

Approved: March 17, 1992
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on March 4, 1992 in Room 519-S of the Capitol.

All members were present except:

Committee staff present: Dale Dennis, Board of Education
Ben Barrett, Legislative Research
Avis Swartzman, Revisor of Statutes Office
Shirley Wilds, Secretary to the Committee

Conferees appearing before the committee:

Representative Georgia Bradford
John Koepke, KASB
Craig Grant, KNEA
Jackie Oakes, SQE
Connie Hubbell, State Board of Education
Dr. David Pendleton
Dr. Bill Furtwengler
Dr. Phil Knight
Dr. Bruce Landsberg
Brill Scott, USA
Laura Kelly, KS Rec. and Park Ass'n

The meeting was called to order by Chairperson Rick Bowden.

Hearing on HB 2929:

Representative Georgia Bradford. Representative Bradford outlined HB 2929, elaborating on the seven goals that comprise the measure. Upon completion of her testimony she introduced Dr. David Pendleton to the committee. (See Attachment #1.)

Dr. David Pendleton. Dr. Pendleton, in support of HB 2929, spoke to the committee regarding reform vs conform in outcomes based education in Kansas and offered six key advantages to this bill. (See Attachment #2.)

Dr. Bill Furtwengler. A professor at Wichita State University, Dr. Furtwengler offered four brief stories in support of HB 2929, three of which he stated are true depictions. He said systemic reform recognizes the interrelationships among all components of the school as a system and that this bill helps create conditions for systemic reform. In addition, Dr. Furtwengler provided the committee with one of his publications titled *Implementing Strategies for a School Effectiveness Program*. (See Attachment #3.)

Dr. Phil Knight. Dr. Knight said that HB 2929 addresses the governmental responsibility to afford a child to develop to his or her fullest economic and social potential, by identifying and accurately describing educational mechanisms that would assure every Kansas child such an opportunity. He stated that the most compelling aspect of the bill is that every effort is made to involve all interested parties in the educational process of the child. (See Attachment #4.)

Dr. Bruce Landsberg. In written testimony from Dr. Landsberg, using the analogy of training aviation pilots to deal with emergency situations is relative to the business of educating our children in that clear-cut performance guidelines, rewards and sanctions should be a part of the process. (See Attachment #5.)

Upon completion of testimony from Representative Bradford and conferees from her district, committee members and Representative Bradford engaged in a lengthy discussion on HB 2929, with all concerned having an opportunity to discuss many facets of the measure.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on March 4, 1992.

Brilla Scott. Ms. Scott said USA supports a majority of the concepts contained in HB 2929, and in their judgement there should be focus on collective efforts on ensuring that the QPA project produces the desired end. She added that when Kansas has clearly defined what is wanted, tying funding to performance will make more sense. (See Attachment #6.)

Craig Grant. Mr. Grant stated that KNEA believes HB 2929 should not be acted on favorably. He said the decisions reached at the building level and district level with a shared decision-making model such as is in their building-based education bill, it will better serve the students. (See Attachment #7.)

Patricia Baker. Ms. Baker reported that KASB cannot support HB 2929, believing that other bills before the House and Senate address legislative efforts to enact school improvement and should be through on. (See Attachment #8.)

Jacque Oakes. Appearing in opposition from the standpoint of local authority and local influence, Ms. Oakes said SQE is concerned that HB 2929 would take away the trust that a community has that they are a relevant part of their own schools and their children's education. (See Attachment #9.)

Hearing on HB 3092:

John Koepke. In an action taken in December 1991, the KASB Delegate Assembly requested introduction of HB 3092. He said this bill represents a significant commitment on e part of Kansas school board members to educational improvement. He urged favorable support. (See Attachment #10.)

Craig Grant. Mr. Grant said that since HB 3092 attempts to increase board performance through inservice education, KNEA support the measure. (See Attachment #11.)

Jackie Oakes. Ms. Oakes said Schools for Quality Education members are extremely pleased with HB 3092 and support the school board development program. (See Attachment #12.)

Connie Hubbell. Ms. Hubbell said the State Board of Education recommends the committee report HB 3092 favorably for passage. (See Attachment #13.)

Earl Allender. Mr. Allender stated he is a school board member in Wellsville and was previously a teacher for 25 years. He believes the 10 credit hours that would be required by school board members would ultimately benefit students.

Discussion on HB 3077:

Chairman Bowden provided committee members with an amendment draft of HB 3077 regarding proprietary schools; establishing the student protection fund; providing for the sources and use of the fund and affecting the purposes for which surety bonds are maintained. (See Attachment #14.)

Representative Reinhardt moved that HB 3077 be amended (as per attached); Representative Praeger seconded the motion. Motion carried.

Representative Reinhardt moved that HB 3077 be passed favorably; Representative Pottorff seconded the motion. Motion carried.

Chairman Bowden reported to the committee that he and interested parties will be visiting with Mr. John Poggio on HB 2963 concerning essential skills assessment, and that Ms. Swartzman will check proper language to be incorporated into the bill.

Chairman Bowden announced the committee will not address HB 3076, awaiting work on SB 523, as these two bills share compatible language.

The next scheduled meeting is March 5 in Room 519-S, Statehouse.

Upon completion of its business, meeting adjourned at 5:05 p.m.



GUEST LIST

COMMITTEE: House Education

Date: 3/4/92

Name (Please Print)	COMPANY ORGANIZATION	ADDRESS
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John Kozick	KASTB	Topeka
Elaine Grant	HWEA	Topeka
John C. Lauer	USD #441	Abetha
Bill Munch	SL Bd of Ed	Manassas
Connie Huelce	SL Bd of Ed	Huelce
Jacqueline Oakes	SQE	Topeka
Wendy Aft	USD #500	Topeka
Nashel Bae		Wellsville
Earl G. Allender	USD 289	Wellsville
Carol Speth		Lawrence
Ethel Evans	Commissioner	Grant Co.
Ken Baker	4th Enrollment USD	Topeka
Billie Scott	USA	Topeka
Phil KNIGHT	USD 214	ULYSSES
Bill Kuntz	W.S.U.	Whita
John C. Lauer	Basehor 458	
Adalberto M. Hernandez	Topeka	Gov. office.

#1

STATE OF KANSAS

GEORGIA WALTON BRADFORD

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TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS

MEMBER: ECONOMIC DEVELOPMENT
LOCAL GOVERNMENT
LEGISLATIVE EDUCATION PLANNING

TESTIMONY ON HOUSE BILL 2929
HOUSE EDUCATION COMMITTEE

March 4, 1992

GEORGIA W. BRADFORD, REPRESENTATIVE 94TH DISTRICT

Chairman Bowden, and members of the Committee, thank you for the opportunity to address you on House Bill 2929 an education reform bill. The cornerstone of this legislation is centered on student outcomes, personnel performance standards and a new structure of professional collaboration.

GOALS OF THIS LEGISLATION:

GOAL 1. To develop state mandated student outcomes standards (student skills attainment) including individual student improvement plans.

GOAL 2. To establish standards of personnel performance standards required at each level based on student outcomes:

- (a) State Department of Education level.
- (b) Unified School District level.
- (c) Building level.
- (d) Team level.

GOAL 3. To provide for accountability at each level based on statewide goals for student outcomes - meaning that we build in a true measure of performance based on the dollars spent for the delivery systems.

GOAL 4. To facilitate the professional collaborative model, a team approach to teaching and learning is developed.

