

MINUTES OF THE SENATE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Senator Dwayne Umbarger at 12:10 p.m. on March 27, 2001 in Room 521-S of the Capitol.

All members were present except:

Committee staff present:      Avis Swartzman, Revisor of Statutes  
   Ben Barrett, Legislative Research Department  
   Carolyn Rampey, Legislative Research Department  
   Judy Steinlicht, Secretary

Conferees appearing before the committee: Representative Kathe Lloyd  
   Representative Bill Reardon  
   Representative Kenny Wilk  
   Representative Rocky Nichols  
   Representative Kent Glasscock  
   Representative Jim Garner  
   Brilla Scott, USA  
   Gary Robbins, Kansas Optometric Assoc.  
   Mark Tallman, KASB  
   Mark Desseti, KNEA  
   Diane Gjerstad, Wichita Public Schools

Others attending:      See Attached List

**HB 2546–Kansas skills for success in school**

Representative Kathe Lloyd appeared in support of **HB2546**. (Attachment 1 & 2). This bill is a product of much research and it is the belief that this is the right thing to do for Kansas Schools and Kansas pre-school children through third grade. Representative Lloyd was the chairperson for an ad hoc committee which studied and discussed the need to improve education and to make sure that children can read and do basic math by the time they leave third grade. Representative Reardon also spoke in strong support of the bill and explained the interventions for K-3 grades and pointed out that this bill also includes the funding to carry out these interventions. (Attachment 3)

Representative Kenny Wilk appeared in strong support of **HB2546**. (Attachment 4) He stated that the committee worked hard on the policy and once the policy was in place, they called in appropriations to work out funding the program. The funding is covered in the handout. (Attachment 5)

Representative Nichols explained the appropriations part of **HB2546**. (Attachment 6) This bill is a children's initiative bill and not a school finance bill.

Representative Jim Garner talked about what the committee wishes to accomplish with **HB2546**. The goal was to reach those young lives who have fallen behind and get them back on track so they can have successful academic performance and a successful life.

Representative Kent Glasscock believes that **HB2546** can change lives. He believes that problems need to be caught early and that essential skills must be learned early in life to succeed. **HB2546** establishes a vision for early childhood education, a strategic plan that matches the vision and the funding plan that works.

The members of the House of Representative who testified for the bill answered questions for the members of the Committee.

CONTINUATION SHEET

March 27, 2001

Brilla Scott, United School Administrators, said that **HB2546** appears to be a duplication in effort and stated that more testing is simply not needed. The teachers already know what the "essential skills" are. What is needed are the resources to provide the necessary interventions. Funds need to be available for teachers to develop strategies to meet the diverse needs in their classrooms. (Attachment 7)

Gary Robbins, Kansas Optometric Association offered testimony pointing out concerns that he feels need to be addressed. (Attachment 8) They believe that the school districts need to establish a plan for eye exams by an optometrist or ophthalmologist to determine if the child suffers from a vision problem. The routine exams given to children in the schools now do not detect many vision problems. A child must be able to see to read and learn writing and math skills.

Mark Tallman presented testimony in opposition of **HB2546**. Mark's testimony is an analysis by the Kansas Association of School Boards expressing the concerns in different sections of the bill. The concerns are addressed in the handout. (Attachment 9)

Mark Desetti, Kansas National Education Association, gave testimony in opposition of **HB2546**. (Attachment 10) He stated that there are duplications in this bill, it mandates specific interventions, and puts an enormous testing burden on our smallest children.

Diane Gjerstad gave testimony opposing **HB2546**. (Attachment 11) The Wichita Public Schools are strongly opposed to more testing. They agree with the intent of the bill, but argue that the schools already know what to do, they just need the resources.

Meeting adjourned at 2:00 p.m.

**SENATE EDUCATION COMMITTEE GUEST LIST**

DATE - 3-27-01

<u>NAME</u>	<u>REPRESENTING</u>
William R. Truck	S.M. Public Schools
Anne Derr	KNEA
Don Thomas	USA
Jim Youally	self
JANIS McMillen	LEAGUE of WOMEN VOTERS
Jacquie Dukes	SQE
Jackson Cole	Sen. Spoor Office Staff
Tom PALACE	PMCA OF KS.
GARY Robbins	Ks Optometric ASSN
Don Repoz	Kaw Valley MSV 321
Doug Bowman	Ks Coordinating Council on <sup>Early</sup> Childhood
Diane Gjerstad	Wichita Public Schools
Stan Adams	
Billie Scott	USA
Bill Brady	Schools for Fair Funding
Joe Klusich	Ks Child Care
Val DeFene	SA. B.F.



TOPEKA

HOUSE OF  
REPRESENTATIVES

**Testimony before the Senate Education Committee**

**3-27-01**

**HB2546**

Thank you Mr. Chairman for holding hearings today on HB2546. Kansas Skill For Success is a product born out of research and the belief it is the right thing to do for Kansas schools and Kansas pre-school children through 3<sup>rd</sup> grade.

A House education sub-committee worked on issues of accountability in Kansas's schools early in the session. Out of the initial work of that committee HB 2546 was introduced. A bi-partisan effort was then established with an ad hoc committee to address issues, concerns and appropriations. Members of that committee are testifying today. The finished product, which passed through the House education committee and then the House chamber, (105 to 17) is what you see before you today.

Rep. Reardon and myself would like to walk you through the bill and answer some misinformation, which is being circulated. Rep. Wilk and Nichols will answer questions on the funding mechanism.

Issues Addressed:

School readiness indicator

Skill sets

Third grade accomplishment exam

Goal of 90%

Grade level markers

Interventions

Tracking mechanism

Pilot

Legislative educational planning committee

*Senate Education  
3-27-01  
Attachment 1*



March 27, 2001

**To:** Representative Kathe Lloyd

**Office No.:** 182-W

**From:** Ben F. Barrett, Director *BFB*

**Re:** Requested Assessment Information

Per your request, we are providing the following information concerning the State Board of Education's definitions of the various levels of student performance for purposes of the state assessments. The information was provided by the State Department of Education.

## DEFINITIONS

**Advanced:** Understanding and application of knowledge and skills are consistently observed across a diverse set of complex and nonroutine problem situations. Command of concepts and integration of information is all but automatic. Work is superior and thinking is efficient, but comprehensive and reasoned. Consistency and flexibility characterize access to and appropriate use of information. Performance is unquestionably at the highest level.

**Proficient:** Capability with information and skills in the content area is unquestionably evident. Breadth as well as depth of understandings are evidenced. The ability to go beyond mechanical application of appropriate information is in evidence. Proficiency with difficult, rigorous and formidable material is observed. Deficiencies involve inconsistent or incomplete applications of knowledge and skills to new, unfamiliar or high complex nonroutine problem situations. Some judgments are unfounded or not logical from the information available or are incomplete in comprehensively addressing the problem. Performance at the next level of schooling can be expected to be successful.

