

Approved: 1-24-95
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairman Rochelle Chronister at 3:30 p.m. on January 12, 1995 in Room 519-S of the Capitol.

All members were present except: Representative Bill Reardon (excused)
Representative Barbara Ballard (excused)

Committee staff present: Ben Barrett, Legislative Research
Avis Swartzman, Revisor of Statutes
Dale Dennis, Deputy Commissioner, Dept. of Education
Carolyn Rampey, Legislative Research
Lois Thompson, Committee Secretary

Conferees appearing before the committee: Dr. Gary Price, Superintendent USD 460
Patrick Duffey, Principal Hesston Elementary USD 460
Tom Veazey, School Board USD 460
Wes Regehr, Social Science Instructor, Hesston Middle School
Roger Pickerign, Superintendent USD 452
Dr. Jerry Cullen, Principal, USD 452
Dr. Ron Wimmer, Superintendent USD 233
Alison Banikowsky, Assistant Supt. for Curriculum and Instruction, USD 233
Earl Martin, Principal, Countryside Elementary USD 233
Ms. Mary Matthew, Part-time Assessment Facilitator USD 233
Larry Nelson, Assistant Superintendent USD 413
Rex Babcock, Mathematics teacher, USD 413
Jim Day, Principal, USD 413

Others attending: See attached list

Four school superintendents were invited to present "Views From the Field"; two of those represented schools in their first year of QPA and two which are in their fourth year.

A USD in its first year of the QPA process is Chanute, USD #413. Larry Nelson, Assistant Superintendent introduced Dr. Jim Day, Principal of the Chanute Senior High school, state elected North Central Association Committee member, Rex Babcock, Chanute, Senior High school Mathematics instructor, finalist for Kansas Teacher of the Year 1994 and Milken Award Winner for 1994. They can already see the following: 1) placed more money and more effort into in service than ever before because they found districts successful in QPA process are doing this, 2) the curriculum is aligned with the state and national standards, 3) more community involvement than ever before due to the on site councils, curriculum teams and school improvement teams, 4) more staff is involved with the operations of the school and curriculum development and 5) more documented accountability is required. They are in support of QPA. The downside of QPA is the requirement of collecting data on every outcome and indicator. However, as they get into the program, they see the reasons why they are collecting this data. He urged the legislators to continue their efforts in QPA and not to drop the ball, if abandoning QPA is on the agenda. If QPA is abandoned it will play into the hands of those who say, "I knew it wouldn't last" or "it was just a flash in the pan." Please do not lose your credibility throughout the state, and more importantly, throughout the nation. (Attachment 1)

Rex Babcock shared the prospective of a classroom mathematics teacher. He suggested funding for extending the school year to allow more teacher training, planning and coordination of these plans. This would say "this really is important" and would not lessen the time in the classroom.

Dr. Jim Day, Building Principal, stated Kansas has set the standards for other schools in North Central because of the union Kansas has with QPA.

The second first year school is Olathe District Schools, USD 233, represented by Dr. Ron Wimmer, Superintendent. Olathe is the fourth largest school district in the state. He introduced Olathe staff in

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, ROOM 519-S Statehouse, at 3:30 p.m. on January 12, 1995.

attendance with him. Alison Banikowsky is Assistant Superintendent for Curriculum and instruction. She is responsible for school improvement process and accreditation programs (QPA and NCA). She serves as a building level team member at an elementary building. She spoke of the initial implementation of QPA. Their successful process has been due to information/communication, focus on academics, training, district support and total effort in all the district. (Attachment 2)

Mr. Earl Martin, Principal, Countryside Elementary stated Countryside Elementary was the first of three buildings to initiate the QPA process. He is member of the district improvement team and certified as a QPA chair for the State. He addressed QPA as a school improvement process with positive aspects in emphasis on continuous improvement, philosophy that all children can learn, local control is promoted, involvement of parents, community and all staff.

Ms. Mary Matthew is currently part-time Assessment Facilitator and former teacher from Countryside Elementary, and member of the building level team while a 5th grade teacher at Countryside. She serves as a building level team member currently at a Chapter One building.

The two USD's completing the first four year QPA Cycle are Stanton County, USD 452 represented by Dr. Roger Pickerign, Superintendent and Hesston, USD 460, Dr. Gary Price, Superintendent.

Dr. Pickerign, Superintendent, USD 452, addressed four areas: preparation for excellence, QPA at USD 452, curriculum and the future, strengths and weaknesses. Results include 1) Academic performance by low SES, at risk, and Hispanic students up at most grade levels K-12, 2) Hispanic dropout rate fell from 10% to 0%; Hispanic graduation rose to 100%, 3) Low SES dropout rate fell from 8% to 4%; Low SES graduation rate rose to 100%; 4) Student body dropout rate fell from 4% to 1%; student body graduation rate rose to 100%; 5) Student participation in upper level science increased from 39% to 50%; 6) student participation in upper level Math increased from 65% to 68%; Hispanic participation increased from 43% to 46%; Low SES participation increased from 42% to 50%; 7) 90 enrollments in dual credit classes. They feel these improvements come directly from programs implemented through the QPA process. (Attachment 3)

Dr. Jerry Cullen, Principal, USD 452, Stanton County, stated they found they had to do more for their upper level students, but also address the needs of their at risk pupils. They have a strong plan to closely monitor all at risk students with help before class time or Saturday morning. The Hispanic population is growing in their area so the number of Hispanic students is also growing. They also have an apprenticeship program. The weakness of QPA: 1) takes a great deal of time, 2) questions the validity of the Kansas Assessment Test - he believes enough testing is being done, 3) require only hard data, 4) must be an individual process for each school, 5) way too much paperwork and 6) QPA should only be one part of the school improvement process.

Dr. Gary Price, Superintendent, Hesston, USD 460 introduced Mr. Tom Veazey, School Board member, Mr. Wes Regehr, Social Science Instructor, Hesston Middle School, and Patrick Duffey, Principal, Hesston Elementary.

Dr. Price said, "any good company which desires to improve its product or its results must commit to continued improvement. That is why Hesston schools have been involved in some kind of school improvement process since 1984." Selected results related to local QPA improvement goals: 1) Improved reading scores on the state reading assessment - a 17% improvement, 2) Improved writing scores on the state writing assessment - a 17% improvement, 3) Increased enrollment (both number and percentage) of students completing a more rigorous college prep curriculum or an approved vocational curriculum, 4) Increased enrollment in advanced math and science by all students and an even greater increase for female students, 5) Increased skills for all students in manipulating and using current technology, 6) Maintaining or increasing the number of identified National Merit scholars (three semifinalists named out of current class of 58 students), 7) Zero students returning for remediation (warranty work) from college or job market; 8) Increased involvement in the education process by community/patrons.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on January 12, 1995.

