MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on January 16, 1992 in room
Room 519-S of the Capitol.

All members were present except:

    Excused: Anthony Hensley
             Dorothy Flottman
             Richard Reinhardt

Committee staff present:

    Ben Barrett, Legislative Research
    Avis Swartzman, Revisor of Statutes Office
    Dale Dennis, State Department of Education
    Carolyn Rampey, Legislative Research
    Shirley Wilds, Secretary to the Committee

Conferees appearing before the committee:

    Tim Emert, President, State Board of Education
    Dr. Droegemuller, Commissioner, State Board of Education

Tim Emert. Mr. Emert presented a report on QPA (See Attachment #1.)

Mr. Emert said a targeted area for QPA, if it is to be successful, is involving more people in the educational process, particularly the parents first, community leaders and business. We must focus upon the learner. The document presented to staff emphasizes the learner in this process. Mr. Emert emphasized another major area is the need for staff development within the present system. The overview objective of all of this is to prepare students of Kansas to be life-long learners, as is outlined in the QPA document from the State Board of Education.

Dr. Droegemuller. Dr. Droegemuller reported to the committee on several facets of how the QPA program works with all subject matter. Among some of the key points he deems important (and are presently in place and working in some areas):

- We need to work closely with the universities.

- Set standards for students at risk.

- Have emphasis on training and retraining of our teachers.

- Involve students and parents.

- Encourage participation of our business community.

Dr. Droegemuller gave a handout to the committee of listings of QPA schools for 1991-1992 school year. (See Attachment #2.)

There was a productive and extensive discussion by members of the committee with conferees.

The Chairman announced to the committee there will be bill hearings next week.

The next meeting scheduled for January 21, Room 519-S.

Upon completion of its business, the meeting adjourned at 5:30.

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

Page 1 of 2

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30p.m. on January 15, 1992.

Chairman Bowden reported that the Task Force agreed to not hold public hearings at the time the Task Force met. Being under very rigid time parameters, Mr. Bowden felt the committee had an obligation to get a report to the Governor. She would then have an opportunity to review the report prior to the final determination of the state budget, which was early in December. Secondly, because this Task Force was a result of litigation pending before the courts and the state was one of the litigants in the case, the Task Force decided to have an executive session with the lawyers representing the state. It was important for members of the Task Force to have an opportunity to visit with legal staff representing the state in the litigation to find out what they perceived to be the judge's opinions and what they thought we could or coult not do, given their understanding of the judge's opinions. The Kansas Attorney General was asked to staff the Task Force. The Task Force proposal is now in the process of being drafted into legislation with some modifications.

The next meeting is scheduled for January 16, Room 519-S.

Upon completion of its business, the meeting adjourned at 5:15.

DATE _January 16_

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Craig Grant	K-NEA	Topeka
Mable Hill	KACE	"
Kayk Tallman	ASB	Topeka
Jim Coo On	P. O. 115-2c00	Topeka
John Peterson	4th Enrollment USD	Topeka
Ken Bak	4th Enrollment USD	"
Dani Nichols	259	_____
DAN HAINES	0013	TOPEKA
Vicky Dews	inter	Olathe
Bill Curtis	S+B2Ed	_____
G W Clausen	USA	Topeka
K. Coles	KNEA	"
Jim Yonally	USD 512	Overland Park

Strategic Directions for Kansas Education

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

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

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

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

- involve parents and support their efforts in the education of their children

- expand learner-focused approaches to curricula and instruction that can amplify the quality and scope of learning

- expand career, lifelong learning, and applied technical preparation which is relevant to the changed nature of work in an information society

- strengthen involvement of business and industry, public and private agencies, and community groups to increase the quality of education and the development of Kansas human resources

- strengthen educational quality and accountability through performance-based curricula and evaluation systems

- develop state and local information systems which may be used for systematic feedback for program improvement, evaluation, and sharing

- strengthen positive environments and develop environments which empower learners and staff

- extend and update the professional and leadership excellence of Kansas educators essential for quality education

- extend and expand the effective utilization of information technology which can increase information access for all learners of the state and productive learning for all Kansas educational institutions

- develop learning communities which involve educational institutions, public and private agencies, and community groups in more effective methods of meeting human resource development needs.

Kansas State Board of Education

Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

Board Members

Mildred G. McMillon, Vice Chairman District 1	Kathleen White District 2	Paul D. Adams District 3	Connie Hubbell District 4	I. B. "Sonny" Rundell District 5
Bill Musick District 6	Wanda Morrison District 7	Evelyn Whitcomb District 8	Tim Emert, Chairman District 9	Gwen Nelson District 10

Lee Droegemueller
Commissioner of Education

Attachment 1-2

KANSAS

Quality Performance Accreditation

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

Kansas State Board of Education

March 12, 1991

INTRODUCTION

The Kansas State Board of Education's Quality Performance Accreditation System was adopted on March 12, 1991, and addresses school improvement, accountability, and individual student performance at the building level. The plan is intended to be flexible and subject to change based upon input from teachers, administrators, boards of education, and parents selected from the first 50 pilot districts.

The Quality Performance Accreditation System focuses upon the skills, attitudes, and disciplines that students will need to live, learn, and work in a global society. The system's major focus is upon higher level skills needed by a well-educated person in the 21st century. These are addressed through an integrated, comprehensive curriculum with emphasis on creative thinking, problem solving, and communication. Basic skills also are addressed through an integrated curriculum. While the traditional basic skills are no longer sufficient by themselves to succeed in a competitive, global society, they are essential to accomplish the goals for success in such a society. The Quality Performance Accreditation system requires local schools and districts to identify the basic skills that are to be mastered and to report the results at the local level.

The system states that schools will be accredited through a process which focuses upon student performance. This includes state and local outcomes, standards, and indicators. Student data will be analyzed and reported in a disaggregated format, both locally and statewide. The plan calls for periodic on-site auditing, with primary focus on both school and student improvement. It is expected that Kansas districts and schools will identify and work toward locally determined standards and indicators, as needed, to support a comprehensive school program.

Regulations to guide the accreditation process will be developed during the pilot phase of the project. Pilot schools will be expected to participate in developing the regulations needed to support the programs. Under the Quality Performance Accreditation system, the Kansas State Board of Education will free schools from regulations which fails to contribute to those outcomes. Schools not participating in the Quality Performance Accreditation system will be required to complete the old accreditation process.

attachment #1-4

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

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

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

Attachment #1-4

QUALITY PERFORMANCE ACCREDITATION

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

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

1. School improvement through effective school principles.

2. High standard of performance through an integrated curricular approach.

3. Human resource development/staff training and retraining.

4. Community-based outreach programs/the learning community concept.

DEFINITIONS

Outcomes Accreditation:	standards and procedures used to declare a school and/or district has met program specifications in terms of identified outcomes.
Outcomes-Based Education:	education in which focusing and organizing all of the school's programs and instructional efforts emphasizes clearly defined outcomes that all students must demonstrate when they exit.

REPORTING MODEL

Outcome:	statement of agreed-upon results
Standard:	goal statement indicating the acceptable level of excellence
Indicator:	one measurement of the status of the standard. An indicator must have the qualities of

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

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

SCHOOL IMPROVEMENT PROCESS

The following steps will be followed in the school improvement process.

1. __Self evaluation or needs assessment__

   a. Each school will create an initial status profile describing baseline data related to State Board of Education outcomes and any 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

   b. In subsequent years, the data will be updated, any additional indicators needed will be collected, and all data will be used for future goal setting.

2. __Setting improvement plan outcomes__

   a. State Board of Education outcomes and school data related to them will be used to determine priorities among possible improvement plan outcomes for the school.

   b. Local district and school outcomes and related data may also be considered in determining improvement plan outcomes for the school.

3. __Plan for improvement__

   Each school will develop and submit to the State Board specific plans to achieve its improvement plan outcomes. The improvement plan will include:

   a. a statement of the improvement plan outcomes pursued and their relationship to State Board outcomes and local outcomes

   b. strategies/action to achieve the improvement plan outcomes

   c. the person(s) responsible for carrying out each action

   d. a timeline for achieving the improvement plan outcomes

   e. ways to measure progress toward the improvement plan outcomes

   f. staff development plans to address the improvement plan outcomes related to learner outcomes

attachment #1-6

4. **Evaluation**

   The school will evaluate its progress toward achieving the identified improvement plan outcomes. The evaluation should answer the following questions:

   a.   How do we know we are making progress on implementing our improvement plan?

   b.   How do we know we have achieved our improvement plan outcomes?

5. **Reporting**

   Schools will submit annual reports to the State board and their local boards of education. The report will include:

   a.   a statement of progress toward improvement plan outcomes

   b.   disaggregated data on all State Board and local indicators

6. **Monitoring**

   In addition to an annual review of school reports submitted to the State Board, a State Board-initiated audit team will visit each school at least once during each four-year accreditation cycle. The team will:

   a.   validate progress toward achieving State Board and local outcomes

   b.   if necessary, recommend changes to the improvement plan and/or technical assistance

The school improvement process is cyclical, with the collected data feeding back into the assessment of needs and the formation of goals for subsequent years.

attachment #1 - 7

OUTCOMES RELATED TO EFFECTIVE SCHOOLS

OUTCOME 1: Teachers establish high expectations for learning and monitor student achievement through multiple assessment techniques.

STANDARD 1: Schools demonstrate that all students* have a high level of mastery of basic skills.

LOCAL INDICATOR: Schools will use multiple assessment techniques, including criterion-referenced assessments, to demonstrate student* mastery of basic skills.

LOCAL INDICATOR: Schools will report at least annually to their local boards of education student* performance related to mastery of basic skills.

STANDARD 2: Schools will demonstrate that students* have acquired a broad range of knowledge and skills which will enable them to live, learn, and work in a global society.

LOCAL INDICATORS will be developed and used.

STANDARD 3: Teachers demonstrate that they hold high achievement expectations for all students.

STATE INDICATOR: Course enrollment patterns in advanced mathematics and science will be disaggregated* and reported in order to determine if all students are receiving equal access. (OATF)**

STANDARD 4: Schools demonstrate use of multiple techniques to assess student progress.

LOCAL INDICATORS will be developed and used.

*disaggregated across student groups by gender, race, and socioeconomic status

**Throughout this document, OATF refers to an indicator recommended by the State Board of Education's Outcomes Accreditation Task Force

Attachment 1-8

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

STANDARD 1:   Schools have a clearly-defined mission statement.

STATE INDICATOR: Schools present evidence that a mission statement has been developed.

LOCAL INDICATOR: Schools present evidence that their missions are being utilized in their school improvement processes.

STANDARD 2:   Schools demonstrate the involvement and support of the community in establishing the mission statement.

LOCAL INDICATORS will be developed and used.

Attachment 1-9

OUTCOME 3:   Schools provide planned learning activities within an orderly and safe environment which is conducive to learning.

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

STATE INDICATOR 1: Schools demonstrate an annual increase* in their student attendance rate. (OATF)

LOCAL INDICATORS will be developed and used.

STANDARD 2:   Students attend schools which have a safe, orderly and non-oppressive environment.

STATE INDICATOR 1:   Schools demonstrate an annual decrease* in the number of out-of-school suspensions and expulsions. (OATF)

STATE INDICATOR 2:   Schools demonstrate an annual decrease* in the number of incidences of violent acts committed against students and teachers. (OATF)

LOCAL INDICATORS will be developed and used.

*disaggregated across student groups by gender, race, and socioeconomic status

attachment #1 -10

OUTCOME 4: Schools provide instructional leadership which results in improved student performance in an effective school environment.

STANDARD 1: Schools demonstrate that they have a team of effective instructional leaders.

LOCAL INDICATORS will be developed and used.

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

OUTCOME 5: Students have the communication skills necessary to live, learn, and work in a global society.

STANDARD 1: All students* read analytically, summarize their reading, and comprehend what is read in all subject areas.

STATE INDICATOR 1: Annual increase in achievement on the reading portion of the state communications assessment across all student groups.* (OATF)

STATE INDICATOR 2: Annual increase in achievement on the communications items on the state mathematics assessment across all student groups.* (OATF)

LOCAL INDICATORS: Schools will use multiple assessment techniques, including criterion-referenced assessments aligned with the curriculum. (OATF)

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

STATE INDICATOR 1: Annual increase in achievement on the writing portion of the state communications assessment across all student groups.* OATF)

STATE INDICATOR 2: Annual increase in achievement on the open-ended, written items on the state mathematics assessment across all student groups.* (OATF)

STATE INDICATOR 3: Annual increase in achievement on the oral communication portion of the state communications assessment across all student groups. * (OATF)

LOCAL INDICATORS: Schools will use multiple assessment techniques, including criterion-referenced assessments aligned with the curriculum. (OATF)

STANDARD 3: All students* will demonstrate the ability to discern content from oral communication, to engage in conversation in a long-term context, and to derive emotional meaning and directions from oral communication.

STATE INDICATOR 1: Annual increase in achievement on the listening and oral communication portions of the state communications assessment across all student groups.* (OATF)

*disaggregated across student groups by gender, race, and socioeconomic status

LOCAL INDICATORS: Schools will use multiple assessment techniques, including criterion-referenced assessments aligned with the curriculum. (OATF)

OUTCOME 6: **Students think creatively and problem-solve in order to live, learn and work in a global society.**

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

STATE INDICATOR 1: Annual increase in students' problem-solving scores on the state mathematics assessment across all student groups assessed.* (OATF)

STATE INDICATOR 2: Those students whose improvement plan calls for the development of problem-solving skills will show an increase in problem-solving skills on their next state mathematics assessment or on yearly norm-referenced assessments across all student groups.* (OATF)

STATE INDICATOR 3: Annual increase across all student groups* in numbers of students completing with passing grades courses providing instruction in advanced math and science. (OATF)

LOCAL INDICATOR: Schools will use multiple assessment techniques, including criterion-referenced assessments , to determine student mastery of algebraic concepts and skills. (OATF)

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

STATE INDICATOR 1: Annual increase in student achievement across all student groups* on the state communications assessment. (OATF)

STATE INDICATOR 2: Annual increase in student achievement across all student groups* on the state mathematics assessment. (OATF)

STATE INDICATOR 3: Annual increase across all student groups* in numbers of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures. (OATF)

STATE INDICATOR 4: Annual increase across all student groups* in numbers of students completing advanced math and science courses with passing grades. (OATF)

LOCAL INDICATOR: Schools will use multiple assessment techniques, including criterion-referenced assessments aligned with the curriculum. (OATF)

*disaggregated across student groups by gender, race, and socioeconomic status

attachment #1-14

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

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

STATE INDICATOR: Annual increase in student interpersonal skills achievement on the interpersonal communication skills portion of the state communications assessment across all student groups assessed.* (OATF)

LOCAL INDICATOR: Schools will use multiple assessment techniques, including criterion-referenced assessments aligned with the curriculum. (OATF)

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

STATE INDICATOR 1: Annual increase in student interpersonal skills on the interpersonal communication skills portion of the state communications assessment across all student groups assessed.* (OATF)

LOCAL INDICATOR: Schools will use multiple assessment techniques, including criterion-referenced assessments aligned with the curriculum. (OATF)

STANDARD 3: All students* will demonstrate their abilities to recognize and cope with various personalities, understand group dynamics, and recognize skills of fellow team members.

STATE INDICATOR 1: Annual increase in student interpersonal skills on the interpersonal skills portion of the state communications assessment across all student groups assessed.* (OATF)

LOCAL INDICATOR: Schools will use multiple assessment techniques, including criterion-referenced assessments aligned with the curriculum. (OATF)

*disaggregated across student groups by gender, race, and socioeconomic status

Attachment #1-15

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

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

LOCAL INDICATORS will be developed and used.

*disaggregated across student groups by gender, race, and socioeconomic status

OUTCOMES RELATED TO HUMAN RESOURCE DEVELOPMENT/ STAFF TRAINING AND RETRAINING

OUTCOME 9:   **All staff engage in ongoing professional development based on the outcomes identified in the school improvement plan.**

STANDARD 1: The school's staff development program includes priorities which address school improvement plan outcomes related to improved student performance.

