

Approved: 1/27/93
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on January 21, 1993 in Room 123-S of the Capitol.

All members were present except: Senator Sherman Jones (Excused)

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

Conferees appearing before the committee:

Dr. Max Heim, Chairman, Kansas Commission on Education Restructuring and Accountability

Others attending: See attached list

Senator Kerr called the meeting to order and recognized Dr. Max Heim.

Dr. Max Heim, Chairman, Kansas Commission on Education Restructuring and Accountability, gave an overview of the report (Attachment 1). Dr. Heim pointed out the commission's charge: to "develop goals and strategies for the reform and restructuring of public elementary and secondary education in Kansas in order to provide accountability in the provision of equal educational opportunity to each school child of Kansas". He summarized the vision, underlying principles and statewide goals of the commission.

Dr. Heim discussed the strategies recommended for implementation:

- .outcomes based education
- .statewide student assessment
- .school improvement incentives
- .site-based decision-making
- .staff development

Responding to questions, Dr. Heim said that the commission thinks that staff development needs to be expanded and more substantive. There was some comment about the inclusion of outcomes based education in the schools of education, and Senator Emert (a member of the commission) noted that new teachers comprise only about five percent or less of the work force and the commission felt it was important to involve both current and future teachers.

- .early childhood programs
- .school linkage with health and social services
- .enhanced use of technology
- .continuous progress K-3 programs
- .parental/mentor involvement
- .linkage of accountability and responsibility
- .adult and vocational education programs
- .partnership for restructuring
- .higher education/work force training
- ."call for patience"

Chairman Kerr noted that some information requested by the Committee had been distributed: a listing of QPA (Quality Performance Accreditation) districts (Attachment 2), information from the Michigan Department of Education (Attachment 3) and a memo regarding the Texas School Accountability Program (Attachment 4).

Dr. Heim responded to questions from Committee members and said that the commission membership was a very representative group and there was consensus about the proposed strategies, although some members

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on January 21, 1993.

would have gone "further". There was discussion about the costs of QPA and the commission's proposed strategies, and Dr. Heim pointed out that the commission's recommendations go beyond QPA.

A letter from Robert Aldrine, Topeka, regarding QPA, was distributed to the Committee (Attachment 5).

The meeting was adjourned at 2:30 p.m. The next meeting of the Committee is scheduled for Monday, January 25, 1993.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 1/21/93

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Steve Kautsch	P.O. Box 222	Page
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Shirley Morris	131 Greenwood Topeka 66606	Kansas for the Educ of Young Children
Mark Tallman	Topeka	KASTP
Tim Nims	Topeka	ASKE
Jennifer Abolton	Emporia	Sen Shockey - Intern
Bill Musick	Minneapolis	St Bd Ed
Craig Grant	Topeka	HNFA
Ken Baker	"	4th Enrollment USD's
Merle Hise	Topeka	KACC
Bruce Goeden	Topeka	Kansas NEA
Nancy Bremen	Topeka	
Maria Boyd	Topeka	Western
Larry Fesha	Emporia	ESU
Jim Rynally	Chilmark Park	USD #512
Debbie C. Cipt	Topeka	USD #500

Report

to the

Kansas Legislature

from the

Kansas Commission on Education Restructuring and Accountability

Pursuant to 1992 (L. 1992, Ch. 223)

December 14, 1992

**Lionel Alford
David King
Co-Chairs**

**Max O. Heim
Director**

Sen. Education
Attachment 1
1/21/93

MEMBERS OF KANSAS COMMISSION ON EDUCATION RESTRUCTURING AND ACCOUNTABILITY

Lionel Alford, Wichita
David King, Overland Park
Co-Chairs

Kay Barkis, Louisburg
Ben Barrett, Topeka
Joan Bowman, Lenexa
Peg Chrisman, Topeka
Tim Cruz, Garden City
Steve Davies, Kingman
Lee Droegemueller, Topeka
Tim Emert, Independence
Sr. Michelle Faltus, Kansas City
Sheila Frahm, Colby
Michael Fuller, Overland Park
Beverly Gutierrez, Wichita
Robert Harder, Topeka
Walker Hendrix, Ottawa
Connie Hubbell, Topeka
Larry Jones, Wichita
Dave Kerr, Hutchinson
James T. Knox, Louisburg
Stanley Z. Koplik, Topeka
Janis Lee, Kensington
David Lusk, Kansas City
Teresa A. Mehring, Emporia
Anthony Moore, Kansas City
Shirley Palmer, Fort Scott
Jo Ann Pottorff, Wichita
William J. Reardon, Kansas City
Gary Reser, Topeka
Fred Rodriguez, Lawrence
Richard Ryan, Topeka
Nancy McCarthy Snyder, Wichita
Art Tabares, Emporia
L. Franklin Taylor, Olathe
Gloria Timmer, Topeka
Donna Whiteman, Topeka
Jack Wilson, Wichita
F. Tim Witsman, Wichita
James Yonally, Overland Park

Max O. Heim, Lawrence
Director

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PART I.

THE EXECUTIVE SUMMARY OF THE REPORT

A The Mission of the Commission

The Kansas Commission on Education Restructuring and Accountability, a 39 member commission, was charged with developing goals and strategies for the reform and restructuring of all accredited elementary and secondary schools in Kansas in order to provide accountability in the provision of equal educational opportunity to each student of Kansas schools. What follows is an executive summary of the Commission report to the Governor, the members of the Kansas Legislature, and the State Board of Education. This executive summary encapsulates the next steps in education restructuring as defined in the 15 essential strategies of reform by the Commission.

B. The Underlying Principles

The Commission shares a fundamental belief in the following precepts and endorses them as guiding principles of education restructuring in Kansas.

- (1) All students can learn at significantly higher levels.
- (2) We know how to teach students successfully.
- (3) Curriculum content must lead to higher order skills, and instructional strategies must be those that work.
- (4) Time devoted to learning must be the variable and accomplishments the constant.
- (5) Every child must have an advocate.

C. The Statewide Goals

The focal point of any restructuring action is the student. The Commission believes in total commitment to seven fundamental goals. These goals are a blend of the *America 2000: An Education Strategy* (U.S. Dept. of Education, 1991) initiatives, the *Business Roundtable Participation Guide: A Primer for Business on Education* (Second Edition, April 1991) components, the *Target III* elements of *A Blueprint for Investing in the Future of Kansas Children and Families*, the *Kansas Quality Performance Accreditation Plan*, and the Regents Task Force on Education special report to the Governor *Building Hope: Creating Tomorrow in Education*. Certainly, it is imperative that any actions taken to achieve each of the goals always be driven by the needs of the student and not by the desires of special interest groups. The seven goals follow:

- (1) All students will start school ready to learn and maintain that readiness through their school experience.
- (2) Students will learn to communicate effectively, think creatively, solve problems, work effectively both independently and in groups, and achieve the physical and emotional well being necessary to live, learn, and work productively in our modern economy.
- (3) The State Board of Education will specify what needs to be known by students who graduate from Kansas schools. All students will demonstrate competency and mastery of this information, which must include English, mathematics, science, history, geography and the arts.
- (4) The high school graduation rate will be continually improved. By the year 2000, Kansas should have achieved a 98% graduation rate.
- (5) Education system accountability will be site based -- each school will be accountable through a system of performance based measures.
- (6) Every school in Kansas will provide a safe and orderly environment conducive to learning.
- (7) Every Kansan will be literate, as defined by state and national literacy standards, and will possess the knowledge and skills necessary to function effectively and to exercise the rights and responsibilities of citizenship.

D. The Strategies for Educational Restructuring

The Commission endorses 15 key strategies for education restructuring. They are listed here and detailed in the full commission report.

1. Outcomes-based education/state-prescribed core knowledge base.
2. State-imposed student assessment program.
3. School improvement incentives.
4. Site-based decision-making.
5. Preparation of school personnel, board members, and parents and retraining of current personnel to function in restructured schools.
6. Pre-kindergarten programs.
7. School linked education, health, and social services.
8. Enhanced use of technology.
9. Ungraded or continuous progress programs, K-3.
10. Parental/mentor involvement.
11. Linkage of accountability and responsibility.
12. Adult and vocational education programs.
13. Partnerships for restructuring.
14. Higher education/workforce training.
15. Provisions of time and consistency to support restructuring.

E. The Summary of Recommendations

1. Quality Performance Accreditation (QPA) process has been adopted by the State Board of Education and supported by the Kansas Legislature and the Governor. This process calls for outcomes accreditation that both demands and supports meaningful growth at the district building levels. This system is based on assessment of the skills, attitudes, and knowledge that students will need to live, learn, and work in an international society.

QPA was the subject of much discussion during the public hearings and the Commission meetings. There were strong feelings expressed, both for and against QPA. During the Commission meetings, representatives from six school districts (Shawnee Mission, Hoxie, Turner, Fort Scott, Stanton County, and Hesston) made presentations regarding their views and the status of implementation of QPA in their schools. The Commission was impressed with the commitment and the enthusiasm with which they have accepted QPA. The Commission believes that there is a need to better educate parents and the public on the concepts of QPA and the local community's ability to determine how these reforms are to be implemented.

The Commission believes that QPA is a valid approach to education restructuring in Kansas and its implementation should be continued, along with formation of local site based councils.

2. This report includes many principles and strategies that the Commission believes must be implemented to bring about meaningful long term education reform in Kansas. Kansas has made progress and the Legislature and State Board of Education are to be commended for having initiated the beginning steps and guidelines to reform. The concern is that no long-term plan has been adopted by the state and its citizens with clear goals, objectives, and timeframes. Once we decide where we need to go, the only issue is cost and how we get there. We must have a clear expectation of what we want. Even though the problem is no different in Kansas than in many other states, the Commission believes that Kansas can and should be a leader for the rest of the country.
3. The Next Steps:
 - (a) Create a public/private partnership to hold the state and its citizens responsible for implementing the restructuring agenda.
 - (b) Charge the State Board of Education with finalizing a restructuring plan to include implementation of the 15 strategies embodied in the Commission Report with specific goals, objectives, and timeframes.
 - (c) Communicate the plan and gain approval.

PART II.

THE REPORT OF THE KANSAS COMMISSION ON EDUCATION RESTRUCTURING AND ACCOUNTABILITY

A. The Challenge

The educational challenge faced by all Kansans is to create an elementary and secondary education system that prepares our students to live and work in the 21st Century.

Kansas has good schools when compared to other states. But our schools are not as good as they need to be to face future challenges. Our school year is based on an agricultural society. The school day was designed to allow students time to walk or ride the bus long distances to school. The curriculum is geared toward a manufacturing economy, while our nation has moved into an information society. Although enormous amounts of knowledge have been created during the past 25 years, the school calendar has not expanded to allow more time for coverage. The dominant teaching methodology is based on one kind of learning style and allows large numbers of children to fall behind. In the past, those students could find well-paying jobs in the manufacturing economy. Today a high school diploma is no guarantee that a student will have the skills necessary to perform well in the current labor market.

According to the Business Roundtable Participation Guide: A Primer for Business on Education:

Today's economy demands workers who are literate, creative problem solvers, who can adapt to ever-changing situations--workers who have learned how to learn. While many companies have managed to be profitable by adjusting to the limitations of their workers, they will increasingly find that they will need to reorganize work and demand more knowledgeable and skilled workers in order to meet the changing international environment and customer demands. But at a time when even more skilled workers are needed, students are coming out of school without the tools necessary to function in the workplace, creating an ever-widening skills gap. . .

In the past, our economic success depended substantially on machinery and natural resources. We had them; most other nations did not. Most jobs could be performed by unskilled or semi-skilled workers. Today, many nations have access to the same machinery. What makes and will make the difference in economic success will be the quality of workers--how intelligently they use the machines, how quickly they improve upon them, how quickly they can adapt to change, and how quickly they can respond to diverse customer needs. (pp. 1-3)

In addition to the economic challenges facing Kansas' education system, our social and political systems require a citizenry that is informed and engaged in democratic problem solving. As a nation, we cannot hope to resolve problems of crime, drugs, health care, aging population, urban decay, and rural service delivery without the involvement of a literate, concerned, well-educated population. America's ability to sustain individual freedom at home, as well as to promote democratic ideals to other nations, requires that our education system produce responsible citizens who possess an understanding and appreciation of our shared history.

