

Approved: 2/11/93  
Date

## MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Dave Kerr at 1:30 p.m. on February 9, 1993 in Room 123-S of the Capitol.

All members were present.

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

Conferees appearing before the committee: None

Others attending: See attached list

Senator Jones made a motion that the minutes of the February 3, 4 and 5, 1993 meetings be approved. Senator Corbin seconded the motion, and the motion carried.

SCR 1609 - Resolution confirming legislative support of QPA system, urging the state board of education to consider modification and improvement of system

Chairman Kerr noted that the Committee was provided with a copy of a letter from eight superintendents to the Kansas Association of School Administrators regarding QPA (Quality Performance Accreditation) (Attachment 1).

After discussion, Senator Jones made a motion to amend SCR 1609 by striking lines 7-11 and deleting the phrase "forming a 'truth squad' to provide accurate information would be helpful:" from lines 25-26. Senator Walker seconded the motion. Senator Downey made a substitute motion to amend SCR 1609 by striking lines 7-11; deleting the phrase "forming a 'truth squad' to provide accurate information would be helpful"; adding the word "time" after the word "of" on line 16, and adding "a sufficient provision of time for planning, evaluating and in-service is necessary" after the word "abandonment" on line 21. Senator Oleen seconded the substitute motion. After discussion, the substitute motion was withdrawn. The original motion carried.

Senator Downey made a motion to further amend SCR 1609 by adding the word "time" after the word "of" on line 16 and by adding the phrase "a sufficient provision of time for planning, evaluating and staff development is necessary" after the word "abandonment" on line 21. Senator Walker seconded the motion, and the motion carried.

Senator Tiahrt made a conceptual motion to further amend SCR 1609 to require that the Commissioner of Education estimate the cost of implementation of QPA both for increased costs due to QPA and for total school budget costs for the year 1992-93 through 1995-96. The motion died for lack of a second.

Senator Oleen made a motion to further amend SCR 1609 by changing the phrase "schools, patrons and students" to "school personnel, parents, patrons and pupils" wherever it appears in the bill. Senator Frahm seconded the motion, and the motion carried.

Senator Oleen made a motion to further amend SCR 1609 to include the Kansas National Education Association, Kansas Association of School Boards, Kansas Association of School Administrators and the American Federation of Teachers in the list of groups designated to receive enrolled copies of the bill. Senator Frahm seconded the motion, and the motion carried.

Senator Downey made a motion to further amend SCR 1609 by adding the word "parent" before the word "community" on line 25. Second Walker seconded the motion, and the motion carried.

## CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, Room 123-S Statehouse, at 1:30 p.m. on February 9, 1993.

Senator Jones made a motion that SCR 1609, as amended, be recommended favorably for adoption. Senator Langworthy seconded the motion, and the motion carried.

The meeting was adjourned at 2:25 p.m. The next meeting of the Committee is scheduled for Wednesday, February 10, 1993.

SENATE EDUCATION COMMITTEE

TIME: 1:30 PLACE: 123-S DATE: 2/9/93

GUEST LIST

| <u>NAME</u>     | <u>ADDRESS</u>                  | <u>ORGANIZATION</u>        |
|-----------------|---------------------------------|----------------------------|
| Junie Whitely   | Sedan, Ks                       | Close-up Kansas            |
| John Floyd      | " "                             | " "                        |
| Jason Boshey    | " "                             | " "                        |
| Nancy Human     | Chautauque & Elk<br>CP Spectors | Howard, Ks                 |
| Don Cramer      | Sabethia                        | USD# 441                   |
| Donna Meister   | Topeka                          | Conf. Oversight            |
| Mandy Street    | Lawrence                        | - Intern for Sen. Lawrence |
| Daniel Nichols  | TOPEKA                          | SWBT                       |
| George Wyatt    | Lawrence                        | Interim                    |
| Jim Anderson    | Dodge City                      | SW. Ks Library System      |
| Robin McBee     | Dodge City                      | Leadership Dodge           |
| Edie Jones      | Dodge City                      | Dodge City Comm. College   |
| Barbara Cole    | Topeka                          | KNEA                       |
| Bruce Corden    | Topeka                          | Kansas NTA                 |
| Mark Tallman    | Topeka                          | KA-12                      |
| Jim Yumally     | Overland Park                   | USD# 512                   |
| Nacho Sumaya    | Dodge City                      | USD# 443                   |
| Judith Spelling | Dodge City                      | USD 443 - Retired          |
| Donna Hager     | Wichita                         | Sr. B.O.E. Dist. 8         |
| Paul Adams      | Osage City                      | " " Dist. 3                |
| Connie Hessel   | Topeka                          | SLBS fdd                   |
| Kathleen White  | Prairie Village                 | St. Bd. of Ed.             |
| Mandy Specht    | Rt. 1 Jola Ks. 66749            | State Board of Ed. #9      |



