

Tuesday, March 12, 2024

MINUTES



Kansas State Board of Education

Call to Order

Chair Haas called the Tuesday meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, March 12, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:06:30)

Roll Call

The following board members were present:

- Mrs. Betty Arnold
- Mr. Dennis Hershberger
- Dr. Deena Horst
- Jim Porter, Vice Chair
- Mrs. Melanie Haas, Chair
- Mrs. Cathy Hopkins
- Mrs. Ann Mah
- Mr. Danny Zeck

Not Present: Mr. Jim McNiece, Mrs. Michelle Dombrosky

State Board mission statement, Kansans Can Vision statement, silence, Pledge of Allegiance

Chair Haas read both the board’s mission statement and Kansans Can Vision statement. She asked for a moment of silence after which the Pledge of Allegiance was recited.

Approval of the Agenda

The Chair asked for a motion to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Hopkins requested g be pulled off the consent agenda and voted on separately. Mr. Zeck asked for removal and discussion of consent agenda item c.

Dr. Horst moved to amend the agenda: Items 8 (e) and 8 (c) will be taken off the consent agenda for discussion. Mr. Hershberger seconded the motion. Motion carried 8-0.

Motion
(00:08:50)

Approval of the February 13 & 14, 2024 minutes

The Chair asked for a Motion to approve the minutes of February 13 & 14, 2024.

Mrs. Hopkins moved to accept the minutes of February 13 & 14, 2024 as written. Mrs. Arnold seconded the motion. Motion carried 7-0-1, with Mr. Hershberger abstaining as he was not present at the February meeting.

Motion
(00:09:21)

Commissioner’s Report

Dr. Watson opened his report by thanking the board members for their activity in the previous month, especially those who spent time at the various education service centers.

(00:10:00)
Dr. Watson

He shared some thoughts about March Madness and quizzed the board about Kansas basketball trivia. Kansas girls have been playing competitively since 1973 and the boys since 1923. He asked which boys/girls’ school has won the most state championships? The boys’ champion is Kansas City Wyandotte (KC High School). The girls’ champion is Bishop Miege in Kansas City. He pointed out how sports championships engender a great deal of excitement; academic achievement is just

as important but is not an event; it is something that happens over time. The board is responsible to set goals, for instance a 95% graduation rate. He shared many 2023 school districts reached that goal and there was no grand celebration, but in fact, academic achievement is as exciting as a sports championship.

On the other hand, 15 districts in Kansas were below 80% graduation in 2023. There is work to be done, Dr. Watson stated. We must work to turn things around. The same is true with post-secondary effectiveness. Many districts are achieving excellent levels, and some are below.

Next month there will be a receive item, the state ESSER funds, which have been extended to July 1, 2026. There is no new money, but present funds must be spent over the next two years. He listed these recommendations:

Post Secondary Transition – \$1 million to Hire Paths

Professional Development - \$300,000 to Kansas Leads

Statewide Training – \$10 million to LETRS, math proficiency training and STEM enhancement

Assessment Assistance – \$5 million, enhanced interim assessments and Fastbridge

Principal/Superintendent Training: \$1.5 million

Training with high quality instructional materials - \$5 million

Registered apprentice program - \$500,000

Dr. Watson took a moment to remember and honor Ken Willard, a long-time member of the board, who died recently. Mr. Willard was known for many things but in particular he was respected for his ability to work with those of different political ideologies. Mr. Hershberger mentioned that he knew Mr. Willard and was able to attend the funeral. He shared that Mr. Willard was a navy veteran and a soloist. Dr. Horst added that Mr. Willard served as the board's legislative liaison.

Citizen's Open Forum

(00:30:45)
Forum

Chair Haas opened the forum and invited the first speaker to come forward.

Keri Haberer, representing the Kansas World Language Association (KWLA), is a teacher of world languages. KWLA strongly supports including world languages in the new Kansas graduation requirements. She gave many examples of how valuable knowing other languages can be for an individual, particularly for those who are entering the job market.

Patrick Cassidy, private citizen, is on the parishioner board of Christ the King Church. He requested that the board continue the "conditional" accreditation for Christ the King school in Kansas City and not "fully" accredit them. He offered many reasons why the school of his parish is not successful, and in all likelihood, as he understands it, the school will be closed at the end of the spring semester. He urged the board not to fully accredit his parish school.

Presentation on Teacher Retention Survey

Dr. Brett Church, Associate Professor of School Leadership, Emporia State University, gave a presentation on the issues of teacher retention and teacher engagement. For the past few years, he, along with Dr. Luke Simmering, an industrial organizational psychologist, have created a survey for teachers, to gather information on teacher experience in Kansas and learn what factors increase retention. Working with the major Kansas education organizations; Kansas Association of State Boards (KASB), Kansas National Education Association (KNEA), United School Administrators of Kansas (USAKansas); as collaborators through funding and public support of the survey; has greatly empowered the scope of the research. The two surveys have engendered a strong response, 20,000 in 2021 and 24,500 in 2023. The educational organization partnerships have been a great help in encouraging teachers to respond and take part in the survey.

Teacher turnover has a tremendous impact economically for schools and communities. There is a high cost to replace a teacher, approx. \$20-30K. The 2023 survey showed there is a 31% increase in Kansas teachers leaving the profession.