GOAL 5. To provide team evaluation based on student outcomes.

*Education
Attachment # 1
3/4/92*

GOAL 6. To tie funding of public school education to student outcomes and professional performance standards:

(a) Permits teams to monitor professional performance of its team members.

(b) Any team/staff member (administrative/teacher) may be removed from a team if standards are not met. Staff member may join other teams twice.

(c) Team/staff personnel must meet or exceed successful student outcomes to maintain salary.

GOAL 7. To develop a centralized salary schedule (building in factors peculiar to locales) to insure quality professional personnel in each UNIFIED SCHOOL DISTRICT thereby meeting equal and equitable mandates.

(a) Developed and phased in by 95/96 school year.

(b) Negotiations for salary not performed locally.

(c) Negotiations for salary performed at the state level after the first year.

Attch # 1-2

HOUSE BILL 2929 OVERVIEW

NEW SECTION 1.

This bill mandates that the State Board of Education develop performance standards based on student outcomes as follows:

- a. Provides for goals to be set by the State Department of Education and further developed at each level.

All Unified School Districts will be given clear guidelines to develop plans as to which skills outcomes will be attained the district level.

Plans, once outlined, will be collaboratively and professionally developed in more detail at each level.

A collaborative model will be developed using the local Board of Education with parents and other community members, teaching, and administrative personnel.

- b. Each plan (the operations, and the activities) will include continuous evaluation and revision with respect to student outcomes.
- c. The team will develop individual student improvement plans with written student outcomes assuring student outcomes based on student ability with parent/community involvement to the extent permitted by law.

Performance standards will be evaluated continually based upon appropriate achievement of student outcomes based on their individual student improvement plans.

- d. Personal contracts, at the Unified School District level, shall specify the duties and responsibilities of the employee based upon the district's objective goals in accordance with the collaborative plan adopted for the district.

Contracts shall include job content and systems outcomes-based performance expectations in accordance with the system of reviews and evaluations.

Contracts shall include objective goals in accordance with the collaborative plan adopted for the USD.

Performance will be monitored and enforced by a collaborative team in accordance with contracts and expected student academic goals and other outcomes adopted for students.

- e. The State Department of Education shall develop and adopt a uniform enforcement of accreditation, credentialing, and certification for professional educators to provide consistency among college and university education programs.

attaches #1-3

- f. The State Board of Education will set specific standards for all postsecondary educational institutions across all disciplines for the education and certification of all teaching and administrative personnel of USDs.

NEW SECTION 2.

Establishes sanctions tieing funding to personnel performance and to student outcomes.

- a. The State Board of Education shall adopt guidelines and parameters prescribing a system of ongoing, periodic reviews.
- b. Progressive sanctions, effectively linked with funding, and as part of a system of reviews and evaluations, shall be developed and adopted.
- c. The system of reviews shall include procedures for appropriate restructuring, reassignment or transferring of personnel and other resources to accomplish performance standards and outcomes-based standards.

Team members may be moved twice (or may serve on three teams) if performance standards are not accomplished.

NEW SECTION 3.

- a. Establishes staffing ratios (95/96 school year) for all public schools and districts and shall be required for accreditation.
- b. Minimum and maximum numbers of pupils per teacher per classroom shall be developed for densely and sparsely populated districts:

No more than 24 students per hour and no more than 120 students per day in densely populated districts.

Staffing ratios shall recognize and accommodate the need to assign teaching personnel to more than one grade level or subject areas if the teaching personnel have received specific training for teaching in such circumstances in sparsely populated districts.

NEW SECTION 4.

Beginning with the 95/96 school year, compensates all employees in accordance with a centralized salary schedule with no salary enhancements at the local level:

NEW SECTION 5.

- a. Requires the State Board of Education to develop, adopt, annually review, and maintain a centralized salary schedule for all public school employees. The schedule will be presented to the legislature on or before the 15th calendar day of the regular legislative session in 1994 and will be effective for the 95/96 school year and every year.
- b. Based on the principles of equivalent compensation for equivalent duties and responsibilities, the salary schedule will provide for differentials:
 - (1) Geographic location.
 - (2) Additional assigned duties.
 - (3) Responsibilities for special programs and activities.
 - (4) Areas of responsibilities.
 - (5) Number of students.
 - (6) Degree of multi-cultural contexts.
 - (7) Cost of living.
 - (8) Hazardous duty.
 - (9) Other such extenuating factors as the State Board of Education shall determine.
- c. Categories for administrative, teaching, and classified personnel shall be established by the State Department of Education.

Teaching personnel shall include teachers and ancillary professional support staff members.

Descriptions, duties, and responsibilities with suitable qualifications and performance standards shall be prescribed.
- d. Advancement differentials shall be developed for teaching, administrative, and classified personnel.
- e. Periodic wage and salary surveys and consideration of pertinent rates of compensation in other public and private employments in appropriate labor markets shall be considered.

- f. Adoption, review or revision of the schedule shall include written recommendations, requests and data submitted by representatives of professional employees' organizations which are recognized as the representative of an appropriate unit of professional employees of districts.

(CLARIFICATION MUST BE INCLUDED TO ASSURE THAT STATEWIDE COLLECTIVE BARGAINING IS PERMITTED ON THE CENTRALIZED SALARY SCHEDULE IN YEARS AFTER THE 95/96 SCHOOL YEAR.)

- g. The 95/96 salary schedule shall provide a salary at least 10% above the highest salary for each certified teacher who is paid for the teaching field and level of certification of such teacher for the 94/95 school year.

SECTION 6.

Amends KSA 1991 Supp. 72-5413 to provide for a centralized salary schedule for the 95/96 school year at the local school board does not negotiate salary at the local level.

SECTION 7.

Describes terms and notes that the local school board does not negotiate salary at the local level.

NEW SECTION 8.

Provides for the development and provision of the implementation and administration of a state health care benefits program for school employees by the Kansas state health care commission effective in the 95/96 school year.

SECTION 9.

Sections repealed are KSA 75-4322, 75-6501, and KSA 1991 Supp. 72-5413.

SECTION 10.

Indicates that this act will become law upon publication in the statute book.

H.B. 2929
TESTIMONY DR. DAVID PENDLETON
ASST. SUPT. BASEHOR-LINWOOD SCHOOL #458
MARCH 4, 1992

CHAIRMAN: BOWDEN
Members of the House Education Committee

PERSONAL BACKGROUND:
PUBLIC

TOPEKA SCHOOL DISTRICT 1969-1972
SHAWNEE MISSION SCHOOL DISTRICT 1972-1985
BASEHOR-LINWOOD SCHOOLS 1989-PRESENT

PRIVATE

COMMERCIAL DEVELOPMENT 1985-1989

1. OUTCOMES BASED EDUCATION IN KANSAS

REFORM VS. CONFORM

COMMUNICATING HIGH EXPECTATIONS
NOT THE PRACTICE AS MUCH AS THE SPIRIT
DECISIONS ARE BECOMING MORE DATA DRIVEN THAN SPECULATIVE
EVERYTHING WE DO NOW IN EDUCATION SHOULD BE TIED TO
PERFORMANCE STANDARDS
STANDARDS MET BEFORE ENHANCEMENT OR ENRICHMENT
CLEAR COMPELLING AND ASSESSED