**Satisfactory:** Knowledge is sound; there is mastery of core skills as well as evidence of proficiency in understanding a limited number of concepts and applications, but learning is as yet much narrower and limited than desired. Knowledge and skills can be applied in a few contexts, but growth is needed and desirable. There is evidence of ability to compare and contrast, and to apply rules to situations; but capability with difficult or challenging content or applications is not shown with any regularity; application of understanding is mechanical and divergent thinking capacity not in evidence. While placement at the next

*Senate Education*  
*3-27-01*  
*Attachment 2*

level should be considered, support for deficit areas is needed for students at this level to approach mastery.

**Basic:** Performance is rudimentary and limited to core, fundamental, or prerequisite skills and concepts. Development of understandings is nonexistent or at a superficial level. What skills are evident at this level are important toward establishing the core foundation knowledge, but knowledge and skills are sparse and inconsistent, or at best, incomplete. **Remediation is needed to correct existing deficiencies.** (Emphasis added.)

Unsatisfactory: Performance at this level indicates the likelihood that numerous, serious deficiencies are present. Core knowledge, concepts and skills are lacking with minimal facility with even core concepts; evidence of any competence with the content does not exist. Mastery of essential content is not in evidence, and in the absence of instructional intervention, no capability in/with the discipline can be expected. **Advancement to the next level without intervention will only compound the failure, and should not be attempted unless intensive remediation and mastery of fundamental basic skills and concepts occurs.** (Emphasis added.) Recommendations and input from instructors are essential.



**HB 2546—Kansas Skills for Success in School Program**

Level	Event	Who is Responsible	Fiscal Impact
Entrance to Kindergarten	<p>Upon entrance to kindergarten, students will be assessed for readiness to learn, based upon a "school readiness indicator."</p> <p>In FY 2002, four-year-old at-risk program would be increased by 1,308 children over the Governor's recommendation (total 3,974).</p> <p>In FY 2003, the limit would be increased to 5,500 children, which is estimated to fully meet need.</p>	<p>The State Department of Education will determine a "school readiness definition" and indicators which help assess a child's school readiness. Indicators will be used by the Legislature in assessing the effectiveness of state-funded preschool programs in preparing children for kindergarten. This will be done in consultation with the Kansas Children's Cabinet, SRS, the State Department of Health and Environment, and prekindergarten through grade three teachers. The State Department also is encouraged to consult with individuals and organizations knowledgeable about childhood education and children's health. School districts would have to implement kindergarten screening procedures based on the school readiness definition.</p>	<p>\$75,000 for the State Department to design the "school readiness indicator," by August 1, 2002.</p> <p>\$3.0 million to expand the four-year-old at-risk program above the Governor's recommendation for FY 2002.</p> <p>\$3.5 million additional to fully fund four-year-old at-risk program in FY 2003 (5,500 children).</p>

*Senate Education  
3-27-01  
Attachment 3*

*Senate Education  
3-27-01  
Attachment 3*

Level	Event	Who is Responsible	Fiscal Impact
Kindergarten	<p>Children will be evaluated to determine progress being made to acquire grade level proficiency and to diagnose skill level. Evaluations will be on the basis of assessments or diagnostic reviews built into the curriculum. Progress will be measured during the fall or spring semesters, or both.</p> <p>"Interventions" must be provided children who need help. The intervention plan could include a restructured school day, additional days, summer school, or individualized instruction. (Full-day kindergarten shall not be required.) The attendance of a child at an intervention may be required by a district, but the parents of a child could waive the attendance.</p>	<p>School districts must construct a plan for grade-level "identifying markers" used to measure a student's progress. Reading, writing, and mathematics "skill sets" that students must acquire by completion of the third grade will be developed by the State Department of Education. School districts may select the assessments or diagnostic reviews that will be used, which could be in addition to, or in lieu of, current assessments or diagnostic reviews, or could be assessments currently in use as long as the district meets QPA requirements.</p> <p>The purpose of the assessment would be to target specialized intervention to bring the child up to grade level in reading, writing, and mathematics.</p> <p>School districts are responsible for establishing a plan to assist children who need help and for determining the interventions, based on input from each child's parents and teachers. They also are encouraged to use community volunteers or community based organizations in carrying our intervention plans, when appropriate.</p>	<p>\$22,500 for the State Department to develop skill sets for reading, writing, and mathematics, by October 31, 2001.</p> <p>\$2,650,950 appropriated as part of a grant in FY 2003 for school districts to implement extended learning time.</p>

3-2

3-2



Level	Event	Who is Responsible	Fiscal Impact	
First Grade	<p>A mechanism must be created to track the progress and interventions of a child who needs assistance until the child accomplishes grade-level markers. A child who does not accomplish grade-level markers, in spite of intervention, will be subject to measures taken in the child's best interest, including more intensive intervention or retention to repeat the grade. However, grade retention may be waived by the child's parent in writing, in which case the parent must be provided information on the skills the child requires to succeed at the next grade.</p>	<p>School districts must create mechanisms to track the interventions and progress of students who need assistance. School districts also must determine levels of accomplishment for each grade and the ways student progress will be measured.</p>		
	<p>Same as for kindergarten, except:</p>	<p>Interventions provided by districts for students who need help must include a first grade reading intervention that is a research-based method designed for first graders that has a proven success rate and features sustained learning over time using a short-term, one-on-one tutoring intervention when considered necessary or intensive research-based small group tutoring.</p>	<p>The first grade reading intervention must be selected and implemented by school districts.</p>	<p>\$8,500,000 for school districts to implement reading intervention, by August 1, 2002. Funding would be provided through a new grant program that would pay for reading programs for up to 10 percent of the first graders in the state.</p> <p>\$750,000 for the State Department to provide teacher training programs to school districts</p> <p>\$2,209,037 appropriated as part of a grant in FY 2003 for school districts to implement extended learning time.</p>
Second Grade	<p>Same as for kindergarten, except:</p>	<p>School districts must continue to use the second grade reading diagnostic as part of assessment of student progress.</p>	<p>The second grade reading diagnostic is required by the state, but school districts may select the assessment they will use.</p>	<p>\$2,306,738 appropriated as part of a grant in FY 2003 for school districts to implement extended learning time.</p>



Level

Event

Who is Responsible

Fiscal Impact

Third Grade

Same as for kindergarten, except:

Beginning in 2005-06 school year, the third grade accomplishment examination will be given to all third grade pupils at the end of the school year.

The State Department must develop the third grade accomplishment examination and pilot the examination in the spring of 2002. The State Board of Education would determine whether the third grade accomplishment examination would be in addition to or in lieu of any other state assessment.

\$800,000 for the State Department to design and pilot the third grade accomplishment examination, by spring of 2002.

\$400,000 estimated to administer test thereafter.

\$2,500,000 for extended learning in FY 2002 for third grade students who attend summer school. Funding would be limited to 25 percent of the third grade students across the state.

