

Approved: 3-7-95
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairman Rochelle Chronister at 3:30 p.m. on February 13, 1995 in Room 519-S of the Capitol.

All members were present.

Committee staff present: Ben Barrett, Legislative Research Department
Dale Dennis, Department of Education
Avis Swartzman, Revisor of Statutes
Lois Thompson, Committee Secretary

Conferees appearing before the committee: Representative Kay O'Connor
Representative Ted Powers
Representative Doug Lawrence
Steve Lukart, Social Studies teacher, Sabetha High School
Bob Goodwin, Supt., USD #306
Linda Holloway, teacher
Bob Cramer, retired administrator
Nancy Hanahan
Jim McDavitt, Kansas Education Watch

Others attending: See attached list

Hearings opened from proponents only of **HB 2092 pertaining to school districts, rescinding statutory requirement for quality performance accreditation and statewide assessment of pupils and HB 2173 pertaining to school districts, quality performance accreditation authorized.**

The conferees were all speaking in support of eliminating Quality Performance Accreditation, but some not addressing either bill in particular.

Representative Kay O'Connor, sponsor of **HB 2173** stated this bill removes the QPA mandate from the statutes. It does not remove the ability of the State Board to mandate QPA. It places the responsibility for QPA on the State Board of Education. (Attachment 1)

Representative Ted Powers, sponsor of **HB 2092** stated this bill is an attempt to remove QPA from the 1992 School Finance Formula. (Attachment 2)

Representative Doug Lawrence stated two concerns about QPA: 1) It has become a bureaucratic system which places high value on the paper work associated with its implementation and 2) Concern as to who is responsible for the schools. He sees the local school boards as responsible for overseeing the operation of individual schools within their district. The State's interest, as represented by the State Board of Education should be on the success or failure of a school district rather than an individual building. He believes the State Board of Education should be in the business of accrediting school districts, rather than accrediting schools. (Attachment 3)

Steve Lukart, Social Studies teacher, Sabetha High School, stated two reasons there has not been more complaints about QPA. 1) School districts and administrators were told QPA was here to stay and all districts would be required to participate or risk losing government funding, 2) The majority of teachers wanted to believe that QPA would provide positive results that would impact on the classroom teaching environment. (Attachment 4)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on February 13, 1995.

Bob Goodwin, Superintendent, USD #306, addressed three objections to QPA: 1) Almost continuous revision by the Kansas State Board of Education, 2) Confusion with the state mandated testing process and 3) Hidden cost to districts. (Attachment 5)

Linda Holloway, teacher, stated one of the primary things she hears from teachers about QPA is, "It is a waste of time!" She stated the QPA document is "so subjective", "nebulous" and complained how uncomfortable teachers were in scoring the State assessments because there is no one right answer to many questions. (Attachment 6)

Bob Cramer, Wellsville, retired educator with a background in chemistry, stated "QPA is an example of leaving education too much in the hands of educators." (Attachment 7)

Nancy Hanahan read a statement from Pam Pettyjohn of Overland Park. The Pettyjohn concerns were 1) Curriculum compels conformity and stifles motivation and individuality, 2) Outcome Based Education downplays the role of parents and takes away student's privacy, 3) Eliminates traditional grading, 4) She claims test scores are declining on the knowledge based tests, 5) Intervention of the federal government via Goals 2000. (Attachment 8)

Jim McDavitt, Director of Kansas Education Watch, stated this organization urges the legislation to remove the statutory mandate of QPA "to allow districts to decide locally if they want to move in the direction of the social mandates crowd, or whether they want to concentrate on the historical mission of education and impart knowledge to their learners." (Attachment 9)

The floor was opened to questions by the committee.

Representative Shore moved and Representative Pettey seconded motion to introduce a bill on gun free schools. Motion carried.

The next meeting is scheduled for February 14, 1995.

STATE OF KANSAS

KAY O'CONNOR
REPRESENTATIVE, DISTRICT 14

TOPEKA ADDRESS:
STATE CAPITOL—303-N
TOPEKA, KANSAS 66612-1504
(913) 296-7649

OLATHE ADDRESS:
1101 N. CURTIS
OLATHE, KS 66061
(913) 764-7935



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS
MEMBER: GOVERNMENTAL ORGANIZATION &
ELECTIONS
PUBLIC HEALTH & WELFARE
TOPEKA HOTLINE
DURING SESSION - 1-800-432-3924

TO: Chairman Chronister and Committee Members
FROM: Representative Kay O'Connor 
DATE: February 13, 1995
RE: HB 2173

Madam Chair and Committee Members:

HB 2173 was prompted by constituents who repeatedly asked me to do away with" QPA. Until about March of last year, I would generally respond that they should contact the State Board of Education. After much inquiring, I found that although the State Board, with self-executing powers, had control of the mandate, the statutes did indeed also mandate.

I asked for HB 2173 in order to remove the QPA mandate from the statutes. This bill does not remove the ability of the State Board to mandate QPA. It will simply mean that when a constituent calls the State Board complaining about QPA, the State Board can no longer blame it on the legislative mandate. The State Board will have to be accountable to the Kansas citizens as well, they should be.

I will stand for questions at the pleasure of the Committee.

KOC/mla

*House Education
Attachment 1
2-13-95*



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS

AGRICULTURE
EDUCATION
LOCAL GOVERNMENT

TED POWERS

REPRESENTATIVE, 81ST DISTRICT
 HAYSVILLE • MULVANE
 RR #1, BOX 430
 MULVANE, KANSAS 67110
 (316) 777-4310

ROOM 155-E CAPITOL BLDG.
 TOPEKA, KANSAS 66612
 (913) 296-7683

February 13, 1995

Members of the House Education Committee

Thank you Madam Chair and House Education Committee for the opportunity to testify. I will try to be brief. Presently the statutes say "QPA will be the vehicle which accreditates public school education." It is mandated by law. This drives everyone, the state, State Board of Administrators, LOBE, teachers, kids, and parents into one rigid mode.

It also has shifted money, energy, and time away from the main purpose of education: Our kids! The process for educating children has always been from the bottom up, not the top down.

HB-2092 is an attempt to get the claws of QPA out of the 1992 School Finance Formula. I'll not address the pro's and con's of QPA. We have heard extensive testimony. I believe if HB-2092 is enacted, QPA will rise or fall on its own merit. An intense effort is already underway to see if the process is working.

Following, are some areas of grave concern. I'm sure they will be under consideration whether HB-2092 flies or not.

Thank you.

Rep. Ted Powers

House Education
 Attachment 2
 2-13-95

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

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

Phone 296-3181

February 13, 1995

TO: Representative Ted Powers

Office No. 155-E

**RE: Expenditures in the State Department of Education's Budget
Related to Quality Performance Accreditation**

You asked a number of questions about costs contained in the State Department of Education's budget that are associated with quality performance accreditation (QPA). As we discussed over the telephone, the State Department of Education was providing technical assistance to schools before QPA was mandated. It also was administering statewide assessments in the areas of mathematics and reading and distributing state aid to school districts for inservice education. Therefore, it is difficult to clearly identify expenditures that are associated with QPA because, prior to the mandate, the State Department was engaged in a number of activities that were intended to bring about school improvement.

