

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:30 ~~xxx~~ p.m. on WEDNESDAY, FEBRUARY 23, 1983 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 188 - School District Equalization Act, affecting district wealth and local effort of districts. (Kerr)

Proponents:

Mr. Paul Fleener, Kansas Farm Bureau
Mr. Dee Likes, Kansas Livestock Association

Opponents:

Mr. John Koepke, Assoc. Executive Director, Kansas Association of School Boards

SB 260 - An act concerning schools; relating to minimum competency assessment of basic skills of pupils thereof; extension of time. (Education)

Proponents:

Mr. Gabriel R. Faimon, Commissioner, State of Kansas Rehabilitation Services
Mr. Bill Foster, USD 501, Topeka

Opponents:

Mr. Robert E. Bliss, Curriculum Director, Spring Hill, USD 230

Following a call to order by Chairman Joseph C. Harder, Senator Warren moved and Senator Montgomery seconded a motion to approve minutes of the meeting of February 15 and the two meetings held on February 17. The motion carried.

SB 188 - The Chairman called upon Senator Kerr to address the Committee regarding SB 188, of which Senator Kerr is the sponsor. Senator Kerr explained that the bill proposes to include the value of industrial revenue bond property as part of the wealth of the school districts in the state. Senator Kerr stated that although he does not know how this would affect the school districts' state aid, he felt that some districts would benefit and some would not. Senator Kerr felt that page 2 of the bill should contain stricter language to make sure school districts would not suffer a double penalty.

The Chairman then called upon Mr. Paul Fleener of the Kansas Farm Bureau who testified affirmatively for SB 188 and felt that the bill represents a move toward fairness. Mr. Fleener stated that there is much paper wealth that has not been subject to tax in the past. He continued by saying that in accordance with the policy positions on school finance adopted by the Kansas Farm Bureau at its annual meeting in December, 1982, the Bureau supports Senator Kerr's bill and believes that industrial revenue bond property should be included in the school formula for state aid.

Mr. Dee Likes, representing the Kansas Livestock Association, made a brief statement supporting SB 188.

The Chairman announced that the hearing for proponents on SB 188 was concluded.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 254-E, Statehouse, at 1:30 ~~xxx~~ a.m./p.m. on WEDNESDAY, FEBRUARY 23, 1983

Mr. John Koepke, Kansas Association of School Boards, testified in opposition to SB 188. (Attachment 1) Mr. Koepke stated that he is speaking on behalf of Mr. Charles Johns of the Kansas-National Education Association as well as for the Kansas Association of School Boards. Mr. Koepke stated that although industrial revenue bonds are desirable industrial tools, their usage in figuring state aid would cause a significant shift in state aid distribution.

Following Mr. Koepke's presentation, the Chairman announced that the formal hearing on SB 188 was concluded.

The Chairman then recognized Senator Roy Ehrlich, who explained to the Committee that he had received a letter from Dr. Lee R. Tarrant, Assistant Superintendent and Business Manager of USD 407, Russell, and that Dr. Tarrant offered suggestions for a possible Committee bill whereby school boards would be allowed to close attendance centers based on attendance at the center for three consecutive years. (Attachment 2)

The Chairman acknowledged the request from Dr. Tarrant but stated that due to the late date for introducing bills, it might be better to incorporate these suggestions into another Committee bill.

The Chairman stated that he would add SB 188 to tomorrow's agenda for further consideration

SB 260 - The Chairman recognized Mr. Gabriel R. Faimon of the Kansas Rehabilitation Services, who spoke in favor of SB 260. (Attachment 3)

Mr. Robert E. Bliss, Curriculum Director of USD No. 230 at Spring Hill, testified against SB 260. (Attachment 4) Mr. Bliss acknowledged that competency testing is a necessary tool for measurement of knowledge but felt such testing should be adapted to the curriculum requirements of each particular school district. When Mr. Bliss inquired if the Chairman would like a copy of the research he had done relative to his testimony, the Chairman suggested that Mr. Bliss give the research booklet to the Committee secretary so that Committee members will have ready access to it. (Attachment 5)

The Chairman then announced that Committee members had been given copies of all the testimony from proponents and opponents of SB 48 which had been heard on Thursday, February 17 at 3:30 p.m. He stated that this testimony was attached to the minutes of February 17 and would be helpful to them when the Committee considers action on SB 48.

The Chairman adjourned the meeting at 2:30 p.m.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: February 23, 1983

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
9 Rick Bombardieri	Concordia Kansas	Close Up
Liz Church	Burlington, KS	Close Up
Mark Petterson	Burlington	Close up
Dina Levinger	Box 2 Burlington, KS	Close Up
Mel Peterson	545 W 18 th Concordia, Kansas (913) 243-4676	Close Up
Rayna Todd	Burlington	Close up
Steve W. Aird	Council Grove	" "
Bill Merlis	Nichols	USM - 259
John S. Shaw	LaCrosse	USD - 395
Jim Edwards	Topeka	KACT
Kate Farniss	Topeka	SRS/Rehab Svcs
Robert E. Bliss	Spring Hill	USD #230
Jim Bausher	El Dorado	El Dorado-NEA ^{our} sponsor
Harold Pitts	Topeka	
Jennifer Baker	El Dorado	Close Up
Beth Hanna	El Dorado	Close Up
Keamie Bland	El Dorado	Close Up
Julie Zander	El Dorado	Close Up
Kippie Spiegel	El Dorado	Close - Up
Charles W. Johns	Topeka	KNEA
Bon Stucky	McPherson	USD 418
Steve Latter	"	"
Gary Ely	Suma	USD 448
Vi Neufeldt	"	USD 448

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: February 23, 1983

GUEST LIST

<u>NAME</u>	<u>INMAN ADDRESS</u>	<u>School Admin. ORGANIZATION</u>
R. CARL Combs		
Paul E. Fleener	Manhattan	Kansas Farm Bureau
Charles Bruner	Uniontown	
JULIE CRUBBS	WAKI	CLOSE-UP KANSAS
Ed Cramer	Lubin	Close-up KS.
Bill Oswald	Wichita South H.S.	close-up Kansas
Susan Binner	Wichita, KS ^{St. John} High	" "
René Robertson	Wichita South ^{H.S.}	" "
Renée Bowles	Wichita South ^{H.S.}	" "
Jessica Seger	Wichita South ^{High} School	" "
Donald E. Martin II	Metro Blvd Wichita	" "
Gusty Hancock	Metro - Blvd Wichita	Close up Kansas
Hurricane Burkhalter	9210 W. 71 st Merriam	HWU-KS.
Marilyn Durocher	Wichita Metro Blvd	Close Up KS.
Gudy Zimmerman	Concordia USD333	Close Up KS
Doris Button	Wichita Kansas ^{Blvd}	Close up (KS)
Lois Chais	Wichita Metro	Close up KS
Wilfred Gester	TOPCKA	KSDE
Wayne Dean	Emporia	Close up
Terry Ayers	Olathe	Olathe Chamber of Comm
Chris Nicholas	Emporia	Close up
Lee McDevitt	Emporia	Close up
K O'Fallon	McPherson	teacher
Jim Struck	McPherson	teacher
M.A. Schmitt	Inman	KNEA
Gordon L. Unruh	Inman	teacher



Testimony on S.B. 188
before the
Senate Education Committee
by

John W. Koepke, Associate Executive Director
Kansas Association of School Boards

Mr. Chairman and members of the Committee, we appreciate the opportunity to express the views of our 300 member district boards of education on S.B. 188. Our organization has long had a policy that items should not be included in the definition of district wealth of school districts to which the school district does not have access. This policy would certainly seem to apply to revenue bond property and industrial-use facilities.