STATE OF KANSAS  
HOUSE OF REPRESENTATIVES

KENNY A. WILK  
715 Cottonwood Drive  
Lansing, Kansas 66043  
(913) 727-2453



State Representative  
42nd District  
State Capitol, Room 514-S  
Topeka, Kansas 66612-1504  
(785) 296-7660

CHAIRMAN  
House Appropriations Committee

March 27, 2001  
**Testimony On HB 2546**

Mr. Chairman, Members of the Senate Education Committee:

It's an honor to be here testifying in support for HB 2546. As you know, this bill establishes the *Kansas Skills for Success in School Program*. It focuses on giving the best education for all children in the State of Kansas. The goal of the bill is to get 90% of the state's third graders to master the basic skills of reading, writing, and math. That goal can only be reached if we go the extra mile and help those children who are struggling.

We've addressed this in HB 2546 by creating intervention programs and setting high standards of accountability. Unfortunately, making sure that no child is left behind is not cheap. But if we want to make the smartest investment... which is investing in our children, our society and our future, we'll have to pay the price.

By focusing our dollars on pre-kindergarten and early elementary school, Kansas will be rewarded with higher numbers of high school graduates, lower crime rates, and will spend less money on special education, juvenile justice centers, prisons, welfare and social services.

This is the smartest investment we can make... and one of the most important things we can accomplish this session and possibly this generation.

HB 2546 is an unusual bill. We set goals in policy, then matched the program with an exact dollar amount. We want to help our teachers and children succeed in education and we're prepared to give them the funding to do so.

I know you are all aware of the funding attached to this bill, if not you'll find the numbers in the bill itself.

Again, I thank you for allowing me to come before you today and I will stand for any questions.

Senate Education  
3-27-01  
Attachment 4

# KANSAS LEGISLATIVE RESEARCH DEPARTMENT

Rm. 545N-Statehouse, 300 SW 10th Ave.  
Topeka, Kansas 66612-1504  
(785) 296-3181 ♦ FAX (785) 296-3824

kslegres@klrd.state.ks.us

<http://skyways.lib.ks.us/ksleg/KLRD/klrd.html>

March 27, 2001

**To:** Ad Hoc Committee on K-3 Initiatives  
**From:** Carolyn Rampey, Principal Analyst  
**Re:** Fiscal Impact of HB 2546—Kansas Skills for Success in School Program

## FY 2002

- \$22,500—State Department of Education to define skill sets for third grade reading, writing, and mathematics—Children's Initiatives Fund
- \$800,000—State Department of Education to design and pilot a third grade accomplishment examination to be administered each school year—Children's Initiatives Fund
- \$75,000—State Department of Education to develop a school readiness indicator to use with children upon entrance to kindergarten—Children's Initiatives Fund
- \$750,000—State Department of Education to provide programs to train teachers for implementation of intensive first grade reading program—Children's Initiatives Fund
- \$3.0 million—Expansion of the four-year-old at-risk program by 1,308 children over the Governor's recommendation (total of 3,974 children)—Children's Initiatives Fund
- \$2,500,000—Funding for summer school programs for third graders who need interventions—Children's Initiatives Fund

Total:	\$1,647,500	State Department of Education
	\$5,500,000	School Districts
	<u>\$7,147,500</u>	<b>Grand Total FY 2002</b>

## FY 2003

- \$400,000—State Department to administer third grade accomplishment examination state grants—State General Fund
- \$3.5 million—full funding of four-year-old at-risk program (additional 1,526 children for a total of 5,500)—Children's Initiatives Fund

*Senate Education*  
*3-27-01*  
*Attachment 5*



- Kansas Skills for Success in School Grants

- \$8,500,000—for first grade one-on-one reading intervention. Calculated on basis of state grants being given to 10 percent of students needing assistance—3,400 students divided by 16 (students per teacher) equals 212.5 additional teachers @ \$40,000 per teacher—State General Fund
- \$2,650,950—School district cost for extended learning time for kindergarten students. Calculated on basis of 25 percent of students needing assistance—State General Fund
- \$2,209,037—School district cost for extended learning time for first graders (writing and math only)—State General Fund
- \$2,306,738—School district cost for extended learning time for second graders—Calculated on basis of 25 percent of students needing assistance—State General Fund
- \$2,306,738—School district cost for extended learning time for third graders—Calculated on basis of 25 percent of students needing assistance—Children's Initiatives Fund

Total:	\$ 400,000	State Department of Education
	<u>\$21,473,463</u>	School Districts
	<b>\$21,873,463</b>	<b>Grand Total FY 2003</b>

	Financing		
	<u>FY 2002</u>	<u>FY 2003</u>	<u>Two-Year Total</u>
Children's Initiatives Fund	\$7,147,500	\$5,806,738	\$12,954,238
State General Fund	0	16,066,725	16,066,725
Total	<u>\$7,147,500</u>	<u>\$21,873,463</u>	<u>\$29,020,963</u>

## ***Budget Aspects of the Skills for Success Plan***

### **FY 2002**

#### **\$7.5 million (entirely funded from Children's Initiative Funds - CIF)**

\$3,050,000 On-Going Investments that start in FY 2002 (funded from CIF)

\$3,050,000 Preschools for At-Risk 4 year olds

\$4.5 million *One-time* Costs in FY 2002 (funded from CIF)

\$2,000,000 Define Skill Sets, Third Grade Accomplishment Examination Design, School Readiness Indicator for Kindergarten Entry, Teacher Training for 1<sup>st</sup> Grade Reading Program,

\$2,500,000 Third Grade Summer School Program (needed until the interventions begin in FY 2003)

### **FY 2003**

#### **\$21,473,463 On-Going Investments Beginning in FY 2003**

\$5,806,738 from CIF for new On-Going Investments Beginning in FY 2003

\$3,500,000 Preschools for At-Risk 4 year olds (fully funds this program when this \$3.5 million is added to the on-going funding of \$3 million in FY 2002 ... takes this program state-wide and funds preschool for all 4-year olds deemed at-risk by KSDE. Total of \$6.5 million above the Governor's Budget Recommendation for FY 02 and FY 03 for this program)

\$2,306,738 Third Grade Interventions for the Skills for Success Program

\$15,666,725 from State General Fund

\$15,666,725 Kansas Skills for Success (funds the K, 1<sup>st</sup> and 2<sup>nd</sup> grade interventions and the 1<sup>st</sup> grade Intensive Reading Program)

*Senate Education  
3-27-01  
Attachment 6*

FISCAL YEAR 2002

**STRUCTURED MENTORING PROGRAMS**

The 1998 Legislature established the Structured Mentoring Program and approved \$975,000 to provide competitive grants to local school districts. The purpose of these programs is to provide a highly organized mentoring system that is designed to improve students' skills and raise academic achievement. Trained mentors interact with students to strengthen their skills in reading, mathematics and language arts. The interaction is guided by a diagnosis of the individual student's needs and an individual learning plan developed by a classroom teacher. Mentoring may occur one-to-one or in small groups by trained volunteers or certified staff. Eligible programs must provide mentoring instructional support for a minimum of 15 minutes per day at least three times a week.

