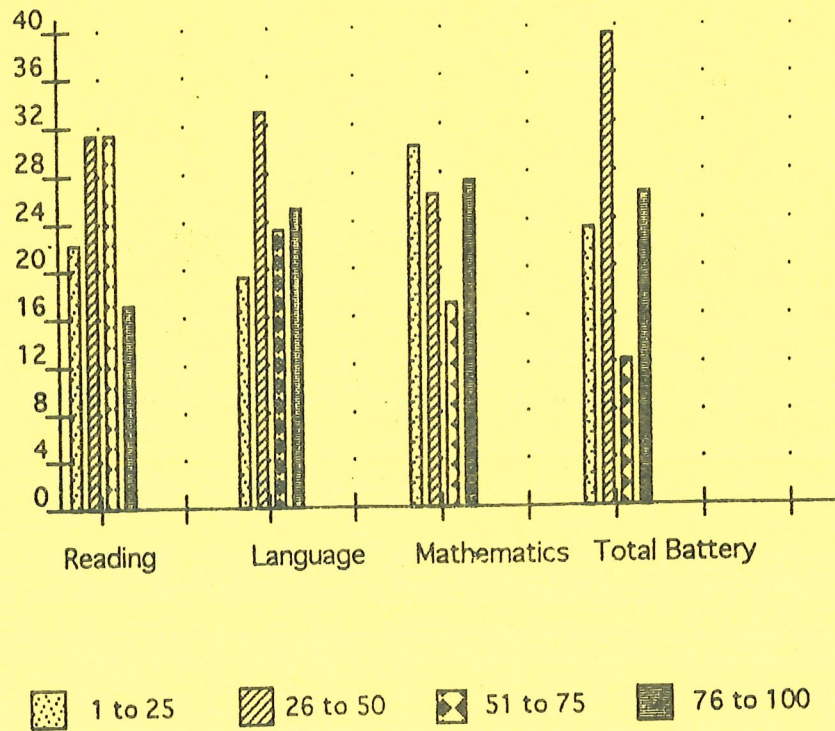
# CTBS Summary Scores

Oak Grove: Grade 2



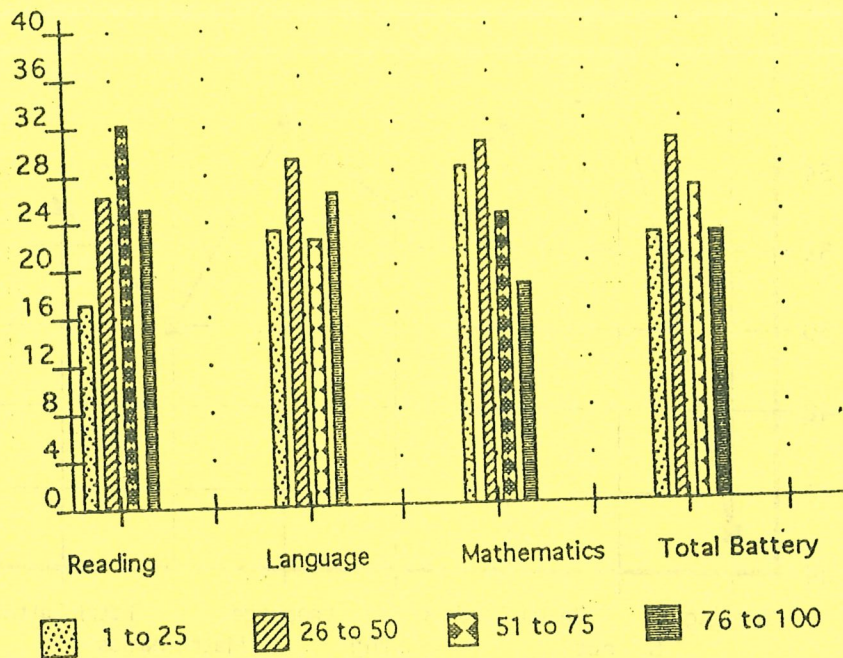
# 1992 CTBS Report - Oak Grove: Grade 3

Percent of  
Students  
per  
Quartile



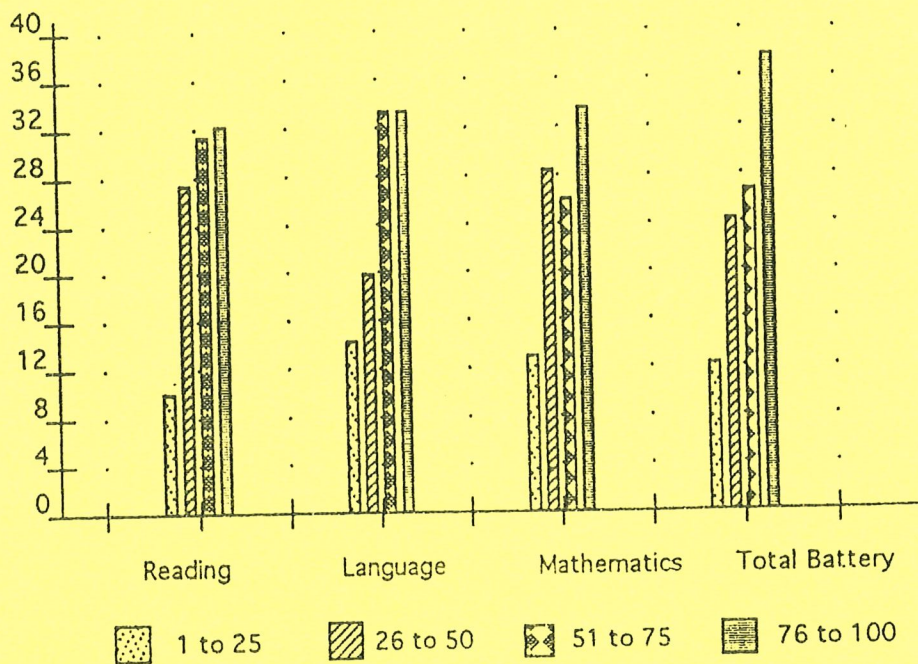
# 1991 CTBS Report - Grade 3

Percent of  
Students  
per  
Quartile



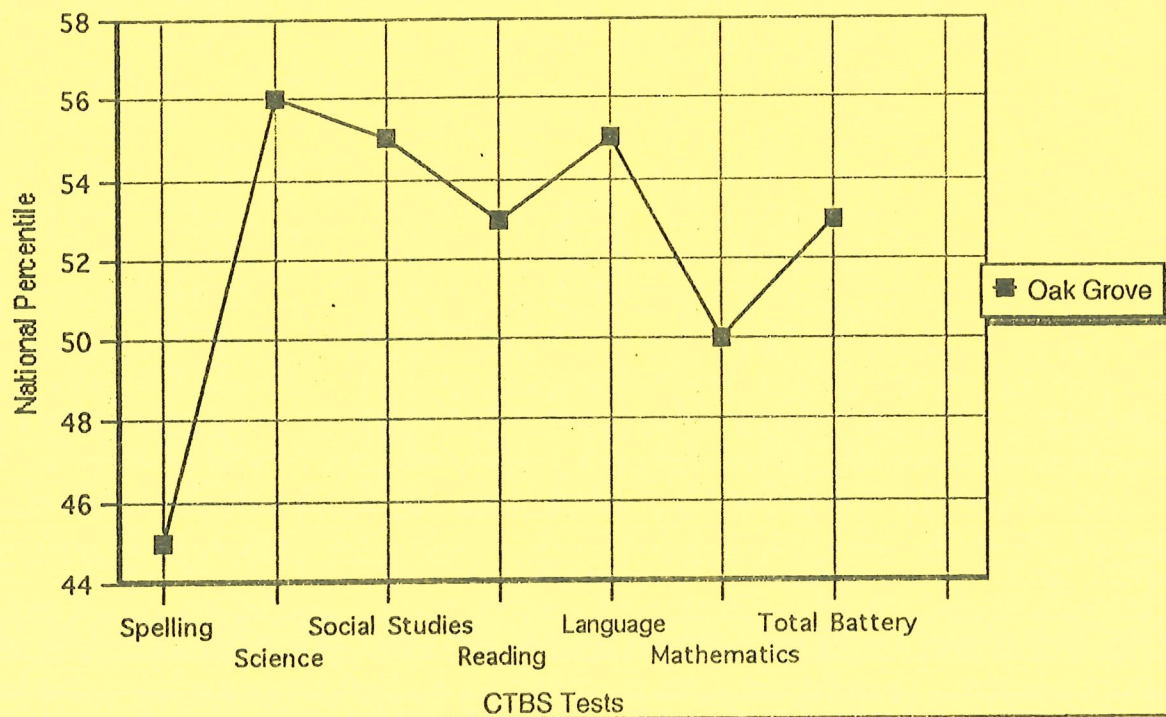
# 1992 CTBS Report - Grade 3

Percent of  
Students  
per  
Quartile



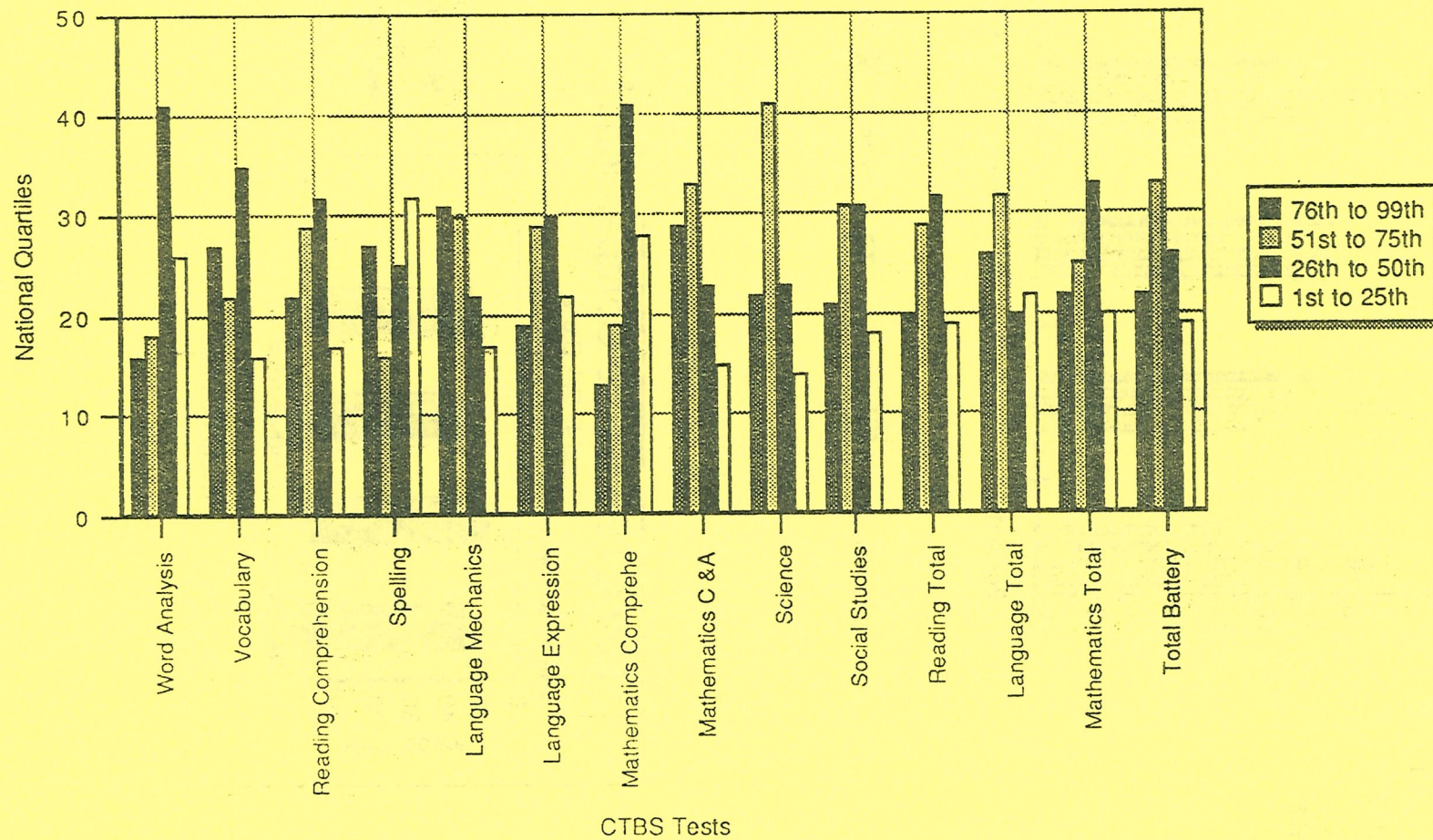
