

MINUTES



Kansas State Board of Education

Tuesday, February 13, 2024

CALL TO ORDER

Chair Haas called the Tuesday meeting of the Kansas State Board of Education to order at 10:00 a.m. Tuesday, February 13, 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 (on zoom) | Mrs. Michelle Dombrosky |
| Mrs. Melanie Haas, Chair | Mrs. Cathy Hopkins |
| Dr. Deena Horst | Mrs. Ann Mah |
| Mr. Jim McNiece | Mr. Jim Porter, Vice Chair |
| Mr. Danny Zeck | |

Board members not present: Mr. Dennis Hershberger (on vacation)

STATE BOARD MISSION STATEMENT, MOMENT OF SILENCE AND 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 AGENDA

The Chair asked to approve the meeting agenda for both Tuesday and Wednesday. Mrs. Dombrosky requested g. be pulled off the consent agenda and voted on separately.

Dr. Horst moved to approve the agenda as amended: Item g will be taken off the consent agenda. Mr. Zeck seconded the motion. Motion carried 9-0. MOTION (00:08:50)

APPROVAL OF THE JANUARY 9 & 10, 2024 MINUTES

The Chair asked to for a motion to approve the minutes of January 9 & 10.

Mrs. Hopkins moved to accept the minutes of January 9 & 10, 2023 as written. Dr. Horst seconded the motion. Motion carried 9-0. MOTION (00:09:21)

COMMISSIONER’S REPORT

Dr. Watson opened with some thoughts about policy. Policy changes must always be looked at in terms of how it will directly affect students in Kansas schools. He shared the experience of the Milken award, which is presented as a surprise to the receiving teacher and was given to two teachers this past month. (00:10:00)

There is a sense of urgency in education. We must raise expectations, and recruit teachers that are well-trained and ready, and not lower our standards for teachers. The Board set goals: I

- Goal #1: Provide effective educators in every school district.
- Outcome: Increase the number of teacher candidates in Kansas
- Outcome: Increase leadership development in Kansas
- Goal #2: Enhance post-secondary opportunities and success.
- Outcome: Decrease the percent of students scoring in level 1 on the State Assessments and increase the percent of students scoring in level 3 and 4 on the State Assessments
- Outcome: Increase graduation rate to 95%

How then do we do this? Literacy is key. Being able to read is the foundation. STEM skills are necessary for most of the good paying jobs in Kansas. Our job is to assist transitioning students into young adulthood.

Dr. Watson shared a document “Kansas Education Framework for Literacy.” The Science of Reading is now the method which must be used in classrooms. Teachers are all being trained in the Science of Reading and Structured Literacy (LETRS). Dr. Watson stated schools must invest in High Quality Instructional Materials (HQIM) that are aligned with the Science of Reading. KESA will be helping schools adopt curriculum that aligns with our literacy plan and teachers need to be trained to use these HQIM materials.

Starting next month, the Commissioner shared there is an urgency that the Board will be part of as they approve policy:

1. Expand LETRS Training into 2026.
2. Expand assessment options at the classroom, school, and district level.
3. Expand leadership training for administrators and staff.
4. Expect ALL Kansas teachers in preschool, elementary and SPED to demonstrate knowledge of the Science of Reading.
5. Expect ALL Kansas administrators and instructional coaches in preschool, elementary and SPED to demonstrate knowledge of the Science of Reading.
6. Expect ALL Kansas reading specialist to demonstrate knowledge of the Science of Reading.

Teachers must successfully complete all modules of LETRS training or pass the new ETS reading exam.

There was a robust discussion among the Board members and Dr. Watson.

CITIZEN'S OPEN FORUM

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

Representative Scott Hill, District 70, Abilene, spoke on the issue of school bus safety. He shared the story of Cecelia, a seven-year-old girl who was tragically killed while boarding her school bus. Representative Hill shared the intent of HB2251, a bill that has

(00:42:01)

been introduced at the legislature that establishes a procedure by which there are cameras put on buses to stop the illegal and dangerous pattern of drivers passing buses which have the stop sign out. Recently a statewide survey found over one thousand drivers daily pass school busses illegally. He also spoke about picking children up on their side of the street (curbside).

Kim Goodman is Cecilia's aunt. She shared a photo of Cecelia Rose Graf. Ms. Goodman discussed curbside pickup. In a personal survey of surrounding school districts, she found that many schools encourage curbside pickup, so students do not have to cross a busy street or highway.