Nevertheless, several staff positions have been added because of the workload due to QPA. The 1992 legislation that supported the State Board of Education's QPA mandate also required that student assessments be given. In addition, for several years the Legislature has appropriated more money for inservice education in recognition of the importance of staff training to the success of QPA. (Since July 1, 1992, each school district has been required to have an inservice education program that is approved by the State Board of Education.) Therefore, it probably is accurate to say that the implementation of QPA has had an impact on the amount of money spent for State Department staff, assessment activities, and inservice education.

QPA Staff. There are 29 positions in the State Department that are involved with QPA. These positions include staff that provides technical assistance to schools and makes on site-visits. The staff also is involved in the statutorily-mandated effort to assess students. Total salaries for the 29 positions are estimated to be \$1.3 million in FY 1996, based on the Governor's recommendations. Of that amount, \$887,425 would be from the State General Fund and the remainder (\$403,560) would be from federal funds. Included in the State General Fund amount is \$398,863 for 7.0 FTE QPA staff salaries that are funded from federal funds in the current year but will be shifted to the State General Fund in FY 1996 because the federal funds are declining.

Of the 29 positions, only four have been added expressly because of an increase in workload due to QPA. Three positions were added in FY 1994 and one position was added in FY 1995.

Student Assessments. In FY 1990, using federal funds, the State Board entered into a contract with the University of Kansas to develop a mathematics assessment program that incorporated components identified by the Board, such as new math standards, the assessment of students on an individual basis, and a change in school accreditation to take into account student performance in math. In FY 1992, the State Board

was appropriated \$210,000 from the State General Fund to give the first math assessment test in March, 1991, to students in grades 3, 7, and 10, and to contract with the University of Kansas to begin developing a comparable reading and writing assessment program. For FY 1992, the Legislature appropriated \$240,000 to continue the development of the reading and writing assessment and to give both a communications (reading and writing) and mathematics test to students in three grades in March of 1992. Note that these activities occurred prior to the statutory mandate that QPA be implemented and that student assessments be given. The 1992 Legislature required that the State Board develop a means of student assessment and expanded the areas to include speaking and listening, science, and social studies, in addition to mathematics, reading, and writing. For FY 1993, \$731,000 was appropriated for tests in the areas of mathematics, reading, and writing, and for FY 1994, \$1,152,000 was appropriated for tests in the areas of mathematics, reading, writing, and science. In the current year, \$842,000 is available for tests in the areas of mathematics, reading, science, and social studies (history and geography). The Governor has recommended an appropriation of \$905,000 for FY 1996 to give tests in mathematics (at a cost of \$214,000), reading (\$195,000), and writing (\$496,000). The Senate Ways and Means Committee has concurred with the Governor's recommendation.

Inservice Education. School districts must have approved inservice education programs. Legislation enacted in 1994 provides that, for FY 1995 and FY 1996 only, the state may pay up to 60 percent of the local cost of approved programs. After FY 1996, the percentage reverts to 50, which was the level before the 1994 legislation. In no event can the amount paid by the state exceed 0.50 percent of a school district's general fund budget. The table below shows the amounts of state aid appropriated for inservice education in recent years, beginning with FY 1992, which was the year prior to both the inservice education and QPA mandates:

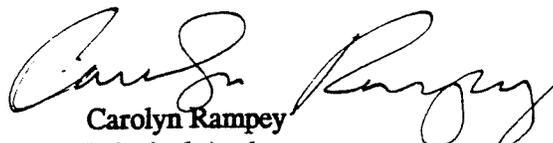
Year	Amount	Increase Over Prior Year	
FY 1992	\$ 988,160	\$ 0	0%
FY 1993	2,468,144	1,479,984	150%
FY 1994	2,475,000	6,856	0.3%
FY 1995 (est.)	5,400,000	2,925,000	118%
FY 1996 (Gov.)*	5,400,000	0	0%

*The Senate Ways and Means Committee is recommending that the amount for FY 1996 be increased to \$6,210,000, which is an increase of \$810,000 (15 percent) over the current year.

Funding for the State Department of Education is contained in S.B. 70, which was acted on by the Senate Ways and Means Committee on February 9.

Representative Powers

I hope this information is helpful.


 Carolyn Rampey
 Principal Analyst

Doug Lawrence

STATE REPRESENTATIVE

902 MIAMI

BURLINGTON, KS 66839



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS

MEMBER: AGRICULTURE AND SMALL BUSINESS
ENERGY AND NATURAL
RESOURCES
TRANSPORTATION

Thank you for the opportunity to address my concerns about the Quality Performance Accreditation Process. Two years ago, I introduced a bill which would allow school districts an opportunity to use alternative accreditation programs, eliminating the mandatory nature of the program in Kansas.

QPA is mandatory because of the 1992 school finance act. I am concerned about QPA for two specific reasons. First, It has become a bureaucratic system which places high value on the paper work associated with its implementation. Teachers, and school administrators have their hands full already trying to do a very difficult job. QPA, as it is implemented, increases the number of meetings, and the overall work load of both teachers and administrators.

I have spent many hours working with teachers and administrators in the field. I am always amazed at what they can actually accomplish, given the restrictions of time and resources.

Another concern relates to who is responsible for the schools. This is a philosophical concern. In the overall scheme of things, I see the local school boards as responsible for overseeing the operation of individual schools within their district. Those school boards should hold district administration, as well as, building administration accountable for the results at the building level.

I believe the state's interest, as represented by the State Board of Education should be on a broader scale. It's interests should be on the success or failure of a school district rather than an individual building. I am concerned that the current perception of QPA, as administered by the state, is full accountability to the state on a building by building basis. That leads to a bureaucratic approach, and undermines the authority and responsibility of school ~~districts and district administration.~~
boards

Frankly, I believe the state board of Education should be in the business of accrediting School Districts, who handle the state funds, rather than accrediting schools. The issue is subtle, but strikes at the heart of the discussion of local control issues.

In its current form QPA, is overly bureaucratic, and infringes on local authority beyond the state's interests.

*House Education
Attachment 3
2-13-75*

As a social studies teacher with 24 years experience and 2½ years of involvement with QPA, I feel I am qualified to give my professional opinion on the state of Kansas Quality Performance Accreditation program.

I believe that QPA in its existing form has been and will continue to be a pointless and meaningless waste of teacher time and state financial resources. I am going to be referring to my own personal experiences with QPA, but I know that a great many teachers share my feelings on this bureaucratic nightmare.

