

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on March 21, 1995 in Room 123-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Brenda Dunlap, Committee Secretary

Conferees appearing before the committee: None

Others attending: See attached list

HB 2173 - School districts, Quality Performance Accreditation authorized

Ben Barrett explained the balloon changes. The purpose of the changes is to clarify, using the plainest language possible, the focus on educational results. The Legislature and the State Board of Education are intending to stay with QPA, but this bill condenses, and emphasizes the measurability of results. During the school year of 1997, the first 50 schools who entered the program, will be reviewed and audited. Kansas Inc. will do the study to ensure it is independent from the State Board of Education. (See Attachments 1 & 2)

A motion was made by Senator Corbin to pass the bill favorably with the balloon amendment. Senator Harrington seconded the motion. A substitute motion was made by Senator Emert to amend the balloon as follows: 1) strike paragraph (i) from the last page of the balloon; 2) include (h) 2 as the basis of the school report card; 3) on page 2, strike line 22 from which operates more than one school; 4) on line 25 beginning with A school and continue striking until line 28, ending with the word council; 5) lines 33-36 should be stricken; 6) (h)2 should have the word building added, and the date the report shall be given will be before January 1, 1997 to the Senate Education Committee; and to pass the bill out favorably. Senator Corbin seconded the motion, and the motion carried.

Chairman Kerr agreed to work with Senator Downey to create an amendment that would take the Outcomes which had been stricken from the bill language and to reincorporate them into a statement of purpose or mission statement. This amendment could be added on the floor of the Senate.

HCR 5020 - Concurrent resolution urging State Board of Education to consider recommendations regarding school accreditation

HCR 5020 expresses the Legislature's recommendation to the State Board of Education that it consider recommendations contained in an amendment regarding school accreditation. Ben Barrett explained the seven parts to the amendment.

A motion was made by Senator Oleen to amend the bill as stated and move it out favorably. There was no second.

There was considerable discussion.

A motion was made by Senator Walker to approve the minutes from the March 14, March 15, March 16, March 17, and the March 20, 1995 meetings. The motion was seconded by Senator Emert and the motion carried.

The meeting was adjourned at 2:30 p.m.

The next meeting will be held on March 22, 1995.

SENATE EDUCATION COMMITTEE COMMITTEE GUEST LIST

DATE: 3-21-95

NAME	REPRESENTING
Oran Burnett	USD 50 #
Cliff Franklin	State Rep
Floyd Gwin	USD # 305
Chris Balla	USD # 305
Mary Anne Trickle	USD # 305 - NEA-Salina
Jo Musselwhite	USD # 305 - NEA-Salina
Vonda Copeland	USD # 378
Marsha Strahm	CWA
Karen Lowery	KASB
Don Rye	Kaw Valley 321
Jacque Dales	SAE
Billie Eubank	USD # 448
Gordon L. Unruh	USD 448
Elmer Decker	USD 448
Craig Grant	HNFA
Dor Anderson	City of Lindsburg
David G. Monical	Washburn University
Barbara Cole	KNEA
Marie Falley	North Cloud Ed. Assoc. U.S.D. #114

Hari Champlin USD # 333
 Harold Pitts KCOA
 Tom Bunsick JLEA

(over)

Susan Chase
Angela M. Baly
Tom Schwartz

Kelsey Schwartz
Kayna Schwartz
Kendra Schwartz

Jim Youally

Ted D. Ayres
Steve Jordan
Everett L Ford

KNEA

page - High School Student
KNEA UD 114 Abilene, KS

student in Abilene

student in Abilene
student in Abilene

USD #512

REGENTS Staff

Regents Staff
UD 114 KNEA Concordia

FOR DISCUSSION PURPOSES

March 15, 1995
March 17, 1995, Revision 1
March 20, 1995, Revision 2

H.B. 2173 (As Amended by House)

- (a) State Board of Education shall design and adopt a quality performance accreditation system of school accreditation based upon improvement in performance that: reflects high academic standards and is measurable. (Eliminate phrase which states that the system "take into consideration the goals established by local boards of education.")
- (b) The State Board of Education shall provide for assessments in the core academic areas of mathematics, science, reading, writing, and social studies. These assessments will be administered at three grade levels, as determined by the State Board.

