

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on January 10, 1995 in Room 527-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampy, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Brenda Dunlap, Committee Secretary

Conferees appearing before the committee:

Dr. Sharon Freden, Assistant Commissioner, State Department of Education
Craig Shove, State Department of Education

Others attending: See attached list

Chairman Kerr introduced the new Senators on the committee, Senator Harrington and Senator Lawrence, who will be vice-chairperson, and the new Committee Secretary, Brenda Dunlap.

A general overview of Quality Performance Accreditation (QPA) was presented by Dr. Freden from the State Department of Education. She began with a brief history. She went on to stress that the purpose of QPA is school improvement, accountability, and individual student performance, and that no particular program is being recommended to accomplish QPA. She also covered QPA's five focus areas, school and student outcomes, rewards and sanctions. A detailed summary of her presentation is contained in Attachment 1.

Mr. Shove presented information on the QPA five year implementation process. A detailed summary of his presentation is also contained in Attachment 1.

Chairman Kerr emphasized that the object of this meeting was to inform and to provide as much information as possible to all interested parties, not to hold hearings.

It was agreed to change the meeting times of the other two meetings on QPA being held on Jan. 11 and Jan. 12 to 1:15 p.m. in order to allow extra time for discussion and questions.

The meeting was adjourned at 2:30 p.m.

The next meeting of the Committee is scheduled for Wednesday, January 11.

Kansas State Board of Education

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

January 10, 1995

TO: Senate Education Committee

FROM: Lee A. Droegemueller
Commissioner of Education

SUBJECT: Quality Performance Accreditation

I am pleased to present the attached materials to the Senate Education Committee. The materials provide the historical background for Quality Performance Accreditation, information about the program itself, and information related to intended criteria for accreditation and to rewards and sanctions associated with the program.

Staff of the State Board of Education will discuss the materials with the Committee. Members of the State Board will also be present.

Lee Droegemueller
Commissioner
(913) 296-3201

Senate Education
1-10-95
Attachment 1

**REPORT TO SENATE EDUCATION COMMITTEE
JANUARY 10, 1995**

QUALITY PERFORMANCE ACCREDITATION

The Beginning of Quality Performance Accreditation

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

As one part of its work in implementing the strategic directions for restructuring schools, the State Board requested a study of the elementary and secondary school accreditation process in 1989. At that time, schools were accredited based on what went into the school system, or inputs. Examples of some of the inputs included in the regulations for that means of accreditation are appropriate certification of staff, numbers of staff and books required for the school library media center, the length and numbers of races a sixth grade student may run in a single track meet, credits required for graduation, and directions for how kindergarten classes are to be organized.

Historical Background

In the mid-1980's other groups in the state and nation were also interested in improving school accreditation systems. Since the State Board of Education was aware of that interest, in 1987 it appointed a study committee to review the Board's current accreditation system and to make recommendations about any changes the committee thought were needed. The recommendations from the committee included that the State Board should study moving to a system of accreditation based on student learning, instead of school inputs.

In 1988, the Committee on Accountability, a sub-group of Governor Hayden's Public School Advisory Council, recommended to the governor that the State Board of Education establish a task force to study the concept and implications of an outcomes-based accreditation system. As a beginning step in the response to this recommendation, the State Board worked with several groups to determine key issues to be addressed in developing such a system.

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

The task force, under the leadership of Dr. Max Heim, former superintendent of schools and current professor of education, met monthly throughout 1990 to review outcomes accreditation issues, design a system for Kansas, solicit and process reactions from practitioners and other interested parties, and prepare a final report.

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

The task force's final report was presented to the State Board of Education at its meeting on December 11, 1990. Subsequent work sessions were conducted in January, February, and March 1991. During these sessions, the Board further reviewed and worked with the Outcomes Accreditation Task Force report, recommendations regarding school restructuring, and the Commissioner's and staff's recommendations regarding an outcomes accreditation process.

The State Board of Education adopted Quality Performance Accreditation on March 12, 1991. Six meetings were held around the state to inform people of the contents of the program. Numerous such meetings for the general public and educators and training sessions for educators and other members of local school improvement teams have been held since that time.

In May of 1992 the Kansas Legislature included in the School District Finance and Quality Performance Act a requirement that the State Board of Education provide a quality performance accreditation system for Kansas schools and that all public schools, by the 1995-96 school year, must have entered the system.

In separate legislative action in 1992, The Kansas Commission on Education Restructuring and Accountability was also authorized. The Commission was charged with developing goals and strategies for the reform and restructuring of all accredited elementary and secondary schools in Kansas in order to provide accountability in the provision of equal educational opportunity to each student of Kansas schools. The Commission's membership included legislators, business people, cabinet secretaries, educators, local board of education members, as well as representatives of other groups. The Commission conducted a series of public hearings around the state as part of their responsibilities and also studied Quality Performance Accreditation. In their report to the governor and legislature, the Commission wrote that it believed Quality Performance Accreditation "is a valid approach to education restructuring in Kansas and its implementation should be continued, along with formation of local site based councils."

In 1993, the legislature again reviewed Quality Performance Accreditation and, through a concurrent resolution, affirmed its support for the concept and asked the State Board to consider amendments to the existing document. The current document, revised in July 1993, is reflective of the changes recommended.

Purpose and Content of Quality Performance Accreditation

Quality Performance Accreditation addresses school improvement, accountability, and individual student performance at the building level. The plan is intended to be flexible. The cover of the Quality Performance Accreditation document has always referred to the program as "a dynamic, changing plan" in order to reflect that the program was designed to be revised as schools had an opportunity to work with it and as the needs of Kansans and the nation changed. As a result of the planned flexibility of the document, its contents have already been changed three times.