STATE INDICATOR: Each member of the school's staff annually participates in at least one staff development program related to an area of improved student performance identified in the school improvement plan.

LOCAL INDICATORS will be developed and used.

STANDARD 2: All staff engage in ongoing training and retraining based on the improvement outcomes identified in the school improvement plan.

LOCAL INDICATORS will be developed and used.

Attachment #1 -17

OUTCOMES RELATED TO COMMUNITY-BASED OUTREACH PROGRAMS/THE COMMUNITY LEARNING CONCEPT

OUTCOME 10: **Students participate in lifelong learning.**

STANDARD 1: All students* complete their high school educations.

STATE INDICATOR 1: Schools demonstrate an annual increase* in their graduation rate. OATF)

STATE INDICATOR 2: Schools demonstrate an annual decrease* in their dropout rate. (OATF)

STANDARD 2: All high school graduates* express satisfaction with their ability to participate in lifelong learning.

STATE INDICATOR: Annual increase in percentage across all student groups* in student satisfaction with their high school educations, as reported on a postsecondary follow-up of high school graduates after one year and, as the timing becomes appropriate, after six years. (OATF)

LOCAL INDICATORS will be developed and used.

STANDARD 3: All students* are able to contribute to the economic well-being of the community, state and nation.

STATE INDICATOR: Annual increase in percentage across all student groups* in numbers enrolled in postsecondary education or gainfully employed, as reported on a postsecondary follow-up of high school graduates after six years.

LOCAL INDICATORS will be developed and used.

*disaggregated across student groups by gender, race, and socioeconomic status

attachment #1 - 18

DRAFT

A DESIGN

FOR BUILDING

OUTCOMES-FOCUSED

CURRICULA

Education

attachment #2
1/10/92

Strategic Directions for Kansas Education

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

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- expand career, lifelong learning, and applied technical preparation which is relevant to the changed nature of work in an information society

- strengthen involvement of business and industry, public and private agencies, and community groups to increase the quality of education and the development of Kansas human resources

- strengthen educational quality and accountability through performance-based curricula and evaluation systems

- develop state and local information systems which may be used for systematic feedback for program improvement, evaluation, and sharing

- strengthen positive environments and develop environments which empower learners and staff

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Kansas State Board of Education

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

Board Members

Mildred G. McMillon, Vice Chairman District 1	Kathleen White District 2	Paul D. Adams District 3	Connie Hubbell District 4	I. B. "Sonny" Rundell District 5
Bill Musick District 6	Wanda Morrison District 7	Evelyn Whitcomb District 8	Tim Emert, Chairman District 9	Gwen Nelson District 10

Lee Droegemueller
Commissioner of Education

Attachment #2-2

A DESIGN FOR BUILDING OUTCOMES-FOCUSED CURRICULA

A Resource For Kansas Educators

January, 1992

Kansas State Board of Education
Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-118￼

Lee Droegemueller
Commissioner of Education

attachment 2-3

Preface

No sooner was the Quality Performance Accreditation system documented and endorsed by the Kansas State Board of Education, than educators started asking the question, "What is an integrated curriculum?" And, although we could answer that question on an intellectual level, providing a means of applying what we knew to be intellectually desirable to the real world of curriculum and instruction was not an easy task.

Some of our best curriculum specialists in collaboration with their colleagues on the Outcomes Education Team worked intensely to design a document that would provide needed direction to the practitioners preparing to move their schools toward an integrated curriculum. This document, "A Design for Building Outcomes-Focused Curricula" is the result of their efforts. Their intent was not to describe a methodology for creating a state-mandated curriculum. Rather, they strove to prepare a resource which would assist Kansas educators as they move toward an integrated curriculum. Those with whom we've initially shared this publication have affirmed it as just such a valuable resource document.

There is no singular answer to the question of what an integrated curriculum is, but we believe that the foundation for developing curriculum integration is best established with the direction provided in this resource document. We encourage our fellow Kansas educators to use it to whatever level and extent is appropriate for their needs. The concept of an integrated curriculum will expand as the work of restructuring education continues. We believe a significant building block in that restructuring process is "A Design for Building Outcomes-Focused Curricula."

Craig R. Shove
Team Leader
Outcomes Education Team

Attachment 2-4

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ACKNOWLEDGEMENTS

KANSAS STATE BOARD OF EDUCATION

INTEGRATED CURRICULUM
TEAM

Attachment 2-6

INTRODUCTION

The Kansas State Board of Education's *A Design for Building Outcomes-Focused Curricula* is designed to be used as a resource for designing an outcomes-based curriculum in Kansas schools.

High standards of performance through an integrated curricular approach is one of four focus areas identified by the Kansas State Board of Education for Quality Performance Accreditation (QPA). The QPA System emphasizes critical thinking and problem solving skills needed by an educated person in the 21st century. Every individual will be affected by the rapid societal and technological changes. Schools must provide quality education to prepare all students for a complex global society. This may be accomplished through an integrated comprehensive curriculum with emphasis on outcomes for creative thinking, communication, physical and emotional well-being and lifelong learning. These are basic skills essential to live, learn and work effectively, both independently and in groups.

An **INTEGRATED CURRICULUM** is one that unites all curricula through defined outcomes in order to meet the specific needs of all learners. The integrated curriculum permeates the whole schooling process through a structure of vertical and horizontal relationships. Vertically, the curriculum is integrated by linking each level of outcomes. Horizontally, integration occurs through the inclusion of outcomes from a variety of programs in courses and/or grade level.

Essential to integration is **CURRICULUM ALIGNMENT.** Curriculum alignment is the agreement that exists among the mission for education, specific learner outcomes, assessment and feedback, and instruction. Instruction is based on predetermined outcomes, and student assessment is parallel to the outcomes. Alignment of the curriculum should be ongoing throughout the educational process.

The instructional process in an outcomes-based system emphasizes design and uses a wide variety of instructional strategies to maximize student achievement. Instructional strategies should include multiple learning opportunities and assessment for the student. The selection of strategies must be based upon the nature of the outcomes and individual student learning styles and needs.

Curriculum decisions must deal with the current issues of curricular fragmentation, relevance, and continuous growth of knowledge. Curriculum planners and teachers must focus on the continuous process of curriculum integration and alignment to resolve these issues.

The model outlined in this publication is based primarily on the work of Larry Lezotte, and of William Spady. On various occasions, Lezotte has expressed his belief that an integration of disciplines leads to an integration of thought, and that students need to develop comprehensive understanding and abilities.

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William Spady and Kit Marshall have collaborated in helping schools define and implement outcomes-based education in a series of stages that lead from traditional programs (calendar based, cellularly structured) to transitional and, eventually, transformational models (outcome driven, integrated, collaborative), as summarized in the following chart:

MODELS FOR DESIGNING OUTCOME-BASED CURRICULUM

	Envisioned Outcome:	Exit Outcomes Derived From:	Intended Curriculum Result:	Use of Outcomes:	Measures/ Indicators:
TRADITIONAL	Academically Competent Students	Academic Subject Orientation	Subject Structure Maintained	Focus and Align Existing Programs	Test Results and Papers
TRANSITIONAL	Broadly Competent Persons Competencies	School/Future Oriented Generic	Subject Structure Integrated	Incorporate Across Programs Processes	Problems and Observable/ Measurable
TRANSFORMATIONAL	Competent Future Citizens	Future Context Challenges/ Opportunities	Subject Structure Redefined	Fundamentally Restructure Programs	Projects Products, and Performances

* Adapted from Kit Marshall and William Spady material - 1990

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Attachment 2-8

STATEWIDE ORGANIZATIONAL STRUCTURE FOR CURRICULUM DEVELOPMENT

Every district's/school's curriculum will be affected by the Quality Performance Accreditation (QPA) system adopted by the Kansas State Board of Education. The following chart depicts the state organizational structure for implementation of QPA as it relates to curriculum. This chart illustrates how the system is aligned and integrated with the intent of building a consistent educational process.

1.

| Kansas State Board of Education |

Writes and Adopts

Statewide Mission for State Educational System
Statewide Outcomes for State Educational System
Statewide Assessment and Feedback Procedures

2.

| Local School District |

Writes and Adopts

District Mission for Local Educational System
Districtwide Outcomes for Local Educational System
Districtwide Assessment and Feedback Procedures
Districtwide Instructional Design

3.

| Local School Attendance Center |

Writes and Adopts

Schoolwide Mission for Local School Programs of Study and Service
Schoolwide Outcomes for Local School Programs of Study and Service
Schoolwide Assessment and Feedback Procedures
Schoolwide Instructional Design

1

INTEGRATING/ALIGNING OUTCOMES-DRIVEN CURRICULUM

Part I - Outcomes

An integrated curricular approach is the basis for decision making regarding such factors as student achievement, programs, instructional strategies, learning experiences, and assessment. Outcomes identify the skills, knowledge and attitudes necessary for the success and personal and professional achievement for all students.

The state-level learner outcomes for Kansas are identified in the state mission for public education adopted by the Kansas State Board of Education. These outcomes may also be referred to as learner exit outcomes since they are the state expectations for all learners after participation in the schooling process, K-12. Each local district must incorporate the state-level learner outcomes within their identified local district/school exit outcomes.

Exit outcomes are formulated as integrated learning experiences which are the foundation for the total curriculum. From exit outcomes, program, course/grade level, unit and lesson outcomes emerge. The intent is to align the local outcomes with the state-level learner outcomes, standards, and indicators.

Both learner exit outcomes and program outcomes are generally stated. Learner exit outcomes are not subject specific but are stated in terms of integrated learning experience. Program outcomes follow the subject/discipline approach and address content scope and depth of knowledge. Exit and program outcomes must be addressed at the district level as well as the building level.

Specificity of outcomes occurs at the course/grade level with further refinement at the unit and lesson levels. Attention is given to subject integration. Although course/grade level outcomes are readily addressed at the building level, a means for coordinating districtwide course/grade level outcomes should be developed.

Unit and lesson outcomes are developed at the building level by appropriate teacher(s).

ASSESSMENT/FEEDBACK/INSTRUCTIONAL STRATEGIES

Part II - Assessment

Curriculum must be carefully aligned to assure that outcomes (the written curriculum), instruction (what is taught), and assessment (what is tested) are matched. Curriculum alignment must be accomplished at the district, building, and/or classroom levels. Once the outcomes have been determined, assessment strategies are designed.

2

The National Standards for Teacher Competence in Educational Assessment defines **student assessment** as a process of obtaining information that is used to make educational decisions about students, to provide feedback regarding student progress, strengths, and weaknesses, and to judge instructional effectiveness and curricular adequacy. Traditionally, educators have determined whether students have met learning outcomes through "testing." The concept of assessment should be viewed more broadly when measurement of student performance is based on outcomes. It entails the use of multiple assessment strategies to gather information about the progress of students. Examples include the use of portfolios, observation, self assessment, student projects, student records, interest surveys, oral questioning, demonstrations/performances, and paper/pencil tests. Assessment is a reflection of instructional needs of individual students. Clearly stated outcomes, coupled with focused instruction, monitored student learning, and assessed outcomes, equate to an evaluation process that produces useful data and shows that learning has occured.

Part III - Instruction

Instruction is the component to be developed after assessment. It is the process for providing learning experiences, based on learner outcomes. It assumes that all students can learn and that learning is the constant and time the variable. Instruction is a process which uses a variety of teaching models, methods, and materials with provisions for extensions and re-teaching. This process includes planning, implementation, and evaluation.

A. **Instructional planning** is the process for organization of: (1) time for instruction, (2) outcomes to be achieved, (3) data gathered about individual learners, (4) media and technology, (5) settings for learning in the school and community, (6) human resources, and (7) strategies for reinforcement and management of student behavior, and (8) alternative teaching methods and resources. This planning phase must incorporate an assurance that all students are afforded ample opportunities for learning.

B. **Instructional implementation** is the action phase where the tentative plan is tested by the learners and the teacher. The teacher conducts an initial classroom episode and a diagnosis of student learning. Some of the students will be able to continue with the instructional program as planned, while others will require more intensive practice or additional help to master the outcomes. The teacher will provide for the re-teaching of an outcome or a number of outcomes when needed using varied models, methods, materials, or time frames. Students progress through the educational process at a rate that allow each one to master all selected outcomes.

3

C. **Instructional evaluation** is a process of data gathering and decision making about learners, instructional events, and educational expectations for the purpose of revising expectations and instructional process to adapt to the learners needs. There are two types of instructional evaluations, formative and summative. Formative evaluation is an ongoing process of data gathering, analysis, and decision making which may result in modification of the instructional plan. Summative, is a culminating process to measure the extent to which the educational outcomes have been accomplished. Both forms are essential to the instructional process.

attachment 2-12

DISTRICTWIDE
OUTCOMES-DRIVEN
CURRICULUM

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          │               └──────────────────────┘               │
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ASSESSMENT/FEEDBACK