Elke Lorenz, teacher of World Languages, Manhattan High School, spoke in favor of keeping world languages a vital part of education. She noted that in other parts of the world students study other languages for many years. Languages are being pushed out by other graduation requirements. This gives students a disadvantage when working with international partners.

Lacy Graf, Cecelia's mother, spoke movingly about her daughter and the grief that her family and the community of Abilene have experienced from the tragedy of her daughter's death. She described the loss and how she wants to prevent this from happening to anyone else.

Christina Whitehair, Principal, St. Andrew's Elementary school, spoke about the morning the accident happened and how she had no idea her students might need to cross a busy road to board their bus. The road Cecelia had to cross had a 55-mph speed zone. She spoke about the effect this tragedy had on her school and the wider community.

Dr. Shane Kirchner, McPhearson College, shared the activities of Kansas Association of Private Colleges for Teacher Education (KAPCOTE). He spoke about initiatives to address the nationwide teacher shortage. His college will graduate nineteen students this year and accept nineteen entering students. KAPCOTE is concerned about the bill HB2521 which would allow persons to bypass teacher training by using a nontraditional online school to obtain a full teaching license. Although these persons might have knowledge of a field such as engineering, they would have no actual training in how to teach engineering. The bill would lower the standards of the teachers in our state.

Receive At-Risk Funding and Recommendation to the Legislature

Dr. Ben Proctor, Deputy Commissioner of Learning Services, KSDE, shared the actual at-risk evidence-based list, which can be found on the KSDE website. Julie Ewing, Assistant Director, Career Standards & Assessment Services, was present, as she was a major part of the work on the At-risk list. Over the past few months, the list has been carefully screened and many items have been taken out. All items that are not in alignment with the Science of Reading were removed. One hundred and sixty-five programs were on

(01:04:30)

the original list and analyzed for peer review evidence status. Out of one hundred and sixty-five programs and practices seventy-two met peer review. There were forty-nine items that met the one year of peer review. It is difficult to find programs that have more than one year peer reviewed evidence.

The recommendation to the State Board is:

To approve the Evidence-Based Programs and Practices List that includes one hundred and fifty-five Practices and Programs that have peer-reviewed evidence to support at-risk students and may be used to provide students with additional educational opportunities, interventions, and services above and beyond regular education services.

This action includes a recommendation to the Kansas Legislature that the five-year research period requirement be removed from Kansas Statute 72-5153, as included in the Legislative Post Audit recommendations.

Recognition of the 2023 National ESEA Distinguished Schools

(01:16:02)

Roxanne Zillinger, Education Program Consultant, introduced the ESEA Distinguished Kansas Schools. This is a national award, and the two schools were honored earlier in February at a ceremony in Portland, Oregon during the National ESEA Conference.

The first award was for “Exceptional student performance for two or more consecutive years” and was given to Valley Heights Elementary in Blue Rapids, part of the USD 498 Valley Heights District. Titus Staples is the principal and Sean Spoons is the superintendent. Mrs. Devore is the principal of the younger students.

Principal Staples is the third grade – sixth grade principal at Valley Heights. He described his school which is north of Manhattan and has about four hundred students. They won this same award five years ago. He believes success is about relationship, family, and supporting each other. He spoke with immense pride about the teachers, staff, and students at Valley Heights.

Superintendent Spoons thanked the Board and all those who helped his district achieve and make improvements in schools.

The second category was “Closing the achievement gap between student groups” and this was awarded to Wheatland Elementary School, USD 262 Valley Center Public Schools. Rachel McClaran is the Principal and Greg Lehr is the Superintendent.

Principal McClaran introduced a kindergarten teacher and a learning support teacher. She serves three hundred and fifty students at Wheatland. She shared a video about her school.

Presentation of Kansas Certificates in Child Nutrition Management

(01:39:20)

Kelly Chanay, Director, Child Nutrition and Wellness, explained that to receive this certificate a nutrition professional must take 120 hours of approved management classes. Mrs. Chanay presented certificates to Lisa Morris, USD 440 Halstead; Glenda Johnston, USD 230 Spring Hill; Kathy Schultz, USD 443 Dodge City; Nancy Horton, USD 449 Easton; Cathy McAfee, USD 320 Wamego; and Heather McPherson, USD 103 Cheylin. Those who were present came forward and there were photos with the Board and the Commissioner.