QPA is an example of state bureaucracy at its absolute worst. The primary reasons that I feel confident in making that statement are as follows:

1. It is a one-size-fits-all solution to a problem that varies a great deal from school district to school district. Small rural schools do not have the same educational problems as larger urban schools and to try to mandate a single program for all schools is unwarranted and impractical. Despite the QPA proponents assertion that QPA provides for local control, this is absolutely not the case. Every QPA committee meeting, seminar, or in-service day has demonstrated just how powerless the local districts are to formulate meaningful local control. The state has already established criteria that is considered acceptable and local teacher input has been minimal. We are continually assured that we will have "teacher empowerment" (a current favorite term in the Edu-speak vocabulary).

House Education
Attachment 4
2-13-95

I guess this is supposed to mean that teachers have some say in the program, but I have yet to talk to a teacher that feels they have had any meaningful input.

2. The program is documentation based. We are going to "prove" what a fine job of teaching we are doing by covering all the documentation bases. We are now being required to document many things that most of us have already been doing for years, only now it consumes more classroom teaching and preparation time. It really doesn't seem like it should be that difficult for the QPA bureaucrats to figure out that the more time spent on paperwork means less time of actual classroom preparation and instruction. Teachers are smart enough to know how to play the "documentation game" and when the choice comes down to time spent for classroom teaching and preparation or documentation requirements, I believe most teachers will join me in taking documentation "shortcuts." I am not convinced the mountains of documentation generated by QPA will be handled in any meaningful manner.
3. QPA like most bureaucratic programs devotes a lot of time and effort to some very professional sounding ideals and objectives. but when examined more closely can be seen for the "pie-in-the-sky" generalization that they are. Teachers are extremely frustrated over lack of any specific objectives that could have a possible impact on actual classroom teaching.
4. QPA has developed its own form of "Edu-speak" which makes it difficult for the general public (and most teachers) to understand just what is being said. It almost seems like the formulators and implementors of QPA don't want people to understand what it's all about.

Terms like "at risk students," "outcomes based education," "empowerment," etc. are confusing to the general public and teachers alike. At the very least, the State Department of Education has done an extremely poor job of communicating with teachers. After listening to several representatives from the State Department of Education "explain" QPA, I have come to the conclusion that they aren't sure what it all means either. I have asked a lot of rather pointed questions at various QPA informational meetings and have yet to receive anything other than vague generalizations for answers.

One question I have been asked is "If QPA is so bad, why haven't we heard more complaints?" I believe there are two primary reasons for this. First, the entire concept leaned heavily on intimidation. School districts and administrators were told that QPA is here to stay and all districts would be required to participate or risk losing government funding. The term "non-compliance" has a very sobering effect on school administrators. Convinced that the State Department of Education had a hammer that it intended to use, the districts then passed that intimidation on to the teachers by implying job security would in some ways be tied to a willingness to implement QPA objectives. In our district, teachers were told by Tim Foist, Sabetha Grade School principal and district QPA Chairman, that "QPA is here to stay and if you can't accept that, you should start looking for jobs somewhere else." I consider that to be an attempt to intimidate. For that reason many teachers have been reluctant to speak openly about the obvious shortcomings of QPA.

Every effort was made to convince teachers that it would be totally pointless to resist the QPA movement and I believe that was a successful strategy in minimizing initial resistance.

The second reason open criticism has been slow in coming is that the vast majority of teachers wanted to believe that QPA would provide positive results that would actually have an impact on the classroom teaching environment. After several years the reality is finally setting in among many teachers that the opposite is actually taking place. The additional time requirements of QPA are actually depriving us of classroom preparation and teaching time. QPA has necessitated the transference of time that was previously devoted to classroom planning and instruction to documentation and clerical chores. What we are currently experiencing is an increasing awareness among teachers that QPA is not the cure-all program for our educational system that the State Department of Education tried to convince us it would be. The frustration level over "wasted time" continues to build among our teachers. More and more of them are finally willing to stand up and be counted as opponents of a concept that simply is not working.

As legislators I implore you to seek out teachers individually and ask them what their honest opinions on QPA are. I would ask that you treat QPA as any other monetary investment. Has it been a good investment or a bad investment? My contention is that it has not delivered as promised and that now is the time to treat it as any other investment - evaluate the program and determine if it justifies continuation or if it's time to 'cut our losses."

Submitted by
Steven R. Lukert
Sabetha High School

PROBLEMS WITH QPA

1. ALMOST CONTINUOUS REVISION BY THE KANSAS STATE BOARD OF EDUCATION

2. CONFUSION WITH THE STATE MANDATED TESTING PROCESS

3. HIDDEN COST TO DISTRICTS

Presented by Bob Goodwin, Superintendent, USD #306

*House Education
Attachment 5
2-13-95*

The University of Kansas

Center for Educational
Testing and Evaluation

Memo to: Superintendents, Kansas USDs
From: John Poggio
Date: January 31, 1995



**RE: Performance standards on the Kansas assessments
and other information**

An important dimension has been added to the state assessment programs -- establishment of test performance standards that will be used to evaluate building standing and improvement. The Standard of Excellence and the Continuous Improvement performance standards will be applied to school performance results beginning with this spring's assessments in reading and mathematics. The matter of establishing performance standards and using standards to evaluate a building's performance was called for in state law. Dr. Sharon Freden, Kansas State Board of Education, recently wrote to notify districts of the performance standards that have been adopted by the State Board of Education in reading, mathematics and writing. (Although writing is not being assessed state-wide this spring, it was decided to set writing trait standards along with the standards being determined in the other areas; writing assessment is scheduled to return for the 1995-96 school year.)

Mathematics Performance Standards

It will be observed that the announced performance standards for mathematics do not match up one-to-one with the assessment reports that have been sent to districts previously. Specifically:

- no math Estimation performance standards are identified (reason - Estimation as a separate test section has been dropped from the state mathematics assessment);
- no separate Performance assessment standards are given (reason - a stand-alone Performance assessment total score will no longer be reported);
- the student's scores on the Performance assessment items will be used to help establish each cognitive skill score. That is, the individual's Problem Solving, Reasoning, and Communication scores will be computed using scores on the objective and open-ended questions combined; and,
- a Mathematics Power score will now be computed reported (this index will represent a "total" math score on the assessment).

In light of these changes, KSBE has asked us to run an "unofficial" report to give you an indication as to how buildings in your district would have fared on the Math Power Index had it been in place for Spring 1994 testing. Other score approximations

-over-

mentioned above are not possible using last spring's results; however, as performance scores will be used in determining each skill area score and since scores tend to be higher on these items than objective test items, it would be reasonable to anticipate slightly higher skill area scores (reasoning, problem solving and communication) in the future. Please note: the Math Power Index we've computed is an approximation based on what could come forward for scoring of the 1995 tests; the Math Power Index information being shared with you at this time serves only to give a general indication of the performance level of your schools with reference to the Excellence Standard based on last spring's testing. **The attached result report is being sent to you alone.** Please share this information with appropriate personnel, including your building principals. Also included are descriptions, definitions and the actual score performance values associated with the Standard of Excellence and Continuous Improvement Scale.