2. PRODUCT ORIENTED

PROGRAM STAFFING
PROGRAM BUDGETING
PROGRAM ACCOUNTABILITY

3. ADVANTAGES OF H.B. 2929

USES THE SAME MODEL OF REVENUE DELIVERY AS O.B.E.
PROVIDES MORE COOPERATION AND LESS COMPETITION
ALLOWS SMALL DISTRICTS THE CAPACITY TO REFORM
PROVIDES SHARING OF RESOURCES BETWEEN STATE AND LOCAL
GOVERNMENT AND BETWEEN LARGE AND SMALL DISTRICTS
RECOGNIZES TEACHERS ARE THE SOLUTION AND NOT THE PROBLEM

*Education
Attachment #2
3/4/92*

#3

**Testimony Presented Before the
Kansas Education Committee
House Bill 2929**

March 4, 1992

Dr. Willis J. Furtwengler
Professor, Wichita State University
Wichita, Kansas

*Education
Attachment # 3
3/4/92*

Systemic Reform in Kansas Schools

Many *ordinary* people working together will need to participate in *extra-ordinary* events for our country to keep its leadership position in knowledge power and innovation. State government can help by leading and supporting citizen participation in these extra-ordinary events in Kansas schools and communities. Elements of House Bill 2929, if enacted, take steps toward providing such state leadership.

During the next few minutes, I will describe four brief stories that support aspects of House Bill 2929. The first is a fantasy. The remaining stories are true.

Story One: A Fantasy

A company decided to build a world-class car. In preparing for the production of this car, they purchased the 15 top-rated cars in the world. They compared the quality of the parts of each automobile. For example, they examined the mufflers of each of these cars. The examiners removed a muffler from the Lexus because it was better than any of the other 14 mufflers. Then they removed a steering wheel from a Cadillac because it was better than the other 14. They placed the Cadillac's transmission next to the Lexus's muffler and Cadillac's steering wheel. When all the best parts of the car were selected from among the 15 cars, the company tried to assemble their first world-class car. Unfortunately, the best parts did not fit or work together to create the prototype world-class car. The best of the parts could not work together to make a functioning whole.

Many of our past attempts to improve the performance of public school graduates were flawed by such piecemeal approaches. We have taken a piecemeal approach to quality improvement when, in fact, quality improvement depends on the mesh, or interfacing, of the components of the educational system. Researchers have attempted to identify aspects of the teaching/learning system that guarantee student success. Most have concluded that many variables, working together, determine student outcomes. My research, and that of others, clearly suggests that school reform must be systemic in nature (Furtwengler, 1985; Furtwengler, 1989; Schlechty, 1990; Senge, 1990a). Systemic reform means that all the parts of the school and its community interact as a system and change simultaneously. The only way systemic reform can occur is through

extensive, continuous, collaboration among the parties involved (teachers, parents, business people, students, board members, and administrators). House Bill 2929 leads the way in systemic reform by requiring the collaborative planning and shared monitoring of student performance and outcome measures of accountability.

Story Two: Innovation and Integration

The second story examines the results of a teacher's effort to improve classroom instruction while working in a non-integrated system. A teacher attended a summer workshop to learn how to use cooperative learning in the classroom. In this method of instruction, students work in groups and help each other learn. Research findings from studies of cooperative learning strongly support the use of this strategy (Slavin, 1991). Following her attendance at the cooperative learning workshop, the fifth grade teacher returned to school in the fall and immediately began using the instructional strategy. Teachers in her school did not use this instructional strategy and neither hindered nor supported her use of the innovation. First year results of the use of cooperative learning showed that student performance was better than, or at least equal to, that of previous years. In addition, students also learned social skills in how to work together effectively as a group.

Despite the first year results, the teacher relied less on the cooperative learning strategy the second year. Noise from her students engaging in cooperative learning activities annoyed other teachers in the building. The third year the teacher stopped using cooperative learning. She said, "I gave up since what I was doing did not match other teachers' instructional strategies. I always had to explain to the principal and parents why I was doing it differently." When asked why other teachers did not use the strategy, she replied that they did not have time to learn it. In other words, her high quality, innovative work, did not fit with the other working parts of the school. The teacher changed her behavior as many teachers do, only to discover that a change in one part of a system affects others—either directly or indirectly. Unless a teaming process exists within the school that includes representation and membership from the various other school groups, the change in behavior is likely to be resisted and even resented by others regardless of the results.

The following contributed to the teachers return to the traditional forms of teaching: (1) lack of peer and administrative support, (2) lack of time to share and learn with other staff members, (3) lack of emphasis on performance outcomes, (4) lack of community member involvement, (5) lack of rewards for risk-taking behaviors, and (6) lack of a school feedback mechanism to identify the degree to which various instructional strategies produce results. The teacher's system did not change. The quality of the teacher's work, like a quality part for the car, is useless unless it fits and is supported by other parts of the system.

Story Three: Slow Classroom Reform Through Existing Resources

The third story examines a school's attempt to share reform strategies among staff members. Teams of Kansas elementary and secondary teachers at a school reform workshop complained about not having enough time to do their work. After listening to such complaints, a fifth-grade elementary teacher said, "Look, how are you going to get more time? The state and districts are not likely to give us additional teachers, paraprofessionals or paid contract time. What are we going to do?" When none of the 60 Kansas educators answered, she said, "All my students must be prepared for sixth-grade work next year. There is only one way I can get more time. I need additional instructional resources and have found them."

"Fourteen parent volunteers work in my classroom every week. My students work in pairs and their parents are actively involved in the learning process. Some of my students use computers to learn the basics or for remedial instruction. I spend much of my time communicating, organizing, and allocating resources for learning. I receive support from my principal and the other teachers for discovering and using these resources."

With that statement, a secondary teacher said, "If I did what you did, I would lose the best part of teaching—being with students and working with them individually. I frankly have never learned how to recruit such people, set expectations for parental involvement, nor do I know how to help 14 volunteers organize for work in my classroom. I honestly think you should help us at the secondary level learn how to recruit, manage, and keep it together and organized as you do." The elementary teacher responded with an offer to teach anyone in the room what she does. Then

she began describing in detail her methods for recruiting and keeping volunteers motivated.

At the close of the day, at least a third of those attending expressed a strong need to spend more time learning from each other across schools and grade levels. They specifically wanted to know more about expectations of the students when they moved to different levels and classes, and how other teachers approached teaching and learning.

Story Four: Students as Team Resources

The final story describes the utilization of students, the largest untapped human resource pool in American schools. During the past 20 years, in more than 100 schools, I worked with school improvement teams that included students as partners in the process (See Appendix A). Examples of what student leaders throughout the country have accomplished with adult team support are: (1) established student tutoring sessions (Nashville, TN), (2) mobilized a community group of adults to change their school and neighborhood (Chicago, IL), (3) changed the norms to keep drugs, weapons, and other harmful contraband out of schools (Buffalo, NY), and (4) altered the public image of their school (Mesa, AZ). Students, especially secondary students, must be viewed as school community members who can become active in implementing systemic reform. As an integral part of the school reform, they must be provided direction, time, support, and training to interact with the school community (Moles, 1990; Furtwengler, 1985).

An important finding from the involvement of students in systemic reform activities (Furtwengler, 1990) is that the activities allow them to acquire skills that are necessary to succeed in the world of work (See *Scans Report*). As currently structured, the schedule of the school day, the organization of the school, and state regulations hinder student involvement in work on systemic school reform. House Bill 2929 allows students to serve on teams to improve schools and increase student performance.