INSTRUCTIONAL STRATEGIES/ LEARNING EXPERIENCES

Attachment 2-13
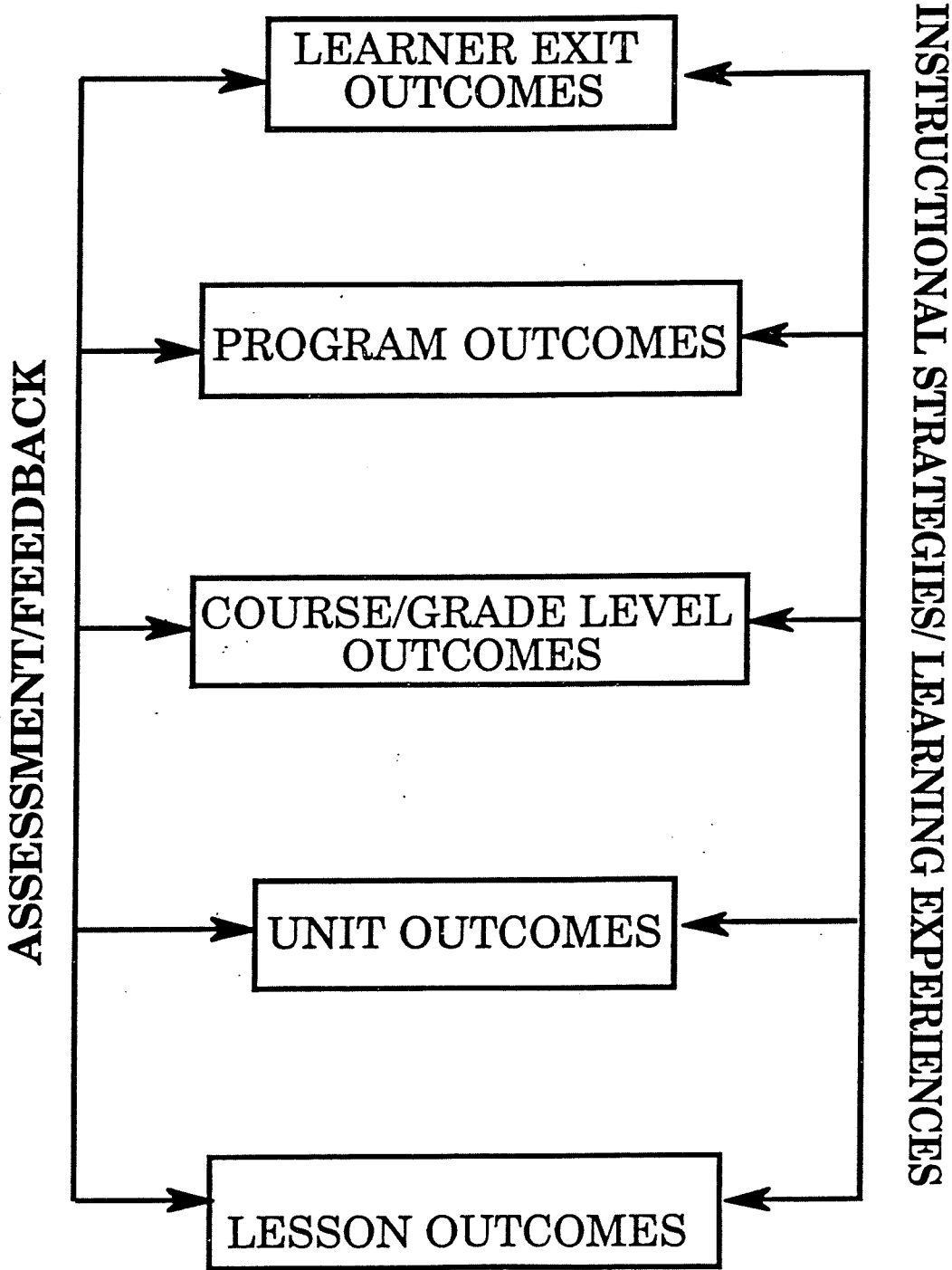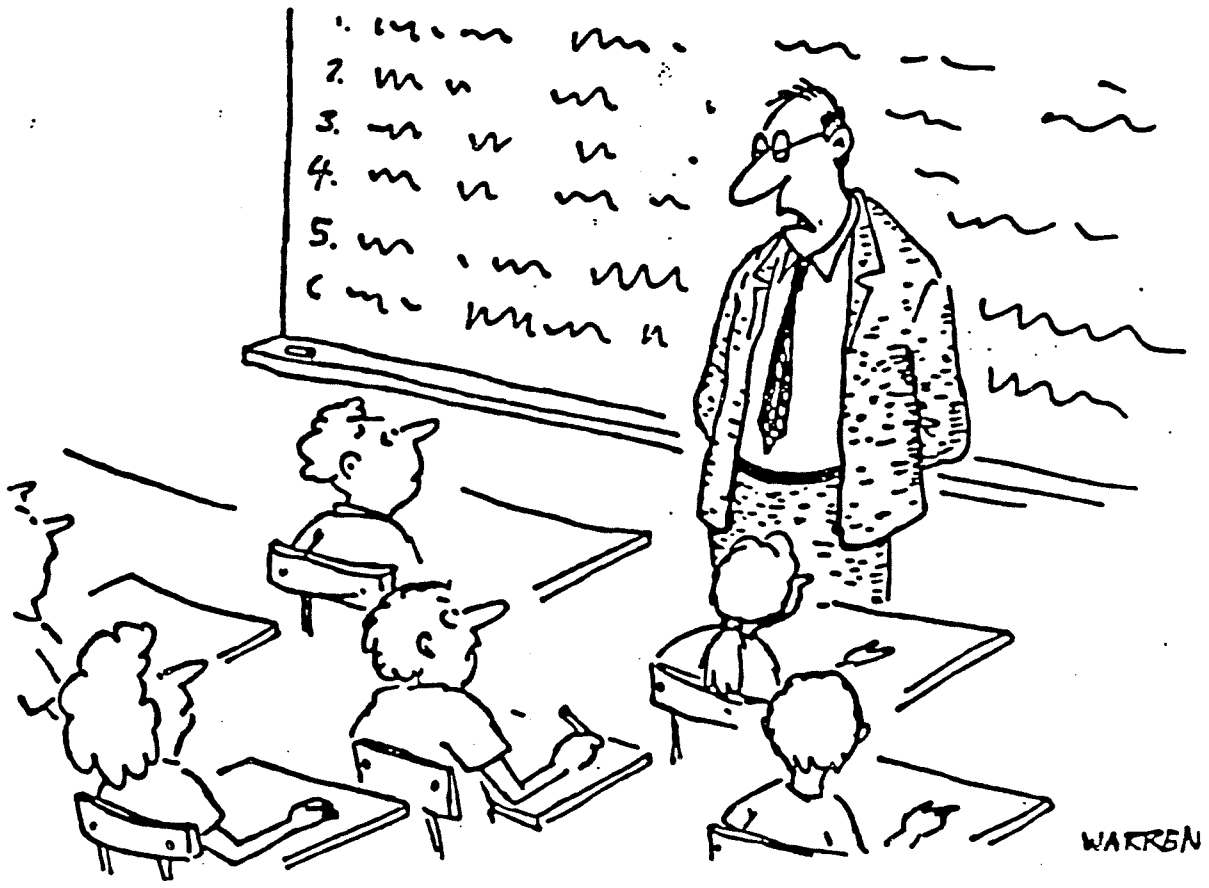
"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say."

PHI DELTA KAPPAN

6

EXPECTATIONS OF KANSAS' LOCAL DISTRICTS/SCHOOLS

MISSION

The Kansas State Board of Education's Mission for Kansas Education is:

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

FOCUS AREAS

Identified as needed to accomplish the statewide mission

1. School improvement through effective school principles

2. High standards of performance through an integrated curricular approach

3. Human resource development/staff training and retraining

4. Community-based outreach programs/the community learning concept

In addition, ten outcomes have been identified in accordance to the focus areas. Local districts/schools are responsible for incorporating and addressing all ten outcomes in their plans for school improvement. The focus areas and outcomes that specifically address curriculum are the following:

1)   High Standards of Performance Through An Integrated Curricular Approach

Outcomes 5, 6, 7, and 8

2)   Community-Based Outreach Programs/The Community Learning Concept

Outcome 10

7

OUTCOMES ADOPTED BY KANSAS STATE BOARD OF EDUCATION

OUTCOME 1: Teachers establish high expectations for learning and monitor student achievement through multiple assessment techniques.

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

OUTCOME 3: Schools provide planned learning activities within an orderly and safe environment which is conducive to learning.

OUTCOME 4: Schools provide instructional leadership which results in improved student performance in an effective school environment.

HIGH STANDARD OF PERFORMANCE THROUGH AN INTEGRATED CURRICULAR APPROACH

OUTCOME 5: Students have the communication skills necessary to live, learn and work in a global society.

OUTCOME 6: Students think creatively and problem-solve in order to live, learn and work in a global society.

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

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

OUTCOME 10: * Students participate in lifelong learning.

HUMAN RESOURCE DEVELOPMENT/STAFF TRAINING AND RETRAINING

OUTCOME 9: All staff engage in ongoing professional development based on the outcomes identified in the school improvement plan.

COMMUNITY-BASED OUTREACH PROGRAMS/ THE COMMUNITY LEARNING CONCEPT

OUTCOME 10: Students participate in lifelong learning.

All of the above "State Board of Education Outcomes" have State Board of Education Standards, State Indicators, and some suggested Local Indicators. It is expected that Kansas districts and schools will identify and work towards locally determined standards and indicators to support a comprehensive school program.

* Outcome 10 plays a dual role as it addresses an integrated curricular approach as well as community-based outreach programs and the community learning concept.

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Attachment #2-16

INTEGRATING STATE BOARD OF EDUCATION OUTCOMES WITHIN THE SCHOOL CURRICULUM

Outcome 5
Students have the communication skills to live, learn and work in a global society.

Outcome 6
Students think creatively and problem-solve in order to live, learn and work in a global society.

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

Integrating Outcomes Within The School Curriculum

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

Outcome 10
Students participate in lifelong learning.

Composition of Mission Statement and Outcomes Teams

This model follows a teaming approach for developing the mission statement, learner exit outcomes, program outcomes, course/grade level outcomes, unit outcomes and lesson outcomes.

Mission Statement Team:

Composed of parents; students or recent students; board of education members; teachers; school support services staff; administrators; business and industry representative persons; and persons not currently associated directly with a school.

Learner Exit Outcomes Team:

Composed of similar representatives as the Mission Statement Team.

Program Outcomes Team:

Composed of representatives of the instructional staff, administrative staff, students, support services staff, and the local community.

Course/Grade Level Outcomes Team/Teams:

Composed of representatives of the instructional staff, administrative staff and the local community.

Unit Outcomes Team:

Composed of similar representatives as the course/grade level team.

Lesson Outcomes Team/ Teams:

Composed of instructional staff within each grade level.

The above teams may be combined.

MISSION STATEMENT

Definition:

A statement of mission answers the questions: "What is the purpose of the organization?", "What is its major function?", and "Why does it exist?". The mission is determined through state and local community needs assessments/analyses. A mission statement should:

- be broad, idealistic and philosophical

- be outcomes driven and articulate the outcomes

- identify the clientele

- be broad enough that it does not require frequent changes (unless the community changes)

- be based on a statewide or district mission

Procedure:

Activity 1. Review the profile data of the district/attendance center.

    A. List the desired outcomes as in the following categories:

        a) Needs of all students (All students can learn)

        b) Needs of students in meeting the changing educational, economical, and societal demands of the future

    B. List other desired outcomes such as:

        a) Creative thinking, problem solving, communication, and essential basic skills

        b) Physical and emotional well-being, and self-esteem

        c) Diversity and interdependence of people and citizenship responsibility

Activity 2. Review the state mission for education.

Activity 3. Review literature on educational reform/restructuring. Study other school districts' mission statements.

Activity 4. Write a mission statement. Develop a plan for obtaining feedback from the district/attendance center and local community.

11

Example:

STATEMENT OF MISSION

LITTLE VALLEY, KANSAS, UNIFIED SCHOOL DISTRICT 541

The mission of Little Valley School District is that "All students will have the knowledge, competencies, and orientations needed for future success in a global society."

attachment #2-20

LEARNER EXIT OUTCOMES

Definition:

Learner Exit Outcomes are a series of statements that describe the knowledge, skills, and attitudes that all students should successfully demonstrate prior to leaving an educational system. They are based on the state and district missions for education, the state outcomes for education, and the current and future intellectual, social, emotional, physical, and occupational needs of students.

The outcomes are not intended to define specific subject knowledge nor are they to be seen as minimum competencies to be required for graduation. Learner exit outcomes define the learnings that are to be the result of active student participation in a full range of integrated learning experiences.

Procedure:

Activity 1   Review the state and district mission statements and the state outcomes.

   A.   List the desired outcomes in the mission and outcomes statements for the following categories:

   a)   Needs of all students (All students can learn)
   b)   Needs of students in meeting the continuously changing educational, economical, and societal demands of the future

   B.   List desired outcomes included in the mission and outcomes statements such as:

   a)   Higher order thinking and life-role performance skills and self-directed lifelong learning
   b)   Physical and emotional well-being, self-esteem
   c)   Diversity and interdependence of people, and citizenship responsibility

Activity 2.   Review literature on educational reform/restructuring. Study other school districts' learner exit outcomes.

Activity 3.   Define the learner exit outcomes. Develop a plan for obtaining feedback from the district/attendance center and local community.

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Attach #2-21

LEARNER EXIT OUTCOMES
ADAPTED FROM
TOWNSHIP HIGH SCHOOL, DISTRICT 214, ARLINGTON, ILLINOIS

Each student will demonstrate . . .

- ability to communicate (in reading, writing, speaking, listening, and numeration skills);

- skills in social interaction;

- capabilities to analyze;

- problem solving and critical thinking skills;

- skill in creative expressions;

- awareness of the creative works of others;

- civic responsibility;

- a respect for the environment;

- awareness of various peoples and cultures of the world;

- skill in developing and maintaining wellness;

- skill in using technology as a tool for learning;

- skill in career planning; and

- a willingness to participate in lifelong learning.

attach #2-22

PROGRAM LEVEL OUTCOMES

Definition:

Program level outcomes are a series of statements that define the scope and breadth of the programs of study of a district/attendance center. They represent the contribution that each program of study makes to the total range of learner exit outcomes. In addition, they serve as a framework for developing more detailed outcomes at the course/grade level and for integrating concepts-processes-content issues from the various programs of study into the curriculum.

Procedures:

Activity 1. Formulate a mission statement for each of the programs of study. Develop a plan for obtaining feedback from the district/attendance center and local community.

    A. Review the state and district mission statements, the state outcomes, and the district exit outcomes to identify key ideas, concepts, processes, and issues.

    B. Review literature on the vision of each program of study in the education of young people and adults to identify characteristics and priorities.

    C. Review literature on educational reform/restructuring and study other school district's program outcomes to identify characteristics and priorities.

    D. Write mission statements for the programs of study.

Activity 2. Develop a listing of outcomes for each program of study. Develop a plan for obtaining feedback from the district/attendance center and local community. In developing the listing, consider procedures such as:

    A. An analysis of the state and district missions and outcomes statements.

    B. An analysis of disaggregated data from the community, the school district, and the school attendance centers.

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attach #2-23

C. An analysis of how students learn and of what they will need to experience in a complex global society.

D. An analysis of the understandings, knowledge bases, values, and skills that make up the core of each of the programs of study.

Activity 3.   Write program level outcomes based on information from activities one and two.

Examples:

Program of Study - Social Studies

Each student will demonstrate . . .

- civic responsibility and active civic participation;

- skill in developing perspectives on his-her own life experiences so he/she can see himself/herself as part of the larger human adventure in time and place;

- a critical understanding of the history, geography, economic, political, and social institutions, traditions, and values of the United States as expressed in both their unity and diversity;

- an understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions, and values;

- skill in developing critical attitudes and analytical perspectives appropriate to analysis of the human condition.

Program of Study - Art

Each student will demonstrate . . .

- a knowledge and appreciation of art and culture;

- perceptual skills for basic learning, as well as for aesthetic evaluation and artistic decision making;

- an understanding of the artistic process and skills vital to visual expression;

- thinking skills which are utilized in visual art experience and extend to daily life.

attach #2-24

Program of Study - Science

Each student will demonstrate . . .

- an understanding of the value of science as a way of learning and communicating about self, others, and the environment;

- skill in scientific problem solving and learning processes;

- a knowledge of representative scientific theories, assumptions, principles, laws, facts, and their cultural and historical contexts;

- skill in using scientific knowledge and processes in clarifying values, examining issues, solving problems, and satisfying personal curiosity;

- skill in relating science learning to the planning and fulfilling of personal, social, and career roles;

- skill in using the appropriate language, tools, and operations of science.
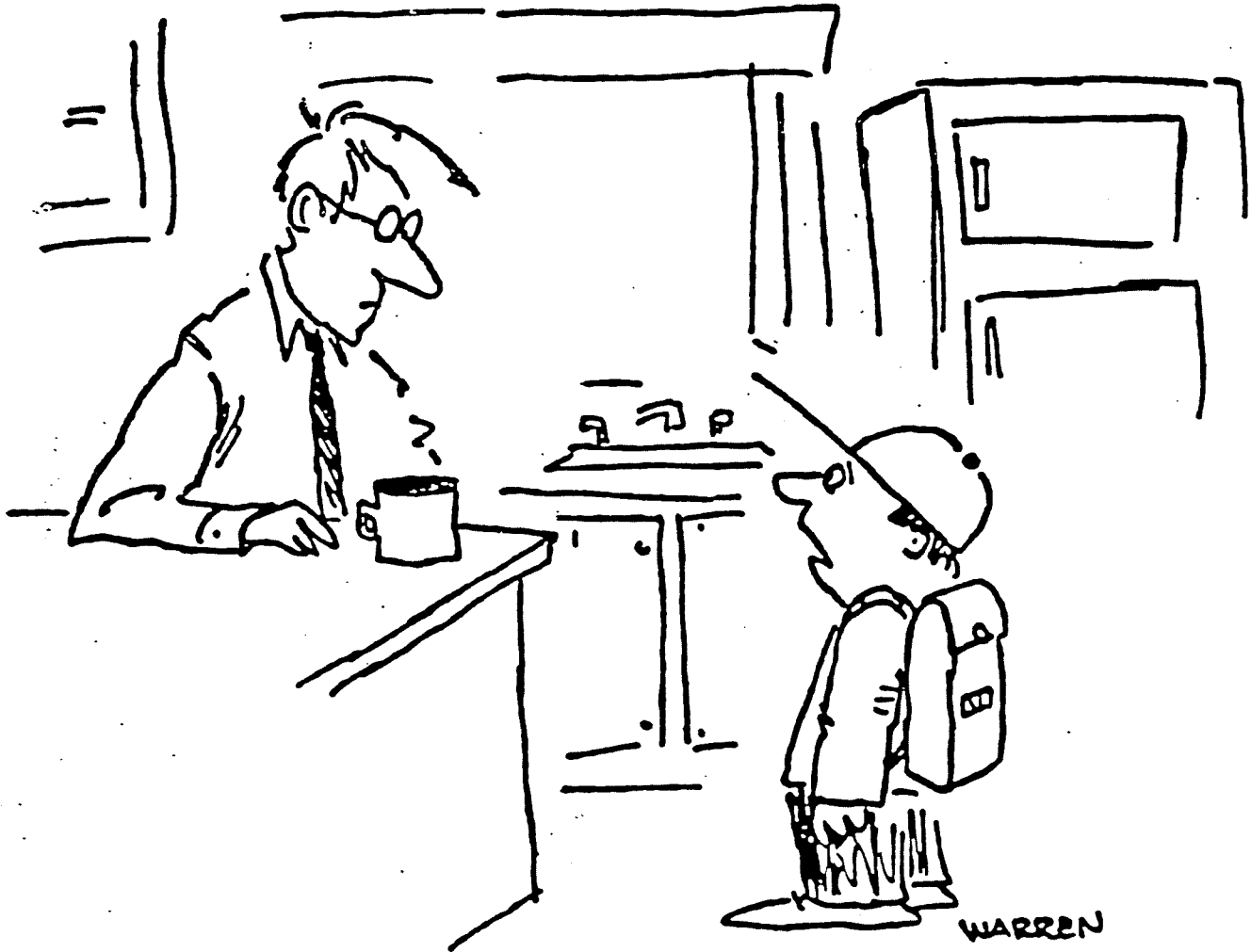
"School is wrecking my chances of getting an education."