Quality Performance Accreditation is a school improvement system identifying outcomes or expected results which the school's programs and instructional efforts must address. Quality Performance Accreditation does not require or even advocate that schools adopt any specific program, including outcomes based education or mastery learning, in order to achieve the expected results. Such programs, by themselves, will not, in fact, accomplish what is sought. In order for schools to improve individual student learning, parents and the entire community must be involved in the school, attention must be paid to the conditions under which instruction is provided, and meaningful staff development must be provided. We are not aware of any single program which is comprehensive enough, by itself, to accomplish what is called for in Quality Performance Accreditation.

Quality Performance Accreditation is student and school data-driven. This means that the progress and improvement of the students' and schools' performances can be measured. Not only do the data provide accountability for student learning, but they also allow educators to target specific problem areas where learning is not occurring and to chart courses of action to remedy situations needing improvement.

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

Quality Performance Accreditation includes a requirement that schools develop improvement plans for their schools. This includes a needs assessment, a plan for improving weak areas, evaluation of the plan's progress, and a report to the local and state boards on progress made in accomplishing what was planned for.

Quality Performance Accreditation is structured around five focus areas:

1. School and district outcomes related to the process of continuous improvement.
2. Community-based programs/the learning community concept.
3. Human resource development/staff training and retraining.
4. World class standard of academic performance through mastery of essential skills.
5. World class standard of academic performance through an integrated curricular approach.

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

State and local indicators assure accountability to the Kansas State Board of Education, the Legislature, and to the community and parents of each respective school system.

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

Revisions of the Quality Performance Accreditation Document

As noted above, Quality Performance Accreditation was designed to evolve over time. The State Board recognized in developing the program that the days of giving dictates from the state level were gone, if they had ever existed. Not only was the program developed with a great deal of input from a variety of individuals, it would thrive only if that input continued and adjustments were made as new needs arose and as experience showed that changes were needed. Following is a summary of the major changes which have been made each time the document has been revised.

First Revision

The original March 12, 1991 document was revised for the first time in August of 1992, as a result of both the experience of the first year of the program, and of questions, concerns, and suggestions from various Kansas citizens, including educators.

- The introduction to the document was lengthened to highlight areas which some felt had not been made clear in the original publication.
- The section of the publication which outlined requirements for the school improvement process was also developed at greater length in order to be of more assistance to schools.
- The language of the outcomes, standards, and indicators was revised to clearly indicate that local boards, administrators, and teachers were responsible for accomplishing expected results.
- The indicators were designated almost exclusively as state indicators instead of as either state or local indicators.
- Some indicators were added to the document.

Second Revision

The second revision to the Quality Performance Accreditation document was issued in December 1992. This revision included the identification of indicators which the State Board of Education required schools to address in collecting data and analyzing it for needed school improvement. It also stated clearly that schools did not have to address in their school improvement plans all ten outcomes at once or during a four-year accreditation cycle.

Third Revision

The third revision of the Quality Performance Accreditation document resulted from recommendations from the Quality Performance Accreditation Advisory Council, which is advisory to staff of the State Board of Education, and from recommendations from the legislature. School administrators, especially superintendents, were instrumental in the initial development of a number of the recommended changes. The revision was published in July 1993. The primary changes are indicated below.

- The introduction was again revised to try to make it easier for non-educators to understand.
- Some of the language was changed to remove phrases which had been misunderstood by various readers or which carried unintended connotations.
- The ten outcomes were reduced to eight and were identified as either process or student outcomes.
- The number of standards and indicators was reduced to reflect only those areas which the State Board of Education wished schools to address. The remaining indicators were largely those which had been identified as "required" in the December, 1992 document.

The current Quality Performance Accreditation outcomes are listed below. As noted above, each is accompanied by at least one standard and state and/or local indicators.

School/District Process Outcomes

Process Outcome Related to the Process of Continuous Improvement

Process Outcome I: Each school and district will implement and practice effective schools principles and procedures

Process Outcome Related to Community-Based Programs/The Learning Community Concept

Process Outcome II: Each school and district will work collaboratively with its community to create a learning community

Process Outcome Related to Human Resource Development/Staff Training and Retraining

Process Outcome III: Each school and district will demonstrate effective staff development

Student Outcomes

Student Outcome Related to a World Class Standard of Academic Performance Through Mastery of Essential Skills

Student Outcome I: All students will demonstrate in academic and applied situations a high level of mastery of essential skills

Student Outcomes Related to a World Class Standard of Academic Performance Through an Integrated Curricular Approach

Student Outcome II: All students will demonstrate effective communication skills

Student Outcome III: All students will demonstrate complex thinking skills in academic and applied situations

Student Outcome IV: All students will demonstrate the necessary characteristics to work effectively both independently and in groups

Student Outcome V: All students will demonstrate physical and emotional well-being

The Quality Performance Accreditation Process

It is important to note that the following list of steps is cyclical and nonlinear and that the initial steps will not have to be repeated after the first four-year accreditation cycle, thus allowing the school to move more quickly to revising, updating, or developing a new school improvement plan. Several steps can occur simultaneously. This is a system in which information is continually modified by feedback and the process repeated. This allows for current data and information to be used for reassessing the

mission statement, updating the school profile and improvement plan, evaluating progress, and identifying new areas for improvement.