Dr. Church explained the structure of the survey and the research model. Key insights are:

1. Engagement matters. Engagement is a significant driver of educator retention. If we want teachers to stay in the profession, they need to feel engaged. Engagement is the involvement and enthusiasm of employees for their workplace. Of the 11 questions asked in this area, the 2023 lowest score was connected to the question, "Is my voice and opinion valued." This is an area that needs to be focused on by administrators. The highest area was "I have someone at work who cares about me."
2. The highest areas of satisfaction were communication with my principal, the opportunity to work with a diverse student population, good relationships with colleagues, and location of district. The lowest areas were society's view of the teaching profession, salary and salary growth, support of administration for challenging student behaviors, cost of health insurance, and tuition reimbursement for professional development.
3. There has been a rise in teacher disengagement from the first survey (2021) to the second (2023). The demographic that is most likely to leave the field of teaching are those with 4-11 years of teaching experience (31% of Kansas teachers), those who have children attending school outside of their district, educators holding a second job, and those holding a specialist or doctoral degree.

The results of the survey are available in a statewide or district format. The district format is something the district must pay for. District level drivers allow local administrators to make very specific changes that are appropriate for their buildings. Dr. Church focused on one district, Piper School District, which took the information from the 2021 survey and focused on making changes. For instance, a common issue was the ability to secure a substitute. The district took action and focused on this. Support for handling challenging student behaviors resulted in the district offering professional development and hired two new assistant principals. Class size was a low satisfaction driver and the district created consistent district teacher to student ratios and hired four new teachers to reduce class size. In response to teacher's struggle with a lack

of support for students' social-emotional needs; they provided professional development and offered mental health therapists for students at school. Health insurance became a focus of the negotiations package, and the district worked to improve society's view of the teaching profession by focusing on outreach and communication to the community to show support for teachers, added a \$100 enrollment credit for each child of a district employee living in the district and removed the cap on years of experience that transfer in when a teacher joins the district. These factors made a difference. The 2023 survey showed a great improvement in teacher responses in the Piper District.

Dr. Church noted that not only were these specific areas important, but the very fact of the survey showed that the teacher's voice and opinions were valued. Teachers spoke through the survey and the administrators responded directly to their opinions.

Winners of the 2024 Milken award for excellence in teaching

Denise Kahler, Director, Communications, introduced the two teachers who were surprised with a Milken award last month. The recipients are nominated by their district and are not aware of the award until a school-wide assembly where someone from the Milken family speaks their name and gifts them with a \$25,000 check.

Recipients:

Alex Lahasky, Social Studies Teacher, Blue Valley West High School, Blue Valley USD 229.
Matt Mayeske, World History and Geography, Gardner Edgerton High School, Gardner Edgerton, USD 231.

Mr. Lahasky gave a stirring speech about the power of historical empathy. Here is a section of his speech (the full speech can be found at the conclusion of the March 13, 2024 minutes):

"A good history education doesn't teach students what to think. It teaches them how to think. My colleagues in this profession do this by examining multiple perspectives, challenging biases, and developing evidence-based reasoning skills in our students. It is nearly cliché in my line of work that a strong social studies education is critical for the survival of the republic because we must produce thoughtful, informed, and engaged voters. But the humanities may also cure our social ills as they relate to partisanship and political polarization. Because history in particular provides students the opportunity to practice a social and emotional skill that we seem to be increasingly lacking: empathy."

Likewise, Mr. Mayeske shared many photos of his school community and shared the two things he believes educators must do:

- Completely engage the young people that come through
- Take that engagement and model it to get the kids curious about the world around us.

Mr. Mayeske encourages active, involved activities for his students. He starts his students with a question of the day and has his kids actively respond. He never has a silent class. When he teaches; he doesn't sit down. His teaching style is to engage at

(01:41:43)

(01:44:35)
Lahasky

(01:54:34)
Mayeske

all times with his students. He leads many clubs in school and coaches track.

Above all, Mr. Mayeske wants his students to become confident, expressive, active advocates in any environment and graduate as competent, confident individuals who can make their way in the world.

Recess for Lunch (1.5 hours)

12 Noon

Public Hearing on proposed Professional Practices Commission (PPC) regulation amendments

(03:26:02)

Chair Haas opened a public hearing on the proposed regulations to the Professional Practices Commission Regulations 91-22-1a. There were two persons testifying in person and one written-only document.

Livestream started late

Kimberly Streit Vogelsberg, General Counsel, Kansas National Education Association (KNEA), spoke in opposition to the PPC regulations. KNEA objects to any changes which diminish educators' ability to receive notice of complaints and defend against them. The changes in the regulations shorten the window to file an answer, remove the complainant's obligation to provide an address for a licensee, and permit default actions to go straight to the State Board for action. Placing the burden on the licensee to request copies of documents referenced in the complaint make it even harder for the teacher to defend themselves.

Linda Sieck, former PPC Chair, retired classroom educator, spoke in opposition to the changes which she believes limit the discretion of the PPC. In her experience many of the cases that were brought to the Commission were minor, such as a teacher who stole a few bananas and some person hygiene products while in college. Another accidentally walked out of a convenience store forgetting he had put something in his pocket, because he was holding sodas (which he paid for). These cases can take many hearings and a great deal of time away from classroom duties. Often a teacher is put on administrative leave while a complaint is investigated. She believes the Commission needs more latitude to dismiss cases that are minor infractions, and these amendments would not allow that kind of discretion for the PPC.

Written only document:

Rachel England, Shawnee Mission School District, General Counsel, wrote in support of the amendments and noted that the changes simplify the process for filing a complaint and remove unnecessary delays in the hearing/decision processes. The changes are common sense, she wrote, and will allow other cases to be resolved more efficiently while still allowing teachers to contest and be heard on complaints.

