

Approved February 18, 1992
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~a.m.~~/p.m. on Thursday, February 13, 1992 in room 123-S of the Capitol.

All members were present except:

Senator Jim Ward, excused

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Revisor of Statutes
Mr. Dale Dennis, Assistant Commissioner of Education
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

SCR 1631 - Concurrent resolution adopting state goals for Kansas public education.

Proponents:

Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards
Mr. Gerald Henderson, Executive Director, The United School Administrators of Kansas
Ms. Connie Hubbell, Legislative Coordinator, State Board of Education

After Chairman Joseph C. Harder called the meeting to order, Senator Frahm moved that the minutes of the Committee meeting of Monday, February 10 be approved. Senator Langworthy seconded the motion, and the minutes were approved.

The Chair called Committee attention to SCR 1631, relating to adoption of state goals for Kansas public schools and recognized the first conferee.

Mr. Mark Tallman, Coordinator of Governmental Relations, Kansas Association of School Boards, thanked the Committee for introducing SCR 1631 on behalf of his organization and said it was proposed "because KASB believes Kansas cannot make meaningful progress on education improvement and establish real public accountability until we reach a consensus on what we expect from schools and how we will measure programs". (Attachment 1)

Mr. Tallman stated that KASB has attempted to compile a starting point of what might represent a consensus on goals and performance indicators, but KASB is willing to look at other proposals which might be presented, because it believes "something needs to be done".

Mr. Gerald Henderson, Executive Director, The United School Administrators of Kansas, stated that since the five goals in SCR 1631 are similar to those contained in America 2000, he would suggest amending SCR 1631 by changing the general goals to those of America 2000 and then adopting the resolution. (Attachment 2) Mr. Henderson explained that the supplemental attachment which he distributed is a copy of a report U.S.A. presented to the State Board of Education yesterday. The report, he said, explains what his organization is doing throughout Kansas.

Replying to a question, Mr. Henderson said he would not oppose applying the achievement indicators in SCR 1631 (and others) to the goals set out in America 2000. Mr. Henderson stated that although he does not oppose the goals of SCR 1631, he feels that a second set of goals is unnecessary.

When the Chair called upon the next proponent, Ms. Connie Hubbell stated that the State Board of Education supports the goals in SCR 1631 as well as the collection and dissemination of information to assist local unified

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

room 123-S, Statehouse, at 1:30 ~~xxx~~ a.m./p.m. on Thursday, February 13, 1992

school districts. (Attachment 3) Ms. Hubbell noted that additional appropriations at both the local and state levels will be necessary for implementation to be successful.

Statements made by Ms. Hubbell in response to questions include the following:

The State Board is very committed to Quality Performance Accreditation and believes it is the future of education.

Fifty districts representing approximately 130 schools presently are involved in the Quality Performance Accreditation program, and these schools are now aggregating their data for the State Board.

It is important to have one set of state goals in education, and coordinated effort should be made to arrive at these goals.

Quality Performance Accreditation (QPA) was adopted after a year of study by a State Board task force committee. She explained that Outcomes Based Accreditation relates to fulfillment of certain outcomes by schools in order to be accredited; outcomes-based education refers to identifying competencies students should have as they move through the school system.

The State Board has taken no position on the qualified admissions proposal.

The State Board supports the Kansas 2000 goals.

Alternative certification of teachers will be allowed commencing in the summer of 1992 regardless of the passage of any legislation.

The State Board is oversighting only 50 schools in the QPA program due to lack of staff and expertise but will be adding 100 districts; eventually all districts will be included in the QPA program.

Mr. Tallman, responding to a question, stated that his organization did not want its goals to be contradictory to national goals or the QPA of the State Board.

Ms. Kay Coles, Kansas National Education Association, who was in attendance, responded that although her organization supports SCR 1631 it prefers the national goals since agreement on these already has been reached.

The Chairman requested that the conferees establish a common set of goals on which they all agree and report back to the Committee. The conferees agreed to do this.