SENATE EDUCATION COMMITTEE

TIME: \_\_\_\_\_ PLACE: \_\_\_\_\_ DATE: \_\_\_\_\_

GUEST LIST

| <u>NAME</u>       | <u>ADDRESS</u>         | <u>ORGANIZATION</u>                   |
|-------------------|------------------------|---------------------------------------|
| WANDA MORRISON    | 64 Willowbrook         | St Bd. of Educators                   |
| COB Sonny Lunnell | HITCHCOCK              | St Bd of Ed                           |
| Kenda Baitlett    | Box 513 Lyons, KS      | CWA of KS                             |
| Marce Kerbs       | Leavenworth            | Leadership Dodge                      |
| Cindy Helton      | Dodge City, KS         | UU                                    |
| SHELBY SMITH      | Topeka                 | USA                                   |
| Wana Daries       | Wichita                | Marion County Special Education Coop. |
| Ann Kline         | PO BOX 535 TOWANDA KS  | Close-up Kansas                       |
| Anon Peterson     | RRI Box 102 Howard, KS | Close-up KS                           |
| CARMIE BROWN      | Clay Center KS         | " " "                                 |
| Mary Mellon       | " "                    | " "                                   |

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January 25, 1993

Commissioner Lee Droegemueller  
Kansas State Board of Education  
120 SE 10th Avenue  
Topeka, KS 66612-1182

Dear Lee:

First we want to thank you for continuing to meet with us and for providing us with the opportunity to dialogue about ways to make the QPA document better understood. We sincerely believe that the QPA process is a critical component to the continuous improvement of Kansas public schools. All of us are committed to QPA because we believe that through the QPA process the State Board is providing focus, encouraging the concept of quality through continuous improvement, and initiating the leadership and support that we in the field need. This type of leadership from the state level and cooperation between the state and local districts will truly make a difference in the performance outcomes of our students.

A word about the attached proposal might be helpful. This attempt to interpret the state outcomes in a different way is submitted with the following purposes in mind:

1. Preserve the process, unchanged.
2. Preserve the integrity of the ten outcomes and corresponding standards with necessary indicators such as the emphasis on:
  - the necessity to move to an integrated curriculum,
  - the value of the Effective School principles, and
  - the dependence upon multiple indicators.
3. Clarify which indicators must be profiled and which are optional.
4. Eliminate language which has inadvertently created concern for various publics.
5. Explain the difference between student performance outcomes and the responsibility that each district must assume.
6. Emphasize the acquisition of essential skills.
7. Write indicators of outcomes in terms of student performance.

The value of this proposal is totally dependent on the extent to which we have accomplished these purposes for the administrators in the field, the State Board of Education, and for you.

With your approval, we would like to submit this re-interpretation to the superintendents at the USA convention January 29, 1993. If they believe that the proposal meets our purposes, we would like the opportunity to submit the proposal to the State Board of Education for its consideration.

Again, thanks for your willingness to discuss our concerns and for providing the flexibility to consider different interpretations of, what we believe to be, a very important and valuable document.