Under the current program, grants are awarded on a competitive basis and priority is given to those applications that demonstrate the greatest need based on state assessment results in reading and mathematics. State funds may be used to expand current mentoring programs or establish new ones. Programs can include extended day, before and after school and/or summer school and may be delivered from a commercially developed program or locally developed design. State funds must be matched locally dollar for dollar.

Last year, the Legislature appropriated \$500,000 from the Children's Initiatives Fund to fund nine structured mentoring grants for the 2000-2001 school year. As a condition for receiving these funds, school districts must provide data to the 2001 Legislature showing the impact, if any, that the program has had on reducing the percentage of students receiving special education services.

For FY 2002, the State Board of Education is recommending that funding for structured mentoring be included in the school finance formula by adding \$3 to the base state aid per pupil amount at a cost of \$1.5 million.

The Governor recommends leaving Structured Mentoring Grants as a separate program and funds it at \$500,000, the same amount as approved for the current year.

STATE GENERAL FUND/CHILDREN'S INITIATIVES FUND

<u>FY 2000</u> <u>Expenditures</u> \$963,624	<u>FY 2001</u> <u>Appropriation</u> \$500,000	<u>FY 2002</u> <u>Request</u> \$1,500,000	<u>Governor's</u> <u>Recommendation</u> \$500,000	<u>Amount of</u> <u>Appeal</u> \$1,000,000
--	---	---	---	--



## Children's Initiatives Fund (Tobacco)

Agency/Program	Approved FY 2000*	Approved FY 2001	Gov. Rec. FY 2002
<b>State Library</b>			
Enhance Community Access Network catalog	-	70,000	70,000
<b>Subtotal - Misc.</b>	<b>\$ -</b>	<b>\$ 70,000</b>	<b>\$ 70,000</b>
<b>Department of Health and Environment</b>			
Healthy Start/Home Visitor	250,000	250,000	250,000
Infants and Toddlers Program	500,000	500,000	500,000
Vaccine Purchases	250,000	-	-
Newborn Screening Equipment Purchases	260,000	-	-
Smoking Cessation/Prevention Program Grants	-	500,000	--
<b>Subtotal - KDHE</b>	<b>1,260,000</b>	<b>\$ 1,250,000</b>	<b>\$ 750,000</b>
<b>Juvenile Justice Authority</b>			
Juvenile Prevention Program Grants	4,000,000	5,000,000	6,000,000
Juvenile Graduated Sanctions Grants	2,000,000	2,000,000	2,000,000
Community Management Information Systems Grants	85,000	-	-
<b>Subtotal - JJA</b>	<b>6,085,000</b>	<b>\$ 7,000,000</b>	<b>\$ 8,000,000</b>
<b>Department of Social and Rehabilitation Services</b>			
Children's Mental Health Initiative	1,000,000	1,800,000	1,800,000
Family Centered System of Care	5,000,000	5,000,000	5,000,000
HCBS Services for Mentally Retarded	3,000,000	-	--
HCBS Services for Physically Disabled	1,800,000	-	--
Therapeutic Preschool	-	1,000,000	1,000,000
Community Services - Child Welfare	-	2,600,000	2,600,000
Child Care Services	-	1,400,000	1,400,000
Children's Cabinet Accountability Fund	-	250,000	750,000
Discretionary Grant Program	-	-	--
HealthWave	-	1,000,000	1,000,000
Smart Start Kansas	-	2,750,000	11,260,000
<b>Subtotal - SRS</b>	<b>10,800,000</b>	<b>\$ 15,800,000</b>	<b>\$ 24,810,000</b>
<b>Department of Education</b>			
Mentor Teacher Program Grants	-	-	--
In Service Education	-	-	--
Parent Education	777,833	1,500,000	3,500,000
Four-Year -Old At-Risk Programs	-	1,000,000	2,000,000
School Violence Prevention	500,000	500,000	500,000
Vision Research	-	250,000	250,000
Communities in Schools	-	125,000	125,000
Structured Mentoring	-	500,000	500,000
Natl. Geographic Society Ed. Foundation Endowment	250,000	-	-
<b>Subtotal - Dept. of Ed.</b>	<b>1,527,833</b>	<b>\$ 3,875,000</b>	<b>\$ 6,875,000</b>
<b>University of Kansas Medical Center</b>			
Tele-Kid Health Care Link	-	250,000	250,000
Pediatric Biomedical Research	-	1,000,000	--
<b>Subtotal - KU Medical Center</b>	<b>-</b>	<b>\$ 1,250,000</b>	<b>\$ 250,000</b>
<b>TOTAL</b>	<b>\$ 19,672,833</b>	<b>\$ 29,245,000</b>	<b>\$ 40,755,000</b>

\* FY 2000 Expenditures of tobacco settlement dollars were from the Children's Health Care Programs Fund.

**Children's Initiatives Fund  
(Tobacco)**

Last years  
CIF Funding  
Plan

Agency/Program	FY 2001 House Recommendation	FY 2001 Senate Recommendation	Conference Committee Recommendation
<b>Miscellaneous Programs</b>			
Statewide Strategic Planning	\$ -	\$ -	\$ -
Enhance Community Access Network catalog	70,000	70,000	70,000
<b>Subtotal - Misc.</b>	<b>70,000</b>	<b>70,000</b>	<b>70,000</b>
<b>Department of Health and Environment</b>			
Healthy Start/Home Visitor	250,000	250,000	250,000
Infants and Toddlers Program	500,000	500,000	500,000
Community Partnership Grants	-	3,000,000	-
Smoking Cessation/Prevention Program Grants	-	1,000,000	500,000
<b>Subtotal - KDHE</b>	<b>750,000</b>	<b>4,750,000</b>	<b>1,250,000</b>
<b>Juvenile Justice Authority</b>			
Juvenile Prevention Program Grants	8,000,000	5,000,000	5,000,000
Juvenile Graduated Sanctions Grants	2,000,000	2,000,000	2,000,000
<b>Subtotal - JJA</b>	<b>10,000,000</b>	<b>7,000,000</b>	<b>7,000,000</b>
<b>Department of Social and Rehabilitation Services</b>			
Children's Mental Health Initiative	1,000,000	1,000,000	1,800,000
Family Centered System of Care	5,000,000	5,000,000	5,000,000
HCBS Services for Mentally Retarded	-	3,000,000	-
HCBS Services for Physically Disabled	-	1,800,000	-
Best Children's Programs Practices Research	-	-	-
Therapeutic Preschool	2,000,000	-	1,000,000
Community Services - Child Welfare	-	-	2,600,000
Child Care Services	-	-	1,400,000
Children's Cabinet Accountability Fund	-	-	250,000
Children's Cabinet Early Childhood	-	-	2,750,000
Discretionary Grant Program	-	-	-
HealthWave	-	-	1,000,000
<b>Subtotal - SRS</b>	<b>8,000,000</b>	<b>10,800,000</b>	<b>15,800,000</b>
<b>Attorney General</b>			
Statewide DARE Program	159,956	-	-
<b>Department of Education</b>			
Mentor Teacher Program Grants	-	1,100,000	-
In Service Education	-	2,000,000	-
Parent Education	2,000,000	1,277,833	1,500,000
Four-Year -Old At-Risk Programs	1,000,000	1,000,000	1,000,000
School Violence Prevention	500,000	500,000	500,000
Vision Research	250,000	-	250,000
Communities in Schools	-	250,000	125,000
Structured Mentoring	-	-	500,000
<b>Subtotal - Dept. of Ed.</b>	<b>3,750,000</b>	<b>6,127,833</b>	<b>3,875,000</b>
<b>University of Kansas Medical Center</b>			
Tele-Kid Health Care Link	250,000	250,000	250,000
Pediatric Biomedical Research	2,000,000	-	1,000,000
<b>Subtotal - KU Medical Center</b>	<b>2,250,000</b>	<b>250,000</b>	<b>1,250,000</b>
<b>Office of the Governor</b>			
Smoking Cessation Programs	1,000,000	-	-
<b>TOTAL</b>	<b>\$ 25,979,956</b>	<b>\$ 28,997,833</b>	<b>\$ 29,245,000</b>