Schools improvements from a principal's perspective were given by Patrick Duffey, Principal Hesston Elementary and from a teacher's perspective by Wes Regehr, Social Science Instructor.

Dr. Price listed reasons to continue QPA and school improvement as: 1) We can be legitimately accountable. 2) The focus is academic, 3) There is a new communication network among schools, 4) There is a greater degree of local control, 5) Support for school improvement is increasing because in schools that are four years into the process we can see a difference and so can our public. To take away this progress would set school improvement and academic standards for students back several years. Public confidence in our schools could be severely damaged by abandonment of school improvement activities. (Attachment 4)

The floor was opened to questions by the committee.

Meeting adjourned at 5:50 p.m.

The next meeting is scheduled for January 17, 1995.

GUEST LIST

Committee: Education

Date: 1-12-95

NAME: (Please print)	Address:	Company/Organization:
Jenny Collew	^{Vahawood Xls} 200 WEAVER, 67855	USD 452
Michael Toole	200 Weaver Johnson, KS 67855	USD 452
Jim Day	428 S. Central Chanute, ks 66720	USD 413
Roy E. Babcock	624 S. Malcolm Chanute, KS 66720	USD 413
Larry L. Nelson	410 S. Evergreen, Chanute KS. 66720	USD 413
Harshel Boer	Willsville	Cit
Kristen Hays	capital-journal	
Ann E. Hamson	KSBE 120 E 10 th	KSBE
Sharon Frieden	KSBE - 120 E 10 th	KSBE
Lynett Wright	KSBE	KSBE
Craig Shove	KSBE - Topeka	KSBE
Theresa Steinlage	KSBE - Topeka	KSBE
Janice Hewitt	KSBE Topeka	Outcomes Team
Alexis Jones	Topeka	KSBE
Earl Martin	USD 233	USD 233
Mary Matthew	USD 233	USD 233
Alison Brankowski	USD 233	USD 233
Christy Leving	USD 233 - Olathe	USD 233
Gene Neely	Topeka	KNEA
Hopa Howell	Topeka	intern
Bob Johnson	Topeka	WU Law Student
Trish Pfannenstiel	Topeka	LPA
Russ Berber	4901 Canterbury Rockland Pitt, ks 66205	
Aaron Otto	MHK	Rep. Ballard
Rod Bieker	Ks Dept of Education Topeka	

TENTATIVE TIME TABLE FOR OA WITH NCA

FIRST COPY DECEMBER 1993

Chanate H.S.

HOUSE EDUCATION

Attachment 1
I-12-93

TASK

COMPLETION DATE

Responsibility

PHASE ONE

Making the Commitment

A. Obtain evidence of commitment from All CHS staff members, Board of Ed., and Superintendent's office

Fall 92 to Fall 93
August 92 ✓

All CHS Staff
School Board
Dr. Johnson &
Mr. Nelson

B. Selection of both Co-Chairpersons

Fall of 92
Sept 92 ✓

Dr. Day

C. Principal and Co-chairs attend Phase Clinic Nov. of 92

17 Nov 92 ✓

Dr. Day, Miss Anderson
and Mr. Babcock

PHASE TWO

Getting Started

A. Selection of School Improvement Leadership Team (SILT)

Aug. of 93
Feb. 93

Dr. Day

B. Start Collecting and Analyzing data

Fall of 93-94
May 93

Dr. Day & Resource Sp.

- | | | | |
|----|---|---|---------------------|
| C. | Review of 21st century needs of students | Fall & Spring 93/94 | Dr. Day & SILT |
| D. | In service of staff on NCA and OA | Oct. of 93 <i>16 Oct 93</i> | NCA staff |
| E. | Selection of Visiting Team Chairperson(VTC) | Nov. of 93 <i>16 Oct 93</i> | Dr. Day |
| F. | Formal report to NCA for starting | Nov. of 93 <i>6 Nov 93</i> | Dr. Day |
| G. | Develop a time table of events | Dec. of 93 <i>1 Dec 93</i> | Dr. Day & Co-Chairs |
| H. | Selection of Steering Committee (StC) | Dec. of 93 <i>15 Dec 93</i> | Dr. Day & SILT |
| I. | Entire SILT to attend Phase Clinics | Dec. & Feb. of 93/94
<i>16-17 Feb 93</i> | SILT & Dr. Day |
| J. | Co-Chairs attend OA clinic | Jan. of 94 <i>6 Jan 94</i> | Co-Chairs |
| K. | In service staff on OA | Jan. of 94 <i>13 Jan 94</i> | SILT |
| L. | In service of staff on NCA | March 94 <i>NCA Director
17 Mar 94</i> | VTC |
| M. | Informal meeting with SILR & VTC | March 94 <i>Usan Lunch
17 Mar 94</i> | VTC & SILT |
| N. | First formal visit of VTC | Sept. of 94 <i>18 Aug 94</i> | VTC and StC |

O. Report of State on September visit

Sept. of 94

Oct 94 /

VTC

P. Establish the Student Profile Committee (SPC) & Mission Statement Committee (MSC)

Sept. of 94

Sept 94 /

Dr. Day & StC

3
1-3

PHASE THREE

Collecting and Analyzing

A. Finalize collection of data (5 yr. period)

Fall of 94

Oct 94 /

SPC & Resource Sp.

B. Making of Student Profiles

Fall of 94

Dec. 94 /

Dr. Day & SPC

PHASE FOUR

Mission Statement, Target Areas, & Target Goals

A. Steering Committee review data collected

Oct. of 94

Dec 94 /

StC

B. Staff in service to review data coming to a consensus on purposes of Chanute Sr. High Sch.

Oct. of 94

16 Dec 94 /

Dr. Day, MSC, & Staff

C. In service to formulate a Mission Statement

Spring of 95

15 Nov 94 /

Dr. Day, MSC, & Staff

- 1-4
- | | | | |
|--|--------------|-------------|---------------------|
| D. Steering Committee to start tentative work on Target Areas (3-cognitive & 2-affective???) | Spring of 95 | 16 JAN 95 / | Dr. Day & StC |
| E. Selection of Target Areas (TA) | Fall of 95 | 13 Dec 94 / | Dr. Day & All Staff |
| F. Select a Subcommittee for each TA (TASC) | Nov. of 95 | 1 JAN 95 / | Dr. Day & StC |
| G. Establish performance goals for each TA | Feb. of 96 | 13 JAN 95 / | Dr. Day & TASC |
| H. Review of Target goals | April of 96 | 1 Feb 95 / | Dr. Day & TASC |
| I. Second formal visit by Visiting Chair | May of 96 | | Dr. Day, VTC, & StC |
| J. Second report to State Director | May of 96 | | VTC |
| K. Select Visiting Team Members (VTM) | May of 96 | | Dr. Day, VTC, & StC |

