

KANSAS STATE BOARD OF EDUCATION

MEETING MINUTES

January 8, 2002

CALL TO ORDER

Chairman Rundell called the meeting to order at 10:00 a.m. on Tuesday, January 8, 2002 in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

Members present were:

John Bacon	Harold Voth
Val DeFever	Bill Wagnon
Sue Gamble	Janet Waugh
I.B. ?Sonny? Rundell	Bruce Wyatt
Carol Rupe	

Dr. Abrams was recovering from surgery and was unable to attend the meeting.

APPROVAL OF AGENDA

Commissioner Tompkins indicated he would be gone the following day and would like to participate in the discussion of the educator licensure regulations scheduled for then, therefore, he requested that

several changes be made to the agenda. To accommodate the request, the update on QPA revisions and graduation requirements and the results of the four-year-old at-risk program would be moved to Wednesday into the time slot for the discussion of educator licensure regulations, which would be moved to Tuesday into the time slot for the QPA/graduation requirements item. Items would be renumbered and the times scheduled for them adjusted accordingly. Additionally, Dr. Tompkins indicated that Board Attorney Dan Biles had an unexpected conflict that would prevent him from attending the Wednesday session of the meeting. He asked that Mr. Biles' report be moved to Tuesday and added immediately following the consent agenda. Chairman Rundell asked if there were any other changes to the agenda. Mrs. Waugh asked that item 16 e., the yearlong agenda, be pulled from the consent agenda. Mrs. DeFever asked that item 16 h., visiting scholar requests, be pulled from the consent agenda, as well. There being no further changes, Mrs. Gamble moved, with a second by Mr. Bacon, that the agenda be approved as amended. The motion carried.

APPROVAL OF THE MINUTES

Chairman Rundell asked for approval of the minutes of the December meeting. Mrs. Gamble indicated that the nominations for an appointment to the Certification Review Committee on December 10th had been recorded incorrectly. The minutes should be corrected to show that Mrs. DeFever, with a second by Mr. Wyatt, had nominated Phyllis Kearns-Cramer and that Mrs. Gamble, with a second by Dr. Wagnon, had nominated Angela Lumpkin. Mrs. Gamble moved, with a second by Mrs. DeFever, that the minutes be approved as corrected. The motion carried.

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COMMISSIONER'S REPORT

Commissioner Tompkins briefly reviewed several items in his written report. Dr. Tompkins noted that information would be coming to the Board monthly for the next several months on the performance gap in order to prepare the Board for ideas it might want to consider in the future regarding its goal to close the achievement gap. He also indicated that several items in his report dealt with ESEA and that it would be addressed more fully later in the meeting. He noted that he had included information on the second grade reading diagnostic that was in its third year of implementation in the Fall of 2001. Dr.

Tompkins also reported on the success of the KAL-Tech program that provides technology training to superintendents and principals. He described the program structure and the support participants would receive. Dr. Wagnon asked if the program was available for teacher education faculty. Though not allowed under provisions of the grant, Dr. Tompkins agreed to investigate a suggestion from Dr. Wagnon that they be allowed to attend the trainings without actively participating. Dr. Wyatt asked about progress on the issue that had recently arisen regarding a change made by the Regents in their Qualified Admissions program to not count Algebra I when taken in middle school. Dr. Tompkins explained the difficulties in finding an easy solution to the problem. He reported it was primarily an issue of recency; that if a student had algebra in eighth grade, he or she could meet the requirements of three high school math courses at the end of the tenth grade and not take any more mathematics after that time. Also discussed was the enactment date of the proposed policy. Dr. Tompkins indicated the Regents has agreed to move back the enactment date, but the problem was with sequencing enactment and determining the grade to which the proposal would begin to apply. A discussion of what the Board should set as policy for what students should know and be able to do upon graduation followed.

DEMONSTRATION OF THE INSTRUCTIONAL RESOURCE WEBSITE

Steve Adams, Team Leader for School Improvement and Accreditation, staff member Jackie Lakin, and VRSchoolhouse representative Randy McDaniels, reported on work done to date on an instructional resource website designed particularly for teachers. The site will allow teachers to use a built-in search engine to access materials and information such as lesson plans, strategies, sample assessments, instructional examples and information on Kansas curricular standards, benchmarks and indicators. Through a partnership grant with Marco Polo, which is an Internet education resource provider funded by the MCI WorldCom Foundation, Marco Polo lesson and unit plans will be aligned with Kansas curriculum standards. It is intended that this resource be available in August for the beginning of the 2002-2003 school year. Also available on the site will be anchor papers - samples of student work and tips for parents. Mr. McDaniel indicated that curriculum teams are meeting monthly and that all curriculum models offered will be based on the Kansas standards. Additionally, as changes are made to standards at the state level, they will be immediately communicated to the field through the website, with ongoing postings. Another feature will provide opportunities for teachers to share their work, such as lesson plans or successful strategies, once they have been approved for posting through a screening process that will be developed. Plans are forthcoming to use an additional Marco Polo grant to align new Marco Polo lesson plans, as they are developed, with the Kansas standards. It was also noted that information addressing modified assessments, those with accommodations and for ESOL would also be online. In the discussion that followed, Mr. McDaniel was asked about intellectual property rights for work posted from individual teachers. He indicated that that proper attribution would accompany any postings of that type.

CITIZENS? OPEN FORUM

Chairman Rundell declared the Citizens? Open Forum open at 10:40 a.m. Presenting remarks to the Board were John Richard Schrock, Emporia State University, Emporia; Doug Bowman, Perry, representing Kansas Coordinating Council on Early Childhood; and Dr. John Staver, Kansas State University, Manhattan. Chairman Rundell declared the Open Forum closed at 10:50 a.m.

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The Board took a break from 10:50 a.m. to 10:55 a.m.