PHI DELTA KAPPAN

Attach #2 -26

Definition:

Course/grade level outcomes are a listing of the primary learnings of a specific course or grade. The outcomes delineate the scope of knowledge, skills, and attitudes specified in the program level outcomes for each of the programs of study. The outcomes for a particular course or grade should draw from the concepts, processes, and content of a number of different programs of study.

Procedures:

Activity 1. Delineate the essential learner outcomes of each of the programs of study. These outcomes should:

- be central to the understanding of the subject matter of a program of study

- be of lifelong importance to the learner

- be representative of the full range of cognitive, affective, and psychomotor outcomes present in the scope of a program of study

- be integrated across multiple subject areas

A. Review the state and district mission statements, the state outcomes, and the district exit and program outcomes to identify key ideas, concepts, processes and issues.

B. Review the profile data of the school district/attendance center.

C. Review literature about knowledge, understandings, values, ideals, and abilities considered to be essential in the various programs of study.

D. Review literature on educational reform/restructuring and study other school district's course/grade level outcomes to identify characteristics and priorities.

E. Write essential learner outcomes for the various course/grade level curricula. Develop a plan for obtaining feedback from the district/ attendance center and local community.

attach #2 - 27

Examples:

Course/Grade Level of Study - Social Studies

The student will demonstrate a recognition of the interdependent relationships that exist among communities. (Level 3)

The student will demonstrate a recognition of the links that connect his/her own life and society with the rest of humanity. (Level 7)

The student will demonstrate the application of a historical perspective in the study of current events and trends. (Level 11)

Course/Grade Level of Study - Art

The student will demonstrate an understanding of the elements of design which include: line - shape - space - texture - form - color - value. (Level 7)

The student will demonstrate the unique importance of color in graphic design in terms of impact and alliteration. (Level HS - Commercial Design)

The student will demonstrate that art compositions can be created using the computer as a medium. (Level HS - Computer Graphics)

Course/Grade Level of Study - Science

The student will demonstrate an understanding of the concepts of length, capacity, weight, area, volume, time, and temperature. (Level 7)

The student will demonstrate an understanding of solving problems and applying problem solving strategies, including those from real life problems. (K-12)

The student will be able to demonstrate an appropriate sequence in laboratory investigations in and outside controlled classroom situations. (7-12)

attach 2-28

UNIT LEVEL OUTCOMES

Definitions:

Unit level outcomes are a series of statements that define the scope of an instructional unit. They are the steps through which the unit is to contribute to the achievement of the course/grade level outcomes.

Procedures:

Activity 1. Write unit outcomes statements that correspond to the course/grade level outcomes.

Activity 2. Develop a plan for obtaining feedback from the attendance center on the unit outcomes.

Activity 3. Review and revise unit outcomes as needed.

LESSON LEVEL OUTCOMES

Lesson level outcomes are statements that define the purpose of a particular lesson. These outcomes represent the steps through which a set of lessons is to contribute to the accomplishment of the unit level outcomes.

Procedures:

Activity 1. Write lesson outcome statements that correspond to unit outcome statements.

Activity 2. Develop a plan for obtaining feedback from the attendance center on the lesson outcomes.

Activity 3. Review and revise lesson outcomes as needed.

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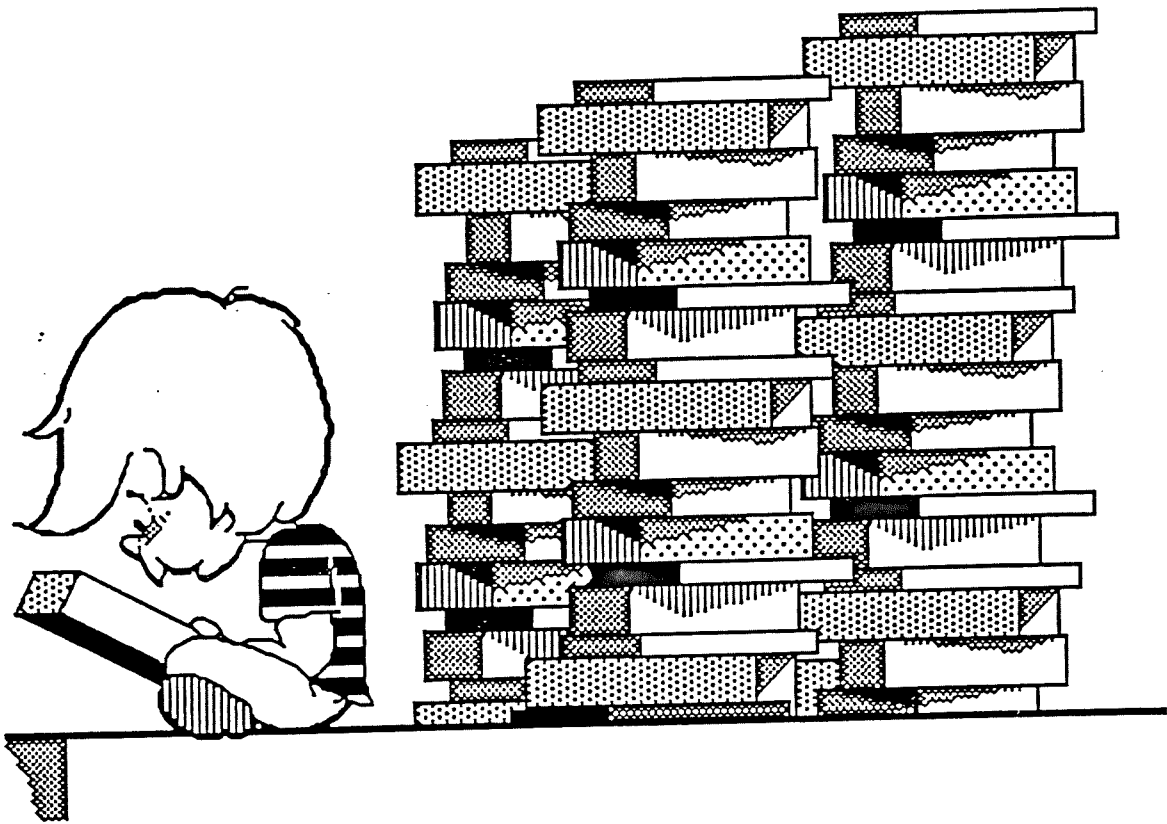
GLOSSARY OF TERMS

Aligned Curriculum
see **Curriculum Alignment**

Alternative Learning Strategies
A variety of routes or programs for achieving a given set of expected outcomes.

Assessment
A variety of methods and techniques used by educators to measure student knowledge, skills, and other traits.. A process for gathering data and putting it into an interpretable form for making an evaluative judgment or a decision about a student, program or school.

Basic Skills
Fundamental skills that are the basis of later learning and achievement. Traditionally, this included: computing, reading, and writing. To prepare for 21st Century technology skills such as keyboarding are needed.

Community
A social group linked by common interests through residence in a specific locality whose members perceive themselves as sharing a common ideology, interest or other characteristics.

Community Analysis
A systematic process of collecting, organizing and analyzing detailed data/ information about a community/environment and its constraints. The purpose is to provide the basis for designing a system that meets the needs of its clientele.

Complementary Discipline Units or Courses (Multidisciplinary)
Teachers of related disciplines design a formal unit or course to investigate a theme or issue, i.e., high school home economics and physical education teachers team teach a course on nutrition and exercise.

Curriculum Alignment
The agreement or match that exists between the written outcomes, the instructional process and the assessment.

Curricular Design
Arrangement of the component parts of a curriculum, such as horizontal, interdisciplinary, sequential, thematic, and vertical.

23

Curriculum

Plan incorporating a structured series of intended learning outcomes and associated learning experiences; generally organized as a related combination or series of courses.

Discipline Field

A specific body of teachable knowledge with its own background of education, training, procedures, methods, and content areas.

Discipline-Based Curriculum

Traditional subject areas taught in separate blocks of time.

Effective School

A school which demonstrates that all students are learning.

Equity

Freedom from bias or favoritism. All students learn the specified curriculum regardless of factors in their background which have ordinarily been identified as those that prevent such learning.

Equity in Quality

Combination of the issues of **equity in** and **quality of** education. Schools approach the education of their students with the belief that quality must be provided for all students, thus ensuring equity.

Evaluation Data

Data used to determine how well performance-based outcomes are reached connoting qualitative judgment. In education, it is the determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum.

Global

Approach to social, cultural, scientific and humanistic questions involving an orientation to the world as a single interacting system.

Global Education

Education which prepares persons to live in an increasingly interdependent world.

Global Society

The assumption that cultural, ecological, economic, political, and technological ties transcend national boundaries.

Goal

Statement which defines the desired results toward which the organization's efforts are directed.

Higher Level Skills
>Skills which build upon the foundation established by mastery of the basic skills. Higher level skills are needed to live, learn and work in a global society. Examples of these skills include: learning to learn, communicating, creative thinking, problem solving, goal setting, working as a team and developing organizational effectiveness.

Instructional Alignment
>Scope and sequence within a content area and curricular coordination among two or more content areas.

Instructional Leadership
>Leadership which gives direction, emphasis and support to a school's instructional program. It inspires others to work within the school's central mission of teaching for learning for all. Instructional leaders include teachers, support staff, central office staff and principals.

Instructional Strategies
>Plans of action designed and used by educators to maximize student learning and achievement of the desired outcomes.

Integrated Curriculum
>Curriculum united through clearly defined common outcomes.

Interdisciplinary
>A knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

Mastery
>Ability to use a skill, capacity, proficiency, at an identified level.

Mission Statement
>States the purpose of the organization, defines its chief function, justifies its existence, and identifies those who are served.

Monitoring
>Portion of the accreditation/accountability process providing for systematically evaluating and assessing the degree that goals/targets have been attained.

Multiple Assessments
>An assessment process which comprises the use of more than a single test or evaluation procedure; data are collected from multiple sources including formal and informal tests such as norm-referenced, criterion-referenced and performance-based assessments, and other processes such as curriculum-based procedures, observations of students, and interviews or reports from parents and professionals.

Attach #2-33

OATF
> The Outcomes Accreditation Task Force established by the Kansas StateBoard of Education in the fall of 1989 to investigate the implications of outcomes-based accreditation for Kansas. OATF was composed of representatives from State and local boards of education, district and building administrators and teachers, private schools, higher education, business, and the legislature. The OATF report was presented to the KSBE in December, 1990.

Outcomes
> Results of an educational program which measures student success.

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

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

Portfolio
> A systematic and organized collection of student work samples used by the teacher, student, and parent to monitor growth of the student's knowledge, skills, and attitudes in a specific subject area.

Quality Performance Accreditation (QPA)
> An outcomes-based accreditation system adopted March 12, 1991 by the Kansas State Board of Education, which addresses school improvement, accountability, and individual student performance at the building level.

School Improvement
> A long-term, outcomes driven collegial process which creates changes within a school that lead to student success. This process includes identification of needs and strategies for accomplishing outcomes.

Staff
> Group of employees, including teachers, administrators, instructional and non-instructional support personnel, charged with working together toward the goals of the school and district.

Standard
> Goal statement indicating the acceptable level of excellence.

Strategy
> A deliberate plan of action.

Attach #2-34

## Teaching for Learning

Using techniques for varying teaching styles to meet students' various learning styles, in order to address the concept in the effective schools philosophy that all students can learn.

Vision

An imaginative mental image of how something is perceived. Visionary leaders promote and creatively manage by searching for more ideas and solutions.

attach 2-35

attach #2-36
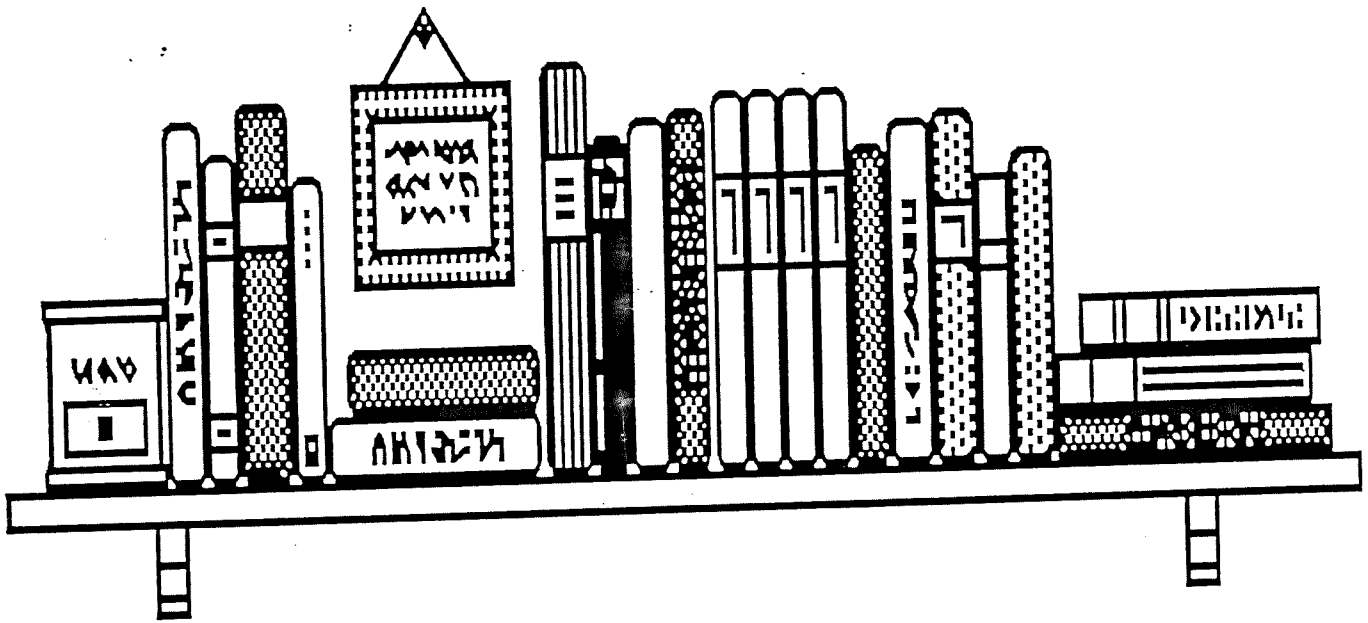
BIBLIOGRAPHY

Aaron, Shirley L. "The Collection Developer's Link to Global Education." *School Library Media Quarterly* (1990): 35-43.

