

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~XXX~~
~~XXX~~ p.m. on WEDNESDAY, FEBRUARY 6, 1985 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 55 - Community colleges, capital outlay tax levy, increase limitation
(Education)

Proponents:

Ms. Connie Hubbell, State Board of Education, District 4, Topeka
Dr. Merle Hill, Executive Director, Kansas Association of Community
Colleges

SB 77 - An act concerning school districts, area vocational-technical
schools and school district interlocal cooperatives; procedures
relating to termination and nonrenewal of contracts of certain
administrators employed thereby (Education)

Proponents:

Ms. Linda Jane Edwards, Principal, Eugene Field Elementary School,
Manhattan, Kansas

Opponents:

Dr. Bill Curtis, Asst. Exec. Director, Kansas Association of School
Boards

After the Chairman called the meeting to order, Senator Warren moved that minutes of the meeting of February 5 and amended minutes of January 31 be approved. This was seconded by Senator Anderson, and the motion carried.

The Chairman then recognized Ms. Connie Hubbell of the State Board of Education who testified in support of SB 55. (Attachment 1)

Dr. Merle Hill of the Kansas Association of Community Colleges testified in support of SB 55 and stated that it was a recommendation that had been made by the State Board of Education. He explained that SB 55 is permissive legislation.

Following testimony by Dr. Hill, the Chairman announced that the hearing on SB 55 was concluded.

SB 77 - The Chair next called on Ms. Linda Jane Edwards, an elementary school principal in Manhattan, Kansas, who testified in support of SB 77 on behalf of United School Administrators and the Kansas Association of Elementary School Principals. Her testimony is found in Attachment 2.

The Chair recognized Dr. Bill Curtis, Kansas Association of School Boards Assistant Executive Director, who testified in opposition to SB 77. (Attachment 3) Dr. Curtis emphasized that KASB's opposition to the bill related to the contract nonrenewal portion of the bill. Dr. Curtis also called the Committee's attention to Page 2, line 0052, and said he felt the date of April 15 should be changed to April 10 so as to be consistent with the teacher notification date.

Following testimony by Dr. Curtis, the Chairman announced that the hearing on SB 77 had been 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 6, 1985

The Chairman called upon Mr. Onan Burnett of USD 501, who had requested permission to speak. Mr. Burnett apprised the Committee that Kansas was ranked fourth in the nation according to 1984 SAT scores by states and that USD 501 ranked in the 85 percentile in the 1984 Iowa Tests of Basic Skills based on national norms and in the 90 percentile rank when big-city norms were used. (Attachments 4 and 5)

Following Committee discussion on SB 55, the Chairman announced that the Committee would take no action on the bill today. The Chair also informed the Committee that due to the urgent nature of SB 124, the bill might be added to the Agenda for Thursday.

The Chairman adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Wednesday, Feb. 6, 1985

GUEST LIST

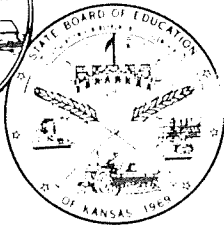
<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Bob Johnson	1906 E 29 th Topeka	United School Administrators
M. D. MCKENNEY	" " "	" " "
Jeanie Edwards	213 17 th & Lawrence St Manhattan	USA
Connie Huesel	2028 W. Delaware Ln.	St. Bd. of Ed.
Merle Hise	Topeka	KACC
Mary Ann Dixon	Topeka	Lg. of Women Voters
Bill Stokes	Wichita	USA 259
Merle Haas	RR#1 Wellsville Ks	FR. Co. Comm.
Earl Siph	RR#4 Ottawa	"
Richard Funk	Topeka	KAI0

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Wednesday, Feb. 6, 1985

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Jacquie Dakes	Topeka	KASB
Bill Curtis	Topeka	KASB
Mary Ann Bumgarner	" "	Sen. Burke-intern
Chris C. Burnett	Topeka	USD 501
Michelle Pearson	Topeka	Sanctuary Kelly Girl



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

February 6, 1985

TO: Senate Education Committee

FROM: Connie Hubbell, State Board of Education

SUBJECT: 1985 Senate Bill 55

Senate Bill 55 permits community colleges to increase their capital outlay levy from one (1) mill to two (2) mills for a period not to exceed five (5) years following the publication of a resolution for three (3) consecutive weeks provided that five (5) percent of the qualified electors do not submit a petition.

Current law authorizes one (1) mill for the (19) community colleges with two (2) special laws that grant two (2) community colleges to go up to two (2) mills.

Many of the community college campuses were built in the mid to late 1960's and the cost for maintenance and repair is beginning to create some problems for the boards of trustees.