PHASE FIVE

Assessing Student Performance

- | | | | |
|---|------------|--|------------------------|
| A. Identify a broad set of indicators in target areas | Oct. of 96 | | Dr. Day, SPC, & StC |
| B. Disaggregation and Analysis of data | Nov. of 96 | | Dr. Day & Resource Sp. |

- 1-5
- | | | |
|---|-------------|--------------------------|
| C. Develop student improvement expectations for each TA | Dec. of 96 | Dr. Day, Res. Sp., & StC |
| D. Prepare for first visit of the VTM | Feb. of 97 | Dr. Day & VTC |
| E. Apply to the Commission for OA Candidacy | Feb. of 97 | Dr. Day & VTC |
| F. First VTM visit | March of 97 | Dr. Day, VTC, & StC] |
| G. Summary of Visiting Team Reports to State Director (also to Dr. Day & StC) | April of 97 | Dr. Day & VTC |

PHASE SIX Developing the School Improvement Plan

- | | | |
|--|-------------|---------------------------------|
| A. Selecting appropriate interventions | Sept. of 97 | Dr. Day & StC |
| B. Design individual Target area improvement plans | Oct. of 97 | Dr. Day, StC, and Staff members |
| C. Develop an overall School Improvement plan | Nov. of 97 | Dr. Day & Staff |
| D. Prepare for the second visit of the OA team | Dec. of 97 | Dr. Day & StC |

E. Second OA team visit to review the School Improvement plan Feb. of 98

Dr. Day, VTC, StC, & Visiting Team Mem.

F. Summary of visiting team reports to State Director (also to Dr. Day & StC) March of 98

Dr. Day & VTC

PHASE SEVEN Monitoring the Implementation of Improvement Plan

A. Develop procedures for monitoring the School Improvement Plan

April of 98

Dr. Day & StC

B. Documenting of student success over a period of time

May - Oct. of 98

Staff

C. Modify the School Improvement Plans as needed

Nov. of 98

Dr. Day, StC, & TASC

D. Third visit of the OA Team

Feb. of 99

Dr. Day & VTC

E. Summary of visiting team reports

March of 99

Dr. Day & VTC

PHASE EIGHT

CONTINUING THE PROCESS

1-6

C.H.S. Principal: Dr. James Day

Visiting Team Chairperson (VTC): Mr. Allen Jantz

School Improvement Leadership Team (SILT):

1. Dr. Day
2. Miss Anderson
3. Mr. Babcock
4. Mr. Bruner ✓
5. Mrs. Elliott ✓
6. Mr. Hill ✓
7. Mr. Martin
8. Mrs. McDonald ✓

Steering Committee (StC)

1. The 8 SILT Members
9. Mr. Druart
10. Mr. Watson
11. Mr. Bushnell
12. Mrs. Dillislo
13. Mr. White
14. Mr. Oatman
15. Mrs. Allen
16. Mrs. Robertson
17. Mrs. Spradley
18. Mrs. Smoot

Olathe District Schools, USD 233

Quality Performance Accreditation Presentation to Kansas State Senate and House Education Committees

January 12, 1995

District Individuals:

✓ **Dr. Ron Wimmer**, Superintendent

✓ **Dr. Alison Banikowski**, Assistant Superintendent for Curriculum and Instruction
Responsible for school improvement process and accreditation programs (QPA and NCA).
Serves as a building level team member at an elementary building.

✓ **Mr. Earl Martin**, Principal, Countryside Elementary

Principal of first of 3 buildings to initiate the QPA process (1992-93). Member of the district improvement team and certified as a QPA chair for the State.

✓ **Ms. Mary Matthew**, Current Part-time Assessment Facilitator and former teacher from Countryside Elementary.

Member of the building level team while a 5th grade teacher at Countryside. Serves as a building level team member currently at a Chapter 1 building.

HOUSE EDUCATION

Attachment 2

1-12-95

I. Introductory Comments - *Dr. Ron Wimmer*

II. Initial Implementation of QPA - *Dr. Alison Banikowski*

A. Historical Perspective

1. USD 233 had a school improvement process prior to QPA
2. Olathe District School Improvement Process: 3 Phases
 - What Do We Want?
 - Where Are We Now? (Data)
 - How can we Narrow the Gap? (Improvement Plan)

B. Implementation Timeline for QPA in USD #233

1. 1992-93 3 schools
2. 1993-94 12 schools
3. 1994-95 13 schools
4. 1995-96 4 schools, including new elementary

C. To Date, A Successful Process in USD #233 Due To:

1. Information/Communication
2. Focus on Academics
3. Training
4. District Support
5. All District Effort

III. QPA as a School Improvement Process

A. Positive Aspects - *Mr. Earl Martin*

1. Emphasis on continuous improvement
2. Philosophy: All children can learn
3. Local Control is Promoted
4. Involvement of Other Stakeholders Encouraged
 - Parent and Community
 - All staff
5. Aligns with:
 - Olathe District School Improvement Process
 - North Central Accreditation (NCA)
6. Emphasis on staff training and retraining

B. Issues - *Dr. Alison Banikowski*

1. Parent/Community Concerns with QPA
 - Initial Concerns Continue to Surface Periodically
 - Initial Concerns dealt with verbiage; especially concern on perceived "non-academic" focus

2. Lack of Definitive Process
 - Both a positive and a negative
 - Not as well-grounded as North Central Accreditation
3. Concerns about Kansas Assessment Program
 - Development of the assessment tools and the assessment process; Staff question whether their input is "heard"
 - Quality of assessment tools
 - Time for Administration
 - Time for Scoring
 - Standard of Excellence
 - Constant Change
 - Emphasis Too Great on a Single Measurement Tool
4. Time Requirement Concerns
 - Building Profile Data
 - School Improvement Plan
 - QPA Annual Report
 - Team Process: administrators, teachers, parents
 - Staff Training
5. On-Site Visiting Teams Deficiencies
 - Unequal expectations of team members
 - Unequal training, knowledge, background

IV. Impact of QPA

- A. Current Indicators Show Positive Results
- B. Long Term Impact Undetermined at this Time
- C. How Can We Increase the Likelihood of Long Term Positive Impact
(*Suggestions*)
 1. Focus on improvement versus ranking
 2. Understand improvement is a complex versus simplistic process
 3. Examine ways the state and local system can enhance versus impede improvement efforts
 4. Continue to improve the process, especially the Kansas Assessment Program
 5. Continue to allow local school districts to determine areas needing improvement and how those areas should be assessed and improved
 6. Focus on academic skills and competencies students need for their future success

QPA

**STRENGTHS
WEAKNESSES
THE FUTURE**

JAN 12, 1995

DR. ROGER PICKERIGN,
SUPERINTENDENT
JERRY CULLEN,
PRINCIPAL
MICHAEL TOOLE



SENATE / HOUSE EDUCATION COMMITTEES

HOUSE EDUCATION

Attachment 3
1-12-95



I.