Student Showcase: Maya Smith, Kansas journalism student of the year

(01:16:02)

Denise Kahler introduced Maya and her teacher, Barb Tholen, journalism teacher at Lawrence High School(LHS). Miss Smith, senior at LHS, was awarded the honor on February 21st during a surprise ceremony. Maya is the editor-in-chief of the LHS Red and Black Yearbook.

Maya Smith

Maya shared some of her photojournalism and described her experience working on articles. The process of applying for the Journalism Student of the Year involved gathering an extensive portfolio which took her over two months to assemble. She was interested in photography and

then started working on the yearbook which taught her about graphic design. Maya found a passion for breaking news and started writing articles about local events. Leadership skills, coaching writers, advocating for the yearbook, learning to be disciplined (creating her portfolio), were all skills she has learned through this process.

Receive recommendations of the Evaluation Review Committee for higher education accreditation and program approvals

(03:46:50)
Higher Ed

Dr. Catherine Chmidling, Assistant Director, Accreditation and Design, submitted recommendations regarding educator preparation accreditation for Kansas State University and program approvals for Bethel College, MidAmerica Nazarene University, Pittsburg State University, Tabor College, University of Kansas, and Wichita State University. The recommendations (to be voted on in April) are as follows:

- Kansas State to receive "Accreditation" status through 12/31/2030
- Bethel College "Approved" for programs in chemistry and speech/theatre through 12/31/2030
- MidAmerica Nazarene University "Approved" for music and science through 12/31/2030
- Pittsburg State "Approved" through elementary NAT, LERP, UG, MAT, Standards 107, Science of Reading through 12/31/2030
- Tabor College "Approved" for programs in music through 1/31/2030
- University of Kansas "New Program Approved with Stipulation" through 6/30/2026
- Wichita State University "Approved" programs in math 5-8, and 6-12 through 12/31/2029.

Shawnee Heights High School Choraliers Choir

(03:58:39)
Choraliers

Director Nicholas Carr lead the choir as they performed (in stunning and sensitive fashion) four selections: Somewhere Over the Rainbow, Sicut Cervus by Palestrina, Oh Shenandoah, and Sing Me to Teaven by Daniel Gawthrop. The choir filled the boardroom with life and hope. The board gave them a standing ovation when they finished.

Agriculture in the Classroom and Cafeteria

(04:21:39)
Agriculture

Kelly Chanay, Director, Child Nutrition and Wellness, began by introducing Barb Depew who oversees the Farm to Plate programs. She went over the various grants they have obtained and shared some of the programs that bring agriculture into the classroom, and even into the cafeteria. As an example, one of the finest Kansas school ag programs, Dragon Farms, was highlighted. Aubry Ross, USD 250 Pittsburg High School science instructor, along with students Makenzi Hurlbert, Benjamin Huges and Topanga Taylor, and Summer Warren, Food Service Director at the high school, were present to share their experience of being part of hydroponic gardens. These gardens were set up in large shipping containers outside of the school. The greens that were grown were used in the school and community. The students even brought samples for the board members to try! Each student spoke and shared how the program has impacted their life.

School Improvement and KESA 2.0 Update

(04:45:50)
KESA

Dr. Ben Proctor, Deputy Commissioner, Learning Services, introduced this month's update on KESA 2.0 and asked Dr. Jake Steel to explain the Coordinating Committee work. Dr. Steel started by explaining the School Improvement Model, which will be introduced in detail during the April

meeting. This model is the core of the KESA 2.0 initiative. As the leader of the Coordinating Committee, Dr. Steel noted that he is the coordinator of the coordinators. He spoke about the challenge of *using* all the data that is available from student performance, and making decisions about how to best access the outcomes that are generated from data to make improvements for individual students. Superintendents and school leaders have so much data they can access, however, the key is to focus on what areas in school can be influenced by policy changes, initiatives, curriculum, etc. and which changes will have the most impact. The State Board has set desired outcomes, such as Social Emotional Learning (SEL), and those are taking into account when making decisions about which programs to focus on. School improvement days, specific days when leaders sit down with trained colleague facilitators, are going to be key to the process of assessing and evaluating areas that need to be and can be improved upon. Service Centers are an area of collaboration for systems and leaders.

Dr. Proctor continued, describing KESA check-ins with KSDE Accreditation and Design staff members, as well as staff visiting service centers. They are planning informational sessions around the state this spring and through the summer. Staff have met with the Accreditation Advisory Council (AAC), the Accreditation and Design Cabinet, the Accreditation Review Council and shared the developments of KESA 2.0.

Next month, there will be a major update to the board which will include the school improvement model, a timeline for the implementation of KESA 2.0, an overview of the school improvement day collaboration process and the facilitator training process.

Act on Recommendations of Professional Practices Commission (PPC)

Scott Gordon, General Counsel, introduced the cases before the board today. There are two items, and both are recommendations for issuing a license with public censure.

(05:07:15)
PPC

Mrs. Arnold moved that the Kansas State Board of Education adopt the findings of fact and conclusions of law of the Professional Practices Commission and grant the licenses in 22-PPC-49 and 23-PPC-15, both subject to public censure. Dr. Horst seconded the motion. Motion carried 8-0.

Motion
(05:12:10)

Receive Graduation Minimum Requirement Regulations

Scott Gordon prepared the board for the public hearing that will be held at the board's May meeting. At that meeting the board will receive the proposed regulatory language for K.A.R. 91-1-35, which establishes the minimum requirements that accredited school districts must include in their high school graduation requirements. These were approved last year and now will go through a public hearing and then ultimately be approved or denied by the board.