Break for Lunch

Maria Cibrian Vazquez, Uniontown FFA Chapter, Winner of the First Ever FFA Invitational Spanish Creed Speaking Contest During the National FFA Convention in Indianapolis

(01:50:31)

Guy Shoulders, Agriculture Education Program Consultant and FFA State Advisor who explained that the origins of the FFA creed contest. The Board was given a copy of the Creed in English and Spanish. The first year of agriculture education in FAA students are asked to memorize this creed. Born out of that practice was a competition to perform the creed (all five paragraphs) without missing a word. For years it was only in English, but last year was the first year it was in Spanish. Maria was the national winner of this contest, representing Kansas.

(03:14:12)

Maria gave a remarkable performance of the creed. Her poise and joy were evident as she spoke the creed in Spanish, and the Board enjoyed listening and then having a conversation with her.

Valley Falls KSDE Child Nutrition and Wellness Local Foods Recipe Challenge Winners

(03:32:09)

Kelly Chanay, returned to the podium and shared the creation of this recipe challenge. The students and their teacher Margo Ellerman, then shared their experience and shared the actual result of the recipe which was aronia berry "Berry Delicious Applesauce" topped with "Kansas Granola." The aronia berry is a deep red fruit with four times the antioxidants of blueberries. The recipes had to have an 85% positive rating from students. The Board was treated with glasses full of the aronia applesauce topped with granola and from the enjoyment on their faces the aronia berry treat was given a 100% positive rating from the ten members of the Kansas State Board.

Update on Kansas Registered Teacher Apprenticeship Program

(03:56:40)

Shane Carter, Director, Teacher Licensure, presented an update on the status of what was a pilot program during Fall 2023. After the pilot group of apprentices, the program is now open statewide for applications as of Winter 2024.

Registered apprenticeships are industry-driven, high quality career pathways through which employers can develop and prepare their future workforce, and apprentices can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential.

Two years ago, the category of “Teacher” was added to the apprentice program, in part to address the national teacher shortage issue. In essence, this is a “grow your own” recruitment strategy that districts should take advantage of. Once accepted, the individual becomes a teaching assistant to the lead classroom teacher, while earning a bachelor’s degree from a partnering, approved teacher preparation program.

Mr. Carter shared the history of the program and how it will move forward with the MeadowLARK grant, which provides \$3 million through June of 2026. He encouraged districts to use this program to develop new teachers.

Act on Educator Preparation Program Standards for Elementary Education PreK-6 (04:23:23)

Dr. Catherine Chmidling, Dr. Sarah Broman Miller, Dr. Jean Dockers and Dr. Laurie Curtis all spoke about the updated standards for teachers PreK-6. Assistant Director, Accreditation and Design, shared the history of this request for action. A standards revision committee was developed, and they created the eight standards with a special focus on literacy. Cursive writing was included, as it has been shown to improve outcomes for both students with dyslexia and, in fact, all reading students.

Mr. Porter moved that the Kansas State Board of Education approve the new educator preparation program standards for elementary education Pre-K-6. Dr. Horst seconded the motion. Motion carried 9-0. MOTION (04:34:17)

Act on ESSER III Change Requests for use of Federal Covid-19 Relief Funds

Doug Boline, Assistant Director, Special Education and Title Services, shared 21 ESSER III plans are asking for a change. He gave an overall review and explained the requests in some detail.

Mr. Porter moved that the Kansas State Board of Education accept the recommendations of the Commissioner’s Task Force on ESSER distribution of money and approve the public school district for ESSER III change requests as presented for use of federal COVID-19 relief funds. Dr. Horst seconded the motion. Motion carried 8-0-1. Mrs. Dombrosky abstained. MOTION (04:39:50)

KESA Accreditation Framework Update (4:54:03)

Dr. Proctor, Deputy Commissioner, Division of Learning Services, along with Jay Scott, Director, Accreditation and Design, and Dr. Jake Steel, Strategy and Operational Alignment, all shared the present work of the KESA process. The priority projects are:

1. Development of the School Improvement Model,
2. School Improvement Day Protocols (student data, four fundamentals, state board outcomes),
3. Consultation with Service Centers and Other Partners.

Dr. Steel spoke about the model and how improvement is evaluated. Jay Scott described the KESA Check-ins, a sit-down with the districts, the KESA team in that area, for a one-on-one between each system and an accreditation design team member. So far, they have held sixty-one meetings and have three hundred and four total. He shared positive feedback from these meetings.

Action on \$250,000 grant to Olathe USD 233 for Common Assessments

(05:15:18)

Beth Fultz, Director, Career Standards and Assessment Services, presented this grant request to the Board in January. Four common assessments will be developed by the districts with help from Innovative Assessment Solutions. ESSER learning loss funds will be used to pay for this project.