The Chair adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE Thursday, February 13, 1992

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Jennifer Lundeen	Rt 1 Box 316 Ft. Scott	Senate Page
Tonya Hill	Rt. 2, Box 43 Mapleton	Senate Page
Susan Leblers	111 Renner Blvd.	Private Citizen
Nina Abbott	123 W 71st St	" "
Kelly Murphy	"	"
Cleta Remyer	R2, Sabetha, Ks	Right to Life of Ks.
Margie Bunnell	R1 Box 129 Weldo, Ks	KASB
Ken Woods	1125 Oak Garnett, Ks	USD 365
GERALD HENDERSON	TOPEKA	USA of Ks
Coniethreed	Topeka	State Bd of Ed
Cind L. Baird	830 Kearney, Manhattan	KONE - RN
Kay Cole	Topeka	KNEA
Mark Tallman	Topeka	KASD
Tim Nune	Topeka	ASK
Wes Ewing	Olzburg	USD. 384
Ann Guber	317 S. Ridge Rd Haskin, Ks	Kess KSNB
Craig Grant	Topeka	KNEA
Sony Perdue	901 S. Haverhill El Dorado	BCCC
Katrina Bicketts	901 So. Haverhill Rd. El Dorado	BCCC
Triwa Fitch	P.O. Box 16578 Wichita	BCCC
Shannon Zink	704 Lakeside Dr. Andover	BCCC
Shannon Stewart	219 N. 1st Marion	BCCC
Nancy Handberg	Topeka	LWV of Ks
Judy Robinson	"	"

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Thursday, February 13, 1992

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Kriste Wardell	Topeka	ASK
Theresa M. Hanzel	1618 West 6 th St. Topeka, Kansas	AACA/KSNA
Connie Davidson	10100 Wall OP	interest only
Scott C. Evans	804 Marsh Kinsley	KASB
D. H. Richardson	402 N Union Stafford	KASB
Beverly Meek	19750 S. Pflummers Bucyrus	IASD #230
Aue Gamble	17724 W 67 Shawnee, MO 66217	KASB/RN USD 512
Deirdra J. ...	Topeka	USD # 500
Robin Nichols	Topeka	USD 259
Kim Vickers	Topeka	Intern (Karr)



Testimony on S.C.R. 1631
before the
Senate Committee on Education

by

Mark Tallman, Coordinator of Governmental Relations
Kansas Association of School Boards

February 13, 1992

Mr. Chairman, Members of the Committee:

S.C.R. 1631 is proposed because KASB believes Kansas cannot make meaningful progress on education improvement and establish real public accountability until we reach a consensus on what we expect from schools and how we will measure progress.

This resolution proposes five goals for Kansas school districts. These goals have been written to encompass (1) the national goals developed by President Bush and the governors, which are the foundation of the national America 2000 strategy, (2) the direction of the State Board of Education's Quality Performance Accreditation plan, and (3) many ideas embraced by various interim Legislative committees and national educational improvement reports.

For each goal, at least one performance indicator is presented to measure progress on that goal. Each indicator has been selected because it will be required under Quality Performance Accreditation, or can be drawn from readily available data. For example, several indicators are based on

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the State Board's new mathematics test, which was implemented last year, and the new communications test, which will begin next year.

The resolution also endorses continued development of Quality Performance Accreditation based on high standards for all students, and calls on the State Board to develop meaningful sanctions for schools and districts that fail to achieve those outcomes. Finally, it calls for annual reports on progress toward meeting the state goals.

KASB urges the adoption of state education goals for the following reasons:

We believe that state efforts at educational improvement must begin with an agreement on what educational improvement means, and how to measure it. We believe this can and should happen this session. We believe that these proposed goals represent consensus on the most important goals the state elementary and secondary system should achieve.

Once goals and performance indicators are adopted, school boards, administrators and teachers will understand clearly what is expected, how priorities must be established, and how progress will be measured.

Such goals will provide parents, school district patrons and the state electorate at large with an easily understandable "report card" on the school districts' performance. Districts which fail to meet high standards will be more accountable to both their own patrons and to state government. In fact, the major difference between these goals and Q.P.A. outcomes is simply our desire to make certain outcomes more accessible to public understanding.

Note that these indicators are based on showing improvement. We have not suggested "benchmark" levels of performance for several reasons. First, in most categories we do not yet have the data to determine what

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benchmark standards are appropriate. Second, school districts serve vastly different student populations. Setting state benchmarks too high may penalize some districts in the short run; setting them too low may allow complacency. Third, we believe that all districts can and should improve, no matter what the current level of performance.

KASB believes that a system of state goals, outcomes-based accreditation standards, and appropriate enforcement sanctions is the most meaningful program for educational improvement. Such a system will require school boards, administrators and teachers to develop strategies that work for them, rather than have piecemeal reform concepts imposed by the state. It will hold them accountable for improving the qualities of their graduates, better preparing them for the workplace or postsecondary education.