As yet the "weights" to be used to incorporate 1995 performance item scores into their skill area scores have not been determined nor have those for determining the Math Power Index. For the calculation on the attached report we have averaged performance (PS+REAS+COMM+PERF.ASS/4) using only students who had scores on all parts of the test. We hope this information will be informative.

Estimation skills testing on 1995 Math Assessment

In a related vein, as noted above, a separate Estimation section will **not** be part of the mathematics assessment this spring. A few estimation items are being incorporated into the main body of the assessment **but there will be no separate reporting of Estimation scores.** This was a decision of the state Mathematics Advisory Committee and State Board of Education staff. If your district (or a building in the district) has targeted Estimation as a Quality Performance Accreditation (QPA) growth area and was expecting to rely on the state assessment to monitor growth, we can provide master copies of last year's Estimation section for your use. Space is available on the math answer sheet to capture these data. If you want to monitor Estimation as a separate skill area and need our assistance or support to help you capture, score or report these data, please call and let us know as soon as possible.

Disposition/Attitudinal Assessment

In past years measurement of content area attitudes/dispositions had been part of each assessment. However for this spring, KSBE has decided that attitudinal assessment will be voluntary. Photocopy-ready documents of previously used reading and mathematics attitudinal scales will be sent to your district test coordinator along with scoring instructions and other needed information. If you wish to continue attitude measurement at any grade or building, the choice will be yours. Space is available on answer sheets to capture these data. If you need our assistance or support in scoring and reporting these data let us know immediately. It is unknown whether future assessments will call for measurement of attitudes toward the subject matter; the matter will be studied and a decision forthcoming over the coming months.

We hope this information is useful. Let us know if we can be of assistance. Best wishes.

Criteria, Expectations and Descriptions for the Standard of Excellence and the Continuous Improvement Scale associated with the Kansas Assessments

Beginning with 1994-95 assessments, a Standard of Excellence and Continuous Improvement Scale will be used to interpret building and district performance on the Kansas Reading, Writing and Mathematics Assessments. The Excellence Standard and Improvement Scale, definitions and score standards, are presented on the following pages. Bear in mind the following:

- the identifiers and descriptions are only now beginning to take shape. Over time they will evolve. Kansas educators have guided their development and will continue to have opportunities to contribute;
- the standard and scale are to be used at all grades tested; if feasible, they will be used to serve all content areas for which there is state assessment (also science, social studies, speaking and listening);
- the Excellence Standard and Improvement Scale have been constructed and are therefore intended for use solely when interpreting the performance of a group of students at a grade in a building or for an entire district. Given the relatively short length of tests in the skill areas assessed and the inherent error in individual measurement, it is not recommended or advisable to classify individual students based on their performance. And;
- the Standard of Excellence and the Continuous Improvement Scale values are designed to be used in tandem. The Excellence standard establishes a "world class" benchmark of performance for a group of students for the particular skill assessed. Then, the Improvement scale is used to identify a building's or a district's progress toward the Excellence Standard.

Following are the Kansas specifications for the Standard of Excellence and the Continuous Improvement Scale. Immediately following are the general definitions and criteria to be applied regardless of the content area being considered. Also include are the actual score values that define the Standard of Excellence and the Continuous Improvement on the mathematics, reading and writing assessments.

**Standard of Excellence and the Continuous Improvement Scale
for Kansas Assessment Results
in Reading, Writing and Mathematics**

STANDARD OF EXCELLENCE

General Statement:

Student performance demonstrates capability with rigorous subject matter. Comprehensive application and integration of knowledge, concepts and processes to new, unfamiliar or highly complex real world situations is evident and meets achievement expectations at world class standard levels.

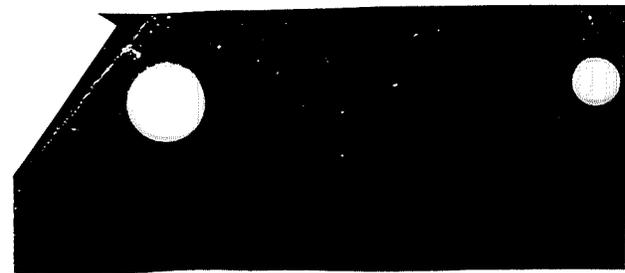
Capability with information and skills in the content area is at a high level. Breadth as well as depth of understandings are evidenced. The ability to go beyond routine application of appropriate information to achieve solutions is in evidence; proficiency to deal with difficult, rigorous and formidable material is observed.

* * * * *

CONTINUOUS IMPROVEMENT SCALE

<i>Identifier</i>	<i>Description</i>
—	the school's performance in the assessment area shows a decline from prior performance levels
M	no change from prior performance levels is observed. Delineated as: M ^a maintenance of performance at or above the Standard of Excellence; M _b maintenance of performance below the Standard of Excellence
+	gains and advance toward the Standard of Excellence are evidenced
++	strong gains are noted to indicate commendable progress toward the Standard of Excellence

rubric 1) in early books and manuscripts, a chapter heading, initial letter, specific sentence, etc. printed or written in red, decorative lettering, etc. 2) any heading, title, etc., as of a chapter or section 3) a direction, as in a prayer book for conducting religious services 4) an explanatory comment, or gloss 5) the title or a heading of a law established custom or rule of procedure



Lourie Zipf/The Salina Journal

ity section of the new Saline County Jail Tuesday.

e gangbusters

\$5.8 200-bed addition to the 30-year-old jail.
"I think that goes to the economy of Salina and Saline County, to be able to take it off early," said Saline County Sheriff Darrell Wilson. "And it (the sales tax) hasn't hurt anybody too bad.

"Hopefully, we're going to move into the jail and have it paid for and not have a bond issue hanging over our heads."

Hiring work under way

Wilson already is advertising to hire a program director and a maintenance person for the new jail. Sometime in February, he hopes to bring in four new corrections officers. Those employees join 10 part- and full-time employees hired in fiscal year 1994 in anticipation of the jail opening.

All new employees would be trained and ready to work by the time jail construction is completed.

► See JAIL, Page 13

s woman a curve

Fund hopes to help this year. The fund, in its 10th year, works with local social service agencies to provide the needy in the community with gifts of food, clothing and other assistance throughout the year.

While Janet was working she was barely getting by. A high school dropout, she even considered taking the General Educational Development test and going on to college.