In Preparation for Excellence

II.

QPA at USD 452

III.

Curriculum

IV.

The Future
Strengths and Weaknesses



I am, like many of you, a "people watcher." Wherever I live, wherever I travel, I like to watch and study the people around me. Over many years of people watching, I've come to ask myself a question - or, better stated, the QUESTION: What happened in life to make a person what he or she is today? Why did she become the CEO of a company, why is he eating out of a garbage can and sleeping in the street? All of us start with the same hopes and ambitions. How do we end up so differently?

I see teachers who hold the total attention of students day in and out, who rarely have discipline problems, whose students regularly score highly on all types of tests. I see other teachers who lose control of their class, who, despite all their abilities and good intentions, are unable to teach. Both types of teachers begin with all the cards, but somehow, some always win and others lose everything. Schools are just like people. Every school has the same hope and ambition - to educate its students and prepare them for the future, to be effective in every manner, to be the best. Every school dreams of elevating the level of education for its students. Some succeed. Others, as the news media readily and regularly reports, fail. Just what makes the good school? What happens to make a school bad? No school sets out to fail...


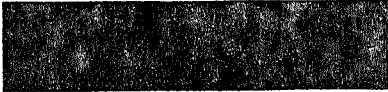
Here are some facts. All schools award diplomas, but these diplomas don't represent the same quality of learning. Students may be of the same age and of identical backgrounds, but they will achieve different degrees of success.

What makes a good school? What happens to make a district succeed in its ambitions?

Dr. Roger Pickerign



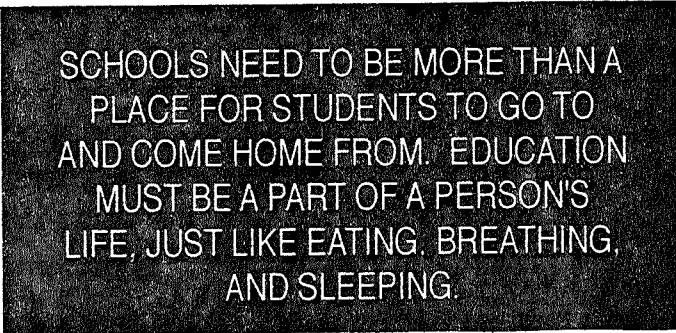
"If I place my child in your school, how will you ensure quality learning? Why should I put my child in your school?"



Students are a school's toughest critics. Most certainly lack the age and experience to have the perspective to understand why they are asked to study certain subjects or do certain things, the reasons for which become apparent as they grow older. However, many of their questions lead to some serious considerations for educators.

Why should a student go to school? Is school relevant any longer to a student's life? Are the ACT and SAT exams legitimate measures of student knowledge? Are they relevant to a student's life and success except as a determiner for college entrance? Do these examinations, and all the other state and federally mandated tests, do anything to help? States don't have a very good track record for successfully helping schools - how can an essentially isolated group of people effectively realize change in a field that depends so greatly on the close local interaction of administration, faculty, students, and community?

Schools can do a great deal to establish their relevance to students. Schools must first ascertain the learning levels of all their students. They must practice selective abandonment of subject material rather than "feeding the beast" - the unwieldy mass of materials that schools have either traditionally been expected to teach or have been mandated to teach by state and federal governments. Schools must practice "creative discomfort" with their students - students must be placed in an environment that actually challenges them at their learning levels, and not be allowed to slide through the school day. They must establish quality paradigms, promises, and practices. They must provide quality time for quality learning and assign quality work. Schools must create life-long learners, and must instill and develop wonder, imagination, and thinking skills in their students.



SCHOOLS NEED TO BE MORE THAN A
PLACE FOR STUDENTS TO GO TO
AND COME HOME FROM. EDUCATION
MUST BE A PART OF A PERSON'S
LIFE, JUST LIKE EATING, BREATHING,
AND SLEEPING.



What Makes **A School?**

Social Training

Vocational Training

Academic Training

Technology

Fusion of Academics and Career

Correlated Curriculum

Fused Curriculum

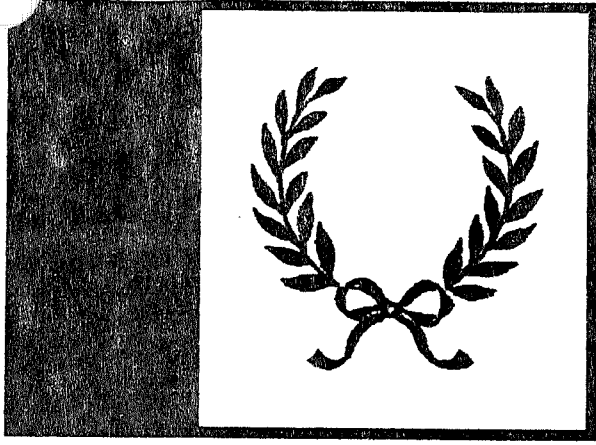
EXCELLENCE



Question:



What makes USD
452 a district of
excellence?



