

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~am~~/p.m. on WEDNESDAY, FEBRUARY 1, 1984 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

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

Conferees appearing before the committee:

SB 475 - School districts, adoption of extraordinary performance pay plans  
for professional employees; Re Proposal No. 17 (Spec. Committee  
on Education)

Opponents:

Mr. Craig Grant, Director of Political Action, Kansas-NEA  
Dr. Jerry Schreiner, Executive Director, United School Administrators  
Dr. Bill Curtis, Asst. Executive Director, Kansas Association of  
School Boards

Chairman Joseph C. Harder called the meeting to order and then recognized  
Mr. Craig Grant, K-NEA, the first conferee to speak in opposition to  
SB 475. Mr. Grant's testimony is found in Attachment 1.

Dr. Jerry Schreiner, speaking on behalf of United School Administrators,  
also testified in opposition to SB 475, and his testimony is found in  
Attachment 2.

Dr. Bill Curtis, on behalf of KASB, urged the Committee to report SB 475  
adversely, and his testimony is found in Attachment 3.

The Chairman announced that the hearing on SB 475 had concluded.

In response to the Chairman's request for approval of the minutes of  
January 26, Senator Montgomery moved, and Senator Warren seconded a  
motion to approve minutes of the meeting of January 26.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: 2/1/84

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Ellen Gansbous	Topeka	Ks. Action for Children
Beth Wilkin	"	Ham Assn Univ. Prof.
Joe Kison	" "	Intern - George Dean
Dennis Diney	Lawrence	Sen Kan
Merle Hice	Topeka	KACC
Hanan Green	Topeka	Sec. 40 Norma Daniels
Bob Tanning	Topeka	Semmar, USD 345
Bob Wood	Topeka	Gov. office
M. Burnell	Topeka	USD 307
Jinda J. Edwards	Manhattan	USD 383 - USA
M. P. McKENNEY	Topeka	UNITED SCHOOL ADMINISTRATORS
M. Haarev	"	Capital - Jovona

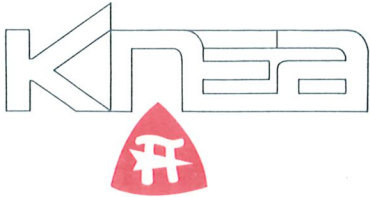
SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: 2/1/84

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Rosie Greenemeyer	7445 Terr. Wichita	Kansas PTA
Bill Sluts	Wichita	U.S.M. 257
Den Rogge	Parola	S. Q. E.
Byron C. Smith	524 N. Jennings, Anthony	U.S. 10-361
Richard Fink	Topeka	RASB
Rodney Van Lanst	Topeka	K-NEA
Craig Grant	Lawrence	K-NEA
Jerry Schreier	Topeka	USA
Paul E. Fleener	Manhattan	Kansas Farm Bureau
Earl Swan	Troy	NONE





Craig Grant Testimony Before  
Senate Education Committee  
January 31, 1984

Thank you, Mr. Chairman. Members of the committee, my name is Craig Grant and I am representing Kansas-NEA. I appreciate the chance to testify in opposition to SB 475, the merit pay bill. Much focus and attention have been given recently to the concept of merit pay. I believe that it is unfortunate that so much attention has been placed on such a small portion of the "Nation at Risk" report while other aspects are getting little attention.

Merit pay is not a new concept. The first plan was in Newton, Massachusetts in 1908. The use of merit pay reached its peak in the 1920's and diminished rapidly in the 30's and 40's. Interest revived in the 50's and 60's with a high of about 10% of the nation's schools using merit pay. However, by 1978, when the Educational Research Service surveyed the nation's schools, only 4% of the districts were using merit systems. On the other hand, 8%, or 239 school districts, reported that they had tried merit pay for teachers and had abandoned it. As an example, Dr. Middlebrooks described the collapse of a merit pay plan used in West Hartford, Connecticut in this manner:

"One major objection was that it could not be shown to have improved instruction. The same objection has been raised repeatedly to other merit plans. It just seems impossible to measure superior teaching."

The reasons for abandonment have centered around administration problems, morale problems, and lack of results. It is interesting to note that 17% of the districts gave "financial problems" as a reason for abandoning merit pay.