Gary Livingston  
Gary Price  
Andy Tompkins  
Fred Campbell  
Howard Shuler  
Bill Neuenswander  
Gary Reynolds  
Dan Neuenswander

Sen. Education  
Attachment 1  
2/9/93

## DEFINITIONS

- Outcomes:** Statements of student performance as evidenced by multiple indicators.
- Commitments:** Statements for which each local school/district will be held accountable as evidenced by multiple indicators.
- State Indicator:** Those indicators developed and written by the Kansas State Board of Education and required of local districts and schools.
- Local Required Indicator:** Those indicators required by the state but developed and written by local districts and schools.
- Local Optional Indicator:** Those indicators developed and written by local districts and schools and used at the discretion of local districts and schools.

## STUDENT OUTCOMES

### **OUTCOMES RELATED TO A HIGH STANDARD OF ACADEMIC PERFORMANCE THROUGH MASTERY OF ESSENTIAL SKILLS**

**STUDENT OUTCOME I**      **Students will demonstrate a high level of mastery of essential skills as evidenced by the following standards:**

- A. Ability to read and comprehend a variety of everyday, common resources.
- B. Ability to communicate clearly both orally and in writing for a variety of purposes and audiences.
- C. Ability to use math and mathematical principles in a variety of everyday situations.
- D. Ability to access and use information.

#### **INDICATORS**

- A. Local Required Indicator
  - 1. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local curriculum.
- B. Local Optional Indicators: Schools/districts may establish local indicators.

### **OUTCOMES RELATED TO A HIGH STANDARD OF ACADEMIC PERFORMANCE THROUGH AN INTEGRATED CURRICULAR APPROACH**

**STUDENT OUTCOME II**      **Students will demonstrate effective communication skills as evidenced by the following standards:**

- A. Ability to analyze, summarize, and comprehend what is read in all subject areas,
- B. Ability in written composition and oral communication for clear articulation, analysis, conceptualization, synthesis, and distillation of information.

#### **INDICATORS**

- A. State Indicator
  - 1. Achievement will increase across all student groups on the related state assessments: e.g., the reading, writing, and oral portions of the state communication assessment and communications components of the state math, social studies and science assessments.

- B. Local Required indicator
  - 1. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local curriculum.
- C. Local Optional Indicators: Schools/districts may establish local indicators.

**STUDENT OUTCOME III. Students will demonstrate the ability to think creatively and solve problems as evidenced by the following standards:**

- A. Ability to successfully apply problem solving skills,
- B. Ability to find information, process, analyze, and synthesize it, and to apply it to new situations,
- C. Ability to use creative, imaginative, and divergent thinking to formulate and solve problems, and to communicate the results.

#### INDICATORS

- A. State Indicator
  - 1. Achievement will increase across all student groups on the related components of the state mathematics, communication social studies, and science assessments.
- B. Local Required Indicators
  - 1. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with the local curriculum.
  - 2. The number of students successfully completing courses in advanced math and science as well as other advanced courses offered will increase across all student groups.
  - 3. The number of students successfully demonstrating mastery of algebraic concepts and skills on local curriculum measures will increase across all students groups.
- C. Local Optional Indicators: Schools/districts may establish local indicators.

**STUDENT OUTCOME IV. Students will demonstrate the necessary characteristics to work effectively both independently and in groups as evidenced by the following standards:**

- A. Ability to work collaboratively in groups,
- B. Ability to use techniques to separate people from problems, focus on interests not positions, to invent options for mutual gain, and to use objective criteria,



- C. Ability to work together without prejudice, bias or discrimination and to be tolerant of individual differences.

## INDICATORS

- A. State Indicator
  - 1. Achievement will increase across all student groups on the interpersonal communication skills portion of the state communications assessment.
- B. Local Required Indicators
  - 1. Student self-concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups.
  - 2. Students' understanding and respect for their own culture as well as for the cultural diversity of this country will improve across all student groups.
  - 3. Achievement will increase across all student groups as demonstrated through the use of multiple assessment techniques aligned with local curriculum.
- C. Local Optional Indicators: Schools/districts may establish local indicators.