KANSAS PRINCIPALS AND SUPERINTENDENT OF THE YEAR RECOGNITION

Commissioner Tompkins introduced the Principals and Superintendent of the Year: Winston Brooks, Superintendent of USD 259, Jim Menze, Principal of Emporia High School, USD 253, John Sanborn, Principal of Chapman Middle School, USD 473, and Janet Sims, Principal at Obee Elementary, USD 313. They had each been asked to address the Board on changes they would recommend in the current state education system. Their recommendations addressed several areas

Leadership: Leadership should be shared; principals should participate at the classroom level ? i.e. teach a class; and the tenure of superintendents should be stabilized at longer than the current 3-year average.

Teacher training and professional development: Educators should be trained to teach to all levels of abilities, not just the middle; and a system of winners and losers should no longer be perpetuated. A focus on professional learning communities within schools should exist and principals and administrators should take the lead in teacher retraining and professional development. Teachers should also be adequately trained to use technology effectively.

Content: Early readiness is important and there should be more opportunities for participation in Parents As Teachers programs. Curriculum should keep up with current information; language arts instruction should be rigorous; and classes should be more relevant to the real world. Schools need to instill in students a love of learning. Testing should be used to improve teaching. Assessments are overemphasized, with too much focus on grades instead of learning, but students should be held accountable for their assessments results. Schools and policymakers need to be certain students are learning what is necessary to be successful contributors to society.

Environment: Teachers should facilitate learning and schools should be student- not adult-focused. Students need opportunities to learn outside the classroom - service learning, for example, was noted as very beneficial. Opportunities for students to have effective contact with teacher role models are important and the school environment should help students work on self-esteem and character building. Parent involvement in the schools is important. Team teaching and looping are effective because of the consistency in curriculum and the stability they provide. Time is needed for teacher cooperation and collaboration and students should have opportunities for interdisciplinary learning. Reasonable class sizes are needed and larger schools should be divided into smaller components. QPA is important for school improvement and every school should develop a comprehensive reform model at the building level. Outstanding teachers should to be involved in the redesign of school environments and systems.

Governance and Community:

The educators were pleased with the Kansas State Board goals. State and local boards should be school advocates, not antagonists. Communities must be aware of their ownership of the schools and schools should cooperate and develop partnerships with city and county governments and local businesses.

Funding: Excellence should not be penalized with a static level of funding. The state school funding formula should provide adequate and equitable funding for schools. Teacher pay deficiencies should be addressed. One suggestion was that if funding were changed from attendance-based to achievement-based it would help address pay issues and schools would not be boxed in by tenure and contracts

In the questions that followed, district alignment of curriculum with state standards was discussed, as well as how to develop an effective assessment program. Providing opportunities for teacher collaboration and how to involve communities in their schools was also discussed. At the conclusion of the discussion, Chairman Rundell and the Commissioner stood for pictures with the guests and

presented them with certificates of recognition.

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PRELIMINARY REPORT ON TEACHER MENTORING ACTIVITIES

Beth Fultz, Education Consultant with the Certification and Teacher Education Team working with Title II Accountability and the State Report Card, reviewed the preliminary data report on the teacher mentor program begun in the 2001-2002 school year. She reported that of the 1,633 new beginning teachers reported by all districts on the Certified Personnel report, 1,237, or 76 percent, were reported by districts as participating in the mentor teacher program. It was projected that there would be 1,107 individuals who would provide mentoring support to those new teachers through the mentor program. Ms. Fultz reported that 55 percent, 135, of eligible Kansas districts were participating, with 80 districts using service centers that had received Title II grants to provide the mentor training. Because the participation rate was more than projected, Ms. Fultz indicated that if mentors get the full \$1,000 stipend there will be a \$110,700 shortfall in funds available to reimburse them at the end of the year. In the discussion that followed, it was mentioned that the program would be beneficial for all non-tenured teachers. Asked why one hundred Kansas districts did not participate, she indicated that some districts had so few beginning teachers it was probably not cost effective to develop a new program, especially one that might not receive further funding support. Mrs. DeFever asked that a three-year follow-up be conducted and reported to the Board on the new teachers mentored through the program in 2001-2002. In the report, she asked that the number still teaching be included, as well as information on the 400 new teachers who did not have mentors.

The board recessed for lunch at 12:05 p.m. and returned at 1:30 p.m. Mr. Bacon was present for the afternoon session.

LEGISLATIVE MATTERS

KAN-ED Proposal

Commissioner Tompkins introduced Hal Gardner of the Department's Communications and Information Services Team, who had been representing the Department and K-12 schools on the KAN-ED User Advisory Council. Dr. Tompkins indicated that Mr. Gardner was bringing to the Board for its support, a proposal for a broadband technology based statewide communications network, KAN-ED, which would connect communication service providers in the state; provide basic network connectivity for all schools, libraries and hospitals; make electronic information resources available at all libraries; make collaborative telemedicine available at all hospitals; and extend interactive distance learning to all school districts. Mr. Gardner reported that the proposal was the product of the work of the KAN-ED User Council, and would be presented by the Board of Regents to the legislature for funding. Mr. Gardner reviewed how the proposal had been developed. He reported that the resulting proposal would not offer connectivity to the commercial Internet, but serve to work with local service providers to provide connectivity to KAN-ED network access points, which would provide the necessary network bandwidth for participating entities to access one another and other networks, such as KAN-REN, the Kansas Regents Network, or KANWIN, the State of Kansas Network, the Kansas Distance Learning Consortium, and multi-state or regional networks, such as the Great Plains Network, and Internet2, an education and research network to which sixteen states are already connected. School districts or other eligible entities that do not have direct connectivity to an Internet service provider would contract with a local service provider (ISP), and KAN-ED would connect to the local provider at no charge to the school or the ISP. Mr. Gardner noted that no school district would be required to participate, and, during the discussion that followed, indicated that the intent of the proposal was to make the service available to any school district that wished to participate. He also indicated that E-Rate funds would be used to subsidize some of the expenses for districts and that if the proposal is fully funded, most participants would not pay anymore than they currently do. It was pointed out that to gain full participation by all schools, the system developed would have to offer more than some districts have already developed themselves. Dr. Wagon moved, with a second by Mrs. Waugh, that the Board support the Regents in putting forward the KAN-ED proposal to the legislature. The motion carried 8-0, with Mr. Wyatt abstaining. Mr. Wyatt indicated he felt he did not have enough information to vote on the issue at the present time.