In spite of the experiences elsewhere, there is still pressure from many areas for merit pay plans. I believe that most of the concern centers around individuals or groups who do not want to pay higher salaries for poor teachers. The responses to these pressures have not been to improve standards, to provide career development, to evaluate in order to improve the performance of teachers or dismiss the poor ones who do not improve; the responses have been to propose merit pay schemes that will reward only a small percentage of staff based on some subjective evaluation instrument.

continued

Attachment 1

Kansas-NEA is in opposition to SB 475 for several reasons. An outline of the reasons are:

1. Before a merit system is instituted, all salaries must be increased. The Merit Pay Task Force Report of the U. S. House of Representatives recommended that first "school districts and states must raise the base pay of teachers." Without this, other steps will have limited impact. Kansas has many competent teachers in our classrooms who are grossly underpaid for the job that they presently perform.
2. Before a merit system is instituted, the evaluation system in place must be looked at very carefully. There is much criticism right now about the fact that our present evaluation system does not do a good job identifying poor teachers. It is not good policy to take that same system and attempt to identify exemplary teaching.
3. SB 475 does not allow any input from teachers into the development of the plan. The only input is a vote on a plan placed upon them by a Board of Education. We oppose any compensation system being outside the scope of negotiations.
4. Merit schemes, according to most studies, stimulates a competitive spirit (dissension, misunderstanding, suspicion, lowered morale) among teachers--a group which must have cooperation and a low pressure, high quality atmosphere to perform at top efficiency.
5. Career incentives need to be studied at length to develop a system to keep teachers in the classroom. These incentives can range from monetary rewards to extra time for preparing materials for the classroom. Kansas-NEA would encourage this type of study and would be willing to participate in such an in-depth look at the system.

Kansas-NEA urges the Senate Committee to unfavorably recommend SB 475. We believe that raising the level of education for our children and grandchildren is a complex task which will not be made any easier by this "quick fix" scheme. We would agree with Dr. David Lipsky and Dr. Samuel Bacharach when they conclude that "changing to merit pay is risky, costly, and may create more problems than are solved. While no compensation strategy is a panacea, the salary schedule is a better plan than merit pay."

Thank you, Mr. Chairman and members of the committee, for listening to the concerns of teachers.



# UNITED SCHOOL ADMINISTRATORS OF KANSAS

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**JERRY O. SCHREINER**  
EXECUTIVE DIRECTOR

**M.D. "MAC" MCKENNEY**  
ASSOCIATE EXECUTIVE DIRECTOR

TO: Senate Education Committee

FROM: Jerry O. Schreiner, Executive Director

DATE: January 31, 1984

SUBJECT: SB 475 - Extraordinary Performance Pay Plans

The United School Administrators of Kansas recommends and supports legislation that will assure the success of any merit pay proposal by first improving salaries for all educators by increasing the commitment of state funds through the existing school district equalization act.

USA recommends that the concept of merit pay involved in SB 475 be considered on a pilot basis. USA supports funding that will provide higher salaries for teachers as well as for all school personnel. USA does not support "earmarking" money within the purposes of the general fund budget. Again, we would suggest that all available sources of revenue be distributed through the school district equalization act so that all school personnel may be considered.

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Attachment 2





Testimony on S.B. 475

by

Bill Curtis, Assistant Executive Director  
Kansas Association of School Boards

January 31, 1984  
Senate Education Committee

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you today on S.B. 475. While recognizing the efforts of the Special Committee on Education, we feel S.B. 475 should not be considered favorably.

We oppose S.B. 475 for three basic reasons:

1. While the proposal specifically excludes the development, adoption, implementation, and effectuation of the plan from the PN law, it establishes a quasi-negotiations process. That process raises a number of questions.
2. The proposal would require consideration of additional appropriations by the state for funding this plan. It is our opinion that this appropriation would likely become a part of the total appropriation for education and thus make less money available under existing state aid formulas.
3. If appropriations did not increase each year in proportion to the increase in budgets, the burden of financing this plan would fall more and more on the local districts. If

the local district was not willing to pick up the  
difference then the alternative is to abandon the plan.

That would obviously defeat the intent of S.B. 475.

Thank you for your attention. We urge you to report S.B. 475 adversely.