Kansas is fortunate to have a cadre of skilled and dedicated teachers. These teachers will remain the pivotal group in assuring that our education system meets future demands. They cannot, however, be expected to do this job by themselves. All citizens of Kansas have a stake in the success of our education system and all must contribute to its success. Toward this end, the Kansas citizenry must be rallied to support their schools. The general public needs a better understanding of the demands placed on educators. They need to be made aware that it is no longer sufficient to teach "the way that we were taught." Critics of the current system must be challenged to become involved in identifying specific solutions that meet the needs of all students.

This renewed public commitment to quality education will require strong leadership at both the state and local levels. It will take a number of forms and will vary from community to community. A renewed investment in education will include new partnerships with the media, with state and local governments, with business, with fraternal and other community organizations.

The media, both print and electronic, can inform the public about the day-to-day challenges facing teachers in the classroom. Media attention can provide the public with a better appreciation of the complexity of the current situation. Students can also benefit from enhanced media interest in education. They need to be better informed about the merits of education and about the long term personal and societal costs of educational failure. On such matters, they may be more influenced by television than they are by parents and teachers.

Partnerships with employers will also be an important component of rallying public support for education reform. Businesses must do a better job of communicating to students and educators the specific skills that they are seeking. In addition, it is important that employers provide flexibility so that their employees can be appropriately involved in the education of their children. Business people can also be called upon to assist school districts in developing the management capacity necessary if schools are to be more accountable to the public. We recognize not only that there are many differences between public and private organizations, but also that school administrators can learn much from business professionals, including principles of purchasing, personnel management, strategic planning, and financial management.

Many communities in Kansas are already actively supporting their schools in their restructuring efforts. It is important that such support expand statewide. Education must be a priority of all citizens, not just parents of school age students, and not just legislators and employers. In addition, we must extend our horizons beyond the local school. The costs of education failure anywhere in the state are borne by us all and by our children/students.

B. The Vision

The vision is that **EVERY** Kansan will be so well educated that post secondary schools and employers in our highly competitive, modern economy will turn to Kansas for the best educated and most productive citizenry. In pursuit of this vision, the Kansas education system will emphasize outcomes learning, flexibility, and productive participation in work and society throughout the entire life of the individual Kansan. Supporting education will be a network of learning communities composed of education institutions, public and private agencies, and community groups that help students reach school healthy and ready to learn, prepare people for rewarding work, and enable adults to be self-sufficient. All Kansas high school graduates will be able to:

- think
- solve problems
- adapt to changing circumstances
- pursue additional learning or training
- work in high-performance employment
- live as responsible citizens
- and communicate effectively.

C. The Underlying Principles

As the Commission worked to discharge its responsibilities, it soon recognized certain underlying principles upon which school restructuring initiatives must be premised. These principles were largely drawn from the input from the public hearings, the *America 2000: An Education Strategy* (U.S. Dept. of Education, 1991) initiatives, the *Business Roundtable Participation Guide: A Primer for Business on Education* (Second Edition, April 1991) components, the *Target III* elements of *A Blueprint for Investing in the Future of Kansas Children and Families*, the *Kansas Quality Performance Accreditation Plan*, and the Regents Task Force on Education special report to the Governor, *Building Hope: Creating Tomorrow in Education..* These principles must be foremost in mind at all times as the move to implement the various elements of the restructuring agenda is advanced. The principles follow:

1. **All students can learn at significantly higher levels.** We must stand fast in our commitment to excellence if we hope to achieve higher levels of performance by all students. We must serve all students, including minority groups, students with physical learning and behavioral disabilities, economically disadvantaged students, students who engage in inappropriate behaviors, and students who learn more slowly than the norm. All can achieve better.

2. **We know how to teach students successfully.** In recent years, research has taught us much about how and when students learn and what conditions foster learning. Teachers and schools across the nation are successfully teaching rich and poor students, minority students, students with exceptionalities, students who have come from English-speaking homes, and students who have not. We have the knowledge to identify which strategies work. We must use what we know.
3. **Curriculum content must lead to higher order skills, and instructional strategies must be those that work.** Content must challenge students. Learning must focus on thinking, problem solving, and integration of knowledge. We must provide to all students a rigorous curriculum, not one that has been watered down to suit a few. The practice of tracking students by ability grouping should be abolished.
4. **Time devoted to learning must be the variable and achievement the constant.** We must expect all students to demonstrate successful mastery of skills that meet our highest expectations. We know that the time required for each student to reach the desired levels of mastery varies, sometimes substantially. Schools must be designed to recognize and accommodate these differences in the most effective ways possible. We do not expect all runners to complete a race at the same time, and we should not expect students to make learning progress at the same speed. This simple notion requires us to make a radical break with our public education traditions.
5. **Every student must have an advocate.** Students need a supportive, sustaining environment. They need a caring person who will talk to them, care for them, and read to them. They need a healthy lifestyle and they need to feel secure. School objectives require support beyond the schoolhouse. Each student should know that education is valued by others whom they respect. The parent is the best source of such help, but where parental support does not exist, an advocate or mentor for the student must be found in an extended family, in a youth serving organization, or in the school.

D. The Statewide Goals

How is the vision realized? How are the underlying principles activated as a fundamental part of our restructuring efforts? The Commission recommends a series of goals which, when accomplished, will put Kansas well on the way to making the vision become reality.

The focal point of any education restructuring effort is the student. It is imperative that any actions taken to achieve the goals always be driven by the needs of the student and not by the desires of special interests. The goals follow:

- (1) All students will start school ready to learn and maintain that readiness through their school experience.
- (2) Students will learn to communicate effectively, think creatively, solve problems, work effectively both independently and in groups, and achieve the physical and emotional well-being necessary to live, learn, and work productively in our modern economy.
- (3) The State Board of Education will specify what needs to be known by students who graduate from Kansas schools. All students will demonstrate competency and mastery of this information which must include English, mathematics, science, history, geography and the arts.
- (4) The high school graduation rate will be continually improved. By the year 2000, Kansas should have achieved a 98% graduation rate.
- (5) Education system accountability will be site based -- each school will be accountable through a system of performance based outcomes.
- (6) Every school in Kansas will provide a safe and orderly environment conducive to learning.
- (7) Every Kansan will be literate, as defined by state and national literacy standards, and will possess the knowledge and skills necessary to function effectively and to exercise the rights and responsibilities of citizenship.

E. The Strategies

How are the goals to be achieved? The Commission has identified a number of strategies to be implemented. At the same time, the Commission recognizes that its list is not all-inclusive and that various strategies and their relative importance will change over time, a necessary condition in the relentless search for excellence.

In this context, the Commission recommends implementation of the following strategies:

1. **Outcomes Based Education/State Prescribed Core Knowledge Base.** An outcomes based educational process has been mandated for all schools by the 1995-96 school year. This means that students will demonstrate mastery of core subject matter as they progress at varying rates of speed through the system. Educational grouping by ability or "tracking" will be phased out.

This means that both curriculum and teaching methods must change. Students will become more actively responsible for their own learning and teachers will collaborate more with others in this process. Teachers will adopt more of a coach/facilitator role in the learning enterprise.

For Kansas students to be prepared for the 21st Century, a core base of knowledge and proficiencies will be developed and required. The State Board of Education is the appropriate body to develop this statewide core of knowledge, but each district will have wide latitude in implementing the methods and in teaching to achieve these goals.

Local schools will identify additional outcomes to best meet their own priorities and expectations and will determine measures for evaluating progress toward these additional outcomes.

2. **Statewide Student Assessment Program.** A statewide student assessment program with multiple forms of assessment and with a major focus on higher-level thinking skills will be designed and implemented. Continuous improvement on test scores will be expected. The status quo or lower performance will not be acceptable. This program is not meant to displace local assessment programs. The program should serve as a check on student progress. It is recommended that the requirements for assessment currently utilized in the QPA document serve as a guideline for assessment. For example, students in math may be subject to assessment in grades 4, 7, and 10. The assessment will serve both as a diagnostic tool for individual students and as a statewide snapshot of student performance. The determination of the nature of the assessment will be the responsibility of the State Board of Education.

Assessment results will serve as a device for measuring how well individual students and schools are doing. The assessments will serve as a reality check with the results helping to focus on individual-student deficits that require attention and on how well

schools as a whole are performing. Local schools will develop additional assessments in accordance with their own priorities and expectations.

3. **School Improvement Incentives.** The system should ensure that school success will be rewarded and failure will be eliminated. The arguments are compelling that a specific system of incentives should be created to provide increased impetus to achieve higher performance and greater success.

The Commission recommends that an implementation team be established and that it be charged with the responsibility to investigate and recommend incentives. The team should review models in effect in the states of California, Florida, Indiana, Kentucky, Louisiana, Pennsylvania, and South Carolina, among others, and develop recommendations for Kansas that are uniquely suited to this state's educational environment.

4. **Site-Based Decision-Making.** Local control of schools should be based on the site-based decision-making concept. In other words, decision making should be left to those individuals who will be held accountable for achievement of student outcomes, i.e. teachers and building administrators. Present Kansas law does not preclude use of site-based decision-making models, but neither does it encourage them.

Currently, local school boards and superintendents can determine the extent to which the site-based model is employed, but few are trained in the mechanics of implementing true decentralized decision making which would include authority over budget, personnel, curriculum, scheduling, and assignment of students and teachers inside the school. Successful implementation of site-based decision making will require significant professional development for teachers, building and district administrators, and school board members. Kansas public policy should be changed to require a transition to site-based management. The responsibilities assigned at the school site should be enumerated clearly and performance expectations should be understood by all parties.

Recent legislation requiring site-based councils and encouraging building based education programs reflects state-level policy movement in the direction of decentralized decision making. Local control of schools will be facilitated and overseen by councils that involve school personnel, parents, and business and community representatives.

5. **Preparation and Retraining of School Personnel, Board Members, and Parents to Function in Restructured Schools.** A major investment should be made in professional development so that staff members will know how to function effectively in restructured schools. This recommendation implies, for example, that the teaching skills needed in restructured schools are known and have been organized so that they can be acquired by educators. Research has identified the skills needed, but a systematic method of spreading knowledge among existing practitioners and those in preparation has not yet been devised.

The Commission recommends that school personnel be provided up to 15 paid days per year devoted exclusively to staff development activities. While this would be expensive, it must be remembered that functioning in restructured schools is a fundamental change, not just an incremental adjustment.

Training programs for professional school personnel should be revamped to better prepare them to function in restructured schools. It is the Commission's understanding that the state's school personnel training institutions have adopted only a few changes designed to meet the new requirements of functioning in restructured schools. For example, a strong network of mentorships should be considered as a part of a revised training program. What are considered to be "best teaching practices" are likely to change over time to meet new challenges and to implement the findings of new research on student learning. The sooner teaching personnel are prepared to function in the new environment, the less imposing the task will be for re-educating the practitioners in the field. The State Board of Regents should assign high priority to reconfiguring their school personnel training programs so that Kansas universities will lead the nation in preparing teachers who will produce students who have both the high level academic training and job skills needed in our competitive economy.

Due to the growing responsibilities being placed on the shoulders of school board members, there is an increasing need for the continuing education of these officials. As school board members are to be expected to preside over a major restructuring movement, they need to fully understand their roles and responsibilities. There is a need for the continuing education of these officials.

Initiatives also are needed at the school district level to bring parents and community members into the reform effort. They need to understand both the imperatives for school restructuring,

and their role in the partnership to implement new strategies in individual schools. The school site councils could serve as one focal point for such orientation. Local school boards should take every opportunity to keep the community informed about the restructuring changes.

6. **Early Childhood Programs.** Early childhood student-development programs should be made available to all Kansas students. The Commission believes that these programs will be phased in over a period of three to five years. These programs should be voluntary insofar as participation by students is concerned, but school district participation should be mandatory. During any phase-in period, efforts should be made to meet the needs of at-risk students as the first priority. This strategy assumes that, with implementation of the early childhood programs, kindergarten will be a full-school-day activity.

