

Approved January 23, 1991  
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Rick Bowden at  
Chairperson

3:30 ~~AM~~ p.m. on January 16, 1991 in room 519-S of the Capitol.

All members were present except:

Rep. Pottorff, Rep. Reardon - Excused

**Committee staff present:**

Avis Swartzman, Revisor of Statutes Office  
Ben Barrett, Legislative Research  
Carolyn Rampey, Legislative Research  
Dale Dennis, State Department of Education  
Donna Luttjohann, Secretary to the Committee

**Conferees appearing before the committee:**

Dr. Lee Droegemueller, Commissioner of Education

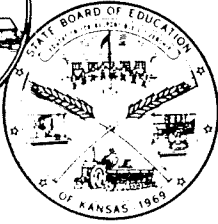
The Education Committee was called to order by Chairman Bowden. Copies of the minutes from the January 15, meeting were handed to the members for approval at the January 22 meeting.

Chairman Bowden introduced Dr. Lee Droegemueller, Commissioner of Education, briefing the committee on his endorsement of Outcomes Based Accreditation. Dr. Droegemueller went over the history, issues and a tentative timeline for further action and how the implementation of Outcomes Based Accreditation would help all of the students in Kansas. (Attachment 1) Questions from the committee and staff were taken and answered after the presentation.

The meeting was adjourned by the Chair at 4:29 p.m.

The next meeting will be January 22, 1991 in Rm. 519-S at 3:30 p.m.





# *Kansas State Department of Education*

*Kansas State Education Building*

120 East 10th Street Topeka, Kansas 66612-1103

(913) 296-3201

**TO:** House Education Committee

**FROM:** Dr. Lee Droegemueller  
Commissioner of Education

**SUBJECT:** Outcomes Accreditation

My name is Lee Droegemueller, Kansas Commissioner of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board of Education.

## **HISTORY**

In order to know where we are going, we need to also know where we have been. With that in mind, I'd like to begin by presenting you with a brief description of what has happened in the outcomes accreditation arena in Kansas up to now.

In January 1988, the State Board of Education adopted its ten Strategic Directions. Direction number five, which reads, "Strengthen educational quality and accountability through performance-based curricula and evaluation systems.", is a call for an educational system whose quality is measured by performance. This is the basis for an outcomes accreditation system.

Later in 1988, the Committee on Accountability of the Governor's Public School Advisory Council, working in conjunction with the State Board of Education, recommended to the Governor that the State Board of Education establish a task force to study the concept and implications of an outcomes-based accreditation system.

In November, 1989, the Kansas State Board of Education appointed the

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Attachment 1  
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members of the Outcomes Accreditation Task Force. The Task Force membership enjoyed a broad representation and included legislators, teachers, school administrators, board of education members (both local and state), post-secondary educators, and both private and public school representatives.

In December, 1989 the Outcomes Accreditation Task Force met in Wichita with Dr. Lawrence Lezotte to plan their timeline and scope of work over the next year.

The Task Force met monthly throughout 1990 to review outcomes accreditation issues, design a system for Kansas, solicit and process reactions from practitioners and other interested parties, and prepare a final report.

The Task Force's Final Report was presented to the State Board of Education at their meeting on December 14, 1990.

## **ISSUES**

The State Board's Task Force achieved an exceptional accomplishment in developing their Final Report in the relatively short span of twelve months. And yet, there are many issues to be confronted and many decisions to be made by the State Board. Some of these issues are lodged in the categories of:

### **Basic Beliefs and Assumptions**

o Is there a fundamental acceptance of the Beliefs and Assumptions upon which the OATF Report is constructed? Some of those basic tenets are fundamental to the content and structure of the program and deviation from them calls for a different program structure. The Task Force Final Report contains the following set of belief statements:

1. All children can learn.
2. Students differ in the rate at which they learn and the manner in which they learn. Therefore, appropriate delivery systems (instructional and organizational) to meet individual needs must be used.
3. The mission of schools is teaching for learning.