# Oak Grove Elementary

Grade 3



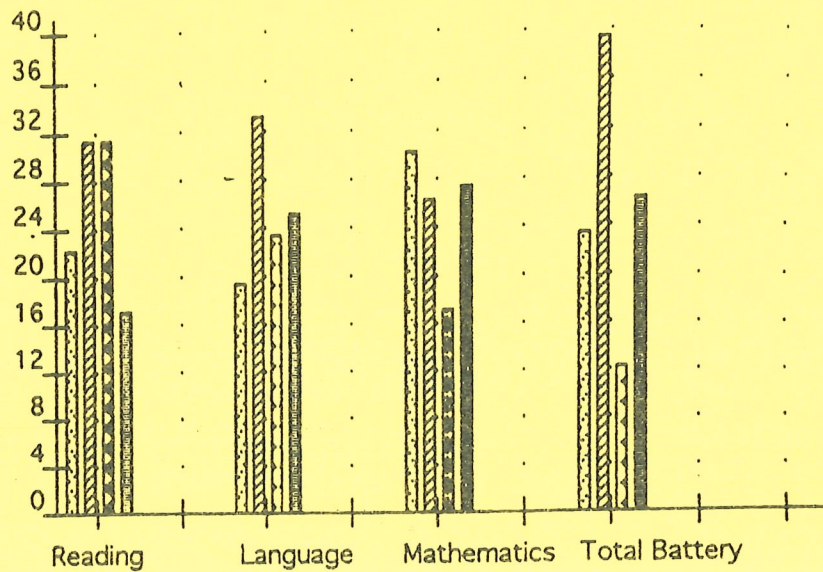
# CTBS Summary Scores

Oak Grove: Grade 3

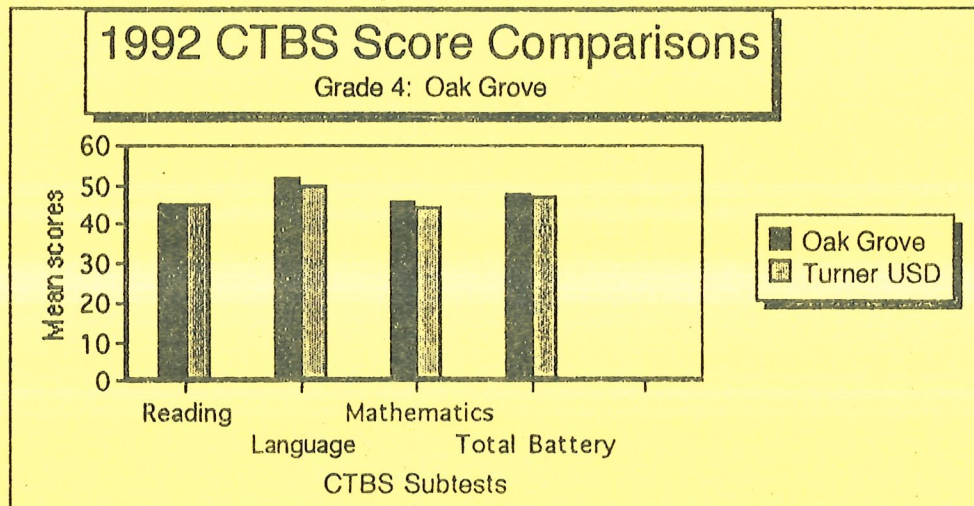


# 1992 CTBS Report - Oak Grove Grade: Grade 4

Percent of  
Students  
per  
Quartile

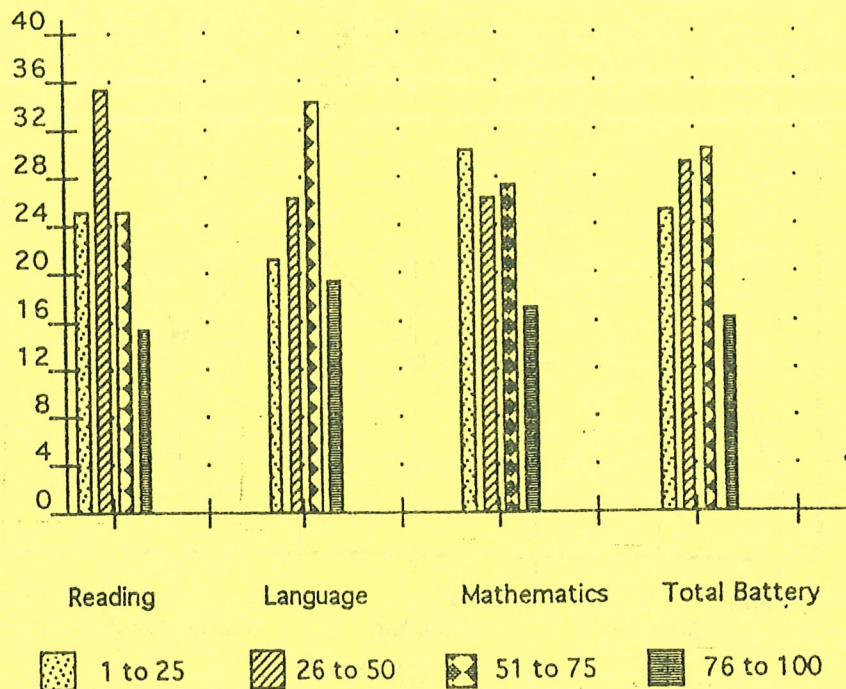


1 to 25 26 to 50 51 to 75 76 to 100



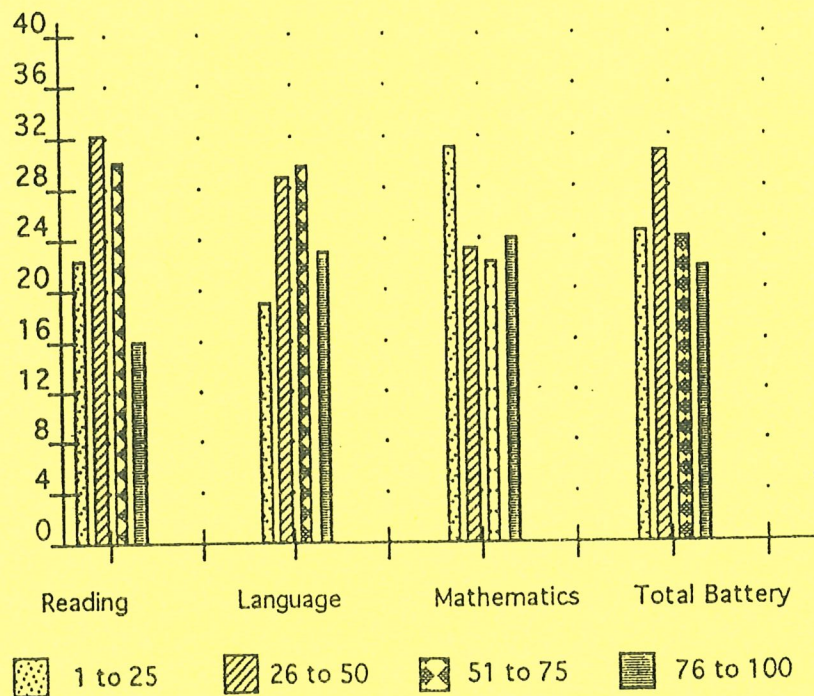
# 1991 CTBS Report - Grade 4

Percent of  
Students  
per  
Quartile



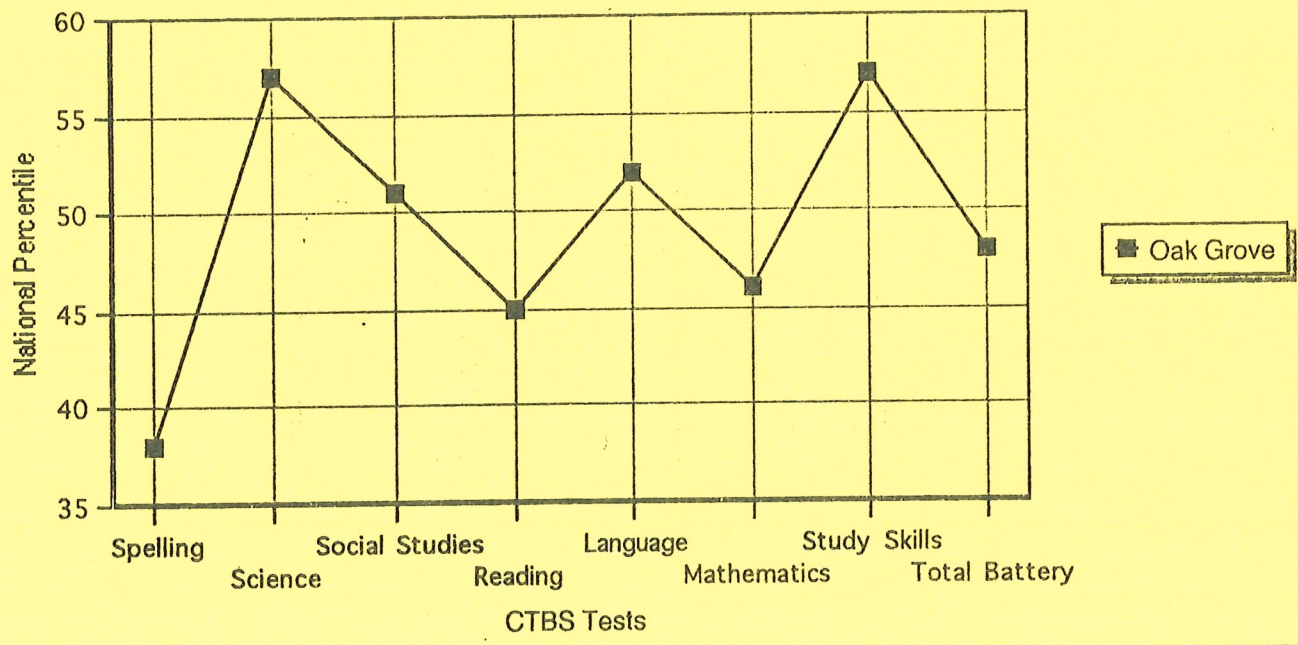