Answer:



CURRICULUM

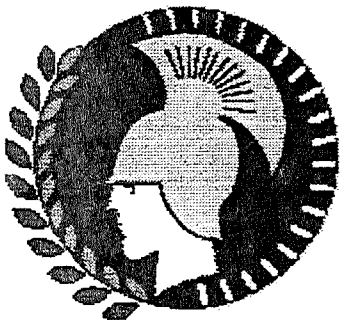
**CONSTANT
EVALUATION**

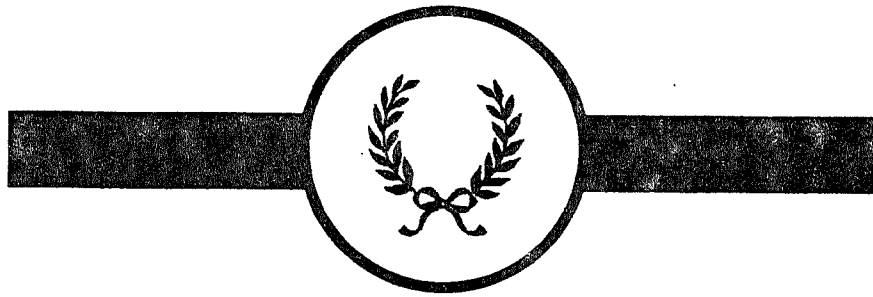
**CREATIVE
PROBLEM-SOLVING**



SUCCESS

Curriculum is the foundation for success. Schools **MUST** have K - 12 integrated, aligned curricula that are updated continually, that respond quickly to changes in the community and the world, that meet the needs of the students.





1

To be excellent requires an on-line, integrated curriculum.

2

The written and taught curriculum must be the same.

3

Teach to learning, not instruction.

4

Teach the students you have, not the ones you wish you had.

5

Make public schools more public.



CURRICULUM

MUST BE...

Written

Aligned

Taught

Tested

Evaluated

Revised

CURRICULUM

To achieve success in education, a sound curriculum must include and consider:

- ① What must a student learn and know by the end of the lesson, day, week, month, nine weeks, semester, year?
- ② What methods will be used to check learning attempts by the student, and what teaching styles will be used?
- ③ How will we evaluate teaching methods and a student's mastery of new skills, as well as retention of old skills?
- ④ What will be done for students who exceed our expectations, or who fall below them, and how will their individual needs be met?
- ⑤ Why should students learn a classroom procedure, and how will they benefit from the resulting learning?
- ⑥ Can we practically cover the different learning styles of the students?
- ⑦ How will we effectively handle the creative discomfort to produce learning?
- ⑧ How can we effectively promote problem-solving skills beyond rote memorization?
- ⑨ How can we expand curriculum to handle diverse students?
- ⑩ What do we want the curriculum to do?
- ⑪ What do we want for our students?

SAMPLES

LANGUAGE ARTS

I= INTRODUCED
D= DEVELOPING
M= MASTERED
R= REINFORCED

M AND R = THE POINT AT WHICH STUDENT SHOULD BE ABLE TO EXHIBIT
EXIT OUTCOMES

EXIT OUTCOMES WILL BE DENOTED BY ACHIEVING ONE (1) OF THE
FOLLOWING:

1. SCORING 70% OR GREATER ON LOCAL CLASSROOM
EVALUATIONS.
2. SCORING AT OR ABOVE THE STUDENT'S APPROPRIATE GRADE
LEVEL ON THE CALIFORNIA ACHIEVEMENT TEST OR SIMILAR
STANDARDIZED TEST.
3. SCORING IN THE ADEQUATE OR SUPERIOR RANGE ON THE
KANSAS ASSESSMENT.

Rationale

Language Arts offers survival skills vital for personal and professional growth. A language arts program provides the tools to assimilate information for communication, including written, verbal, non-verbal, and listening skills that create the basis for individual independence.

Goals

Language arts learning opportunities are provided for the student-

- to develop listening skills designed to acquire, interpret, and evaluate information.
- to develop written and oral communication skills, demonstrating knowledge of usage, mechanics, and vocabulary.
- to analyze literary form and technique and to develop an appreciation of literature as a source of knowledge, experience, and life-long learning.
- to develop individual research skills and the ability to apply these skills.

Capitalization:	1	2	3	4	5	6	7	8	9	10	11	12
First word in a sentence	I/D	R	M	R	R	R	R	R	R	R	R	R
Proper nouns	I/D	D	M	D	D	D	R	R	R	R	R	R
Pronoun I	I/D	M	R	R	R	R	R	R	R	R	R	R
Greeting/closing of letters	I	D	D	D	D	D	D	M	R	R	R	R
Titles	I	D	R	R	R	R	R	R	R	R	R	R
Regions						I	D	D	D	M	I	D
Personifications										I	D	M

Punctuation:

Period	I/D	D	M	R	R	R	R	R	R	R	R	R
Question mark	I/D	D	M	R	R	R	R	R	R	R	R	R
Exclamation mark	I/D	D	M	R	R	R	R	R	R	R	R	R
Quotation marks			I/D	D	D	D	D	R	R	R	M	R
Apostrophe	I	D	D	D	D	D	M	R	R	R	R	R
Comma	I	D	D	D	D	D	D	D	D	D	R	M
Colon					I	D	D	D	D	M	R	R
Semicolon						I	D	D	D	D	M	R
Hyphen					I/D	D	D	D	D	D	D	M
Italics								I	D	D	D	M
Dashes								I	D	D	D	M
Parentheses								I	D	D	D	M

Composition:

Writing sentences	I	D	D	D	D	D	M	R	R	R	R	R
Writing paragraphs	I	I/D	D	D	D	D	D	D	M	R	R	R
Paragraph definition	I	I/D	M	R	R	R	R	R	R	R	R	R
Paragraph form	I	I/D	D	D	D	D	D	M	R	R	R	R
Narrative paragraph			I	I/D	D	D	D	M	R	R	R	R
Main idea	I	I/D	D	D	D	D	R	R	R	R	R	R
Topic sentence			I	I/D	D	D	M	R	R	R	R	R
Persuasive paragraph									I/D	R	R	M
Descriptive paragraph							I	M	R	R	R	R
Explanatory paragraph							I/D	M	R	R	R	R
Example paragraph									I/M	R	R	R
Comparison-contrast par.									I/M	R	R	R
Factual paragraph									I/M	R	R	R
Definition paragraph									I/M	R	R	R
Persuasive Essay										I/D	R	D
Stories/story endings			I	D	D	D	D	D	D	D	D	D
Book Reports				I	D	D	D	D	D	D	D	D
Write children's book			I	I/D	D	R	R					
Short story			I/DI/DI/D	D	D	D	D	D	D	D	D	D
Poetry	I	I/D	D	D	D	D	D	D	D	D	D	D
Journal writing		I/D	D	D	D	D	D	D	D	D	D	D
Brain storming			I	D	D	D	D	D	D	D	D	D
Character sketch										I/D	M	
Letters		I/D	D	D	D	D	D	D	D	D	M	R

Spelling and Vocabulary:

Literary Essay											I/D	M
Expository Essay											I/D	M
Homophones	I	D	D	D	D	D	D	D	D	D	D	D