The State Board recommends that the community colleges be given the right to increase their capital outlay up to two (2) mills provided the patrons of the district be given the right, through protest petition, to bring the issue to a vote.

ATTACHMENT 1 (2/6)



UNITED SCHOOL ADMINISTRATORS OF KANSAS

1906 EAST 29TH

TOPEKA, KANSAS 66605

913-267-1471

TO: Senate Education Committee
FROM: Linda J. Edwards, Principal
DATE: February 6, 1985
SUBJECT: SB 77 - Due Process for School Administrators

Mr. Chairman and Members of the Committee:

I am Janie Edwards, elementary principal in Manhattan, speaking on behalf of the United School Administrators and Kansas Association of Elementary School Principals. Administrative due process for school administrators other than superintendents is a controversial issue, but the controversy seems to be based on the fact that school boards do not wish to grant tenure. Tenure and the basic due process procedures outlined in SB 77 are not one in the same. Even if they were, the 1940 AAUP statement on Academic Freedom and Tenure states that tenured faculty may be terminated for just cause. It does not guarantee job security. Another fact disclosed by Theodore Walden, Associate Professor of the Graduate School of Social Work, at Rutgers University is that "Regarding the relationship between academic productivity and tenure, the findings reject the conventional wisdom that assumes lowered productivity following the conferral of tenure. On both qualitative and quantitative dimensions of productivity in all areas of professional functioning - teaching, research, professional activity and community service - increased productivity was

ATTACHMENT 2 (2/6)

associated with a positive attitude toward tenure."

Judicial tenure was established to serve the purpose of assuring that a judge cannot provide service if he/she is under constant threat of dismissal should his/her judgments offend some vested interests. Administrators face the same situation - that of pressures exerted by vested interest groups - namely those of powerful community leaders. You and I know that equal opportunities do not exist for all children. Decisions in budgeting right down to which kids make the starting athletic teams can be a matter of influence and ultimate persuasion. Due process rights provide the support administrators need to make difficult decisions based on what is right or who is most deserving.

Another issue often raised opposing due process is that school boards can offer multi-year contracts to administrators. With careful analysis of this option to due process, one can see that multi-year contracts often create "lame duck administrators" - those who finish out a year or two on contract after being nonrenewed.

So much for the arguments against due process. Let's focus on the positive aspects of which I believe there are three in particular.

1. Administrative due process would ensure improved evaluation procedures. Teacher evaluators can attest to the fact that evaluation procedures are based on specific skills, responsibilities, and job expectations. Dismissals or contract nonrenewals must clearly indicate substandard performance. Quality school administrators do not oppose improved evaluation procedures. After all, professional growth should be the purpose of

effective evaluations. It's difficult to understand why school boards would choose to avoid this accountability for administrative performance.

2. Due process for school administrators would lessen the pressure brought about by power groups within the community. If contracts were determined by appropriate evaluation procedures rather than concensus of opinion quality leadership would prevail in all Kansas schools and education offices.

3. Effective schools research conducted by John Goodlad, Ron Edmunds, Larry Lezotte, Brookhover, and others, determines that effective schools are the result of effective leadership. Good schools have good teachers but they MUST have good administrators.

Due Process speaks to GOOD administrators ONLY. It gives support to the administrator who does a quality job based on Kansas and federal regulations, district policies and procedures, and other performance expectations. In that sense due process can not be thought of as self-serving but rather serving the children of Kansas.

Kansas is one of only eight states that does not provide due process rights for school administrators. Among the several other states - Arkansas, South Carolina, Mississippi, Florida, Maine, Vermont, and Utah, one cannot find the states ranking highest in achievement scores. Due process for administrators is another stride toward improved education through accountability. United School Administrators along with other Kansas educators respectfully request that you support the very basic due process procedures for school administrators by reporting SB 77 favorably for passage.



TESTIMONY ON S.B. 77

by

Bill Curtis, Assistant Executive Director
Kansas Association of School Boards

February 6, 1985
Senate Education Committee

Mr. Chairman and members of the committee, we appreciate the opportunity to testify before you on a matter of the utmost importance to the governance of local public schools. Senate Bill 77 concerns the degree of job security to be given to the management personnel of school districts who are given the responsibility of carrying out the policy directions adopted by local boards of education. We know of no other enterprise, public or private, in which management personnel are given a property right to their job to the extent contemplated in S.B. 77.

The key issue in S.B. 77 is to require boards of education to provide the administrator written reasons in the event of nonrenewal. Administrators now have access to due process in the event of termination. The distinction between nonrenewal and termination is that nonrenewal involves simply not issuing a new contract while termination is breaking a contract currently in force. We have no quarrel with boards of education being required to show good cause for the termination of a contract. However, to require the board to provide written reasons for nonrenewal is indeed giving administrators a property right.