The State Board of Education should prescribe a framework outlining the components of developmentally appropriate preschool programs which can serve as a guide to districts. The Commission believes an implementation team should be established that would have as its goal the development of guidelines and strategies for the immediate initiation of a plan to educate Kansas four year olds which it would recommend to the State Board of Education.

Research supports the notion that early intervention programs such as these are cost effective in the long run. The Commission strongly endorses the practice of investing tax dollars to give students a good start in contrast to the wasteful practice of using an even greater number of dollars for maintaining larger numbers of persons on welfare roles and in correctional institutions.

7. **School Linked Education, Health, and Social Services.** Effective linkages between education and health and social services should be forged and nurtured. The system must effectively address in an integrated, more comprehensive manner, the health and social service needs of children. Under the auspices of the Kansas Corporation for Change, community councils are being established across the state to address the issue of coordinating children and family services. The system by which this coordination takes place will vary from community to community. In some areas the schools may provide services directly, in others they may contract with private agencies. Still others may use models like the "Cities in School" program, while others may provide community centers or family resource centers near to neighborhood schools.

From the Commission's perspective, the important issue is that children come to school prepared and able to learn. The State Board of Education and school districts should be active and cooperative partners in designing service delivery systems that ensure the provision of needed health and social services to children and their families. The Commission has not yet developed a consensus as to what degree and in what fashion to link health and social services to school settings. Therefore, it is recommended that an implementation team be created to forge consensus of state policy on school-linked services.

8. **Enhanced Use of Technology.** A very high priority should be assigned to incorporating technology as a tool of education, and commitment to this strategy should be maintained over time. An implementation team should be created to work with and advise the State Board of Education as the Board develops a detailed technology plan for Kansas education. This plan will need to be revised and updated periodically. Within one year, an initial five-year plan for education technology should be prepared. It should cover all aspects of technology, including instruction and management, video and computer, multiple-delivery systems, software and hardware, how school buildings must be prepared to accommodate technology, and staff development needed to do the job correctly. The plan should include detailed cost estimates and contain alternative means of implementation.
9. **Ungraded or Continuous Progress Programs, K-3.** The K-3 program should be an ungraded program, with progress geared to a child's developmental level and learning pace, thus permitting students in the crucial early years to move through the system in accordance with their developmental needs.

The youngest student in a kindergarten class is nearly one year younger than the oldest. For a five-year-old, a year is 20 percent of the student's life span. This means that in the early years especially, enormous differences exist among students in terms of development due only to age-range differences. These differences are further compounded by the effects of different rates of development that occur naturally among students. In light of this, it makes sense to create an ungraded early school experience in which vast differences among students are given special consideration. From a developmental perspective, these differences, while they have not disappeared, will have narrowed substantially by the fourth grade.

This change in the configuration of elementary education will require clear articulation of the types of developmental strategies

that must be employed in order to move each student forward in line with the student's capabilities. There should be a clear educational picture of what someone who enters the fourth grade should have achieved. The specifications for the required skills of an entering fourth-grader must be determined by the State Board of Education. This profile should reflect state-of-the-art understandings about student development and fourth grade expectations.

The Commission recommends an implementation team to evaluate the best means for achieving this strategy, including outlines of the steps that should be taken to accomplish it.

- 10. Parental/Mentor Involvement.** Parents/mentors must be extensively involved in the daily development of students in the educational system. Perhaps the single most important advancement we may achieve is to enlist strong parental involvement in and responsibility for the education progress of their student. School site councils and local school personnel can have a powerful impact on implementing the spirit of this recommendation. Other community resources must not be overlooked as means of enlisting broad parental participation. Community churches, community employers, and local youth and adult organizations, for example, may perform important service by emphasizing the parental role. Our students must not be alone as they face the bewildering array of expectations of the educational system.
- 11. Linkage of Accountability and Responsibility.** Accountability for performance in the educational system should be assigned to the building level in accordance with the locus of responsibility. Participants at the building level should be empowered to carry out the responsibilities assigned to them. This will require the State Board of Education and school district boards to match performance requirements appropriately with those responsible for producing the desired result.
- 12. Adult and Vocational Education Programs.** Adult and vocational education programs and outreach efforts should seek creatively to improve the skills of Kansas students who have job-skill deficits or literacy deficits, or both. A variety of initiatives will be necessary as we seek continually to upgrade the job skills of adults. The State Board of Education is the most appropriate agency to address this issue. The Commission urges the Board to assert an even stronger leadership role in cooperation with other

agencies and private sector interests in the development of new and different ways, to attack this problem.

- 13. Partnership for Restructuring.** A statewide partnership composed of representatives of social, educational, civic, and business sector should be convened on a continuing basis. The principal purposes of this partnership will be to serve as a catalyst for maintaining the restructuring momentum, as a beacon for giving direction to the evolving restructuring process, as a conduit for open communication linkages among the various entities involved in education-policy development and service delivery, and as a vehicle for evaluating restructuring progress. The partnership should challenge conventions and propose changes. No education group or vested interest should be spared the scrutiny of these leaders.
- 14. Higher Education/Workforce Training.** Higher education can play a vital role in restructuring K-12 education. Among the changes that are necessary are: strengthening teacher education for enhanced decision-making roles in restructured schools; and ensuring that educational administrators possess the management skills, as well as the educational skills, necessary to achieve desired education outcomes. Higher education should participate in new and innovative partnerships with schools and private industry. Education and business should work together to design curriculum directly related to workplace needs.
- 15. Provision of Time and Consistency to Support Restructuring.** Educators have seen reforms come and go. They have survived fad after fad in teaching methods and curriculum change. If the goals set by the Kansas Commission on Education Restructuring and Accountability are to be achieved, it is essential that the proposed strategies be given sufficient time to work. It is vital that the Governor, the Legislature, and the State Board of Education continue their support for performance-based education and that they show reasonable patience with local school districts as they implement the new structures. Patience should not be misconstrued as tolerance for delay or resistance. Rather, it is recognized that no new program will be perfect the first year, or even the second.

Consensus is strong that the strategies proposed in this report will lead Kansas' education system in the right direction. The teachers, students and administrators involved in the changes will learn as they go. To assist them, the state must provide a clear picture of where we expect them to go. That will include a specific set of core standards that we expect students to

have mastered at various checkpoints throughout their school careers. It will also include a specific timetable, consistent expectations, and flexibility to experiment.

F. The Reality: Kansas Is Not Sheltered from the Serious Social and Educational Problems in Other Parts of America

Some still hold the view that Kansas is little affected by vexing social problems and concerns which appear daily in the news, that these are big city problems or problems found on the east or west coasts but not in Kansas. The fact is that these also are Kansas problems and they imply difficult challenges for a modern education system. Kansas no longer fits the stereotype of a remote and insulated rural state. Today, only about 31 percent of the population is classified as rural. The urban population has reached 41 percent while the population classified as suburban totals 28 percent. The challenges faced in urban and suburban environments, as well as in rural settings, apply in Kansas.

Many examples of these challenges may be cited. The number of Kansas students ages 5-17 living in families below the poverty level exceeds 49,000, an increase in 1990 of 21 percent over 1980. Sixty-four percent of Kansas school districts have at least one attendance center in which 35 percent or more of the students participate in the free and reduced-price lunch program. In 1991, one in four Kansas public school students was said to be at risk of school failure.

For 1990, it has been reported that 8.4 percent of Kansas students between the ages of 16 and 19 had dropped out of school -- another report indicates that the 1990-91 dropout rate for Kansas public schools was 4.3 percent, with one district reporting an 11.8 percent rate. In 1991, 14.4 percent of mothers received prenatal care that was not considered to be adequate. Of live-births in 1991 in Kansas, 12.2 percent were to teenage mothers, and 23.2 percent of all births were out-of-wedlock with the proportion of out-of-wedlock births among teenage mothers being 67.7 percent.

In 1991, marriages exceeded marriage dissolutions (divorces and annulments) by a ratio of only 1.7 to 1. A recent report ranked Kansas 38th among the states in terms of the percent of the population living in poverty. Even so, that ranking shows that one in 10 Kansans lives in poverty. On any given school day, 5.7 percent of public school students are absent from school -- ranking Kansas 21st among the states on this measure. With 519 crimes per 1,000 persons, Kansas ranked 26th among the states on this index in 1990. It is clear that Kansas, along with every other state in the nation, faces daunting social issues.

There is some consolation in the fact that Kansas students generally perform relatively well on many of the commonly used standardized tests.

but the scores on Kansas' own math assessment program remain at disappointingly low levels. This assessment addresses the new math standards recently adopted for Kansas districts. The results of the 1992 assessment for students at grades 4, 7, and 10 reveal that students did not exceed 57 percent in any of the six process areas tested.

G. Comments Regarding the Commission's Activities and Deliberations

1. The Statutory Requirements

In carrying out its responsibility, the Commission was charged to try to implement the *America 2000: An Education Strategy* (U.S. Dept. of Education, 1991) initiatives, the *Business Roundtable Participation Guide: A Primer for Business on Education* (Second Edition, April 1991) components, and the *Target III* elements of *A Blueprint for Investing in the Future of Kansas Children and Families*. The Commission also was instructed to review Kansas legislation on school reform or restructuring initiatives proposed for action during the 1992 and 1993 legislative sessions. In addition to carrying out these directives, the Commission studied the Kansas State Board of Education's *Kansas Quality Performance Accreditation Plan*; the Regents' Task Force on Education's special report to the Governor, *Building Hope: Creating Tomorrow in Education*; heard the views on education restructuring of Mr. David Hornbeck, a nationally recognized authority in this area; and received input from Commission members and others on restructuring issues.

Finally, the Commission was directed to hold public hearings throughout the state and to hold other meetings, as needed, to carry out its duties. Public hearings were conducted September 8 through 10 at Colby, Greenbush, Dodge City, Hays, Salina, Overland Park, Topeka, and Wichita. Approximately 1250 persons attended the hearings and an impressive number of people presented testimony. This testimony was very helpful to Commission members. Many presentations dealt with restructuring activities now being undertaken in Kansas school districts.

The vast majority of the public comments addressed the pros and cons of various features of the State Board of Education's *Quality Performance Accreditation* initiative. (A rather extensive record of the public hearings has been prepared by the Commission and is available for public inspection.)

Many other important education restructuring and school improvement issues were discussed during the course of the hearings. In addition, the Commission has received correspondence from Kansans expressing their opinions regarding educational restructuring. Full meetings of the Commission were held on July 16, August 10, September 15, October 20, and November 17.

2. The Restructuring Movement

The school restructuring movement is a lively activity in all of the states throughout the nation (see Appendix B). This is not a response to a failed system as some have suggested. On the contrary, schools generally are doing a better job than ever before in their efforts to meet the needs of an increasingly diverse student population. The impetus for restructuring springs from rapid changes in American society, not the least of which are the rapid transition to a global economy, changes brought about by the recent revolution in information technology, and the changing demographics of America. No state has been immune to the effects of these changes. These and other transitions have prompted re-evaluation of many institutions in society, including the schools, to ensure that they are positioned to meet present and future challenges. We are finding in this nation that education must change in order to meet the new challenges and expectations. "Restructuring" is the name given to the efforts being undertaken to produce these changes.

3. The Monumental Challenge

The assignment faced by the Commission to assimilate a vast and rapidly expanding volume of information about education restructuring and accountability in so short a time has been challenging, if not humbling. It has been reassuring, though, to find many themes in the restructuring literature about which there seems to be relatively common agreement. It is encouraging that Kansas school restructuring initiatives most often appear to be highly compatible with the current knowledge base. The reality is, however, that we have just begun to scratch the surface in fashioning a restructured school system for Kansas. Also, we must recognize that restructuring is as much a process as it is a product. Consequently, total restructuring of our schools will never be completed, nor should it be. A broad-based and enduring commitment of all Kansans is essential if we are to succeed in establishing and maintaining a world class educational system. Restructuring will work only if all Kansans maintain their commitment to this cause.