Mrs. Mah moved that the Kansas State Board of Education authorize the Commissioner of Education to grant Olathe USD 233 an amount not to exceed \$250,000 to create standards-based common assessments aligned to Kansas content standards. The time for the grant shall be February 14, 2024, through June 30, 2025. Dr. Horst seconded the motion. Motion passed 6-2-1. Mrs. Hopkins and Mr. Zeck voted no. Mrs. Dombrosky abstained.

MOTION
(05:27:00)

Presentation on Artificial Intelligence (AI) by Dr. Glenn Kleiman

(05:34:57)

Dr. Steel introduced Dr. Kleiman, Senior Advisor at Stanford University Graduate School of Education. Dr. Kleiman's research focuses on AI and Education. He started his presentation with describing Generative AI. This technology is very recent; GenAI develops knowledge through being trained on large data sets. GenAI can mimic but is very different from human intelligence. When fed a great amount of data, it can find patterns and create/analyze based on vast amounts of information. Uniquely, like the human brain, it grows, and advances. It can create. It writes, paints, and interprets like humans; however, artificial, and human intelligence differ. The professor shared examples of poems, paintings and interpretations of paintings that were created by GenAI.

AI is the intelligence of powerful pattern-finding and prediction making technologies. Human intelligence builds over a lifespan; growing from innate abilities, social learning, interactions in the physical world, seeking to achieve goals, emotional engagement, schooling, and broad experiences within the context of family, community, and culture. AI can enhance and extend teaching and learning, but not replace teachers and other people.

Dr. Kleiman emphasized that teachers and students need to be in control and drive interactions with AI. There are risks with AI because it has no moral compass. It will generate biased and toxic information, violate privacy, be culturally unaware; it will make things up, and it can be used by humans to generate misinformation and deep fakes. If used, however, as a tool, AI could support human achievement, and thus could be a powerful tool in education. He offered some ways AI might help students: provide instant feedback to students, help communicate to families (especially translating), analyze student data, help support English learning students, in general – AI could provide automated teaching assistants.

Dr. Kleiman summarized that we should not underestimate what AI tools can do and how they will continue to improve, but we should not trust AI without addressing its risks and limitations. Using the example of Star Trek’s Captain Picard and Data, he spoke about how powerful Data is in the sci-fi show but how Picard is absolutely the leader. Humans can figure out how to harness AI for teaching, learning, and to develop students’ AI literacy. Finishing the professor advised: Change is coming, keep calm and carry on while responding thoughtfully to this new technological presence in our world.

Receive Literacy Recommendations

Commissioner Watson presented Literacy Recommendations as strong guidelines about how reading needs to be taught in Kansas schools. Introducing and requiring the Science of Reading has been a process with both the teacher training institutions and the day-to-day work of teachers in classrooms. As of fall 2022, license and endorsement areas for early childhood, elementary and special education include five Science of Reading criteria as part of their regularly scheduled program reviews. This recommendation came from the Dyslexia Taskforce, chaired by Jim Porter. Annual training in structured literacy/dyslexia training is now a requirement for elementary teachers, early childhood unified teachers, high incident special ed teachers, English language arts teachers, reading specialists and school psychologists. It is also highly recommended that paraeducators receive the training.

(06:30:41)

The Commissioner shared a motion for the Board to specifically and clearly designate the Science of Reading as the official literacy methodology and support schools to eliminate any discredited methodologies, and recommend literacy specific universal screening measures, diagnostic, formative and summative assessments to be utilized by accredited schools and school districts.

Dr. Watson shared the urgency of making this statement an official Board policy as soon as possible (perhaps tomorrow).

Legislative Matters

Dr. Frank Harwood, newly appointed Deputy Commissioner of Fiscal and Administrative Services, gave a legislative update, slightly breathless from his dash across the street

(07:02:49)

from the Capitol where he was attending education committee hearings. He thanked the Board, in this his first appearance before them, for offering him this opportunity to serve Kansas education.

He shared that over five hundred bills have been introduced this session, and he and his team are tracking ninety-six education related bills. He focused on four bills that have a direct effect on the State Board.

- HB2612: Requiring school districts to be in (total) compliance with all state laws, and rules and regulations to be accredited; and requiring the Kansas State Board of Education to establish a process to challenge determinations of such compliance.
- SB407/HB2521: Requiring the Kansas State Board of Education to authorize teaching licenses for individuals who complete an alternative teacher certification program.
- HB2660: Codifying the mental health intervention team program administered by the Kansas State Department for Aging and Disability Services in state statute.
- SB501/HB2785: Transferring certain childcare programs to the Kansas office of early childhood and separating licensing duties between the secretary for health and environment and the executive director of early childhood.