Year One

Stage 1 - Orientation and Planning

- Each district begins by fostering the ownership, commitment, and involvement of students, parents, community, school staff, and the local board of education. As the community is educated and oriented to the Quality Performance Accreditation process, a steering team is chosen and a plan of implementation is developed. The evidence is clear that when parents are involved in their children's education, children do better in school. Parents and the school community can bring great wisdom to the work of the school site councils if they are truly a part of the decision-making process. They know intimately about their own children and their school and they have access to the community.
- Each school develops a mission statement which states the purpose of the organization, defines its chief function, justifies its existence and identifies the clientele served. The school must document the involvement of the community in the development of the mission statement. In addition, it must produce evidence that the mission is utilized in determining the school improvement process.

Stage 2, Part A - School Profile

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

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

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

Year Two

Stage 2, Part B - Writing the School Improvement Plan

- Each school hosts its first onsite visit by a State Quality Performance Accreditation Team. This visit is a technical assistance visit intended to help schools with implementing or continuing the school improvement process.
- Each school sets outcomes for an improvement plan. The school must include improvement of student performance in reading and mathematics as part of the plan. State Board of Education outcomes and school data related to them may be used and prioritized according to local needs.
- Each school develops and submits to the local and state boards of education specific plans for achieving its improvement plan outcomes. This plan includes a statement of outcomes, strategies for achieving outcomes, those responsible for implementation, timeline, ways to measure progress, related staff development plans, and resources needed.

Year Three

Stage 3 - Implementation

- The implementation phase includes ensuring that all involved understand the process and terminology, that the steering team meets on a regular basis to provide leadership, that sufficient time is allotted for implementation of the improvement plan and staff development, and that all work is documented for future planning and accountability.

Year Four

Stage 4 - Determination of Quality Performance Accreditation Status

- Each school continually self-monitors its improvement process and progress toward achieving improvement plan outcomes. The school hosts the second on-site visit by the State Quality Performance Accreditation Team during year four of the accreditation cycle. The purpose of this visit is to make a recommendation to the State Board of Education regarding the accreditation status of the building.

Years One Through Four

Accountability

- Each school evaluates its progress toward achieving the identified improvement plan outcomes.
- Each school submits an annual report to the State Board and to the local board of education. The report to the State Board relates to the school's status on the Quality Performance Accreditation outcomes, standards, and indicators. The report to the local board must include the school's accredited status.
- The school hosts two visits by the State Quality Performance Accreditation team, one during the second year of the cycle and one during the fourth year.

Year Five

Accreditation Status as a Determiner

- What a school does in the fifth year of a cycle depends upon its accredited status. If the school is fully accredited, it repeats the accreditation cycle, with continued emphasis on improvement of student performance and other areas it may choose to target for improvement. A continuing, revised, or new school improvement plan will be used.
- If a school is not accredited at the end of the four-year accreditation cycle, the school will be required to develop a corrective action plan to bring the building to Quality Performance Accreditation status. The plan is approved by the State Board and implemented by the school. The length of time to implement a local corrective action plan to achieve accredited status will not exceed one year. Before the end of the fifth year of its participation in Quality Performance Accreditation, the candidate school will have a second on-site visit for the purpose of making a recommendation to the State Board of Education regarding the accreditation status of the school.
- If a school does not achieve accredited status by the end of the fifth year, the school becomes nonaccredited. Such a school has not demonstrated improvement and/or maintained high standards on the outcomes it is targeting in its school improvement plan. Once a school is nonaccredited, the State Board of Education can take one of several actions which are outlined in the rewards and sanctions portion of this report.

Quality Performance Accreditation Implementation Schedule

As recommended by the State Board of Education's Outcomes Accreditation Task Force and as written in state law, the Quality Performance Accreditation system is being phased in throughout all public school districts in Kansas over a four-year period and in all public schools over a five-year period.

Following are the numbers of public school districts and schools involved in each of the implementation years. In addition, a number of non-public schools are also participating in Quality Performance Accreditation.

1991-92	48 districts, 146 buildings
1992-93	74 districts, 315 buildings
1993-94	74 districts, 409 buildings
1994-95	108, districts, 533 buildings
1995-96	175 buildings

Criteria for Accreditation Under Quality Performance Accreditation

At its December 1994 meeting, the State Board of Education determined that accreditation under Quality Performance Accreditation will be based on the following, which will be developed into regulations and included in the total program regulations to be considered at public hearing, probably in late summer 1995.

- continuous improvement of performance of all student groups in the areas targeted on the school improvement plan, which must include all instructional areas over time
- sustained school status on any of the following which are not targeted for improvement
 - graduation rate
 - dropout rate
 - attendance rate
 - violent acts against teachers and students
 - performance of all student groups on state assessments measured against standards of excellence
 - local assessments in communications, mathematics, science, and social studies
 - students passing advanced mathematics and science courses in grades 9-12

- student mastery of local integrated curriculum which prepares them for healthy living, to include student mastery of local human sexuality and AIDS curriculum

In addition,

- local data, continuous improvement, and state assessment data are all to be considered in the accreditation evaluation, and
- status on a single indicator will not determine accredited status.

The onsite team will exercise professional judgment in determining if there is reasonable justification for no improvement in target areas and if extenuating circumstances have led to a change in school status on areas to be sustained.

Rewards and Sanctions

The State Board has adopted the following rewards and sanctions to be included in regulations to be brought to public hearing, probably in late summer 1995.

Rewards

The State Board of Education may make the following rewards related to exemplary implementation of the Quality Performance Accreditation program. Criteria and procedures to be used in making such rewards will be developed and implemented by the State Board.