We believe that the present statute which includes revenue bond property in district wealth only to the extent to which school districts receive "in lieu of" payments for that property is the proper way of handling revenue bond property in the school finance formula. As you know, school boards have no authority over the issuance of industrial revenue bonds by either cities or counties. Therefore, we believe it is unfair to penalize those districts where such bonds are issued by inflating their district wealth, thereby penalizing their state aid.

Perhaps it is intended, but this measure might also have the effect of causing cities and counties to issue fewer such measures due to the effect it would have on local property taxes. Given the economic development climate today, such an inhibiting factor on attracting new industry would seem counter productive.

As always, we appreciate your consideration of our concerns and will be happy to answer any questions.

Unified School District No. 407

Central Administration Office

802 Main, Russell, Kansas 67665

Phone 913-483-2173

February 4, 1983

Senator Roy Ehrlich
138-N, State Capitol
Topeka, Kansas 66612

Dear Senator Ehrlich:

Enclosed is a draft of the bill which we discussed on the phone February 3, 1983. I feel this will help local school boards and administrators in determining if a school should be closed or remain open.

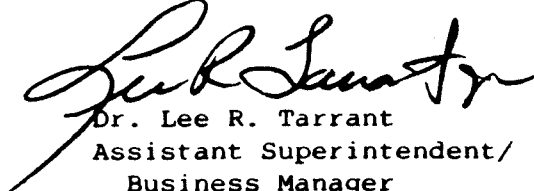
I have used the term secondary and elementary to provide some flexibility. For example: if a school should drop below the required 50 in either the secondary or the elementary section a school could reorganize their secondary school as a 7-12 or 9-12, and the elementary could be reorganized as a K-6 or K-8 whichever best fits local needs in maintaining a school. However, when a school can no longer make the numbers required, then it would be required to close or consolidate.

I believe that is important to everyone, parents, taxpayers, school administrators, teachers and local board members to have some guidelines and support for enforcing the guidelines from the state.

The section on exceptions should be used to approve schools that the State Board of Education believes should be allowed to operate with less than the required number of students. An example would be excessive mileage to another attendance center.

Thanking you in advance for your help and understanding.

Sincerely,


Dr. Lee R. Tarrant
Assistant Superintendent/
Business Manager

LRT/vr

Enc: 1

2/23
Attachment 2

**Draft - CLOSING OR CONSOLIDATING OF ATTENDANCE CENTERS
THAT FAIL TO MAINTAIN MINIMUM ENROLLMENT**

Secondary attendance centers that fail to maintain an enrollment of at least 50 full-time equivalent secondary students for three consecutive years will be closed or consolidated at the end of that third year of operating below the 50 full-time equivalent students.

Elementary attendance centers that fail to maintain an enrollment of at least 50 full-time equivalent students for three consecutive years will be closed or consolidated at the end of the third year of operating below the fifty full-time equivalent students.

Exceptions must be approved by the State Board of Education. Applications for exception must be made by October 15 of the year in which the attendance center would be required to close. Exceptions will be approved for 1 year only.

Enrollment reports, 1981-82 and 1982-83, will be used as the base data for this determination.



STATE OF KANSAS

JOHN CARLIN, GOVERNOR

STATE DEPARTMENT OF SOCIAL AND REHABILITATION SERVICES

REHABILITATION SERVICES

ROBERT C. HARDER, SECRETARY

2700 WEST 6TH STREET
TOPEKA, KANSAS 66606
(913) 296-3911
KANS-A-N 561-3911

STATEMENT REGARDING SENATE BILL NO. 260

Concerning schools; relating in minimum
competency assessment of basic
skills of pupils.

Slightly more than one year ago, the National Broadcasting Company aired a white paper on television, entitled "America Works When America Works." The impact of technological change, coupled with the inability of the workforce to retrain and adapt to that change, was quite evident.

In a report issued by the State Employment and Training Council in January, 1982, entitled "The Kansas Labor Market: Trends, Problems and Issues," the Institute of Economic and Business Research of the University of Kansas characterized the demographics of the Kansas Labor Market as growing very slowly, competing for new jobs in a limited number of areas and growing older. The report also stated that the demographics indicated a qualitative future impact on the Labor Market, particularly related to responsiveness and adaptability to technological change. The report cited trends of increasing percentage of Kansas' income coming from trade, manufacturing and service sectors, while decreasing from the agricultural sector. At the same time, however, agriculture has become highly technical, particularly when one considers the sophistication of the equipment and procedures in any agricultural operation.

All of these factors point to the need for a continuing assessment of the minimum competency of the basic skills of pupils throughout the Kansas educational system. The detractors to this argument tend to lead one to believe that increasing technology sets aside the need for basic skills in reading, mathematics, science, etc. They fail to recognize that even with computers and other elements of high technology, Kansans will still need to understand math concepts and read and follow instructions to operate and apply computers to the problems of the future.

For the past nine years, through different positions in State Government, I have been cognizant of the suffering and frustration individuals associate with a sense of failure because they cannot successfully participate in the Kansas Labor Market. The strength of the work ethic in Kansas is recognized nationally, but that does not give cause to ignore detection of deficiencies in basic skills needed to survive in today's and tomorrow's society. The failure of students to achieve

minimum competency in the Kansas educational system, or in any educational system, clearly tends to move younger workers into the category of economically disadvantaged adults. This shift produces an impact on the demands for transfer payments from government, whether those demands are at the National, State or local level. Even under the very tight fiscal constraints that Kansas is facing today, I view minimum competency assessment of the basic skills of pupils as an investment in the qualitative aspect of education. More is at stake than just the budget for education. The future of Kansas and the viability of its Labor Market are at stake.

Therefore, I urge favorable consideration of Senate Bill No. 260. I am particularly pleased with the phraseology urging evaluation of the effectiveness of this statewide program to insure its success for the future.

Gabriel R. Faimon, Commissioner
Rehabilitation Services

February 23, 1983

2700 West 6th Street
Biddle Building, Second Floor
Topeka, Kansas 66606

(913) 296-3911

SPRING HILL USD NO. 230

JOHNSON AND MIAMI COUNTIES

BOX 346

SPRING HILL, KANSAS 66083

913-686-3321

K.C. Area 913-764-0101

Superintendent of Schools

Don Gillihan

Business Manager

J. L. March

Clerk

Rosemary Turner

Treasurer

Myrna Morrison

Board of Education

Robert Sowers

President

Robert Kaps

Vice-President

Mrs. Shirley Anderson

Member

Mark Corder

Member

Mrs. Margarete Howell

Member

Mrs. Doris Krout

Member

Leonard Rogers

Member

Senate Education Committee Testimony

In Opposition to SB 260

February 23, 1983

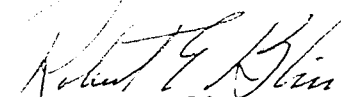
By resolution, the Board of Education of Spring Hill Unified School District No. 230 has stated its opposition to the continuance of the State developed competency testing. This position is taken in light of research done within our local school district, which clearly shows the following:

1. Date reported is not reliable
2. Testing instruments are of questionable merit
3. Test results are not significant to curriculum development
4. More reliable data is obtained through standardized testing, which is of greater use in diagnosing student and program needs, and is regularly employed by this and other districts
5. There is little or no correlation shown between Kansas Minimum Competency Test results and other known data regarding student achievement (SRA Data)
6. There are no predictive correlations between grade levels tested

It is our position that criterion referenced, competency testing is valid, but only if those objectives tested match those objectives taught, both in content and time sequence, and this is not possible with a state developed test, unless it is tied to a mandated curriculum, under state control. It is my position, supported by other educators' opinion, such would not be in the best interest of education in the State of Kansas.