Those dreams will have to wait. For the past few months she has been on welfare, receiving \$386 monthly in Aid to Families with Dependent Children and \$300 monthly in food stamps. Her monthly rent of \$300 consumes nearly

all of her cash assistance, leaving little for utilities and other expenses. As a result, during her convalescence, she fell behind in some of her bills. She has received cut-off notices from KPL and the water department. Fortunately, she has an understanding landlord, who agreed to cut

► See UNPAID, Page 13

The Salina Christmas Fund

quit, appear for

has e in-mas

That won't be easy. After the university regents' vote on Friday, protests broke out at the campus 35 miles north of Dallas.

About a dozen women marched outside the student center Tuesday, toting signs that read "Better Dead Than Coed" and "Raped by the Regents." On Monday, about 50 students staged a sit-in at the admissions office. An earlier rally drew about 200 students and others.

SALINA JOURNAL

State standards may flunk many schools

Most fall short of great expectations

By LEW FERGUSON
The Associated Press

TOPEKA — The state Board of Education on Tuesday set high standards that Kansas elementary and secondary students must meet in the future if their schools are to continue being accredited by the state.

Based on results of assessment test scores posted by students last spring, very few school buildings statewide would meet the new expectations.

"We are setting the bar very high," Assistant State Education Commissioner Sharon Freden said

The Associated Press
Texas Woman's University students protest during Tuesday rally in Denton.

"We're not anti-man. We're for preserving this university's 91 years of tradition," sophomore Amy Nickum said.

► See TEXAS, Page 13
WED., DEC. 14, 1994

after the board approved proposed performance levels on the state-administered assessment tests in writing, reading and mathematics.

The School District Finance and Quality Performance Act of 1992 requires the state to establish performance standards expected of students.

It is a core component of what was called outcomes-based education.

Kansas students took the tests in March and April, and those results are being used as the base from which their improvements will be measured, Freden said.

► See ONLY, Page 7

'Out of control'

Nursing home suppliers probed

From Wire Service Reports
WASHINGTON — Federal investigators are probing nursing home suppliers after finding Medicare paid \$233 million last year for incontinence kits containing some rarely used items, up from \$80 million three years earlier.

Stine Gibb Brown, the inspector general of health and human services, said the payments were "out of control." The problem has been most acute in Florida, with its large elderly population.

The kits contain external urinary bags to collect urine from catheters — items nursing

homes often use — as well as seldom-used syringes, lubricants and saline solutions. Brown said the items typically cost about \$4, but the suppliers billed Medicare \$20 a piece for up to three kits a day — \$1,800 per month per patient.

The markup over wholesale for some individual items in the kits is also astounding.

■ The wholesale price for an adult female diaper is 26 cents; Medicare was billed up to \$7.39.

■ A tube of lubricant goes for 7 cents, while Medicare paid up to \$1.92.

► See MEDICARE, Page 13

► FROM PAGE 1

Only 9 of 1,696 schools meet math standard

Those improvements will be one factor upon which the schools' accreditation will be reviewed every four years.

Students take the reading tests in the 5th, 8th and 10th grades and mathematics in the 4th, 7th and 10th grades each year. They take the writing tests in the 5th, 8th and 10th grades in alternate years.

For each of those tests, the board adopted a standard of excellence to apply to future results. The standard of excellence is based on what is considered a benchmark for students to meet in order to compete with students worldwide.

Standards are based on the percentage of questions students are expected to answer correctly at their grade level.

For example, in 7th grade mathematics the standard of excellence was set at 80 percent, meaning 80 percent of the students in a school building in that grade must make a passing score on the math test in order for the building to meet the standard.

Reading, writing failure

Based on last spring's test results, only nine of 1,696 buildings, or 0.5 percent, would meet the new standard in mathematics; 84 of 889, or 9.4 percent, would meet the writing standard; and 38 of 1,711, or 2.2 percent, would meet the reading-narrative standard.

In the future, the schools will be graded on whether their students improve or decline from their 1994 scores.

The state will use the improvement or retrogression as one factor in accrediting school buildings, while local boards of education can say to their patrons, "Here is

where we stand based on the state assessments," Freden said.

"We will expect them to be making progress toward the standard," she added. "But we will be looking at the total school building, not making judgments on individual students."

The first schools were accredited under the new system for the 1991-92 school years and have their reaccreditation coming up in 1995-96. They are being visited by state officials during this school year, but won't be judged on the standards because their students won't be tested again until next spring.

The math tests measure such things as problem solving, reasoning and use of mathematical vocabulary; writing measures idea content, organization and sentence fluency; and reading measures comprehension and recognition of the interaction of the reader, theme and story structure.

STUDENT ACHIEVERS

Salina Central students perform play for state

Salina Central High School drama students performed the play, "A Piece of My Heart," Saturday at the Kansas State Thespian Conference, Wichita.

The performance was screened for possible inclusion in the International Thespian Conference, but the school won't learn for some time whether the performance has been selected.

Schools to compete in televised 'High Q'

Students from Abilene, Ell-Saline and Thomas More Prep-Marian high schools will be among the schools competing in the televised version of "High Q."

"High Q" is a high school quiz competition sponsored by Washburn University and WIBW-TV in Topeka. First round competition on Dec. 3 resulted in 16 teams qualifying for the final, televised competitions.

A team from Salina South High School took second in the 5A competition, but didn't qualify for the finals.

Abilene team members were Jill Sleichter, Jack Martin, Alan Geist, Joel Groninga and Aaron Weaver.

Ell-Saline students were Michael Murphy, Noel Shirey, Caleb Loder, Clarissa MacKenzie and Jennifer

Lantz.

The Thomas More Prep-Marian students were Ben Ranker, Maria West, Mike Dible, Christopher Piatt and Chris Hertel.

The televised competitions begin Jan. 28 on WIBW, channel 5 on Salina cable.

South students perform at drama conference

Students from Salina South High School participated Friday and Saturday in the Kansas State Thespian Conference in Wichita, where some of the students were asked to perform for the entire conference and one received a Kansas Thespian Scholarship.

Cast members of last year's "Little Shop of Horrors" production sang a medley of songs during a talent show and were asked to perform again for the entire conference audience.

The medley was prepared by Ryan McCall and performed by Nathan Tysen, Jennifer Ogden, Carrie Gilchrist, Marcee Montee and Melissa Vignery.

South students also won second place for a display about their troupe.

Nathan Tysen was one of three students who was awarded a Kansas Thespian Scholarship. The \$500 scholarship was awarded based on an audition and application.

Central debaters place in tourney action

Debaters from Salina Central High School captured tournament placings this weekend and last weekend.

At Parsons High School on Saturday, Tonya Hernandez, a junior, and Erin Elwick, a sophomore, tied for third, and Kevin Heath, a junior, and JoAnn Sanders, a senior, tied for fourth.

In the championship division of the El Dorado Tournament of Champions, Wes Siebert and Micah Shaw, both sophomores, took fourth place.