1. The State Board of Education will issue letters of commendation annually to schools receiving no notifications of unsatisfactory status from the annual report feedback.
2. The State Board of Education will issue letters of accreditation to schools achieving Quality Performance Accreditation status and press releases announcing the schools which have achieved Quality Performance Accreditation status.
3. The State Board will award local school staff members scholarships for attendance at the State Board of Education's Annual Effective Schools Conference.
4. The State Board will award a plaque(s) identifying a school(s) as having implemented Quality Performance Accreditation in an exemplary manner.

5. Individual school staff members will be identified as state mentors/trainers, and financial support from the state will be provided for them to train and/or mentor others in Kansas schools.
6. The State Board will conduct periodically a Conference of Kansas High-Performing Schools for the 21st Century, showcasing exemplary and/or best practices and programs in implementing Quality Performance Accreditation.

Sanctions

The State Board of Education may issue the following sanctions related to the failure to achieve Quality Performance Accreditation status. Criteria and procedures to be used in issuing such sanctions will be developed and implemented by the State Board.

1. The State Board of Education will issue letters of notification identifying areas of concern annually to schools whose annual report shows lack of progress or maintenance of status.
2. The State Board of Education will issue annually letters of notification and press releases announcing probationary accreditation status or denial of accreditation status.

The following sanctions may be applied only to schools denied accreditation. The State Board will determine which sanctions to apply on a case-by-case basis.

3. The State Board of Education may work with the local board of education to realign district personnel.
4. The State Board may appoint a distinguished educator or educators to assist the local district in making the changes necessary to improve student performance. This may include reallocation of district funds in order to improve performance in the school under question.
5. The State Board may include in certification regulations a provision that teachers and administrators working in nonaccredited schools may not use the experience as part of the certification renewal process.
6. The State Board of Education may recommend to the legislature that a specified amount of state education aid be withheld from the local district, and that a local school improvement mill levy be added to raise the amount no longer provided by the state.

7. The State Board of Education may seek legislative approval to abolish or restructure the local district of the nonaccredited school. Restructuring may include removal of the nonaccredited school from the jurisdiction of the local school board and establishment of alternative arrangements for governing and supervising such a school. It may also include such actions as reallocation of the resources needed to implement the school improvement plans of the district's schools.

Kansas State Board of Education

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

July 1993

TO: The Parents and Educators of Kansas

FROM: Lee Droegemueller, Commissioner of Education

The Kansas State Board of Education's Quality Performance Accreditation system is described in this document. Through the cooperative efforts of parents, other community members, teachers, and administrators, this system will be used to improve the academic performance of Kansas students and to make our schools better places in which to learn.

This July, 1993, edition of the program places the expected outcomes in a different order than they were previously, but their implications remain largely unchanged. The language used throughout the publication is intended to be more easily understood, however, and only required indicators are included. It is important to note that while schools must annually collect data related to each of the outcomes and indicators, they are not expected to develop improvement plans for all outcomes at once or even during a single four-year accreditation cycle. Through local decision-making, involving school site councils and other school and community persons, each school will decide in its local community which areas to target during a four-year period for continuous improvement of student academic performance.

Lee Droegemueller
Commissioner
(913) 296-3201

INTRODUCTION

An historical look at Kansas education

Over the years, Kansans have been proud to boast of the quality of education students have received in their state. Kansas students ranked high in academic achievement when compared to their counterparts in other states. Our goals were that students: develop a knowledge of basic concepts; learn to interact successfully in society; and acquire the skills needed for a profession following their years in the classroom. Are these goals sufficient for today? Perhaps not -- not if we want to remain internationally competitive.

Our communities and the world around us have changed. With that change, Kansans have seen dramatic improvements in technology, business and communications. These changes have affected virtually everyone. Unfortunately, Kansas schools have not advanced to keep pace. Therefore, our students' education is not fully preparing them for the vastly complex, high-speed and high-tech international environment awaiting them.

Unless Kansans want to maintain the status quo and lag behind the improvements in the world around us, schools must change. The Kansas State Board of Education agrees. To prepare students to be society's leaders for tomorrow, education must be restructured to include the new knowledge, skills and behaviors necessary for the twenty-first century.

Continuous improvement: Quality Performance Accreditation

Acting on their commitment to quality education, the State Board of Education began its improvement process in 1989 when it adopted its strategic directions aimed at providing the framework for quality instruction for Kansas school children. The strategic directions then became the launching pad for the Quality Performance Accreditation process.

Quality Performance Accreditation is an exciting direction for Kansas schools which focuses on the continual improvement of students' academic performance. Unlike past accreditation methods which focused on such things as the number of books in a library or the square footage of buildings, Quality Performance Accreditation accredits schools based on student performance. This is called outcomes-based accreditation. Simply put, a school's quality will be judged by how well all of its students are performing and their continual academic improvement. One of the most refreshing philosophies driving Quality Performance Accreditation is that it moves beyond the "pass/fail" mentality and enables students to celebrate their own progress wherever they are in the learning spectrum. The major focus of Quality Performance Accreditation is the improvement of student academic performance. The program was not designed, nor was it ever intended, to alter individual moral or religious beliefs.

Through local input and Quality Performance Accreditation, the State Board of Education will establish the same high expectations for each school in Kansas. This will ultimately assure that every future Kansas high school graduate will have a demonstrated mastery of world class standards.