For several years, the State Board of Education has been engaged in an effort to establish a vision for Kansas education in the 21st Century and to redirect the Board's role in supervision of public education toward a genuine outcomes based approach which centers attention at the school site. This process is still in its infancy. At the same time, numerous legislative initiatives have been directed toward a wide variety of restructuring initiatives. Some have been enacted. Perhaps the most notable enactment was the 1992 landmark school finance legislation which contained several restructuring initiatives. These addressed the issues of a longer school term; emphasis on inservice programs for faculty; creation of school site councils; mandatory implementation of the State Board of Education's

Quality Performance Accreditation system by 1995-96 in every public school; development of assessments in mathematics, science, communications, and social studies which incorporate world class standards and higher order thinking skills; and creation of the Kansas School District Finance and Quality Performance monitoring committee.

The Commission has observed that the restructuring being urged by state and local policymakers is not defined in a single, orderly package but, nonetheless, points in a common direction about which there seems to be general agreement. What is important is the commitment and the determination of Kansans at all levels to achieve an educational system that really does accomplish what is expected of it.

H The Conclusion

The product of the Commission's deliberations is a statement of its vision for Kansas education, an articulation of some fundamental principles that must undergird all restructuring activities, a statement of goals to achieve the vision, and an outline of several strategies the Commission regards as especially important in the quest for these goals. The Commission's proposals represent a distillation of the thinking about restructuring of a broadly representative group of Kansas citizens, as influenced by the opinions of many other individuals and groups of Kansas citizens.

APPENDIX

Appendix A

Questions and Answers on Educational Restructuring in Kansas

- (1) Q: How does QPA interface with the restructuring agenda as recommended by the Commission?**

The Commission believes that Quality Performance Accreditation (QPA) is a worthy concept for developing an outcomes based system of education which philosophically is largely consistent with the recommendations of the Commission. We expect the State Board of Education and the Kansas Legislature to move forward with QPA implementation and challenge interested citizens to insure QPA implementation. We challenge all citizens to work collaboratively with the local QPA implementation to achieve growth in educational experiences of all Kansas students.

- (2) Q: What is the structure of the Partnership for School Restructuring in Kansas and what job will the Partnership do?**

The primary job of the Partnership will be to serve as the accountability mechanism for education restructuring in Kansas. In other words, the Partnership will support and periodically evaluate progress in meeting the restructuring goals. Similar to the Partnership for Kentucky School Reform or partnerships in other states, a Kansas Partnership for School Restructuring will act to:

- Promote public understanding and support for the 10 year implementation of the provisions and goals of the Kansas Education Restructuring Plan;
- Provide an ongoing nonpartisan forum for the identification and resolution of problems and concerns; and
- Serve as a vehicle for securing technical assistance and expertise to facilitate the successful implementation of school restructuring.

(3) Q: Do you support the expansion of health and social services in the public schools of Kansas?

The Commission believes that health and social service needs of students absolutely require attention. Students cannot learn well if they are hungry, sick, or anxious about their conditions. The Commission recognizes great variances in the impact of these concerns throughout the school districts of our state. While having generally discussed the linkage between schools and other services, the Commission has not yet developed a consensus as to what degree and in what fashion to link health and social services to school settings. Therefore, we recommend the creation of an implementation team to forge consensus of state policy on school linked services.

(4) Q: What does it mean to say that educational outcomes will be set at the state level and local educational units will determine how to meet those outcomes?

The State Board of Education, as the on-going constitutional body charged with overseeing public education in Kansas, will determine what competencies a student must demonstrate upon completion of a public education in Kansas. However, local communities, via their Boards of Education, teaching and administrative staffs, will make recommendations on the criteria and be responsible for implementation.

(5) Q: Education restructuring initiatives in other states have contained systems of rewards and penalties as incentives to achieve educational success for students. How does the Commission propose to address this issue in Kansas?

The Commission generally supports the concept of rewards and penalties, but it does not believe this procedure should be adopted at this time. It requires further study. Many have argued this is a critical element of successful restructuring. The Commission has engaged in substantial discussion of this issue and recommends more complete study through the creation of a specific implementation team on this concept.

- (6) Q: How fundamental to restructuring is the concept of professional development?**

School restructuring will not occur without fundamental staff development. It is, however, not enough just to strengthen training opportunities for staff. School board members, parents, the community, and policymakers at all levels are faced with an array of new concepts, and need training to prepare them to understand and implement their new responsibilities. These persons need educational opportunities to better prepare them for these responsibilities.

- (7) Q: Do students need any specific preparation before kindergarten in order to succeed in school?**

The Commission supports the notion that all students should arrive at school ready to learn and recognizes the connection between the student's physical and social well-being in ages 0-5 and that same student's success in school. Specifically, the Commission believes that voluntary pre-kindergarten student development programs should be made universally available to Kansas students. The Commission believes that an implementation team should be established that would have as its goal the development of guidelines and strategies for the immediate initiation of a plan to educate Kansas four-year-olds.

- (8) Q: What role will technology play in a restructured educational system?**

The Commission believes that to successfully make the transition to the educational needs of the information age, technology is indispensable. Technological advances can assist educational management and instruction. The Commission believes that an implementation team, to include key business leaders, should be developed to assist the State Board of Education in achieving this mission. The State Board of Education has made great strides in initiating a technology effort in Kansas. The proposed Iowa Technology Commission could serve as an example.

- (9) Q: At what level, state, school district, or school building, should schools be governed?**

Accountability for performance in the educational system should be assigned to the building level in accordance with the locus of responsibility. Participants at the building level should be empowered to carry out the responsibilities assigned to them.

- (10) Q: Some business leaders point out that the graduates of today's educational system are not adequately prepared to perform basic skills needed in the Kansas job market. How will a restructured educational system address this issue?**

We are educating tomorrow's workforce today. Graduates of Kansas public schools should be prepared to either enter the labor market or continue their education. We must be careful not to link our desired educational outcomes too closely to the needs of a specific industry so that students are not adequately prepared to build diverse careers. Students of Kansas' restructured schools will have a core of basic skills, and will be prepared to be lifelong learners as the new workplace will require.

- (11) Q. How will Kansans know when its schools have achieved "world class" status?**

The answer to a large degree can be found in the Kansas Quality Performance Indicators that have been identified by the State Board of Education. Certainly 98% graduation rate, zero dropout, and verification from postsecondary institutions and/or Kansas employers that high school graduates are ready for their next challenge would be excellent indicators of success.

- (12) Q. Did the Commission address the issue of school finance?**

The Commission did not see as part of its charge the issue of school finance. That important topic is better left to the executive and legislative branches of Kansas government.

Appendix B

The states that have recently undergone educational restructuring or are in the process of educational restructuring are listed below.*

Alabama
Alaska
Connecticut
Iowa
Kentucky
Maine
Missouri
Montana
New Jersey
New York
Ohio
Pennsylvania
Virginia
Washington

* Source, Dr. David Hornbeck

The National Education Goals

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U. S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The four-part AMERICA 2000 education strategy will enable every community to achieve these goals.

Essential Components of a Successful Education System

Executive Summary From

THE BUSINESS ROUNDTABLE PARTICIPATION GUIDE:

A Primer for Business on Education

America's ability to compete, our democratic system and the future of our children depend upon all our children being educationally successful.

The Business Roundtable, representing some 200 corporations, supports the national education goals developed by President Bush and the nation's Governors. The achievement of those goals is vital to the nation's well-being.

1. The new system is committed to four operating assumptions:
 - All students can learn at significantly higher levels.
 - We know how to teach all students successfully.
 - Curriculum content must reflect high expectations for all students, but instructional time and strategies may vary to assure success.
 - Every child must have an advocate.
2. The new system is performance or outcome based.
3. Assessment strategies must be as strong and rich as the outcomes.
4. School success is rewarded and school failure is penalized.
5. School-based staff have a major role in making instructional decisions.
6. Major emphasis is placed on staff development.
7. A high-quality pre-kindergarten program is established, at least for all disadvantaged students.
8. Health and other social services are sufficient to reduce significant barriers to learning.
9. Technology is used to raise student and teacher productivity and to expand access to learning.

TARGET III

**Restructure Schools to Respond to Changing Educational
and Developmental Needs of Children**

FROM THE

**Special Committee on Children's Initiatives:
A Blueprint for Investing in the Future of Kansas Children and Families**

- A. Schools are no longer purely academic institutions. In addition to the academic mission, they have taken on a broader social mission which must be acknowledged. It is important to redefine this dual mission in the minds of Kansans so there is agreement among parents, educators, business leaders, social service providers, community leaders, and policymakers as to what we are expecting of schools. The process of redefinition will build support, as well as develop a basis for change.
- B. Every school district should have appropriate goals for Kansas schools which can be used as performance indicators for the public to measure effectiveness. These should be developed through a communitywide process involving parents, educators, business, and community leaders, among others. Minority community participation should be sought. The National Goals for Education (AMERICA 2000) should be examined as a basis for discussion.
- C. Society must prepare all children to enter school ready to learn. Public schools should recognize the importance of early childhood education to their mission and work with their communities and provide active support to ensure that programs are available to children who need them.
- D. Restructured schools have a number of common characteristics which indicate an ability to operate effectively and productively in society. Kansas schools should be restructured; these common characteristics, listed in *The Unfinished Agenda*, should all be considered in the restructuring process:
 - a safe and stimulating school environment;
 - performance-based goals to measure the effectiveness against agreed-upon standards;

- incentives for performance for teachers, students, administrators;
 - school-based decision-making which allows for maximum flexibility and accountability;
 - competent teachers with high standards and a commitment to learning;
 - increased parental involvement, with school decision making and with their own children;
 - a challenging curriculum;
 - an emphasis on English language proficiency;
 - active support of preschool and child care programs;
 - social support systems linked to schools;
 - education technology in use within curriculum;
 - choice among public schools to allow students to attend the school best matching their learning needs and interests; and
 - extracurricular activities that build academic, social, and physical skills.
- E. Schools should have the appropriate resources that are needed to carry out their responsibilities.

Appendix F

KANSAS QUALITY PERFORMANCE ACCREDITATION*

THE OUTCOMES

- 1: Teachers establish high expectations for learning and monitor student achievement through multiple assessment techniques.**
- 2: Schools have a basic mission which prepares the learners to live, learn, and work in a global society.**
- 3: Schools provide planned learning activities within an orderly and safe environment which is conducive to learning.**
- 4: Schools provide instructional leadership which results in improved student performance in an effective school environment.**
- 5: Students have the communication skills necessary to live, learn, and work in a global society.**
- 6: Students think creatively and problem-solve in order to live, learn and work in a global society.**
- 7: Students work effectively both independently and in groups in order to live, learn and work in a global society.**
- 8: Students have the physical and emotional well-being necessary to live, learn and work in a global society.**
- 9: All staff engage in ongoing professional development based on the outcomes identified in the school improvement plan.**
- 10: Students participate in lifelong learning.**

***Revised August, 1992**

**A
Paper
Entitled**

Essential Components of a Successful Education System

Presented to

**Kansas Commission on Education
Restructuring and Accountability**

by

Dr. David Hornbeck

September 15, 1992

*Paper presented by Dr. David Hornbeck
at the September 15, 1992, meeting of the
Kansas Commission on Education Restructuring
and Accountability held in Topeka, Kansas.

Appendix G

September 11, 1990

ESSENTIAL COMPONENTS OF A SUCCESSFUL EDUCATION SYSTEM

The Business Roundtable Education Public Policy Agenda

America's ability to compete, our democratic system and the future of our children depend upon all our children being educationally successful.

In the fall of 1989, The Business Roundtable accepted President Bush's challenge to help produce systemic change in the way teaching and learning are practiced in the nation's elementary and secondary schools. Chief executive officers of Roundtable member companies have made a 10-year commitment of personal time and company resources to this effort. We have been learning more about the issues, generating additional and deeper commitment on many fronts, and working with the President, the Governors, and other interested parties in the formulation of the announced national education goals.