At a novice tournament in Maize, Laura Beth Hyberger and Stephanie Reinert, both freshmen, took third place. Their record combined with the records of the team of Jaquee Jones, a freshman, and Martin Darby, a sophomore, and the team of Chris Herwig, a sophomore, and Shustin Turnquist, a freshman, took second in sweepstakes.

On the weekend of Dec. 3, Central novice debaters Kip Peterson, a senior, and Sara Martin, a sophomore, took fourth at the Junior Varsity Tournament at Thomas More Prep-Marian High School. At a tournament of 84 teams in Lawrence, debaters Cody Seekins and Erin Elwick took fourth place.

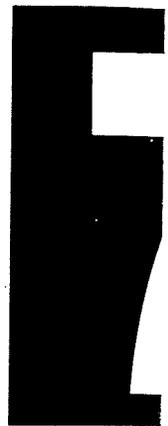
■ From Staff Reports

GRADUATES

KSU-Salina

Topeka; and Jamie L. Young, Caldwell.

Magnuson, Lindsborg; John Wambua Meuman, Kenva; Krista Marie Warn-



FC



TI

*The 7.25% Annual Certificate to earn the stated deposits only. A

Kansas Mathematics Assessment
Spring 1994
Student Report

USD 306 SOUTHEAST OF SALINE
SOUTHEAST OF SALINE HIGH

Multiple-Choice (Objective) Items						Multiple-Choice Total Score	Performance Items (1-2-3)					Perf. Total Score	Disposition Score		
Estimation % Items Attempted Correct		Cognitive Skills % Correct					Overall Ratings 1-2-3	Understand 1-2-3	Planning 1-2-3	Implementation 1-2-3	Solution 1-2-3		Att	Conf	Usef
100	35	60	67	29	33	30	3 2 4	5 2 4	5 2 3	3 2 4	2 1 3	29	2.1	1.8	2.7
100	45	40	56	57	33	31	3 3 3	5 3 3	3 3 3	3 3 3	3 2 1	28	2.9	2.5	4.3
95	30	80	56	50	56	34	2 1 4	2 1 4	2 2 3	1 1 4	1 1 3	25	3.1	3.0	3.7
100	60	80	67	57	44	37	5 4 5	5 5 5	5 5 5	5 4 5	5 4 5	39	3.0	3.3	3.0
75	20	60	56	50	56	31	4 1 4	5 1 4	5 1 3	3 1 4	3 1 3	29	2.1	2.0	3.0
80	50	80	89	50	78	40	4 4 5	5 5 5	5 5 5	3 4 5	3 5 5	37	3.3	3.3	4.3
90	55	100	78	50	44	39	5 3 4	5 3 4	5 2 3	5 2 4	5 2 3	35	2.0	2.8	3.0
75	25	40	56	50	44	29	2 2 3	3 3 3	1 2 3	1 1 3	1 2 1	24	3.6	2.8	4.3
85	65	100	89	57	44	41	5 4 3	5 5 3	5 5 3	5 5 4	4 5 3	37	3.0	3.0	4.3
100	80	40	67	50	67	37	4 5 4	5 5 4	5 5 3	5 5 4	4 5 3	37	3.0	3.0	4.3
100	25	20	78	43	67	31	3 4 4	3 5 4	2 5 3	1 4 4	1 4 3	33	2.9	2.5	3.0
85	35	60	56	36	33	30	5 1 4	5 2 4	5 2 3	5 1 4	5 1 3	31	2.7	2.8	3.0
100	60	80	78	79	67	42	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	41	4.1	3.8	4.3
90	65	80	78	64	67	41	5 3 5	5 3 5	5 2 5	5 2 5	5 3 5	38	2.7	2.8	3.0
75	30	100	78	57	67	39	5 2 5	5 2 5	5 2 5	5 1 5	5 1 5	36	4.3	3.3	4.3
75	20	40	56	36	67	29	1 1 4	2 1 4	3 1 3	2 1 4	1 2 3	22	2.6	2.5	3.7
100	30	20	33	36	11	23	2 1 2	3 1 3	2 1 2	1 1 2	1 1 1	20	1.6	1.5	1.7
100	35	60	33	43	44	29	4 4 3	5 5 3	5 5 3	5 4 3	4 5 1	33	2.6	3.0	3.0
100	25	60	78	64	56	35	5 4 3	5 5 3	5 5 3	5 4 3	5 5 1	35	3.3	3.3	4.3
75	30	80	67	50	56	35	5 3 2	5 3 2	5 3 2	5 2 2	5 2 2	31	4.1	3.5	4.3
80	15	100	78	57	44	36	5 5 5	5 5 5	5 5 5	5 5 5	5 5 5	41	3.3	3.0	3.7
85	15	40	11	43	44	24	2 3 2	2 3 2	3 3 2	5 2 2	1 2 2	24	3.0	1.8	4.3
100	25	60	44	43	33	29	. 2 5	. 2 5	. 2 5	. 1 5	. 2 5	#	1.7	2.5	3.7
100	45	60	33	43	33	29	2 4 3	3 5 3	2 5 3	1 4 3	2 5 1	28	2.7	2.3	3.0
60	20	40	22	14	33	22	3 1 4	5 1 4	5 1 3	3 1 4	3 1 3	27	3.3	2.5	3.7
100	40	100	56	36	56	35	5 5 4	5 5 4	5 5 2	5 5 2	5 5 3	39	2.9	2.8	3.0
95	50	80	44	50	44	34	5 5 3	5 5 3	5 5 3	5 5 3	5 5 1	37	3.6	3.8	4.0
100	10	20	22	7	11	17	2 1 2	2 1 3	3 1 2	1 1 2	1 1 1	20	1.7	2.3	4.0
100	45	100	56	79	78	41	5 5 3	5 5 3	5 5 3	5 5 3	5 5 1	37	3.0	3.3	4.0
95	25	40	33	36	33	25	5 . 4	5 . 4	5 . 3	5 . 4	5 . 3	#	1.0	1.0	1.7
80	40	60	78	79	67	39	5 5 4	5 5 4	5 5 3	5 5 4	5 5 3	39	3.0	3.3	3.7
100	55	80	44	50	33	33	5 3 3	5 3 3	5 2 3	5 2 3	5 2 3	33	3.0	3.0	3.0
100	50	40	67	50	67	34	1 4 2	2 5 2	1 4 2	1 4 2	1 5 2	24	2.0	2.3	3.7
100	75	80	67	57	56	40	5 4 5	5 5 5	5 5 5	5 4 5	5 4 5	39	3.9	4.0	4.3
85	25	100	100	64	56	40	4 4 4	5 5 4	5 5 2	3 5 3	3 4 3	35	4.1	2.8	3.3
100	30	60	67	36	56	32	5 3 2	5 3 2	5 2 2	5 2 2	5 2 2	31	4.4	4.0	4.3
85	45	60	11	29	56	28	4 2 4	5 2 4	3 1 3	3 1 4	3 2 3	31	3.1	2.3	4.3
Building Average	92	37	65	58	46	48	32	4 3 4	4 3 4	4 3 3	4 3 4	32	2.9	2.6	3.5
District Average	92	37	65	58	46	48	32	4 3 4	4 3 4	4 3 3	4 3 4	32	2.9	2.6	3.5
State Average	88	34	53	51	43	45	30	4 2 3	4 3 3	4 3 4	4 3 3	30	2.9	2.7	3.5