# 1992 CTBS Report - Grade 4

Percent of  
Students  
per  
Quartile



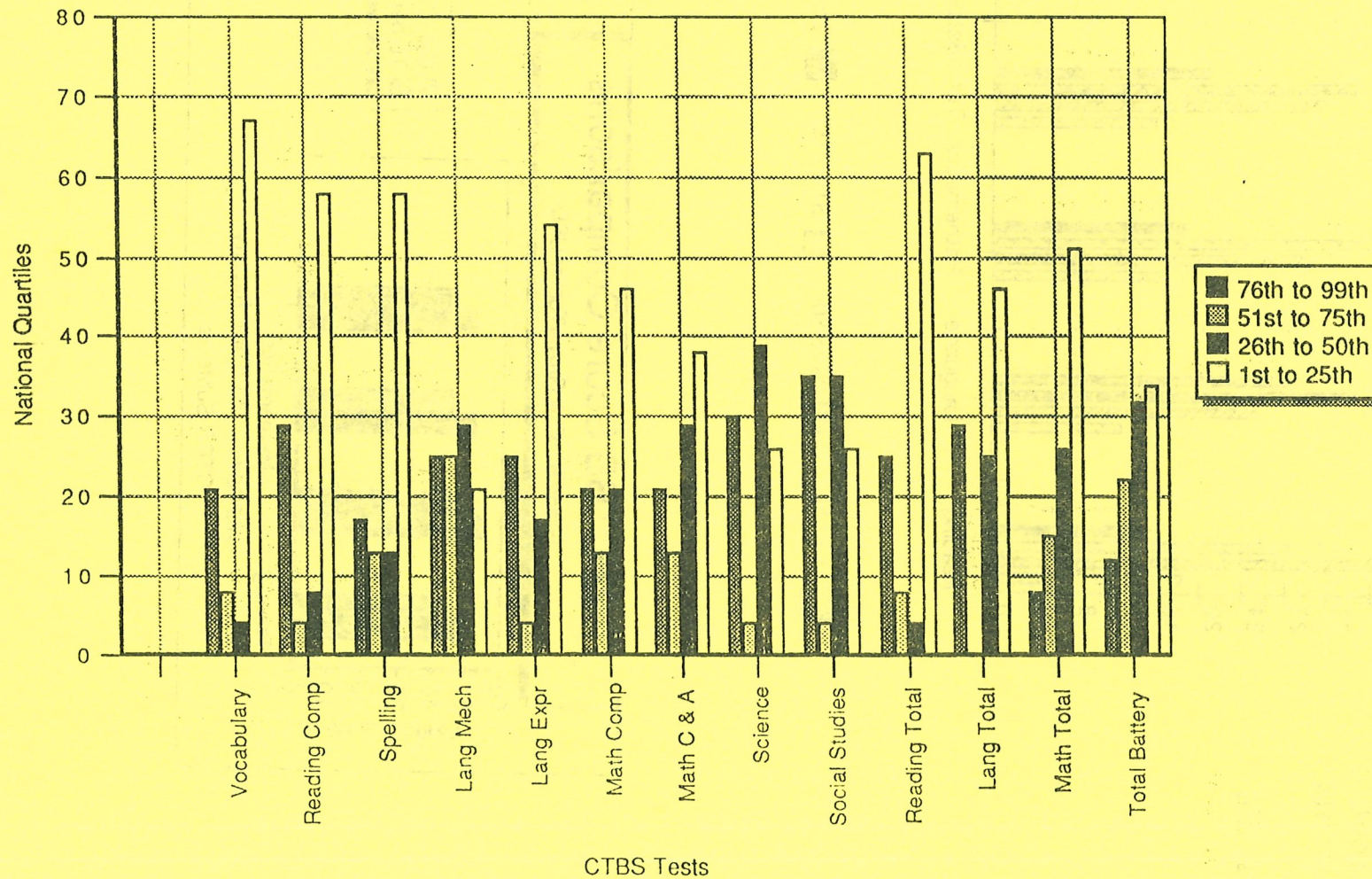
# Oak Grove Elementary

Grade 4



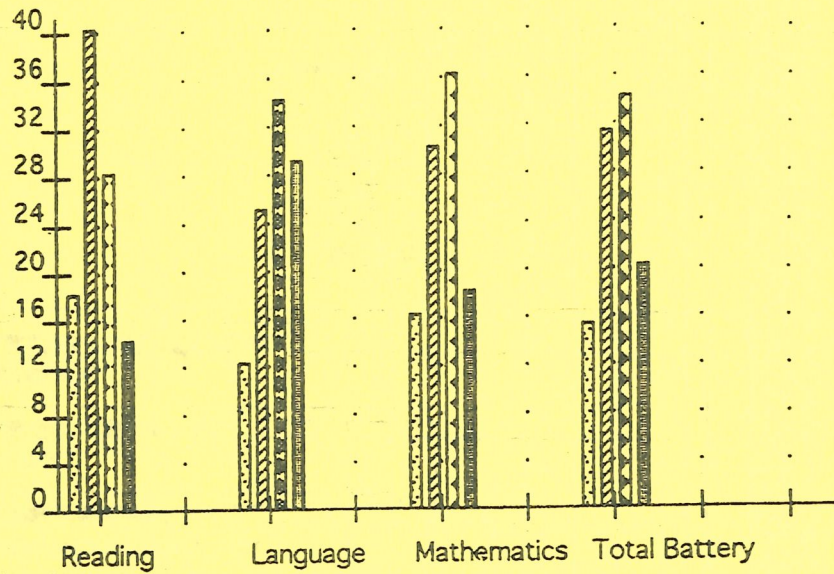
# CTBS Summary Scores

Oak Grove: Grade 4



# 1992 CTBS Report - Oak Grove Grade: Grade 5

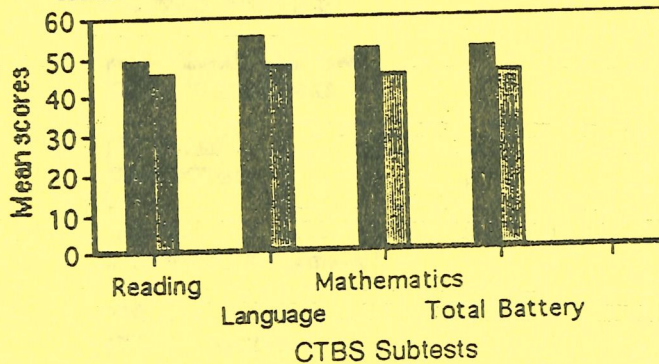
Percent of  
Students  
per  
Quartile



1 to 25    26 to 50    51 to 75    76 to 100

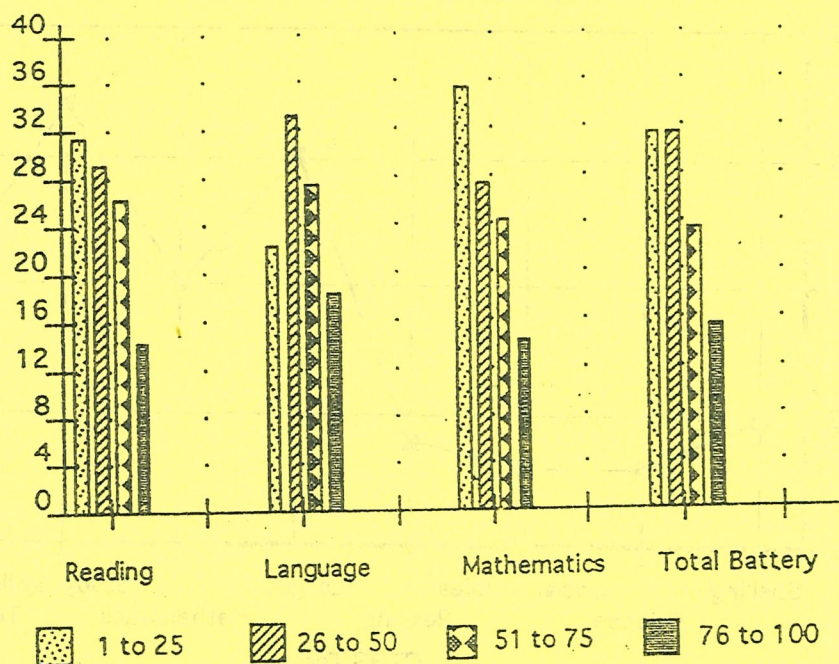