(05:27:37)
Graduation

Mr. Gordon went over the primary changes, comparing the present graduation requirement with the updated proposed requirement:

- At least one-half unit of the four units required for English language arts (ELA) must be in communication
- The previous requirement for a full unit of physical education is replaced by a minimum one-half unit of physical education and one-half unit of health education
- There is an added requirement for one-half unit of financial literacy
- Added requirement for one unit of advanced science, technology engineering, advanced

math, or another similar STEM course

- Proposed electives are lowered to four and one-half units (from six)
- Postsecondary outcomes: must achieve two or more accomplishments approved by the KSBE that demonstrate the pupil will be a successful Kansas high school graduate. The list can be changed by the board without changing regulations. On the list are such items as: 9+ college hours, 90% attendance in high school, JROTC, Eagle Scout, CTE Scholar, etc.
- Proposed FAFSA completion
- A unit may only satisfy one graduation requirement at a time
- There is a waiver of Kansas history and government course.

The effective date for these changes will be the semester after the board approves the changes and they will affect the students entering ninth grade.

Receive Accreditation Review Council's (ARC) system accreditation recommendations

Dr. Ben Proctor reviewed the systems to be received today. The background of this request is there are 29 systems that have been conditionally accredited and are to be looked at during 2023-2024 for a redetermination of whether they can be accredited, having met the conditions set for them, or if they need to continue to work toward full accreditation. This past February, the Accreditation Review Council (ARC) met and took action on thirteen systems which they determined have met the conditions and can be fully accredited.

(05:55:49)
ARC

These systems are:

- Z0029- 8565 Christ the King
- Z0066-9929 Life Preparatory Academy
- USD 216 Deerfield
- USD 261 Haysville-Campus
- USD 314 Brewster
- USD 349 Stafford
- USD 397 Centre
- USD 398 Peabody-Burns
- USD 401 Chase Raymond
- USD 419 Canton-Galva
- USD 422 Kiowa County
- USD 500 Kansas City
- USD 504 Oswego

It was noted that Christ the King school in Kansas City will likely be closing at the end of this semester. Dr. Proctor will have more information on the status of Christ the King at next month's presentation.

Update on Literacy Requirements for Teacher Licensure

Shane Carter, Director, Teacher Licensure, started with background information on literacy requirements. During the February meeting, the State Board approved the Kansas Education Framework for Literacy. Within the framework, requirements were specified which require action by the Teacher Licensure team. Specified requirements include: EPP standards review, EPP program reviews, licensure testing requirements, and developing options to track the demonstration of structured literacy knowledge.

(06:26:54)
Licensure

The next Education Preparation Program (EPP) standards review the board will be voting on will be Early Childhood Unified which is scheduled for a date in April and will be brought to the KSBE no earlier than August, based on the availability of the review team (which consists of volunteers). This endorsement would allow a teacher to teach general content to birth-K and birth-3 children. It would cover both low and high incidence in Special Education.

Education Preparation Program reviews over the next 90 days are with Newman University, Bethel College, MidAmerica Nazarene University, Pittsburg State University, University of Saint Mary, and Wichita University. These programs have all signed assurances that structured literacy is addressed within their teacher prep courses.

The options to verify structured literacy knowledge begin with pre-service, that is teachers who are preparing to teach in future. The most important change is the elementary standard that was updated in February 2024. Universities are now verifying that students taking teacher training are being taught structured literacy. At present there is a Praxis Elementary Content Exam which includes four subtests. The ELA subtest incorporates teaching reading for elementary. This test is being reviewed and will be a consent agenda item to KSBE in May if it is approved.

Options for veteran educators to be assessed in terms of structured literacy are: (1) completing professional development training (in structured literacy) or (2) passing an approved test. The professional development training *might* be for all elementary teachers, administrators, school psychologists and reading specialists. LTRS training is an excellent option and also Pathways to Proficient Reading (IDEA approved), Keys to Literacy, KBOR Literacy Blueprint approved training, or other solutions approved by the State Board. Test options hopefully will be approved by July 1, 2024. Possible options are ETS (teaching reading elementary), teaching reading K-12, ELA Subtest, Pearson: 120 Foundations of Reading, or Knowledge and Practice Exam for Effective Reading Instruction.

Finally, Mr. Carter shared, there will be a need to track veteran teacher training options. There are two possibilities:

- Track annually within the Licensed Personnel Report. This would mean creating a new data collection set within the EDCS common authenticated application system and would be implemented in the 2025-2026 school year.
- Track by individual with the licensure renewal process. Structured literacy competency could be required for licensure renewal as of July 1, 2026, for elementary teachers, administrators, school psychologists, and reading specialists.

The meeting was recessed by Chair Haas until Wednesday, March 13th at 10.

(07:09:50)
Recess

Melanie Haas, Chair

Deborah Bremer, Board Secretary

MINUTES

Kansas State Board of Education



Wednesday, March 13, 2024

Chair Haas reconvened the Wednesday meeting of the Kansas State Board of Education at 9:00 a.m. Wednesday, March 13th, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

(00:04:18)

ROLL CALL

The following board members were present:

Mrs. Betty Arnold	Mrs. Michelle Dombrosky (on Zoom)
Mrs. Melanie Haas, Chair	Mr. Dennis Hershberger
Mrs. Cathy Hopkins	Dr. Deena Horst
Mrs. Ann Mah	Mr. Jim Porter, Vice Chair
Mr. Danny Zeck	

Members not present: Mr. Jim McNiece

Bus Safety Presentation

Dale Brungardt, Director, School Finance, introduced Keith Dreiling, KSDE School Bus Safety Unit Director, who will discuss the regulations for Kansas school buses and the stop arm situation. Mr. Dreiling shared a PowerPoint presentation which he normally uses to share information with local school bus supervisors and directors. He reviewed the regulations which govern the establishment of all school routes and stops, loading and unloading of students, special consideration for road conditions and safety concerns, and regulations which state a transportation supervisor shall not establish stops on any interstate highway, state toll road or limited-access highway. Also, Mr. Dreiling highlighted the regulation that students cannot cross more than one lane in each direction excluding the turning lane.