4. School improvement requires commitment, time, resources, training and technical support.
  5. School improvement is an incremental, on-going process.
  6. Schools are accountable for student success and for equity in quality.
  7. Schools will provide a comprehensive program that addresses the emerging academic, physical, social, cultural, and emotional needs of the student.
  8. Local autonomy is essential in the process of goal setting and curriculum development; local boards of education will be responsible and accountable for compliance with the outcomes accreditation process.
  9. Change is most effective when those closest to its level of implementation are empowered and involved in this process.
  10. Any process of reviewing and improving a school program should include consideration of the State Strategic Directions and National Goals for Education.
  11. Any process of reviewing and improving a school program must address all students regardless of their status or exceptionality.
- o What is the status of the "School Improvement" philosophy? And should an outcomes accreditation system include provisions for a School Improvement process?
  - o Should the new system perpetuate current practices or facilitate innovation and restructuring of the educational system?
  - o Should the new system mandate state-wide curricula? A common model for curriculum development? A state-level testing item bank?

#### Identification of Standards

- o Perhaps the most controversial and elusive consideration is the issue of standards.
  - Are standards to which all schools must conform identified at the state level?
  - Should standards be identified at the local level and approved by the state?
  - Can standards be established without an initial period of substantive data collection?
  - Should state-level standards be expressed in absolute terms?
- o What (and how many) Outcomes and Indicators are appropriate for the State of Kansas?

- o At what level - state, district or local - are Outcomes and Indicators identified?

### Disaggregation of Data

Kansas education is strong. But it's not strong enough. The system we've used in the past for judging the quality of schools has been based upon averages. The system that we've perpetuated for so long, allows us to be satisfied with our product as long as the average is acceptable. But we have a problem with averages. Too often an average allows us to forget about the bottom half, i.e., the people who make up the population below the mean. By disaggregating the data on which judgements of quality are based, we are forced to look at all segments of the population. The question then becomes:

- o On what variables should data be disaggregated?

### Reporting Procedures

Educators are nervous about the reporting issues because along with reporting comes accountability. Many suggest that the elements that affect scores and other reporting measures are not equal, and thus public reports are subject to misinterpretation by those who do not understand the inequities. The issues then become:

- o What reporting procedure should be used?
- o To whom should data be reported?

### Consequences

- o Should new sanctions for non-accreditation status be developed?
- o Should an incentive program for exemplary school performance be developed?

### Transition

- o What is the fate of the current system? What is being done now that

is no longer necessary under an outcomes philosophy?

- o How do policy-makers respond to the special interest groups who will resist the elimination of regulations/statutes that mandate their programs?
- o What process will be adopted to identify the initial entrants into the new accreditation system?
- o How is a new accreditation system financed?
- o How are the personnel support demands of the state agency accommodated?

### **TENTATIVE TIMELINE FOR FURTHER ACTION**

I would like to present you with the State Board's tentative timeline for further action on the outcomes accreditation issue.

- As I mentioned earlier, the State Board received the Task Force's Final Report on December 11, 1990. During that same session, on December 12, they held a two-hour work session to begin reviewing the issues.
- Yesterday, January 15, 1991, the State Board conducted another two-hour work session continuing their study of issues. This time, they invited a panel of representatives from the state professional educational organizations - KNEA, USA and KASB - along with representatives from the Task Force, to participate in their dialogue.
- Following the February meeting, the State Board will plan to deliver a progress report to you demonstrating a clear direction that the new outcomes accreditation system will follow.
- Before the legislature adjourns in April, it is the State Board's intention to have the final refinements put on the new Kansas outcomes accreditation system.
- And, finally, with the beginning of the 1991-92 school year, the Board

anticipates having an group of schools participating in the initial phase of the new accreditation process.