We support the goals. Their achievement is vital to the nation's well-being. Now it is time to begin implementation -- state-by-state -- recognizing that no single improvement will bring about the systemic change that is needed. The effort requires a comprehensive approach that utilizes the knowledge and resources of broadly based partnerships in each state.

The next step is to agree on action plans for a public policy agenda that defines the characteristics of a successful school system. This paper identifies those essential system components, which we see as the requirements for provoking the degree of change necessary for achieving the national goals through successful schools.

Individual Roundtable CEOs and the Governors have teamed up to institute these components in state policy. The action plan for each state will be measured against how the plan contributes to or detracts from these essential components. The nine components should be considered as a comprehensive and integrated whole. While their implementation should be strategically phased in, if any one is left unattended, the chances of overall success will be sharply reduced.

If, however, every state aggressively creates a school system reflecting all nine components, this nation will raise a generation prepared to re-establish leadership in the international marketplace and reaffirm the strength of our democracy.

There are nine essential components:

I. The new system is committed to four operating assumptions:

- A. All students can learn at significantly higher levels. We must share this belief if we hope to achieve much higher levels of performance from all students, including those with whom we have historically failed. We must seek to bring out the very best, not just the lowest common denominator of performance. Without this assumption, we are destined for continued failure as our expectations become self-fulfilling prophecies.

If one expects a certain number of students to fail or perform poorly, the first student who has difficulty will be identified as one of those who can never learn when measured against demanding criteria. That student will be literally or figuratively abandoned, and will be joined by more and more failed children. Soon we will have failed as many as we have today.

- B. We know how to teach all students successfully. Many teachers and schools across the United States are successfully serving children who are rich and poor; children of every color; the disabled and those who are not; those who have been raised to speak English and those who have not. What works is a matter of knowledge, not opinion. The challenge is not to invent new ways, it is to identify the successful practices and then train all school staff in that knowledge and skill.

In affirming we know what works, we do not suggest we know all we need and want to know. We should continue to push the frontiers of knowledge about teaching and learning. The point is that we know far more than we practice about how to teach significantly more students at a much higher level. The schools' product must reflect that fact.

- C. Curriculum content must lead to higher order skills, and instructional strategies must be those that work. What children learn should be commonly challenging. We must focus them on thinking, problem solving, and integration of knowledge. We should provide a rigorous curriculum to all, not a narrow, watered down curriculum for some.

However, we should also recognize that how we teach, where and when teaching and learning occur, and who teaches, should be different for different students, classrooms and schools. The differences should be governed by what works in having each child succeed at significantly higher levels. When we fail with a single

child or a class or school, we must recognize we do not yet have the proper mix of how, where, when, and who.

- D. Every child must have an advocate. No one succeeds or maintains success without help. Children need to be read to and talked to, nurtured and cared for; others must guide them to a healthy lifestyle. All children need to be secure. School objectives require support beyond the schoolhouse. Each child must know that education is valued by one or more persons whose opinion the child values.

The parent is the best source of such help. Renewed and urgent attention to strengthening the family is important because a strong family will increase the ease of school success significantly. Where parental support does not exist, an advocate for the child must be found in the extended family, a youth-serving organization, a mentor, or someone from the school.

- II. The new system is performance or outcome based, in contrast to our present reliance on inputs. Too often, our school staffs are asked, "Did you do what you were told?" The right question is, "Did it work?" Trying hard is not enough. What students actually know and can do is what counts. Thus, we must define, in measurable terms, the outcomes required for achieving a high-productivity economy and for maintaining our democratic institutions.

- III. Assessment strategies must be as strong and rich as the outcomes. We need to re-examine how student performance is assessed in the United States. Tests and other assessment strategies must reflect an emphasis on higher expectations, thinking and integration of knowledge, understanding main ideas, and problem solving. We must abandon strategies that do otherwise, such as those that emphasize the ability of recall or recognition.

The ability to compare student performance at international, national, state, district and school levels is also important. But in making those comparisons, student performance should be tested against objective criteria, not by normed tests. Criterion-referenced testing reveals what a student actually knows or can do, while testing a student against norms simply tells us what he or she knows or can do in relationship to others.

Assessment inevitably influences what is taught. Thus, whether our strategies are performance based, or multiple choice, they must adequately measure the skills, knowledge, attitudes and abilities we expect our schools to produce in their students.

- IV. School success is rewarded and school failure penalized. When a school succeeds, rarely is the staff or school rewarded. When a school fails, rarely

is the staff or school penalized. A system built on outcomes requires a system of rewards and penalties.

In measuring success, the school's performance, not that of individual teachers, should be the unit of measurement. Performance should be defined by the progress a school makes in having all its students succeed, based on a rigorous outcome standard when measured against the school's past performance. For instance, a successful school would be one in which the proportion of its successful students, including its at-risk students, is increased by a prescribed amount since the previous relevant assessment period.

There should be a range of rewards and sanctions. The challenge is to have alternatives and use them in ways that are more sensitive and less blunt, making certain that all parties understand the rewards and sanctions and the circumstances that give rise to each. The successful should be rewarded, but the unsuccessful must be helped more than punished.

- V. School-based staff have a major role in making instructional decisions. Who among us is willing to be held accountable for our actions if we have little control over those actions? Who among us can legitimately deny our accountability if we have the authority and means to act? School-based accountability for outcomes and school-based authority to decide how to achieve the outcomes are intertwined parts of the same proposition. Meaningful authority could include:
 - A. Real involvement in the selection of school staff, where the instructional staff help select the principal, the principal helps select teachers, and the principal and instructional staff help select non-certified personnel;
 - B. Significant budgetary control and the authority to determine curriculum, instructional practices, disciplinary measures, the school's calendar, and student and teacher assignments.
- VI. Major emphasis is placed on staff development. Staff quality heavily influences school outcomes. An adequately prepared staff will require at least four things:
 - A. Pre-service teacher training programs that give greater emphasis to subject matter, field experience and effective use of technology in addition to classroom-based pedagogy;
 - B. Alternative certification opportunities for career changers and well-qualified non-education majors;

C. A strong staff development and training effort that includes:

1. a significant research and development capacity to identify systematically those schools and instructional practices that work with all children and youth; and
2. a training system of adequate depth with staff having sufficient time to participate; and

D. Selection, preparation and upgrading programs for administrators, instructional support staff and other non-teaching personnel to assure leadership and assistance that contribute to improved student achievement.

VII. A high-quality pre-kindergarten program is critical, at least for all disadvantaged four-year-olds. While it is not a silver bullet, the evidence is very strong that a quality, developmentally appropriate pre-school program for disadvantaged children can significantly reduce teen pregnancy, poor school performance, criminal arrest rates, drop-outs, incidence of student placement in special education and other negative and/or costly factors that reflect far too much student behavior today.

VIII. Health and other social services are sufficient to reduce significant barriers to learning. Raising our expectations for educational performance will not produce the needed improvement unless we also reduce the barriers to learning that are represented by poor student health, criminal behavior in schools, and inadequate physical facilities. Education is work, and the conditions needed for successful effort are no less important in the learning environment than in the American workplace.

Pre-natal care, good nutrition for young mothers and children, preventive health care, and safe child care are prerequisites for children and youth to perform at the expectation level necessary for a high-productivity economy.

At the same time, students and educators cannot be expected to perform at high levels in a work environment where drugs, crime, or poorly maintained physical facilities interfere with discipline and concentration.

Providing the needed health, social and other services will require an unprecedented measure of collaboration between agencies and/or the realignment of governance responsibility for delivering the services successfully.

IX. Technology is used to raise student and teacher productivity and to expand access to learning. Technology is not a panacea. It cannot, for instance, serve as a child's advocate or give school-based staff a major role in instructional decisions. Yet technology is a critical part of a program of

systemic change, for it provides the means to improve productivity and access to learning.

Several examples illustrate the point:

- A. The development of skills in problem solving and critical thinking requires all students to push at their own pace beyond historical expectations. Only technology will permit the necessary breadth and, simultaneously, depth of intellectual engagement by masses of students working at different stages of development in different disciplines.
- B. Many disabled students and other students at risk, who often require greater individual attention from teachers, will find access to learning through technology.
- C. The need for access to, and management of, information will likely be greater in an outcome-oriented, student-based educational system, thus increasing the reliance on technology for both education and administration.
- D. Technology will be needed to extend the breadth and depth of staff development and productivity at a time when staff are performing to meet higher expectations.

DAVID HORNBECK ON EDUCATION RESTRUCTURING *

Eleven Components of Education Restructuring

Remember the Over-Arching Principle: This is a recipe, not a menu!

- I. THE NEW SYSTEM IS COMMITTED TO FOUR OPERATING ASSUMPTIONS:
 - A. ALL STUDENTS CAN LEARN AT SIGNIFICANTLY HIGHER LEVELS.
 - B. WE KNOW HOW TO TEACH ALL STUDENTS SUCCESSFULLY.
 - C. CURRICULUM CONTENT MUST LEAD TO HIGHER ORDER SKILLS, AND INSTRUCTIONAL STRATEGIES MUST BE THOSE THAT WORK.
 - D. EVERY CHILD MUST HAVE AN ADVOCATE.
- II. THE NEW SYSTEM IS PERFORMANCE OR OUTCOME BASED.
- III. ASSESSMENT STRATEGIES MUST BE AS STRONG AND RICH AS THE OUTCOMES.
- IV. SCHOOL SUCCESS IS REWARDED AND SCHOOL FAILURE PENALIZED.
- V. SCHOOL-BASED STAFF HAVE A MAJOR ROLE IN MAKING INSTRUCTIONAL DECISIONS.
- VI. MAJOR EMPHASIS IS PLACED ON STAFF DEVELOPMENT.
- VII. A HIGH-QUALITY PRE-KINDERGARTEN PROGRAM IS CRITICAL, AT LEAST FOR ALL DISADVANTAGED FOUR-YEAR-OLDS.
- VIII. HEALTH AND OTHER SOCIAL SERVICES ARE SUFFICIENT TO REDUCE SIGNIFICANT BARRIERS TO LEARNING.
- IX. TECHNOLOGY IS USED TO RAISE STUDENT AND TEACHER PRODUCTIVITY AND TO EXPAND ACCESS TO LEARNING.
- X. TIME IS VARIABLE AND ACHIEVEMENT IS CONSTANT.
- XI. CREATE UNGRADED PRIMARY SCHOOLS.

The state should determine what students need to know. The local district can add what they wish.

***September 15, 1992**

HIGHLIGHTS**of the Report of the Regents' Task Force on Education**

Kansans compete in a global economy by performing work that demands basic skills, critical thinking, responsibility, and integrity as well as competence in managing time and money, working with others, acquiring and using information, understanding complex interrelationships, and using a wide variety of technologies. In this emerging world, a child without an adequate education is a child without a future. And Kansas children without futures mean a bleak future for Kansas.

While the nature of our economy, the diversity of our population, and the requirements for the competency of our citizens have changed drastically, the structure of schooling and teaching itself has not changed in over 100 years. To ensure that Kansas can move confidently into the 21st century and that the future of all Kansans is bright, it is essential that each Kansan accept and act on the following four principles for improving education.