I wish also to point out that our district, in order to administer and determine appropriate use of the competency tests, spent approximately \$3,000 for one year of testing. I would estimate the total cost to Kansas taxpayers to be in excess of \$1,500,000 each year, with little or no benefit resulting.

Respectfully submitted,



Robert E. Bliss

Curriculum Director

Unified School District No. 230

REB/rt

2/23

Attachment 4

REPORT ON THE
KANSAS MINIMUM COMPETENCY ASSESSMENT
AS IT RELATES TO
UNIFIED SCHOOL DISTRICT NO. 230
SPRING HILL, KANSAS

PREPARED BY
ROBERT E. BLISS

2/23
Attachment 5

THE BOARD OF EDUCATION

Robert Sowers, President

Mark Corder

Robert Kaps, Vice President

Margaret Howell

Shirley Andersen

Doris Krout

Leonard Rogers

Don A. Gillihan

Superintendent of Schools

J. L. March

Business Manager

Robert E. Bliss

Curriculum Director

INTRODUCTION

At the direction of the superintendent of schools, the curriculum director has undertaken a study of the results of the Kansas Minimum Competency Tests administered during the spring of 1982 to students of U.S.D. 230 in grades two, four, six, eight, and eleven. This study was directed toward two primary objectives: A. to determine if the scores on the minimum competency tests are consistent with the abilities of the student population, and B. to determine if district curriculum objectives are consistent with objectives tested by the state or if revisions in district objectives are to be considered.

The scientific validity of this study cannot be verified, as much data which would be necessary to validate it in accordance with accepted research standards is not available. Certain assumptions have been made, which may or may not be valid, but were necessary to make any comparisons or to draw any conclusions. Some specific needs are evident from this very fact, and recommendations are made regarding this.

OBJECTIVE A

(ARE SCORES CONSISTENT WITH STUDENT ABILITIES:)

In order to judge if the competency scores were reflective of student population abilities, it was determined that the results of the competency tests should be compared with other test data available. Since the school district has annually administered the SRA Achievement Series to students for the past ten years or more, it was decided that this data should be used to give an overview of student abilities and achievement.

Although the SRA Assessment is an achievement test, and not a real test of abilities, it is the only uniform measure of U.S.D. 230 population available at present. It seems reasonable to assume that longitudinal measurements of student performance may be an approximate measure of the abilities of the group.

It appears the SRA Achievement Series has been given to all district students in grades K through eight, and in grade ten for the past three years; in grades two through eight and in grade ten for the two years prior to that; and in grades four through eight and in grade ten for two additional prior years; and in the selected grades of four, six, eight and ten prior to that time. The achievement scales from such longitudinal data should provide a reasonably accurate profile of the general abilities of the student population against which to compare competency test scores.

Graphs depicting the educational development of our student body are located in the appendix. Graph A shows the growth scale development

in reading for the eleventh grade class of 1982, while Graph B shows their development in mathematics. Graphs C and D provide this same data for the eighth grade class of 1982. Additional graphs depict growth scales for grades two, four and six.

While short-term data is not as reliable as a measure of student achievement, additional graphs for other grade levels are also presented, together with TABLE F, showing percentile rankings for grades two, four, six, eight, and ten from the 1977-78 school year to the 1981-82 school year.

The data from the SRA tests is norm referenced, which provides a comparative picture of our students as they relate to others on a national scale. It also provides us with a measure of our district's achievement in meeting broad educational goals, but that will be covered in the next section of this report.

Inasmuch as the shorter the time span over which data is collected, the less predictable the accuracy is apt to be, two sets of longitudinal scores are of primary interest for the purpose of this study, those of the eleventh grade class of 1982 and the eighth grade class of 1982. For these classes we have SRA data beginning in 1975 and 1976, respectively. Thus, for the 1982 eighth and eleventh grade student populations, we have fairly complete and accurate data against which to make reasonable comparisons.

SRA scores are reported in several ways to provide teachers, counselors, and curriculum leaders with several points of view. Two scores of the greatest importance to us for this study are the national percentile scores and the growth scale. Both of these scores are

comparative scores with national reference groups. They are intended to be used to compare either one student, or a group of students, with a national norm. It must be pointed out that the Kansas Minimum Competency Tests were never intended to provide comparative data; to use these scores in such a manner is to misuse them. In fact, test materials developed by the Kansas State Department of Education specifically warn against this by saying:

The Kansas minimum competency test results should not be used to make comparisons of school districts within the state regarding the overall quality of district's education programs. The test scores reflect only student performance on selected minimum competencies in reading and mathematics. To evaluate educational programs in a total sense, additional information related to a number of variables characteristic of the local districts is required. These factors may include professional preparation of school staff, attitudes of students toward school and learning, scope of course offerings, and commitment of the community to education.¹

The Kansas Minimum Competency Tests are criterion referenced tests designed to reflect either pass or fail on the part of individual students. Each objective tested requires either two or three correct responses out of the three test items devoted to each objective. However, passing of the test does not require a passing of a specified number of objectives, but a specified number of total correct responses. Because of this, it is possible for a student who passes each of the fifteen or twenty objectives per subject and grade to still fail that test, while a student who passes as few as thirteen or fourteen of the objectives could pass. This is true for all grade level tests.

¹Kansas State Dept. of Education, Kansas Minimum Competency Assessment Report, School Year 1981/82, p. 5.

For example, on the eleventh grade mathematics competency test there are twenty objectives, each of which has three test items for a total of sixty test items. To pass, a student must answer correctly forty-one items. Two of the three items for each objective are required to pass each of them.

Student A: Answers correctly two items each for each of the twenty objectives, resulting in a total score of 40 = failure.

Student B: Answers correctly three items each for each of thirteen objectives and two items correctly for one objective, resulting in a score of 41 = pass.

On the basis of the raw score, which shows only how many test items were correctly answered, it is, therefore, not possible to determine how many objectives a student has mastered. Thus, raw test scores invalidate the test as a measure of student competency.

Despite the obvious invalidity to the reported results of the Kansas Minimum Competency Tests, a comparison with SRA scores was made to determine if our student body performed in a manner consistent with their abilities, as reflected in SRA scores. While no data is available for this study to determine the percentile ranking of all students in the State of Kansas, so that direct correlations could be made, the researcher has assumed Kansas students to be representative of the national norm, and has thus assigned the 50th percentile rating to each state average score reported. Using a scale of either 45 or 60, depending upon the number of items in each test, and a normal bell curve, approximate percentile ranks were assigned to total average scores for each local test. The results are shown in TABLE A.

These assigned local percentile rankings from the Kansas Minimum Competency Tests are then visually compared with national percentile ranks reported on SRA tests. The SRA scores for the eleventh grade, however, are scores attained in their tenth grade year. These percentile score comparisons are presented in TABLE B.

