

Approved: 2/9/93
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 12:30 p.m. on February 5, 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:
Fred Campbell, Jr., Superintendent, Unified School District No. 234, Fort Scott
Joyce Sinn, Teacher, Unified School District No. 234, Fort Scott

Others attending: See attached list

Senator Emert made a motion to introduce a Senate Concurrent Resolution dealing with Quality Performance Accreditation (Attachment 1). Senator Corbin seconded the motion, and the motion carried.

Fred Campbell, Jr., Superintendent, Unified School District No. 234, Ft. Scott, described school improvement efforts in his district which began in 1982 (Attachment 2). They based their program on Effective Schools principles and have seen improvements in test results in reading from 59% to 67% and in math, from 61% to 77% during the period of 1980-1990. Mr. Campbell said that the first four outcomes in Quality Performance Accreditation (QPA) are the gist of the Effective Schools process. He mentioned that one of the most important components of QPA is the cycle for continuous improvement. He reviewed the QPA process: completion of a needs assessment, creation of a school improvement team for preparation of a school improvement plan and then a visit by an audit team. Mr. Campbell said he believes the QPA process is excellent but he would criticize the August publication and feels there are too many indicators. He stated that the first four outcomes are actually commitments which will result in improved student achievement. He suggested that the QPA document should make clear that it is necessary to have first-order skills before moving into higher order thinking skills. Mr. Campbell stressed that a key component of school improvement is curriculum that is written by the teachers, taught by the teachers, measured by the teachers and revised by the teachers. He added that the curriculum should be available to school patrons and community members.

Joyce Sinn, Teacher, Unified School District No. 234, Fort Scott, said that QPA is an affirmation of what is being done in the Fort Scott district. She noted that their program involved some pain, hardships and a great deal of time. Mrs. Sinn remarked that one of the frustrations with any kind of outcomes accreditation is that it is never ending. She mentioned that modifications have been made to the curriculum every year. Mrs. Sinn said that even though there are personnel changes, the process goes on. She explained that the district has given her an hour each day to work on accreditation efforts in QPA and North Central Outcomes Accreditation. She observed that teachers get most enthused when efforts are brought down to the building level. Mrs. Sinn listed the committees they have set up: technology, study skills, problem solving, social skills and student motivation and accountability.

Mr. Campbell and Mrs. Sinn responded to questions from Committee members. Mr. Campbell said they did not experience resistance from the community and described efforts to communicate changes through the PTO, radio, press and teachers. He pointed out that some of the problems being experienced in other communities may relate to the reluctance of the superintendents to change. He noted that there is a great deal of debate about teaching basic and higher order thinking skills simultaneously as opposed to teaching basic skills and then moving into higher order skills. He feels strongly that the basic skills must be mastered before higher order skills are taught. In describing how outcomes based education has improved the education process in his district, Mr. Campbell said that teacher involvement has increased; community involvement has increased;

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 12:30 p.m. on February 5, 1993.

there has been a much higher number of students taking more advanced, higher order thinking skills types of classes, and expulsions and drop-outs have decreased, in addition to the increase in test scores mentioned earlier. Mr. Campbell advised that, out of a \$7 million budget, they have spent between \$35,000 and \$55,000 a year on school improvement since 1981. They have spent about \$27,000 so far this year on QPA-related activities. He stressed that a district must have school improvement as a priority in order to effect real change. Mrs. Sims discussed the "ownership" factor in curriculum written by the teachers. Mrs. Sinn and Mr. Campbell explained the process to explain school improvement to new teachers in the district. Mrs. Sims emphasized the importance of basing improvement plans on research and data rather than "instinct and gut feeling".

The meeting was adjourned at 1:50 p.m. The next regular meeting of the Committee is scheduled for Tuesday, February 9, 1993.

SENATE EDUCATION COMMITTEE

TIME: 12:30 PLACE: 123-S DATE: 2/5/93

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Nancy Beeman	Topeka	—
Sharon Schwartz	Chemistry Office	—
Deane McDiarmid	Topeka	
Cynthia Hynes	Topeka	St Bd of Ed
Gerald Rudman	Topeka	USAF/KS

Resolution re: QPA Changes

The Kansas Senate, the House concurring herein, reconfirms its support for State Board of Education efforts to accredit schools based upon results or outcomes rather than inputs. The Senate and House further confirm continued support for the adoption of world class academic standards and for assessment against those standards in the core areas of math, science, social studies and communication.

Furthermore the Senate and House commend the State Board of Education and Education Commissioner Droegemueller for their hard work on the initiative referred to as Quality Performance Accreditation.

Nonetheless, the House and Senate, after extensive testimony, research and analysis by their committees on education, urges the State Board of Education to consider the following recommendations for change and improvement in the QPA program:

-Of the 10 proposed outcomes, those related to student academic achievement are the most important and should be emphasized over the others. This should be made clear to schools, patrons and pupils.

-There are too many outcomes, standards and indicators. Some are not central to the mission of elementary and secondary

Sen. Education
Attachment 1
2/5/93

schools. At least two outcomes, 8 and 10, should be demoted to a lesser status than "outcome". Others could be combined.

-Some outcomes, standards and indicators are worded in a confusing fashion. They should be rewritten to make their meaning clear to schools, patrons and students.

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

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

The Senate hereby resolves...

HOW QUALITY PERFORMANCE ACCREDITATION HAS BEEN OF BENEFIT TO THE U-234 SCHOOL DISTRICT

In 1982 the U-234 School District in Fort Scott embarked on a school improvement program based on the Effective Schools principles. We have developed an objective-based curriculum, criterion referenced mastery test system (computerized grading and reporting), districtwide discipline program, and districtwide teaching and clinical supervision models. We have increased our norm-referenced achievement test results at all grade levels in grades 1-11, in reading, from 59% in 1980, to 67% in 1990, and in mathematics, from 61% in 1980, to 77% in 1990.

We welcomed the advent of Quality Performance Accreditation last year because it gave our district the affirmation of the Effective Schools research and a vehicle to continue our school improvement program on a cyclical basis.

The basic premise of Quality Performance Accreditation is based on a continuous improvement cycle. As we have learned in our district, this is the most productive and reasonable approach to school improvement.

The Quality Performance Accreditation is a dichotomy. First there is the process to follow to improve your school program. Secondly, there is the product to which the process must be interrelated.

The process calls for a needs assessment to determine in which areas a school needs to improve. The areas to be assessed are determined by the

ten outcomes (product) of the Quality Performance Accreditation document. The results of the needs assessment are reported in a school profile. The next step in the process is the creation of a school improvement team to prepare a school improvement plan to improve the areas of weakness. The process calls for an evaluation of the school improvement plan and proper reporting of the results to the media, local board of education, and the state board of education.

A final step of the process will be a visit by an audit team to ascertain the schools progress in improving its instructional program. The process is based on a four-year cycle which will be repeated. Thus, an instructional program of continuous improvement will be in place.

The U-234 School District's two elementary schools, one middle school, and one high school have taken the process and product of the Quality Performance Accreditation document as our guide to continue our school improvement program.

The fact that the first four outcomes of the product of Quality Performance accreditation are based on the original five correlates of the Effective Schools process have made our acceptance of the document so very easy.

If people understand the simplicity and utility of the Quality Performance Accreditation document, we believe they too will see, as we in the U-234 School District do, its great value to the schools of Kansas.

Fred Campbell, Jr., Superintendent