**STUDENT OUTCOME V. Students will demonstrate physical and emotional well-being as evidenced by the following standard:**

- A. Knowledge, skills, and behaviors essential to live a healthy and productive life.

## INDICATORS

- A. Local Required Indicators
  - 1. The number of students successfully demonstrating mastery of the local curriculum which complies with the state board guidelines on human sexuality and AIDS will increase across all student groups.
  - 2. The number of students successfully demonstrating mastery of the local curriculum in individual and team physical activities which prepare them for healthy living will increase across all student groups.
- B. Local Optional Indicators: Schools/districts may establish local indicators.

## SCHOOL/DISTRICT COMMITMENTS

### **SCHOOL/DISTRICT COMMITMENTS TO THE PROCESS OF CONTINUOUS IMPROVEMENT**

**COMMITMENT I. Each school/district will make a commitment to the implementation and practice of effective school principles and procedures as evidenced by the following correlates:**

- A. Schools have a high expectation for student learning.
- B. Schools continuously monitor student learning as a basis for program evaluation.
- C. Schools provide a safe and orderly environment conducive to learning.
- D. School principals are instructional leaders who pay particular attention to the quality of teaching and learning.
- E. Schools have a broadly understood academic focus and school mission.
- F. Schools have a broad-based site council that actively participates in the decision-making process and the development of school improvement plans.

### **INDICATORS**

- A. Local Required Indicators:
  - 1. Each school/district will have grade level/course outcomes and related assessments which are aligned with its academic focus and mission. (Correlates A,D,E)
  - 2. Schools will use technology to monitor student progress and enhance learning. (Correlates B,D)
  - 3. Schools will develop and maintain a student improvement plan for all students who are deficient in the mastery of areas related to school academic focus. (Correlates A,B,D)
  - 4. Schools will demonstrate a decrease in or maintain a low number of discipline referrals, out-of-school suspensions and/or expulsions. (Correlates C,D)
  - 5. Schools will demonstrate a decrease in or maintain a low number of incidents of crime and violent acts committed against students and teachers. (Correlates C,D)
  - 6. Schools will increase or maintain a high student graduation rate. (Correlates A,D)
  - 7. Schools will decrease or maintain a low student dropout rate. (Correlates A,D)
  - 8. Schools will conduct a one and six year follow-up of all graduating students to assess how effective the school was in: a) meeting its mission and b) progressing toward or maintaining a high percentage of satisfaction with student education. (Correlates B,D)

9. Schools will increase or maintain a high student attendance rate. (Correlates A,D)

B. Local Optional Indicators: Schools/districts may establish local indicators.

**COMMITMENT II. Each school district will work collaboratively with its community to create a learning community as evidenced by:**

- A. A commitment to school readiness,
- B. Integration of social services with school services,
- C. Opportunities for life-long learning, and
- D. Commitment of adequate resources.

**INDICATORS**

- A. Local Required Indicators:
  - 1. Schools will demonstrate an increased rate of children who enter primary grades ready to learn.
  - 2. Schools will demonstrate a community recognition that the school serves as a community center for acquisition of family services.
  - 3. Schools will demonstrate an increased community participation in adult education activities.
- B. Local Optional Indicators: Schools/districts may establish local indicators.

**COMMITMENT III. Each school district will make a commitment to effective staff development as evidenced by:**

- A. Development and implementation of an inservice plan aligned with the mission, academic focus, and school improvement plan,
- B. Staff participation in activities designed to support the district and school missions and improvement plans,
- C. Teacher skill in the most effective instructional strategies, and
- D. Students' success

**INDICATORS**

- A. Local Required Indicators:
  - 1. Schools will demonstrate that an increased proportion of teachers are participating in their district inservice plan in activities consistent with the school improvement plan and/or the school academic focus.
  - 2. Schools will demonstrate an increased implementation rate for those strategies and skills in which teachers received inservice training.

3. Schools will demonstrate increased graduate on-the-job behaviors and skills as described in the SCANS document as being required for the new workforce.

B. Local Optional Indicators: Schools/districts may establish local indicators.