# ATTACHMENT #1

## Kansas State Board of Education Outcomes Accreditation Chronology

### A Calendar of Activities from April 1987 to Present

- April - August, 1987                      Ad Hoc Accreditation Committee Meetings
- July, 1987                                      The NCA office at Wichita State University completed "A Comparison of North Central Association and Kansas State Department of Education Accreditation Standards".
- August 26, 1987                              Accreditation Regional Meeting - Dodge City  
August 27, 1987                              Accreditation Regional Meeting - Colby  
September 2, 1987                            Accreditation Regional Meeting - Concordia  
September 3, 1987                            Accreditation Regional Meeting - Wichita  
September 11, 1987                           Accreditation Regional Meeting - Holton  
September 15, 1987                           Accreditation Regional Meeting - Greenbush
- January, 1988                                   Through its Strategic Plan the State Board of Education initiated activities on Outcomes-based Accreditation (A1.112)
- March, 1988                                    Report to the State Board regarding accreditation recommendations from the Ad Hoc Accreditation Study Committee
- June, 1988                                      The Governor's Public School Advisory Council: The Committee on Accountability issued a report with recommendations to study an outcomes-based accreditation system.



July, 1988	Presentation to the State Board of Education by staff - "Outcomes Accreditation: Considerations for Redesigning a State Accreditation System in Kansas".
September, 1988	State Board of Education Work Session with McREL and North Central Association representatives. Topic: "Identifying Policy Issues Relative to Redesigning a State Accreditation System".
September, 1988	Report on Accountability Efforts in the Lawrence Public Schools by Dan Neuenswander, Superintendent and Lawrence USD staff.
February, 1989	Presentation to the State Board of Education by McREL and staff on Outcomes Accreditation: Considerations for Policy Decisions by the State Board and Local School Districts in moving toward an Outcomes Based Accreditation System.
November, 1989	Outcomes Accreditation Task Force (OATF) Mission Statement approved and members of the Task Force selected by the State Board.
December, 1989	Outcomes Accreditation Task Force meets in Wichita with Dr. Lawrence Lezotte to plan their timeline and scope of work over the next year. The OATF continued to meet monthly throughout 1990.
September 14, 1990	OATF Regional Meeting - Shawnee Mission
September 17, 1990	OATF Regional Meeting - Dodge City
September 18, 1990	OATF Regional Meeting - Colby
September 19, 1990	OATF Regional Meeting - Hays
September 20, 1990	OATF Regional Meeting - Greenbush
September 21, 1990	OATF Regional Meeting - Wichita



September 24, 1990  
September 25, 1990

OATF Regional Meeting - Topeka  
OATF Regional Meeting - Salina

December 11, 1990

OATF Final Report presented to the State  
Board of Education.



# ATTACHMENT #2

## DISTRICTS EXPRESSING INTEREST IN PARTICIPATING IN THE INITIAL PHASE OF THE KANSAS OUTCOMES ACCREDITATION SYSTEM

TOTAL - AS OF JANUARY 15, 1991- 38

### DISTRICT NAME

USD 202	Turner
USD 209	Moscow
USD 231	Gardner/Edgerton/Antioch
USD 234	Fort Scott
USD 252	Southern Lyon County
USD 286	Chautauqua County
USD 325	Phillipsburg
USD 327	Ellsworth-Kanopolis
USD 328	Lorraine
USD 333	Cloud County
USD 342	McLouth
USD 356	Conway Springs
USD 367	Osawatomie
USD 372	Silver Lake
USD 377	Atchison County Community
USD 382	Pratt
USD 404	Riverton
USD 405	Lyons

USD 409 Atchison Public Schools  
USD 412 Hoxie Community Schools  
USD 415 Hiawatha  
USD 417 Council Grove  
USD 418 McPherson  
USD 420 Osage City  
USD 427 Belleville  
USD 428 Great Bend  
USD 446 Independence  
USD 449 Easton  
USD 450 Shawnee Heights  
USD 451 Baileyville-St. Benedict  
USD 453 Leavenworth  
USD 460 Hesston  
USD 461 Neodesha  
USD 475 Junction City  
USD 490 El Dorado  
USD 498 Valley Heights  
Catholic Diocese of Wichita  
Kansas Youth Center Schools



# ATTACHMENT #3

## Synopsis of Outcomes Accreditation Task Force Final Report

The OATF Final Report is organized into six parts. The following is a list of the six parts and a brief description of their most significant contents.