If school district management is to be responsive to the elected officials who hire them, then the elected officials must have the broadest authority to choose management personnel in whom they have the utmost confidence. To do otherwise can allow an entrenched management structure to thwart the will of those elected officials.

We believe that local school boards must have the opportunity to have management staff of their own choosing. This has not meant in the past that every change of board members automatically means a change of management personnel. However, we believe that elected policy makers ought to and must have the right to make changes in those who implement their policies, whenever the implementors have lost the confidence of the policy makers.

Various measures have been introduced in the legislature in past years which would have granted tenure rights to particular groups of school administrators. The measure before you today would grant that status to all certificated administrators except superintendents.

When persons enter the field of school administration, they enter an entirely different realm than they occupied as classroom personnel. It is a position of greater responsibility, greater authority and considerably broader discretion in interpreting board policy. The rewards in terms of compensation are also considerably higher. In exchange for these rewards, a certain loss of job security is suffered. In carrying out our system of school governance, we believe that this trade-off is not only necessary, but desirable.

In summary, Mr. Chairman and members of the committee, we believe that the legislation contemplated in S.B. 77 is unnecessary, undesirable and contrary to good public policy. We would urge you not to intervene in this manner in the relationship between local boards of education and the administrators they must rely on to carry out their policy directives. We thank you for the opportunity to express our views on this manner.

TOPEKA PUBLIC SCHOOLS
Unified School District No. 501
Topeka, Kansas

PROPOSED
BOARD OF EDUCATION
LEGISLATIVE PROPOSALS
FOR
1985 LEGISLATIVE SESSION

Prepared by
Onan Burnett, Director
Governmental Affairs
624 S.W. 24th
Topeka, Kansas

October 1984

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SCHOOL FINANCE

It is recommended that:

- A. The minimum budget authority should take into consideration costs facing school districts and the need to attract and retain quality teachers.
- B. A multi-year plan for school financing which will allow for better long-range planning for the state and USD's should be adopted.
- C. A new finance formula should be developed which will:
 - 1. provide for at least 50 percent funding on a statewide average,
 - 2. reduce the local property tax, and
 - 3. exempt taxable income from the definition of wealth since school districts are not allowed to tax such sources.
- D. House and Senate rules should ensure that any further changes in the school finance law will be completed by March 30.
- E. Excess costs for special education services should be maintained.
- F. The Nation at Risk Report called for increased salaries for teachers in America's public schools. The district supports this concept and urges the legislature to make additional monies available for the purpose of increasing teachers' salaries.

RATIONALE: With the increased cost of operating schools and a nationwide clamor for increased teachers' salaries it is important that school districts receive increased state aid. It is also important that school districts know as early as possible the amount of state aid that will be available so they can prepare a realistic budget.

EARLY RETIREMENT/IMPROVED KPERS

It is recommended that KPERS improve retirement benefits that would provide incentives for early retirement after age 55 or 30 years of service.

RATIONALE: Other states and many private companies provide early retirement incentives. These plans have been found to be of benefit to the employer and employee.

There are currently non-school groups under the KPERS system that have significant early retirement incentives beyond what is available to educators.

BIDDING ON PROFESSIONAL SERVICES

It is recommended that legislation which would mandate bidding for professional services be opposed.

RATIONALE: We believe that the relationship between boards of education and those providing professional services is so subjective that the means of acquiring these and other services, such as legal services, should be at the discretion of each board of education.

BINDING ARBITRATION

It is recommended that binding arbitration as a means of conflict resolution between employee groups and boards of education be opposed.

RATIONALE: Binding arbitration would put a non-elected person or group of persons in the position of making major policy and economic decisions for the district--decisions which could disrupt the entire educational process, particularly if the decisions were made after the budget had been adopted in August. Priorities which have been established by the board of education, with the assistance of the public, could be overturned by arbitrators with absolutely no input from the public and with little or no consideration for long-range goals.

School boards, in making decisions on negotiations, are bound by legislative-mandated budget limitations and the realities of the effect of increased tax levies on those taxpayers who elected the board. There would be no limit on arbitrators who are not elected, who leave town after their decisions are made, and who are not subject to call by their local legislators.

AREA VOCATIONAL-TECHNICAL SCHOOL

Legislation should be supported which would appropriate funding for capital outlay for area vocational-technical schools.

RATIONALE: The area vocational-technical schools cannot generate enough monies through their regular local funds for replacement of worn out or obsolete equipment or purchase of new equipment. By continuing to have money appropriated for replacement and new equipment, it will help the area schools with their capital outlay and equipment needs.