(This leaves out assessment in "speaking" and "listening" and specific reference to "American history" and "geography." Also, "core academic areas" replaces "skills domains.")

- (c) The State Board of Education shall establish curriculum standards for mathematics, science, reading, writing, and social studies. These standards must be equal to the best standards in the United States and the world.

(The provision of current law regarding the use of consultants is dropped -- but could be retained.)

- (d) The State Board shall ensure compatibility between the state assessments and the curriculum standards. (This is new.)
- (e) The provisions of (b), (c), and (d) shall not be construed to impinge upon any school district's authority to determine its own curriculum. (This is new.)
- (f) The State Board of Education shall determine performance levels on the state assessments, the achievement of which represents excellence in the mastery of the academic area at the grade level to which the assessment applies. The State Board should specify the measure of excellence both for individual performance and school performance on the assessments.
- (g) Retain continuation of the school site council mandate. (House Version.)
- (h) Beginning in (date), the State Board of Education could be required to prepare a "public education performance report card," which would consist of statewide aggregated data pertaining to: -- and here are some options --
 1. performance on state assessments
 2. performance on state assessments and other measurable performance outcome specified by the State Board as part of the accreditation system (see (a))

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Attachment 1

3. a listing of items to be specified in the bill. This could include such things as assessment scores, dropout rates, acts of violence, and others.

The "report card" would be designed to show comparative data over multiple years, as determined by the State Board.

(This "report card" provision would be new.)

- (i) The State Board of Education would be required, also, to prepare a report card ((g) above) for each school district and to provide the school district board with information showing the statewide data and the school district data, including multiple year data.

(This provision would be new.)

- (j) An evaluation of changes in pupil performance attributable to the current school accreditation (improvement) program would be conducted by an independent party.

- The main purpose should be to ascertain, through a study of the 48 school districts that began QPA implementation in 1991-92, to what extent pupil academic performance has changed under the current school accreditation system and to provide an explanation of the factors that have contributed materially to the changes that have occurred.
- This study should be conducted between July 1 and November 30, 1997, based on data for the 1996-97 school year, and reported to the 1998 Legislature.
- Kansas Inc. would be assigned the lead agency responsibility for conducting research and analysis for the project (subject to appropriations therefor).
- Kansas Inc. would convene an advisory committee (7-11 members) to assist it in designing the research plan, giving direction to the party conducting the research, analyzing research findings, and preparing the project report.
- The advisory committee would be representative of the State Board of Education, teachers, school administrators, school district boards of education, business, and the public. (Members would be reimbursed for expenses in attending the meetings.)

WHEREAS, H.B. 2173 is designed to increase the public understanding of the QPA school improvement model by clarifying its purposes and focusing more directly on the matter of improvement of student academic performance, and

WHEREAS, This concurrent resolution seeks further to articulate the duties of the State Board of Education and the authority retained by local boards of education: Now therefore,

H.C.R. 5020 expresses the Legislature's recommendation to the State Board of Education that it consider the following recommendations regarding school accreditation: **[Eliminate reference to AIM and replace it with QPA]**