Discusses specific challenges that teachers and library media specialists must face, with particular emphasis on developing global perspectives, analyzing the impact of new technologies on the nature and composition of library media collections, and promoting an understanding and appreciation of connectedness of information and ideas. Indentifies strategies that will provide library media specialist with a plan of action to achieve major changes in collection development thinking and practice.

Benjamin, Steve. "An Ideascape for Education: What Futurists Recommend." *Educational Leadership* Sept. 1989: 8-14.

Based on an analysis of futurist literature, this article recommends educational changes pertaining to: active learning, higher cognitive skills, service learning, past present-future focus, lifelong learning, whole person education, coping with diversity, general education, personalized learning, transdisciplinary education, process approach, early childhood education, education for communication, and small structured schools.

Burns, Wendy, and Robert Wood. "Outcome Based Education: A Primer and An Example." *The Delta Kappa Gamma Bulletin* Winter 1990: 48-52.

Explains the philosophy and components of outcomes-based education, and examines it as the means of organizing for results. Presents a district's application of OBE principles relative to curriculum alignment.

Collins, H. Thomas, and Sally Banks Zakariya, eds. *Getting Started in Global Education: A Primer for Principals and Teachers.* Arlington, Virginia: National Association of Elementary School Principals, 1982.

Explains what global education is; gives rationale for integrating into the curriculum; and answers frequently asked questions regarding implementation.

"Curriculum Alignment: The Systemic Solution?" *E.P.I.E. gram* 16.7-8 (1989): 1-7.

Summarizes four typical approaches to curriculum alignment to focus the reader's attention on issues that must be addressed in order for effective learning to occur.

attach #2-37

Dearborn, Donald E. "A Framework for Success." *School Leader* January-February 1991: 40-44.

Advocates basing curriculum planning and development on research. Indentifies many resources that may be of value to school districts.

Erickson, Wayne, William McMillan, and Gilbert Valdez. *A Minnesota Vision For OBE: Outcome Based Education.* St. Paul, Minnesota: Minnesota Department of Education, 1990.

A description of how the state of Minnesota plans to implement outcome based education (OBE) in its K-12 educational system. This booklet provides a brief history of Minnesota's involvement in OBE, a set of terms and definitions for OBE that match the needs and directions of the state, and a model for implementing OBE in Minnesota's schools.

Fitzpatrick, Kathleen A. "Restructuring to Achieve Outcomes of Significance for All Students: A Progress Report from Township High School District 214." *The Quarterly Journal of the Network for Outcome-Based Schools* Winter 1990-91: 14-22.

Presents a progress report on the efforts of a district to advance the restructuring agenda of outcome-based education in each of its schools. Provides a brief description of the major steps included in the planning and development stages of implementing the district's outcome-based education program, and presents some of the implications of restructuring to achieve outcomes of significance for all students.

Gehrke, Nathalie J. "Exploration of Teachers' Development of Integrative Curriculums." *Journal of Curriculum and Supervision.* Winter 1991: 107-117.

Reports the results of a study on integrated curriculum in several schools. Addresses the definition of "integration," procedures and approaches in achieving integration, and ways to encourage instructors to use an integrated curriculum.

"Integrating the Curriculum." *Educational Leadership* Oct, 1991: 4-75. A collection of twenty articles by various authors, including William Spady and Kit Marshal, dealing with such issues as transforming science education, and vocational and academic teachers working together.

Jacobs, Heidi Hayes, ed. *The Interdisciplinary Curriculum: Design and Implementation.* Alexandria, Virginia: ASCD, 1989.

Provides reasons for the growing use of curriculum integration; describes several options for an integrated curriculum; offers a set of criteria for judging whether to adopt the curriculum integration approach; and proposes a step-by-step approach to developing integrated curricula.

Attach 2 - 38

Kansas Quality Performance Accreditation, A Plan for Living, Learning, and Working in a Global Society. Topeka: Kansas State Board of Education, 1991.

Explains the Kansas State Board of Education's Quality Performance Accreditation System, a learner-focused approach to accrediting schools. The system is built around effective schooling practices, integrated curricula, staff training and retraining, and the community learning concept. Outcome statements related to each of these focus areas are a central part of the accreditation process.

Kulieke, Marilynn J. "Assessing Outcomes of Significance." *The Quarterly Journal of the Network for Outcome-Based Schools.* Winter 1990: 25-29.

Addressess the issue of how to incorporate the current desire to assess "outcomes of significance" into an outcomes assessment system. It does so by examining the characteristics of the current view of assessment; how assessment fits into an outcome-based educational system; and what it takes to integrate the current view of assessment into an outcome-based system.

"Learning Styles and the Brain." *Educational Leadership* Oct. 1990: 4-80.

A collection of 23 articles by various authors, including Rita Dunn and Bernice McCarthy, on the theory and techniques of using learning styles and brain-based approaches to teaching and learning in a wide variety of instructional levels and environments.

McNeil, John D. *Curriculum: A Comprehensive Introduction.* Glenview, Illinois: Scott, Foresman/Little, Brown, 1990: 85-86, 164, 183-186.

Provides a comprehensive study of curriculum. Presents a realistic concept of what constitutes curriculum along with rationale as to why some procedures are superior to others.

Michigan Association of Secondary School Principals. *Michigan Schools of the Future Task Force Report: Focus on Restructuring.* Ann Arbor: University of Michigan, 1990.

This monograph may be used by schools as a resource relative to restructuring. Chapter II, "Student Outcomes," provides examples of exit learner outcomes.

O'Neil, John. "New Curriculum Agenda Emerges for '90s." *ASCD Curriculum Update* Sept. 1990: 1, 8.

> States that the 1990's will be the decade when educators will define more clearly what all students should know and be able to do within and across the various fields of study. Identifies common elements that characterize curriculum renewal efforts; describes some of the formidable obstacles confronting curriculum reformers; and gives reasons for optimism that the present round of reforms will not be tripped up by some of the mistakes of past efforts. (Pages 2-7 of this *Update* give an overview of curriculum reform efforts in mathematics, science, social studies, and language arts.)

Shoemaker, Betty Jean Eklund. "Education 2000 Integrated Curriculum." *Phi Delta Kappan.* June, 1991: 793-797.

> Describes the development and implementation of an integrated curriculum by the Eugene (Oregon) Public Schools. Reviews various interpetations of the term "integration," and related research.

Spady, William, et al. "The Great Outcome-Based Paradigm Shift." Conference sponsored by The National Center for Peak Performing Schools, and The High Success Program on Outcome-Based Education. Denver, April 19-21, 1991.

> Topics discussed included leadership, design, and implementation strategies; team building; and strategic planning to facilitate change. Main speakers were: William Spady, David Pearce Snyder, John Anderson, William T. Randall, and Kit Marshall.

Whitman, Mark, and Phil Lambert. "Integrated Instructional Management Systems and Outcome Based Education." *T.H.E. Journal* September, 1989: 58-60.

> Connects the emergence of outcome-based education with technology. Looks at the 1990's as the decade when instructional management systems become the vehicle for curriculum development and evaluation, and student assessment data management.

attach # 2-40

BUILDING A SCHOOL PROFILE:

THE QPA NEEDS ASSESSMENT PROCESS
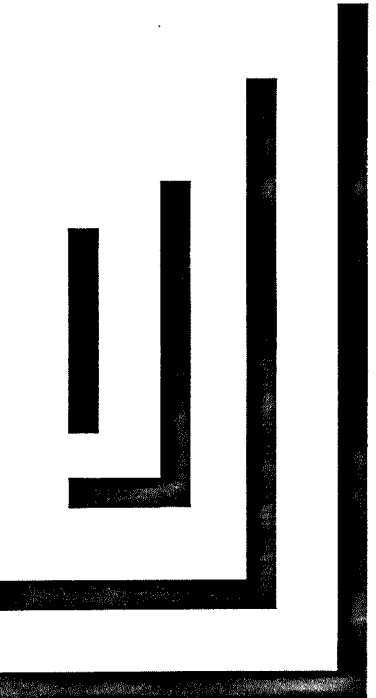
BUILDING A SCHOOL PROFILE: DRAFT
The QPA Needs Assessment Process

TABLE OF CONTENTS

Building A School Profile: The QPA Needs Assessment Process was prepared by the Outcomes Education Team at the Kansas State Board of Education. For further information contact:

Kansas State Board of Education
Outcomes Education Team
120 S.E. 10th Avenue
Topeka, Kansas 66612
913 - 296-4946

attach #2-42

INTRODUCTION

Help, Directions, Answers, Suggestions

Why a dissertation on school profile? As Kansas schools begin to work through the Quality Performance Accreditation (QPA) process, we have heard calls for assistance, direction, guidance and especially for some uniform parameters. In response, the Outcomes Team at the Kansas State Board of Education has developed the following materials to help schools with QPA:

- **The QPA Process**
- **Assessment, Assessment, Assessment**
- **A Design for Building Outcomes Focused Curriculum**
- **The School Profile**

The tools above are dynamic - changing and improving as our experience and expertise with QPA grows. *Building A School Profile* is the most recent guide designed to lead and assist schools through the school improvement process called for in QPA.

QPA School Improvement Process

Getting a clear picture of how well the school is performing is one of the first tasks in a school improvement process. In the QPA School Improvement Process (see chart on Page 3) the tasks of collecting, organizing, and analyzing data on the successes of all students in the school are called for in the Needs Assessment Process.

A needs assessment process may often begin during the Awareness stage as data usually available at the district level or central offices is prepared. At the building level, involving staff in collecting data may actually be a part of awareness activities.

As soon as data are collected, organized, analyzed, and displayed in the Building Profile, decisions can be made regarding school improvement efforts. The data from the needs assessment drives school improvement efforts and becomes the baseline for measuring increases in student success and school improvement. The building profile becomes the requisite step in developing a School Improvement Plan.

QPA SCHOOL IMPROVEMENT PROCESS

DRAFT

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School Profile
Page 3
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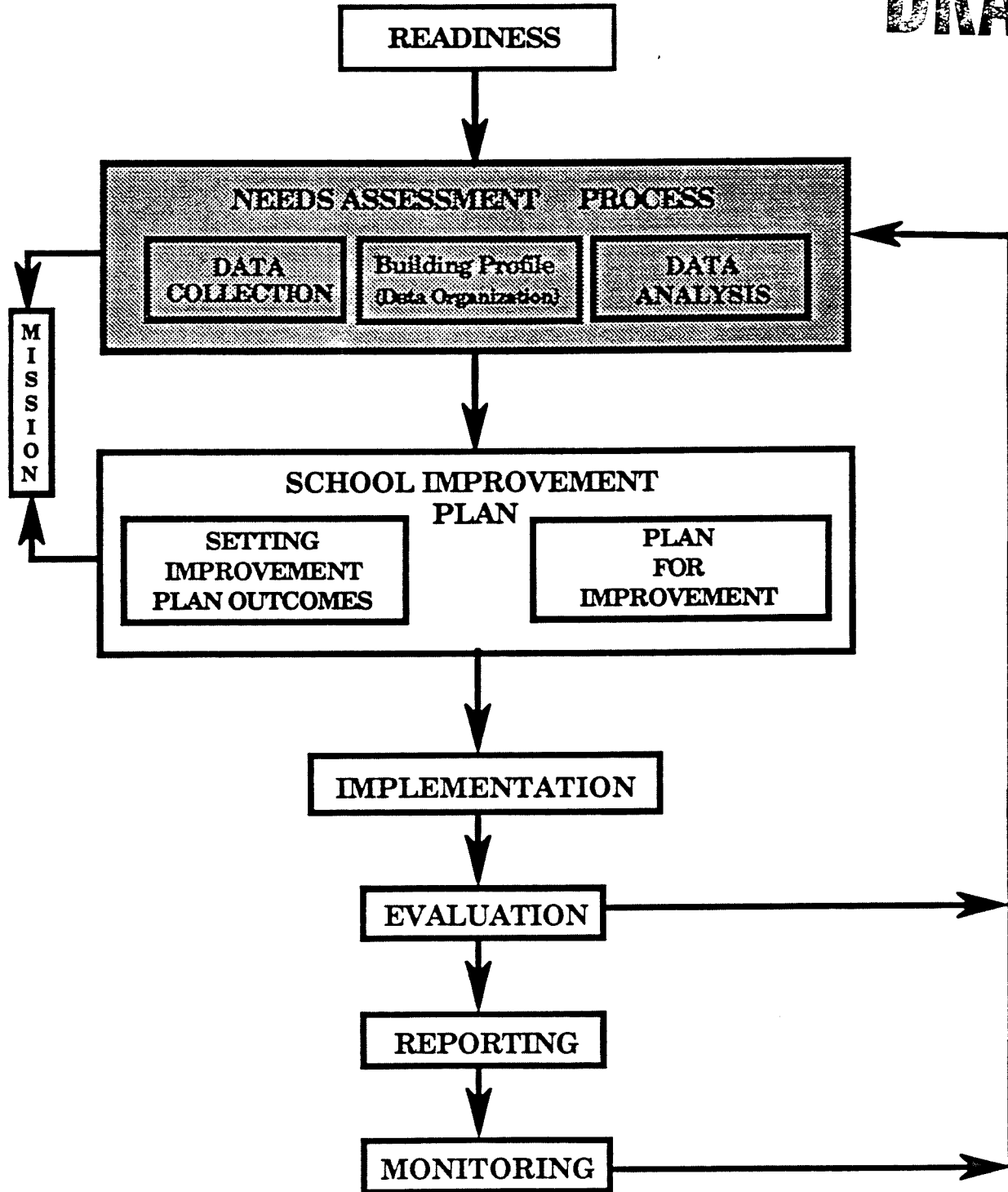
Building A School Profile Module

This module has been developed to assist districts in the preparation of their initial school profile and subsequent updates and additions to the profile. Data that will most likely yield information specifically called for in the QPA process are designated by an: 🍎. Other suggestions provided might be useful in identifying additional local indicators not specifically called for in the QPA process.

We are not advocating all the examples given be used in a school profile. Rather, we encourage school improvement teams to carefully consider which data will be most relevant in making the necessary decisions regarding school improvement for their individual schools.

> **CAVEAT - In The Beginning...**
>
> A school or district could spend all of its time identifying the information it wants to include in a profile, collecting the data that is readily available, developing systems to gather data not readily available or previously collected, and compiling all of it into a neat profile package - and still not have all the data that is necessary or desirable. At some point in developing an initial/baseline profile (sometime in the middle or third quarter of the first year) take what you have at that point and use it. For Quality Performance Accreditation, it also means that a school or district should begin by first collecting data that addresses the state outcomes. Since profiling is a process and the school profile a dynamic document, additional data can and will always be inserted into the school's profile.

THE DYNAMIC PROFILE PROCESS DRAFT

A Dynamic Process

Schools confronted with developing a school profile for the first time must decide where to begin, what data to include, how to manage the volume of data available and so forth. To facilitate an understanding of profile development, it is useful to think about it as a dynamic process which requires some careful planning and processing at both the district and building levels.

The Flow Chart on Page 7 depicts a series of steps involved in the school profile process. Key questions to guide decision-making at each level are provided. The series of steps are organized under three general categories described below:

I. Data Collection:

Generating or bringing together information that has been systematically observed, recorded, organized, categorized, or defined in such a way that logical processing and inferencing may occur.

Steps include:

District Level Decisions (i.e. staffing, format for handling the data, technical assistance and training needs of staff & community)

Building Level Decisions (i.e. roles and responsibilities, types and sources of data to be examined, training and technical assistance needs)

A Data Collection Plan (i.e. types and availability of data, state and local indicators, organization and reporting of data)

Actual Data Collection (Roles & expectations clearly established, equipment and materials secured, training and technical assistance needs determined)

attach #2-46

II. Building Profile (Data Organization)

A stand alone document which summarizes the findings of the data collection process. A school building profile does not evaluate data; it simply reports the data in an easy-to-understand format.