Academic skills are basic to Quality Performance Accreditation

Students will learn basic skills by exploring how to apply them in routine daily situations through problem solving, creative thinking and communication. These new skills are what educators commonly refer to as complex thinking skills and are what employers are demanding today. Practicing this successful hands-on approach will help Kansas students compete in the job market with students from other states and nations. Using newly established high academic standards and improved curriculum will ensure that Kansas students are well-equipped to tackle the challenges of the twenty-first century.

The successful Quality Performance Accreditation program can be categorized into five basic components. They are:

- **A focus on the effective schools principles.** This means educators will: place a high priority on creating a safe and orderly environment in the schools; build a climate of high expectations for success for all students; commit to developing higher quality of instructional leadership; develop a clear and focused school mission; frequently monitor students' progress for success; and dedicate themselves to building better, positive home/school relations. Using these principles, schools can serve communities and students better while ensuring that no children "fall through the cracks."
- **Emphasis on creating a learning community.** Educators realize that educating the children of their community involves more than just the instruction and support students receive while at school. To help each child reach his or her potential, schools need the help of their community which includes parents, grandparents, businesses, churches and local citizens. Schools, in effect, must be given to the community to be successful. And schools must continually serve that same community -- whether they are K-12 or way beyond.
- **Staff training and retraining.** Educators can't be expected to do the best possible job of teaching unless they are consistently exposed to the latest educational research and instructional developments and then given the chance to incorporate those improvements into their classes. Researchers are learning more each day about children's different learning styles and how teachers can adapt their teaching styles to reach all students.
- **Emphasis on high academic performance.** In addition to having high academic performance expectations in communications, mathematics, science and social studies, Quality Performance Accreditation calls for skills in these subjects to be applied through problem solving, teamwork and creative thinking. Using and applying these complex thinking skills, students will become well-rounded and productive citizens.

• **Meet world class standards using integrated curricular instruction.** This means students learn more about each subject area by incorporating a variety of subjects into each lesson. For example, students may learn about planting a garden by: studying types of soil and seeds (science); determining the appropriate size of the garden (math); charting growth rates (math); and determining how their crops can be used (reading and social studies). Simply put, no subject area in today's world can stand alone. Learning can not be confined to the page or paper and pencil. Education research shows that applied learning is much more effective than the way we used to teach subject areas in isolation.

The importance of the process

It is also important to remember that simply establishing the goal of improved student performance will not guarantee its achievement. The process used to reach the goal is equally as important as the goal itself. Therefore the Quality Performance Accreditation outcomes and indicators have been established to ensure a successful process for all Kansas schools.

The Kansas State Board of Education has established benchmarks so schools can determine how well instruction is helping students progress through the learning phases. This different approach is beneficial because students are not measured against each other. Rather, the emphasis is on the school's responsibility to create a supportive and enriching environment where each student progresses according to his or her ability.

One of the greatest strengths of the Quality Performance Accreditation process is the focus on local control. The Kansas State Board of Education realizes parents and community members know what is best for the students in their community and how to address its unique areas of concern. As a result, the Quality Performance Accreditation process calls for numerous outcomes and indicators to be established locally. Local citizens will continually be involved and informed about the education process and the progress of students' performance.

The Commitment of the State Board of Education

The Kansas State Board of Education stands ready to assist schools in their school improvement programs and pledges to break down unneeded bureaucratic barriers blocking quality education. The State Board of Education is proud to join all Kansans in this motivating process. Understanding that the process must remain flexible, the State Board will meet future improvements with enthusiasm and revisions will be made to further academic achievement. Using Quality Performance Accreditation and working together, Kansas will accommodate the learning needs of all students to reach world class standards.

QUALITY PERFORMANCE ACCREDITATION IMPLEMENTATION SCHEDULE

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

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

The intent of the Quality Performance Accreditation system is to assist in developing high performance schools that produce superior learners who can live, learn, and work in a competitive, international community. Further information may be obtained by contacting Dr. Sharon Freden, Assistant Commissioner, Kansas State Board of Education, 120 SE 10th Avenue, Topeka, KS 66612-1182 (913/296-2303).

Quality Performance Accreditation

The accreditation of schools has a mission of improvement of school and student performance. The focus of improvement is academic achievement. However, accomplishment of academic achievement cannot be attained by emphasis on student learning outcomes alone. A comprehensive "outcomes" process will have the school and the student be part of a dynamic community, which has as its mission lifelong learning for a competitive international community. Students must have skills such as learning to learn, communicating, complex thinking, problem solving, goal setting, teamwork, and organizational effectiveness, in addition to the traditional essential skills, if they are to be the superior learners we need for Kansas.

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

1. School and district outcomes related to the process of continuous improvement.
2. Community-based programs/the learning community concept.
3. Human resource development/staff training and retraining.
4. World class standard of academic performance through mastery of essential skills.
5. World class standard of academic performance through an integrated curricular approach.

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 emphasize clearly-defined outcomes that all students must demonstrate when they exit.

State Indicators: those indicators developed and written by the Kansas State Board of Education and required of local districts and schools, with data defined by the State.

Local Required Indicators: those indicators developed and written by the State, with data defined locally.

Local Optional Indicators: those indicators developed and written by local districts and schools and used at the discretion of local districts and schools.

REPORTING MODEL

Outcome: statement of agreed-upon results for student or school performance as evidenced by multiple indicators.

Standard:

clearly defined statement specifying knowledge, skills, and behaviors, the achievement of which moves the student toward the expected outcomes; as compared to proficiency level, which refers to categories reflecting or describing a broad range of performance along a scale.