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Legislative Update

Deputy Commissioner Dennis handed out copies of the Legislative Education Planning Committee's (LEPC) 2002 legislative recommendations resulting from issues considered during the summer interim. The Committee recommended no change in the way special education is currently funded, but indicated it intended to propose legislation to eliminate inequities in 2001 legislation which allowed, in the case of interlocals and special education cooperatives, for funds to be allocated to the districts in

which the organizations were located, with no funding going to the other participating districts for their special education costs. The committee recommended no changes in the state assessment program, but joined with the State Board and the National Council of State Legislators in expressing its concerns to federal leadership, including the President, about the assessment components contained in the reauthorization of the Elementary and Secondary Education Act. The Committee expressed concern about recruiting and maintaining a pool of talented and qualified teachers. The Committee recommendation for the 2002 session was for review by the House and Senate Education Committees of bills carried over or prefiled for 2002 that addressed the shortage, including bills relating to alternate routes of certification. Addressing the problem of health care benefits for school district employees, the State of Kansas Health Commissioner and staff have agreed, at the urging of the Committee, to meet with standing committees of the legislature during the 2002 session in a effort to develop affordable health care benefits alternatives for school districts and other educational entities. The Committee agreed with recommendations from the State Board and had legislation drafted that would strengthen the Board's authority and statutorily define charter schools. The Committee made recommendations for the funding method for educational services to children in Level V and Level VI juvenile detention facilities and would require only those Level V facilities not currently listed by statute to come before the legislature to request the inclusion in the statute. This would allow the Legislature to determine the merits of reimbursement for on-site educational services on a case-by-case basis. Mr. Dennis reported that the LEPC had made no recommendations regarding the performance audit of school district budgets. Finally, the LEPC made no recommendations regarding the State Board's FY 2003 budget request, but commended the Board for its leadership in planning for elementary-secondary education, particularly noting that the Board's clearly stated rationale for its proposed budget "has given the Legislature and the Governor a solid basis for making FY 2003 funding decisions." Mr. Dennis also reviewed the LEPC's estimated shortfall in state general fund receipts for school funding for FY 2002 and FY 2003. Mr. Dennis also handed out a status report on the school finance suitability study and preliminary data and statistics gathered by Augenblick and Myers, the contractor conducting the study. Mr. Dennis also gave the Board a status report on the Board's 2002 legislative recommendations "pending legislation from the 2001 session; new bills for the 2002 session; those that would be included in any appropriations bills; and those which would require amendments to the school district equalization and quality performance act.

FY 2002 & FY 2003 Budget Request

Mr. Dennis reviewed the Governor's budget recommendations for FY 2002 and FY 2003. For FY 2002, he was recommending a reduction in reimbursement for special education excess costs from 89.5 percent to 85 percent. The effect would reduce the amount available per teacher from \$19,900 to \$19,300 and would have to be absorbed by districts in the last months of the FY 2001-2002 school year. For FY 2003 special education would continue to be funded at 85 percent of excess costs. Base state aid per pupil (bsapp) would be reduced back to 1999 levels, from \$3,870 to \$3,712, saving \$91 million. Mr. Dennis also briefly reviewed the "Kerr/Morris" budget proposal in which bsapp would be reduced by \$39 per student. Discussion followed about whether the Board should remain firm or adjust its budget request.

DRAFT 2000-2001 ACCOUNTABILITY REPORT

Department Public Information Officer Kathy Toelkes reviewed the draft 2000-2001 Accountability Report which had been mailed to Board members. She also gave each Board member a list of corrections that would be made to the report before it was finalized. Mrs. Toelkes reviewed the format of the report which includes a section on how Kansas students fared nationally using data from the ACT and SAT

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assessments and NAEP (National Assessment of Educational Progress). She noted the report contains a section on changes made to state assessments, as well as the major assessment results, and information on what's working in schools; other information from the school report card; a profile on the school workforce; profiles of Kansas education, including changes in student demographics, high school graduate employment and postsecondary education information; and information on initiatives to attract and retain quality teachers. The report also contains a section on education legislation enacted in 2001 and a section on what can be learned from the report regarding the Board's goals. Mrs. Toelkes indicated that the goal of the report was for it to be clear and concise in its presentation of the data and that it be presented in an understandable manner. With that in mind, Assistant Commissioner Alexa Pochowski spoke to the Board about difficulties in presenting the data in the manner outlined. She illustrated the problem using several charts representing the same data in different ways. She indicated that before the report was finalized, staff would work on a presentation of disaggregated assessment information in graphic form that would be consistent throughout the report. In the discussion that followed, the appropriateness of using the headings "advantaged" "disadvantaged" when presenting differences in performance on state assessments between socioeconomic groups was brought up. It was suggested that the descriptors "advantaged" and "disadvantaged" be replaced in the report with "eligible" or "ineligible" for free or reduced-price lunch. It was the consensus of the Board that the Accountability Report was satisfactory and that staff should proceed with completion of the graphs and publication of the report.

The Board took a break at 2:50 p.m. and returned at 3:00 p.m.

RECOMMENDATIONS OF THE PROFESSIONAL PRACTICES COMMISSION

Dr. Wagnon moved, with a second by Mr. Voth, that the Board adopt the findings of fact and conclusions of the Professional Practices Commission and approve the recommendations of the Commission in cases 01-BR-12, 01-FC-13, and 01-FC-15. The motion carried.