- 1. Every child can and must learn at significantly higher levels to be equipped to become a contributing citizen of our state, our nation, and the world.**
- 2. Every child needs a mentor-advocate.**
- 3. Every Kansan should expect to engage in life-long learning.**
- 4. Every educator and responsible educational or political entity must become more productive and accountable for student learning.**

The following action areas are critical to achieving these principles:

- **We must ensure that every child arrives at school ready to learn and then does learn at significantly higher levels.**
 - Pre-kindergarten programs such as Head Start and Parents as Teachers should be offered in all school districts.
 - Support systems must be established to nurture the capabilities of each student.
 - Schools and educators must expect all children to succeed, not just some children.
- **We must ensure that every child masters materials and thus leaves school equipped to become a contributing citizen.**
 - Mastery of material and skills must be emphasized over grade placement. Teachers must verify that each child knows and can do what is expected before advancing to new material.
 - A barrier (basic competency measurements) must be placed at the end of grade 3 to assure that each child masters necessary reading, writing, and arithmetic skills and is able and willing to participate in class.
 - Exit from school for each child must not occur until required basic skills and competencies are verified.
 - Processes must be established to define needed outcomes on an ongoing basis. These processes must involve the disciplined interaction of teachers, parents, community members, businesses, and government.
- **We must ensure that each child has a mentor-advocate to assure the educational success of all children.**

- Schools must welcome and encourage the involvement of mentor-advocates, normally or or both parents.
- If a child's parents are unable to provide this support, schools must work with other agencies and families and communities to find a relative, friend, or other community member to be a child's mentor-advocate.
- Community schools must assure the availability of health care and support motivation to succeed, providing a safe school environment that facilitates success.
- We must ensure that a wide range of support for **life-long learning** is in place and accessible for each person in Kansas.
 - This support includes libraries, opportunities for continuing education, and the interaction of businesses and other organizations with educational institutions at all levels.
- We must ensure that all participants in the educational process in Kansas, from classroom teachers to statewide policy makers, are **accountable** and that each educational system is **more productive** and achieves measurable outcomes.
 - Teachers, parents, administrators, school board members, Regents universities and other higher educational institutions, and all policy makers whose decisions affect education must work together to ensure the success of all learners.
 - Every teacher must be treated with respect, be supported, and be held accountable to assure effectiveness.
 - Top schools must be rewarded for their accomplishments.
 - Constructive intervention must occur to improve weak schools.

To begin in Kansas the process of fundamentally changing what we do to educate people and how we do it, we suggest the following actions:

- That state policy makers make **statewide, high-quality, pre-Kindergarten** programing available to all children, particularly at-risk children, and that these programs follow early childhood education models such as Head Start and Parents as Teachers;
- That a **barrier at the end of grade 3**, in the form of competency (performance-based) tests, be established to ensure that all children know what they need to know before they move up and that those who need it are provided intensive assistance to become prepared for the next level of expectations;
- That the Governor immediately appoint a **statewide mentor-advocate committee** to formulate guidelines to ensure that each county develops a local unit that organizes, implements, and evaluates mentor-advocate programs that work with families, schools, and community agencies to assure the educational success of all students in their jurisdiction;
- That **community schools** be developed statewide to provide integrated social and health services, recreation, and other programs for children and their families and to involve parents, senior citizens, higher educational institutions, businesses, and other community agencies in basic schooling activities as volunteers or integrated specialists;
- That our entire educational system become **performance or outcome based**, with the state setting world-class standards and local educational systems implementing ways to achieve them.

July 1992

AN ACT establishing the Kansas commission on education restructuring and accountability; providing for the membership, powers and duties thereof; authorizing certain staff; making and concerning appropriations for the fiscal years ending June 30, 1992, and June 30, 1993.

Be it enacted by the Legislature of the State of Kansas:

Section 1. (a) There is hereby established the Kansas commission on education restructuring and accountability.

(b) (1) The commission shall consist of 31 voting and 8 nonvoting members.

(2) The following voting members of the commission shall serve *ex officio* or shall designate a person to represent them on the commission: The governor, the chairperson of the state board of education, the chairperson of the state board of regents, the speaker of the house of representatives, the minority leader of the house of representatives, the president of the senate and the minority leader of the senate. The remainder of the voting members of the commission shall be appointed as follows:

(A) Four members shall be appointed by the governor.

(B) Two members shall be appointed by the chairperson of the state board of education from among the members of the America 2000 commission.

(C) One member of the house of representatives and four non-legislators shall be appointed by the speaker of the house of representatives.

(D) One member of the house of representatives and three non-legislators shall be appointed by the minority leader of the house of representatives.

(E) One member of the senate and four nonlegislators shall be appointed by the president of the senate.

(F) One member of the senate and three nonlegislators shall be appointed by the minority leader of the senate.

(3) The following nonvoting members of the commission shall serve *ex officio*: The commissioner of education, the executive officer of the state board of regents, the director of legislative research, the associate director of legislative research, the governor's special assistant for education, the director of the division of the budget, the secretary of social and rehabilitation services and the secretary of health and environment.

(c) Appointing authorities shall make the appointments provided by this section within three weeks after the effective date of this act. Any appointments not made by that time shall be made by the other members of the commission. Appointing authorities shall coordinate their appointments to assure that the membership of the commission represents the educational, business and labor communities of the state and the general public.

(d) Appointed members of the commission shall serve for terms expiring on February 1, 1993. A vacancy in an appointed member's position shall be filled by appointment of a successor by the appointing authority that made the original appointment.

(e) Members of the commission attending meetings of the commission or subcommittee meetings authorized by the commission shall be paid amounts provided for in subsection (e) of K.S.A. 75-3223 and amendments thereto.

Sec. 2. (a) The chairperson of the state board of education shall call a meeting of the Kansas commission on education restructuring and accountability as soon as practicable after the effective date of this act. At such meeting the commission shall elect a chairperson and vice-chairperson from among the members of the commission.

(b) The commission shall employ a director who shall attend all meetings of the commission, be responsible for keeping a record of

commission meetings, prepare the report of the commission and perform such other duties as directed by the commission. The director shall be in the unclassified service under the Kansas civil service act and shall receive compensation fixed by the commission, subject to appropriations. The director shall receive expenses and allowances for in-state and out-of-state travel as is provided by law for members of the legislature.

(c) The commission shall be attached to the state department of education for budgeting, purchasing and related management functions, which shall be administered under the direction of the state board of education. The department of education shall provide such office space and clerical and other staff assistance as required by the commission. All vouchers for expenditures and payrolls of the commission shall be approved by the chairperson of the commission, or a person or persons designated by the chairperson, and by the chairperson of the state board of education, or a person or persons designated by the chairperson.

(d) The commission is authorized to receive any gifts, grants or donations made for any of the purposes of this act and to disburse and administer all such gifts, grants and donations, and any moneys appropriated to the commission, in accordance with the terms thereof.

(e) There is hereby established in the state treasury the commission on education restructuring and accountability fund. The commission shall remit all moneys received by or for it to the state treasurer at least monthly. Upon receipt of each such remittance, the state treasurer shall deposit the entire amount in the state treasury and credit it to the commission on education restructuring and accountability fund. All expenditures from such fund shall be made in accordance with appropriation acts upon warrants of the director of accounts and reports issued pursuant to vouchers approved as provided by subsection (c).

Sec. 3. (a) The Kansas commission on education restructuring and accountability shall develop goals and strategies for the reform and restructuring of public elementary and secondary education in Kansas in order to provide accountability in the provision of equal educational opportunity to each school child of Kansas. In developing such goals and strategies, the commission shall endeavor to implement the national education goals adopted by the president of the United States and the nation's governors and published in *America 2000: An Education Strategy* (U.S. Department of Education, 1991). The commission shall also consider target III and related recommended strategies contained in the report of the 1991 special committee on children's initiatives and the assumptions and strategies for successful schools contained in *The Business Roundtable Participation Guide: A Primer for Business on Education* (Second Edition, April 1991).

(b) The commission shall review legislation which addresses school reform or restructuring and which is proposed for action during the 1992 or 1993 legislative session. The commission shall offer its recommendations regarding such legislation to the governor, state board of education and legislative standing and special committees on education, as appropriate.

(c) The commission shall hold public hearings throughout the state to receive information and recommendations to assist in carrying out the duties of the commission. The commission shall hold such additional meetings as necessary to receive testimony and formulate the commission's recommendations and report.

(d) The commission shall submit a report and recommendations to the legislature before December 15, 1992.

Sec. 4.

DEPARTMENT OF EDUCATION

(a) There is appropriated for the above agency from the following special revenue fund for the fiscal year ending June 30, 1992, all moneys now or hereafter lawfully credited to and available in such fund, except that expenditures other than refunds authorized by law shall not exceed the following:

Commission on education restructuring and accountability fund No limit

(b) There is appropriated for the above agency from the following special revenue fund for the fiscal year ending June 30, 1993, all moneys now or hereafter lawfully credited to and available in such fund, except that expenditures other than refunds authorized by law shall not exceed the following:

Commission on education restructuring and accountability fund No limit

(c) On the effective date of this act, the director of accounts and reports shall transfer \$50,000 from the state general fund to the commission on education restructuring fund.

Sec. 5. The provisions of this act shall expire on February 1, 1993.

Sec. 6. This act shall take effect and be in force from and after its publication in the Kansas register.

ALL QPA DISTRICTS

Dist	Dist Contact	Dist Address	Dist City etc	Dist Phone
DIOCESE OF DODGE CITY	SR. SYLVANA SCHULTE	910 Central, P. O. Box 137	Dodge City, KS 67801	316-227-1500
HOPE LUTHERAN SCHOOL	MILT BRUEGGEMANN PRINCIPAL	6308 Quivira Road	Shawnee, KS 66216	913-631-6940
TOPEKA LUTHERAN SCHOOL	CHARLES JEDELE	701 ROOSEVELT	TOPEKA KS 66606-1745	913-357-0382
USD 102 CIMARRON-ENSIGN	DUANE RANKIN SUPERINTENDENT	P. O. Box 489	Cimarron, KS 67835	316-855-7743
USD 200 GREELEY COUNTY	ORRIN D OPPLIGER SUPERINTENDENT	400 W. Lawrence	Tribune, KS 67879	316-376-4211
USD 202 TURNER	District QPA Contact	1800 S. 55th	Kansas City, KS 66106	913-287-7500
USD 203 PIPER	DR SANDRA J TERRIL SUPERINTENDENT	12036 Leavenworth Road	Kansas City, KS 66109	913-721-2088
USD 204 BONNER SPRINGS	JAMES R SHEPHERD SUPERINTENDENT	212 E. 2nd Street	Bonner Springs, KS 66012	913-422-5600
USD 209 MOSCOW	BILL GRIMES SUPERINTENDENT	Box 158	Moscow, KS 67952	316-598-2205
USD 210 STEVENS COUNTY	DR NELSON BRYANT SUPERINTENDENT	205 E. 6th	Hugoton, KS 67951	316-544-4397
USD 213 WEST SOLOMON VALL	LELIA M HALL SUPERINTENDENT	P. O. Box 98	Lenora, KS 67645	913-567-4350
USD 215 LAKIN	ERNEST E MCCLAIN SUPERINTENDENT	500 W. Kingman	Lakin, KS 67860	316-355-6761
USD 218 ELKHART	PHIL JOHNSTON SUPERINTENDENT	Box 999	Elkhart, KS 67950	316-697-2195
USD 221 NORTH CENTRAL	RON MEITLER SUPT	Route 1, Box 122	Haddam, KS 66944	913-778-2564
USD 227 JETMORE	ED RUSS	P O BOX 127	JETMORE KS 67854-0127	316-357-8301
USD 229 BLUE VALLEY	STEVE MCILVANE ASST SUPT	Box 23901	Overland Park, KS 66223-0901	913-681-4015
USD 230 SPRING HILL	DR BARTON GOERING SUPERINTENDENT	101 E. South Street	Spring Hill, KS 66083	913-686-3321
USD 231 GARDNER	DR GARY GEORGE SUPERINTENDENT	Box 97	Gardner, KS 66030-0097	913-884-7102
USD 233 OLATHE	ALISON K BANIKOWSKI ASST SUPT	1005 Pitt Street	Olathe, KS 66061	913-780-7000
USD 234 FORT SCOTT	FRED F CAMPBELL SUPERINTENDENT	5th & Main	Fort Scott, KS 66701	316-223-0800
USD 242 WESKAN	ALLAIRE HOMBURG SUPT	BOX 155	WESKAN KS 67762	913-943-5423
USD 244 BURLINGTON	DR LARRY CLARK SUPERINTENDENT	200 S. 6th	Burlington, KS 66839	316-364-8478
USD 246 NORTHEAST	DR BILL BIGGS SUPERINTENDENT	P. O. Box 669	Arma, KS 66712	316-347-4116
USD 248 GIRARD	DR JOHN BATTITORI SUPERINTENDENT	401-415 N. Summit	Girard, KS 66743-1128	316-724-4325
USD 250 PITTSBURG	JERRY A STEELE SUPERINTENDENT	510 Deill	Pittsburg, KS 66762	316-231-3100
USD 262 VALLEY CENTER	RON E BALLARD SUPERINTENDENT	132 S. Park	Valley Center, KS 67147	316-755-7100
USD 272 WACONDA	DANIEL NEWMAN SUPERINTENDENT	P O BOX 326	CAWKER CITY KS 67430	913-781-4328
USD 286 CHAUTAUQUA CO	CLAYTON WILLIAMS SUPERINTENDENT	416 E ELM	SEDAN KS 67361	316-725-3188
USD 287 WEST FRANKLIN	JAMES E CAIN SUPERINTENDENT	BOX 38	POMONA KS 66076	913-566-3396
USD 288 CENTRAL HEIGHTS	LEO E. LAIRD SUPERINTENDENT	3521 ELLIS ROAD	RICHMOND KS 66080	913-869-3455
USD 292 WHEATLAND	LARRY M LYSSELL SUPT	BOX 28	PARK KS 67751-0028	913-673-4213
USD 293 QUINTER	LARRY M LYSSELL ACTG SUPT	BOX 28	PARK KS 67751-0028	913-673-4213