Another issue is the at-risk Bill HB2650. He explained the details, including a requirement that the State Board shall not update ELA or Math standards until 75% of students are at level 3 and 4 by 2030. Special Education Funding, a major issue in this legislative session, is addressed in HB2738, in which KSBE will calculate excess cost of special education by district using a new formula. It makes changes to how SPED funding is calculated. The calculations are highly complex. The bill increases what the state is counting as contributions.

Act on Recommendations of Professional Practices Commission (PPC)

Mark Ferguson, Board Attorney, explained that when Mr. Gordon (KSDE General Counsel) speaks today, he will be speaking as an advocate for the KSDE. There is one case before the Board today and both sides have been given the opportunity to have oral arguments. The Applicant (Case 22-PPC-11) has not submitted a response to the petition for review nor requested oral argument. KSDE has requested oral argument, and Mr. Gordon stands before the Board today representing the Agency with oral argument in the case.

Legally, the Board will go into closed session for the purpose of deliberation, it is not an executive session, but it is private to protect the individuals involved.

Scott Gordon, KSDE General Counsel, noted he did make a request for oral argument to the Board, and he asked that the Board now take a vote on that request.

(07:33:43)

Mr. Porter moved that R. Scott Gordon, General Counsel, be permitted to make an oral argument and presentation to the Board on case 22-PPC-11. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(07:40:00)

Mr. Gordon noted that this was a tough case for the PPC to come to agreement on. He highlighted the response of the applicant who described the incident in terms that did not match the video recording of the incident with the student. The applicant seemed comfortable with his behavior and showed no sense of remorse; indicating he might easily repeat this kind of treatment to a child in the future. Mr. Gordon requested the Board revoke the license of this person, with whom children may not be safe.

The Board went into closed session to deliberate.

Mrs. Hopkins moved that the Kansas State Board of Education go into recess into private session as a quasi-judicial body to discuss 22-PPC-11 and protect the confidential information regarding a student beginning at 6:15 and returning at 6:25, inviting Dr. Watson and Attorney Mark Ferguson to stay. Mr. Porter seconded the motion. Motion carried 9-0.

MOTION
(07:55:28)

Before the closed session, Mr. Gordon noted that the invitation to attend today had been mailed to the individual, to the address that was on file, and there was no response.

Chairperson Haas called the meeting back to order and Mrs. Hopkins, Mrs. Mah, Mr. Porter, Dr. Horst, Mr. McNiece, all spoke about their shock at the actions of the teacher and the fact that there was no remorse shown.

Dr. Horst moved that the Kansas State Board of Education adopt its own findings of fact and conclusions of law to revoke the license in case 22-PPC-11 with such findings to be described in a forthcoming final order. Mrs. Dombrosky seconded. Motion carried 9-0.

MOTION
(08:07:00)

Act on Board Attorney Contract

Commissioner Watson explained that every year the Board may vote to extend the contract of the Board attorney.

(08:08:00)

Mr. McNiece moved that the Kansas State Board of Education issue a renewal of Contract ID 47925 with Gates Shields Ferguson Swall Hammond, P.A. for providing legal services for the period of July 1, 2024, through June 30, 2025, with no increase in rates. Mr. Porter seconded the motion. Motion carried 8-1. Mr. Zeck voted no.

MOTION
(08:13:00)

ADJOURN till 9:00 a.m. Wednesday morning, February 14, 2024.

Melanie Haas, Chair

Deborah Bremer, Board Secretary

(00:01:00)

MINUTES



Kansas State Board of Education

Tuesday, February 14, 2024

CALL TO ORDER

Chair Haas reconvened the Wednesday meeting of the Kansas State Board of Education to order at 9:00 a.m. Wednesday, February 14, 2024, in the boardroom of the Landon State Office Building, 900 SW Jackson St., Topeka, Kansas.

ROLL CALL

The following Board Members were present:

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

Members not present: Mr. Dennis Hershberger (on vacation)

APPROVAL OF AGENDA

The Chair asked to approve the meeting agenda for Wednesday.

MOTION
(00:02:10)

Mrs. Hopkins moved to approve the Wednesday agenda. Mrs. Dombrosky seconded. Motion carried 8-0. Mrs. Mah was out of the room for a moment.

(00:03:00)

Special Education Advisory Council (SEAC) ANNUAL REPORT FOR 2022-23

Bert Moore, Director, Special Education and Title Services, introduced the Chair of the SEAC, Marvin Miller, KASEA Special Education Professional of the Year 2024, who gave an overview of the past year’s activities. The entire report is included in the Board packet of monthly materials.