In conclusion, I believe the conditions necessary for systemic change include the following:

- (1) Opportunities and encouragement for school community members (students, teachers, community members, board members, and administrators) to develop a clear sense of the

- existing educational and economic conditions of the local community, state, and nation (Senge, 1990b);
- (2) Opportunities and encouragement for school community members to understand the clearly stated educational goals of their community, the state, and the nation;
 - (3) Opportunities and encouragement for school community members to identify their external and internal customers and their respective needs;
 - (4) Opportunities and encouragement for school community members to: (1) reach agreements about the specific shared tasks to be achieved (student outcomes), (2) discuss why the tasks are important, and (3) plan for the attainment of the tasks (Smith & Piele, 1989; Drucker, 1992);
 - (5) Frequent opportunities and continuous encouragement for school member collaboration to determine each team's and each individual's contributions to achieve the stated student outcomes (Csikszentmihalyi & Csikszentmihalyi, 1988; Furtwengler, 1992);
 - (6) Opportunities, encouragement, and support for school community members regularly to collect performance data and to use their findings to determine: (1) the level of conformance (accountability within the system), (2) the status of the instructional/learning system, and (3) customer satisfaction;
 - (7) Opportunities and encouragement for implementing a philosophy of continuous improvement; and
 - (8) Opportunities and encouragement to: (1) receive training in the new ways, (2) lead others, and (3) celebrate the successes in achieving student outcomes.

Systemic reform recognizes the interrelationships among all components of the school as a system. It assumes that a change in any component, such as instruction and the curriculum, will alter most of the other components of the system. House Bill 2929 helps create conditions for systemic reform. It specifically provides: (1) opportunities and requirements for school/community member collaboration, (2) explicit reasons for collaboration, (3) methods for achieving internal and external

accountability, and (4) opportunities for continuous improvement necessary for effective systemic reform.

References

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Appendix A
Implementing Strategies for a School Effectiveness Program

Attach # 3-8

Implementing Strategies for a School Effectiveness Program

by Willis J. Furtwengler

One key to school effectiveness is the involvement of students in the process of change. Mr. Furtwengler describes a strategy for change that has worked in school after school.

IN THE continuing quest for effective schools, educators have been hampered by lack of information on the procedures used to implement school improvement projects and on the outcomes of these projects.¹ This article responds to that need by describing the implementation in 14 schools of an organizational development strategy aimed at maintaining or improving school effectiveness.

The 14 schools were among 121 schools for which I have served as a consultant for school improvement projects during the past decade. These 14 schools differed from the others in that their school improvement projects were long-term, i.e., conducted for periods ranging from 12 to 36 months.

I began my work on all 121 school improvement projects by classifying the host school as less effective, moderately

effective, or effective. Because space does not permit a detailed explanation of the classification system, I will summarize here only the data sources and the primary indicators used to classify the schools.

- An assessment of the relative frequency and seriousness of disciplinary problems suggested a school's level of socialized behavior.

- Scores on standardized tests and other such indicators provided a measure of a school's level of academic achievement.

- Data on school climate and school culture came from teachers' responses to the Climate Effectiveness Inventory² and from interviews with administrators, teachers, and students in each school.

- The extent of involvement in each school was judged by the percentage of school staff members and students who were involved in school activities beyond the minimum requirements.

- Other indicators, which played a minor role in classifying schools, were the dependence or independence in learning that characterized students and teachers, the level of fiscal support for the school, and the administrative leadership style that prevailed in the school.

Schools that were classified as effective had high levels of socialized behaviors (or few disciplinary problems). The academic achievement of such schools was usually higher than local and national norms, and the climates of these schools facilitated social and learning activities. A majority of students and teachers in the effective schools took part in voluntary activities and seemed accustomed to doing more than was required of them. These schools fostered independent learning, and faculty members and students took personal responsibility for their learning.

The culture of the effective schools reflected: 1) structure and order, 2) support for social interactions and acceptance of people as individuals, 3) support for intellectual or learning activities, and 4) strong commitment to a clearly articulated school mission and to a shared vision for the school. Interviews with faculty members revealed enthusiasm for and commitment to growth for themselves and others. The faculty members were also dedicated to their students, their colleagues, and the school.

The less effective schools were generally characterized by serious disci-

WILLIS J. FURTWENGLER (George Peabody College for Teachers of Vanderbilt University Chapter) is director of the Office of Educational Services, George Peabody College for Teachers, Vanderbilt University, Nashville, Tenn. This article contains excerpts from his forthcoming book, An Administrator's Guide to Creating and Maintaining Effective Schools (Allyn & Bacon).

plinary problems and low academic achievement among students, a poor climate for social and intellectual activities, little student and staff involvement in voluntary activities, and dependent learning styles among both faculty members and students. The teachers described the school culture in these less effective institutions as: 1) lacking in structure and order, 2) providing little support for social interactions or for acceptance of people as individuals, 3) providing little support for intellectual or learning activities, and 4) lacking in commitment to a mission or a shared vision. Interviews with faculty members in less effective schools revealed their quiet desperation, their fears of being harmed, and their general feelings of hopelessness.

On all these dimensions, the moderately effective schools fell between those schools classified as effective and those classified as less effective. Among the 14 schools from which the data for this article were derived, four were classified as effective, five were classified as moderately effective, and five were classified as less effective.

THE PROCESS OF CHANGE

The strategies for change that all 14 schools used involved similar steps. These steps, and the sequence in which they generally occurred, were as follows.

1. The principals and assistant principals recognized and accepted their responsibility for their schools' overall level of effectiveness.

2. Each principal appointed a team of 10 to 15 teachers to determine changes that the school should make to increase its effectiveness. The team collected and analyzed information about conditions in the school and prepared a report on its findings.

3. The team presented its report to the rest of the faculty, along with its recommendations and plans for action related to school improvement.

4. Using recommendations from teachers, students, administrators, and parents, the team established a student leadership group of 50 to 100 youngsters.

5. The entire teacher team and several members of the student leadership group formed a committee to plan a three-day retreat focusing on leadership training and problem-solving activities.

6. The team of teachers, the entire student leadership group, and the school administrators took part in the retreat.

The retreat ceremony helps some people adjust to role changes, and it provides for students the rite of passage to increased responsibility. The retreat in successful schools becomes a renewal or transitional ritual.

7. During the retreat, the teachers and the student leaders joined forces to form a school leadership team. This leadership team was divided, according to members' interests, into several task forces charged with solving specific school problems. These task forces typically found ways of involving large segments of the student body in their improvement efforts.

8. An executive committee of the school leadership team held regular meetings to establish agendas for four half-day meetings of the task forces. These half-day meetings were held throughout the school year to assess the progress of the task forces and to re-dedicate the task force members to the mission of improving the school.

9. Members of the teacher team, along with other interested faculty members, planned inservice training activities tailored to the needs of the entire faculty. These activities typically covered such topics as how to help individuals and groups assume more responsibility for their behavior; how to alter the culture, norms, or social agreements within classrooms; how to increase cooperative student learning; and how to make instruction more compatible with new research findings on the human brain.

10. As the school year progressed, changes in the effectiveness of the school were documented. The task forces presented these findings to the school leadership team, to the entire faculty, and to the student body. Progress was recognized with special celebrations.

11. The executive committee of the school leadership team established a procedure for electing or appointing new members to the team each year.

12. At the end of the school year, data from many sources were reviewed to determine the extent of that year's achievements.