Sen. Education
Attachment 2
1/21/93

ALL QPA DISTRICTS

Dist	Dist Contact	Dist Address	Dist City etc	Dist Phone
USD 294 OBERLIN	WAYNE STEINERT SUPERINTENDENT	131 E COMMERCIAL	OBERLIN KS 67749	913-475-3805
USD 295 PRAIRIE HEIGHTS	LARRY L JOHNSON SUPERINTENDENT	P. O. Box 160	Jennings, KS 67643-0160	913-678-2414
USD 298 LINCOLN	DEAN COLLINS	304 S 4TH	LINCOLN KS 67455	913-524-4487
USD 300 COMANCHE COUNTY	JAMES C CHADWICK SUPERINTENDENT	BOX 721	COLDWATER KS 67029	316-582-2181
USD 305 SALINA	ANDY TOMPKINS SUPERINTENDENT	P O BOX 797	SALINA KS 67402	913-826-4700
USD 307 ELL-SALINE	BERNARD WHITE	1757 N HALSTEAD ROAD	SALINA KS 67401	913-827-8891
USD 309 NICKERSON	RON CLIFTON SUPERINTENDENT	4501 W 4TH	HUTCHINSON KS 67502	316-663-7141
USD 310 FAIRFIELD	LARRY R COMBS SUPERINTENDENT	ROUTE 1 BOX 127	LANGDON KS 67583	316-596-2152
USD 311 PRETTY PRAIRIE	BRAD WADE PRINCIPAL	BOX 218	PRETTY PRAIRIE KS 67570-0218	316-459-6621
USD 313 BUHLER	JOHN KEITH	BOX 326	BUHLER KS 67522	316-543-2258
USD 314 BREWSTER	RALPH D FOSTER SUPERINTENDENT	BOX 220	BREWSTER KS 67732	316-694-2236
USD 315 COLBY	DIANA WIELAND	210 S. Range	Colby, KS 67701	913-462-6788
USD 320 WAMEGO	NORRIS WIKA SUPERINTENDENT	510 E. Highway 24	Wamego, KS 66547	913-456-7643
USD 321 KAW VALLEY	DR MICHEAL D ROBERTS ASST SUPT	P O BOX 160	ST MARYS KS 66536	913-437-2254
USD 323 POTTAWATOMIE WEST	JACK HOBBS SUPERINTENDENT	201 South 3rd Street	Westmoreland, KS 66549	913-457-3732
USD 325 PHILLIPSBURG	DR ROB LITTLE SUPERINTENDENT	240 Seventh Street	Phillipsburg, KS 67661	913-543-5281
USD 327 ELLSWORTH	KENT GARHART SUPERINTENDENT	Box 212	Ellsworth, KS 67439	913-472-5561
USD 328 LORRAINE	NORMAN E LINTON SUPT	BOX 109	LORRAINE KS 67459-0109	913-472-5241
USD 331 KINGMAN	FRENCH HEY ASST SUPT	637 N SPRUCE	KINGMAN KS 67068	316-532-3134
USD 332 CUNNINGHAM	STEVE MILLER	BOX 98	CUNNINGHAM KS 67035	316-298-2473
USD 333 CLOUD COUNTY	MIKE AYLES ASST SUPT	217 W 7TH	CONCORDIA KS 66901-2803	913-243-3518
USD 336 HOLTON	JOY KROMER ADMIN ASST	515 PENNSYLVANIA	HOLTON KS 66436	913-364-3650
USD 338 VALLEY FALLS	DR JOHN K BURKE SUPERINTENDENT	P. O. Box 190	Valley Falls, KS 66088	913-945-3214
USD 340 JEFFERSON WEST	DR WILLIAM J MAJORS	P. O. Box 267	Meriden, KS 66512	913-484-3444
USD 341 OSKALOOSA	JACK KREBS SCHOOL IMPROV DIR	P. O. BOX 345	OSKALOOSA KS 66066	913-863-2281
USD 342 MC LOUTH	ROBERT L BEHRENS SUPERINTENDENT	217 Summit, Box 40	McLouth, KS 66054	913-796-6121
USD 343 PERRY	HENRY MURPHY SUPERINTENDENT	P O BOX 29	PERRY KS 66073	913-597-5138
USD 345 SEAMAN	DR MARCETA REILLY ASST SUPT	901 NW Lyman Road	Topeka, KS 66608	913-233-3045
USD 347 KINSLEY-OFFERLE	LONN POAGE SUPERINTENDENT	110 East 1st	Kinsley, KS 67547	316-659-3646
USD 349 STAFFORD	DENNIS R BOEPPLE SUPT	418 E. Broadway, Box 400	Stafford, KS 67578	316-234-5243
USD 350 ST JOHN-HUDSON	JAMES R WELLS SUPERINTENDENT	406 N. Monroe	St. John, KS 67576	316-549-3564
USD 351 MACKSVILLE	DENIS STANLEY SUPERINTENDENT	Box 487	Macksville, KS 67557	316-348-3415

ALL QPA DISTRICTS

Dist	Dist Contact	Dist Address	Dist City etc	Dist Phone
USD 352 GOODLAND	DR JOHN L HAMILTON ASST SUPT	1312 Main, Box 509	Goodland, KS 67735	913-899-2397
USD 353 WELLINGTON	KENDALL HAY CURRIC DIRECTOR	P. O. Box 648	Wellington, KS 67152-0648	316-326-7415
USD 361 ANTHONY-HARPER	DONALD D GASPAR SUPERINTENDENT	124 N. Jennings, Box 486	Anthony, KS 67003-0486	316-842-5183
USD 363 HOLCOMB	LOYD MILLIGAN SUPERINTENDENT	P. O. Box 8	Holcomb, KS 67851	316-277-2629
USD 366 YATES CENTER	MARY KNAPP LIBRARIAN	Box 160	Yates Center, KS 66783	316-625-3205
USD 373 NEWTON	WILLIS HECK SUPERINTENDENT	124 W. Seventh Street, P. O. Box 307	Newton, KS 67114-0307	316-284-6200
USD 374 SUBLETTE	DR. GARY MARSHALL SUPERINTENDENT	P. O. BOX 670	SUBLETTE KS 67877	316-675-2277
USD 377 ATCHISON COUNTY	FRANK C MAHER SUPERINTENDENT	9th & Seabury	Effingham, KS 66023	913-833-5050
USD 378 RILEY COUNTY	ROBERT WINTER SUPERINTENDENT	P. O. Box 326	Riley, KS 66531	913-485-2818
USD 380 VERMILLION	JAMES BARRETT SUPERINTENDENT	BOX 107	VERMILLION KS 66544	913-382-6216
USD 382 PRATT	HOWARD E GRAY SUPERINTENDENT	401 N. Ninnescan	Pratt, KS 67124	316-672-6418
USD 383 MANHATTAN	STEVE MCKEE SUPERINTENDENT	2031 Poyntz	Manhattan, KS 66502	913-537-2400
USD 388 ELLIS	MR CLAIR BEECHER SUPERINTENDENT	1015 Washington	Ellis, KS 67637	913-726-4281
USD 392 OSBORNE	DR JOSEPH A CLOUSE SUPT	BOX 209 134 N 3RD	OSBORNE KS 67473	913-346-2143
USD 394 ROSE HILL	MICHAEL G BARRICKLOW ASST SUPT	315 S. Rose Hill Road	Rose Hill, KS 67133	316-776-3300
USD 395 LA CROSSE	DR DENNIS W WILSON SUPT	616 Main, Box 790	LaCrosse, KS 67548	913-222-2505
USD 399 PARADISE	NEAL GEORGE SUPERINTENDENT	P. O. Box 100	Natoma, KS 67651	913-885-4749
USD 404 RIVERTON	BILL SWEETEN SUPERINTENDENT	Box 290	Riverton, KS 66770	316-848-3388
USD 405 LYONS	LARRY FRISBIE SUPERINTENDENT	510 E. Avenue South	Lyons, KS 67554-0500	316-257-5196
USD 406 WATHENA	CHARLES HENNEN SUPERINTENDENT	P. O. Box 38	Wathena, KS 66090	913-989-4427
USD 407 RUSSELL	DON DAGGENHARDT SUPT	802 MAIN	RUSSELL KS 67665	913-483-2173
USD 408 MARION	DOUG HUXMAN SUPERINTENDENT	601 E. Main	Marion, KS 66861	800-498-2008
USD 409 ATCHISON	DR MICHAEL G. POMARICO SUPT	605 KANSAS AVENUE	ATCHISON KS 66002	913-367-4384
USD 412 HOXIE COMM	DON HAGUE SUPERINTENDENT	724 Main, Box 348	Hoxie, KS 67740-0348	913-675-3258
USD 415 HIAWATHA	DR MILTON L PIPPENGER SUPT	706 S. 1st, Box 398	Hiawatha, KS 66434	913-742-2266
USD 417 MORRIS COUNTY	DR JIM O SELBY SUPERINTENDENT	17 S. Wood	Council Grove, KS 66846	316-767-5192
USD 418 MCPHERSON	ROBERT SHANNON SUPERINTENDENT	514 N. Main, Box 1147	McPherson, KS 67460-1147	316-241-1643
USD 420 OSAGE CITY	W DALE LILLY SUPERINTENDENT	520 Main	Osage City, KS 66523	913-528-3176
USD 423 MOUNDRIDGE	TERRY SCHMIDT & BRENDA RANDEL	530 E COLE	MOUNDRIDGE KS 67107	316-345-8611
USD 424 MULLINVILLE	GLEN M HUGHES SUPT	110 S MAIN	MULLINVILLE KS 67109	316-548-2521
USD 425 HIGHLAND	JAN COLLINS SUPERINTENDENT	Box 8, 402 E. Main	Highland, KS 66035	913-442-3286
USD 428 GREAT BEND	CLAY GUTHMILLER SUPERINTENDENT	201 Patton Road	Great Bend, KS 67530-4613	316-793-1500