SCHOOL UNIFICATION

It is recommended that the legislature study the need for further unification.

RATIONALE: The reports given by the Legislative Post Audit in the past have indicated that additional dollar savings could be achieved by further consolidation of school districts. We believe that these monies could be utilized to improve teachers' salaries across the state.

REDUCTION IN FORCE

It is recommended legislation be enacted to allow school districts to determine which teachers to retain in cases of reduction in force, regardless of seniority or tenure.

RATIONALE: Since the Supreme Court of Kansas has ruled that reduction in force is a negotiable item, legislation should be supported which would amend the school negotiations laws to exclude reduction in force. Reduction in force should be made at the sole discretion of the board of education, based on criteria determined by the board to best meet the educational needs of the district.

PUPIL TRANSPORTATION

It is recommended that the pupil transportation distance limits be reduced from $2\frac{1}{2}$ -miles to 1-mile.

RATIONALE: With the increased demand for student transportation in both urban and suburban school districts, as well as rising fuel costs and energy conservation efforts, it would appear that the distance limit for funding eligibility should be reduced from the present $2\frac{1}{2}$ mile limit to a more realistic 1-mile limit.

SCHOOL FOOD SERVICE

It is recommended that:

- A. State school lunch assistance should be increased from its present two cents to four cents per lunch level.
- B. The Food Service Assistance Program should be reinstated to assist the district
 1. to replace equipment in need of repair,
 2. to replace obsolete equipment, or
 3. to help purchase equipment for a new operation which would serve fifty percent or more free and reduced price meals.

RATIONALE: Inflationary increases in the cost of food, labor and indirect costs will require substantial increases in meal prices for students unless additional assistance is received.

SCHOOL CALENDAR

It is recommended that the school calendar continue to be under the control of the local board of education.

RATIONALE: The LEA should maintain the ability to establish the school calendar. The needs of the areas of the state may vary to the extent that it would be more practical for each LEA to be responsible for establishing its own calendar.

HOME SCHOOL CONCEPT

It is recommended that the legislature oppose the home school concept; however, if the legislature decides to permit the home school concept, teachers in home schools should meet the same requirements as teachers in the regular state approved public and parochial schools. If the home school concept is permitted, teachers in home schools should be required to submit to the State Department of Education all reports that are required of other state-approved programs.

RATIONALE: Home schools should be required to meet the same standards as approved public and parochial schools or they would be operating under a dual set of standards.

COST-FREE TEXTBOOKS

It is recommended that the legislature provide additional budget authority and state aid to permit the purchase of cost-free textbooks for all students.

RATIONALE: In accordance with the philosophy of free public education, every district should provide free textbooks. At this time approximately twenty-two states provide textbooks to all students.

1984 SAT Scores by State

NEW YORK CITY (EDUSA)—Here is a state-by-state list of 1984 SAT scores released recently by the College Board:

	Verbal	Math		Verbal	Math
Alabama	467	503	Montana	490	544
Alaska	443	471	Nebraska	493	548
Arizona	469	509	Nevada	442	489
Arkansas	482	521	New Hampshire	448	483
California	421	476	New Jersey	418	458
Colorado	468	514	New Mexico	487	527
Connecticut	436	468	New York	424	470
Delaware	433	469	North Carolina	395	432
Florida	423	467	North Dakota	500	554
Georgia	392	430	Ohio	460	508
Hawaii	395	474	Oklahoma	484	525
Idaho	480	512	Oregon	435	472
Illinois	463	518	Pennsylvania	425	462
Indiana	410	454	Rhode Island	424	461
Iowa	519	570	South Carolina	384	419
Kansas	502	549	South Dakota	520	566
Kentucky	479	518	Tennessee	486	523
Louisiana	472	508	Texas	413	453
Maine	429	463	Utah	503	542
Maryland	429	468	Vermont	437	470
Massachusetts	429	467	Virginia	428	466
Michigan	461	515	Washington	463	505
Minnesota	481	539	West Virginia	466	510
Mississippi	480	512	Wisconsin	475	532
Missouri	469	512	Wyoming	489	545

NOTE: Kansas is 4th in the nation in verbal and 4th in the nation in math.