Using the deviation spread represented by the SRA percentile bands, various forms of tests in any given subject may reflect as much as ten percentile points of deviation. Although these are intended to represent differences between different forms of the same tests, it was decided for this project to assume the same band spread could represent the results of the Kansas Minimum Competency Tests, as well. Based upon this assumption, the assigned percentile ranks of the state test results fall within the bands (+5 or -5) and provide a reasonable rank comparison between performance on national tests and student performance on the state tests.

Following this reasoning, TABLE C reports if students in each grade, and on each test are performing in accordance with their abilities, or if their scores are significantly better or poorer than what might be expected of them. The results show a failure to meet expectation in half the tests given, and to meet reasonable expectations in half.

Unfortunately, none of this data has any significance, due to the falacy in scoring, as mentioned on page 5. The reported scores tell us nothing of value about our student population or about our school district. The only possible value in the test would be in the individual counseling of students, wherein their specific weaknesses, as reported on their individual scores, could be pointed out to them.

As previously mentioned, a student could possibly pass each objective, yet fail the test, while another student could fail as many as six objectives and still pass the test. TABLE D graphically shows that this scoring falacy has distorted the information reported. One will quickly see that the percentage of students passing each test item bears no relationship to percentage of students reported as having passed the test.

OBJECTIVE B

(ARE DISTRICT OBJECTIVES CONSISTENT
WITH STATE OBJECTIVES TESTED?)

There is a natural tendency to believe state selected subject objectives, whether on tests or in state published curriculum guides, are representative of the only appropriate, or at least the best objectives for any given subject or grade level. While state selected objectives are valid, and do represent a system of high merit, they are not the only set of objectives which may properly be adopted. If it were so that state adopted objectives were the only objectives acceptable, there would be no flexibility for local boards of education to establish a curriculum or program designed to meet the needs of their students. Such a condition would also almost totally stifle creative or innovative program development.

Since there remains a measure of local control of education, state mandated curriculum or curricular objectives do not exist, and each school district is free to adopt its own educational plan. This is addressed in the Kansas Competency Test materials in several statements:

The minimum competency objectives were not intended to imply a direct relationship with any given local school district's objectives.²

Local educational agencies should exercise care in using the Kansas minimum competency tests results to evaluate their reading and mathematics programs. Using the test results as

²Kansas State Dept. of Education, Kansas Minimum Competency Assessment Report, School Year 1981/82, p. 5.

one indicator of program effectiveness is appropriate only to the extent that the objectives tested are relevant to the objectives of the local district program. Once an objective "match" is established, Kansas minimum competency test results may provide additional information to be used in curriculum planning.³

As is further pointed out in the state test manual, the objectives selected are only representative of those taught, not comprehensive. There are many more objectives in the teaching of either reading or mathematics at each grade level, and these objectives are not sequenced the same in every school district.

While there is a high degree of correlation between the objectives adopted in U.S.D. 230 with those tested on the state tests, as shown in TABLE E, there are significant differences which need to be taken into account in evaluating test scores:

1. A large number of objectives tested have been taught in U.S.D. 230 in earlier grade levels, and may not always have been reviewed in the year a particular test is administered.
2. A significant set of objectives may be presented in the same school year as they are tested by the state test, but not by the date the test was administered.
3. There are a few objectives tested which will not have been introduced until a later grade level based upon our professional assessment of student abilities, needs, and developmental considerations.

It must also be realized that test items of identical objectives are different, not only between local teachers and state test designers, but among local teachers as well. Younger students, particularly, may not respond as well to test items prepared in a different style than that

³Ibid, page 6.

to which they have become accustomed. This, it is believed, was particularly true on a number of second and fourth grade items, as teacher comments were that the objectives had never been tested in the methods used on the Minimum Competency Test. Other upper grade teachers were also critical of certain test items as being too narrowly specific to adequately test the comprehension of a broad objective.

As previously stated, there is a relatively high correlation between state and local objectives, with an average match of 88.8 percent. Where objectives matched, our students passed an average of 84.7 percent of those objectives. In those areas where our objectives do not match those tested by the state, an average of 84.1 percent of our students passed them. From this we may draw one of two conclusions: (a) although not specifically stated, these non-matched objectives are included in our curriculum, or (b) random student responses have falsified all data.

It must be re-stated here that SRA scores and norming procedures do take into account factors not considered by those constructing the minimum competency tests, such as random response or direct attempts to falsify test results. When tests are given, these factors always operate, especially when there is no individual motivation for accurate and complete response, such as grade promotion or graduation. In short, a test must be significant to the person being tested if it is to be an accurate measure of ability or achievement.

CONCLUSIONS

- A. The Kansas Minimum Competency Assessment is not a validated set of test instruments.
- B. Data reported by the Kansas Minimum Competency Assessment Program is not reliable, and has no significant information to assist in the evaluation of the educational program of any school district in the state.
- C. ~~The~~ SRA Achievement Series provides far more reliable data than the Kansas Minimum Competency Assessment Program, and provides a higher degree of useful information for curriculum planning, program evaluation, and individual student diagnosis.

RECOMMENDATIONS

- A. The board of education report to the State Department of Education its conclusions regarding the validity of the Kansas Minimum Competency Program, and recommend the discontinuance of this program, as a state-wide testing activity.
- B. The board of education evaluate and study the possibility of a locally developed competency based educational program, with criterion referenced testing tied to grade promotion and graduation.
- C. The board of education direct the testing committee to develop a comprehensive and uniform testing program for the school district, and that a central storage of data files be maintained. Reports on such testing should periodically be given to the board, and data collected should be used as a basis for curriculum evaluation and development, and for the direction of the establishment of staff development activities.
- D. Since the competency test scores will likely be misused by the public and press, so long as they are to be collected and published, I believe we need to direct district-wide attention to the testing. This need not cause us to alter our own objectives, though it may mean review of some, additionally to that which is

ordinarily done by our teachers, and possible time sequencing alteration within grade levels. Prior to the administration of the competency tests, I recommend teachers make certain each objective is taught (if it is included in our curricular objectives for that grade level) or reviewed (if it is included in our curricular objectives at an earlier grade level). Where an objective tested is not included in our district guide until a later grade level, no change should be made, as this could improperly sequence what we believe to be of greatest importance, and appropriate to the development of most children of the age in question.

APPENDIX

TABLE A
STATE/LOCAL PERCENTILE COMPARISONS

Grade & Subject	Average Total State Score	State Percentile	Average Total Local Score	Local Percentile
2 Reading	38.51	50	36.99	43
2 Math	39.37	50	35.85	37
4 Reading	46.84	50	47.18	53
4 Math	48.55	50	48.80	52
6 Reading	48.65	50	49.93	53
6 Math	46.34	50	43.93	41
8 Reading	50.15	50	52.06	56
8 Math	43.65	50	46.75	58
11 Reading	51.15	50	52.05	54
11 Math	43.91	50	47.42	59

TABLE B
STATE/NATIONAL PERCENTILE RANKS

Grade & Subject	KS Min. Comp. Assgnd. Percentiles	SRA National Percentiles
2 Reading	43	50
2 Math	37	37
4 Reading	53	59
4 Math	52	52
6 Reading	53	58
6 Math	41	53
8 Reading	56	64
8 Math	58	68
11 Reading	54	50
11 Math	59	56