You heard from national education experts on Tuesday, who indicated the importance of school accountability at the state level, while allowing districts to experiment, to find what works. The state should set the expectations. It should insure that districts have the ability to meet those expectations, through adequate financing and management flexibility. It should let districts find the best way to meet those expectations.

Thank you for your consideration.

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**"Quest for Quality"
Education Goals**

School District Goals and Performance Indicators:

- A. Assist families in early childhood education and school preparation, in family involvement in the educational process, and in providing basic services for young children.
 - 1. Increase preschool, Parent Education Programs and family outreach programs to all schools wishing to participate.
- B. Provide all students with strong competencies in fundamental skills, especially communications, mathematics and problem-solving.
 - 2. Increase student oral and written communications skills as measured by the new state communications assessment.
 - 3. Increase student mathematics skills as measured by the new state mathematics assessment.
 - 4. Increase student problem-solving and analytical skills and other higher level thinking skills as measured by state and local assessments.
 - 5. Decrease the school drop-out rate and increase attendance rates.
- C. Prepare students for success in postsecondary education and employment, including college, vocational and on-the-job training.
 - 6. Increase the number of students successfully completing advanced math and science courses in high school.
 - 7. Increase the high school graduation rate.
 - 8. Increase placement rates by high school graduates in post-secondary programs, from vocational-technical schools to the universities.
- D. Provide a safe, orderly learning environment for all students.
 - 9. Decrease incidents of crime, violence and substance abuse in schools.
- E. Involve the entire community in the education system.
 - 10. Increase school interaction with community agencies and social services, and with business and the private sector.

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SCR 1631

February 13, 1992

Testimony presented before the Senate Committee on Education
by Gerald W. Henderson, Executive Director
United School Administrators of Kansas

Mister Chairman and Members of the Committee:

United School Administrators of Kansas appreciates the opportunity to rise in support of the concepts embodied in **SCR 1631**. While the five goals stated in the resolution are similar to the six goals of America 2000 and Kansas 2000, there are some differences. Our suggestion is that we agree on the same set of general goals, so that all concerned can be about the same task, improving Kansas schools.

As you are well aware, the Quality Performance Accreditation (QPA) program now underway in Kansas schools has as a major component the establishment of mission statements and goals for each school district and for each school building. All of this is directed at answering the question we have been talking about for some time, "What do we want Kansas kids to know, be able to do, and in fact be like when they complete our programs?" The QPA process is getting us ever closer to an agreed upon answer to that question.

We would encourage the committee to amend the resolution by changing the general goals to those of America 2000, and then to recommend its adoption.

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To: Kansas State Board of Education
From: KASA/KASCD Ad-hoc Committee
Date: February 12, 1992
Subject: Addition of Foundation Skills to the QPA Document

In late November, we shared with the superintendents of Kansas the minutes of a KASA/KASCD Task Force which developed a plan for adding Foundation Skills to the QPA document. That report is repeated here with revisions prompted by action of both the KASA and KASCD Boards of Directors, discussion conducted during the recent KASA breakfast in Wichita, and recent work by this ad-hoc committee.

Of particular importance to superintendents in attendance in Wichita was the understanding that the following recommendations are directed at:

- 1- identifying specific outcomes for each of the **foundation skill areas**. We must clearly state what we want, and
- 2- developing or adopting assessments for each of the **foundation skills areas** which address not only knowledge and comprehension, but all levels of Bloom's Taxonomy.

The KASA/KASCD Task Force identified two major tasks.

- I. The first task was to review the QPA document in light of recommendations from the SCANS report, America 2000 and other exit outcomes documents. After a lengthy discussion, it was consensus that it is important to protect the integrity of the QPA goals because of its consistency in moving schools toward integrated learning. However, it was consensus that mastery in foundation skill areas is necessary to an integrated curricular approach. Foundation skill areas, in fact, are defined for the purpose of this document to be those skills necessary to participate in the integrated curriculum.

Finally, it was concluded that it is important that we communicate to students, parents and the public the necessity of establishing a strong foundation for continued learning. Therefore, we recommend that the QPA document be amended as follows:

Outcome No. 5:

Students will demonstrate mastery in the foundation skill areas which are consistent with recommendations from America 2000 and SCANS (Secretary's Commission on Achieving Necessary Skills).

- Communication/Reading, Writing, and Speaking
- Mathematics/Arithmetic
- Social Science/History and Geography
- Science

The amendment should become a new No. 5, and be included in the current outcomes Nos. 5, 6, 7 and 8 under the heading of integrated curriculum. The current outcomes numbered 5, 6, 7 and 8 in this section would become outcomes 6, 7, 8, and 9 and the last two outcomes would be renumbered to 10 and 11.