1983-84

EDUCATIONAL PROGRAM AUDIT

REPORT



Program Audit and Planning

TOPEKA PUBLIC SCHOOLS • 624 WEST 24TH STREET • TOPEKA, KANSAS 66611 • 913/233-0313

1983-84

EDUCATIONAL PROGRAM AUDIT
REPORT

Prepared By

Michael D. Tribbey, Ed.D.
Assistant Superintendent
Program Audit and Planning

October 1984

Topeka Public Schools
Unified School District No. 501
624 West 24th Street
Topeka, Kansas 66611

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1983-84 EDUCATIONAL PROGRAM AUDIT REPORT

Introduction

The internal educational program audit function of the Topeka Public Schools includes an ongoing assessment of district-wide student achievement using both nationally normed, standardized achievement tests as well as criterion-referenced achievement tests. It also includes in-depth assessments (evaluations) of district educational programs on an ongoing and cyclical basis, with the intent that all major educational programs receive such an evaluation at least once every five years. The overall achievement assessments provide a global perspective of cognitive student achievement while the program evaluations provide a more detailed analysis of specific educational programs, which may include not only cognitive student achievement but also other factors, such as satisfaction and perceptions of the program or changes in affective behavior of students as a result of the program.

The 1983-84 educational program audit included district-wide student achievement results from administrations of the following tests.

1. Iowa Tests of Basic Skills (ITBS)
2. Tests of Achievement and Proficiency (TAP)
3. American College Testing (ACT) Program
4. Scholastic Aptitude Tests (SAT)

No criterion-referenced tests were administered to district students during the 1983-84 school year because of a one-year lapse in the Kansas Minimum Competency Testing program.

The following educational program evaluations were conducted during the 1983-84 school year.

1. Middle School Science Program Evaluation
2. Elementary and Middle School Language Arts Program Evaluation
3. Middle School Physical Education Program Evaluation

The results of the district-wide annual student achievement testing for 1983-84 will be reviewed first. That review will then be followed by a summary and discussion of the results of the educational program evaluations which were conducted during the 1983-84 school year. These discussions will then be followed by a summary of the 1983-84 educational program audit.

Review of 1983-84 Student Achievement Assessments

Iowa Tests of Basic Skills

The Iowa Tests of Basic Skills (ITBS) were administered to kindergarten through seventh grade students during the period of January 23-February 10, 1984. The basic composite battery of tests for each grade was administered. Both nationally-normed and big-city-normed percentile rank scores were received for district students. Table I reports the ITBS percentile rank scores by grade and sub-test based upon national norms for the past three school years. Table II reports 1983-84 results based upon big-city norms for grades two through seven.

Composite percentile rank scores based upon national norms ranged from 78 for grade one to 88 for grades kindergarten and three. Sub-test scores ranged from 70 for vocabulary (grade seven) to 95 for mathematical computation (grades two, six and seven) and capitalization (grade three). The overall percentile rank score for district students was approximately 85, well above the national norm of 50.

When big-city norms were used, percentile rank scores for district students were consistently in the 90's.

Some observable trends were also apparent. For example, seventh grade scores for all sub-tests have increased with the exception of vocabulary, which has remained constant. The basic composite percentile rank score for the seventh grade has increased from 73 to 82 during the three-year period.

Scores for other grades have remained relatively constant over the three-year period. Any significant changes have been toward higher scores.

Tests of Achievement and Proficiency

The Tests of Achievement and Proficiency (TAP) were administered to tenth grade students during the period of January 23-February 10, 1984. The basic composite battery of tests, which includes reading comprehension, mathematics, written expression, and using sources of information was administered. Percentile rank scores based upon national norms resulting from that testing for the 1981-82, 1982-83, and 1983-84 school years are reported in Table III.

The basic composite score for the 1983-84 school year was 68; and sub-test scores ranged from 67 for reading comprehension to 73 for mathematics. Scores have increased markedly during the past three years for both the total test and for each sub-test. The basic composite score increased from 54 to 68, an increase of 14 points. The largest sub-test score increases were for using sources of information, which increased 21 points (from 49 to 70) and for mathematics, which increased 11 points (from 62 to 73). Thus, significant improvement in tenth grade student achievement as measured by the TAP has occurred during the past three years.

TABLE I

1981-82, 1982-83, AND 1983-84 ITBS RESULTS
 BY GRADE AND TEST/SUB-TEST
 (Percentile Rank Scores Based Upon National Norms:
 1981-82/1982-83/1983-84)