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/DISTRICT PROCESS OUTCOMES

PROCESS OUTCOME RELATED TO THE PROCESS OF CONTINUOUS IMPROVEMENT

PROCESS OUTCOME I

STANDARDS

INDICATORS

Each school and district will implement and practice effective schools principles and procedures as evidenced by the following standards:

A. Establish and maintain high expectation for student learning.

Local Required Indicators:

1. Each school/district will have grade level and/or course outcomes and related assessments which are aligned with its academic focus and mission.
2. Schools will increase or maintain a high student graduation rate.
3. Schools will decrease or maintain a low student dropout rate.
4. Schools will increase or maintain a high student attendance rate.

Local Required Indicators:

B. Continuously monitor student learning/achievement as a basis for program evaluation.

1. Schools will use technology to monitor student progress and to enhance learning.
2. Schools will conduct one- and six-year follow-ups of all graduating students to assess how effective the school was in (a) meeting its mission and (b) progressing toward or maintaining a high percentage of satisfaction with student education.

PROCESS OUTCOME I

STANDARDS

INDICATORS

Local Required Indicators:

C. Provide a safe and orderly environment conducive to learning.

1. Schools will demonstrate a decrease in or maintain a low number of discipline referrals, out-of-school suspensions, and/or expulsions.
2. Schools will demonstrate a decrease in or maintain a low number of incidences of crime and violent acts committed against students and teachers.

Local Required Indicators:

D. Have instructional leaders who pay particular attention to teaching and learning which result in improved student performance.

1. Each school/district will have grade level and/or course outcomes and related assessments which are aligned with its academic focus and mission.
2. Schools will use technology to monitor student progress and to enhance learning.
3. Schools will demonstrate a decrease in or maintain a low number of discipline referrals, out-of-school suspensions, and/or expulsions.
4. Schools will demonstrate a decrease in or maintain a low number of incidences of crime and violent acts committed against students and teachers.

PROCESS OUTCOME I

STANDARDS

INDICATORS

- 5. Schools will increase or maintain a high student graduation rate.
- 6. Schools will decrease or maintain a low student dropout rate.
- 7. Schools will conduct one- and six-year follow-ups of all graduating students to assess how effective the school was in
 - (a) meeting its mission and
 - (b) progressing toward or maintaining a high percentage of satisfaction with student education.
- 8. Schools will increase or maintain a high student attendance rate.

Local Required Indicators:

- E. Have a broadly understood academic focus and school mission which prepares students to live, learn, and work in an international community.
 - 1. Each school/district will have grade level and/or course outcomes and related assessments which are aligned with its academic focus and mission.
 - 2. Each school will develop a Quality Performance Accreditation steering team to provide leadership in initiating, managing, and facilitating the collaborative process of school improvement.

Local Optional Indicator:

Schools and districts may establish local indicators for any of the standards.

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

PROCESS OUTCOME II

STANDARDS

INDICATORS

Each school and district will work collaboratively with its community to create a learning community as evidenced by the following standards:

A. Each school will have a broad-based site council that is responsible for providing advice and counsel in evaluating state, school district, and school site performance goals and objectives and in determining the methods that should be employed at the school site to meet these goals and objectives.

Local Required Indicator:

B. Show a commitment to school readiness.

Schools will demonstrate participation in community-based activities designed to increase the proportion of children who enter the primary grades ready to learn.

Local Required Indicator:

C. Integrate social services with school services.

Schools will demonstrate that they are integrated into a communitywide effort to assist all learners.

Local Required Indicator:

D. Offer opportunities for lifelong learning.

Schools will demonstrate an increased community participation in adult education activities.

PROCESS OUTCOME II

STANDARDS

INDICATORS

E. Commit adequate resources.

Local Required Indicator:

Schools and districts will demonstrate effective use of available resources, such as adequate time, human resources, and others to support implementation of the school improvement plan.

Local Optional Indicator:

Schools and districts may establish local indicators for any of the standards.

**PROCESS OUTCOME RELATED TO HUMAN RESOURCE DEVELOPMENT/
STAFF TRAINING AND RETRAINING**

PROCESS OUTCOME III

STANDARDS

INDICATORS

Each school and district will demonstrate effective staff development as evidenced by the following standards:

- A. Develop and implement an ongoing staff development plan aligned with the mission, academic focus, and school improvement plan.
- B. Support the district and school missions and improvement plans as evidenced by staff participation in staff development activities.
- C. Demonstrate teachers' skills in effective instructional strategies.
- D. Demonstrate students' successes.

Local Required Indicator:

Schools will demonstrate use of results-based staff development action plans consistent with the school improvement plan and/or the school academic focus.

Local Required Indicator:

Schools will demonstrate an increased implementation rate for those strategies and skills in which teachers received staff development training.

Local Required Indicators:

Schools will demonstrate that graduates have improved behaviors and skills as required to compete in an international marketplace.

Schools and districts will establish local indicators for each of the standards.

STUDENT OUTCOMES

STUDENT OUTCOME RELATED TO A WORLD CLASS STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS

STUDENT OUTCOME I

STANDARDS

INDICATORS

All students will demonstrate in academic and applied situations a high level of mastery of essential skills as evidenced by the following standards:

A. Read and comprehend a variety of resources.

Local Required Indicators:

1. Schools will develop and maintain a student improvement plan through appropriate intervention strategies for individual students who are deficient in the mastery of areas related to school academic focus.
2. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum and will be reported annually to the local board of education.

Local Required Indicators:

B. Communicate clearly, both orally and in writing, for a variety of purposes and audiences.

1. Schools will develop and maintain a student improvement plan through appropriate intervention strategies for individual students who are deficient in the mastery of areas related to school academic focus.