TABLE C
EXPECTATIONS ACHIEVEMENTS

Grade & Subject	Meet Ex-pectations	Fail to Meet Expectations	Exceed Expect.
2 Reading		X	
2 Math	X		
4 Reading		X	
4 Math	X		
6 Reading	X		
6 Math		X	
8 Reading		X	
8 Math		X	
11 Reading	X		
11 Math	X		

TABLE D
CORRECT RESPONSES COMPARED TO PASSING

Grade & Subject	Percent Passing	Average % Correct per Item
2 Reading	71.4	82.2
2 Math	69.2	79.7
4 Reading	64.6	78.6
4 Math	78.8	81.3
6 Reading	80.0	83.2
6 Math	50.5	73.2
8 Reading	97.6	86.8
8 Math	72.9	77.9
11 Reading	91.0	86.8
11 Math	81.0	79.0

TABLE E
STATE/LOCAL OBJECTIVE COREELATIONS

Grade & Subject	Percent Matched Objectives
2 Reading	86.6
2 Math	86.6
4 Reading	100.0
4 Math	100.0
6 Reading	60.0
6 Math	100.0
8 Reading	75.0
8 Math	95.0
11 Reading	85.0
11 Math	100.0

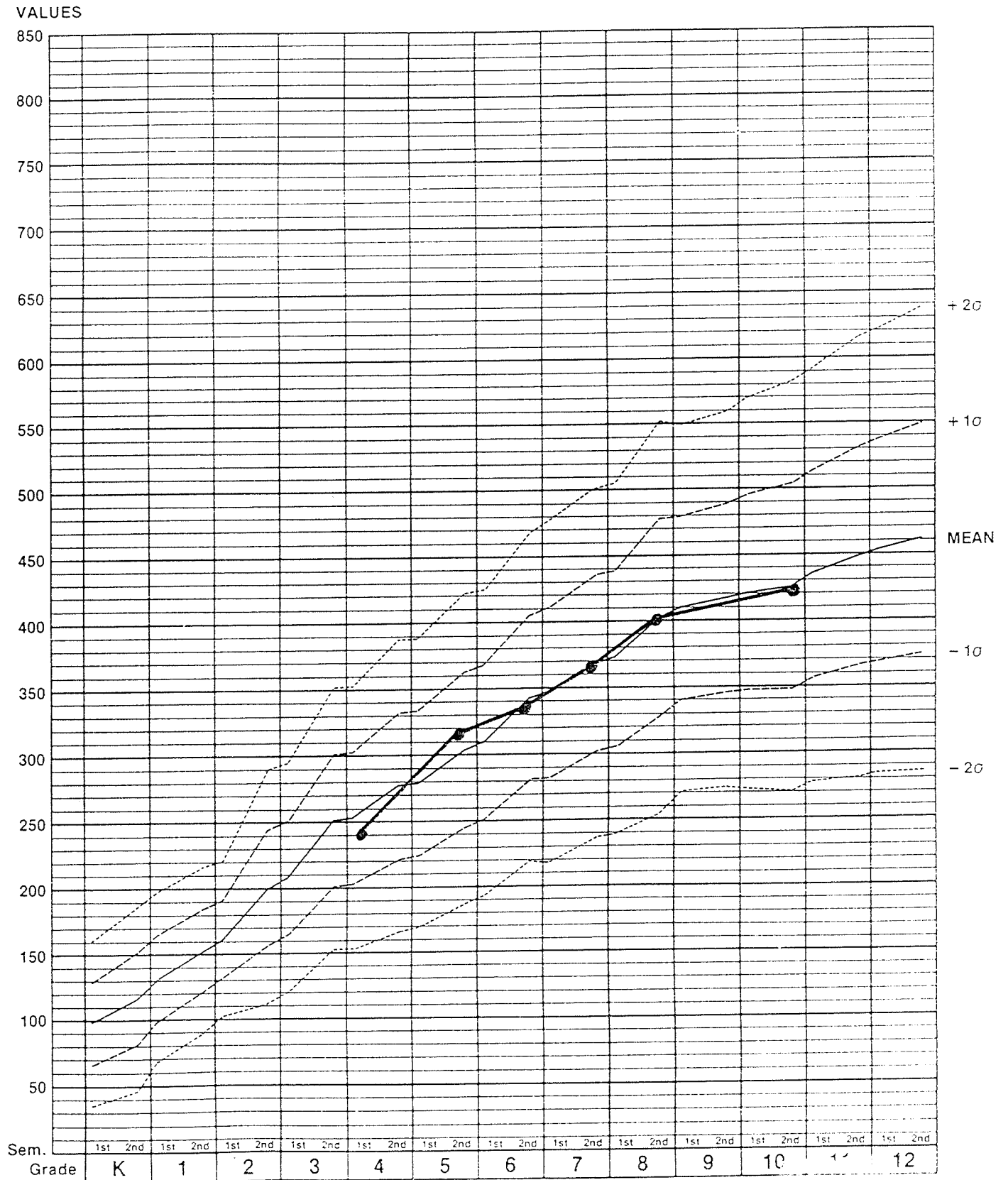
TABLE F

SRA PERCENTILE RANKING
By Grade

GRADE AND SUBJECT	1977-78	1978-79	1979-80	1980-81	1981-82
SECOND GRADE					
Composite	71	61	60	54	45
Reading	74	58	51	52	50
Mathematics	61	58	61	50	37
FOURTH GRADE					
Composite	59	61	65	67	63
Reading	64	58	64	65	59
Mathematice	52	52	63	55	52
SIXTH GRADE					
Composite	54	47	62	57	60
Reading	60	45	59	57	58
Mathematics	42	42	53	45	53
EIGHTH GRADE					
Composite	50	56	60	53	62
Reading	51	60	63	57	64
Mathematics	52	51	64	60	68
TENTH GRADE					
Composite	51	36	54	53	50
Reading	53	45	51	53	50
Mathematics	53	42	65	59	56