Brilla Highfill Scott  
Executive Director  
bhsusa02@ink.org

M. Katharine Weickert  
Director of  
Administrator Services  
usak01@ink.org

Don Knowles  
Professional Development  
Coordinator



Kansas Association of  
Elementary  
School Principals  
(KAESP)

Kansas Association of  
Middle School  
Administrators  
(KAMSA)

Kansas Association of  
School Administrators  
(KASA)

Kansas Association of  
School Business  
Officials  
(KASBO)

Kansas Association for  
Supervision and  
Curriculum Development  
(KASCD)

Kansas Association of  
Special Education  
Administrators  
(KASEA)

Kansas Association of  
Secondary School  
Principals  
(KASSP)

Kansas Council of  
Vocational  
Administrators  
(KCVA)

Kansas School  
Public Relations  
Association  
(KanSPRA)

## HB 2546: Kansas Skills for Success

Testimony presented before the Senate Education Committee

by  
Brilla Highfill Scott, Executive Director  
United School Administrators of Kansas

March 27, 2001

**Mister Chairman and Members of the Senate Education Committee:**

Since 1992 and the advent of the Quality Performance Accreditation process, Kansas educators and the Kansas State Department of Education have diligently worked at improving student achievement and responding to the accountability portion of the plan.

United School Administrators of Kansas supports the legislative committee's call for accountability and believes that interventions are a critical piece in the future success of our customer, the student.

We understand the importance of quality early childhood programs and ask the committee to consider helping us find the resources to provide these much needed programs.

The Kansas State Department of Education is in the process of developing a definition of school readiness and expects to have it completed by this fall – many Kansas school districts have used a readiness scale for a number of years.

We are disappointed that all-day kindergarten attendance is excluded from the intervention portion of the bill. This extended learning experience could provide many Kansas students with another opportunity to develop appropriate school readiness skills.

As members of our association read the proposed bill, it was apparent that we have failed to communicate to this legislative body what schools in Kansas are presently doing to meet the school reform efforts of recent years.

Programs are already in place to address curriculum standards, to assess student progress and to set goals for achievement. To impose additional indicators and testing requirements would needlessly complicate the process.

*Senate Education  
3-27-01  
Attachment 7*

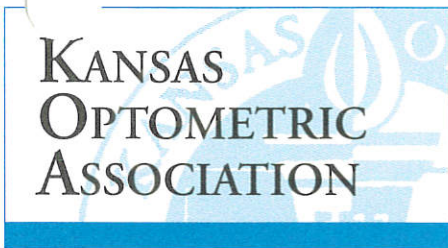


We do not need more testing ... we assess mathematics and science at grade four, reading and writing at grade five, and social studies at grade six. Our teachers know what the “essential skills” are, and we need resources to provide the necessary interventions. Funds need to be available for inservice opportunities so that teachers can develop strategies necessary to meet the diverse needs in their classrooms.

Teachers across Kansas helped develop the assessments and believe that third grade is too early to assess writing. Overwhelmingly their recommendation suggests a fifth grade assessment.

If mathematics were assessed at the third grade, only three mathematical functions (adding, subtracting, and multiplying) could be included because division is typically taught at the fourth grade level. Currently a local reading diagnostic test is given at the beginning of the second grade to assist the teacher in determining student needs.

Kansas teachers and administrators know what needs to be done. They need your support in providing resources necessary for implementing intensive reading interventions, providing low pupil-teacher ratios, and supporting literacy efforts.



1266 SW Topeka Blvd. • Topeka, KS 66612

(785) 232-0225 • (785) 232-6151 (FAX)

koa@cjnetworks.com

### **Proposal for Detection of Vision Problems**

In order to enable school districts to establish a plan for providing interventions for children needing assistance in the acquisition of reading, writing and mathematics skills, each parent or legal guardian of such child shall be encouraged to obtain an eye examination by an optometrist or ophthalmologist to determine if the child suffers from a vision condition which could impair the ability to read. Expenses for such examination, if not reimbursed through Medicaid, HealthWave, private insurance or other governmental or private program, shall be the responsibility of the child's parent or legal guardian.

- ✓ More than 80 percent of everything we learn is a result of visual processing.
- ✓ Nearly 15 percent of three-year-old children have a vision problem, and this number climbs to 20 percent by the time they reach kindergarten. The number of children with vision problems increases to 25 percent by age 10 and to more than 30 percent by age 15.
- ✓ Nearly four percent of children have amblyopia (lazy eye).
- ✓ Over 60 percent of children in special education classes have vision problems.
- ✓ More than 70 percent of juvenile delinquents and 80 percent of adult prison inmates have a vision problem.
- ✓ Of the individuals enrolled in adult literacy programs, more than 60 percent have vision problems.
- ✓ 20/20 eyesight does not ensure adequate visual performance in the classroom.
- ✓ Of the students (grades 1-8) recommended for summer school at USD 286 in Sedan, 88 percent failed a vision screening conducted by optometrists.
- ✓ Last fall, more than 70 percent of the third-grade students at Ed Dorado, Parsons and Sedan failed the vision screenings conducted by optometrists during research for the Legislature.
- ✓ To confirm the screening results among the Sedan third graders, comprehensive vision examinations were conducted on 26 of the 30 students (four parents refused to give consent for the free vision examination) who failed the initial vision screening. Vision problems were diagnosed and confirmed in 25 of these students.