STUDENT OUTCOME I

STANDARDS

INDICATORS

2. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum and will be reported annually to the local board of education.

Local Required Indicators:

- C. Use mathematics and mathematical principles.

1. Schools will develop and maintain a student improvement plan through appropriate intervention strategies for individual students who are deficient in the mastery of areas related to school academic focus.

2. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum and will be reported annually to the local board of education.

Local Required Indicators:

- D. Access and use information.

1. Schools will develop and maintain a student improvement plan through appropriate intervention strategies for individual students who are deficient in the mastery of areas related to school academic focus.

STUDENT OUTCOME I

STANDARDS

INDICATORS

2. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum and will be reported annually to the local board of education.

Local Optional Indicator:

Schools and districts may develop local indicators for any of the standards.

**STUDENT OUTCOMES RELATED TO A WORLD CLASS STANDARD OF ACADEMIC
PERFORMANCE THROUGH AN INTEGRATED CURRICULAR APPROACH**

STUDENT OUTCOME II

STANDARDS

INDICATORS

All students will demonstrate effective communication skills as evidenced by the following standards:

A. Analyze, summarize, and comprehend what is read in all subject areas.

State Indicator:

Achievement will increase or high performance levels will be maintained across all student groups on the related State assessments; for example, the reading, writing, and oral portions of the State communications assessment and communications components of the state mathematics, social studies, and science assessments.

Local Required Indicator:

Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.

State Indicator:

B. Write and orally communicate for:

1. clear articulation,
2. analysis,
3. conceptualization,
4. synthesis, and
5. summarization of information.

Achievement will increase or high performance levels will be maintained across all student groups on the related State assessments; for example, the reading, writing, and oral portions of the State communications assessment and communications components of the state mathematics, social studies and science assessments.

STUDENT OUTCOME II

STANDARDS

INDICATORS

Local Required Indicator:

Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.

Local Optional Indicator:

Schools and districts may establish local indicators for either of the standards.

STUDENT OUTCOME III

STANDARDS

INDICATORS

All students will demonstrate complex thinking skills in academic and applied situations as evidenced by the following standards:

A. Apply problem-solving skills.

State Indicator:

Achievement will increase or high performance levels will be maintained across all student groups on the related components of the State mathematics, communications, social studies, and science assessments.

Local Required Indicators:

1. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.
2. The number of students successfully completing courses in advanced mathematics and science as well as other advanced courses offered will increase or high performance levels will be maintained across all student groups.
3. The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase or high performance levels will be maintained across all student groups.

STUDENT OUTCOME III

STANDARDS

INDICATORS

- B. Find information; process, analyze, and synthesize it; and apply it to new situations.

State Indicator:

Achievement will increase or high performance levels will be maintained across all student groups on the related components of the State mathematics, communications, social studies, and science assessments.

Local Required Indicators:

1. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.
2. The number of students successfully completing courses in advanced mathematics and science as well as other advanced courses offered will increase or high performance levels will be maintained across all student groups.
3. The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase or high performance levels will be maintained across all student groups.

STUDENT OUTCOME III

STANDARDS

INDICATORS

- C. Use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

State Indicator:

Achievement will increase or high performance levels will be maintained across all student groups on the related components of the State mathematics, communications, social studies, and science assessments.

Local Required Indicators:

1. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.
2. The number of students successfully completing courses in advanced math and science as well as other advanced courses offered will increase or high performance levels will be maintained across all student groups.
3. The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase or high performance levels will be maintained across all student groups.

Local Optional Indicator:

Schools and districts may establish local indicators for any of the standards.

STUDENT OUTCOME IV

STANDARDS

INDICATORS

All students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:

A. Work collaboratively in teams.

State Indicator:

Achievement will increase or high performance levels will be maintained across all student groups on the interpersonal communications skills portion of the State communications assessment.

Local Required Indicators:

1. Student self-concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve or high performance levels will be maintained across all student groups.
2. Students' understanding and respect for their own culture as well as for the cultural diversity of this country will improve or high performance levels will be maintained across all student groups.
3. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.

STUDENT OUTCOME IV

STANDARDS

INDICATORS

- B. Work together without prejudice, bias, or discrimination, using techniques to separate people from problems, focusing on interests not positions, inventing options for mutual gain, and using objective criteria.

State Indicator:

Achievement will increase or high performance levels will be maintained across all student groups on the interpersonal communications skills portion of the State communications assessment.

Local Required Indicators:

1. Student self-concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve or high performance levels will be maintained across all student groups.
2. Students' understanding and respect for their own culture as well as for the cultural diversity of this country will improve or high performance levels will be maintained across all student groups.
3. Achievement will increase or high performance levels will be maintained across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local integrated curriculum.

Local Optional Indicator:

Schools and districts may establish local indicators for either of the standards.

STUDENT OUTCOME V

STANDARD

INDICATORS

All students will demonstrate physical and emotional well-being as evidenced by the following standard:

A. Have the knowledge, skills, and behaviors essential to live a healthy and productive life.

Local Required Indicators:

1. The number of students demonstrating mastery of a locally-developed, comprehensive human sexuality and AIDS curriculum (as referenced in State Board Regulation 91-31-3g) will increase or be maintained at high levels across all student groups.
2. The number of students successfully demonstrating mastery of the local integrated curriculum which prepares them for healthy living will increase or be maintained at high levels across all student groups.
3. Schools and districts will establish local indicators.