NOTE: Recent draft revisions of QPA material suggests that this revision is already in progress. KASA and KASCD support the direction the Board is taking along these lines.

- II. The second task was to develop a strategy to gain approval of the above amendment for addition to the QPA goals and to assist Kansas schools in meeting this new goal.
 - A. Have state board of education approval for amendment to the QPA document.
 1. Seek endorsement form the QPA advisory council.
 2. Seek support from the commissioner of education.
 3. Present to and seek approval of the state board of education.
 - B. To offer assistance to school districts in Kansas.
 1. Establish a task force for each of the four foundation skill areas with the following job description:
 - Write a definition for each foundation skill area identified, i.e., arithmetic/mathematics.
 - Define outcomes of significance, at a minimum of three benchmark levels, grades K-12.
 - Identify standards (these are high standards not minimum competencies).
 - Develop/Adopt assessments. All available assessments, including state assessments, are to be reviewed to ensure that there is no duplication of effort and assessments will not be reinvented. Instruments will be developed or adopted which will assess across all levels of Bloom's Taxonomy.
 2. The four foundation skill areas of task force responsibility are:
 - Communications/Reading, Writing, and Speaking
 - Mathematics/Arithmetic
 - Social Science/History and Geography
 - Science
 3. Membership of each task force will consist of:
 - One curriculum generalist selected jointly by KASA and KASCD.
 - One content specialist jointly selected by KASCD and KASA.
 - One assessment specialist jointly selected by KASCD and KASA.
 - Three classroom teachers, one elementary, one middle level and one high school selected by KASCD.
 - Two business/community representatives selected by KASA.
 4. Each district in Kansas will be given the opportunity to participate. The outcomes of significance and assessments which are designed will be made available to each participating school district

5. To become a participating school district with rights to all outcomes and assessments, districts will be asked to share in the financing of the project at a level to be agreed upon. Subsequent years will also be voluntary and the fee structure will be commensurate with the identified task.

Again, any participation fee gives the district the right to all materials developed.

6. The first progress report and possible preliminary documents will be submitted to all participating districts and to all USA member associations by May 1, 1992.
7. Districts which wish to participate in the project should notify the USA office in writing by February 20, 1992.

III. The activities described will be considered as phase one of the project. Phase two will be to add the remaining foundation skills contained in the SCANS report: **Thinking Skills** and **Personal Qualities**. The ad-hoc committee believes this separation into phases is necessary to the adequate focus of energies on the skills included in phase one.

Kansas State Board of Education

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

February 13, 1992

TO: Senate Education Committee
FROM: State Board of Education
SUBJECT: 1992 Senate Concurrent Resolution 1631

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.

Senate Concurrent Resolution 1631 sets out the goals for Kansas public education as follows:

- (1) Assist families in early childhood education and school preparation, in family involvement in the educational process, and in providing basic services for young children;
- (2) To provide all students with strong competencies in fundamental skills, especially communications, mathematics and problem solving;
- (3) To prepare students for success in postsecondary education and employment, including college, vocational and on-the-job training;
- (4) To provide a safe, orderly learning environment for all students; and
- (5) To involve the entire community in the education system.

As a result of these goals, the Legislature requests the State Board of Education to collect and disseminate information and provide support to local school districts regarding the following indicators of progress toward attainment of the state goals: (1) school readiness, (2) student competencies, (3) postsecondary and vocational preparation, (4) safe learning environment, and (5) community involvement.

The State Board of Education supports all of these goals as well as the collection and dissemination of information to assist local unified school districts. This would have to be done in light of appropriations made available. For example, there is only one (1) staff person in the agency that serves as an advisor in mathematics.

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Implementation of the Quality Performance Accreditation (QPA) system will require a great deal of support from the state in the collecting and disseminating information, providing inservice training, and changing some attitudes and philosophies which have been developed over many years.

The State Board of Education not only has its Strategic Directions and a plan for Quality Performance Accreditation, but also plans for math improvement, assessments for math, reading, and communications, and a community-centered education model.

In order for these endeavors to be successful, increased appropriations will be necessary not only to unified school districts but to postsecondary and vocational institutions as well.

The State Board of Education recommends that SCR 1631 be recommended favorably for passage along with appropriate revenue at the state and local levels to achieve these goals.

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