# H.B. 2546 Kansas Skills for Success in School – As passed by House

*Analysis by the Kansas Association of School Boards  
Presented to the Senate Education Committee by Mark Tallman, March 27, 2001*

<b>Section 1 – Application to public school</b>	
<ul style="list-style-type: none"> <li>The bill applies to public school and students enrolled in school districts.</li> </ul>	<p>It must be noted that public schools are not the only institutions that should be challenged to bring all students to grade level skills. According to State Department of Education reports, approximately 15% of second graders in accredited private schools were reading below grade level.</p>
<b>Section 2 (a) – Development of a school readiness definition</b>	
<ul style="list-style-type: none"> <li>By Oct. 31, 2001, the State Department of Education, in consultation with the Kansas Children’s Cabinet, the Departments of Social and Rehabilitational Services and Health and Environment and pre-kindergarten through third grade teachers shall determine a definition of school readiness. The department may consult with other individuals and organizations knowledgeable about early childhood education and children’s health. All school districts will implement locally developed kindergarten screening procedures based on this definition.</li> </ul>	<p>We have no objection to the development of a readiness indicator that would help identify children who will need extra help upon beginning school. <b>However, we believe that school districts – through school board members – should be specifically included in the process of developing this definition.</b></p>
<b>Section 2 (b) – Development of “skills sets” for reading, writing and math</b>	
<ul style="list-style-type: none"> <li>By October 31, 2001, the Department of Education shall define “skill sets” for reading, writing and mathematics that students should have mastered by the completion of third grade, based on “grade level proficiency.”</li> </ul>	<p>We suggest this provision be made consistent with current statutory language regarding state academic standards and testing. These standards were the subject of SB 9, which is currently in House Calendar and Printing.</p>
<b>Section 2 (c) – Third grade “accomplishment” examination</b>	
<ul style="list-style-type: none"> <li>The Department of Education shall design a third grade accomplishment examination, beginning with the 2005-06 school year, to determine whether students have achieved mastery of reading, writing and math. It will be given to all third grade pupils upon completion of the grade. The State Board will determine whether this test will be in addition to or in lieu of other state assessments.</li> </ul>	<p>KASB does not object to state assessments and has supported the current program. We believe are there are serious questions as to whether writing and math should be tested at the third grade level. <b>Testing reading at grade 3, math at grade 4 and writing at grade 5 would spread the testing burden and still give the state “benchmark” information.</b></p> <p><i>What does the bill mean by requiring the examination at the “conclusion” of third grade? The later it is given, the less use it will be to schools in suggesting summer school or placement for the next year. <b>We suggest removing that language.</b></i></p>
<b>Section 2 (d) – Goal of 90% mastery by third graders</b>	
<ul style="list-style-type: none"> <li>The State Board is required to set a goal that by 2010, 90% of pupils exiting third grade will have acquired mastery of these skills. Beginning in 2003, the Department of Education shall report its progress toward reaching that goal to the Legislative Educational Planning Committee. If the goal is not achieved, the department will establish a new plan to meet the goal.</li> </ul>	<p>KASB strongly supports the goal of increasing the percentage of students who meet high standards at all levels, and agrees that students should receive a strong foundation in the early grades.</p> <p>We believe that a goal such as 90% mastery must take into account factors beyond the public school system’s control. Schools cannot educate students who are not in attendance.</p> <ul style="list-style-type: none"> <li>Did “failing” students attend public school in Kansas for most of their first three years, or did they transfer in?</li> <li>Did they attend at least 90% of class time?</li> <li>Did their parents exempt them from interventions as provided in other sections of this bill?</li> </ul>

*Senate Education  
3-27-01  
Attachment 9*

**Section 3 (a) Required school district assessments and interventions**

<ul style="list-style-type: none"> <li>• By August 1, 2002, school districts are required to “construct a plan for identifying grade-level markers which indicate whether a child is making progress toward the acquisition of the reading, writing and mathematics skills sets designed by the state board of education and for diagnosing each child’s skill level.”</li> <li>• Each district must use assessments or diagnostic reviews in each grade K-3 “to determine a child’s level of performance and to target specialized interventions to bring the child up to grade level in reading, writing and mathematics.</li> <li>• “Each school district’s plan shall embed the assessment or diagnostic reviews into the curriculum and implement a measure to check each child’s progress” during the spring or fall semester or both.</li> </ul>	<p>We believe schools are already providing regular assessments of student progress through state tests, other standardized tests and classroom and teacher evaluations.</p> <p>However, our concern is that this bill does not specify what additional requirements might be imposed under this provision. <i>If no extra requirements are imposed, why is this language needed? Will the State Board or some other entity be required to review or approve each district’s assessment plan?</i> If so, this will increase paperwork and reporting. If not, how will the legislature know whether districts are complying with its intentions?</p> <p><b>We believe this language should be removed. School districts should be evaluated by whether students are learning and whether improvements are being made. QPA already provides a mechanism for such evaluations.</b></p>
<ul style="list-style-type: none"> <li>• School districts will be required to “establish a plan for providing each child needing assistance with locally determined interventions based on input from teachers and parents for the individual child.”</li> <li>• “The plan may include, but need not be limited to, a restructured school day, additional school days, summer school, individualized instruction and other such interventions as the school district may deem necessary.” However, the plan shall not include a requirement for full day kindergarten attendance.</li> <li>• “The district may require attendance at such interventions unless a parent in writing waives the child’s attendance.”</li> <li>• The plan must include implementation of a first-grade reading intervention that is research based, “designed for first-graders with a proven track record of success, with sustained learning over time using a short-term, one-on-one tutoring intervention when deemed necessary or intensive research based small group tutoring.”</li> </ul>	<p>This is the key provision of the bill, because it would require, in effect, an individual plan for each child not “on grade level,” and create entitlement for services. It would certainly open the district up to liability for any child that failed to pass the third grade accomplishment examination because the parents could charge that the local interventions were inadequate. We are particularly concerned that the bill does guarantee funding will be adequate for these requirements.</p> <p><b>KASB opposes allowing parents to waive interventions.</b> This is contrary to the position the Senate adopted in SB 313. Why require districts to test students and provide interventions, then allow parents to veto those interventions; then require 90% of students to achieve mastery regardless of whether or not parents agreed to those interventions?</p> <p>The bill also does not specify who determines whether a particular reading strategy meets the standard set in this bill. <i>Is it determined by local school board, the State Board or someone else?</i></p>
<ul style="list-style-type: none"> <li>• The diagnostic reviews or assessments may be implemented in addition to or in lieu of current assessments or reviews, or “if a school district currently has appropriate grade level markers or offers appropriate diagnostic reviews or tracking procedures for interventions, the district may continue to use such locally determined practices” as long as the school continues to meet QPA requirements.</li> <li>• Districts must continue to implement the second grade reading diagnostic “currently required by the State Board.”</li> </ul>	<p>The bill does not specify who determines whether a school district “currently has appropriate” grade level markers and assessments. <i>If the participation in QPA is enough, why is this section added to the bill?</i></p> <p>Once again, we believe this language suggests that schools may continue to do whatever they have been doing, yet the bill itself implies that something different must be done. <b>We believe this language should be removed.</b></p>