### PART I. Foreword.

Along with some introductory statements and philosophy, the most significant content of this section is the Statement of Beliefs and Underlying Assumptions.

### Beliefs and Assumptions

1. All children can learn.
2. Students differ in the rate at which they learn and the manner in which they learn. Therefore, appropriate delivery systems (instructional and organizational) to meet individual needs must be used.
3. The mission of schools is teaching for learning.
4. School improvement requires commitment, time, resources, training and technical support.
5. School improvement is an incremental, on-going process.
6. Schools are accountable for student success and for equity in quality.
7. Schools will provide a comprehensive program that addresses the emerging academic, physical, social, cultural, and emotional needs of the student.
8. Local autonomy is essential in the process of goal setting and curriculum development; local boards of education will be responsible and accountable for compliance with the outcomes accreditation process.
9. Change is most effective when those closest to its level of implementation are empowered and involved in this process.
10. Any process of reviewing and improving a school program should include consideration of the State Strategic Directions and National Goals for Education.
11. Any process of reviewing and improving a school program must address all students regardless of their status or exceptionality.

### PART II. Major Components of the [proposed] Kansas Outcomes Accreditation Process.

The substance of the proposed accreditation system is contained in this part of the plan. The five major components (as described below) attempt to identify the quantitative indicators of school quality and the processes to be used by schools and districts to identify those indicators.

#### Component #1. Outcomes Performance Measures

##### Outcome I. Improved Student Performance

##### Indicators:

- NAEP
- State Mathematics Assessment



- State Communications Assessment
- Criterion-Referenced Assessments (locally determined)
- Post-Secondary follow-up of graduates
- Demonstration of successful mastery of algebraic concepts

**Outcome II. Increased Opportunity to Learn**

**Indicators:**

- Graduation rate
- Dropout rate
- Course enrollment patterns in advanced math and science
- Student attendance rate

**Outcome III. Enhanced Learning Environment**

**Indicators:**

- Orderliness of overall climate as reflected by statistics of expulsion rates, and in-school and out-of-school suspension rates
- Demonstration of the school improvement process (see Component #2) addressing school climate issues
- Additional indicators identified at the local level

In conjunction with the establishment of indicators and with the assumption that these will be reported in some quantitative format, the Task Force includes a strong commitment to the process of DISAGGREGATING the DATA. Disaggregation would be reported by the variables of gender, race/ethnicity, socioeconomic status and mobility.

**Component #2. School Improvement Process**

The process to be used by schools is the School Improvement model. The rationale for requiring this model is to improve student performance through improving elements within the school. Specifically, the system required schools to utilize the following steps:

- a. Self Evaluation or Needs Assessment
- b. Goal Setting
- c. Action Plan Development
- d. Evaluation
- e. Reporting (to both local and state entities)
- f. Monitoring (emphasizing the use of on-site state monitoring teams)

**Component #3. Assistance/Staff Development**

This component recognizes the essential demand for assistance to the local agencies from the state. It is suggested that this be provided in the form of staff development, technical assistance, referrals to outside resources and (unequivocally!) additional funding.

**Component #4. Consequences for Schools and Districts**

A process for identifying schools as deficient relative to the system standards is provided in this component. No additional ramifications, beyond those currently existing, are recommended for schools bearing the non-accredited status.

**Component #5. Input Requirements.**

The Task Force did not make specific recommendations regarding the relationship between the current accreditation system and the proposed new one, except to indicate a need to excuse schools (and districts) from having to attend to the demands of both systems.



**PART III. Implementation Phase-In.**

The Task Force has proposed a four-year phase-in process which would begin with 50 school districts in Year 1; 100 districts in each of Years 2 and 3; and all remaining districts in Year 4.