<u>Test/Subtest</u>	<u>K</u>	<u>1</u>	<u>2*</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Listening	94/69/94	89/84/89	75/67/93					
Word Analysis	90/86/90	72/72/72	62/54/85					
Vocabulary	90/90/90	83/76/76	81/68/75	82/77/82	77/73/85	82/75/79	78/75/78	73/66/70
Reading		87/82/87	87/77/77	84/84/87	81/74/84	82/79/82	84/81/81	65/65/73
Language								
Spelling			93/91/67	85/85/85	81/74/81	83/79/76	80/76/76	63/70/77
Capitalization			91/84/91	91/95/95	86/86/91	83/83/86	84/84/86	74/79/84
Punctuation			94/91/93	92/94/97	76/76/80	87/85/85	86/84/86	82/84/88
Usage			74/69/87	82/82/85	80/77/83	81/81/81	78/78/78	73/75/77
Total	82/75/82	73/66/73	92/87/87	89/89/94	83/80/86	84/81/84	83/80/83	75/78/83
Work Study								
Visual Materials			85/80/88	83/83/86	77/81/84	85/82/82	80/86/83	75/79/87
References			75/75/86	86/89/89	86/83/86	87/84/87	78/78/78	67/70/77
Total			80/74/85	85/85/88	83/83/86	86/83/86	82/82/82	69/76/82
Mathematics								
Concepts			54/54/86	79/79/79	84/80/84	82/78/82	85/85/85	83/83/87
Problems			52/52/87	85/85/89	78/74/78	84/76/76	78/82/82	79/79/85
Computations			47/31/95	87/87/92	86/80/80	92/92/92	96/95/95	86/89/95
Total	88/92/92	77/68/77	52/37/89	86/86/86	84/79/84	88/84/84	88/88/88	83/83/89
Composite	88/88/88	78/78/78	82/76/87	88/84/88	82/78/85	86/83/83	85/82/85	73/76/82

*The form of test used was changed for the 1983-84 school year.

TABLE II

1983-84 ITBS RESULTS
(Percentile Rank Scores Based on Big City Norms)

<u>Test/Sub-Test</u>	<u>Grade</u>					
	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Listening	99					
Word Analysis	99					
Vocabulary	96	96	98	96	95	92
Reading	96	99	98	96	96	92
Language						
Spelling	90	97	95	93	93	94
Capitalization	96	99	97	95	96	96
Punctuation	97	99	90	94	95	97
Usage	99	98	98	97	95	96
Total	98	99	98	98	98	98
Work Study						
Visual Materials	95	95	95	95	96	98
References	95	96	95	96	94	94
Total	97	97	96	98	96	98
Mathematics						
Concepts	97	93	97	96	98	99
Problems	95	97	94	95	97	99
Computation	97	97	92	98	99	99
Total	97	97	95	98	99	99
Composite	98	99	98	98	98	98

TABLE III

1981-82, 1982-83, AND 1983-84 TAP RESULTS
 BY TEST/SUBTEST
 (Percentile Rank Scores Based Upon National Norms)

<u>Test/Sub-test</u>	<u>School Year</u>		
	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
Reading Comprehension	59	67	67
Mathematics	62	58	73
Written Expression	62	64	70
Using Sources of Information	49	49	70
Basic Composite	54	58	68

American College Testing Program

The American College Testing Program (ACT) tests were administered throughout the 1983-84 school year to twelfth grade students. The tests covered English usage, mathematics usage, social studies reading, and natural sciences reading.

Table IV contains local, state, and national results of the ACT testing by sub-test for the past three school years.

Scores for the 475 district twelfth grade students who took the test during the 1983-84 school year ranged from 17.3 for mathematics to 20.5 for natural science. The composite 1983-84 score for district students was 18.7. Scores for district students have remained constant during the past three years after having risen slightly during the 1982-83 school year.

Overall, Kansas students who take the ACT have performed slightly better than students nationally who have taken the ACT; and district students have performed at levels roughly comparable to Kansas students.

Scholastic Aptitude Tests

The tests of the Scholastic Aptitude Testing Program (SAT) were administered throughout the 1983-84 school year to twelfth grade students. The tests covered verbal and mathematical reasoning abilities and familiarity with standard written English.

National, midwestern, and local SAT results for the past three years by sub-test are reported in Table V.

Scores for the 79 district twelfth grade students tested during the 1983-84 school year were 496 for the verbal sub-test and 542 for the mathematics sub-test. These scores were higher than both midwestern and national scores for the two sub-tests.

Verbal scores for district students have remained constant during the past three school years after having risen during the 1982-83 school year. Mathematics scores have increased during the past three school years; however, the 1983-84 score was lower than the 1982-83 score.

Summary of Student Achievement Assessments

District students continued to demonstrate high levels of achievement in grades kindergarten through seven on nationally normed achievement tests. Achievement at the tenth grade level has increased during the past three years, but still is not at a level comparable to the lower grades. District twelfth grade students demonstrated improved performance on the SAT in the area of mathematics and continued to perform overall at higher levels than their midwestern or national counterparts. Performance on the ACT has been consistent during the past three years.