<b>Section 3 (b) – Further Interventions, Retention</b>	
<ul style="list-style-type: none"> <li>Districts are required to track the progress of any child identified as needing assistance. If a child does not accomplish “grade level markers” despite interventions, “there will be action taken in the best interest of the child to reach the grade-level markers.”</li> <li>“Such action may include, but is not limited to, other more intensive interventions or retention to repeat the grade unless a parent in writing waives the child’s retention.”</li> <li>If the parent waives retention, the parents must be provided with information on the skills the child requires to succeed at the next grade level.</li> <li>The district will determine the measures by which a child’s progress is measured.</li> </ul>	<p>KASB opposes state mandates regulating student promotion and placement decisions. This is a controversial area with highly debatable research results. The decision is best left to local policy and the consultation of teachers, parents and administrators. This provision actually limits the ability of a district to end “social promotion” by giving the final decision to the parents. <b>We believe this provision should be removed.</b></p> <p>The statement “best interest of child” ambiguous, because it does not make clear who determines what the “best interests” of the child really are. This language seems ripe for legal challenges.</p>
<b>Section 4 – Implementation Dates</b>	
<ul style="list-style-type: none"> <li>The third grade accomplishment examination is to be piloted in the Spring of 2002. The school readiness indicator is to be developed by Aug. 1, 2002. District plans must be developed by Aug. 1, 2002. The third grade examination will be given in the spring of 2003 to set the school’s baseline.</li> </ul>	
<b>Section 5 – Membership, Structure and Duties of the Legislative Educational Planning Committee</b>	
<ul style="list-style-type: none"> <li>The Legislative Educational Planning Committee is changed from 11 to 15 members and the members are the chairs, vice chairs and ranking minority members of the Senate Education and Ways and Means Committees and the House Education, Higher Education and Appropriations, or their designees.</li> <li>The LEPC is divided into three subcommittees: (1) early childhood, (2) K-12 education and (3) postsecondary education, and the scope mission of the LEPC is expanded to cover all facets of education.</li> <li>The LEPC is directed to request a post audit review of the preschool at-risk program biennially commencing in 2004 and concluding in 2008. In 2006, the LEPC shall make a recommendation as to whether to maintain, enhance or terminate funding for the program.</li> </ul>	<p><i>Why is the LEPC directed to make recommendations on the possible termination of the at-risk preschool program in 2006, yet must request a post audit review two years later in 2008?</i></p>
<b>Section 6 – Reporting the implementation of this act</b>	
<ul style="list-style-type: none"> <li>The Department of Education must annually report to the legislature on the implementation of this act. The LEPC must make a report evaluating goals, objectives and desired outcomes to the 2004, 2006 and 2008 legislatures.</li> </ul>	<p>KASB supports accountability through results, including student assessment data. We are concerned that this bill could result in additional “process” paperwork and reporting requirements.</p>
<b>Section 7 – Evaluation of state-funded early childhood</b>	
<ul style="list-style-type: none"> <li>Any state agency or state-funded program which impacts early childhood development must report in their budget requests how their programs impact children from birth to entry into kindergarten according to the school readiness definition.</li> </ul>	

**Section 8 – At-Risk Preschool Program**

<ul style="list-style-type: none"><li>The school finance act is amended to increase the preschool at-risk program from 2,230 to 3,974 in FY 2002, and 5,500 each year thereafter.</li></ul>	It appears this would fully fund the at-risk preschool program (all eligible children would be served) by 2003. <b>KASB supports increased funding for that program..</b>
---	---

**Section 9 – State Grants to Fund Intervention Plans**

<ul style="list-style-type: none"><li>Beginning in FY 2003, school districts are entitled to receive a grant of state money to “supplement amounts expended by school districts” for interventions required by this act.</li></ul>	<p>This is one of KASB’s major concerns about this plan. There is no guarantee that state grants will be adequate to fund the additional costs required by this bill. Even if the appropriations for FY 2002 and 2003 are adequate, if funding falls short, the mandates on school districts remain. This could easily become similar to special education: a huge unfunded mandate. Current tests suggest that approximately one-third of all students K-3 may be entitled to interventions under this act.</p> <p>It is also critical to remember that these costs will not fall equally on all school districts. Current state assessments make it clear that lower income students, many minority students, students with disabilities and students with limited English skills are much more likely to require assistance. Districts with higher concentrations of these students would have much higher costs to serve these students.</p> <p><b>We do not believe that funding in this bill should be tied “entitlement” to services.</b> Instead, we believe that funding under this bill can be linked to accountability in the same manner as the current at-risk weighting: by simply requiring districts spend these funds for the purpose they are appropriated. The State Board and Governor have both made proposals to fund extended learning without the potentially unfunded mandates contained in this bill.</p>
--	---

**Section 10 (a) (b) and (c) – State Board grant evaluations**

<ul style="list-style-type: none"><li>The State Board is required to adopt rules and regulations for administration of the grants for intervention, including a needs assessment of school districts, and information regarding the effectiveness of the district intervention plan.</li><li>In evaluating and awarding grants, the State Board must consider the level of effort exhibited by school districts; the amounts budgeted by districts, and the potential effectiveness of each plan. The grant may not exceed the actual expenses incurred.</li></ul>	Requiring a needs assessment strongly suggests that state appropriations will not cover the cost of all students entitled to services under this bill. The State Board will have to “pick and choose.” This also means that, in order to qualify for grants under this program, districts will face increase reporting, paperwork and grant-writing requirements. <b>We prefer the method proposed by the State Board, the Governor and Senate Education Committee leadership to fund extended learning time.</b>
--	---

**Section 10 (d) and (e) – Funding for first grant interventions**

<ul style="list-style-type: none"><li>No more than 10% of first graders may be counted in plans providing for one-on-one research-based interventions. The State Board shall provide, upon request, technical assistance for developing intervention plans or apply for a grant of state moneys.</li></ul>	This provision limits funding for one-on-one interventions to 10% of first-graders, but does not limit the percentage of children that may need or qualify for this program. That would shift the cost to school districts, especially those that may not receive any grant funding.
--	--

**Section 11 – Teacher Training**

<ul style="list-style-type: none"><li>Within the limits of appropriations, the department of education shall provide for teacher training to implement the interventions authorized by this act.</li></ul>	<b>We support increased funding for teacher training.</b>
--	---

9. 4

**Section 12 – Appropriations**

- Appropriations are provided as follows:

**FY 2002**

\$1,647,5000 from the Children’s Initiatives Fund for developing skill sets, third grade examination, school readiness definition and teacher training

\$3,000,000 from the CIF for at-risk preschool

\$2,500,000 from the CIF for 3<sup>rd</sup> grade summer school

**FY 2003**

\$400,000 from the State General Fund for third grade examination administration

\$3,500,000 from the CIF for at-risk preschool

\$15,66,725 from the SGF and \$2,306,738 from the CIF to intervention plan grants as follows:

- \$8,500,000 for first grant reading interventions calculated on the basis of 10% of students needing assistance.
- \$9,473,463 for extended learning grades K-3.