1. For accreditation, each school should be required to develop a school improvement plan that **[incorporates state assessments and]** includes improvement targets and strategies developed ~~locally and approved~~ by the local board of education.
2. The State Board should define a list of ~~indicators of student~~ academic **[and other]** performance **[indicators]** that are measurable. Schools would be required ~~only~~ to report data to the state **[only]** on those ~~academic~~ indicators, **[but could include data from]** and local indicators **[of]** for school improvement. **[The State Board's prescribed]** These indicators would be the basis of statewide reporting and accountability on school performance.
3. Schools should be accredited based on whether they are demonstrating improvement **[on the state assessments, other state performance indicators, and]** *(or an alternative)* **[in achieving the performance target in the school improvement plan]** on their **[own]** target areas. ~~and maintaining performance on the state-specified student academic indicators.~~
4. The State Board should not require any particular curriculum (other than the curricular units required by the state for graduation), instructional methods, strategies, or techniques. These would be determined by the local school and school board. [OK]
5. The State Board should continue working to simplify and streamline reporting requirements and paperwork required for accreditation. **[During the summer of 1995, the State Board should convene a Task Force on Paperwork Reduction composed of representatives of teachers, public school administrators, business persons, and State Board of Education staff whose charge would be to review thoroughly all state and federal reporting requirements imposed upon public schools and accredited nonpublic schools with the goal of eliminating any reporting deemed to be unnecessary and consolidating, simplifying, or otherwise streamlining reporting that must be continued. The State Board of Education should implement the recommendations of the Task Force at the earliest possible time. The State Board should report to the Senate and House Education Committees during the 1996 Session on the Task Force work and the Board's implementation activities.]**
6. The State Board should eliminate Student Outcome V from its accreditation standards. [OK]
7. Assessments **[devices, other than the state assessments,]** ~~should continue to be evaluated and monitored as benchmark levels in mathematics, science, com-~~

~~munications; including reading, writing, speaking, and listening; and social studies, including American history and geography. All other tests developed should [be developed locally, commensurate with the needs of local school districts.] be optional for district evaluation.~~

~~8. The State Board should examine means of incorporating nationally normed tests.~~

HOUSE BILL No. 2173

By Representatives O'Connor, Ballou, Carmody, Donovan, Flower, Ger-inger, Graeber, Humerickhouse, Phill Kline, Landwehr, Mayans, Mays, Mollenkamp, Myers, Neufeld, O'Neal and Swenson

1-25

12 AN ACT concerning school districts; relating to quality performance ac-
13 creditation; amending K.S.A. 72-6439 and repealing the existing
14 section.

15
16 *Be it enacted by the Legislature of the State of Kansas:*

17 Section 1. K.S.A. 72-6439 is hereby amended to read as follows: 72-
18 6439. (a) In order to accomplish the mission for Kansas education, the
19 state board of education shall ~~may~~ shall design and adopt a quality per-
20 formance school accreditation system based upon goals for Kansas
21 schools. The accreditation system will be based upon goals for schools
22 which that will be framed in measurable terms and will define the fol-
23 lowing expected outcomes:

quality performance

24 (1) Teachers establish high expectations for learning and monitoring
25 pupil achievement through multiple assessment techniques;

26 (2) schools have a basic mission which prepares the learners to live,
27 learn, and work in a global society;

28 (3) schools provide planned learning activities within an orderly and
29 safe environment which is conducive to learning;

30 (4) schools provide instructional leadership which results in improved
31 pupil performance in an effective school environment;

32 (5) pupils have the communication skills necessary to live, learn, and
33 work in a global society;

34 (6) pupils think creatively and problem-solve in order to live, learn
35 and work in a global society;

36 (7) pupils work effectively both independently and in groups in order
37 to live, learn and work in a global society;

38 (8) pupils have the physical and emotional well-being necessary to
39 live, learn and work in a global society;

40 (9) all staff engage in ongoing professional development;

41 (10) pupils participate in lifelong learning. The accreditation of
42 schools shall be based on the improvement in performance ~~on out-~~
43 ~~comes identified by the state board of education] that reflect high~~

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Attachment 2

Replacement for (b)

(b) The State Board of Education shall provide for assessments in the core academic areas of mathematics, science, reading, writing, and social studies. These assessments will be administered at three grade levels, as determined by the State Board.

(This leaves out assessment in "speaking" and "listening" and specific reference to "American history" and "geography." Also, "core academic areas" replaces "skills domains.")

(c) The State Board of Education shall establish curriculum standards for mathematics, science, reading, writing, and social studies. These standards must be equal to the best standards in the United States and the world.