Bus Safety

When a school bus stops to load or unload students, they turn on the amber flashing lights at least 200 feet but not more than 1,000 feet before every stop for a student and then they must activate the stop arm and turn on the red lights. Mr. Dreiling explained that loading and unloading the bus is the most dangerous time for students. He noted if the bus driver can load students off the roadway, in a parking lot or pull off, KSDE encourages that. If the students must cross the roadway, they can only cross in front of the bus. The driver looks to make sure the road is clear and then gives the student(s) a sign that they can cross in front.

The school bus is not to stop on the shoulder. Doing so confuses traffic. They must stop in the right lane. However, many drivers do not stop and will pass the bus on the left or sometimes even on the right, between the bus and the shoulder. Mr. Dreiling showed a terrifying video of an 18-wheel truck passing on the right between the bus and the students.

Yearly, safety experts estimate 16 million drivers pass buses on the left and right. Kansas

Kansas leads the world in the success of each student.

participates in a one-day count, shown in this chart:

Kansas One Day Stop Arm Violations						
	Districts Participating	Buses Participating	AM	Mid Day	PM	Total
April 2013 *	No Data	1,858	249	50	276	575
April 2014 *	No Data	2,221	334	77	387	798
April 2015 *	No Data	2,228	488	88	515	1091
April 2016 *	No Data	2,163	421	52	520	993
April 2017	188	2,527	310	39	342	691
April 2018	214	3,347	453	58	519	1030
April 2019	220	3,300	410	86	544	1040
April 2021	240	3,355	423	25	487	935
April 2022	184	2,669	342	54	486	882
April 2023	223	2,857	300	29	347	676
<p>*Source: National Association of State Directors of Pupil Transportation Note: No data collected in 2020 due to COVID-19 school closings</p>						

Mr. Dreiling noted that last year, 2023, in a one-day sample there were 18 people who passed on the right side of the bus. He estimates that on one school day in Kansas there are approximately 1000 people who pass on the left or right side of the bus.

House Bill 2251 (2020-23) introduced a law that would allow school districts to put cameras on the buses and ultimately result in fines to illegally passing drivers. The violation would be a civil penalty of \$250. The bill recommended hiring a business that does this, putting cameras on the bus at no cost, the violation is captured, a ticket would be sent to the driver. The ticket would be based on the digital recording, but monitored by trained law enforcement.

Mr. Dreiling ended by saying that school buses transport an incredibly special cargo and our most precious resource...our kids.

Representative Scott Hill joined the conversation. He brought the issue up to the board in February and today continued to express his concern about this issue. He discussed the present bill HB 2251 and explained that the bill was not able to get a hearing and is no longer viable. Evidently there is a concern that the bill has a privacy issue. Being given a ticket by an automated camera is problematic for some in the legislature. In Kansas there are no provisions for this type of civil penalty being assessed by automation, as opposed to police or state troopers. The Speaker of the House is not comfortable establishing civil penalties for this violation. He hopes to re-introduce the bill next year if he is re-elected. However, he posed the question whether it is possible to do something similar without legislative action. Rep. Hill offered a suggestion that cameras could be put on busses and violations posted publicly, for instance on Facebook. He suggested that people being embarrassed on social media might be more effective than a civil penalty. He would encourage a change in regulations to provide more protection to children, to state whenever possible that children are not exposed to oncoming traffic.

Mrs. Dombrosky offered the idea that when adults get their driver's license renewed the bus laws should be reviewed.

Presentation on An Update on Kansas Math Education

Jennifer Hamlet, STEM program manager, shared performance levels in terms of math scores, for the years 2021, 2022, and 2023, for all grades, breaking down those categories into free and reduced lunch/general population.

(00:57:10)
Math

Using the KESA 2.0 school improvement model she correlated how the lead indicators were connected with the existing structures of support, and ultimately how the four fundamentals: structured literacy, standards alignment, balanced assessment system and quality instruction each connect with math education.

Standards Alignment is expressed through:

- evaluation tool for curriculum
- vertical alignment
- walk-through tool for administrators
- scope and sequence
- progressions documents updated
- teacher guidance document.

Quality Instruction:

- effective mathematics teaching practices
- fluency
- evidence-based teaching strategies
- depth of knowledge.

Mrs. Hamlet covered the standards for math practice and effective mathematics teaching practices. She demonstrated with the board how memorization/rehearsal strategies

(memorizing the times table for instance) are not effective. She led the board members through doing math mentally, and quizzed the board on how they were “naturally” doing mental math. Strategies such as using 10 as a base, halve and double, break apart method, and other ways of solving problems were shown.

Finally, Mrs. Hamlet covered the Kansas Math Project (KMP) which is an instructional resource teachers can use to strengthen their content knowledge.

The Chair asked the board to approve the agenda for today, inserting Dr. Frank Harwood, who was detained in the legislature yesterday, at approximately 12:20 p.m. Dr. Horst moved to approve Wednesday's agenda and Mrs. Arnold seconded the motion. Motion carried 8-0-1. Mrs. Dombrosky abstained.