PROPOSED AMENDMENTS TO EDUCATOR LICENSURE REGULATIONS

The Board revisited the proposed amendments to educator licensure regulations K.A.R. 91-1-200 through 91-1-205, 91-1-207 and proposed new regulations 91-1-212 through 91-1-214, which were tabled at the December meeting. The Board had requested additional information to assist it in further discussion of the issues regarding the endorsement level(s) for early childhood and requirements for adding an additional endorsement if already a licensed teacher.

The discussion of the early childhood endorsement level(s) concerned two issues: what teacher preparation institutions would be willing and able to provide regarding two different proposals under consideration. The first proposal would be to offer an early childhood endorsement which would cover birth through grade three; the second would be to split the endorsement level into a birth through preK endorsement and a preK through grade three endorsement. Dr. Gage reviewed the additional material that had been provided to the Board regarding programs in Kansas and other states. Three of the twenty-two Kansas institutions with teacher education programs indicated they would offer a birth to grade three program, the University of Kansas, Ottawa University and Pittsburg State University. Sixteen schools indicated they would offer a preK through grade three program; and only four indicated they would offer a split program. In the discussion that followed, Carol Rupe mentioned that in discussing the issue with deans of teacher preparation institution, it had been indicated to her that most students would go into K-grade six programs because of employment opportunities, leaving them with little training for early childhood. Additionally, she said they had indicated that funding cutbacks would cause them to reduce course offerings and limit options available, perhaps losing any infancy programs, because of the inability to adequately address the broader program.

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The second early childhood issue concerned the depth of training the Board wanted for teachers in early childhood. Concern about the length of time it would take to meet all the educational

requirements of a birth through grade three endorsement was also expressed because, as pointed out by Dr. Tompkins and Dr. Gage, as currently defined, the Kansas early childhood endorsement, birth through grade three, unlike programs in some other states, is a unified endorsement requiring training for special education, as well as general education. Currently, higher education programs are based on what the State of Kansas requires and because of special education, Kansas requires training for preK through grade three. Several Board members stressed the importance of continuity in early childhood development training and the need to have teachers prepared to meet different levels of readiness as children enter school was also stressed as becoming more and more important. Several questioned whether this preparedness could be addressed without having comprehensive early childhood training beginning at birth and covering the primary grades. Requiring an infancy to grade three program would acknowledge the need to improve teacher training by including the study of birth to grade three child development.

Dr. Tompkins suggested the Board might consider an alternative to what had been proposed. After he had outlined it and the proposal was discussed, Carol Rupe moved, with a second by Mr. Bacon, that the Board approve an early childhood endorsement which would be preK through grade three, but that infancy standards would be developed and recognition for infancy training would be given in the form of a certificate or an endorsement added to the early childhood license. The motion failed on a vote of 5-4, with Mrs. Gamble, Mr. Wyatt, Mrs. Waugh and Dr. Wagnon voting ?no?. Dr. Wagnon moved, with a second by Mrs. Waugh, that the early childhood endorsement level be established at birth through grade 3. The motion carried on a vote of 6-3, with Mr. Voth, Carol Rupe and Mr. Bacon voting ?no?.

The Board also revisited the issue in the provision in 91-1-209 to grant an additional endorsement to anyone who holds a valid teaching license, completes 50 percent of the approved program in the second endorsement area and passes a content assessment. Dr. Wagnon moved, with a second by Mrs. DeFever, that an individual holding a current teaching license could add an additional endorsement upon passage of a content assessment in the second endorsement area. Opinions expressed by Board members ranged from the belief that training in an initial endorsement and passage of a content assessment, with no additional coursework required, was adequate, to opposition to the proposal because of the possible lack of connection between the initial endorsement area and the one being added; the possibility that programs would be narrowly developed to teach to the content test; and that institutions of higher education would have no stake in providing quality programs. The motion failed on a vote of 4-4, with Carol Rupe, Mr. Bacon, Mr. Voth and Mr. Wyatt voting ?no? and Mrs. Gamble abstaining. Carol Rupe, with a second by Mr. Voth, moved that the Board approve granting an second endorsement to a valid teaching license upon completion of fifty percent of the coursework and successful passage of the content assessment. The motion failed on a vote of 3-5, with Mrs. Gamble, Mr. Wyatt, Mrs. DeFever, Dr. Wagnon and Mr. Bacon voting ?no? and Mrs. Waugh abstaining.

Dr. Wagnon moved, with a second by Mr. Wyatt, that the Board approve the licensure regulations for submission to the Department of Administration and the Attorney General for review, with the further amendment which would define a birth through grade three early childhood endorsement level, and without the proposed change in the requirements for adding an additional endorsement. The motion carried 8-1, with Carol Rupe voting ?no?.

UPDATE ON THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

Dr. Sharon Freden, Team Leader of State and Federal Programs Team, summarized provisions, primarily those for Title I and Title II, contained in the reauthorization of the Elementary and Secondary Education Act (ESEA), outlining which existing Board goals and strategies already underway were addressing them and what modifications the goals might be required. Those areas which Dr. Freden suggested the

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Board may want to further develop or revisit included expansion of the reading standards and a review of the mathematics and science standards; the development of additional assessments to comply with the federal requirements for yearly assessments in mathematics and reading for grades three through eight beginning in the 2005-2006 school year and science assessments at three grade levels beginning in the 2007-2008 school year; adding additional assessment reporting requirements; and reconsidering proficiency levels and establishing progress targets for proficiency levels. Kansas will also have to develop additional school report card items and develop districts report cards in addition to the state and building report card already being done. Dr. Freden indicated that additional efforts will most likely be required for development of materials understandable to parents. Dr. Freden noted that ESEA requires the Reading First program and that Kansas has had a successful Reading Excellence grant on which to build. She also noted that Kansas is one of seventeen states to have been in full compliance with the standards, assessments and accountability requirement of the current Elementary and Secondary Education Act. In the area of teacher and educator preparation, recruitment and training, Dr. Freden reported that it will be important to inform districts of the new federal professional development requirements. She also reported that to meet the requirements regarding disclosure of the preparation and qualifications of teachers will require changes to school report cards and local district notification of parents. The act also includes a four-year timeline for having highly qualified teachers in core academic areas. Board discussion concerned possible consequences for not meeting federal requirements; how to address assessment proficiency issues, including student transience; and the need for Kansas to stay focused on the goals the Board has already established for Kansas students.