Steps include:

Data Preparation (i.e. format similarity and comparability)

Profile Development (i.e. roles and responsibilities in writing & developing various sections; type and level of parent & community involvement)

III. Data Analysis

Self-evaluation in the school improvement process is conducted by each school building/district for the purpose of identifying needs and deciding on priorities. The needs assessment uncovers the gaps between existing conditions identified during data collection and the desired conditions detailed in student exit outcomes and/or the outcomes specified through QPA.

Steps include:

Analysis (i.e. indicators for outcomes and standards, reporting channels, use of data, consensus on findings?

Evaluation (i.e. adequacy of the data, ease in collection, usability ,staff and community involvement)

Systems Development (i.e. processes /procedures for on-going and future data collection)

Attach #2 – 47

The Dynamic Profile Process

District Level Decisions
Who will coordinate process?
What format will we follow
(Computers, software, etc)?
What factors will be used to
disaggregate data?
What data will be collected
at the district level?
What assistance can be
given to the buildings
What training/staff

Building Level Decisions
What is the role of the Principal?
What is the role of the Building
Leadership Team?
What is the role of staff in the
data collection?
What data will be collected at
the building level?
What training/staff development
is needed?

Data Collection Plan
What data is desired?
What data is needed?
What data is readily available?
What are the State Indicators?
What are our local Indicators?
Who will receive the data?
When will the data come in?
How will it be displayed?
When will the data be available?

Data Collection
Do all staff have a role (ownership)
in the data collection process?
Are expectations clear? (Who, what,
when, where, how, & why)
What training/staff development is
needed?
What equipment/material needs exist
(computers, spread sheets, etc)

Systems Development
What processes/procedures need
to be in place to allow new or
additional data to be collected?
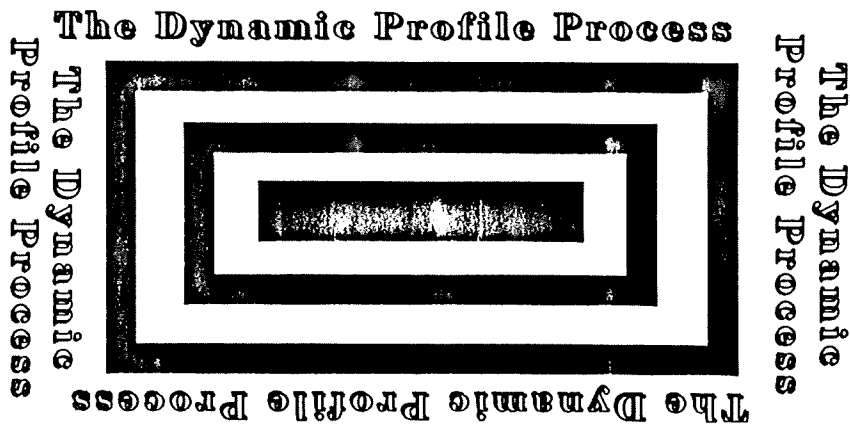
Profile Development
Are data from various sources in
similar formats (Comparability)?
Who will write narrative sections?
Role of all staff?
Who will develop data displays?
Who will proof read?
Parent/Community involvement?

Evaluation
Adequacy of the data? (Multiple
Indicators for each standard)
Ease of Collection?
Involvement of all staff?
Clear picture of student
performance?

Data Analysis
Do indicators exist for each
Outcome and Standard?
Who will see Profile?
How will profile be used?
Process for consensus on the
findings?

Attach #2-48

DATA COLLECTION

Purposeful Data Collection

Gaining a clear picture of the school - what it looks like in terms of student performance, staff and community development, and the context of the school within its community - means that data must be collected to accurately depict the school. Data collection is the vehicle for answering the questions "What do we know?" and "What do we need to know?" But a companion question must also be asked: "Why do we want or need to know something?" Before specific data are collected, there must be a reason to collect the data. While the outcomes, standards, and indicators for QPA provide much of this direction and rationale, school districts and school buildings may need to plan for data collection.

> *Collecting data is like collecting trash, you need to know what you're going to do with it before you collect it.*
> *Mark Twain*

Data collection becomes the process of generating or bringing together information that has been systematically observed, recorded, organized, categorized, or defined in such a way that stakeholders may logically process the data and make inferences to substantiate comprehensive planning for improvement.

Planning for Data Collection

Prior to the actual collection of data, district and building decisions regarding staffing, roles and responsibilities, training and technical assistance needs, and data collection and compilation tools must be determined. A plan for purposeful data collection will also help determine:

- Data that are currently collected and available in a usable format

- Data that are currently collected but not available in a usable format

- Data that are not currently collected

attach 2 - 49

DRAFT

Assumptions Regarding Data Collection

- Data are collected and reported on **all** students.

- When any population is excluded, they must be accounted for in some manner - usually as one of the disaggregated variables.

- All data is disaggregated by at least three variables: race, gender, and socio-economic status.

- Multiple measures of a variable should be collected.

- Triangulation (three different sources of data for each variable) is recommended.

Disaggregation of Data

Aggregation of data means that all of the components or measures of a variable are compiled into one total statistic. Disaggregation is the act of breaking the total down into its component parts. Disaggregation is also a critical component of the school improvement process. Schools must decide early in their data collection planning which variables will be disaggregated. Appendix F contains an expanded listing of potential disaggregation variables.

> In Quality Performance Accreditation, data that is reported to the state must be disaggregated by gender, race, and socio-economic status. Schools should take these three variables into consideration when collecting data for QPA.

A basic assumption of school improvement is that data is collected on the entire building's student population. For most purposes, all regular education, special education, vocational education, or any other program's students are included in the data collection process. Regardless of how the data is reported, a school may want to retain its ability to disaggregate data by other measures, if necessary.

THE BUILDING PROFILE
(DATA ORGANIZATION)

The Contents of a School Profile

A school profile provides data to use in making decisions for school improvement. While the focus always is on student data, three generic sections of a school profiles are:

Section I - Background information The context of the school in which students learn.

Section II - Student Performance Data Data display indicating success levels of all students in the building.

Section III - Staff and Community Development Process and Outcomes regarding the development of staff and community.

Each of these three areas are explained and further defined in this portion of the module.

Assumptions of a School Profile

- A school profile provides a picture of what is taking place in the school, both in terms of learning and teaching.

- A school profile is not infallible; a profile is a collection of indicators.

- Profiling is a process.

- Profiling enables stakeholders to identify strengths and needs; it should not be viewed as a "deficit report" only.

- The profile is a document that guides decisions; it is the document from which building goals emerge.

> A school profile is a stand-alone document which summarizes the findings of the data collection process. A school profile does not evaluate data; it simply reports the data in an easy-to-understand format.

attach #2-51

Section I: Background Information

For data to be most useful in planning for improvement, the composite makeup of the school, personnel, and community must be understood and considered by all perspective stakeholders. No two schools are alike, therefore, the type of information selected for this portion of the profile should be considered carefully.

> **"What are the unique qualities or features of this school, in terms of facilities, programs, resources, students, staff and community?" How might these unique features and qualities impact improvement considerations and decisions?"**

Information reported in this section of the profile should include a brief discussion of the facilities, programs and resources available, and student, staff and community analyses. The information should be summarized primarily in a narrative format and provide a thumbnail sketch or snapshot of the "school".

Five Potential Categories of Data in Background Section

Context - A description of the school building in the context of the school district including budget, finances, and facilities.

Programs & Resources - Curricular, governance, leadership, and program descriptions.

Student Analysis - The demographic make-up of the student body including special education and vocational education students.

Staff Analysis - Certified and non-certified staff depictions.

Community Analysis - The context of the school as an interdependent part of the neighborhood, city, and county.

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attach #2- 52

Writing the Background Section

While many school profile models suggest that this introductory background section be written entirely in narrative format, the leadership team compiling the profile may feel the need to highlight some data in a chart or graphic display within this background section. When using data displays in this section of the profile (or in any other section) include only those comparisons, representations, or depictions that accentuate the narrative - as well as follow the guidelines for using data displays (see Appendix E). Large charts, spreadsheets, or data-bases, if included in the profile, belong in an appendix.

Samples of various types of background information concerning the school, students, staff and community as well as a sample narrative of a background section are contained in **Appendices A & B**. While much of this information would be very interesting to pursue, keep in mind the time and commitment necessary to research and report this information; identify only that information which would best provide the context for considerations in planning for improvement.

Section II: Student Performance Data

The data collected and analyzed on student performance are critical to the successful planning for improvement. While the collection of student data is not new, the use of this data in making informed decisions for planning and improvement requires a closer look. Data which provide clear indications of the success level of all students in the school must be reviewed.

> "What data are available (or needs to be collected) that clearly measure the knowledge, skills, values and attitudes of all students?"

Writing Section II

In order to plan appropriately to meet the needs of all students, the uniqueness of each student has to be understood and identified. Data should be collected, disaggregated and analyzed on student achievement, access, lifelong learning and climate. Again it is important in terms of time and resources to select "key" information for appropriate planning and decision making. These data should then be compiled using data displays such as bar graphs or pie charts to demonstrate comparisons, trends or patterns.

Five Potential Categories of Student Performance Data

Multiple Assessment Measures - Norm referenced, criterion referenced, state assessments, authentic assessments, etc.

Achievement Patterns - Enrollment patterns, graduation & drop-out rates, GPA, retentions, post-secondary follow-up, etc.

Access Patterns - Attendance, tardies, graduation rate, extra-curricular involvement, community involvement, etc.

Lifelong Learning - Career goals and aspirations, post-secondary follow up, health practices, knowledge, attitude, self concept, etc.

School Climate - Student attitudes & perceptions, conduct violations, etc.

The amount of data which could be compiled for this section of the profile is unlimited. The reams of spreadsheet data that are or will soon become available in the process of collecting multiple measures of student success belong either in the appendix or in a separate document. Highlight only those data, through the use of charts or graphic displays, that is necessary. Collecting baseline data does not mean that all available data are depicted. **Appendix C** contains long lists of possible measures that could be used in this section of the profile.

attach #2 - 54

Section III: Staff and Community Development

While the driving force in school improvement is student data, two additional areas of data collection called for in the QPA process are highly correlated with student success. These areas are Staff Development and Community Development.

> "What data are available (or needs to be collected) that clearly measures the instructional effectiveness and continuing professional development efforts of the staff in a school?"
>
> "How are all of the stakeholders in the local community and schools (staff, students, parents, community leaders, business interests, etc.) linked together in the school improvement/community improvement process?"

Demographic and input measures of staff and community are important considerations, and are useful in developing the Background Report called for in Section I. Data that indicate process and outcomes regarding the involvement and development of staff and community are detailed in this section of the profile. Again it is important in terms of time and resources to select "key" information for appropriate planning and decision making. This data should then be compiled using data displays such as bar graphs or pie charts to demonstrate comparisons, trends or patterns.

> **Two Potential Categories
> of Staff and Community Development Data**
>
> **Staff Measures** - Demographics, mission statement, staff preparation, staff development, staff evaluation, etc.
>
> **Community Measures** - Community analysis, mission statement, community outreach, parent, family and community involvement, etc.

Collecting data does not mean that it must appear in the profile. Place only that data which is deemed necessary and important to school improvement in your school profile. **Appendix D** contains a potential list of possible measures that could be used in this section of the profile.

Attach #2-55

DATA ANALYSIS

Assessing Needs

Effective school improvement is data driven. All decisions regarding the management and development of the school improvement plan should be based upon the careful review and analysis of relevant data. The building profile becomes the font of baseline data about the school.

Just as data collection must be planned and purposeful, the data analysis process must be planned and purposeful. Data analysis is not a deficit process, even though the baseline data contained in the building profile must be compared to the same National, State, or local standards that drove the data collection process.

QPA contains a number of state outcomes, standards, and indicators, that for Kansas schools, must be addressed during the four-year accreditation cycle. The data analysis process provides school staff with an opportunity to celebrate those areas where they are performing exceptionally and the decision-making opportunity to prioritize the school's areas of greatest need in the school improvement plan.

Working with Very Small Populations

While QPA requires schools to disaggregate data by gender, race, and socio-economic status, an arbitrary point exists where one or more of the disaggregated variables contain such a small percentage of the overall population that it could be discounted. Most profile builders and analysts believe that any segment of the population identified as less than 5% - or even 10% - should not be considered as a sub-population. In these cases, the subpopulation should be aggregated with another appropriate population.

Systems Development

Data collection, organization and analysis become an ongoing part of the school improvement process. The analysis of data not only paints a picture of what is known about the school, but it also allows schools to plan methods for systematic data collection; to find better ways to collect and organize currently collected data - and to plan future means of collecting additional data.

Attach #2 - 56

KEYS TO SUCCESSFUL PROFILING

DRAFT

A subtle undertone throughout this profile module is that developing a school profile is as much an art as a science. There is no one best way to collect, disaggregate, or display the data. One of the very few "givens' in the whole process, however, is that school improvement must be data-driven. As we become more adept at profiling, the guides and caveats contained in this document will change. Until then, a compendium of suggestions and tips on developing and using a school profile is contained in the charts below and further depicted on the flow chart on page 7.

> ### Maximize the success of your building profile by insuring that:
>
> The profile is understood not only as a product but also as a process.
>
> All stakeholders are involved in the planning of the school profile.
>
> All stakeholders are involved - and prepared - in the process of developing and using the school profile.
>
> Adequate time is provided to do the profile.
>
> The building leadership team organizes and oversees the profiling process.
>
> The leadership team compiles a rough draft of the profile.
>
> All stakeholders receive a copy of the draft profile to review and provide feedback.
>
> The final draft of the profile is completed by the leadership team.
>
> The school profile is used.

attach #2-57

Section I of the School Profile contains a narrative discussion of the context of the school. The enclosed sample is from Manhattan, Kansas.

Guidelines for Developing the Background Section of the School Profile:

- The background section is written primarily in narrative format

- This section outlines key features of the school

- It describes the context in which the school resides

- The background section of the school profile should be written in such a manner that it can stand alone as a separate document

attach #2-58

CONTEXT OF EDUCATION

Because of the university and military influence, the Manhattan population is both transient and cosmopolitan. Expectations for the public education system are high and the involvement of the community is extensive.

Manhattan is a small city of 35,000 people. It is a university community with a major military installation nearby. Ogden, with a population of 1800, is the site of one of our elementary schools. Middle school and high school students from Ogden attend Manhattan Middle School and Manhattan High School.

Kansas State University has a full time enrollment of about 18,000 students.

Fort Riley maintains a civilian and military complement of approximately 20,000 persons. Many of the military personnel and their dependents live in Manhattan and Ogden.

More than one-third of the adults in the Manhattan area are college graduates.

Like most communities in the nation, nearly three-fourths of the population has little or no contact with the public schools.

Civic involvement and interest is high. Two-thirds of the registered voters in the county voted in the 1986 General Election. This high voter turnout is typical in most elections in Manhattan and Ogden.

The population in Kansas and in this community is predominantly white.

Enrollment in the district is following the national trend toward increasing enrollments. Since the 1984–1985 school year we have added nearly 700 students. Enrollment this school year is 6,177 students.

Twenty-five percent of the district students reside in families with a limited income.

A variety of educational opportunities are available for students with special needs. This includes Special Education programs for the educable mentally handicapped, severely multiply handicapped, trainable mentally handicapped, emotionally disturbed, learning disabled, hearing impaired, visually impaired, as well as for speech therapy and gifted education.

Fewer than fifty students are non-English speaking. A larger number have a limited use of English. All of these students are receiving educational support from several sources.

Kansas requires competency testing in reading and math for students in the second, fourth, sixth, eighth, and tenth grades. Achievement at the established competency levels is not required for high school graduation.

Beginning with the 1986 college class, Kansas now requires teacher candidates to pass a teaching competency test in addition to the regular degree program.

Seventy-two percent of the teachers in this district have advanced degrees. The average number of years of teaching experience is fourteen years.

Teacher salaries in Manhattan compare well with state and national statistics. This is a plus in the recruitment of well qualified and competent staff. The 1986–1987 school year is the last one for which we have state and national statistics. The district $25,050 average salary was about $1600 higher than the Kansas average and about $1600 lower than the national average last year. The 1987–1988 average teacher salary here is $26,097.