TABLE IV

LOCAL, STATE, AND NATIONAL ACT RESULTS
 BY SUB-TEST
 FOR THE 1981-82, 1982-83, AND 1983-84 SCHOOL YEARS
 (Mean Raw Scores: 1981-82/1982-83/1983-84)

<u>Sub-test</u>	<u>National</u>	<u>State</u>	<u>Local</u>
English	17.9/18.2/18.1	18.3/18.2/18.5	17.8/18.0/18.1
Mathematics	17.2/17.4/17.3	17.6/17.3/17.9	17.4/18.1/17.3
Social Studies	17.3/17.8/17.3	18.2/18.4/18.3	18.4/18.8/18.3
Natural Science	20.8/21.2/21.0	21.1/21.3/21.4	20.6/21.1/20.5
Composite	18.4/18.8/18.5	18.9/18.9/19.2	18.7/19.2/18.7
(No. of Students)	(18,314/19,317/19,139)		
	(80,452/42,563/84,956)		(452/475/475)

TABLE V

NATIONAL, MIDWESTERN AND LOCAL SAT RESULTS
 BY SUB-TEST
 FOR THE 1981-82, 1982-83, AND 1983-84 SCHOOL YEARS
 (Mean Raw Scores)

<u>Sub-test</u>	<u>School Year</u>		
	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
<u>National</u>			
Verbal	---	425	426
Mathematics	---	468	471
(No. of Students)	(---)	(962,877)	(964,684)
<u>Mid-western</u>			
Verbal	---	449	452
Mathematics	---	499	501
(No. of Students)	(---)	(121,614)	(124,763)
<u>Local</u>			
Verbal	496	516	496
Mathematics	514	572	542
(No. of Students)	(60)	(68)	(79)

Review of 1983-84 Educational Program Evaluations

The Middle School Physical Education Program Evaluation

The 1983-84 evaluation of the district's middle school physical education program was based upon the following two objectives:

1. To assess the effectiveness of the middle school physical education program in assisting students to acquire the skills defined by the program's objectives, and
2. To ascertain the content of the program and its influence upon students to be lifetime sports enthusiasts.

Based upon those objectives, the following evaluation questions were established:

1. For a minimum of fifty percent of the skills tested on the American Alliance for Health, Physical Education, Recreation, and Dance Youth Fitness Test, do middle school students enrolled in physical education demonstrate significant gains in their level of physical fitness as a result of participation in the program?
2. What content areas are taught and what portion of time is devoted to each?
3. What proportion of middle school students enrolled in physical education achieve mastery of the program's minimal instructional objectives?
4. Are parents, physical education teachers, and students satisfied with the program's emphasis on lifetime sports and physical activity?

The 1983-84 evaluation of the district's middle school physical education program found that the level of physical fitness demonstrated by middle school students was significantly higher than would be expected, based on the 1975 age group norms for the American Alliance for Health, Physical Education, Recreation, and Dance Youth Fitness Tests. In fact, 99.5 percent of the students met or exceeded the criterion for skill performance mastery of the program's objectives; and 88.5 percent met or exceeded the criterion for mastery on content quizzes referenced to program objectives.

It was also found that the middle school physical education teachers included within the course instruction the eight sports (team and individual) outlined by the program syllabus. These sports were offered to more of the students than might be expected, given the guidelines of the program syllabus. For example, sports which had been designated by the program syllabus as being either for boys or for girls were being included

in the instruction for several coeducational classes, so both girls and boys were participating in the sports. The total amount of instructional time devoted to each sport included in the syllabus ranged from 2.3 to 4.3 weeks. While it would be difficult to determine at this time the program's influence on students to be lifetime sports enthusiasts, it was evident from the middle school student and parent survey that the students were physically active outside of school, participated in individual and team sports, would have liked to become more involved in sports activities, seemed to be interested in keeping physically fit, and understood the importance of physical activity for a healthy body.

Thus, it was found that: (1) the middle school physical education program effectively assisted students in acquiring the skills defined by the program's objectives, (2) physical education teachers adhered to the program syllabus objectives in determining the content of the program, and (3) the students were physically fit, active outside of school, and understood the importance of physical activity to a healthy body. Furthermore, middle school parents and middle school physical education teachers were satisfied with the middle school physical education program and its emphasis upon lifetime sports activities rather than competitive sports.

The Middle School Science Program Evaluation

The 1983-84 evaluation of the district's middle school science program was based upon the following two objectives:

1. To assess the effectiveness of the middle school science program in teaching the skills defined by the program objectives, and
2. To gather descriptive information from parents, administrators, and teachers regarding their perceptions of the content, structure, and importance of the science courses offered at the middle school level.