(The provision of current law regarding the use of consultants is dropped.) retained.)

(d) The State Board shall ensure compatibility between the state assessments and the curriculum standards. (This is new.)

(e) The provisions of (b), (c), and (d) shall not be construed to impinge upon any school district's authority to determine its own curriculum. (This is new.)

(f) The State Board of Education shall determine performance levels on the state assessments, the achievement of which represents excellence in the mastery of the academic area at the grade level to which the assessment applies. The State Board should specify the measure of excellence both for individual performance and school performance on the assessments.

1 academic standards, ²pre-framed in measurable forms and take into ¹⁵consideration the goals established by the local boards of education.

3
4 (b) In designing the quality performance accreditation system, The
5 state board of education shall incorporate a comprehensive outcomes
6 process under which establish standards indicating an identified identi-
7 fiable level of academic excellence will be established and shall provide
8 a means of assessment for attainment by pupils in kindergarten through
9 grade 12 of a minimum of three benchmark levels in the skills domains
10 of mathematics, science, communications, including reading, writing,
11 speaking and listening, and social studies, including American history and
12 geography. In order to ensure that the academic standards established
13 under this subsection are equal to or greater than those in the rest of the
14 United States and other parts of the world, and in order to ensure that
15 the outcomes process, such standards and the assessments provided for
16 under this subsection emphasize higher order thinking skills, the state
17 board of education shall utilize the services of one or more consultants
18 familiar with worldwide standards of education. The standards shall be
19 established on or before July 1, 1993, and shall be reviewed not less often
20 than at least every three years.

21 (g)(1) On or before January 1, 1993, Each school in every district
22 which operates more than one school shall establish a school site council.
23 The council shall be composed of the principal and representatives of:
24 Teachers and other school personnel, parents of pupils attending the
25 school, the business community, and other community groups. A school
26 site council may be established in school districts which operate only one
27 school or, in lieu thereof, the board of education of the school district
28 shall serve as the council. School site councils shall be responsible for
29 providing advice and counsel in evaluating state, school district, and
30 school site performance goals and objectives and in determining the
31 methods that should be employed at the school site to meet these goals
32 and objectives.

33 (2) The state board of education will evaluate the work of the school
34 site councils and the effectiveness thereof in facilitating educational im-
35 provement and restructuring. The results of the state board's evaluation
36 will be contained in a report that will be published on July 1, 1995.

37 (3) The provisions of this subsection shall expire on June 30, 1996,
38 unless extended by the legislature during the 1996 regular session.

39 (d) In the 1994-95 school year, at least one school in each district
40 shall participate in the quality performance accreditation system.

41 (e) In the 1995-96 school year, every school in every district shall
42 participate in the quality performance accreditation system.

43 (f) In order to be eligible for general state aid under this act in the

1 1996-97 school year and in each school year thereafter, each district will
2 evaluate its progress toward achieving defined outcomes and submit an
3 annual report thereon to the state board.

4 (g) Each district shall schedule in the 1992-93 school year an amount
5 of time equal to not less than two school days; and in the 1993-94 school
6 year an amount of time equal to not less than three school days; for the
7 purpose of engaging professional employees of the district in professional
8 development programs related to implementation and effectuation of the
9 provisions of this section. The amount of time scheduled by a district
10 under the provisions of this subsection shall be considered an additional
11 part of the school term.

12 (h) The provisions of this section shall take effect and be in force
13 from and after July 1, 1992.

14 Sec. 2. K.S.A. 72-6439 is hereby repealed.

15 Sec. 3. This act shall take effect and be in force from and after its
16 publication in the statute book.



New material on next page.

(h) Beginning in (date), the State Board of Education could be required to prepare a "public education performance report card," which would consist of statewide aggregated data pertaining to: -- and here are some options --

1. performance on state assessments
2. performance on state assessments and other measurable performance outcome specified by the State Board as part of the accreditation system (see (a))
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