**PART IV. Process Review Committee**

Recognizing that an innovative system such as this will require on-going review and adjustment, the Task Force recommends a "Process Review Committee" which would consist of the same constituencies represented on the Task Force. This group would monitor the new system and make recommendations to the State Board of Education regarding needed revisions.

**PARTS V & VI.**

These are essentially summaries (in two different formats) of the Report.



# SKILLS NEEDED BY FUTURE WORKFORCE

51-15

Skills	Carnevale, Gainer, and Meltzer*	Brock, Marshall, Carnevale, Tucker, Sculley, etc.*	Carkhuff*
Learning to learn	Exposure to various learning strategies and analytical approaches and instruction on how best to apply strategies awareness of one's own learning approach	An exhibited capacity to learn	Learning to adjust and adapt Processing skills
Reading, writing, computation	Basic academic skills: Reading (analytical, summary, comprehension) Writing (analysis, conceptualization, synthesis, distillation of information, clear articulation) Mathematics (problem identification, reasoning, estimation, problem solving)	Demonstrated ability to read, write, compute, and perform at world class levels in general school subjects (math, physical and natural sciences, technology, history, geography, politics, economics, and English)	Receiving information Processing skills
Listening and oral communication	Listening: content, conversation long-term context, emotional meaning and directions Oral: recognizing own style of communication and approaches that are different from own and how to adjust		Information processing Giving information Receiving information
Creative thinking/problem solving	Creative thinking: problem solving, personality awareness and development, and group team building Problem solving: cognitive group interaction and problem processing skills	An exhibited capacity to think and solve problems	Organizational processing Thinking and initiating skills
Self-esteem, goal setting--motivation and personal career development	Self-esteem: recognize current skills and understand emotions and abilities to cope with stress, change, and criticism Goal setting/motivation: self-awareness, self-direction, and adaptability Personal/career development: techniques for understanding and expanding skills inventories, career planning, and management		Interpersonal processing skills
Interpersonal skills, negotiations, and teamwork	Interpersonal skills: ability to judge and balance appropriate behavior, cope with undesirable behavior in others, absorb stress, deal with ambiguity, inspire confidence in others, share responsibility, and interact with others Negotiations: techniques for separating people from problem, focusing on interests not positions, inventing options for mutual gain, and using objective criteria Teamwork: recognize and cope with various personalities, understand group dynamics, and recognize skills of fellow members	An exhibited capacity to work effectively alone or in groups	Ability to think and work together in the common cause of a mission Technologizing (breaking jobs into tasks)
Organizational effectiveness and leadership	Organizational effectiveness: understanding of organizations and why they exist Leadership: Understanding goals and strategies of organization, developing and communicating a vision, influencing the behavior of others, and projecting emotional stability		Strategic, systems, operations, and performance planning Synthesizing goals and operationalizing programs

\*Material was taken from *Workplace Basics: The Skills Employers Want*, Washington, D.C.: U.S. Department of Labor, American Society for Training and Development, 1989; *America's Choice: High Skills or Low Wages*, New York: National Center on Education and Economy, Commission on the Skills of American Workplace, 1990; and *The Age of the New Capitalism*, Amherst, Mass: Carkhuff Thinking Systems, 1985.

## Kansas Mathematics Assessment Sample Items

Distributed by K.S.D.E. January 1991

1. Consider the following numbers. List all of the patterns you can find.

9  
18  
27  
36  
45  
54  
63  
72  
81

2. Scientists have discovered that crickets can act as "thermometers". By counting the number of chirps in one minute you can estimate the temperature. The following table shows the relationship between number of chirps and temperature.