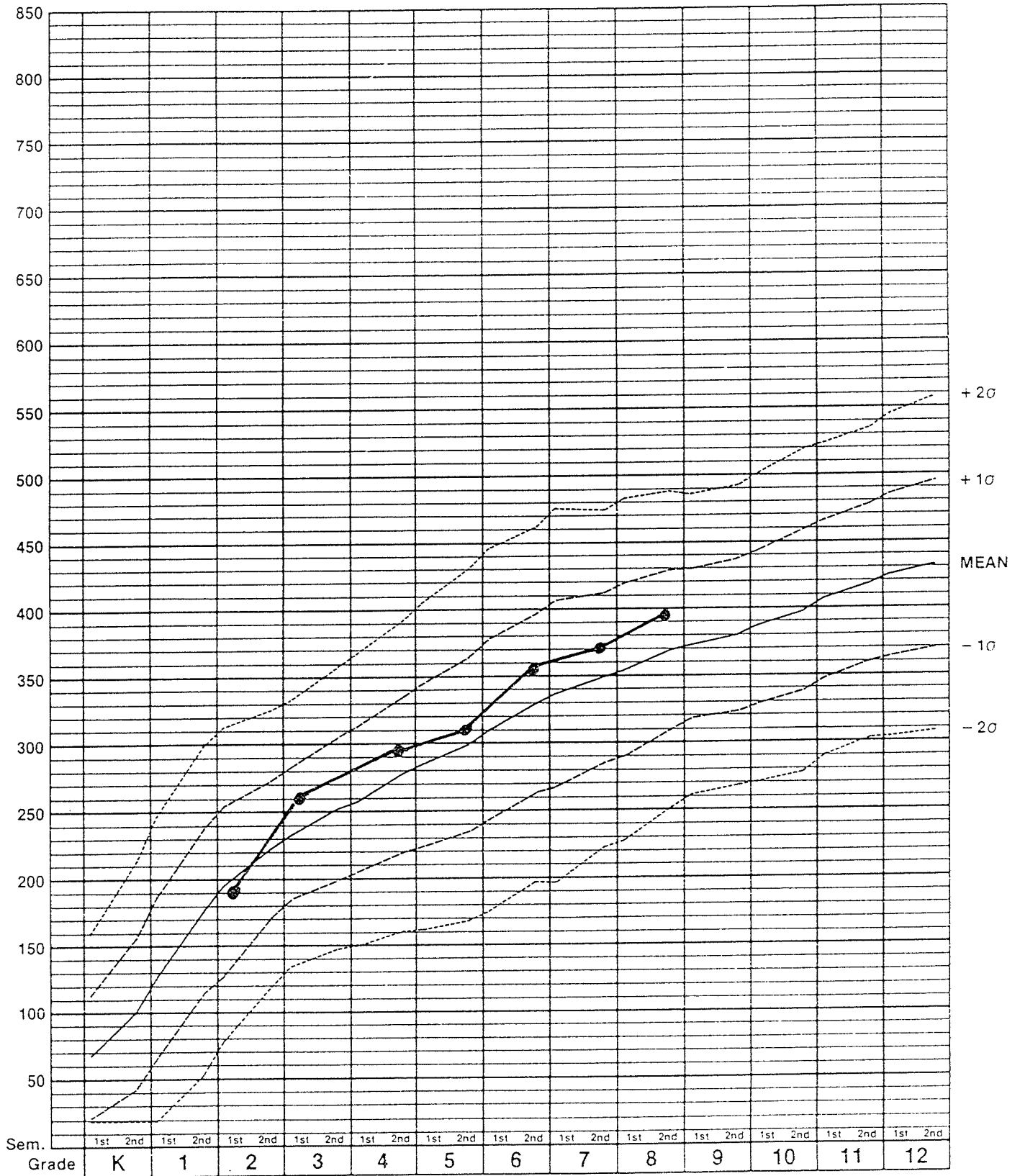
GROWTH SCALE ON THE ELEVENTH GRADE CLASS OF 1982