Motion
(01:50:30)

Receive Memorandum of Understanding (MOU) with Kansas Board of Regents (KBOR) for establishment of the Kansas Advisory Council for Indigenous Education (KACIE)

(01:51:39)
KACIE

Board member Mrs. Mah introduced Eric Davis, superintendent in Royal Valley, Jancita Warrington, Executive Director of the office of Native American affairs. and Dr. Alex Red Corn, Executive Director of Kansas Association of Native American Education (KACIE). Mrs. Mah explained the history of establishing an advisory council from the Native American community with the purpose of serving the 10,000 Native American students that attend Kansas schools. That council has been created and today Mrs. Mah and Dr. Red Corn presented an MOU between KSBE and KBOR establishing KACIE as a permanent council. KBOR and the four sovereign Native American tribes in Kansas have already approved this MOU and now it is up to the board will vote on it at the meeting in April.

Dr. Red Corn is a professor at K-State and the recipient of 2023 O'Brien award for human rights education. He gave an overview about collaborative co-governance structures. Many states have established these types of collaborative councils.

State Assessment Development and Analysis

(02:00:30)
Testing

Beth Fultz, Director, Career Standards and Assessment services, introduced Dr. Kingston, Director of the KU Achievement and Assessment Institute.

Dr. Kingston introduced this subject by noting test development is a collaborative process, involving educators, students, KU staff, KSDE staff, and the board members. Psychometricians are scientists who are trained in the theory and technique of measurement. Psychometrics is concerned with the objective measurements of intelligence learning outcomes, and educational achievement. A balanced assessment program aims to offer educators multiple sources of data at different levels and intervals so the teachers/administrators can make informed instructional decisions and document student's progress and growth over time. The test development process starts by reviewing Kansas content standards. The test specifications are developed, and these test items are reviewed with Kansas Educators and KSDE staff. The tests are then assembled and analyzed and reviewed by teachers and KSDE staff. Finally, they assemble and administer the operational test form. Each item and test is analyzed and post-testing is looked at carefully. Teachers are key in developing the test questions, reading passages, mitigating potential bias and they help field test the items to see which are most effective to identify student knowledge.

A psychometrician is a scientist who applies statistical modeling to ensure tests are effective, unbiased, and make sure the tests are as helpful as possible to assess student knowledge and assist teachers in helping students improve.

Common Benchmark Assessments and Analysis protocol

Mrs. Fultz introduced a team of Kansas experts who create and analyze educational assessments, Dr. Zach Conrad who is the Executive Director of Data, Evaluation, Research, and Assessment at USD 500, Kansas City, and Spencer Brown, from USD 233 Olathe Public Schools.

(2:50:25)
Assessment

Dr. Conrad began by showing a photo of three different types of thermometers, each created for a different purpose. There is no best thermometer, he stated, but each assessment tool is designed for a particular purpose. In the same way, assessments are designed to measure different aspects of learning.

Most assessments are norm-referenced and they simply line students up in terms of ability. For instance, the test can evaluate whether a student reads at a more efficient pace than the other students. Many assessments operate this way, a yes or no, two groups, but it is not a reliable feedback source to provide information for a teacher then to take and actually work with an individual student to fill in what is missing in their ability.

One of the challenges is a student cannot take a test of 200 items to answer, “does this child know how to subtract and multiply.” A psychometric expert has learned how to ask and what items to ask to answer: who, what, why. Instead of a teacher saying: our student has a score of 20 and is in the 60th percentile and scored above the cut. What we want is a teacher who can say: this student is doing very well in addition and subtraction but needs to work on division skills. That is a specific tool which can help a student improve. Dr. Conrad stated that this is the type of test that doesn't just put a student into a group or percentile but can isolate the skills that need to be worked on so that an individual student can improve.

A balanced assessment system uses different types of tests to assess over time, because, Dr. Conrad argued, learning is not an event, it is a process. He showed a photo of a Roman arch, which is held up by a keystone and the very top holds it all together. A benchmark assessment is like the keystone. If an interim test (tests in the classroom after specific instruction) shows that the students comprehend, that's great and a teacher can move forward. If not, the teacher may need to re-play that instruction to make sure it is understood by the students. The teachers are using the state standards, and they can't reteach the standard over and over, but a benchmark test can isolate the standard that the student is missing, and that specific standard can be something the student can work on and catch up.

Spencer Brown, from Olathe Public Schools, spoke about Formative vs. Summative Assessments. John Hattie, education researcher with an expertise in performance indicators, from New Zealand, says “Formative is tasting the soup in the kitchen, Summative is putting the soup on the table.” When the cook tastes the soup, it is formative. This action provides immediate feedback. The cook can then adjust and make the soup better. This is similar to a teacher giving a formative test and noticing which students need more instruction in specific areas (adding salt to the soup). This type of test is given during the learning process, and it

guides where the learning is headed. A summative test evaluates the final product. Here is the soup, there is no more adjustment. Now the evaluation and judgement is made on where the student's learning has ended up. A state assessment is summative.

In Olathe, Mr. Brown noted, they talk about whether learning is a process or an event. The answer to this question changes how learning is assessed. Dylan Williams, emeritus professor of educational assessment at the UCL Institute of Education, says assessment is "I ask you to do something, I watch what you do, and I draw an inference." Brown noted that if that describes an assessment; we should be assessing all the time. Math skills for instance build on each other so a second-grade skill is a foundational understanding for a student later in geometry and in calculus. Mr. Brown referred to math skills as ruthlessly cumulative.