We appreciate action by the House to provide funding for this bill. We are deeply concerned about funding other educational needs. The bill provides nearly \$20 million for school district interventions and at-risk preschool in FY 2003. But if the Legislature does not provide an appropriate increase in the base, or allows special education funding to fall behind excess cost, the net impact of this funding will be inadequate.

**We believe funding for K-3 programs must be part of a larger plan for school finance. We have endorsed the Governor’s enhancement program as a positive step in that direction. We cannot support a plan for K-3 funding in isolation.**





KANSAS NATIONAL EDUCATION ASSOCIATION / 715 SW 10TH AVENUE / TOPEKA, KANSAS 66612-1686

Mark Desetti Testimony  
Senate Education Committee  
March 27, 2001

Thank you, Mr. Chairman. I am Mark Desetti and I represent Kansas NEA. I appreciate this opportunity to speak in opposition to HB 2546 today.

There is some good in HB 2546. The provisions funding preschool at-risk programs for all eligible four-year-olds and providing extended learning opportunities for students in the primary grades are issues which have been addressed in several proposals this year. The Governor's current school finance proposal expands the preschool program and puts significant resources toward extended learning while SB 220 addresses funding specifically to bring primary age children up to grade level in reading.

While the goal of bringing 90% of Kansas students to grade level proficiency in reading, writing and mathematics is one upon which we all agree, the manner in which that goal is pursued in HB 2546 is troublesome.

HB 2546 micro-manages local districts by mandating specific interventions for children. While recommending a restructured school day, additional school days, and summer school, it requires one-on-one or small group tutoring for first graders. Then, by only providing enough funding to cover up to 10% of first graders across the state, it establishes an unfunded mandate.

House Bill 2546 puts an enormous testing burden on our smallest children. This bill requires assessments at kindergarten, first, second and third grade to identify struggling students. The second grade diagnostic test does this task quite well and is being used in every Kansas school district to determine how best to help students achieve. Our accountability system does not need additional tests.

It is true that some children are not achieving at grade level, but an approach which micro-manages the schools from this chamber while ignoring the issue of resources does not help those children. We would urge you to provide the resources to help all our children – and target some of those resources to help the children most in need – but allow local communities and schools to determine how best to meet our collective goal. Teachers and administrators in public schools want every child reading. With the right resources we can do it.

We ask you to oppose this bill and seek ways to find the resources necessary to achieve our common goals. Thank you for listening to our concerns.





## **H.B. 2546: Skills for Success**

*Diane Gjerstad  
Wichita Public Schools  
March 27, 2001*

Chairman Umbarger, members of the Committee:

The Wichita Public Schools strongly agrees with the goals of H.B. 2546, which is to ensure all young students gain the basic skills required to be successful in school. The Wichita Public Schools is currently implementing many of the concepts found in H.B. 2546. Wichita Public Schools assistant superintendent of elementary education, director of curriculum and assessment, and executive director of quality improvement services have contributed to these comments.

### **Section 2 (b) – Development of “skill sets” for reading, writing and math**

WPS has developed standards and indicators for grades pre K – 8 (see brochure). The district is concerned that our work to define standards and indicators and align those within the curriculum could be undone by a state imposed definition.

### **Section 2 (c) – Third grade examinations in reading, writing and math**

WPS has devoted a great deal of resources to develop a locally Wichita Benchmark Tests to measure each student’s knowledge in the core academic areas of reading, writing and math in the transition grades of 2, 5, 8 and 10. About half the tests are fully operational. The Board of Education set the performance standards at the highest level recommended. The Wichita Benchmarks are rigorous. A state imposed test could seriously jeopardize the district’s and community’s investment.

Disaggregated test data, whether one uses local tests or the 2<sup>nd</sup> grade reading diagnostic, continue to show the same results. Students from low income homes are performing 10-15% lower than students who are not from economically disadvantaged homes.

The legislature could use the results from the 2<sup>nd</sup> grade diagnostic to target resources to districts with students not performing on grade level.

### **Section 2 (d) – 90% mastery**

The goal is laudable but would it be 90% in each school district? If so, how would the skills of limited English students and newcomers be measured?

*Senate Education  
3-27-01  
Attachment 11*

### **Section 3 (a) – Assessments and interventions**

WPS Board of Education has already required each building develop an intervention strategy for students not on grade level. Each building level intervention includes plans for staff development, research driven instructional strategies, plans for restructure day or extended school year. These plans are locally created for our own local need. We would oppose any efforts to centralize this process at the state level. Does the State Board really want to review and approve 100 building intervention plans from Wichita? Or does that responsibility lie with the locally elected Board of Education.

**Waiving interventions:** Wichita already permits parents to waive out of summer school for students not meeting standards on the Benchmarks. The result is 50% elementary students, 35% middle school and only 10% high school students attend summer school.

**1<sup>st</sup> grade reading intervention:** Several times the bill refers to interventions which "...with a proven track record of success, with sustained learning over time using a story-term, one-on-one tutoring intervention when deemed necessary or intensive research based small group tutoring". This language would appear to be very limiting in the models which can be used, and quite frankly would appear to specifically mandate the use of Reading Recovery. Wichita opposes any language dictating the type of intervention used. Reading Recovery is a good program, which is impractical in a large urban school district.

**Cost of interventions:** Wichita received a grant to implement *Success for All* at Cloud Elementary (92% free and reduced lunch, 80% ESOL), \$500,000 start up cost or \$625 per student. *Reduced class size grant:* \$1.6M reduced the reading classes in only half our elementaries in grades 1-3. Data is showing marked reading improvement.

Comprehensive school reform models are expensive. Dictating what models should be used is cost prohibitive. Wichita has developed our own reading model which is rapidly expanding throughout the district. This language would prohibit the use of a locally developed intervention.

**Increased testing:** Wichita budgets \$30,620 for the materials required to implement the state assessments. Addition of a 3<sup>rd</sup> grade battery would increase the material cost by \$10,000. But that is not the entire cost. By far the largest cost of state assessments is the labor cost in logistics, packaging, mailing, training, presentations to teachers, distribution of the tests. After testing, the district must scan, score and report the data. When the state data is sent back to the district, Wichita creates an individual report for each student. This report requires a data base, clean-up, merging, printing and distribution of 12,000 reports. Late March, April and May are the busiest months for Quality Improvement Services. The addition of 3 state tests for 3<sup>rd</sup> grade would result in need for at least two employees just to facilitate the new tests.

Thank you, Mr. Chairman, for your attention to our concerns on this bill.