Cognitive Key: Knw=Knowledge, Nps=Non-Routine Problem Solving, R=Reasoning, Com=Communications

Multiple Choice Total Score: A composite, differentially weighting performance on the estimation and cognitive skill subscales

Disposition: Measures of student attitude toward, confidence in, and usefulness of mathematics; scores can range from 1 to 4 with a scale midpoint of 2.5; higher scores indicate more positive attributions

Performance Rating Scale: 5=Superior, 3=Adequate, 1=Inadequate

1 Multiple-choice subscale scores may be invalid as the student responded to less than 50% of the objective items.
indicates the student did not take this part of the examination
indicates insufficient number of responses made for a valid score to be computed

5-9

TESTIMONY REGARDING QPA

I am a veteran educator who is still in the business of teaching young people. I have taught in urban and suburban settings, in elementary, junior high, and high schools, and in general and special education. I also substituted for a short period of time. I am presently teaching students who are physically disabled and/or health impaired. I have a Masters Degree from the University of Kansas, and as most teachers, I have taken quite a few hours beyond my most recent degree. I was a member of a study group in my district that examined Outcomes Based Education for two years.

I have said all of that to give you an idea of my background so that you might understand my frame of reference when I speak to you regarding QPA. I speak to you as a professional educator, as a taxpayer, and as grandmother whose grandson will enter our Kansas public school system in 1996.

I feel sure that we all want to see improvement in education, but QPA is not getting us there. There is no clear body of research that proves this expensive, unwieldy restructuring is effective. Yet many states across the country have adopted some form of Outcomes Based Education, as even our Congress did when they passed Goals 2000. Education has gone through many changes in the time I've been involved in it, but this mandate is one of the most sweeping, invasive ones that I can remember. Local control was lost when QPA was mandated. We heard alot about local control before the November elections as it related to the school finance formula, but there is more to local control that finances. When the State requires set outcomes, standards, and indicators, devises the required assessments, and controls the money, there is no local control. To hide behind the rhetoric of Site Councils and committees is to hide behind a thin veil of propoganda perpetuated by rebuffing, dismissing, and discounting any of those parents, educators, or community leaders who might question the validity of such a program.

The chances of your getting teachers or administrators to come before a committee such as this to testify against QPA are rather slim. I have the advantage of being a Kansas taxpayer and a Missouri teacher. (Missouri is

*House Education
Attachment 6
2-13-95*

getting its own version of OBE through Senate Bill 380.) There is an unspoken threat that educators perceive--real or imagined--that their jobs would be in jeopardy should they speak out against this. I feel much more comfortable speaking in Topeka than I would in Jefferson City, although that might occur sometime. I have spoken to quite a few Kansas teachers regarding the effectiveness of QPA. Even tenured teachers talked with me only upon guarantee of anonymity. Administrators' jobs are even less secure than teachers so you will probably see very few administrators before you either.

One of the primary things that I hear from teachers when I mention QPA is, "It is a waste of time!!" This time issue is in regard to the four required QPA days, the many committee meetings, and the mountain of paperwork. Some of the committee work is done on school time, and some is done on their own time. Also teachers are required to score the assessments, and, in some cases, that has had to be completed after school hours. (Needless to say, that does not endear this program to the hearts of those who already have to take work home--for no extra pay.) Several teachers said that they do what is required to satisfy the State, and then they close their classroom doors and do what they know works to help students learn. It was also mentioned that administrators seem to spend incredible amounts of time writing and rewriting reports, tabulating data, and preparing charts and graphs.

A major objection that I have to QPA after reading and rereading the document is that it is so subjective. One teacher described it as "nebulous". She was speaking of the process, the assessment component, and the QPA Team visit. Another spoke of how uncomfortable teachers were in scoring the State assessments because there is no one right answer to many of the questions. Instead, there might be a range of answers, and scoring would be left to the judgement of the scorer. So I can certainly understand their reservations because of knowing that another person might have scored the student differently. It was also mentioned that students seemed to be confused and somewhat anxious when told that there might be more than one right answer to questions. What happened to facts? Is memorization a four letter word? (With the creative spelling going on in some reading programs -- it might be!) Also, teachers have not seen results of the assessments, and many have the opinion "So what?" "Another waste of time!" How can these assessments help improve education when the results are not given to teachers?

Cost is a big factor in QPA. Do you know how much it has cost the State of Kansas to date? Do you know how much it is costing the local school districts to date? I know that the superintendent in my local school district was quoted as saying that QPA had cost the district over \$200,000 last year. It seems that an incredible amount of money is being spent on an unproven approach to education.

We are losing more and more students from the public schools every year to private schools and homeschooling. Is there any research being done as to why they are leaving? Many of parents that I talk to have removed their children from public schools due to their perception of the schools and State taking over their children and teaching them things that they do not want taught to them, and they feel that the State is usurping their parental authority. This is why you have a form of the Parental Rights Bill popping up all around our nation. There is also the belief that the public schools have lost rigorous academics. I know of one parent who started to homeschool this year and was appalled to find out the lack of skills her daughter had in spelling, composition, and research skills, and her child is a bright child. Is it the State's job to be in opposition to parents and teach what it determines is right regardless of parents' wishes? I'm afraid that this smacks of another form of government.

I do appreciate your having hearings to try to judge the appropriateness of State-mandated QPA. I believe that you want to do what is best for our children without taking over parental roles or burning out good teachers. There is a nationwide resistance to OBE and State takeover. If the November elections indicate a strong desire for smaller government, eliminating compulsory QPA would be a step in that direction. In addition, the savings of taxpayer money also would help satisfy another desire of the citizens of our nation in general and of our state in particular. Whether QPA's cost is at the State level or at the local level, we, the citizens, ultimately pay for it.

Thank you for your thoughtful consideration of this issue.

Linda Holloway

To: State legislature
from: R.H. Cramer 201 Pine ,Wellsville 66092 ;10th district
Some musings concerning Quality Performance Accreditation.

feb 13, 1995

Albert Einstein once said "chemistry is too important to be left entirely to the chemists". As a retired educator with a background in chemistry, I think his statement applies to public education. Quality Performance Accreditation is an example of leaving education too much in the hands of educators.

The statements to follow are tips of icebergs and represent summations of hopefully rational thought.

I strengths

- a. school (not district) as the unit of analysis
- b. attempt to get public involvement--dissonance between councils and BOE's?
- c. reason for existence and right to remain so predicated on student performance over time.