Mr. Brown gave examples showing how to analyze a student's performance on a test and interpret the score in terms of helping the student learn. The challenge is how to let the teacher know what the test feedback is for each child and then how to let the student know what skill they need to work on. He noted that in order to find out what skills are missing; assessments must be rigorous. As he stated, "If you never see a student be unsuccessful, can you fully understand what that student needs?" Teaching a child how to think, how to walk into a novel situation and say, "I know how to do this," is the goal. So testing to understand if a student has learned concepts in a deep way, in a way that the skill is actually part of their ability, and not just part of their memorization, the test needs to be crafted for the student to use ongoing skills or to fail and reveal what needs to be worked on.

It is vital to protect a student's well-being and focus on the task of growing, rather than simply say "this child can't do math." Ruth Butler, School of Education, Hebrew University of Jerusalem, looked at task involving and ego involving properties of evaluation, in 1986 looked at how to make feedback to students that is meaningful and drives them forward. Task teaches us how to move forward. Ego says what does this tell me about me as an individual.

We don't want teachers to let a test dictate what we think about ourselves. When we see a test result as ego, then we tend to protect our well-being. The same is true for students. We don't want to say, "this student can't do math." We need to be on the task side, not looking at a test result as either a judgement about the teacher or the student.

Mr. Brown went on to show examples of students work on tests, how the teachers can specifically observe from the tests what skills and standards the student is struggling with, and parents can also be brought into the conversation and can become part of the task moving forward approach that this type of testing encourages.

Dr. Conrad returned to the podium and shared that they took the assessments that already exist and built a new type of test with the end in mind, that they needed to give teachers direct feedback so that they know the who, what and why. They went to the drawing board and designed something specifically for this purpose. To give teachers access to the test questions and student answers, that it is predictive, that it has some reliability, that it can be delivered in a formative way and so all the boxes got checked, to do all that we had to design something new. He noted this is an ongoing process and working together with others in the larger school districts allows them to innovate. At the end of the day teachers need to read the thermometer

and figure out how to help students move forward in their learning.

Receive Staff Response and Act on Pending Amendments to the Professional Practices Commission Regulations

Scott Gordon gave the KSDE staff response to Tuesday's public hearing (March 12, 2024, at 1:30 p.m.) supporting the recommendation of the pending amendments to the Professional Practices Commission (PPC) Regulations. Addressing the comments from those testifying against the amendments, Gordon noted that in the past there has been a large backlog of PPC cases, and that has been eased by the board giving more leeway to the KSDE legal office to deal with the smaller/minor cases directly. However, there is still a need to clarify some of the regulations.

Mr. Gordon went through each of the objections (set forth by Kansas National Education Association (KNEA) and responded and recommended the underlying amendment.

After a brief discussion, the board voted by roll call on the following motion:

Mr. Hershberger moved that the Kansas State Board of Education adopt the proposed amendments to its Professional Practices Commission regulations K.A.R. 91-22-1a, 91-22-1b, 91-22-2, 91-22-5a, 91-22-9, 91-22-22, and 91-22-25. Dr. Horst seconded the motion. A roll call vote was in order because this is a change in regulations.

Danny Zeck – District 1 voted yes

Melanie Haas – District 2 voted yes

Michelle Dombrosky- District 3 voted yes

Ann Mah – District 4 voted yes

Cathy Hopkins - District 5 voted yes

Dr. Deena Horst - District 6 voted yes

Dennis Hershberger – District 7 voted yes

Betty Arnold – District 8 voted no

Jim Porter – District 9 voted yes

Motion carried 8-1. Mr. McNiece was absent.

Legislative Matters

Dr. Frank Harwood, Deputy Commissioner, Fiscal and Administrative Services, stated that the months of committee hearings are finishing up and now bills are being passed by the House and Senate, conference committees will be meeting to negotiate differences in Senate/House bills.

The bills that directly impact the Kansas State Board of Education are:

HB2612 – requiring school districts to follow all state laws. No Action.

SB407/HB2521 – requires KSBE to authorize licenses for teachers who complete alternative teacher certification program. Passed House K12 Budget. To be voted on.

HB2669- Mental Health Intervention team moved to KDADS.

SB501/HB2785 Transfers Parents as Teachers. Blessed.

SB 386/HB2485 Current year enrollment. Passed out of committee.

HB Sub for SB 387 Large bundle of various education bills – open enrollment, legislative option to purchase school district buildings, virtual school students participating in KSHSAA events, establishes Education Funding Task Force (abolishes the Special Ed Task Force), At Risk plan,

(03:50:30)
PPC
Regulations

Motion
(04:22:00)

(04:37:49)
Legislative

virtual school state aid for adult students, special education funding, and the Governor's education budget recommendations.

Dr. Watson noted that things move quickly from this point as bills move to the floor and then in conference committees these large mega bills will be created, and the legislators will only be able to vote yes or no.

Consent Agenda

Items (c) and (e) were removed from the consent agenda on Tuesday for discussion. Kelly Chanay, Director, Child Nutrition and Wellness, and Shane Carter, Director, Teacher Licensure, both spoke with the board about the items related to their area. Mr. Zeck offered some insight about advertising and Mrs. Hopkins asked questions about licensure waivers.

The consent agenda (without c. and e.) was passed 8-0-1. Mrs. Dombrosky abstained. Mr. McNiece was absent.