All teachers are teaching at the level and in the subjects for which they have been trained.

The district is the ninth largest of the 304 school districts in Kansas.

With more than 750 employees, the district is the second largest employer in Manhattan.

Creative deployment of staff has allowed the district to maintain nearly the same size teaching staff in spite of the recent increase in enrollments. (Seven hundred students in four years). The professional teaching and support staff has increased by 26 persons during the past four years. Nearly one-third of this number has been added in order to staff new programs such as elementary Spanish and some special education classes. There has been no increase in the size of the administrative staff.

This creative approach to staffing the schools has also maintained the low student/classroom teacher ratio of one teacher per twenty-two students. This is an increase of only 1.2 students per classroom teacher since the 1984–1985 school year.

attach #2-59

In 1978 and again in 1982 the community passed bond issues in order to renovate and remodel all existing schools and to build a new elementary school. Total of the two bond issues was about thirteen and a half million dollars.

An annual 4 mill capital outlay levy provides funds for long-range maintenance and upkeep of the district facilities, as well as for planned replacement of equipment.

The 1987–1988 Operating Budgets total $23,954,554. Eighty-two percent of the money is spent for instructional activities. Included in the remaining 18 percent are the budgets for food service, transportation, in-service/staff development, capital outlay, and the 1984 bond retirement (the two bond issues were refinanced in 1984 to take advantage of some beneficial business practices).

The sources of income have changed dramatically during the past five years. In Kansas, local support level is determined by a complex formula which assesses the ability of a community to pay for education. This is done for the purpose of providing equitable educational opportunities state-wide. During the past four years, this state formula has caused our local support to be increased by 17 percent. For the 1987–1988 school year, the local share of responsibility is now 62 percent of the total school district budget.

During the 1986-1987 school year, the Manhattan share of local school support was five and one-half percent more than the average district in Kansas.

Sound management practices allowed the district to reduce the local school levy by two mills this fall. This was accomplished in spite of two significant facts: (1) the local share of the budget increased nearly five percent for the 1987–1988 school year and (2) a significant recision in available state revenue dollars occurred in the spring of 1987. The recision caused us to spend part of the money we expected to carry over to the 1987-1988 budget.

Our per pupil cost is always among the lowest in the state. The actual dollar amount has increased only about $200 in four years. The per pupil cost in 1984–1985 was $2477; this year (1987-1988) it is $2679.53.

Regular meetings of the Board of Education are open to the public. Meetings are held on the first and third Wednesday of each month. The seven members of the Board are elected from the community at large. Terms of office are staggered in order to provide continuity of governance.

A current member of the Board of Education just completed a term as President of the Kansas Association of School Boards.

Headstart is a federally funded pre-school program for low income families. In Manhattan, the public school system is the sponsoring agency. Guidelines for the program require that it be administered by a community-based organization.

The local school district is the governing agency for the Manhattan Area Vocational-Technical School. Ten of the sixteen vocational schools in Kansas are operated by the local school board.

Among the quality of life opportunities available in the community are major performing arts programs at McCain Auditorium. Manhattan Arts Council sponsors a variety of other offerings in the arts.

The Riley County Historical Museum, the Cavalry and First Kansas Capitol Museums at Ft. Riley offer outstanding collections of memorabilia.

For nominal fees the Manhattan Parks and Recreation Department offers a variety of team sports opportunities for all ages. The KSU Sports Complex and Natatorium are available to the public at very reasonable cost.

Kansas State University offers an outstanding variety of educational, cultural, research, and resource opportunities for both the community and the schools.

The University For Man, Inc. is a local community organization that offers classes on whatever variety of topics and skills are requested or for which teachers are available.

The Adult Education classes offered through the Manhattan Area Vocational-Technical School provide the opportunity to acquire or upgrade technical skills during evening classes.

The environment in which an educational organization lives has significant impact on the operation and behavior of that organization. The assets, liabilities and conditions of the environment are not factors which we can influence to any measurable degree, but the extent to which we can recognize and respond to these factors will certainly determine the effectiveness and the outcomes of our operation. This community maintains a focus on quality and through this document we want to assure you that we share it. We will continue to make prudent decisions that are consistent with high expectations of excellence for both student and management outcomes.

Hal Rowe

Superintendent

attach #2-60

Appendix B
Potential "Background Section" Measures

Although Section I - Background Information - is primarily in narrative form, a number of quantitative measures must be collected to write the section. Appendix B contains an extensive, but by no means complete, list of possible measures to consider collecting and profiling to complete this part of the profile.

Many of these measures were adapted from the "School Profile Training Session" provided by ESSDACK. Additional sources of information came from McGrail: *Looking at Schools: Instruments and Processes for School Analysis.*

Attach #2-61

APPENDIX B

Background - Facilities

1. Building Level/Type
   (e.g., K 5, 6-8, 9-12)

2. Budget &Finances
   a. budget
   b. salaries
   c cost/pupil

3. Facilities
   a. Age of building
   b. Number of classrooms
      • Total
      • Used
   c. 2-Way Interactive Classrooms
   d. Gymnasium
   e. Media center
   f. Auditorium
   g. Cafeteria
   h. Playground
   i. Library
      • capacity and staff
      • services
      • on-line computer data services
      • equipment (VCR, TV, etc.,)

Background - Programs and Resources

1. Leadership & Governance
   a. Building administration
   b. Departments
   c. Central office personnel
   d. Standing Committees
   e. Board of Education
   f. Advisory Groups

2. Leadership Team
   a. Building Leadership Team
   b. School Improvement Teams
   c. North Central Teams

3. Curriculum
   a. Courses offered
   b. Programs offered
   c. Textbook series
   d. K-12 curriculum development

4. Additional Programs
   a. Chapter I
   b. ESL
   c. Migrant
   d. Homeless
   e. Vocational Programs
   f. GED Programs & Adult Services

5. Special Education Programs
   a. Number receiving
   b. Types of services offered
      • Learning disability
      • Behavior disability
      • Gifted
      • Educable mentally retarded
      • Trainable mentally retarded
      • Severely mentally disabled
      • Hearing impaired
      • Visually impaired
      • Physically impaired
      • Autism
      • Traumatic brain injury
      • Early childhood special
        education

6. Extra Curricular Activities

7. Recognition and Awards

8. Cooperative Programs with IHEs

Background - Student Analysis

1. Student Body Composition
   ⚫ a. Number of Students
      • total
      • per grade
      • projections for future
   ⚫ b. Gender
   ⚫ c. Age
   ⚫ d. Race/Ethnicity
      • American Indian
      • Hispanic
      • Asian
      • White
      • Black
      • Other
   ⚫ e. Socio-Economic Status (SES)
   f. Language Dominance
   g. Parents' Education
   h. Family Structure
   i. Mobility Rate
      (# Entries + # Exits /
      Average Daily Membership)
   j. Special Services
   ⚫ k. Retention Rate
   l. Community Service
   m. Future Plans

2. Enrollment Patterns
   a. Algebra
   b. Physics
   c. Foreign language
   d. College track
   e. General track

⚫ **Data that will most likely yield information called for in the QPA process**

attach #2-62

APPENDIX B - CONTINUED

Background - Staff Analysis

1. Staff Characteristics
   a. Number
      - Total
      - Position/Assignments
   b. Gender
   c. Age
   d. Race/Ethnicity
   e. Employment Status
      - Full-time
      - Part-time

2. Certified Staff Characteristics
   a. Educational Background (major)
   b. Employment History
      - Years in education
      - Years in district
      - Years in building
      - Years in current position
      - Tenure or non-tenure
   c. Special Certifications
   d. Degree Status
   e. Professional Development Activities
   f. Salaries
      - Range
      - Median
      - Comparison to state and nation
   g. Number of First Year Teachers
   h. Number of New Teachers
   i. Turnover
   j. Average Teacher Daily Load
   k. Administrator-Teacher Ratio
   l. Administrator-Student Ratio
   m. Teacher-Student Ratio
   n. Aide-Teacher Ratio
   o. Counselor-Student Ratio
   p. School Psychologist-Student Ratio
   q. Average Class Size
   r. Absenteeism

3. Attitudes & Perceptions

4. Staff Development
   a. Number with IDPs
   b. Staff development priority areas for all building staff
   c. Professional growth expectations

Background - Community Analysis

1.◄ Demographics
   a. Population
      - Trends
      - Forecasts
      - Movement
   b. Age
   c. Gender
   d. Race/Ethnicity

2. Economic Trends & Projections
   a. Poverty Rate
   b. Average Income
   c. School mill levy
   d. % Unemployed
   e. % Home owners
   f. % in Public Housing
   g. Major Industry/Employers

3.◄ Parent/Civic Involvement
   a. Educational Background
   b. % with Children in Schools
   c. % Involved in Service Organizations
   d. Involvement in Non-Profit Organizations
   e. Civic Involvement
   f. Family Structure
   g. Volunteers in School

4. School-Business Partnerships

5. Integration of School with Social & Community Agency
   a. Juvenile Courts
   b. SRS

◄ **Data that will most likely yield information called for in the QPA process**

attach #2-63

Section II - Student Performance Data - requires that a number of quantitative measures must be collected to develop the data displays for this part of the profile. Appendix C contains an extensive, but by no means complete, list of possible measures to consider collecting and profiling to complete this part of the profile.

Many of these measures were adapted from the "School Profile Training Session" provided by ESSDACK. Additional sources of information came from McGrail: *Looking at Schools: Instruments and Processes for School Analysis* .

attach #2 -64

DRAFT

Student Data - Multiple Assessment Measures

- 🍎 1. Norm-Referenced Tests (NRT)
  - a. Subject areas
  - b. Classroom level
  - b. Grade levels
  - c. Building level
  - d. Comparison data
    - district/state/nation

- 🍎 2. Criterion-Referenced Tests (CRT)

- 🍎 3. Kansas Math Assessment

- 🍎 4. Kansas Communications Assessment

- 🍎 5. Kansas Minimum Competency Test

- 🍎 6. Teacher Made Tests

- 🍎 7. Tests from Textbooks

- 🍎 8. Authentic Assessments
  - a. Portfolios
  - b. Performance Based Assessment

- 9. SAT/ACT
  - a. % Taking
  - b. % in High/Low Rankings
  - c. Range/Median Scores

- 10. Teacher Judgements

Student Data - Achievement Patterns

- 🍎 1. Basic Skills Achievement

- 🍎 2. Enrollment in Gatekeeper Courses
  - a. Algebra
  - b. Physics

- 🍎 3. Graduation Rate

- 🍎 4. Dropout Rate
  - a. Reason for dropout
  - b. Current status of dropout

- 5. Letter Grade Distribution

- 6. GPA

- 7. Retention

- 🍎 8. Post-Secondary Follow-up

- 9. Homework Completion Rate

- 10. Student Recognition & Awards

Student Data - Access Patterns

- 🍎 1. Attendance

- 2. Tardies

- 🍎 3. Numbers of Student Dropouts

- 🍎 4. Current Status of Past Dropouts

- 🍎 5. Graduation Rate

- 6. Enrollment Patterns

- 7. Involvement in Community Activities

- 8. Extra-Curricular Activity Involvement

- 🍎 9. % Going on to Post-Secondary Education

Student Data - Lifelong Learning

- 1. Career Goals & Aspirations

- 🍎 2. Post Secondary Follow-up
  - a. Graduate Surveys

- 3. Health Practices
  - a. Knowledge
  - b. Attitudes
  - c. Self Concept
  - d. Youth Risk Survey

Student Data - School Climate

- 🍎 1. Student Attitudes & Perceptions
  - a. Climate Survey

- 🍎 2. Conduct Violations
  - a. Conduct violations
  - b. Vandalism
  - c. Detentions
  - d. referrals
  - e. Suspensions (in & Out of school)
  - f. Expulsions

- 3. Health Assessments
  - a. Health Assessments/Screenings (Ele.)
  - b. Health Appraisals (Secondary)
    - Fitness
    - Weight
    - Blood Pressure
    - Cholesterol Level

- 4. Health/Social Service Assistance Referrals
  - a. Drug & Alcohol
  - b. Emotional Disturbance
  - c. Pregnancy

🍎 **Data that will most likely yield information called for in the QPA process**

Attach #2-65

Section III - Staff and Community Development - requires that a
number of quantitative measures be collected to develop the data
displays for this part of the profile. Appendix D contains an
extensive, but by no means complete, list of possible measures to
consider collecting and profiling to complete this part of the
profile.

Many of these measures were adapted from the "School Profile
Training Session" provided by ESSDACK. Additional sources
of information came from McGrail: *Looking at Schools: Instru-
ments and Processes for School Analysis* .

attach #2-66

DRAFT

Staff Development

1. Perceptions/Attitudes
   a. Climate Survey
   b. Observations
   c. Community Service
   d. Volunteer Activities
   e. Committee Membership

2. Staff Preparation
   a. Evaluations/Observations
   b. Ratings/Career Ladder
   c. Mentor Teachers
   d. Master Teachers
   e. Supervision of Practice Teachers
   f. Internship Programs
   g. Skill Ratings
   h. Instructional Strategies
      • Percentage trained
      • Degree of implementation
   i. Instructional Strategy Proficiency
      • Cooperative Learning
      • Mastery Teaching
      • Clinical Supervision
      • Etc.
   j. Professional Association (KATM, etc.)
      • Membership in
      • Officers

3.🍎 Staff Development
   a. Individual Development Plan
   b. Skills Gained through Training
   c. Peer Coaching Pairs
   d. Study Groups
   e. Staff as Trainers/Presenters
   f. Student Behavior Changes related to training strategies

4. Staff Evaluation
   a. Evaluations/Observations
   b. Ratings on Evaluation Forms

5. Mission Statement
🍎 a. Involvement in Building Mission Statement Development
   b. Shared Vision of Education
   c. Classroom/Department Mission Statement
🍎 d. Use of Mission Statement for Staff Development

Community Development

1. Community Analysis

2. Mission Statement
🍎 a. Involvement in Building Mission Statement Development
   b. Shared Vision of Education

3. School Outreach into Community

4. Community Outreach into the School
   a. Volunteers in Schools
      • Committee work
      • Parent-Teacher Organization
      • Maintenance
      • Clerical
      • Sponsorship
      • Other

5. Levels of Parent Involvement
   a. Parents as Advisors
   b. Parents as Teachers
   c. Parents as Learners
   d. Parents as Support
   e. Home-school Communication

6. Business-School Partnerships

7. Community Surveys
   a. Parent Surveys
   b. Community Surveys
   c. Assessment of School/District Relationships with Social & Community Agencies

🍎 **Data that will most likely yield information called for in the QPA process**

Attach #2-67

Data displays are one of the key elements in a school profile. Appendix E offers the following discussions on data displays: 1) Characteristics of data Displays; 2) Sample graphic illustrations; 3) Basic components of data displays; and, 4) Sample Data Display.

Much of the information on data displays originated from the materials developed by ESSDACK and shared with KSBE Outcomes Team members on November 4, 1991.
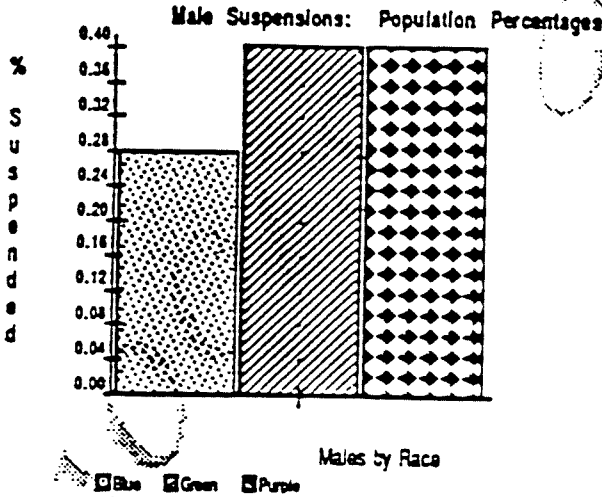
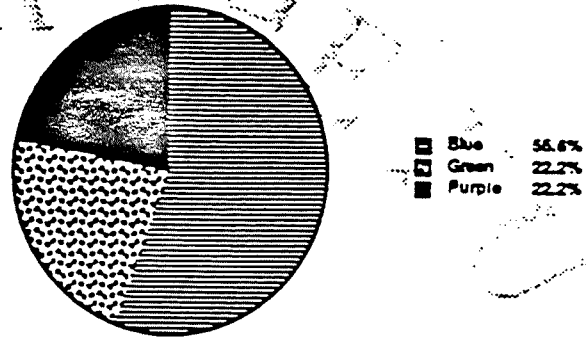attach #2-68

CHARACTERISTICS OF DATA DISPLAYS

- A data display includes the following two parts: graphic illustration and highlights.