II WEAKNESSES

- a. sad confusion between ends and means
- b. reliance on in-house indicators
- c. no mechanism for tracking students over time

III what to do to improve

- a. Revisit the original law (where the 3600.00 per student is found)...eliminate any of the 10 student performance measures that are not academic in nature; keep the rest and let them drive the system.
- b. track students over time with both the state measures and a nationally normed instrument such as the Iowa Tests of basic skills.
- c. for each appropriate disaggregated group-schools should be required to report the mean score and the percent (of students) meeting or exceeding the state standard.
- d. employ the American college testing battery as an exit measure.
- e. embrace the regents plan for high school preparation for the college bound and tech. prep students who may not wish to go to a 4 year university.

respectfully RHC

P.S. there is more..but I stop here and thank the chair and committee and the people who prevailed on me to do this.

House Education
Attachment 7
2-13-95

DATE: February 13, 1995
TO: The House Education Committee Members
RE: QPA/Outcomes Based Education
FROM: Pam Pettyjohn

I first became aware of the changes in my school and school district in November of 1992. It was then I realized that these changes were being implemented through QPA/OBE. Through further research I found that not only did we have QPA, but a total restructuring of the educational system was taking place not only in Kansas, but throughout the United States. As a parent I felt I had no voice or choice in this matter and in fact the majority of parents were oblivious to these changes.

Over the next two years I began asking questions of my school administrators, local school board members, state board of education officials, and legislators, concerning the necessity and the effectiveness of these changes. Instead of getting answers I was dismissed and perceived as a parent who had a problem with my child's school or with the public school system, when in fact I was trying to be a responsible parent and be involved with my child's education.

It is because of these experiences that I decided to educate my children at home. I see a dangerous trend in public education. The basics are no longer an essential part of a child's education. The following is a list of some of my specific concerns:

- The curriculum compels conformity as well as stifles motivation and individuality.
- OBE downplays the role of parents and takes away student's privacy.
- The elimination of traditional grading . The change from standardized testing which are knowledge based, to state assessment tests.
- The declining test scores on the knowledge based tests.
- The intervention of the federal government in our "locally controlled" schools via Goals 2000.

I would like to see our schools get back to the basics with their curriculum. Rigorous academic standards need to be set and met. According to all the research that I have seen this system of education has never been proven to be effective in educating children academically. There needs to be some accountability for this massive restructuring of education. It replaces time tested basic educational principles with theoretical esteem building programs, which are proven to be ineffective. This philosophy removes quantifiable assessment criteria and replaces it with subjective attitudinal testing. It no longer matters how much the student knows but places too much emphasis on how the student feels.

House Education
Attachment 8
2-13-95

I believe if QPA is repealed then we as parents would be able to go to our local school boards with our concerns regarding this "new educational" philosophy, and they would have to listen to us and take responsibility. I know that there are educators and administrators who are proponents of QPA, but I also know that there are just as many more parents and teachers who are opposed to QPA and would like to return back to the basics. If the majority of parents do not want these changes in their school or school district, then they should have the right to not participate. By repealing QPA we as parents could take back local control of our schools and have a voice in how our children are being educated.

Thank you for your time.

Pam Pettyjohn
Overland Park, KS

February 13, 1995

Testimony of
Jim McDavitt
Director
Kansas Education Watch

Proponent of HB 2092

I wish to thank the Chair of this committee, Rep. Chronister, as well as the members of the Education Committee for the privilege of giving testimony regarding HB 2092. I could give many reasons of why I believe QPA should be removed from legislative mandate.

I could cite the mission statement of QPA, where the state Board of Education says that it holds the responsibility for determining which values will be "necessary" for a child to have¹. But that isn't what I want you to remember about my testimony.

I could point out the confusion districts experience when they try to achieve "World Class Standards" using "Integrated Curricular Instruction"² when QPA says there is no answer to the question of what "Integrated Curriculum" is³.

I could ask this committee to remember what top down management produced in the first attempt of the Department of Education to write guidelines for the original "Outcome 8". This was the booklet from the State BOE which would have had students putting condoms on lifesize, anatomically correct mannequins⁴.

I could point out the math assessment guidelines which advise districts that testing a math student for just the correct answer on a math assessment is not the primary thing⁵. But, again, these things are not the one thing I would like to ask you to remember.

I could tell you about Health Education Guidelines which say that a learner must demonstrate that he/she is "responsible about sex, as if illegal teen sex could be responsible, and accepts peoples "sexual identity" and "human diversity"⁶. Or the "Process Module" which says that a "family" is any two people living together under one roof⁷. Values and philosophies which many local districts wouldn't want their kids to have to demonstrate.

I could show you that QPA says it focuses on local control, yet the state requires submission to 8 QPA Outcomes, 27 QPA standards, and 59 QPA Indicators. The state tells districts that all curriculum should be "outcome based"⁸, has final approval on all facets of improvement plans, including staff development, strategies and resources allocated. Further, the state controls the per pupil money and the statewide assessments. But even this is not what I want to make certain to tell you today.

What I need to give you today is a clear "nutshell" picture of why this program is not academic, and why it cannot bring "World Class Standards" to our state. I want you to know that in spite of

*House Education
Attachment 9
2-13-95*

the rhetoric about academic excellence, there are mechanisms in place which will prohibit that achievement.

In the booklet, "Guide for Building Outcomes Focused Curricula", it points out that Exit Outcomes, that is those outcomes which a learner should demonstrate prior to leaving the education system, are not to "define specific subject knowledge" nor "minimum competencies"⁹.

This begs the question:

"How can these outcomes be academic in nature if they are not to be knowledge or competencies?"

The obvious answer is that they cannot! If they are not academic, they have to be social. And that underscores the statement of Dr. Shirley McCune of Mid-Continent Regional Education Laboratory, introduced as the architect of QPA, in her speech to the 1989 Governors Conference in Wichita:

"We have got to go beyond the idea that we are here to fix up our schools.....what we are really doing is restructuring our society."

Kansas Education Watch urges you to **remove the statutory mandate of QPA** to allow districts to decide locally if they want to move in the direction of the social mandates crowd, or whether they want to concentrate on the historical mission of education and impart knowledge to their learners.

Jim McDavitt
Kansas Education Watch

¹Kansas Quality Performance Accreditation, July 1993, back cover.

²Kansas Quality Performance Accreditation, July 1993, page 3.

³Design for Building Outcomes-Focused Curricula, January 1992, page 2.

⁴Kansas QPA, Resource Document for Outcome 8, April 1992, page 5.

⁵Assessment! Assessemnt! Assessment!, January 1992, page G-4.

⁶Health Education Guidelines, June 1991, pages 25 and 27.

⁷Process Module, January 1992, page 85.

⁸Kansas Education for the 21st Century, page ii, Direction 3.

⁹Design for Building Outcomes-Focused Curricula, page 19.