## 1992 CTBS Score Comparisons

Grade 5: Oak Grove/Turner USD



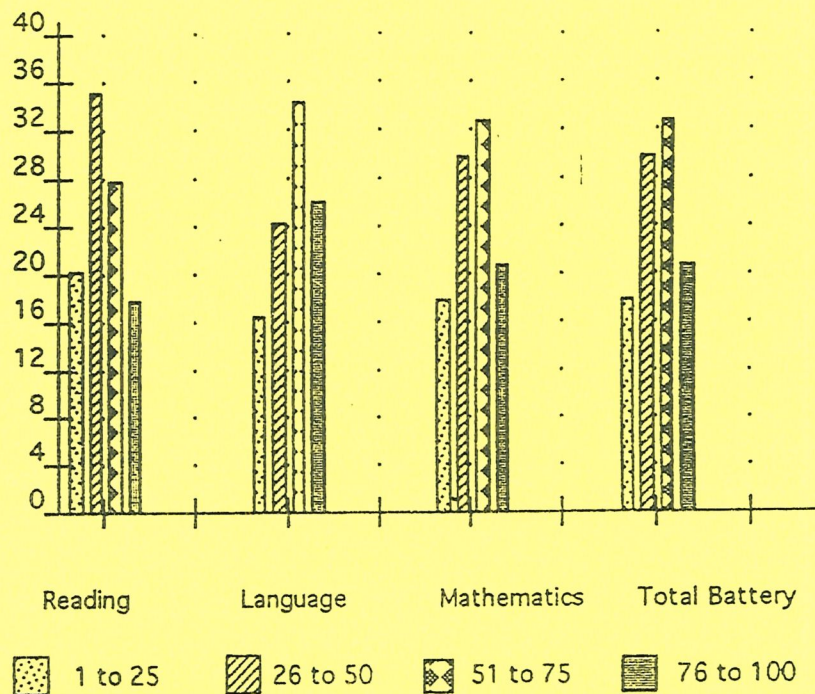
# 1991 CTBS Report - Grade 5

Percent of  
Students  
per  
Quartile



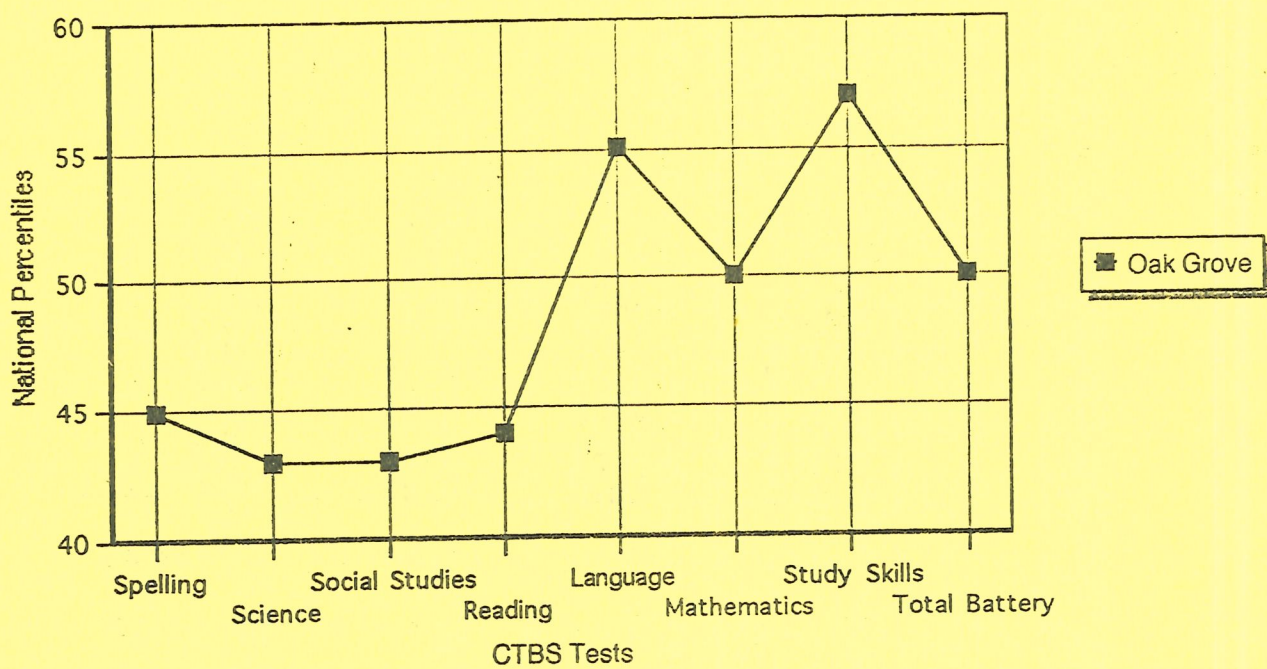
# 1992 CTBS Report - Grade 5

Percent of  
Students  
per  
Quartile



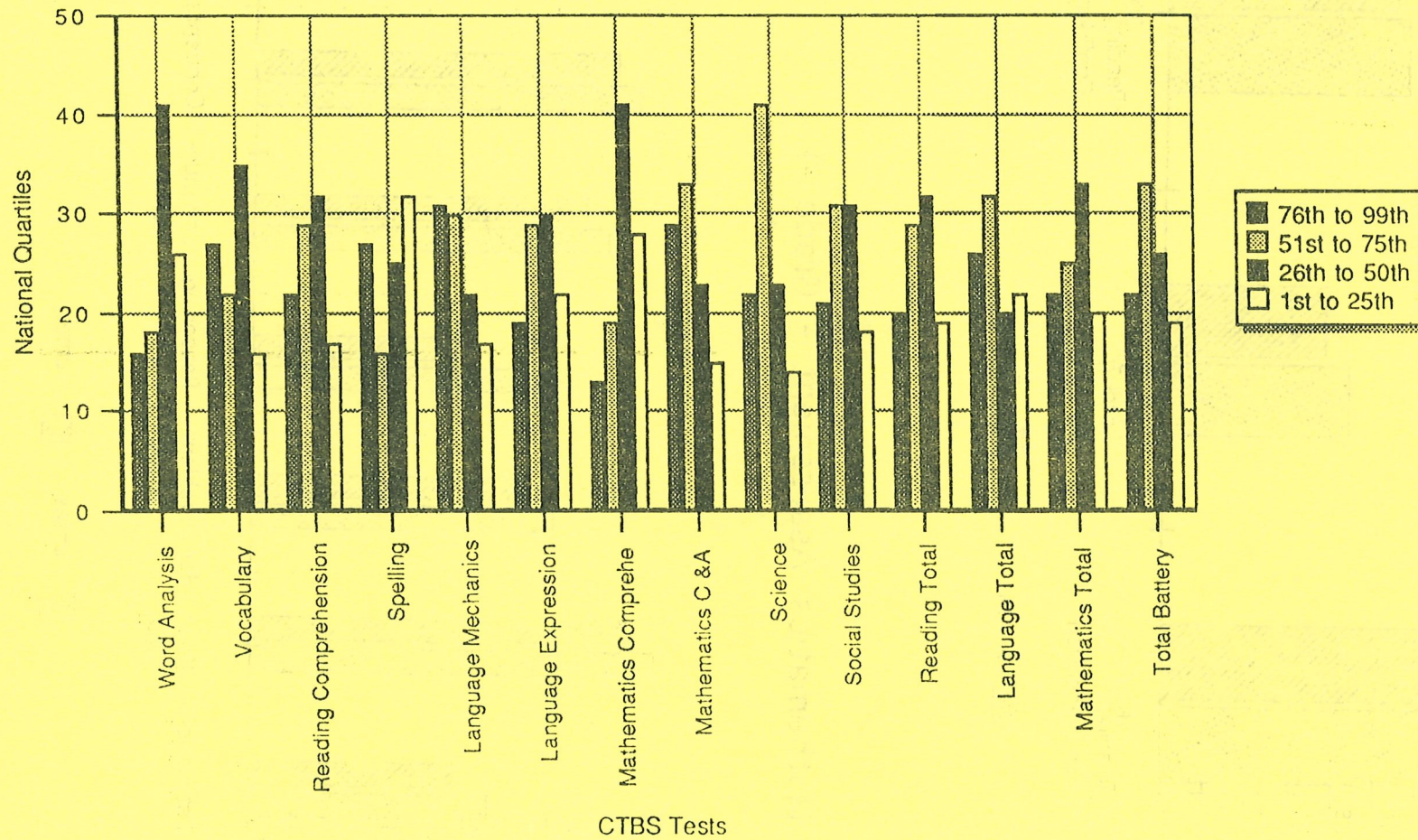
# Oak Grove Elementary

Grade 5



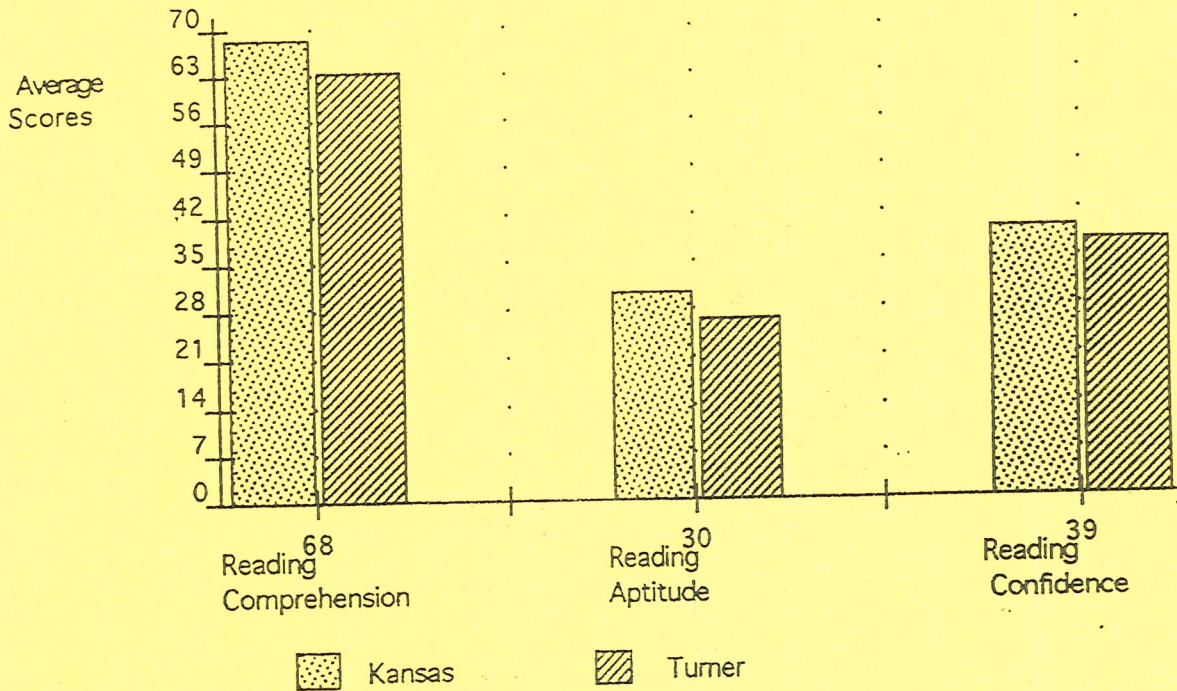
# CTBS Summary Scores

Oak Grove: Grade 3

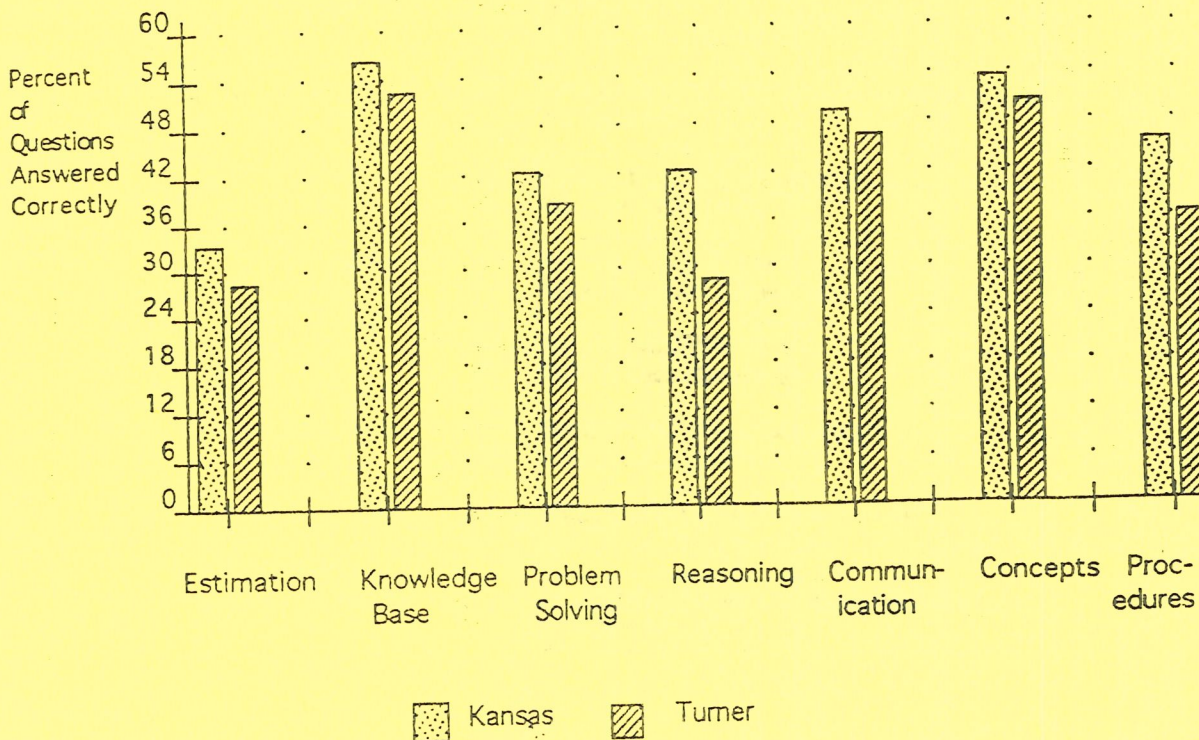


2-10  
11/14/93

# 1992 Kansas Reading Assessment - Grade 4



## 1992 Mathematics Assessment - Grade 4



# **School Improvement Planning**

## 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.

OUTCOME	STANDARD	ACTION	INDICATORS	TIMELINE	PERSONS RESPONSIBLE
#3 Safe & orderly environment	#1 - all students are engaged in meaningful, planned learning activities during the allocated school time.	#1 award attendance quarterly	#1 Teachers & principals will increase or maintain a high student attendance rate.	This quarter	Classroom Teacher
		#1 nurse calls parent after 3rd day of absence		Happening	Nurse
		#1 attendance plan to get child back in class if child has a pattern of absence (every Fri.) overview of attendance		This quarter	Teacher
		- teacher contacts Betty -Betty calls parent -letter from principal -report to SRS according to county SRS plan		Happening	Nurse-Team Social Work & any involved with student