The following items were on the consent agenda:

- a. Received monthly personnel report and personnel appointments to unclassified positions
- b. Approved the request to approve the Kansas Purple Star School Designation be awarded to USD 453 Leavenworth as a military-friendly district
- d. Approved Recommendations for licensure waivers
- f. Approved local professional development plans
- g. Approved a request from USD 262 Valley Center, Sedgwick County, to hold a bond election
- h. Approved a request from USD 262 Valley Center, Sedgwick County, to receive capital improvement (bond and interest) state aid
- i. Approved a request from USD 339 Jefferson County North, Jefferson County, to hold a bond election
- j. Approved a request from USD 339 Jefferson County North, Jefferson County, to receive capital improvement (bond and interest) state aid
- k. Approved a request from USD 348 Baldwin City, Douglas County, to hold a bond election
- l. Approved a request from USD 348 Baldwin City, Douglas County, to receive capital improvement (bond and interest) state aid
- m. Approved a request from USD 440 Halstead, Harvey County, to hold a bond election
- n. Approved a request from USD 440 Halstead, Harvey County, to receive capital improvement (bond and interest) state aid
- o. Received information from five private schools, three student granting organizations, and one virtual out of state school of their intention to participate in the tax credit low income scholarship program
- p. Approved initiating RFP process for the 2024 Great Ideas in Education conference keynote speaker
- q. Approved authorizing out-of-state tuition contract for student attending the Kansas School for the Deaf

Items removed from Consent.

Item c: Mrs. Mah moved that the Kansas State Board of Education approve the contract request for the Kansas Association of Broadcasters for child nutrition. Dr. Horst seconded the motion. Motion carried 8-0-1. Mrs. Dombrosky abstained. Mr. McNiece was absent.

(05:14:51)
Consent

Motion
(05:22:00)

Motion
(05:22:08)

Item e: Cathy Hopkins moved the Kansas State Board of Education approve the recommendations for licensure waivers. Dr. Horst seconded the motion. Motion carried 9-0. Mr. McNiece was absent.

Motion
(05:23:30)

Board Travel

Mrs. Mah moved that the Kansas State Board of Education approve the board travel requests as presented. Mr. Porter seconded the motion. Motion carried 8-0. Mrs. Arnold and Mr. McNiece were absent.

Motion
(05:25:35)

Committee Reports

Dr. Horst, as a legislative liaison, reported there is an upcoming meeting with the vendor American Board (alternative certification online program), Senator Baumgartner, the lobbyist Liz Soza from the Federico lobbying firm, and Shane Carter of KSDE licensure director, to talk about the impending bill requiring the KSBE to license teachers who take this alternative path.

Requests for future agenda items

(05:28:00)
Future
Requests

Mrs. Mah recommended a site visit on the Peasley Tech (Lawrence) to see their apprenticeship program.

Mrs. Dombrosky requested examples of high-quality instruction materials.

Mrs. Horst requested examples of math curriculum. She wondered whether the curriculum actually prepares the students for the standards and thus affects the state assessments.

Mr. Zeck asked about "room clear" and how that works.

Mr. Porter added that he has convened a group that will present to the board on seclusion, restraint, room clear, and other related subjects at the June board meeting. Mr. Zeck added that some teachers should be included.

Mr. Hershberger requested a presentation on mental health, cell phone use, suicide prevention. He felt the presentation that Trish Backman gave last year could be updated. He would like to hear Trish Backman's thoughts on SEL.

Mrs. Hopkins is interested in the parent's perception survey; is it being pushed in the districts and what is the deadline?

Chair Haas adjourned the meeting. The next board meeting will be April 9th and 10th, 2024.

(05:36:20)
Adjourned

Melanie Haas, Board Chair

Deborah Bremer, Board Secretary

Addendum to the March 2024 meeting

Good morning,

I'd like to start by thanking you for the opportunity to speak today. The weeks since receiving the Milken Educator Award have been a blur--but what has been most exciting is the opportunity to connect with outstanding educators across the state, and opportunities like this one.

I was asked to speak today on the innovative strategies I use to foster student achievement. I considered sharing about the Socratic discussions in which my students engage. Their analysis of primary sources and argumentative essays. Or the ways I leverage technology to encourage students to reflect on their learning. These strategies are the pillars of my AP United States History course, and they have no doubt fostered student achievement in the traditional sense. Over 90% of my students earn college credit for US History - either through successful completion of the AP Exam, or through concurrent enrollment with our collegiate partners.

But ultimately, I would like for you to consider a different form of student achievement today - a slightly different definition of student success. And one that demonstrates why education in history and the humanities is so important.

A 2020 Pew Research study found that nearly 80% of voters reported that they have "just a few" or zero close friends who identify with a political party other than their own. That number was 15 percentage points higher than just four years earlier. A 2022 study indicates that intense political antagonism has nearly tripled since 1994. It is abundantly clear that, especially when it comes to politics, we are having a harder time understanding each other than ever before. I submit to you that a solution to this problem is the history classroom.

Despite the politically driven attention that my discipline has recently received, A good history education doesn't teach students what to think. It teaches them how to think. My colleagues in this profession do this by

examining multiple perspectives, challenging biases, and developing evidence-based reasoning skills in our students. It is nearly cliché in my line of work that a strong social studies education is critical for the survival of the republic because we must produce thoughtful, informed, and engaged voters.

But the humanities may also cure our social ills as they relate to partisanship and political polarization. Because history in particular provides students the opportunity to practice a social and emotional skill that we seem to be increasingly lacking: empathy.

It is common practice for historians and students of history to make judgments and evaluations about people of the past and their decisions. In my class, we debate whether Andrew Jackson helped or hindered democracy. Whether Lincoln deserves the nickname The Great Emancipator. Whether Woodrow Wilson was ahead of his time or simply lost in his own idealism. But what I must constantly remind students is, People of the past cannot defend themselves. That gives us, the students of history, incredible power-and accordingly, incredible responsibility.

Speech by Alex Lahasky, Milken award winner, to the Kansas State Board of Education
March 12, 2024