13. The cycle began again the following fall, starting with step 2.

These steps in the change process are standard, with two important exceptions. First, the change agents in each of these schools assembled and integrated information from a variety of sources to develop a picture of their school's overall level of effectiveness. Second, for effective change to occur, the involve-

Clearly, the success of a school effectiveness program depends heavily on the involvement of both formal and informal student leaders.

ment of students in the change process was seen as essential. Both formal and informal student leaders took part in the schoolwide change efforts.

The involvement of students tended to be concentrated in two areas. First, they participated in training that was designed to help them understand leadership and organizations. Second, they identified school problems from their perspective and proposed solutions. The annual retreat, held prior to the start of school, proved the most effective vehicle for fostering students' involvement in the change process. Clearly, the success of a school effectiveness program depends heavily on the involvement of student leaders.

My research on the school effectiveness programs in these 14 schools indicates that the timing of each step in the change process will vary according to a school's initial level of effectiveness. The effective schools in my study quickly focused on increasing students' involvement in the change process and improving instruction through inservice training. These schools sought an ongoing rotation of volunteers from the student body and from the faculty to direct the change effort. In effective schools, staff members and students worked on their commitment to the school's mission and to their vision for the school. Effective schools were able to implement the steps in the change process quickly — especially those steps that are related to student involvement.

Staff members in moderately effective schools, by contrast, were somewhat anxious about student involvement. They wanted first to develop procedures that would insure fairness, firmness, and consistency in their dealings with students. It took quite a bit of time to build a commitment to change among faculty members in such schools and then to convince them that students

The strategy works because students are defined and treated as members of the school organization, not simply as "clients."

are an untapped resource for developing greater school effectiveness.

Staff members in the less effective schools were interested first and foremost in survival. In such schools, it took at least six months for faculty members to feel secure enough to even entertain the premise that students can make a positive contribution to the school as an organization. The faculties in the less effective schools concentrated on developing dependable order and a dependable structure and on convincing themselves and their students that the system of rules and procedures was working. In time, they were able to involve students in the management of the school — but only after they had shored up their own sense of security. Thus efforts to change a less effective school should start with inservice training for the entire faculty.

THE OUTCOMES

All but one of the 14 schools that engaged in extended school effectiveness programs improved. (The one school that showed little sustained improvement dropped its program after the first year.) Moreover, the schools that had been classified as less effective showed the greatest improvement.

Some of the most important changes came in the area of socialized behaviors. For example, in School A — a suburban high school enrolling approximately 1,000 students from middle- to upper-income families, 65% of them minority — 170 students were suspended during the 1978-79 school year. Suspensions dropped to 150 in 1979-80 (the first year of the school effectiveness program) and to 126 during the 1980-81 school year. The total days of suspension, which stood at 2,068 in 1978-79, dropped to 1,025 in 1979-80 and then to 542 in 1980-81. The number of fights

fell from 90 in 1979-80 to 66 in 1980-81. Meanwhile, average daily attendance, which stood at 86% in 1978-79, rose to 91% in 1979-80 and to 94% in 1980-81.

In School B, an inner-city high school with a 97% black enrollment and family income levels among the lowest in the city, three-day suspensions fell from 323 in 1980-81 to 294 in 1981-82, the first year of the school effectiveness program. Ten-day suspensions dropped from 531 to 336 during the same interval, while average daily attendance rose from 81% to 86%.

School C was a city high school serving a student population of approximately 1,100 students, 55% of them white and 45% of them black, who came from families with moderate incomes. In that school, 2,258 students were referred to the office for disciplinary reasons in 1980-81, but only 543 were referred to the office in 1981-82, the first year of the school effectiveness program. During the same interval, the number of classes cut fell from 9,248 to 2,766, the number of three-day suspensions dropped from 337 to 61, and the number of 10-day suspensions fell from 124 to 36. Meanwhile, average daily attendance rose from 81% to 86%.

In School D — a city high school in an upper-income area with an enrollment of 1,700 students, about 20% of them minority — suspensions dropped from 928 in 1981-82 to 482 in 1982-83, the first year of the school effectiveness program. Over the same two years, truancies dropped from 594 to 261, and the number of fights fell from 87 to 68.

School E was a junior high school in a middle-income area that enrolled approximately 1,300 students, 35% of them minority. In that building, suspensions dropped from 336 in 1981-82 to 200 in 1982-83, the first year of the school effectiveness program.

All five of these schools had been classified as less effective. As the data above show, the level of socialized behavior at each school improved after the start of its school effectiveness program. Other measures (i.e., data from survey instruments and interviews) also showed that: 1) school climate improved, 2) academic achievement may have improved (though the evidence was not conclusive), 3) school culture improved, 4) involvement in school activities rose, and 5) independent learning increased among both teachers and students. In short, schools involved in extended school effectiveness programs became more effective. Further testing

of the change process used in these schools is now under way, in an effort to improve the predictability of outcomes.

WHY THE STRATEGY WORKS

Several factors account for the effectiveness of the change strategy that was used in these schools. First, the strategy works because students are defined and treated as members of the school organization, not simply as "clients." Second, the strategy treats as fact the relationship that is believed to exist between the culture of an organization and its productivity.³ Third, the strategy changes the cultural norms of the school that are responsible for the school's level of effectiveness.⁴

The change strategy that was used in these schools is based on social systems theory, which views organizations as having three interdependent dimensions: the tasks that people perform, the interactions among people, and the sentiments or attitudes that people develop.⁵ The change strategy assumes that cultural norms, sentiments, and attitudes within a school (which influence individual and group decisions about behaviors) can be altered to improve school effectiveness.

The leadership training and school problem-solving activities in which faculty members and students engage during a three-day retreat start the process of changing the cultural norms of a school. The participants at this retreat are the influential leaders, both formal and informal, of a given school. Once the norms of the influential leaders are altered, they spread the norm-changing process to other members of the school community.

This change strategy views the culture of a school as the critical element affecting its effectiveness. The cultural norms of a school are defined as those social agreements related to: 1) the order and structure of the school organization, 2) the level of interaction among and the degree of social acceptance of individuals and groups in the school, 3) the level of support for intellectual or learning-related activities, and 4) the level of commitment to a clearly stated school mission and to a clearly articulated vision for the school.⁶ Altering the social agreements in one or more of these four areas changes school effectiveness in measurable ways. Changing the cultural norms of a school can change such things as school climate, academic performance, the level of in-

Attachth 3-11

When the school acts together as one large group bound by norms that strengthen the school culture, school effectiveness rises.

involvement of teachers and students, the level of socialized behavior, and the amount of resources allocated to the school.

This change strategy also worked for some practical reasons. Central office personnel and the school principals were committed to the school effectiveness programs before teachers or students became involved. Funds for assistance from a facilitator were available. Informal and formal school leaders among the teachers and students were involved in the change process. People emerged in each school to play important — and often unique — roles in implementing school improvement. In some schools, students carried project responsibilities that teachers managed in other schools. Where possible, members of the larger community were also involved in the change process; in some instances, these lay leaders removed potential blocks to the adoption or continuation of changes.

In sum, the change strategy works to improve schools because it alters the social agreements that students, teachers, and administrators have made about how members of each of these groups are expected to act. The autumn retreat leads to new social agreements about school priorities and the desired behaviors of individuals and groups. The change strategy that I have described differs from other approaches to school effectiveness because it addresses the issue of student involvement.