KANSAS QUALITY PERFORMANCE ACCREDITATION SCHOOL IMPROVEMENT PROCESS

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

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

The following cyclical steps are to be addressed in the school improvement process used by each school:

Getting Started

- Each district/school will develop a four-year strategic plan for implementing the school improvement process, which might include:
 - ◆ phasing buildings into the Quality Performance Accreditation system
 - ◆ clarifying the decision-making process; i.e., district steering team, building-level teams, delegation of authority, and role expectations
 - ◆ establishing school site councils and their relationship to building-level teams
 - ◆ planning for development of student exit outcomes
 - ◆ aligning curriculum (based on exit outcomes)
 - ◆ establishing a staff development structure
 - ◆ identifying the school improvement model to be followed
 - ◆ developing the district mission statement
 - ◆ ensuring that the learning needs of all district students from all diverse population groups are included in all programming decisions

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

Developing a Building Profile

- Each school will collect baseline data related to State, district, and local outcomes. Data collected might include indicators of:
 - ◆ student learning outcomes
 - ◆ student behavior
 - ◆ effective instructional practices
 - ◆ school climate
 - ◆ parent and community involvement
 - ◆ staff development priorities
- Schools are required to collect data only on those State and local required indicators as identified on pages 7–23.
- Each school will disaggregate all relevant data according to the following identified student subpopulations:
 - ◆ gender
 - ◆ race
 - ◆ socioeconomic status
 - ◆ others identified as pertinent to local student population
- Each school will create a building profile, describing collected baseline data related to State Board of Education outcomes, any local outcomes, and any additional data specific to the school's need.
- Each school will transform data and information into knowledge by analyzing and interpreting the needs assessment results. This action ensures that the identified strengths and areas for improvement in the assessment lead to correct conclusions. As a result of analysis, outcomes will be prioritized for improvement.

- Schools will target the outcomes which will receive immediate action based upon local needs and resources. Student performances in mathematics and reading, as they are addressed in Student Outcomes II and III, must be included in outcomes targeted for action.

Establishing the Mission

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

Setting Student Exit Outcomes

- Student exit outcomes are developed by the district based on State and district missions for education, State and local outcomes for education, and the current and future intellectual, social, emotional, physical, and occupational needs of students. Student exit outcomes define the knowledge, skills, and behaviors that are to be the result of active student participation in a full range of integrated learning experiences. Following the development of student exit outcomes, districts define appropriate performance levels for all students, including students with exceptionalities.

Setting School Improvement Plan Outcomes

- Each school will use State Board of Education outcomes and school data related to them to determine priorities among possible improvement plan outcomes for the school.
- Each school may also use local district and school outcomes and related data to determine improvement plan outcomes for the school.
- Each school will determine priorities among possible improvement plan outcomes and then prioritize the outcomes according to local needs. Student performance in mathematics and reading, as they are addressed in Student Outcomes II and III, must be included in the improvement plan outcomes.

- Each school will provide broad-based district/school input regarding the specifics of the outcomes.

Writing the School Improvement Plan

- Each school will develop and submit to the local and State boards of education specific plans for achieving its improvement plan outcomes. The improvement plan will include:
 - ◆ statement of the improvement plan outcomes pursued and their relationship to State Board outcomes and local outcomes
 - ◆ strategies to achieve the improvement plan outcomes
 - ◆ person(s) responsible for implementing each action
 - ◆ timeline for achieving the improvement plan outcomes
 - ◆ ways to measure progress toward the improvement plan outcomes
 - ◆ staff development plans which address the improvement plan outcomes related to student exit outcomes
 - ◆ resources (time and money) needed, as well as those anticipated, for school improvement plan implementation and staff development
- Each school will solicit faculty, community, and school site council endorsement of the draft school improvement plan.

Implementing the School Improvement Plan

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

Evaluating Progress

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

Reporting Progress

- Each school will submit an annual report to the State Board and its local board of education. The annual report will contain annually updated information regarding the required State indicator data.
- Each school will make public disclosure at least once a year to the local school board, parents, and the community on the progress of the accreditation process. The information contained in these reports should be made available in the primary languages of the community. The public should be given access to all accreditation reports at the local and State level upon request.

Monitoring Progress

- Each school will continually monitor its improvement process and progress toward achieving improvement plan outcomes.
- Each school will host State on-site visits of its improvement process at least twice during the four-year cycle in order to be accredited under the Quality Performance Accreditation process. The State on-site accreditation team will validate progress toward achieving State and any local outcomes and may recommend further review of data prior to development of the school's improvement plan and/or technical assistance.
- Each school will host the first on-site visit by the State Quality Performance Accreditation Team sometime prior to the end of the second year of its participation in the process, but prior to finalization of the school improvement plan. The purpose of this visit is to facilitate the school's self-review or progress report to be used by the school during the next stages.
- By no later than June 30 of the second year, the school improvement plan will be submitted to and reviewed by the Kansas State Board of Education staff.

- Each school will host the second on-site visit by the State Quality Performance Accreditation Team sometime during year four of the Quality Performance Accreditation cycle. The purpose of this visit will be to make a recommendation to the Kansas State Board of Education regarding the accreditation status of the school.
- At the end of the fourth year, each school will disclose to the public any accreditation deficiencies and how they will be corrected. The information contained in these reports shall be made available in the primary languages of the community. The public shall be given access to all accreditation reports at the local and State level upon request.

Strategic Directions for Kansas Education

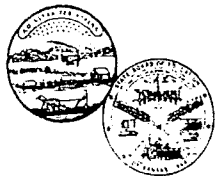
The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for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

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

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

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

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



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

Board Members

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Commissioner of Education

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