Mr. Miller expressed gratitude for the breakfast that the Board members attended just prior to the meeting. He shared that he is the father of a twenty-one-year-old daughter with Down Syndrome, and he is employed as a special education teacher in a structured learning class in Haysville at the Campus High School. He introduced Jennifer King, the previous Chair of SEAC, and noted the involvement of Lindsey Graf and Trish Miller on the council. Mr. Miller shared the history of SEAC and thanked Bert Moore and his team at KSDE for compiling the entire report.

There was a request for information on ESI (Emergency Safety Intervention). There has

been much positive change, Mr. Miller stated. Mr. Moore noted that that data has just been gathered by his team and will be shared with the Board.

Four Day School Week Overview

Commissioner Watson shared research about the effects of the four-day school week on learning. Hayley Steinlage, Senior Education Research Analyst, Career Standards and Assessment Services, assisted Dr. Watson in creating this presentation. He thanked her and her team.

(00:23:00)

History of Four Day structure

Prior to 1992 there was a very different school finance formula, and if a town, school, district, was in what was called the "fourth category," the mill levy (the tax rate that is applied to the assessed value: [KSDE explanation of mill levy and how it is calculated](#)) might be well over 100 mills.

The Supreme Court found that Kansas needed to equalize education. For instance, Hugoton had five mills because of the prosperous local natural gas industry, and Hugoton was going to leave and go to Oklahoma because there was going to be an equalization of money across the state, and the wealthy districts were not happy about that. That Court ruling happened in 1992. At that time there was a belief that students needed more time in school and staff needed more development opportunities.

The law in 1992 stated that students must spend 180 six-hour days in school. The Legislature and Kansas Superintendents worked together to increase that number by six days. At that point there was an hour option added. Over the next few years, the number of days slowly went up to 186 days or 1116 hours (by 1995). This level stayed and is the present law, and as of today, every school district is using the 1116 hours to measure the school year. Some of the shift from days to hours was due to unpredictable Kansas weather.

Evidence Research on Learning

A foundational question asked by researchers is whether learning is acquired best through mass learning (intensive focused exposure in a short time period) or distributed learning (smaller amounts of time over a long time period). The research is noticeably clear; learning in a distributed manner is more effective. Renowned educational researcher John Hattie states "In short, distributing exposure to information benefits learning." The younger the learner, the more that distribution affects effective learning.

A second question is: Does more learning time lead to improved success? Yes. Dr. David Farbman, Senior Researcher at the National Center on Time and Learning, states, "Both research and practice indicate that adding time to the school year can have a meaningfully positive impact on student proficiency and indeed support a

child's entire educational experience."

Author Malcom Gladwell made a fortune off a book entitled, "Ten Thousand Hours" which posited the theory that if one spends ten thousand hours practicing and learning something, it can be learned. Being good at something takes lots of time.

Spreading learning out over time and spending more time on learning something is both effective.

Four-Day Buildings

In Kansas there are presently ninety-three buildings that have used a four-day work schedule since 2011 (compiled data). Some returned to five-day, and some went back and forth. In 2024 there are seventy-seven school buildings, both public and private, and of many different kinds of building types, which are using the four-day week. Last year this trend began to accelerate. In the early days schools did this to save money. The savings, Dr. Watson argued, is minimal.

Current State of Four-Day

In small rural communities, elementary schools are the most prevalent in the four-day category. Second is the high school category, which is still statistically different. However, the middle school is almost the same. In terms of building size, the most common is the small, rural school. Most four-day schools have less than 158 students enrolled. Rural remote and rural distant schools are mostly likely to use this structure. In Kansas, the four-day school attends more minutes per day but less per week.

Dr. Watson reiterated the research on learning that shows distributed learning is more effective than mass learning.

Analysis

The research compared similar schools, i.e., rural schools with four-day schedules to rural schools with five-days.

They asked these questions:

- Are there significant differences in the average years of teaching experience?

On average five-day schools had teachers with more experience working in the district but it is not statistically significant.

- Are there significant differences in the percent of novice teachers?

There are more novice teachers (less than three years' experience) teaching in four-day schools. This was considered highly statistically significant: a difference of 5.46%.

- Are there significant differences in student performance on state assessments and ACT scores?