EDUCATOR SUPPLY, DEMAND AND RETENTION REPORT

Dr. Sherrill Martinez presented the results of the Educator Supply, Demand and Retention Report. She reported that in the fall of 2001 public school district, interlocal and special education cooperative personnel responsible for hiring were sent a questionnaire that asked for the number of professional staff openings in their agency for the current school year; the number of openings that had been filled by September 20th; and their level of satisfaction with the number and the quality of the applicants for each opening. Additionally, they were asked to indicate their district strengths and several other factors related to recruitment and retention. She also indicated that information in Department databases on district location and size and the number of positions in the state allocated to each endorsement area was also merged into the results. Dr. Martinez indicated that there was a 95 percent response rate, and that no district with a population of greater than 2,000 was represented in the 5 percent not responding. Results indicated that there were 4,888 openings and of those, 510 were new positions with the remainder, 90 percent, resulting from attrition. She reported that by September 20th, 93 percent of the regular education and 95 percent of regular ed administrative positions had been filled. By that date only 79 percent of special education openings had been filled, two times higher than the expected number of open positions, when considering the percentage of all position represented by special education positions in the state. Personnel officers indicated that the number of unfilled positions could have been higher had not some staff been convinced to postpone retirement or to teach in areas for which they were qualified, but not truly interested. Attrition rates were reported as highest at the elementary level, but the secondary teacher population was much older and would soon be experiencing the effects of retirements.

Dr. Martinez reviewed the satisfaction levels with the number and quality of applicants for open positions. Using the satisfaction ratings combined with the areas in which less than 85 percent of the positions were filled by September 20, Dr. Martinez developed a rating system to determine the areas of highest need. She reported those areas in general education included foreign language, industrial arts, secondary mathematics, family and consumer science, chemistry/physics, biology/life science, and kindergarten through 12th grade music teachers. In special education, the areas of highest need were interrelated program teacher, learning disabled teacher, behavior disorders program teacher, other special education staff (primarily gifted teacher and occupational therapist, school psychologist, hearing impaired program teacher, and mentally handicapped program teacher).

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Dr. Martinez reported that of the other factors affecting recruitment and retention, size of district and the area of the state in which the district was located had most affect on applicant responses. Districts in the northwest and with less than 1,000 students rated the availability of employment opportunities for family members less positively than in other areas of the state; western districts and those with less than a 1,000 students rated nearness to postsecondary institutions and to recreational/cultural activities less positively; districts in the southwest and the smallest and largest districts rated availability of tuition reimbursement for needed endorsements more positively; districts with over 5,000 students rated school facilities more positively; and districts with student enrollments over 2,000 rated small class size less positively. Providing higher salaries and better fringe benefits was the one most important factors in recruitment and retention of teachers. The importance of class size, teacher recognition, support for new teachers, giving teachers more time for collaboration, professional development and assistance with National Board Certification, among other factors, varied according to district size and location in the state. Dr. Martinez reported that one conclusion that could be drawn from examining how the different factors were rated, was that in the northeast and in the larger districts, more must be offered to attract teachers than just salary increases. Dr. Martinez noted that some of the other factors mentioned by respondents as being important were increases in salaries for those who agree to postpone retirement or remain in their positions; and perhaps providing teachers with a longer contract year with additional compensation would ease some of the stress and demands currently faced by teachers by allowing them to plan, work on curriculum, collaborate, and review assessment results.

CONSENT AGENDA

Mrs. Waugh, who had pulled item e., the yearlong agenda, from the consent agenda, indicated that the date of the January 2003 meeting, which was used on the schedule of meetings, needed to be corrected from January 15th and 16th to January 14th and 15th and that the date of the proposed new Board member orientation should be changed to January 13th. Mrs. DeFever had pulled item h., requests for visiting scholar certificates that staff had recommended be denied. She expressed concern about one recommended denial and what impact it could potentially have on the Spanish program in the requesting school district. She indicated she would like the Board to schedule a discussion of additional criteria. Mrs. Gamble noted that the visiting scholar program hadn't been designed to fill hard-to-fill positions, but Mr. Wyatt and Carol Rupe expressed concern about leaving districts without other avenues to pursue when shortages in certain subject areas exist. Chairman Rundell recommended that the item be voted on separately, but Mrs. DeFever indicated it could return to be voted on with the rest of the consent agenda items. Mrs. Waugh moved, with a second by Dr. Wagon, that the consent agenda be approved with the correction to the yearly schedule as pointed out by Mrs. Waugh. The motion carried.

In the consent agenda, the State Board:

? Received the monthly personnel report.

? Confirmed the unclassified special project appointments of Angela Taylor to an Education Program Consultant position under IDEA, Part B-Discretionary grant, effective January 7, 2002 at an annualized salary of \$43,659.20; and Patricia Scrivner to an Administrative Assistant position under ESEA Consolidated Administrative Pool, effective January 7, 2002 at an annualized salary of \$18,595.20.

? Approved school construction plans for USD 436 Caney Valley; USD 266 Maize; USD 214 Ulysses; USD 207 Ft. Leavenworth; USD 259 Wichita (3 projects); USD 253 Emporia; USD 232 DeSoto; USD 385 Andover; USD 313 Buhler; and Trinity Catholic High School, Hutchinson;

? Approved issuance of an Order describing the boundaries of the unified school districts which were changed in 2001 and certification of the Order to the appropriate county officials.