- Data displays are simple. They should be easily understood by all stakeholders.

- Data displays should be neat in appearance. No more than two graphic displays should appear on the page. One graphic display is ideal.

- Each data display should be complete enough that it can stand alone.

- Graphic illustrations should have all necessary components to assure comprehension.

- Graphic illustrations should be "stand alone" in nature.

- Highlights should abide by the four C's of effective writing: clear, concise, correct, complete.

- Highlights should be statements of fact only; judgmental statements should not be included.

- Highlights should be "stand alone" in nature.

- No more than three highlights should be included for any graphic illustration.

SAMPLE GRAPHIC ILLUSTRATIONS

Bar Graph

Male Suspensions: Population Percentages

Males by Race

□ Blue ☑ Green ■ Purple

Pie Chart

Female Suspensions by Race

□ Blue — 55.6%
□ Green — 22.2%
■ Purple — 22.2%

Stacked Bar Graph

Suspensions: Socio-Economic Status

Socio-Economic Status

□ Females ☑ Males

Line Graph

1991-1995: Average NCE Composites

Years

♦ Average NCE
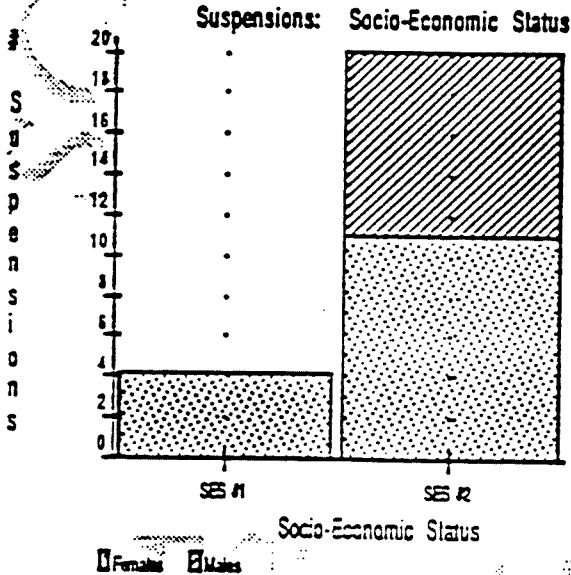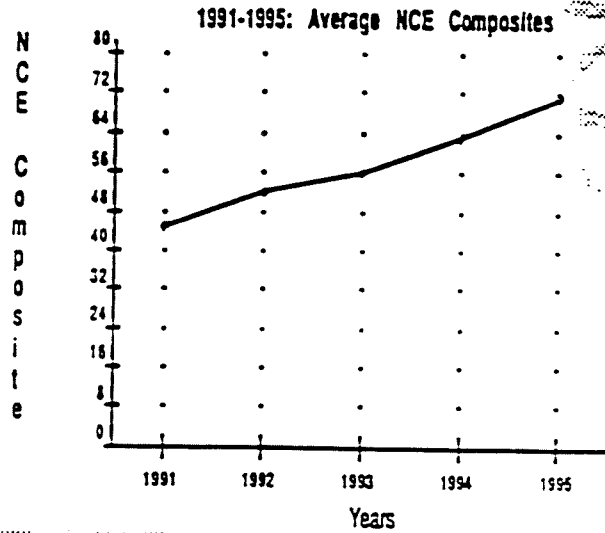
Table

1990 First Semester Suspensions			
	Blue	Green	Purple
Males	12	20	22
Females	4	10	12

BASIC COMPONENTS OF DATA DISPLAYS

(A) ⟶

Iowa Test of Basic Skills (ITBS)
5th Grade - Spring 1991
Reading Comprehension
Normal Curve Equivalent Scores (NCE)

(B)

↑ Normal Curve Equivalency

(C) ⟶ **ALL STUDENTS**

(D)

⊡ White Male   ◩ White Female   ◲ Hispanic Male   ⊞ Hispanic Female

(E)
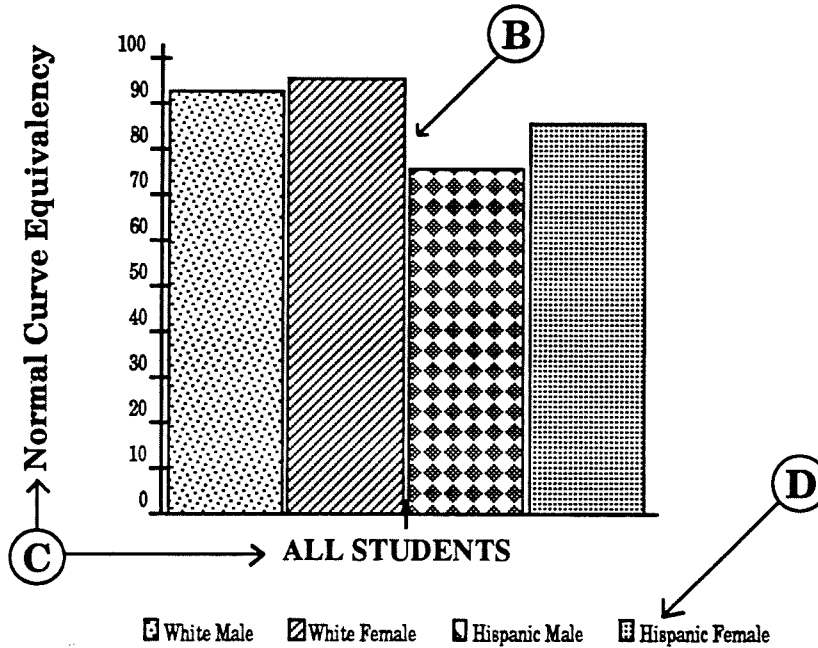
HIGHLIGHTS

1. All fifth grade students scored above an NCE of 75 on the reading comprehension section of the ITBS [White Males (92); White Females (95); Hispanic Males (76); Hispanic Females (83)].

2. Females of both races scored slightly higher than males of the same race on the reading comprehension section of the ITBS [Females (95 & 83 NCE) vs Males (92 & 76 NCE).

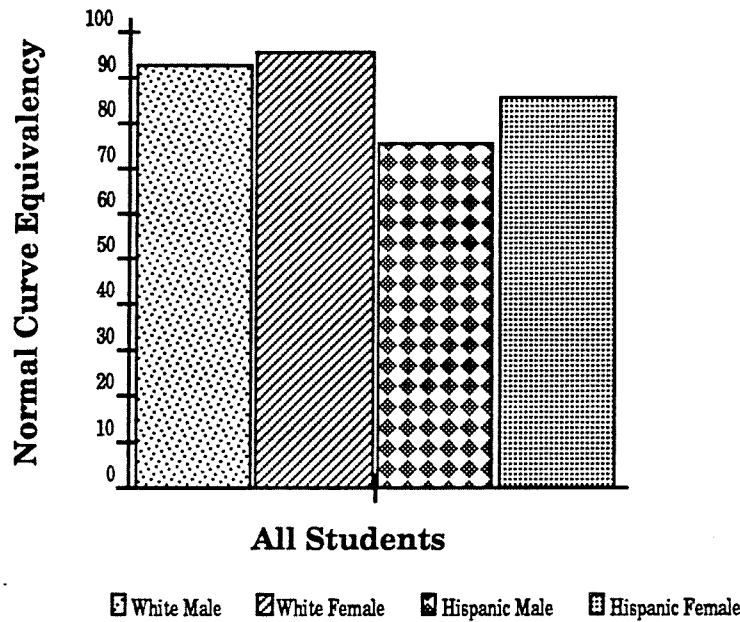### Basic Components of a Data Display

(A)- HEADING - Includes source of data, grade levels, time frame

(B)- GRAPH - A graphic representation of the data (Bar chart, etc.)

(C)- LABELS - Explanation of the X and Y axis

(D)- KEY - Identifies what each of the shaded boxes, etc. represent

(E)- HIGHLIGHTS - 2-3 narrative statements that explain the most important findings from the graphic display

APPENDIX E

SAMPLE DATA DISPLAY

Iowa Test of Basic Skills (ITBS)
5th Grade - Spring 1991
Reading Comprehension
Normal Curve Equivalent Scores (NCE)

All Students

☐ White Male   ▨ White Female   ◧ Hispanic Male   ⊞ Hispanic Female

HIGHLIGHTS

1. All fifth grade students scored above an NCE of 75 on the reading comprehension section of the ITBS [White Males (92); White Females (95); Hispanic Males (76); Hispanic Females (83)].

2. Females of both races scored slighly higher than males of the same race on the reading comprehension section of the ITBS [Females (95 & 83 NCE) vs Males (92 & 76 NCE).

attach #2-72

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Appendix F
Data Disaggregation

APPENDIX F

Potential Ways to Disaggregate Data:

1. ●   Race

2. ●   Gender

3. ●   Socio-economic Status
   - a.   Free and reduced lunch
   - b.   Mother's education level
   - c.   Father's education level

4.   Chapter 1

5.   Special Education

6.   Vocational Education

7.   ESL

8.   Migrant

9.   Bilingual

10.   Homeless

11.   Family Structure

12.   Extra-curricular activity participation

13.   Rural vs. Urban

14.   Employment Status of a Student

15.   Retentions

16.   Mobility Factors

17.   Length of time in Building

18.   Length of time in District

19.   At Risk

●   **Data that will most likely yield information called for in the QPA process**

attach #2-74

Bibliography & Credits

attach #2-75

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Attach #2 - 76

Dist	School
202 Turner	Highland Middle
209 Moscow	Moscow Grade
209 Moscow	Moscow High
221 North Central	North Central Lower Elem.
221 North Central	North Central Upper Elem.
221 North Central	North Central High
229 Blue Valley	Tomahawk Ridge Elem.
229 Blue Valley	Indian Valley Elem.
229 Blue Valley	Blue Valley High
231 Gardner	Gardner Elementary
231 Gardner	Edgerton Elementary
231 Gardner	Gardner Edgerton High
234 Fort Scott	Eugene Ware Elem.
234 Fort Scott	Winfield Scott Elem.
234 Fort Scott	Fort Scott Middle
244 Burlington	Burlington Lower Elem.
244 Burlington	Burlington Upper
244 Burlington	Burlington High
286 Chautauqua Co.	Chautauqua Elementary
286 Chautauqua Co.	Chautauqua High
287 West Franklin	Appanoose Grade
287 West Franklin	Pomona Grade
287 West Franklin	Williamsburg High
309 Nickerson	North Reno Elementary
309 Nickerson	Nickerson Elementary
309 Nickerson	Nickerson High
311 Pretty Prairie	Pretty Prairie Grade
311 Pretty Prairie	Pretty Prairie Mid./High
327 Ellsworth	Ellsworth Elementary
327 Ellsworth	Kanopolis Middle
327 Ellsworth	Ellsworth High
328 Lorraine	Quivira Heights Grade
328 Lorraine	Wilson Jr. -Sr. High
328 Lorraine	Quivira Heights High
333 Concordia	Washington Elem.
333 Concordia	Lincoln Elementary
333 Concordia	Concordia Middle
342 McLouth	McLouth Elementary
342 McLouth	McLouth Jr./Sr. High
347 Kinsley-Offerle	Lincoln Elementary
347 Kinsley-Offerle	Southside Elementary
361 Anthony-Harper	Harper Elementary
361 Anthony-Harper	Anthony Elementary
361 Anthony-Harper	Chaparral High
366 Yates Center	Yates Center Elem./Mid.

attach 2-77

Dist	School
366 Yates Center	Yates Center High
377 Atch. Co. Comm	Atch. Co. Comm. High
377 Atch. Co. Comm.	Effingham Elementary
377 Atch. Co. Comm.	Atch. Co. Comm. Mid.
382 Pratt	Haskins Elementary
382 Pratt	Liberty Middle
382 Pratt	Pratt High
383 Manhattan	Bluemont Elementary
383 Manhattan	Lee Elementary
383 Manhattan	Manhattan High
395 LaCrosse	LaCrosse Elem.
395 LaCrosse	McCracken Middle
395 LaCrosse	LaCrosse High
404 Riverton	Riverton Elementary
404 Riverton	Riverton High
405 Lyons	Lyons South Elem.
405 Lyons	Lyons Middle
405 Lyons	Lyons High
407 Russell Co.	Simpson Elementary
407 Russell Co.	Ruppenthal Middle
409 Atch. Public	Martin East Elem.
409 Atch. Public	Martin West Elem.
409 Atch. Public	Washington Elem.
412 Hoxie Comm.	Hoxie Elementary
412 Hoxie Comm.	Hoxie High
415 Hiawatha	Hiawatha Elementary
415 Hiawatha	Robinson Middle
415 Hiawatha	Hiawatha High
417 Council Grove	Alta Vista Elementary
417 Council Grove	Council Grove Elem.
417 Council Grove	Council Grove High
418 McPherson	McPherson High
418 McPherson	McPherson Middle
418 McPherson	Washington Elem.
420 Osage City	Osage City Elem.
420 Osage City	Osage City High
428 Great Bend	Park Elementary
428 Great Bend	Riley Elementary
428 Great Bend	Great Bend High
437 Auburn-Washburn	Wanamaker Elem.
437 Auburn-Washburn	Washburn Rural Mid.
437 Auburn-Washburn	Washburn Rural High
443 Dodge City	Sunnyside Elementary
443 Dodge City	Dodge City Middle
443 Dodge City	Dodge City High

Dist	School
446 Independence	Washington Elementary
446 Independence	Independence Middle
446 Independence	Independence High
450 Shawnee Heights	Shawnee Heights Lower
450 Shawnee Heights	Shn. Heights Sr. High
452 Stanton Co.	Johnson Elementary
452 Stanton Co.	Stanton County Middle
452 Stanton Co.	Stanton County High
453 Leavenworth	Howard Wilson Elem.
453 Leavenworth	Leavenworth East Mid.
453 Leavenworth	Leavenworth High
460 Hesston	Hesston Elementary
460 Hesston	Hesston Middle
460 Hesston	Hesston High
461 Neodesha	Heller Elementary
461 Neodesha	North Lawn Elem.
461 Neodesha	Neodesha High
468 Healy	Healy Elem. and High
474 Haviland	Haviland Grade
474 Haviland	Haviland High
475 Junction City	Sheridan Elementary
475 Junction City	Fort Riley Middle
475 Junction City	Junction City High
490 El Dorado	Lincoln Elementary
490 El Dorado	El Dorado Jr. High
490 El Dorado	El Dorado High
497 Lawrence	India Kaw Valley Elem.
497 Lawrence	Quail Run Elementary
497 Lawrence	Central Junior High
498 Valley Heights	Valley Heights Elem.
498 Valley Heights	Valley Heights
498 Valley Heights	Valley Heights High
500 Kansas City	T. A. Edison Elem.
500 Kansas City	West Middle
500 Kansas City	Wyandotte High
501 Topeka Public	Hudson Elementary
501 Topeka Public	French Middle
501 Topeka Public	Highland Park High
512 Shawnee Mission	Brookridge Elementary
512 Shawnee Mission	Indian Woods Middle
512 Shawnee Mission	Shn. Miss. South High
Wich. Diocese	St. Mary's-Colgan
Wich. Diocese	St. Thomas Aquinas
Wich. Diocese	Kapaun Mt. Carmel High

attach #2-79