	1	2	3	4	5	6	7	8	10	11	12
formal sharing of ideas	I/D	D	D	D	D	D	D	D	D	D	D
Imparting information	I/D	D	D	D	D	D	D	D	D	D	D
Speaking before a group	I/D	D	D	D	D	D	D	D	D	D	D
Interpretative reading	I/D	D	D	D	D	D	D	D	D	D	D
Audience awareness								I/D	D	D	D
Speech preparation								I/D	D	D	D
Body language								I/D	D	D	D

Language Arts- Grade Level 1

1. Grammar
 - A. Sentences
 - sentence recognition
 - kinds of sentences
 - B. Nouns and pronouns
 - noun recognition
 - proper nouns
2. Capitalization and punctuation
 - A. Capitalizing the first word in a sentence
 - B. Capitalizing proper nouns
 - C. Using end punctuation
3. Research skills
 - A. Alphabetical order
 - B. Classification
 - C. Following directions
4. Listening
 - A. Respect for speaker
 - B. Following directions
5. Handwriting
 - A. Manuscript
 - B. Posture
6. Speech
 - A. Sharing
 - B. Choral reading I
 - C. Appropriate self-expression

Language Arts- Grade Level 2

1. Grammar
 - A. Sentence
 - sentence recognition
 - kinds of sentences
 - subjects and prediction
 - B. Nouns and pronouns
 - noun recognition
 - proper nouns
 - plural nouns

C. Letters
letter-writing

4. Research Skills

- A. Using the dictionary
- B. Table of contents
- C. Using the index
- D. Using reference books
- E. Parts of the library
- F. Visual literacy/observation
- G. Homophones
- H. Signal words
- I. Synonyms

5. Listening

- A. Following directions

6. Spelling Vocabulary (grouped in lessons to reinforce the rules pertaining to)

- A. Consonant sounds (b,d,g,j,l,m,n,p,r,s,t)
- B. Consonant sounds (ch,sh,ks,kw)
- C. Short vowel sounds (a,e,i,o,u)
- D. Consonant letters (wh,th,ng)
- E. Long vowel sounds (silent e)
- F. Long vowel spellings (ay,ai,ee,ea,igh,oa,ow,o,oi,ou)
- G. Consonant blends (sm,gl,gr,skr,str,spr)
- H. Vowel sound (u)
- I. Contractions
- J. Vowels with r (er,or)
- K. Prefixes and suffixes
- L. Compound words
- M. Day and months
- N. Homophones
- O. Unstressed syllables

7. Handwriting

- A. Manuscript
- B. Cursive
- C. Posture

8. Literature

- A. Biography
- B. Fiction
- C. Non-fiction
- D. Poetry

9. Speech

- A. Book reports
- B. Show and tell

Language Arts Grade Level 4

1. Grammar

- A. Sentence
 - sentence recognition
 - kinds of sentences
 - subjects/predicates
 - sentence fragments

3. Composition
 - A. Paragraph definition
 - B. Paragraph form
 - C. Main idea
 - D. Arranging detail
4. Research Skills
 - A. Using dictionary
 - B. Using table of contents
 - C. Using index
 - D. Using reference books
5. Listening
 - A. Following directions

Language Arts Grade Level 6

1. Grammar
 - A. Sentences
 - exclamation
 - interrogative
 - imperative
 - declarative
 - Subject/predicate
 - Sentence fragments
 - Run-on sentences
 - Sentences with appositions
 - B. Noun
 - proper/common
 - plural
 - possessive
 - predicate
 - C. Verbs
 - action/linking
 - principal parts
 - regular/irregular
 - phrases
 - tenses
 - D. Adjectives
 - kinds
 - comparative forms
 - E. Adverbs
 - kinds
 - comparative
 - F. Prepositions and phrases
2. Capitalization and punctuation
 - A. First word
 - B. Proper noun
 - C. Titles
 - D. Proper adjectives
 - E. End punctuation
 - F. Periods in outlines
 - G. Hyphens and syllables
 - H. Nouns of address
 - I. Commas in dates

BUSINESS EDUCATION-

I= INTRODUCED
D= DEVELOPING
M= MASTERED
R= REINFORCED

M AND R = THE POINT AT WHICH STUDENT SHOULD BE ABLE TO EXHIBIT
EXIT OUTCOMES

EXIT OUTCOMES WILL BE DENOTED BY ACHIEVING ONE (1) OF THE
FOLLOWING:

1. SCORING 70% OR GREATER ON LOCAL CLASSROOM EVALUATIONS.
2. SCORING AT OR ABOVE THE STUDENT'S APPROPRIATE GRADE LEVEL
ON THE CALIFORNIA ACHIEVEMENT TEST OR SIMILAR
STANDARDIZED TEST.
3. SCORING IN THE ADEQUATE OR SUPERIOR RANGE ON THE KANSAS
ASSESSMENT.

Rationale

Basic business education subjects are essential tools as practical skill development areas of a student's life. Knowledge of business skills makes the outside world less incomprehensible, and the knowledge of Business Education assists in making the student feel more secure and potentially independent - as a student and in the market place.

Goals

1. To explore vocational training options/opportunities
2. To be introduced to business applications
3. To provide skills necessary to increase students' efficiency and independency in the home and in the business market place

	9	10	11	12
Typing I	M	R	R	R
Typing II		M	R	R
Shorthand			M	R
Office Practice		M	R	R
Accounting I			M	R
Business Computers			M	R



T
eachers

Quality

Master

Professionalism

Evaluation

Improvement

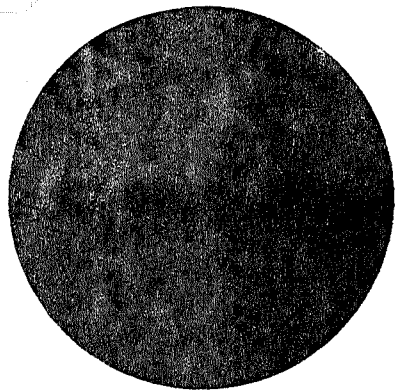
Motivation

Peer Teacher

Rules and Regulations

Professional Assistance





SCHOOL PROFILE

CONTENTS:

Mission Statement

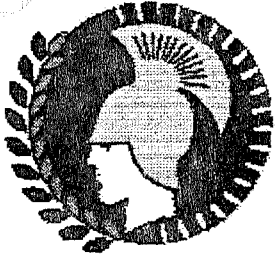
Physical Description of District

Staff Development

Curriculum and Technology

School Data





PROFILE

TABLE OF CONTENTS

I. Introduction

Mission Statement
Contact Information
Physical Description of District
High Plains Educational Cooperative