THE CONCEPTUAL MODEL

The conceptual model for the change strategy that I have described is derived from three sources⁷ and is based on the assumption that educational organizations are dynamic social systems.

George Homans was one of the first theorists to stress the interdependency of tasks, interactions, and attitudes in social systems. In schools, these attitudes or social agreements dictate the behaviors that are expected of administrators, teachers, and students in various situations.

Theodore Newcomb, Ralph Turner, and Phillip Converse further explain the establishment of school norms.⁸ They argue that the attraction that people feel for each other is related to the number of personal interactions they share. In other words, the more people interact, the more they develop positive attitudes toward each other. And the greater the attraction of people toward each other, the more powerful norms become in controlling group behavior.

The school is one large group, composed of smaller groups (e.g., classes). Small groups, when they are bonded together through interaction, can act in unison in accord with the norms to which each group adheres. When the school acts together as one large group bound by norms that strengthen the school culture, school effectiveness increases.

During the fall retreat, student leaders, teachers, and administrators develop plans for improving one or more elements in the culture of their school. From the interactions necessitated by this kind of collaborative planning, the participants develop more positive attitudes toward one another. The more the participants like one another, the more they want to interact — until some equilibrium is finally reached.⁹

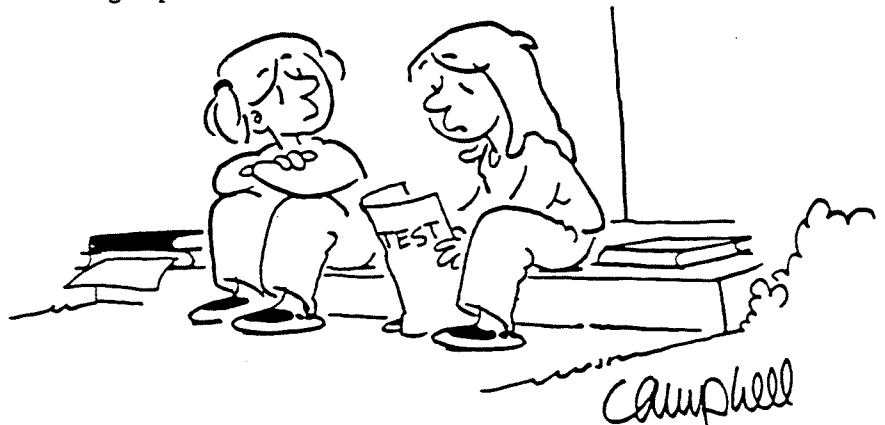
During this interaction, norms are established that specify how members of the group are expected to behave with regard to the culture of the school. The more attracted the members of the group are to one another, the more cohesive the group becomes. When cohe-

siveness within a group is high, the group has less difficulty getting members to conform to group norms that improve school culture and thus school effectiveness.

As my work with schools that are seeking to improve their effectiveness goes on, I will try to refine this conceptual framework. The outcome should be more and better answers to questions about implementation strategies.

This much I already know: the change process that I have described does improve schools and increase their effectiveness. The process works because it involves formal and informal school leaders — including students, whose role in school change has too frequently been overlooked — and these leaders create cultural norms to which they adhere when they act.

1. Stewart C. Purkey and Marshall S. Smith, "Effective Schools: A Review," *Elementary School Journal*, March 1983, pp. 427-52; and William E. Bickel, "Effective Schools: Knowledge, Dissemination, Inquiry," *Educational Researcher*, April 1983, pp. 3-5.
2. The Climate Effectiveness Inventory is published by the Research and Service Institute, Suite 233, 2 Maryland Farms, Brentwood, TN 37027.
3. Purkey and Smith, p. 448.
4. Richard A. Schmuck and Phillip J. Runkel, *The Handbook of Organization Development in Schools*, 3rd ed. (Palo Alto, Calif.: Mayfield Publishing Co., 1984), pp. 20-21.
5. George C. Homans, *The Human Group* (New York: Harcourt Brace & World, 1950), pp. 108-30.
6. Purkey and Smith, pp. 444-45.
7. C. Brooklyn Derr and Terrence Deal, "Toward a Contingency Theory of Change in Education: Organizational Structure, Processes, and Symbolism," in Edmund King, ed., *Education for Uncertainty* (London: Sage, 1979), pp. 39-70; and Homans, *The Human Group*.
8. Theodore M. Newcomb, Ralph H. Turner, and Phillip E. Converse, *Social Psychology* (New York: Holt, Rinehart & Winston, 1965), pp. 380-88.
9. Homans, *The Human Group*. ☒



"My memory software was incompatible with her test."

#4

TESTIMONY
OF DR. PHILIP H. KNIGHT
TO THE HOUSE EDUCATION COMMITTEE
MARCH 4, 1992

Chairman Bowden, and Members of the Committee, thank you for the opportunity to address you on House Bill 2929.

My name is Philip Knight. I serve as superintendent of USD #214 Ulysses. USD #214 is an isolated rural Kansas school district of approximately seventeen hundred (1700) students. I have been an educator for twenty plus years and have served as Superintendent of Schools in three states including Kansas. My remarks today will be a reflection on my experiences as an educator but, more importantly, will be brief.

The opportunity afforded a child to develop to his or her fullest economic and social potential is the responsibility of state and local government. House Bill 2929 addresses this governmental responsibility by identifying and accurately describing educational mechanisms that would assure that every Kansas child is afforded such an opportunity. These mechanisms include: student skills attainment and associated student improvement plans; a setting of standards of performance predicated on state outcomes; multi-level accountability of student outcomes; team teaching and associated team evaluation; a tying of scarce public funds to student outcomes and performance standards and, finally, the creation of a centralized or state salary schedule.

In my remaining testimony I would like to provide the Committee with my overall impression of House Bill 2929. I believe this would be a more fruitful

*Education
Attachment #4
3/4/92*

approach than to debate each item within the bill. House Bill 2929 is herculean in scope and importance. Representative Bradford must be commended on her efforts at undertaking the development of such a comprehensive education reform bill.

Overall, House Bill 2929 provides the ingredients essential to education reform. The issues of mandated student outcomes, performance standards, collaboration in plan development, a formative evaluation process, team teaching, and a state salary schedule are all identified in the bill. What I find most compelling about House Bill 2929 is that every effort is made to involve all the stakeholders, i.e. legislators, the State Board of Education, local school boards, school administrators, teachers, and parents in the educational process of the child. This, to me, is the strength of this reform bill. Its author has avoided the pernicious mindset of 'what is good must come from the top'. Such a top down approach has severely hampered educational reform in several states.

Of particular interest to me as a school superintendent is the concept of a centralized i.e. state, salary schedule. Being a superintendent of an isolated school district I know that in order to attract the best personnel I must have something to offer beyond a 360 degree clear view of the horizon. This 'carrot' takes the form of a higher wage. House Bill 2929 does recognize this issue of geography, as well as several other variables which must be taken into account when developing a state salary schedule.

Because of the importance and complexity of the issue that House Bill 2929 addresses, namely educational reform, I would ask that the Education Committee give the bill an opportunity to be further debated during this legislative session.

As I referred to in an earlier testimony, in the words of the great philosopher Pogo, "We are now faced with an insurmountable opportunity."

Attach #4-2

11412 W. First Court
Wichita, KS 67212

Rep. Georgia Walton Bradford
1012 Bayshore Drive
Wichita, KS 67212

February 29, 1992

Dear Georgia:

Thank you for the opportunity to testify on behalf of House Bill 2929. Unfortunately, I must travel on business but would like my comments read into the record of the education planning committee if that is possible.