The following evaluation questions were established, based upon the two preceding objectives:

1. Do program participants demonstrate competency on objective-referenced tests?
2. Are program objectives being addressed in the middle school science program?
3. How do parents, teachers, and administrators perceive the importance of the science program in meeting the educational needs of students?
4. Do middle school science teachers express feelings of satisfaction and self-confidence with teaching the prescribed course content for the middle school program?

5. Are middle school science teachers qualified science teachers with demonstrated expertise in teaching?

The 1983-84 evaluation of the district's middle school science program found that more than half (57.7) percent) the program participants tested demonstrated competency on tests referenced to the program's objectives. Further, the program's objectives (life, physical, and earth science) were being addressed in the middle school science courses, although there was variety among the schools in how the content was scheduled. Parents, teachers, and building administrators equally perceived the science program as being important in meeting the educational needs of the middle school student; and middle school science teachers expressed feelings of personal and professional satisfaction and self-confidence with teaching the prescribed course content for the middle school program. Though their experience and training varied, most (88 percent) of the middle school science teachers were qualified (with science certification) to teach science, and all seventeen science teachers had demonstrated expertise in teaching as evaluated by the building administrators.

The Elementary and Middle School Language Arts Program Evaluation

The 1983-84 evaluation of the district's elementary and middle school language arts program was based upon the following objectives:

1. To assess the current levels of student achievement in reading and literature in relation to established program goals and objectives and in relation to the students of other school districts,
2. To ascertain if student achievement in reading has changed over time, and
3. To determine if student achievement in reading is commensurate with measured cognitive abilities.

Based upon the preceding objectives, the following evaluation questions were established:

1. What proportion of students achieve mastery in reading, grades K-8, and literature, grades 7 and 8, as measured by objective-referenced achievement tests?
2. How do the reading achievement levels of district students grades K-8, compare over time and with other students state-wide and nationally?
3. Do students achieve at levels in reading, grades K-8, commensurate with their measured cognitive abilities?

4. What instructional conditions within the classroom are most closely associated with high levels of student achievement in reading, grades K-8, and literature, grades 7 and 8?

The 1983-84 evaluation of the district's K-8 reading and middle school literature program was designed to: (1) assess the current levels of student achievement in reading and literature in relation to established program goals and objectives and in relation to the students of other school districts, (2) ascertain if student achievement in reading had changed over time, and (3) determine if student achievement in reading was commensurate with measured cognitive abilities.

The evaluation found that K-8 total reading achievement of district students on objective-referenced tests, validated by classroom teachers as having content validity for the program, ranged from national percentile rank scores of 46 for the third grade to 75 for the fifth and seventh grades. On objective-referenced literature tests, 60 percent of the middle school students attained a mastery level of 75 percent correct. Content objectives in both reading and literature for which added emphasis during instruction would be recommended were also identified.

From three-year comparisons of the reading achievement of district students with other students nationally and state-wide, it was found that district students performed at consistent levels of achievement in reading; and there were no significant differences in their achievement for the three years examined. Further, comparison of student achievement in reading with measured cognitive abilities for three consecutive school years indicated a high positive correlation between the two measures, thus enabling district staff to use measured cognitive abilities for predicting reading achievement with relative certainty.

The evaluation also revealed that the basal reader and workbook were the primary instructional techniques and/or materials utilized by the classroom teacher in the instruction of reading and literature, and that 30-44 minutes each day were devoted to both teacher-directed instruction in reading and student reading time. Overall, an average of 60-74 minutes of each instructional day was devoted to reading in grades K-8 during the 1983-84 school year.

Summary of Educational Program Evaluations

The 1983-84 evaluations of district educational programs found that the programs were being implemented consistently with the established curricular goals and objectives and the staffs and parents were satisfied with the programs. However, the evaluations of the language arts and science programs found student achievement levels which did not appear to be comparable with achievement levels for other programs (subjects) or with achievement levels as measured by the district's regular standardized testing program. These apparent inconsistencies should be addressed by curriculum planners and/or implementors. (Copies of the final reports of the 1983-84 educational program evaluations are available on request from the Office of Program Audit and Planning.)

1983-84 Educational Program Audit Summary

Based upon the results of the first annual internal educational program audit for the Topeka Public Schools, overall student achievement levels were high and improving where improvement appeared to be needed. The established curricula, at least for the programs evaluated, appeared to have been implemented by staff as planned and were providing a focus for instruction as intended. Both parents and staff appeared to be satisfied with the science, physical education, and language arts programs.

As the internal educational program audit function evolves during the coming years, it will be refined and further developed and, hopefully, become an indispensable source of information for decisions related to the numerous educational programs of the Topeka Public Schools