MATHEMATICS



READING

VALUES

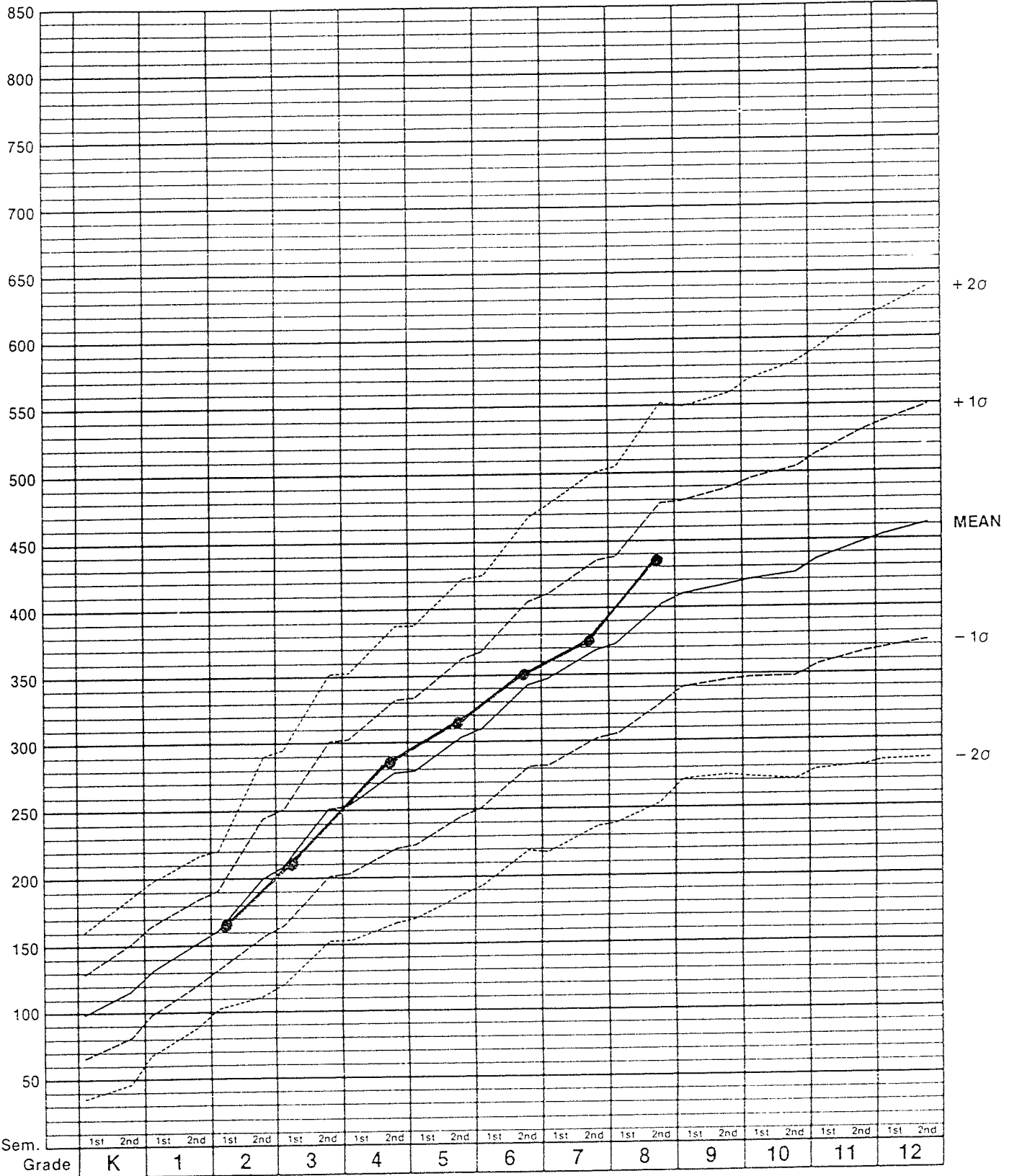


GRAPH D

GROWTH SCALE ON THE EIGHTH GRADE CLASS OF 1982

MATHEMATICS

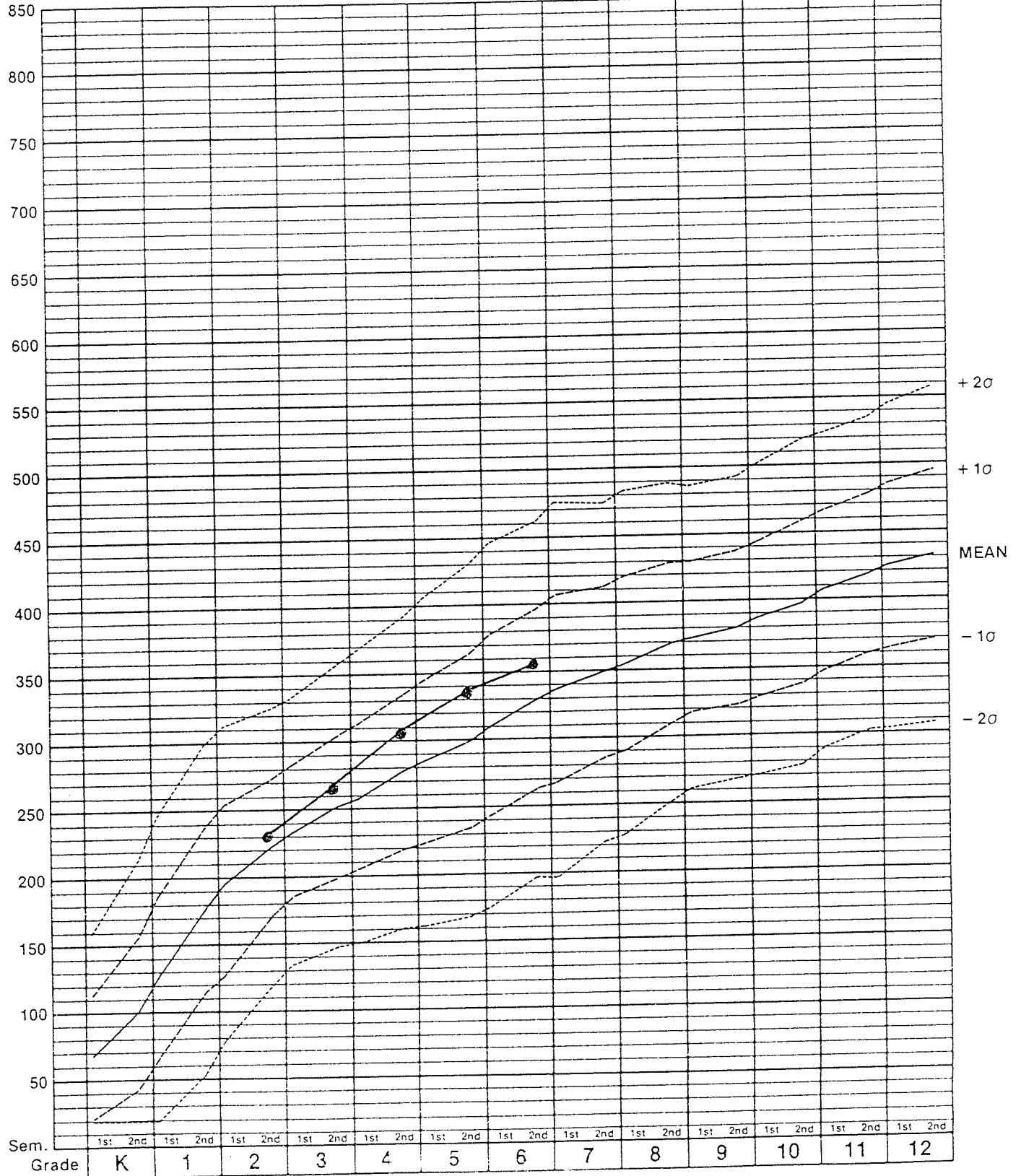
VALUES



GROWTH SCALE ON THE SIXTH GRADE CLASS OF 1982

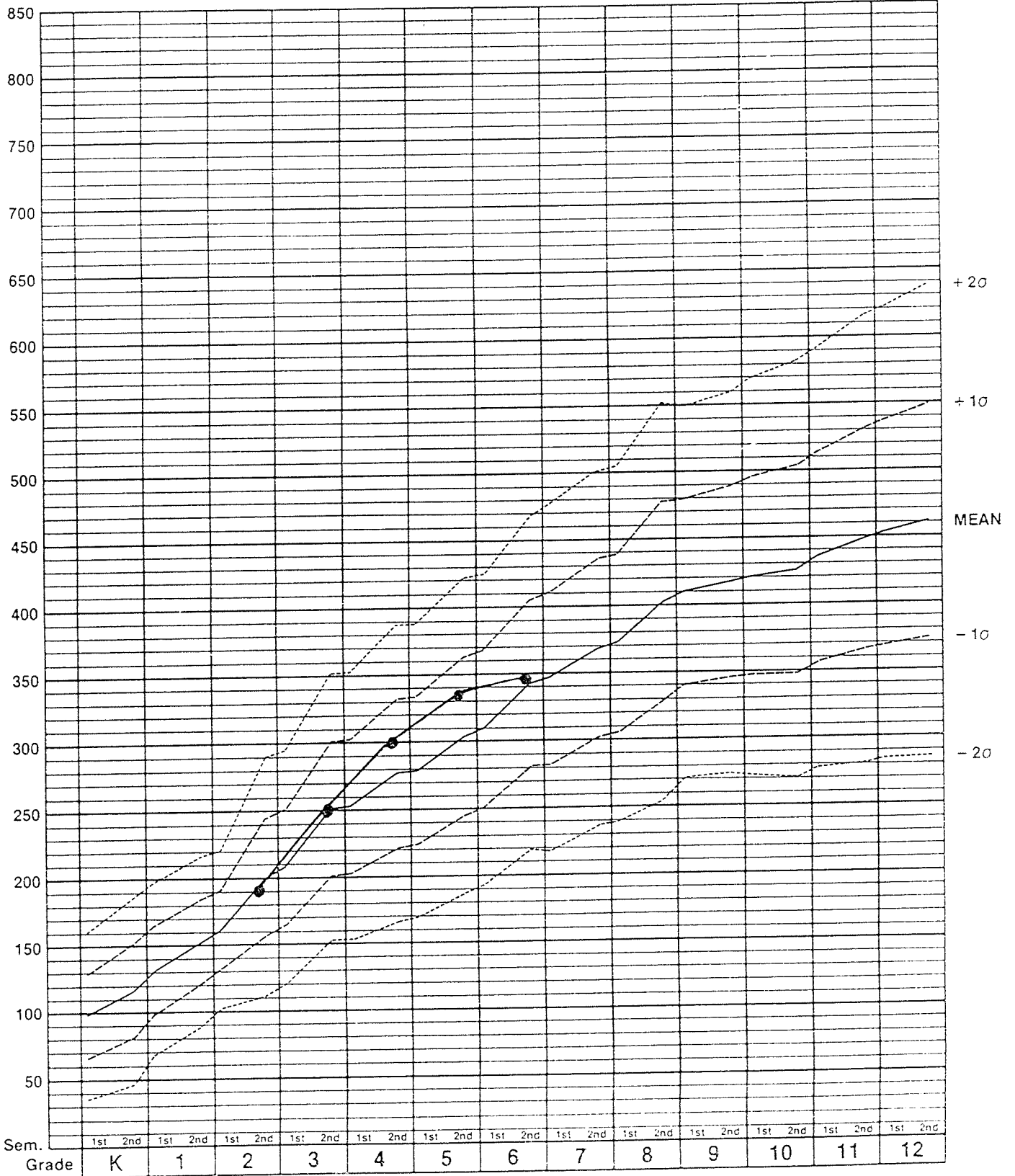