II. Demographics

III. Student Achievement

State Assessments
ACT
CAT 5
PSAT

IV. Language Proficiency

V. Student Participation

Upper Level Math
Upper Level Science
Foreign Language
Physical Education
Activities
Athletics

VI. Dropout Rate / Graduation Rate

VII. Post-Secondary Education

VIII. Attendance / Tardies

IX. Discipline

X. Educational Strategies

Alumni Survey
Curriculum Alignment / Integration
Technological Changes
Teaching Strategies

XI. Staff Development

XII. Community Involvement

XIII. Allocation of Funds

DATA

DISAGGREGATION

RACE

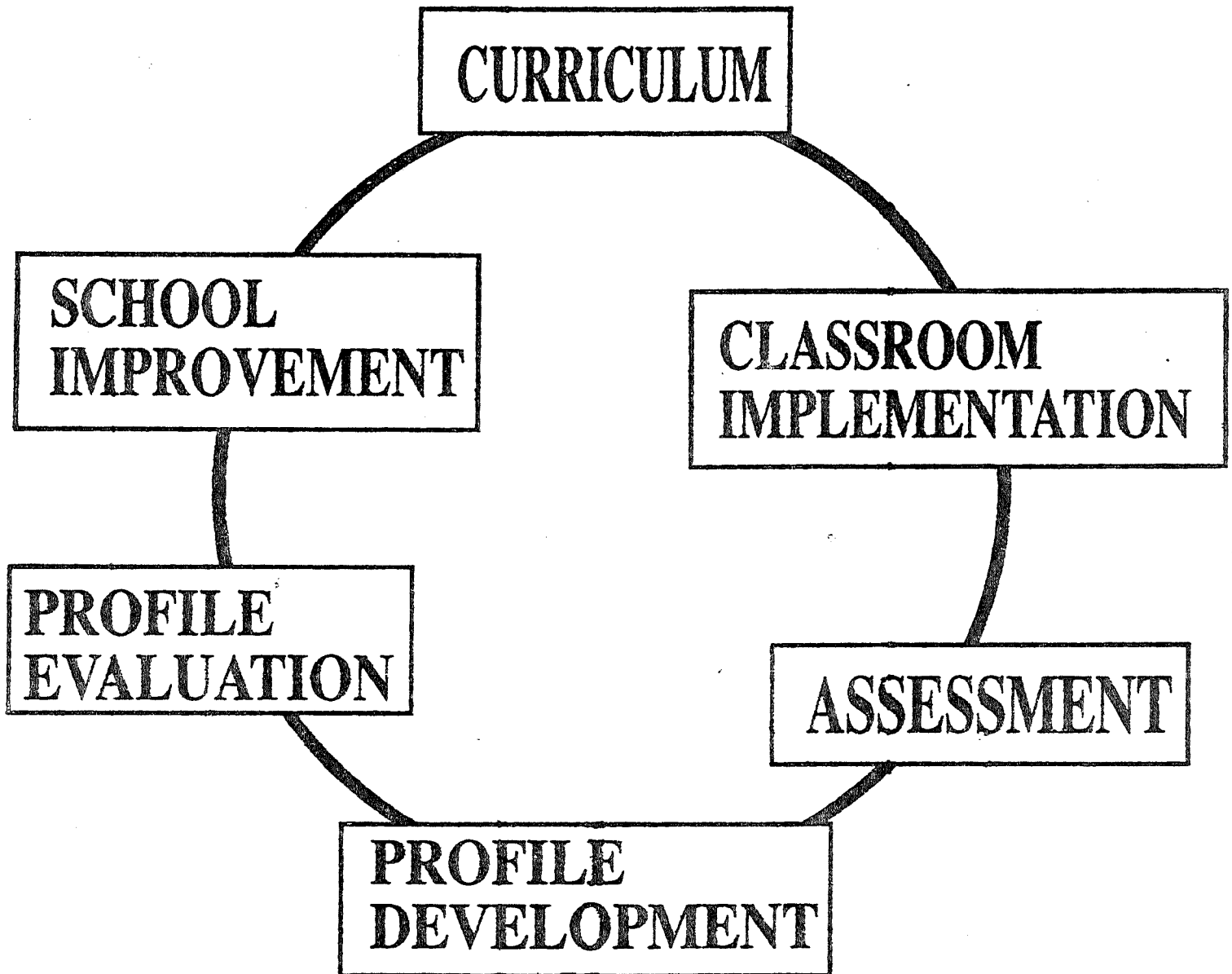
GENDER

SES

AT RISK

RESIDENCE IN
DISTRICT

STANTON COUNTY CURRICULUM DEVELOPMENT



The curriculum that is revised each fall is implemented and assessed. The assessed results are compiled in the school profile, which is then evaluated. This evaluation determines the school improvement plan, which in turn dictates curricular changes.

1

*Analysis of Data from
School Profile*

School Improvement

2

Improve Performance of:

At Risk Population

Hispanic Population


**Increase Offerings for
Higher Achievers**



AT RISK



P
R
O
G
R
A
M
S



District Identification Plan
Close Monitoring
Early Morning School with Tutors
and Teacher Assistance
Saturday School with NHS / Peer
Tutors and Teacher Assistance
Math / English / Science Labs
Late Afternoon School
Evening School (Planned)
Vocational Programs



**AT RISK
STUDENT
IDENTIFICATION**



BELOW 50th PERCENTILE

FAILURE IN ANY SUBJECT

**TEACHER / ADMINISTRATOR
RECOMMENDATION**



VOCATIONAL

PROGRAMS

ON CAMPUS:

Data Processing

Metals

Secretarial

Consumer Homemaking

Drafting



APPRENTICESHIP:

Community Based

Must Meet Academic

Requirements


Principal's Approval

Vocational Areas

Community Offers



ESL



Identify Students
Teacher Certification
(All Areas)

Migrant and ESL Aides
ESL Class





INCLUSION

Special Education



Most Special Education
Students Involved
Helps Both Regular and Special
Education Students
Special Education Teacher
Works with All Students
Excellent Gifted Program
Gifted Teacher Team Teaches
with Regular Education
Teacher

ADVANCED

Classes



Senior Science
Academic Highlights
Computer Graphics
Dual Credit Courses
Diploma of Excellence
(Planned)



Technology

IBM / Macintosh Labs
Student Reinforcement
Teacher Presentation
Administrative Use
Multimedia
Computer Literacy

Student Achievement

Up Slips

Scholars' Breakfast

Academic Awards Night

Academic Credit Cards

Individual Recognition





RESULTS



Academic Performance by Low SES, At Risk, and Hispanic Students Up at Most Grade Levels K - 12.