<u>Chirps a Minute</u>	<u>Estimated Temperature</u>
96	64°
144	76°
160	80°
176	84°
224	96°

- a. Describe what you see as the relationship between the number of chirps and the temperature.
3. Beth brings an apple for lunch 1 out of every 5 days each school week. How many days will she probably bring an apple for lunch in April?
- a. 1 day      b. 4 days      c. 6 days      d. 7 days

4. Which figure has the largest perimeter?

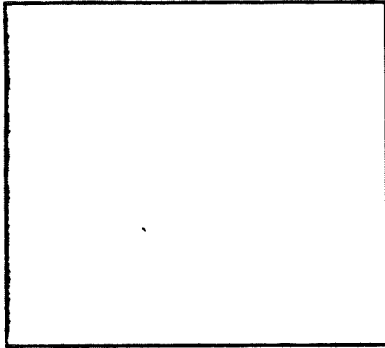
a.



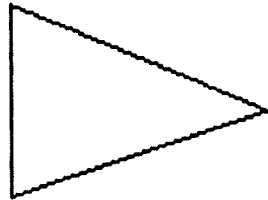
b.



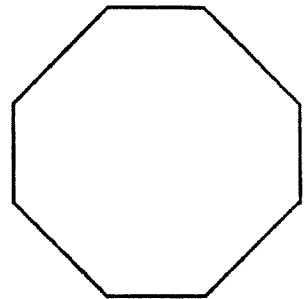
c.



d.



e.



5. Jamal wanted to buy a video disk that was priced at \$10. The sales tax on any purchase was 4 percent. Which questions below could be answered given only this information? You do not need to compute the answer to any of the questions. Just select any question(s) that could be answered from the information.

- a. What is the amount of change Jamal received if he gave the clerk a ten dollar bill and a five dollar bill?
- b. What is the total cost for his purchase?
- c. If he received 16 cents in change after paying for the purchase, how much money did he give the clerk?
- d. How much did the store pay for the video disk?
- e. How much change did Jamal receive from the clerk after purchasing the video disk?
- f. How much change would Jamal need to pay the sales tax?
- g. What proportion of the price of the video disk was to be paid as sales tax?
- h. What proportion of the total cost was paid as sales tax?

6. Mrs. Jones math class was discussing bank accounts and the difference that compounding interest can make. As a class project, it was decided that the students would investigate what interest would be earned if \$1000 were put in a savings account for ten years at an annual interest rate of 8%, with different compounding periods. The interest earned at the end of each compounding period was to be added to the principal throughout the ten years. When the students visited a savings & loan institution, their host set up the following spreadsheet to allow them to draw their own conclusions.

Year	Compounding Periods Per Year				
	Yearly 1	Monthly 4	Quarterly 12	Weekly 52	Daily 365
1	\$1,080.00	\$1,082.43	\$1,083.00	\$1,083.22	\$1,083.28
2	\$1,166.40	\$1,171.66	\$1,172.89	\$1,173.37	\$1,173.49
3	\$1,259.71	\$1,268.24	\$1,270.24	\$1,271.01	\$1,271.22
4	\$1,360.49	\$1,372.79	\$1,375.67	\$1,376.79	\$1,377.08
5	\$1,469.33	\$1,485.95	\$1,489.85	\$1,491.37	\$1,491.76
6	\$1,586.87	\$1,608.44	\$1,613.50	\$1,615.48	\$1,615.99
7	\$1,713.82	\$1,741.02	\$1,747.42	\$1,749.92	\$1,750.57
8	\$1,850.93	\$1,884.54	\$1,892.46	\$1,895.55	\$1,896.35
9	\$1,999.00	\$2,039.89	\$2,049.53	\$2,053.30	\$2,054.27
10	\$2,158.92	\$2,208.04	\$2,219.64	\$2,224.17	\$2,225.35

Based on this spreadsheet data, answer the following questions.

- a. At the end of the ten-year period, how much more interest is earned by compounding quarterly (four times a year) as compared with compounding annually (one time a year)?
- a. 2.43      b. 49.12      c. 1078.92      d. 1145.35      e. Not given
- b. Would it be worth the trouble to find a savings institution which would compound interest daily if you already have \$1000 on deposit at a place that compounded interest weekly? (Explain your answer)