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? Approved the Board meeting schedule for 2002 and a yearlong agenda.

? Approve Cycle II accredited status for USD 206, Remington-Whitewater: Remington Elementary at Potwin, Whitewater Elementary and Frederic Remington High; USD 251 North Lyon County: Americus Elementary; USD 254 Medicine Lodge: Medicine Lodge Primary and Medicine Lodge Middle; USD 287 West Franklin: Williamsburg Elementary, Pomona Elementary and

Williamsburg High; USD 410 Durham-Hillsboro-Lehigh: Hillsboro Elementary, Hillsboro Middle and Hillsboro High; USD 449 Easton: Salt Creek Valley Intermediate and Pleasant Ridge High; and USD 512 Shawnee Mission: Bonjour Elementary and Mission Valley Middle.

? Approved requests for waivers for individuals to serve outside their area of endorsement in districts as follows: *Behavior Disorders*: Bonnie Bowyer and Shawn Herrmann, USD 290, and Sally Day and Greg Scott Jr., USD 500; *Early Childhood Special Education*: Vicki Comstock, USD 320, and Tracy Graham, Interlocal (IL) 618; *Elementary* (extend days on a sub): Margo Laubhan, USD 382, and Nadine Abeldt, USD 473; *English*: Susan Hall, USD 352; *Gifted Education*: Nelda Mallet, USD 268, and Joyce Eckelberry and Marcus Stratton, USD 320; *Interrelated Special Education*: Charlene Burns and Michael Gregory, USD 282, Sharon Foster, USD 320, Christen Rierson, Jeanie Shoup, Dawn Spielman and Susan Thompson, USD 465, Darin Cain IL 610, Mary Bostelmann, Gloria Mattix, Tanja Thornton and David Sindholtz, IL 613, Julie Moran, Marla Olson and Mary Winder, IL 616, and Lisa Lowrey, IL 618; *Library Media Specialist*: Karen Wycoff, USD 232, Linda Tebow, USD 426, and Joy Heffron, Z 29 USD 227; *School Psychologist*: Yolanda Jarman, USD 253, and Linda Ostrander IL 616; and *Special Education*: David Swenson (extend days on a sub), USD 202.

? Denied a request for a waiver for W. Richard Ward, IL 610, to serve extended days on a standard substitute certificate.

? Denied requests 2001-2002 Visiting Scholar Certificates for David Davis, USD 347, and Laura Woford, USD 259.

? Approved the recommendations of the Certification Review Committee in cases 1935, 1943-1949, and 1952.

? Approved \$20,000 Empowerment Zone Professional Development School FY 2001-2002 subgrants for Pittsburg State University and the University of Kansas; and a \$39,986 Western Kansas Professional Development School FY 2001-2002 subgrant for Kansas State University.

- ? Approved new FY 2002 Parents as Teachers grant awards for: USD 435, Abilene - \$48,255; and USD 266, Maize - \$3,536; and a grant award for additional FY 2002 funds for \$7,692 for USD 260, Derby.

- ? Approved a Carl Perkins Statewide Leadership grant in the amount of \$11,222 for Kansas State University to develop a teacher-mentoring program for beginning agriculture teachers and those with limited experience.

- ? Approved a Carl Perkins Statewide Leadership grant in the amount of \$6,075 for Kansas State University to have the current Agriculture Education standards reviewed, written, produced and disseminated to all agriculture departments by August 2002, with implementation to begin in 2003.

- ? Issued an order for Coffeyville USD 445, granting it authority to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

- ? Approved the Management and Administration Plan for the 2002 Summer Food Service Program.

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Contracts Approved

The Commissioner of Education was authorized to:

? negotiate and continue a contract with Families Together, Inc. to coordinate year-four consortium of disability advocacy organizations and statewide operation of a family-school partnership training curriculum, with the contract amount not to exceed \$60,065;

? negotiate and enter into a contract with the National Center for Family Literacy to provide a 3-day training for staff from Even Start, Migrant Even Start, Head Start, Early Head Start and Adult Education in the four components of family literacy, with the contract amount not to exceed \$25,000; and

? expand the contract with Research & Training Associates, Inc., for the development of an interview instrument for the staff involved with the Reading Excellence grant, interview staff, correlate information received, review and correlate information from parent surveys, and provide a final evaluation to the U.S. Department of Education and the Kansas State Department of Education, with the contract amount not to exceed \$16,000.

BOARD ATTORNEY'S REPORT

Mr. Biles reviewed his written report, updating the Board on the state and federal school finance cases; Kansas State School for the Deaf (KSSD) personnel matters; current activity on a student injury lawsuit at KSSD; and a formal demand for compensation recently received from the family of Justin Barnett. Mr. Bacon moved, with a second by Dr. Wagnon, that Mr. Biles' fees for services and expenses for December be paid as presented. The motion carried.

RECESS

There being no further business, Chairman Rundell recessed the meeting at 5:35 p.m.

I.B. Rundell, Chairman

Penny Plamann, Secretary

KANSAS STATE BOARD OF EDUCATION

MEETING MINUTES

January 9, 2002

CALL TO ORDER

Chairman Rundell called the meeting to order at 9:00 a.m. on Wednesday, January 9, 2002 in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

Members present were:

John Bacon
Val DeFever
Sue Gamble
I.B. ?Sonny? Rundell
Carol Rupe

Harold Voth
Bill Wagnon
Janet Waugh
Bruce Wyatt

Dr. Abrams was unable to attend the meeting.

APPROVAL OF THE AGENDA

Chairman Rundell reminded members of requested changes in the agenda, which included the discussion and action on teacher licensure regulations, which had been moved to Tuesday, and the additions to the current agenda: the update on QPA revisions and recommendations of the Graduations Requirements Task Force and the report on the results of the four-year-old at risk program. Mrs. Gamble moved, with a second by Dr. Wagnon, that the agenda be approved as amended. The motion carried.