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1/41/93

ALL QPA DISTRICTS

Dist	Dist Contact	Dist Address	Dist City etc	Dist Phone
USD 429 TROY	RANDY FREEMAN SUPT	P. O. Box 585	Troy, KS 66087	913-985-3950
USD 430 SOUTH BROWN COUNT	ROBERT BROCK SUPERINTENDENT	114 WEST 8TH	HORTON KS 66439	(913) 486-2611
USD 431 HOISINGTON	RANDALL K EVANS SUPERINTENDENT	106 North Main	Hoisington, KS 67544	316-653-4134
USD 432 VICTORIA	PETER P O'BRIEN SUPERINTENDENT	BOX 157	VICTORIA KS 67671-0157	913-735-9212
USD 433 MIDWAY-DENTON	ELIZABETH A PAULY	RR 1, Box 30B	Denton, KS 66017	913-350-6527
USD 434 SANTA FE TRAIL	THEADOR E JONES SUPERINTENDENT	RR1, Box 434	Carbondale, KS 66414	913-836-2656
USD 437 AUBURN WASHBURN	HOWARD L SHULER SUPERINTENDENT	5928 S.W. 53rd	Topeka, KS 66610	913-862-0419
USD 438 SKYLINE	A C BOLAND SUPERINTENDENT	RR 2, Box 138	Pratt, KS 67124-9409	316-672-5651
USD 439 SEDGWICK	CLOYCE G SPRADLING PRIN	P. O. Box K	Sedgwick, KS 67135	316-772-5155
USD 441 SABETHA	VON C LAUER SUPERINTENDENT	107 Oregon Street	Sabetha, KS 66534	913-284-2175
USD 443 DODGE CITY	ROD ALLEN ACTG SUPT	1000 2nd, Box 460	Dodge City, KS 67801	316-227-1620
USD 444 LITTLE RIVER	DARREL L KELLERMAN SUPT	P. O. Box 218	Little River, KS 67457	316-897-6325
USD 446 INDEPENDENCE	JANA TAYLOR	Drawer 487	Independence, KS 67301-0487	316-331-2380
USD 449 EASTON	CHARLES E WILLSON SUPT	32502 Easton Road	Easton, KS 66020	913-651-9740
USD 450 SHAWNEE HEIGHTS	DR STEPHEN G MCCLURE SUPT	4401 S.E. Shawnee Heights Road	Tecumseh, KS 66542	316-397-0584
USD 452 STANTON CO	DR ROGER PICKERIGN SUPT	Box C	Johnson, KS 67855	316-492-6226
USD 453 LEAVENWORTH	ALAN SCHULER ACTING SUPT	200 N. 4th	Leavenworth, KS 66048	913-684-1400
USD 457 GARDEN CITY	MR KEVIN SINGER	201 Buffalo Jones Avenue	Garden City, KS 67846	316-276-5130
USD 460 HESSTON	PHYLLIS WEAVER QPA COORD	BOX 2000	HESSTON KS 67062-2000	316-327-4931
USD 461 NEODESHA	JERRY L WEBSTER SUPERINTENDENT	522 Wisconsin	Neodesha, KS 66757	316-325-2610
USD 464 TONGANOXIE	MICHAEL BOGART ADMIN ASST	330 E. 24/40 Hwy, P. O. Box 199	Tonganoxie, KS 66086	913-845-2153
USD 466 SCOTT COUNTY	JAMES K THOMPSON SUPERINTENDENT	P. O. Box 249	Scott City, KS 67871	316-872-7231
USD 467 WICHITA COUNTY	HAROLD VESTAL SUPERINTENDENT	P. O. Drawer 967	Leoti, KS 67861	316-375-4677
USD 468 HEALY	JEANNIE MILLS SUPT	410 N. Main	Healy, KS 67850	316-398-2248
USD 474 HAVILAND	LARRY D WADE SUPERINTENDENT	Box 243	Haviland, KS 67059	316-862-5256
USD 475 GEARY COUNTY	DR MAX O HEIM SUPERINTENDENT	1120 W. 8th, Box 370	Junction City, KS 66441	913-238-6184
USD 476 COPELAND	PATTY HUTTON, SUPERINTENDENT	P O BOX 156	COPELAND KS 67837	316-668-5565
USD 480 LIBERAL	DR GORDON M RIFFEL ASST SUPT	P. O. Box 949	Liberal, KS 67905-0949	316-626-3800
USD 483 KISMET-PLAINS	D J MILLER SUPERINTENDENT	Box 517	Plains, KS 67869	316-563-7292
USD 486 ELWOOD	WILLIAM B ALLEN SUPT	12th & Vermont, Box 368	Elwood, KS 66024	913-365-6735
USD 490 EL DORADO	DR JOHN HEIM SUPERINTENDENT	1518 W. 6th	El Dorado, KS 67042-1496	316-321-2780
USD 494 SYRACUSE	ROY PIPER, SUPERINTENDENT	BOX 966	SYRACUSE KS 67878	316-384-7872

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ALL QPA DISTRICTS

Dist	Dist Contact	Dist Address	Dist City etc	Dist Phone
USD 495 FORT LARNED	DR LOREN D LUTES SUPERINTENDENT	120 E. 6th Street	Larned, Kansas 67550	316-285-3185
USD 497 LAWRENCE	DR DAN NEUENSWANDER SUPERINTENDENT	3705 CLINTON PARKWAY	LAWRENCE KS 66047	913-842-9888
USD 498 VALLEY HEIGHTS	DAVID L WALTERS SUPERINTENDENT	Box 89	Waterville, KS 66548	913-785-2398
USD 500 KANSAS CITY	DR CONNIE ELLINGTON ASST SUPT	625 Minnesota	Kansas City, KS 66101	913-551-3200
USD 501 TOPEKA PUBLIC	DR GARY A LIVINGSTON SUPT	624 West 24th	Topeka, KS 66611-1294	913-233-0313
USD 512 SHAWNEE MISSION	DR DONALD E WILSON, ASST SUPT	7235 Antioch	Overland Park, KS 66204	913-831-1900
WICHITA DIOCESE	SR CLARICE FALTUS ASSOC SUPT	424 N BROADWAY	WICHITA KS 67202	316-269-3950

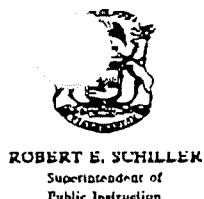
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DEPARTMENT OF EDUCATION

P.O. Box 30008
Lansing, Michigan 48909

January 20, 1993



DOROTHY BEARI
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ANNETTA MILLER
GOVERNOR JOHN ENGLER
Ex Officio

Dr. Ann Harrison
Director
Planning and Research
Department of Education
120 E. 10th Street
Topeka, Kansas 66612-1182

Dear Dr. Harrison:

In response to your recent inquiry about the status of the Michigan Accreditation Program, I am pleased to tell you that the statewide K-12 accreditation process is on schedule to be fully implemented in Fall 1993. The voluntary model that has been in use since 1986, continues to function until the new standards and processes are completed.

The new outcomes-based standards were approved by the State Board of Education in May 1993 and have been approved by all legislative committees having responsibility for educational legislation. The final committee approval came on January 13, 1993. All legislative votes were unanimous with the exception of one "no" vote on one committee. Office staff is working diligently to disseminate the standards to all local and intermediate school districts in the upcoming weeks.

Additionally, a pilot study of the new accreditation processes is being conducted with 31 new schools and 9 of the original voluntary schools. The staff members of these 40 schools will assist us in reviewing the accreditation process at the close of the 1992-93 school year. Necessary changes in the training materials, self-study document, and other assessment tools will be made over the summer. It is anticipated that we will implement the process with 500 buildings in Fall 1993.

To complement the building evaluation process, we are also conducting a visitation process pilot study. Educators are receiving five days of training so that they can serve as visitation chairpersons of the teams that visit the schools. Another component of the program requires that a parent/citizen serve on each of the visitation teams. Training programs will also be conducted for these volunteers this year. It is anticipated that the visitation teams will visit the schools during Spring and Fall 1993. As with the school pilot study, both pilot study staff and visitation staff will review the ability of the teams to conduct a meaningful visitation to participant schools.

I hope that this information will clarify the accreditation situation in Michigan. If I can be of further assistance, please contact me.

Sincerely,

Linda A. Forward
Supervisor
Michigan Accreditation Program



Sen. Education
Attachment 3
1/21/93

P02

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KANSAS LEGISLATIVE RESEARCH DEPARTMENT

**300 S.W. 10th Avenue
Room 545-N – Statehouse**

Phone 296-3181

January 21, 1993

TO: Senator Dave Kerr

Office No. 120-S

RE: Texas School Accountability Program

I visited this morning with a staff person in the Accountability Unit of the Texas Education Agency. It was reported that Texas is in the process of implementing a new accreditation process which appears to have a number of features similar to the Kansas initiative. This new system was implemented on a pilot basis in the 1991-92 school year. Full scale implementation is occurring in this school year. As you might imagine, implementation efforts have not been met with universal enthusiasm. Based on a variety of performance indicators, some 463 school districts in the lowest quartile will be subject to a state oversight audit this year. Apparently, field audits will occur in about 100 districts; the rest will be desk audits.

Enough time has not elapsed to support much of a judgment about the success or failure of the program.

There were several school reforms enacted in Texas a few years ago as a result of the work done by a Commission chaired by H. Ross Perot. Many of these were controversial, such as one that required competency tests for teachers and the "no-pass-no-play" rule. Student performance accountability may also have been an issue at that time. It could be that the conferee who commented on the Texas system was making reference to some of the earlier changes in Texas education laws.

I am expecting to receive some material from Texas that presents a synopsis of the evolution of the current school accountability system. I will pass it along to you as soon as it arrives.



**Ben F. Barrett
Associate Director**

93-4446/BFB/pb

*Sen. Education
Attachment 4
1/21/93*

January 20, 1992

Senator David Kerr
State Capital
Topeka KS 66612

Dear Sen. Kerr,

I am writing in regards to the Quality Performance Accreditation bill that was put into place by the Kansas Legislature recently. I have enclosed some information that I feel is important for people of your position to know. I don't know how much thought was put into enacting this bill but all indications I've found so far don't show that much went into it. My kids go to Rochester Elementary School and the Principal there is pushing this idea very hard. I am on the Steering Committee for QPA at the school. The only information that has been presented to us has been very positive. As the saying goes, "if it sounds too good to be true it probably is". That is exactly the feeling several of us at the school have, but we are not provided the opportunity to present any information to the contrary. I am taking this opportunity to give my representatives, local and national, and the Governor, some information I believe is essential to be aware of when making decisions of this magnitude.

The main point I would like to bring to your attention is the emphasis on affective education curricula in which ideas, attitudes and values are assessed. This is an area of concern for parents and teachers not only at Rochester but in the entire state and country but we are being deliberately and blatantly kept out of the school system at a time when we want to be and need to be more involved than ever! The information I am sending to you and other officials speak loud and clear for me and other parents across the state and the country. Notice what I am saying; this is not just a bunch of contrived figures and ideas from some misguided individuals that happened to "hear" something that might be dangerous. This is credible and verifiable "information". We do not want the schools taking over our role as parents and the schools should not be the community social center or health clinic!

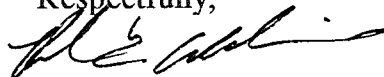
Sen. Education
Attachment 5
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I'm not saying that OBE is completely wrong or cannot work. It can work, but only if the values clarification and affective type structures are left out of it and parents are totally informed and aware of what the schools are doing and, if the schools are listening. It's true that parents haven't been actively involved in the school system for a long time. But parents are finding out what's going on now and they intend to be involved and the schools, the government and especially groups like the ACLU and the NEA had better start listening and working with us instead of against us.

The bottom line is this; we all want our kids to have the best education possible and learn what they need to learn. Reading, writing and mathematics are essential to getting through school and functioning in the workforce. Assessing whether or not a child accepts homosexuality as an "alternate" lifestyle or if a child can put a condom on a banana in the fifth grade is not essential to getting through school. Government-funded programs are already in place and available to provide the services that are being shoved into the schools. My kids should be learning how to read and write in grade-school not how to deal with the death of their pet cat; I'll talk to them about that, thank you! What we teach our kids in the state of Kansas should be worked out and agreed upon by all the people involved not mandated by the government or groups like the NEA or ACLU who have overstepped their authority and are not representative of the people they profess to serve. I also feel that this bill should have been presented on its own merits, or the lack thereof, and scrutinized by the public and not tacked on to the School Finance Bill. I think this should tell us how weak and ineffective this type of teaching system really is.

I know that the QPA-OBE document was written in a draft form meaning it will be continually reviewed and is changeable even though it is constantly presented to us in the context that we will conform to these mandates and there's no way around it. I am asking you to please read the information and do what you can to have our schools continue the work they were designed to do which is to give our kids a basic education. Let the parents do the rest.

Respectfully,



Robert E. Aldrine
721 NW 43rd Topeka, KS 66617
286-2920