OUTCOME	STANDARD	ACTION	INDICATORS	TIMELINE	PERSONS RESPONSIBLE
		#2 - cooperative learning	#2 teachers and principals will demonstrate that they provide students with a climate conducive to collaborative & cooperative living	On going	Classroom
		-peer tutoring		On going	
		-cross grade level student activities		By teacher choice	
		-lower class size		Soon/Now	Board of Ed.
		-paras in classrooms (in school suspension)		2nd Semester	Board of Ed.
		- <u>refocus</u> to address accademic behavior		<u>Priority/Now</u> 2nd Quarter	Principal then Board of Ed.
		-early intervention in addressing behaviors through <u>refocus</u> group			(Money available per Ann Franklin) Teacher trained in techniques on behavior necessary to learn
		-alternate behavior program			----- full-time person for handling discipline problems -----
		-emergency support support system to talk to rest of class when a child has exploded		Now	----- specially trained person (Alan or Darline) (full-time)

2-68  
1/14/93

OUTCOME	STANDARD	ACTION	INDICATORS	TIMELINE	PERSONS RESPONSIBLE
		#2 -all teachers trained in cooperative learning		End of School Year	QPA
		-all teachers trained in crisis management		End of School Year	BLT Dawn
		-plan to involve parents		End of School In place next yr.	Bd. of Ed. Action
		-problem solving activities in classroom on problem solving		Now	Teacher or Counselor
		-think sheet		Now	Classroom Teache
		-process THOT committee in using for problem solving		Second Semester	Refocus Instructor
		-teacher encourage parents to attend parenting meetings		Now	Teacher
		-refocus group -THOT -Just Say No -DARE -classroom guidance	#3 teachers and principals will demonstrate a decrease in or maintain a low number of out of school suspensions and expulsions.		
		*-snack in middle of day (healthy)		Second 9 Wks.	Parents & Teachers

OUTCOME	STANDARD	ACTION	INDICATORS	TIMELINE	PERSONS RESPONSIBLE
#7-Work independently and in group effectively	#1-Work together for common cause of a mission.	Cooperative Learning- Peer Tutoring - Cross-grade tutoring- Teacher training	#1-Achievement will increase all student groups on the appropriate components of the state assessments; e.g., interpersonal	Ongoing Ongoing-Aug-May Ongoing	Staff & Students  Anne Lowe Staff & Student Staff, BLT, PDC, BAC , Admin.
		Co-operative Learning Peer Tutoring - Classroom guidance - Small group session counseling - Peer conflict resolution	skills achievement on the inter-personal communication skills portion of the state communications assessment.	Ongoing	Staff & Students (Counselor - Social Worker) (Art Therapy)
		Group games- oral presentation by groups- artistic interpretation video taping - cross grade co-ordination in assessment	#2-Student self concept, adapt- ability flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups.	Ongoing	Staff Administrators
			*Cooperative groups, cooperative learning cadre, peer resolution for conflicts; peer tutoring;		

2-70  
11/4/93

OUTCOME	STANDARD	ACTION	INDICATORS	TIMELINE	PERSONS RESPONSIBLE
			#3-Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum. *Self-assessment of group involvement; oral presentations.		
#7-Working Independently and in groups  School	#2-Ability to separate people from problem	Peer conflict resolution  Student Council Group  Trust building act. Classroom Guidance	#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 Test  #2-Student self concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups.	Ongoing	Staff  Counselor- Social Worker

OUTCOME	STANDARD	ACTION	INDICATORS	TIMELINE	PERSONS RESPONSIBLE
			#3-Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum. *Alan/Darline in class counseling		
		Training in multiple assessment techniques.	#3-Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum. *Alan/Darline in class counseling	Ongoing	BLT, Staff, PDC, Administrators District - Resource People
		Conflict resolution workshop			Area
		JSN/D.A.R.E.			
	#3-All students are tolerant of individual differences and work together without prejudice, bias, or discrimination.	Training for teachers for inclusion.  THOT involves parent in group to help with student behavior	#2-Student self concept adaptability/ flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups		
	Tolerance				

OUTCOME	STANDARD	ACTION	INDICATORS	TIMELINE	PERSONS RESPONSIBLE
		CWC Cross/level tutoring JSN D.A.R.E.	#2-Student self concept, adaptability/ flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups.	Ongoing	
		Sister school - Computer link with other schools - Parent discussion group - Highlight Appreciation of cultural difference thru assemblies, acquired literature, sensitivity training- Computer Link - Harmony in World of Difference- Celebrations of Calendar Dates i.e. Black History Week- Speakers	#3-Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.	Ongoing	

Date: January 14, 1993  
Presented to: SENATE EDUCATION COMMITTEE  
Re: Suggestions regarding criticisms of Q.P.A.

1. I agree wholeheartedly with the suggestion that Q.P.A. be limited to expectations (the 10 outcomes) which will then be met with local communities' viewpoints as what is best practice for them. The drive for specific indicators is more an issue of regulating, rather than enabling, improvement.
2. Strong communication between the district and significant community groups is critical. I believe that fear is at the central point of community concern. In our experience, outside groups initiated fear-inducing stories and suggestions that caused solid citizens and long-time school advocates to feel dismay that their own school system had been allowed to go to these "extremes". These stories were based on rumors or half-truths, and it took considerable effort to sort out the misunderstandings.

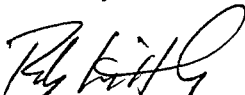
Opening up the system was the single most effective answer to the stories. Inviting parents in helped to alleviate their concerns and allowed staff to respond in a constructive way. For a significant time, our staff was at risk of responding too negatively, or of feeling that they were so constrained that normal teaching could not occur.

Regular communication to the staff was helpful in letting them know we believed in their efforts, and that we were supportive of their professional decisions. At the same time, letting the community in fostered a greater understanding among all parties that we welcomed and needed community and parental input to be effective.

3. To allow the process to work, we slowed things down and focused on low-contention activities first. I should explain that our system has been in this situation for approximately three years. The mistakes we made focused on assuming that people clearly understood our side of the issue. That simply was not the case. The fear narrowed the focus of concerned persons, and they wanted answers that dealt with that specific issue. As soon as that was accomplished, another issue surfaced. I believe that we are seeing a reaction to the pace of change, as well as to the direction of change, and slowing things down helped.
4. Not to be overlooked is the issue of the intention of the school system. We were often confronted with a vague assumption that the district's intentions were dark and sinister; that we were actively part of a larger conspiracy to do harm to the nation's children. Frankly, we tried to deal with that by explaining our intentions, i.e. school improvement, teaching improvement, safe and secure environment, etc. That appears to have helped. It also set the groundwork for having discussions with community groups about our future intentions, i.e. where we think we need to go to help prepare our children for their future lives.

I'm sure these thoughts are not new to the study group, but we hope knowledge of our experiences may be helpful in this discussion.

Thank you for the opportunity to present this material.

  
Rob Little, Ph.D.  
Superintendent

Sen. Ed.  
Attachment 3  
1/14/93

# SENATE EDUCATION COMMITTEE

January 14, 1993

Testimony Presented by

Larry Clark, Burlington U.S.D. 244 Superintendent

Since the early 1980's Burlington U.S.D. 244 has mixed and matched the philosophies of the Excellence and Effective Schools Movements to best meet the needs of our students. Although we are involved in Excellence Movement materials in individual programs we subscribe more to the philosophy of the Ron Edmonds' Effective Schools Movement.