State Assessments (Level 3 and 4, ELA, Math, and Science) showed both combined scores and separate scores. The average shows that five-day schools have higher scores. There are exceptions, but this is a broad average. However, because of the

small size, to the researchers the score differences are not statistically significant. ACT schools (composite and broken down into testing categories) show a very statistically significant difference. Five-day schools show a much higher score average on both composite ACT scores and individual subject areas.

Key Findings

On average, rural four-day buildings have significantly more novice teachers. On academic performance, five-day building students perform better on state assessments, but not to the level of statistically significant differences, however the ACT scores do show a major difference. Five-day building students have higher ACT scores in all testing areas.

Dr. Watson noted that the mechanism of how the school schedules affect student success are unclear. In any school there are multiple variables, reading programs, teacher training, etc. The causes are not clear, but the findings are. He shared that when a principal calls him to discuss a four-day week, he asks why the administrator wants to make this change and most often the answer is recruitment and retention of teachers.

Year-round schools are a topic of conversation lately. These are not 365-day school but rather schools that spread down time over the whole year, taking longer break times spread out over the entire year. From a learning standpoint, Dr. Watson pointed out, that would be an outstanding model (distributed learning).

Kansas has agrarian roots, and the schedule of having the summers off was set to allow families to work together in the warmer growing and harvesting months. There is a question of whether that still relevant. From a learning standpoint, taking shorter breaks is a better learning schedule.

There was a robust discussion, with Mrs. Hopkins sharing her recent conversations with the many Western Kansas rural districts and buildings she represents, and her conclusions that four-day schools can have benefits if the schedule works in that specific community. Many of her small four-day schools have been awarded for excellence; the shorter week allows teachers to reflect and plan more for the coming classes; and financial benefits are apparent. Some schools have been in this structure for over a decade.

Act on At-risk Funding and Recommendation to the Legislature

Dr. Proctor, Deputy Commissioner, Learning Services, appeared before the Board asking them to act on the January receive item for At-risk Funding. He shared the present "list" for which items the Board can potentially approve to help at-risk students improve. The other action is to recommend taking off the five-year research requirement from Kansas Statute.

(01:28:31)

When it came time to vote, there needed to be a motion to suspend the rules (normally a receive item is voted on a month later rather than a day later).

Mrs. Mah moved to suspend the Board policy of only voting on an action item in the month after they are received in order to call a present matter for an immediate vote on the at-risk item. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(01:33:30)

Mrs. Mah moved that the Kansas State Board of Education adopt the new at-risk list and recommendations as presented. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(01:36:00)

Act on Literacy Recommendations

The Commissioner returned to the podium and re-introduced the subject of literacy, which was a receive item on the previous day, February 13th. Laurie Curtis and the reading team across the state recommended a few changes to the motion. There was a conversation and request to take out the word “achievement” which was following “acquisition.”

(01:37:00)

There was a call to suspend the rules.

Mrs. Mah moved to suspend the Board policy of only voting on an action item in the month after they are received in order to call a present matter for an immediate vote on the Literacy item. Dr. Horst seconded the motion. Motion carried 9-0.

MOTION
(01:43:19)

Mr. Porter moved the Kansas State Board of Education requires all the accredited schools in Kansas to use evidence-based methodology fully aligned with the Science of Reading, specifically Structured Literacy, to provide literacy instruction for students. The Kansas State Board of Education prohibits the use of practices and pedagogy identified in research to be counterproductive to reading acquisition. In addition, the State Board recommends literacy specific universal screening measures, diagnostic, formative and summative assessments to be utilized by accredited schools and school districts. Mr. McNiece seconded the motion. Motion carried 9-0.

MOTION
(01:46:00)

ESSER Funds Overview

The Commissioner explained the Elementary and Secondary Schools Emergency Relief known as ESSER, was established by the federal government to support schools during the Covid crisis. There were three separate allocations made to states. Funding for each was distributed under the Title 1 distribution method. Title 1 is designed to go to low-income schools, and so the ESSER funds followed that funding pattern. Schools in low-income communities get a bigger percentage of ESSER based on their students.

(01:46:00)

Private schools were assisted through a program called EANS. These funds went

through the Governor's Emergency Education Relief fund (GEER) in two distributions. These funds were distributed based on a combination of factors including poverty and COVID impact.

A Commissioner's Task force was created to have transparency for ESSER and EANS funds. That team of nineteen members provided oversight for public and private schools, although they only make recommendations to the State Board.

ESSER I amounted to \$85 million in total allocations.

ESSER II amounted to \$370 million.

ESSER III amounted to \$830 million.

