

Approved: 2-22-93  
Date

## MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on February 16, 1993 in Room 519-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department  
Dale Dennis, Deputy Commissioner, Department of Education  
Avis Swartzman, Revisor of Statutes  
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: None

Others attending: See attached list

Chairman Goossen introduced SCR 1609 for discussion by the committee.

Vice Chairperson Cindy Empson presented an amendment to SCR 1609 which deals with Quality Performance Accreditation. (Attachment #1)

Representative Empson made a motion for adoption of the amendment. Representative Bowden seconded the motion.

The floor was opened for discussion of the amendment.

The motion carried.

The floor was opened for discussion of the resolution as amended.

Representative Larkin made a motion that the resolution be passed as amended. Representative Lowther seconded the motion. The motion carried.

The meeting adjourned at 4:10 pm.

The next meeting is scheduled for 3:30 pm, February 17, 1993 in Room 519-S.

## GUEST LIST

COMMITTEE:

# House Education

DATE:

2116 195

NAME (PLEASE PRINT)

ADDRESS

COMPANY/ORGANIZATION

[illegible]

concluded that the State Board of Education should be urged by the Legislature to consider the following recommendations for modification and improvement of the System:

Of the ~~10 proposed~~ outcomes, those related to student academic achievement are the most important and should be emphasized over <sup>any</sup> the others. This should be made clear to schools school personnel, parents, patrons and pupils;

There are too many outcomes, standards and indicators. Some are not central to the mission of elementary and secondary schools. At least two outcomes, 8 and 10, should be demoted to a lesser status than "outcome". Others could be combined;

Some outcomes, standards and indicators are worded in a vague and confusing fashion. They should be rewritten to make their academic expectations and standards meaning-clear to schools school personnel, parents, patrons and students;

Even those schools which have enthusiastically embraced QPA are concerned about the overwhelming amount of time and paperwork required. While data collection is important if schools are to have information upon which to base future decisions, a very high priority should be placed upon reducing paperwork. Information collection unrelated to outcomes would seem a prime candidate for abandonment. A sufficient provision of time for planning, evaluating and staff development is necessary;

In order to gain needed public support, the State Board should assist school districts in informing the public about what QPA is, what QPA is intended to accomplish, and in encouraging parental and community involvement. Forming a "truth squad" to provide accurate information would be helpful.

Now, therefore,

Be it resolved by the Senate of the State of Kansas, the House of Representatives concurring therein: That the Legislature, in recognition of the public interest in the QPA System and the extensive research and analysis of the System engaged in by the Legislative Committees on Education, hereby adopts the conclusions and recommendations of the Committees with regard to modification and improvement of the System; and

Be it further resolved: That the Legislature, in the belief that accreditation of schools on the basis of results or outcomes rather than inputs is a productive and effective approach to school improvement, hereby reconfirms its support for implementation of the QPA System and affirms continuing legislative support for the adon-

Outcomes and indicators of outcomes should be expressed in terms of results expected from students. The outcomes should also be rewritten to clearly communicate that student outcomes will focus on academic achievement and are not designed or intended to alter individual moral or religious beliefs,

The State Board of Education should continue to allow local flexibility in the development of strategies to meet the outcomes, and should continue to encourage parental and community involvement in devising those strategies