Education reform is absolutely essential if our nation is to remain competitive, and there must be a system of measurement and accountability if we are to know where we are going, and if we have achieved our goals.

I work in the aviation training business preparing pilots to deal with emergency situations and to handle their aircraft safely. We are held accountable to our customers, stockholders, management, the Federal Aviation Administration and the laws of aerodynamics and gravity. Our public school system should be no different.

When a pilot makes a mistake, he can die. When a businessperson makes mistakes she can readily go out of business. If the education system fails, our way of life and economy will die. It's just takes longer for the results to be known.

There is no free ride on education and the taxpayers appreciate that. What we can't abide, is the money being wasted and the perception is that that is the case. My sixth grade son is having trouble in math and I am paying for a tutor because the public school system is unable to meet his needs. This is an excellent investment for me because if we don't teach him to be self-supporting then I may have to support him later. The private education enterprise that is tutoring him is accountable to me. They must show results or provide extra training to bring him up to standard. Why can't the public schools do this?

The taxpayers don't like welfare because it is a give away program and there is little hope for relief. Most of the people on welfare are poorly educated at the hands of the public school system. We can pay now for education and teach people to be self sufficient or we can pay a lot more later on welfare. May I suggest that you consider increasing the education budget and start decreasing the welfare budget. We will all get much more bang for the buck if we demand performance.

Business keeps score by money. Why shouldn't education do it the same way? The schools are in the business of educating our

Education
Attachment #5
3/4/92

children and clear-cut performance guidelines, rewards and sanctions should be a part of the process.

We have a saying in the cockpit, that when there's an emergency you should reach up and wind the clock, or, not react hastily until you've studied the problem. The Kansas Legislature has been winding this clock for years and now it is time for some action. The aircraft is going down. I urge you to support this bill. Thank you for listening.

Respectfully Submitted,



Bruce S. Landsberg

Attach # 5-2



HB 2929: EDUCATIONAL REFORM (Rep. Bradford)

Testimony presented before the House Education Committee

by

**Brilla Highfill Scott, Associate Executive Director
United School Administrators of Kansas**

March 4, 1992

Mister Chairman and Members of the House Education Committee:

United School Administrators of Kansas supports a majority of the concepts contained in this bill. We are an active supporter of the Quality Performance Accreditation system being sponsored by the Kansas State Board of Education, and as such are supportive of outcomes-based improvement models.

As we have said on other occasions, we have no problem linking school funding with school performance when we reach the point where we have agreed upon the standards all students will be required to meet.

The QPA project is moving ever closer to the time when we will know what we as a state want our children to know, be able to do, and in fact be like when they have completed the school process. In our judgment, we should focus our collective efforts on ensuring that the QPA project does indeed produce what we want. When Kansas has clearly defined what is wanted, then tying funding to performance will make more sense.

*Education
Attachment #6
3/4/92*



#7

KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Craig Grant Testimony Before
House Education Committee
Monday, February 24, 1992

Thank you, Mr. Chairman. I am Craig Grant and I appreciate this opportunity to provide comments on HB 2929.

I realize a great deal of thought and work went into the formation of this far-reaching plan. I have visited with Representative Bradford more than once on this bill and know how sincere her beliefs are that this method of education would be best for children.

I told Representative Bradford that I was confident that our teachers were not prepared to move to a statewide salary schedule. In a year that the term "local control" has been given new meaning, we think that a salary schedule developed at the state level would actually diminish local control or discretion. I am tempted to develop a schedule which would be at least 10% above the highest salary paid for each level and step in Kansas. I am also tempted to accept the 24 pupil per hour and 120 pupil per day maximum limit, especially for many of our larger schools.

Even though the temptation is there, I think that decisions reached at the building level and district level with a shared decision-making model such as is in our building based education bill, will better serve the students of our state. If we can implement such models of shared decision-making and they do not prove to be effective as we think they will, possibly we will need to take this radical an approach to restructuring.

For these reasons, we believe that HB 2929 should not be acted on favorably. Thank you for listening to our concerns.

Education
Attachment #7
3/4/92



Testimony on H.B. 2929
before the
House Committee on Education

by
Patricia E. Baker
Associate Executive Director/General Counsel
Kansas Association of School Boards

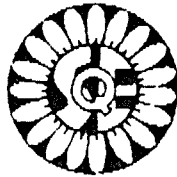
February 24, 1992

Thank you, Mr. Chairman and Committee members for the opportunity to appear before you concerning House Bill 2929. The bill is a far-reaching proposal dealing with a number of areas of public school operations. Within the bill are several concepts that we have supported including site based management, outcomes based accreditation and accountability for all those involved in educating our students.

However, we cannot support the bill at this time. Such drastic changes from current practice as statewide salary schedules for all employees and major changes in the Professional Negotiations Act should be carefully analyzed before adoption. We believe other bills before this House and before the Senate address legislative efforts to enact school improvement and should be followed through on.

Thank you for your attention.

Education
Attachment #8
3/4/92



Schools for Quality Education

Bluemont Hall Manhattan, KS 66506 (913) 532-5886

March 4, 1992

TO: HOUSE COMMITTEE ON EDUCATION

SUBJECT: HB 2929 -- EDUCATIONAL REFORM

FROM: SCHOOLS FOR QUALITY EDUCATION -- Jacque Oakes

Mr. Chairman and Members of the Committee:

Educational reform is certainly a key element to all of us as we strive to advance our schools toward student excellence.

It is certainly obvious that Representative Bradford is deeply concerned about education and with student improvement. We can agree that an individual student improvement plan would be an ideal situation for all kids.

Nevertheless, we must appear in opposition to HB 2929 from the standpoint of local authority--local influence. Local control can be equated to dollars, but it also has many other meanings. Several of those reasons for control that are significant to a community are taken away from them by this bill. When we start taking away the authority of school boards, elected by the local people, to transfer teachers, set staffing ratios and establish salaries, we have taken away that very valuable process that ensures the commitment of the parents and the common interests of each locality.

We are extremely concerned that this bill would take away the trust that a community has that they are a relevant part of their own schools and their own kid's education.

Thank you for your time and your serious consideration of HB 2929.

"Rural is Quality"

*Education
Attachment #9
3/4/92*



OF SCHOOL BOARDS

5401 S. W. 7th Avenue Topeka, Kansas 66606
913-273-3600

Testimony on H.B. 3092
before the
House Committee on Education

by

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

March 4, 1992

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you on behalf of the member boards of education of the Kansas Association of School Boards in support of House Bill No. 3092. This bill was introduced at our request based on an action taken by our Delegate Assembly in December of 1991. That action by our Delegate Assembly reversed our previous position of opposition to mandatory board development.

Our stance on this issue underwent close scrutiny as a part of a thorough review of all of our positions in light of the development of a comprehensive school reform and school finance program which is called the Quest for Quality. In endorsing a new system of school accreditation based on outcomes, our members became convinced that a successful implementation of that concept required an informed and committed board of education. We felt it inconsistent to drop our opposition to mandatory inservice for school employees without also recognizing the importance of inservice for school board members.

Education
Attachment #10
3/4/92

When we began to explore a model to develop legislation to implement this concept, we were disappointed to find that similar legislation in the eight other states where mandatory training exists was not very comprehensive. We therefore utilized a model for this legislation based on the continuing legal education requirement for attorneys. We believe it will provide the basis for a meaningful inservice requirement for school board members. It will be our intent if this measure is enacted to ask that the implementing regulations provide for removal from office as the ultimate sanction for those who fail to meet the requirements of this act.