In 1982 Burlington contracted with Mid-continent Regional Educational Laboratory (McRel) to conduct a series of workshops on developing a School Improvement Plan. The workshops goal was to use a building team (principal and five teachers) approach while developing a "School Improvement Plan". Some of the activities of those workshops were:

- |                               |                            |
|-------------------------------|----------------------------|
| •Effective School Research    | •Test Content Analysis     |
| 1 - Teaching                  |                            |
| 2 - Leadership                |                            |
| 3 - Curriculum                |                            |
| 4 - Assessment                |                            |
| •School Improvement Surveys   | •Breaking Down Barriers    |
| •Change Process in Schools    | •Communication Skills      |
| •Team Building                | •Facilitation Skills       |
| •Classroom Organization       | •Task Analysis             |
| •Motivation                   | •Building Profiles         |
| •Contributors to Engaged Time |                            |
| 1 - Discipline                |                            |
| 2 - Expectation               |                            |
| 3 - Motivation                |                            |
| 4 - Organization              |                            |
| •Benchmark Skills             | •Reading /Mathematics      |
| •Assessment Strategies        | •Building Level Leadership |

Baseline Data Used in the planning process were:

- |                            |                     |
|----------------------------|---------------------|
| •Student Performances      | •Parental Input     |
| •School Improvement Survey | •Teacher Surveys    |
| •Classroom Observations    | •Discipline Records |
| •Attendance Records        | •Tardy Records      |
| •Achievement               | •Achievement Scores |

In the fall of 1983 the building improvement plans were initiated.

During the 1984-85 school year Burlington USD # 244, along with sixteen Flint Hills Educational Research and Development Association (FHERDA) schools, entered into an agreement with Emporia State University to participate in a project called Project to Determine Quality Schools (PDQS). The purpose of this project was to provide each school with a diagnostic self-assessment process for a systematic review of its schools. This systematic review would assist the district and schools in identifying strengths and needs. This process was seen as a support to the McRel School Improvement program. In the spring of 1985 a Steering Committee composed of superintendent and principals met and developed the criteria for the assessments. Teachers, students and parents were also involved in the selection of the criteria. Areas to be assessed were:

- Building Leadership
- Evaluation
- Parent and Community Support
- Curriculum
- Instruction
- School Climate

Supplemental materials collected were:

- Homework
- Building Goals
- Total Staff Number
- Number of surveys mailed to parents
- Student Reimbursement
- Student Enrollment
- Cumulative Grade Point Averages

During the 1985-86 school year data was gathered; i.e. surveys, enrollment number, goals, staff numbers, cumulative grade point average, homework policies. This data was compiled and individual graphs of schools compared the average of all PDQS participants. The data was compiled into booklet form and was returned to each district. The first two years Burlington High School participated in the PDQS project. In the spring of 1987 a steering committee composed of elementary principals met and developed a criteria for assessment for grades 6 - 8. Once again teachers, students and parents were involved in the selection of the criteria. This project continued through the 89-90 school term.

The high school was scheduled to do a North Central Association evaluation during the 1987-1988 school year. The district's administration did an informal assessment of current practices and instructional improvement methods and after much thought and debate decided to become a K-12 North Central Association district. It was further decided that Burlington U.S.D. 244 needed a delivery system to integrate all practices into a unified thrust. In the spring of 1988 Burlington requested North Central K-12 membership and expressed

interest in exercising the North Central option of an Outcomes Accreditation/Evaluation process. To get into the outcomes based process Burlington once again contracted with McRel to conduct a series of workshops to assist in the Outcomes Accreditation/Evaluation Process. The McRel Project was called Achieving Excellence (A+). This organizational structure was to be used as the delivery system during the development of program outcomes and to integrate effective school methods into the curriculum. The following fall (1988-1989 school year) selected teachers, principals, the special education director and the superintendent of schools met as a group to participate in the McREL A+ program. This group became the district Outcomes Accreditation Evaluation (OAE) team. The McREL staff met with the district OAE team five times in all-day sessions. The McREL activities took the OAE team step by step through a process to satisfy an outcomes based accreditation. There were six different documents used to fulfill the self assessment portion of the outcomes process. They were: academic efficiency grid, achieving excellence survey, narrative description of the achieving excellence survey item data by school, achieving excellence survey diagnostic analysis, school data forms and the academic efficiency index (AEI). Each building staff had input into these materials. The teams from each building analyzed the data to determine the most meaningful information to structure initial target goals. Building staff meetings were held to keep individuals informed of OAE team progress. The A+ Workshop areas are listed below. The first McRel A+ Session was November 3, 1988.

- Implementation of A+
  - A - Change Belief
  - B - Concerns - Based Adoption
  - C - Expert Development
  - D - Coaching
- Data Gathering (Efficiency & Effectiveness)
- Report of Data Collection
  - A - Efficiency and Data Collection
  - B - Achieving Excellence Profile
- Coaching Teams' Reports
- Review of Tactics for Selected Efficiency Strategy
- Plan for improving efficiency
- Review of Success Rate Data
- Selection of Effectiveness Strategies
- Review of Tactics for Selected Effectiveness Strategies
- Plan for Improving Effectiveness
- Plan for AEI data collection follow-up
- Plan for additional improvement strategies and tactics

- Review strategic analysis
- Plan for strategic analysis data gathering
- Review design strategy
- Plan for excellence
  - A - Selection design
  - B - Force-field analysis
  - C - Implementation/Empowerment Tactics
- Plan for data collection/follow-up
- Plan for subsequent steering committee activities

The building steering committees had intersession assignments to complete between each meeting. Two staff days were spent on the outcomes process. Their activities included:

- |                                  |                            |
|----------------------------------|----------------------------|
| •Form committees                 | •Develop mission statement |
| •Identify problems               | •Select goals              |
| •Develop an activities scheduled | •Organize committees       |
| •Work on goals and activities    |                            |

Mission Statements for the district and buildings were finalized, goals selected, committees formed and activities scheduled. The first North Central Association team visit was April 24, 1991.

In late 1989 the Kansas State Board of Education appointed an Outcomes Accreditation Task Force (OATF) to develop a delivery system which could be used to fulfill student performance outcomes and school accreditation. In 1990 the State Board of Education requested school districts to participate in the pilot phase of the Quality Performance Accreditation system. On April 5, 1991 Burlington USD 244 requested an application to become one of the initial fifty school in the pilot phase. We then started the process of dove-tailing the two accreditation systems into one workable system.

The following comments are constructive thoughts and concerns from one school district that has worked hard to provide a learning program for students that is relevant and accountable. The comments are not meant to belittle or tear down any person, institution or legislative body.

### Shortcomings and concerns of Quality Performance Accreditation:

1. The Quality Performance Accreditation (QPA) process seemed to assume that schools were not aware of effective practices and/or how to improve the learning process.
2. The State Department of Education staff was not prepared to provide the leadership to implement the QPA process. They have been playing catch-up to get up to speed. It is hard to have credibility when it is obvious you're behind in the process. The initial lack of direction provided some problems for us.
3. There are too many mandated outcomes, standards and state indicators in the QPA document. In the initial years fewer outcomes with local input (indicators) to achieve the outcomes would be more desirable.
4. Terms such as "...live, learn and work in a global society." sound impressive but need to be clarified.
5. Pilot schools were told the QPA process would eliminate duplicate state reporting. So far it has doubled the state reporting process.
6. Attitude development and measurement must be a local option concern. The state may want to give some general direction but let the local districts develop the indicators to be used.
7. The Kansas Competency Test dictates curriculum. Test validity is a shortcoming considering the weight state level officials put on the results. The reading attitude and confidence sections provide information that is useless. When taking the reading test students figured out the correct answer using logic. The test is a good measure of logic.

### Good aspects and comments of Quality Performance Accreditation:

- A. The outcomes structure for accreditation and accountability is a good aspect of QPA. If it is possible to have uniformity, within the state, the establishment of outcomes and accrediting on the success of outcomes accomplishment is a good start.

B. Centering school improvement around outcomes for all students and establishing an accountability process is a good aspect of QPA.

C. The attempt to decentralize education with an outcomes process that allows building level input is a good aspect of QPA. However, the state has centralized the process with state dictates.