There is an extension from the federal government for the states to have more time to spend the distribution. There is no more money, but the money that is left needs to be spent by July 1, 2026. The distribution of this will continue to go through the Commissioner's Task Force and then the Board will vote on the recommendations.

Presentation on Pending Amendments to the Professional Practices Commission (PPC) Regulations

(02:15:40)

General Counsel R. Scott Gordon presented proposed amendments to the PPC which will be part of next month's Board meeting in the form of a public hearing and then a Board response and roll call vote on the regulations. These changes were started in 2017 and are more specific and gives better guidance to those in the field. Mr. Gordon went through the changes in the regulations:

K.A.R. 91-22-1a Grounds for Denial

K.A.R. 91-22-1b Grounds for Censure, Suspension and Revocation

K.A.R. 91-22-2 Commission Procedure

K.A.R. 91-22-5a Complaints

K.A.R. 91-22-9 Answers

K.A.R. 91-22-22 Hearing Procedure

K.A.R. 91-22-25 Decision and Review by State Board

Consent Agenda

The following items on the Consent Agenda were passed.

Mrs. Mah moved that the State Board approve the Consent Agenda (without item g on Preschool Pilot Grants) items. Mrs. Hopkins seconded the motion. Motion carried 9-0.

MOTION
(02:47:00)

- a. Receive monthly personnel report.
- b. Receive personnel appointments to unclassified positions.
- c. Act on Recommendations for Licensure Waivers
- d. Act to authorize the funding of a contract necessary for the provision of Kansas Integrated Accountability System Grant Management Application

- e. Act to authorize the funding of a contract necessary for the provision of Kansas Integrated Accountability System Data Collection Applications
- f. Act to authorize the funding of a contract necessary for the provision of the 21st Century grant.
- g. (Removed)
- h. Act on request to contract with the Kansas Department of Agriculture for Summer Food Service Program Food Safety Inspections
- i. Act on request from USD 500 Kansas City, Kansas for capital improvement (bond and interest) state aid
- j. Act on request from USD 500 Kansas City, Kansas to hold a bond election.
- k. Act on request from USD 435 Abilene, for capital improvement (bond and interest) state aid
- l. Act on request from USD 435 Abilene to hold a bond election.
- m. Act on agreement to transfer territory from USD 224 to USD 379

Item taken off the Consent Agenda

Chair Haas asked for action on item g which was removed from the Consent Agenda.

Mrs. Dombrosky moved that the Kansas State Board of Education approve item g (Act on recommendations for funding Kansas Preschool Pilot grants for 2024-25). Dr. Horst seconded the motion. Motion carried 6-3. Mrs. Dombrosky, Mrs. Hopkins, and Mr. Zeck voted no.

MOTION
(02:49:19)

Chair Report

Chair Haas had one item to share. She is appointing Mr. Porter to the Kansas State High School Athletic Association (KSHSAA) to replace Dr. Horst. Dr. Horst has served for many years and her term will be up in July 2024.

Board Travel

Mr. Porter moved that the Kansas State Board of Education approve the Board travel requests as presented. Dr. Horst seconded the motion. Motion carried 9-0.

Committee Reports

Mrs. Mah shared the resolution for KACIE (Kansas Advisory Council for Indigenous Education) to become a permanent advisory council will hopefully be received at next month's meeting.

Board Attorney Report

Mark Ferguson thanked the Board for approving his contract for one more year. He shared his experience over the past fifteen years, how he came to the Board, some significant events during those years, the many court cases, school finance litigation, and what issues he sees in future.

Requests for future agenda items

- Mrs. Arnold would like to see a presentation on pathways for improvement in Math (as well as Literacy) and especially in terms of At-Risk students. She would like to see data for subgroup performance in math, using the free and reduced lunch sub-group.
- Mrs. Dombrosky requested information on “quality instruction” with examples. Also, she would like to learn about psychometrics on assessments.
- Mr. Porter would like to discuss the relationship between the Board/KSDE and the Legislature in terms of respect and boundaries. Also, discuss how to deal with bills that address subjects like licensure and accreditation.
- Mrs. Hopkins would like more time to discuss subjects with SEAC. She suggested a lunch in future. Also, she is interested in the teacher licensure bills and what the Kansas constitution says about who is tasked with licensure.
- Dr. Horst would like to discuss the constitutional purview of the Board vs. the Legislature. Also, she would like a mental health update from KSDE and other state departments.
- Mr. McNiece would like a population growth demographic report on Kansas.

Chair Haas adjourned the meeting. The next Board meeting will be March 12th and 13th.

Melanie Haas, Board Chair

Deborah Bremer, Board Secretary