READING

VALUES



MATHEMATICS

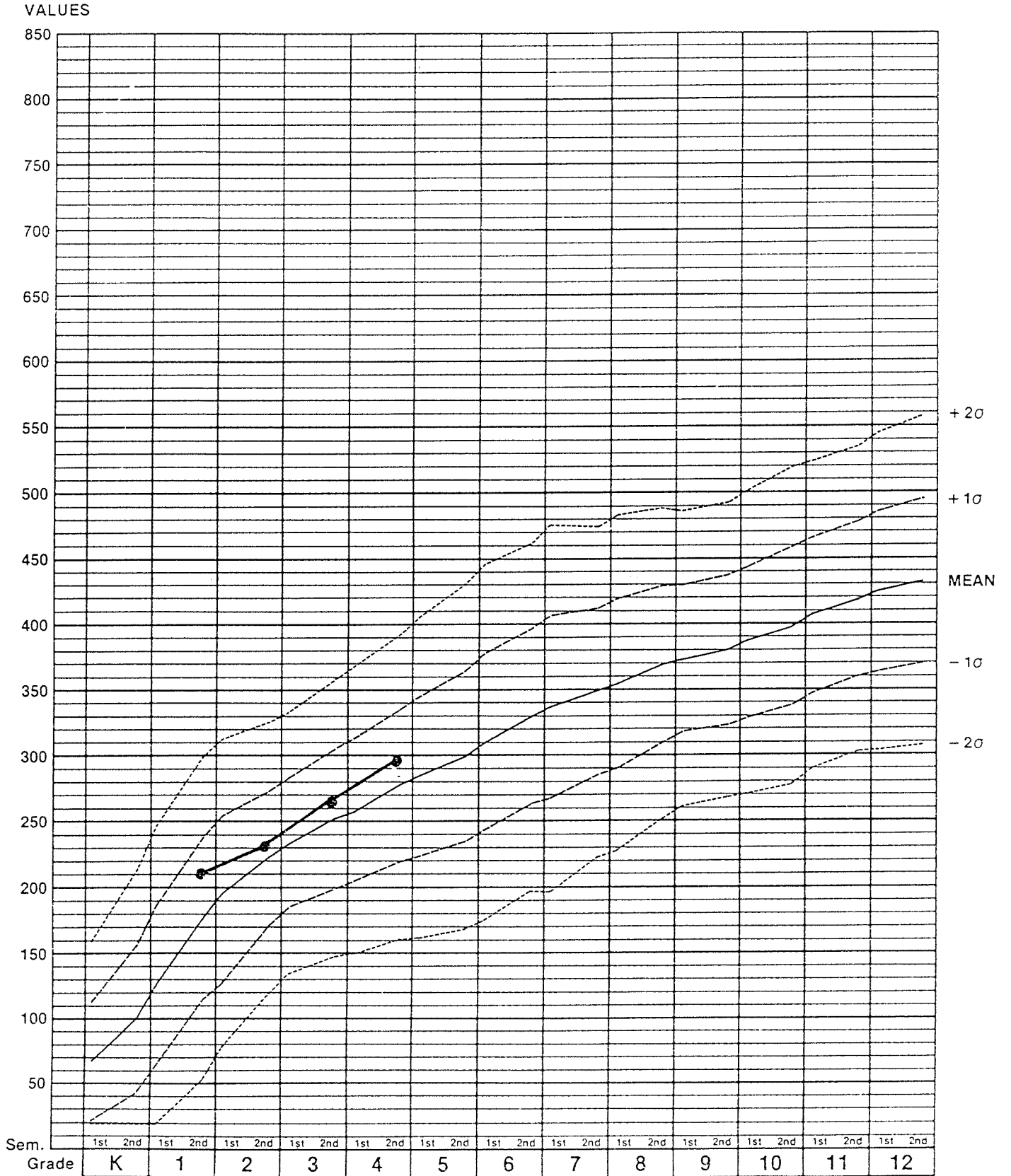
VALUES



GRAPH G

GROWTH SCALE ON THE FOURTH GRADE CLASS OF 1982

READING

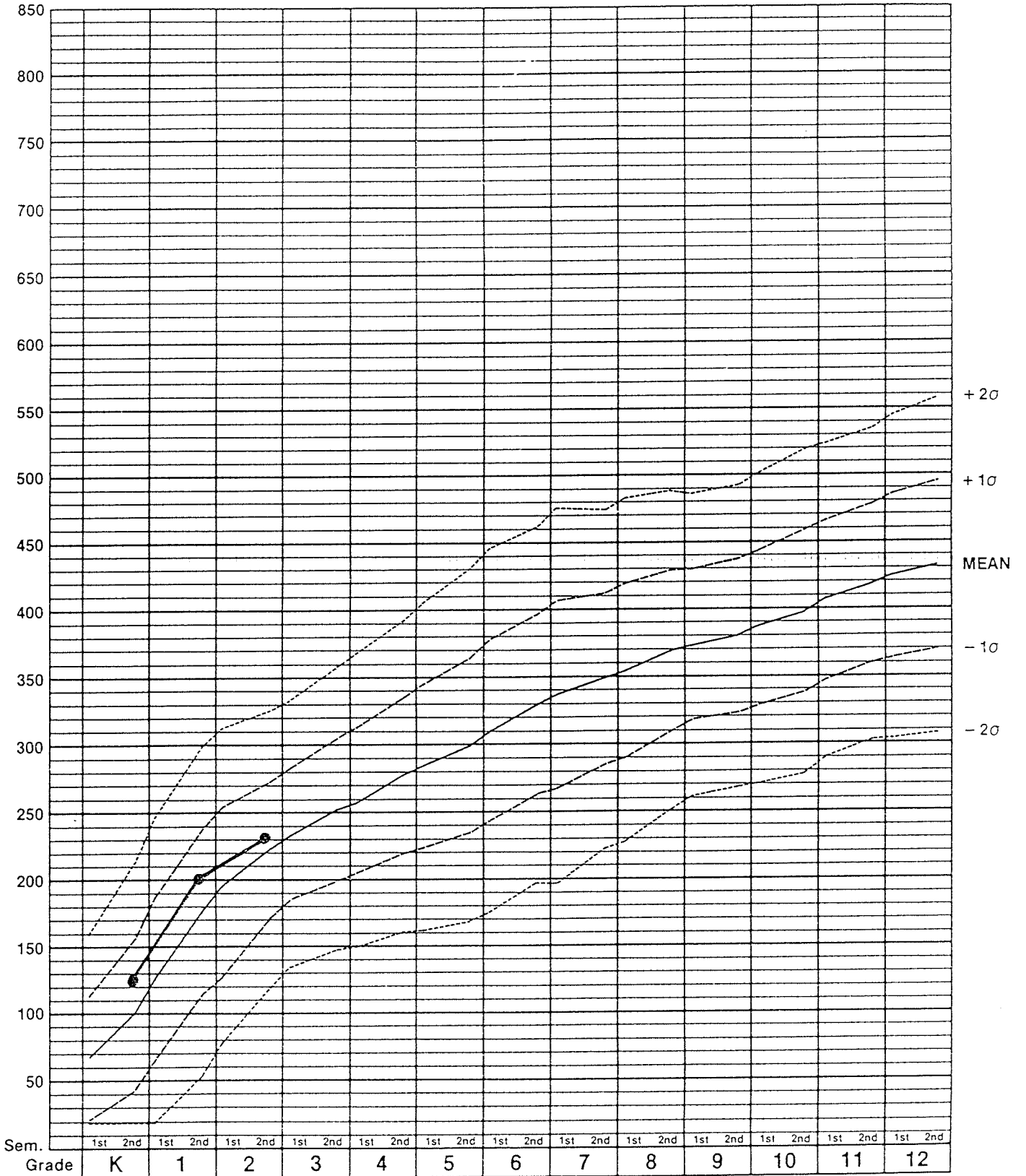


GRAPH I

GROWTH SCALE ON THE SECOND GRADE CLASS OF 1982

READING

VALUES



MATHEMATICS

VALUES