BOARD REPORTS

Legislative Coordinator

Mrs. DeFever reported that people in the field are pleased with the Board's budget proposal and goals. A discussion followed on the Board's recommendations for early childhood, the need to expand early childhood programs and the possible impact of education budget cuts. It was suggested that Board members focus attention and emphasize the importance of early childhood programs during Board member district forums on redesigning schools.

Requests for Future Agenda Items

Time at a future Board meeting to revisit the proficiency levels on state assessments was requested. A discussion of the issue of teachers who do not have an early childhood endorsement working in the four-year-old at-risk program was also requested.

UPDATE ON USD 501 PROGRAM FOR EXTENDED LEARNING OPPORTUNITIES

Dr. Glennie Buckley, General Director of Education Programs for USD 501, and Nancy Hedstrom, Principal of McClure Elementary, made a presentation on the results of the district's K-2 summer reading camp. Dr. Buckley reported that children in the program were selected on multiple criteria and attended four hours per day for twenty days, eighteen of which were required, from July 9th through August 3rd. Transportation was provided for students to the four schools serving as sites for the program. The program was written by district Title I staff and used scripted lessons plans and the same books at each school. Incorporated into the program was a new PBS reading series, "Between the Lions". Staff received two days of staff development training and also kept a diary of their experiences and suggestions for the future throughout the program. Parental involvement was encouraged and two parents' nights were scheduled into the program. How parents were contacted was reviewed. Pre- and post testing was done and student progress was to be followed throughout

the school year by Title I teachers who would work with classroom teachers on applying appropriate instructional strategies and mapping assessment results. Staff for the program consisted of 78 classroom teachers, three teacher facilitators and four bilingual paraprofessionals. 473 students were qualified or approved to participate. Of those, 392

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attended one or more days. Dr. Buckley indicated that 49 students were retained at their previous grade level for the 2001-2002 school year. Twenty-one were students whose parents did not respond to correspondence about the program; six were students who were retained at the request of a parent; nineteen were students who attended the summer program less than the required number of days; and three were retained who did not attend required make-up days. She also indicated that twenty-one truancy referrals were filed. Dr. Robert MacFrazier, USD 501 Superintendent, pointed out that young children do not make the decision about whether to participate. Deputy Commissioner Dennis noted that Dr. MacFrazier had worked with the legislature to get the law changed to make the program mandatory if the district decided it was necessary for a student's success. During the discussion that followed, Dr. Buckley reported that the progress of the participating students would be tracked through grade 8. She also answered questions about program funding and Mrs. Hedstrom reported on plans to expand the program to students in upper grades.

UPDATE ON QPA REVISIONS AND GRADUATION REQUIREMENTS

QPA Advisory Council Activity

Mr. Steve Adams, Team Leader for School Improvement and Accreditation, provided the Board with an update on the progress of the QPA Advisory Council in its work on proposed revisions to the QPA process. He reviewed Council activity over the past two months and discussed the recommendations for adding, modifying, retaining or deleting accreditation criteria indicators. He noted that the Council would meet again in early February to consider whether the indicators were measurable and how they would be measured. He noted that their recommendations will be brought to the Board in March. Those items being recommended for addition to the accreditation decision included: the qualifications and number of certified staff in the school; the consideration of extenuating circumstances possibly affecting status; use of the Early Warning System indicators, particularly those tied to ESEA, in the accreditation review; and having the accreditation decision made by the whole team. In the discussion that followed, Mr. Adams was asked about the Council's recommendation to delete the criteria, *? sustained mastery of algebraic concepts and students passing advanced math and science courses in grades 9-12?* He reported that it was the Council's belief that all core subjects, mathematics, communication arts, and science, were equally important and that the recommendation was not being

made to de-emphasize mathematics, but to give equal weight to the others. He indicated the feeling was that if a school had achieved the Standard of Excellence in mathematics, it should not have to continue to have it as one of its target areas and should be allowed the flexibility to add another subject area. He also reported that the Council was working first on recommendations for which indicators should be measured; the next step would be development of a method of response with interventions based on the needs of the school. He noted that there could be changes in the level of Department involvement in schools performing well. Mrs. Waugh expressed her desire that indicators regarding a safe school environment be retained. Mr. Adams reported that there was a problem in developing a common interpretation of what should be reported. He also noted that there had been discussion about whether it was necessary to retain both drop-out rates and graduation rates. During the discussion staff was asked for a compilation of the Board's responses to the QPA survey. Mr. Adams was also asked to keep the QPA Advisory Council aware of other Board ideas and concerns such as: 1) an additional accreditation level developed for schools that may be in trouble, but where conditional accreditation may not be required; 2) including as part of the accreditation decision the relationship with the building and the local district; 3) developing and including a method to measure the effectiveness of professional development; 4) consideration of the quality of the school improvement plan; 5) a rating of the school's involvement with the community; 6) a way to emphasize the importance of assessments; and 7) having the expectations of QPA mirror expectations for providing a suitable education, and to include in those expectation the recommendations for a suitable education the Board submitted to the legislature.