Hispanic Dropout Rate Fell from 10% to 0%; Hispanic Graduation Rose to 100%.

Low SES Dropout Rate Fell from 8% to 4%; Low SES Graduation Rate Rose to 100%.

Student Body Dropout Rate Fell from 4% to 1%; Student Body Graduation Rate Rose to 100%.

Student Participation in Upper Level Science Increased from 39% to 50%.

Student Participation in Upper Level Math Increased from 65% to 68%;
Hispanic Participation Increased from 43% to 46%; Low SES
Participation Increased from 42% to 50%.

90 Enrollments in Dual Credit Classes.



The Bridge Builder

An old man going a lone highway
Came in the evening cold and gray
To a chasm vast and deep and wide.
The old man crossed in the twilight dim,
The sullen stream had no fears for him,
But he stopped when safe on the other side
And built a bridge to span the tide.

"Old man," said a fellow pilgrim near,
"You are wasting your strength with building here;
Your journey will end with the ending day,
You never again will pass this way,
You've crossed the chasm deep and wide,
Why build you this bridge at evening tide?"

The builder lifted his old gray head,
"Good friend, in the path I have come," he said,
"There followeth after me today
A youth whose feet must pass this way.
This chasm which has been as naught to me
To that faired-haired youth might a pitfall be,
He, too, must cross in the twilight dim,
Good friend, I am building the bridge for him."

Will Allen Dromgoole



We have not succeeded in answering all your problems. The answers we have found only serve to raise a whole set of new questions. In some ways we feel we are as confused as ever, but we believe we are confused on a higher level and about more important things.

THE HESSTON EXPERIENCE WITH QUALITY PERFORMANCE ACCREDITATION

QPA = a school accreditation process within a school improvement model

Hesston Elementary School (enr. 300), Hesston Middle School (enr. 280), and Hesston High School (enr. 240) are Phase 1 pilot schools in the QPA process. Each school has been involved in QPA since 1991-92 and will be accredited by the Kansas State Board of Education after site visits on March 7-8, 1995.

SELECTED RESULTS RELATED TO LOCAL QPA IMPROVEMENT GOALS

- Improved reading scores on the state reading assessment (a 17% improvement)
Current scores are within 1% point of the state standard of excellence
- Improved writing scores on the state writing assessment (a 17% improvement)
Current scores on average meet the state standard of excellence; three traits exceed the standard and three traits are very near the standard
- Increased enrollment (both number and percentage) of students completing a more rigorous college prep curriculum or an approved vocational curriculum
- Increased enrollment in advanced math and science by all students and an even greater increase for female students
- Increased skills for all students in manipulating and using current technology
- Maintaining or increasing the number of identified National Merit scholars (three semifinalists named out of current class of 60 students)
- Zero students returning for remediation (warranty work) from college or job market
- Increased involvement in the education process by community/patrons

SCHOOL IMPROVEMENT FROM A PRINCIPAL'S PERSPECTIVE

- QPA is a partnership among professionals across the state.
- QPA and school improvement are synonymous. It is a state of mind, not a mind from the state.
- Authentic learning supports the state standard encouraging students to work collaboratively in teams.
- School improvement is a continuous cycle. QPA encourages us to ask why and how we do things in school.

HESSTON EXPERIENCE

Page 2

- QPA promotes professional growth and creates additional demands for quality on the staff. Schools that support “effective instruction” and “school improvement” must have adequate time opportunities to engage in planned activities without sacrificing preparation and involvement in the classroom.
- Paperwork with QPA is significant. The QPA annual report, the standard building report, school profiles, school improvement plans, and the documentation of numerous activities substantiating progress is sometimes overwhelming. Streamlining is needed.
- Teachers are now buying in to the process. Curriculum design now fits and has a purpose. Local performance assessments are included in the evaluation of student success. QPA is hard work, but it is producing positive results over time.
- Trust from the community is paramount. QPA allows us to customize our curriculum to meet the unique needs of our community. It is a collaborative effort between school and community.

SCHOOL IMPROVEMENT FROM A TEACHER’S PERSPECTIVE

- The QPA school accreditation process is a very positive, growing experience with the education of our children as its priority.
- QPA is a total process that helps point out both strengths and weakness of a program, building or district, and also provides strategies to improve the results of the accountability assessments.
- Disaggregation of data within the school profile has allowed us to address the quality of the curriculum and the performance equity within groups. Strategies and interventions are both “based on documented results” and “based on researched solutions”.
- The number of people involved in making decisions concerning “what’s best for kids” has been enlarged through the school improvement process. QPA has provided appropriate channels for community members, business people, students, parents and others to become involved in decisions.
- Now teachers not only feel, but can document that school improvement is happening and results are improving. Results of hard work are now paying dividends.
- We are now focused in our staff training and retraining. QPA helps us prioritize our staff development efforts to best meet the goals set forth in the School Improvement Plan

4-2

HESSTON EXPERIENCE

Page 3

- Time is a major factor. It takes time to do something well and to accomplish significant progress. We need additional contract time for teachers to train and retrain and not take that time away from teaching students.

REASONS TO CONTINUE QPA AND SCHOOL IMPROVEMENT

- We can now be legitimately **accountable**. Our schools are getting better and it can be documented.
- The **focus is academic**. Although we sometimes need to address other issues, the focus is geared to academic improvement. We have some of the best state assessments in the nation. The new standards provide reasonable targets for excellence. The State Board has clearly placed academics at the center.
- There is a new **communication network among schools** who are trying to improve. With a similar basic plan we can tailor it to our own needs, but yet talk the same language and learn from one another.
- There is a **greater degree of local control** than ever before. The state has neither the inclination or the resources to significantly control each school. They have become "technical assistants" when needed. State assessments are required in academic areas, but other indicators of excellence are determined locally.
- **Support for school improvement is increasing** because in schools that are four years into the process we can see a difference and so can our public. To take away this progress would set school improvement and academic standards for students back several years. Public confidence in our schools could be severely damaged by abandonment of school improvement activities.

Thank you for allowing the Hesston district to share our successes and concerns with Quality Performance Accreditation.

Patrick Duffy, Principal (316) 327-7101
Hesston Elementary School

Wes Regehr, Instructor and (316) 327-7111
District Professional Development Chairperson
Hesston Middle School

Gary Price, Superintendent (316) 327-4931
Hesston USD 460

Senate and House Education Committees 1:12:95