KASB has long supported and fostered the notion of school board development through an extensive program of workshops, seminars and on-site consulting services. Development activities are also available to school boards from a long list of other potential sponsors under this measure. For most school board members in Kansas, enactment of this measure will not change their past practice. Their existing program of personal development will more than satisfy the requirements of this act.

House Bill 3092 represents a significant commitment on the part of Kansas school board members to educational improvement. We would urge your favorable support for this measure and I would attempt to answer any questions about our position.

Attch # 10-2



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

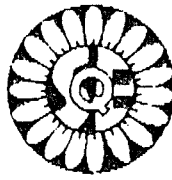
#11
Craig Grant Testimony Before
House Education Committee
Wednesday, March 4, 1992

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this chance to speak in favor of HB 3092.

Kansas-NEA agrees that school board members should have continuing education requirements as contained in HB 3092. One must attempt to keep as informed as possible to perform the increasingly difficult job of school board member.

Most board members participate in workshops and seminars totally many more hours than this minimum requirement. Surprisingly, I have even been asked to participate as a presenter in some of these workshops. The minority number of board members not participating in these opportunities need to be persuaded to participate. When they do, they will see the advantages of being as informed as possible.

Since HB 3092 attempts to increase board performance through inservice education, we certainly support the bill. Thank you for listening to our concerns.



#12

Schools for Quality Education

Bluemont Hall Manhattan, KS 66506 (913) 532-5886

March 4, 1992

TO: HOUSE COMMITTEE ON EDUCATION

SUBJECT: HB 3092 -- EDUCATIONAL DEVELOPMENT PROGRAM FOR
LOCAL BOARDS

FROM: SCHOOLS FOR QUALITY EDUCATION -- Jacque Oakes

Mr. Chairman and Members of the Committee:

I am Jacque Oakes representing Schools for Quality Education, an organization of 96 small schools.

We are extremely pleased with HB 3092, and we appear as a proponent of the school board development program.

According to figures from the Kansas Association of School Boards, 50% of 2,111 board members in 1989-1990 attended a variety of seminars on many different subjects and 83% of 2,041 board members attended in 1990-1991.

We believe that many board members have already been attending seminars to become better trained and that this bill will certainly hasten the attendance of those people who have not committed themselves to development activities.

Thank you for your time and positive consideration of HB 3092.

"Rural is Quality"

Education
Attachment #12
3/4/92

Kansas State Board of Education

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

March 4, 1992

TO: House Education Committee

FROM: State Board of Education

SUBJECT: 1992 House Bill 3092

My name is Connie Hubbell, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

House Bill 3092 establishes the Kansas School Board Development Program. Under this bill local school board members would be required to earn a minimum of ten credit hours of board development each year. These hours would be reported to the State Board of Education to ensure compliance with the law.

In those cases where the requirement creates a hardship, the State Board of Education may grant a waiver or extension of time to complete the requirements.

Any organization which desires to sponsor a course or program of board development activity must apply for accreditation to the State Board of Education.

A local school board member may seek credit for attendance or participation in an educational activity that was not accredited and submit it to the State Board of Education for approval to count the activity toward the development credits.

The State Board of Education has been and continues to be a strong supporter of inservice training and retraining of school employees. We believe this is also applicable to local board of education members due to the rapidly changing educational community. The more knowledgeable local board members are of the challenges before them and potential solutions, the better opportunity students have to succeed in school.

The State Board of Education recommends the Committee report House Bill 3092 favorably for passage.

Dale M. Dennis
Deputy/Assistant Commissioner
Division of Fiscal Services and Quality Control
(913) 296-3871

*Education
Attachment #13
3/4/92*

REPORTS OF STANDING COMMITTEES

MR. SPEAKER:

Your Committee on Education

Recommends that House Bill No. 3077

"AN ACT concerning proprietary schools; establishing the student protection fund; providing for the sources and use of the fund; affecting the purposes for which surety bonds are maintained; amending K.S.A. 72-4932 and repealing the existing section."

Be amended:

On page 1, in line 15, by striking "proprietary school student" and inserting "tuition"; in line 16, by striking "section" and inserting "subsection"; in line 17, by striking "at" and inserting ": At"; in line 18, by striking "or renewal"; in line 20, by striking all after "fee"; by striking all of line 21; in line 22, by striking "in the fund" and inserting "in the amount of \$200, which fee shall be in addition to the fee for issuance of the certificate of approval; and (2) at the time of collection of the fee for renewal of a certificate of approval, and as a condition of such renewal, a fee in an amount not to exceed \$4 per student enrolled at the proprietary school during the preceding year, which fee shall be in addition to the fee for renewal of the certificate of approval"; also in line 22, after the period, by inserting a new sentence as follows: "The state board of education shall provide for collection of the fees established under this subsection as necessary to attain a balance of \$60,000 in the fund and thereafter as necessary to maintain a balance of not less than \$50,000 in the fund."; also in line 22, by striking "section" and inserting "subsection"; in line 23, by striking "propri-"; in line 24, by striking all before "protection" and inserting "tuition"; also in line 24, by striking all after the period; by striking all of lines 25 through 36; following line 36, by inserting four new subsections

*Education
Attachment #14
3/4/92*

as follows:

"(b) If a proprietary school ceases operation in the state of Kansas after the effective date of this act, the state board of education shall assist the students of such school to continue and complete the courses of instruction or study of such students at another proprietary school. Any expenses incurred by the state board in assisting students to continue their courses of instruction or study or to receive a refund from a proprietary school that has ceased operation in the state of Kansas, and any extraordinary expenses incurred by a proprietary school that is providing a teachout for students placed at such school in accordance with this subsection, may be paid from the tuition protection fund. If a student cannot be placed at another proprietary school, a refund of the student's tuition and fees may be made to the student from the fund. If another proprietary school is willing to assume responsibility for continuance of the courses of instruction or study of a student of a proprietary school that ceases operation in the state of Kansas with no significant changes in the quality of the courses of instruction or study, the student shall not be entitled to a refund. Attorney fees, court costs, and damage awards which are related to the cessation of operation of a proprietary school may not be paid from the fund.

(c) In order to be eligible for payments from the tuition protection fund, students of proprietary schools that have ceased operation shall submit an application for payment to the state board. Applications shall contain such information and be prepared and submitted in such form and manner as the state board shall require.

(d) All payments from the tuition protection fund shall be made upon warrants of the director of accounts and reports pursuant to vouchers approved by the state board or by a person or persons designated by the state board.

(e) Any proprietary school that ceases operation in the state of Kansas after the effective date of this act shall be

Attache #4-2

liable to the state board of education for any payments made from the tuition protection fund for or on behalf of students of such school. All amounts recovered by the state board pursuant to this subsection shall be deposited in the state treasury and credited to the tuition protection fund.";

Also on page 1, in line 37, by striking "(b)" and inserting "(f)"; in line 38, by striking "proprietary school student" and inserting "tuition";

On page 2, in line 24, after "employees", by inserting "and that the school shall be liable for any obligation of the tuition protection fund arising out of the cessation of operation of the school in the state of Kansas";

In the title, in line 8, by striking "student" and inserting "tuition";

And the bill be passed as amended.

Chairperson

Attach #14-3