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Graduation Performance Requirements Task Force Activity

Assistant Commissioner Pochowski reported on the activities of the task force working on the development of high school graduation requirements for Kansas students. She reported that the task force had first worked on clarifying the terms to be used when discussing the requirements among themselves and communicating with the Board. For clarity, the task force narrowed the definition of their task to the development of graduation performance requirements. The next task the group addressed was to narrow what was wanted to the achievement of definable qualities in two areas ? literacy and citizenship. Literacy would be defined as communicating through reading, writing and speaking; understanding mathematics, science and technology; understanding people, cultures and

languages; and participating in physical activities and appreciating the fine arts. Citizenship would include civic responsibility and lifelong learning. Dr. Pochowski reported that the next step was the development of a sample rubric to be presented to the task force at its next meeting in early February. The rubric would consist of quantitative and qualitative measurements of performance mastery levels for each area. Dr. Pochowski indicated that mastery might be measured through projects, portfolios, state assessments, local assessments and performance assessments. When asked how the Board will move away from the use of Carnegie units, Dr. Pochowski indicated that the new performance requirements could be built into QPA as revisions are being made. The Board discussed what performance projects might include and Mrs. DeFever asked that an opportunity to visit with a school that requires a senior project be provided, perhaps in conjunction with the Board's visit to Salina in April. Also discussed was dealing with resistance to changing to a new system and when to begin. Dr. Pochowski noted that Minnesota had developed and implemented its system over a period of ten years.

RESULTS OF THE 4-YEAR-OLD AT-RISK PROGRAM

Dr. Sherrill Martinez presented the final evaluation report for the Four-Year-Old At-Risk program that was begun in the 1998-1999 school year with 1,350 at-risk-four-year-olds. Approximately a third of the children participating in that year were selected for a longitudinal study. The number of students from the original sample remaining in schools where they could be followed during the 2000-2001 school year, their first grade year, was 243, less than fifty percent of the original number. Of the comparison group that had been chosen for the study, 157 remained in the fall of 2000. Dr. Martinez reviewed how children were identified as at-risk and indicated that many of the children in the study had more than one at-risk factor. She reported that the program goals were to prepare the children for success in kindergarten; close the gap between at-risk and non-at-risk children in terms of preparedness and readiness to learn in kindergarten and beyond; and to make the transition to kindergarten easier for children and parents. Dr. Martinez reviewed proficiency percentages for fall and spring in the measured domains, personal and social, language, math, science, social studies, arts, and physical development. Included in the evaluation were preschool children who were included for a one-year study, in addition to the children in the longitudinal study. Dr. Martinez's findings included several things. There were significant differences in gains made by children with different risk factors. The largest proficiency gap over time was seen in children with lower socio-economic status. ESOL children catch up and stay caught up by the end of the first grade year; Preschool experience was related to more children being proficient at the beginning of kindergarten, but not significantly so by the spring; by first grade the gains made by at-risk students in the preschool program were no different than other at-risk children. Dr. Martinez reported that the benefits in the program were seen in the children being more socially and emotionally prepared for kindergarten; that student needs are identified early and early intervention is possible; and parents are more involved and invested in their children's attendance in school. Classroom space, transportation and finding and retaining teachers were cited as the biggest problems with program implementation and operation. Suggestions included in the report were for more definitive program requirements, including teacher training in early childhood curriculum and observation and assessment of young children; better pay for teachers; resources for statewide oversight, evaluation and statewide training modules; and the requirement that districts that receive funds fully participate in program evaluation. In the discussion

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that followed it was suggested that staff explore the development of a program definition, criteria, staff training preparation needs, and model standards and curricula for four-year-old at-risk programs in the state. Deputy Commissioner Dennis also mentioned that the Board could bring up the need for funding for operations during its budget appeal.

APPROVAL OF BOARD TRAVEL

Mr. Wyatt moved, with a second by Mr. Voth, that the requests for travel be approved. The motion carried.

WRAP-UP

Deputy Commissioner Dennis reminded members of the Governor's State of the State speech and indicated that the Department may have the opportunity to look at and do a quick analysis of the recommendations prior to the event. He suggested that the Board gather in the Board Room for a short meeting to review the recommendation immediately following the speech. Chairman Rundell agreed and the special meeting was set for January 14, 2002 at 8:00 p.m. or immediately upon the Board's return to the Department after the State of the State address at the Capitol.

Bob Gast indicated that Tracy Keller from Wichita had been chosen as a finalist for National Teacher of the Year.

DISCUSSION ON REDESIGN OF EDUCATIONAL DELIVERY SYSTEMS

Because the Board needed to leave to attend the Career and Technical Student Organizations luncheon, there was no time for the planned discussion of redesign of educational delivery systems. Dr. Pochowski briefly reviewed the planning process proposed for the focus group forums in Board

member districts and indicated that materials, including the name of the staff member assigned to each Board member, would be sent within the next few day.

ADJOURNMENT

There being no further business, Chairman Rundell adjourned the meeting at 11:59 a.m.

I.B. Rundell, Chairman

Penny Plamann, Secretary

KANSAS STATE BOARD OF EDUCATION

MEETING MINUTES

January 14, 2002

CALL TO ORDER

Chairman Rundell called the special meeting of the Board to order at 8:00 p.m. on Monday, January 14, 2002 in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

Members present were:

Steve Abrams	Harold Voth
John Bacon	Bill Wagnon
Val DeFever	Janet Waugh
Sue Gamble	Bruce Wyatt
I.B. ?Sonny? Rundell	

Carol Rupe was unable to attend the meeting.

APPROVAL OF THE AGENDA

Dr. Wagnon moved, with second by Mrs. DeFever, that the meeting agenda be approved. The motion carried.

REVIEW OF THE GOVERNOR'S FY 2002 BUDGET AND RECOMMENDATIONS FOR FY 2003

Deputy Commissioner Dennis handed out copies of the Governor's Legislative Message and reviewed for the Board the highlights of his education recommendations. In the discussion that followed, Mr. Dennis explained the impact of the reduction of the state general fund support for special education excess costs for FY 2002 and FY 2003.

ADDITIONAL REQUEST FOR APPROVAL OF BOARD MEMBER TRAVEL

Mr. Wyatt moved, with a second by Mrs. DeFever, that the request for travel be approved. The motion carried.

ADJOURNMENT

There being no further business, Chairman Rundell adjourned the meeting at 8:25 p.m.

I.B. Rundell, Chairman

Penny Plamann, Secretary