

KANSAS STATE BOARD OF EDUCATION

Pre-Meeting Activities

October 11, 2004

Several State Board members toured the Center for International Studies and Shawnee Mission South High School. Participating were Dr. Abrams, Mrs. Gamble, Mrs. Morris, Ms. Rupe, Mrs. Van Meter, and Mrs. Waugh. Mrs. Gamble hosted a dinner for members and staff at her home.

Pre-Meeting Activities

October 12, 2004

State Board members toured South Park Elementary School. Those who participated were Dr. Abrams, Mr. Bacon, Mrs. Gamble, Mrs. Morris, Ms. Rupe, Mrs. Waugh, Mrs. Van Meter, and Mr. Wyatt.

MEETING MINUTES

October 12, 2004

CALL TO ORDER

Chairman Waugh called the meeting to order at 10:07 a.m. on Tuesday, October 12, 2004, in the Board Room of the USD 512's McEachen Administration Center, 7235 Antioch, Shawnee Mission, Kansas.

ROLL CALL

Members present were:

Steve Abrams	Iris Van Meter
John Bacon	Bill Wagnon
Sue Gamble	Janet Waugh
Connie Morris	Bruce Wyatt
Carol Rupe	

Mr. Willard was not present due to a long-standing prior commitment. The Board stood for recitation of the Pledge of Allegiance.

APPROVAL OF THE AGENDA

Chairman Waugh asked for approval of the agenda. Dr. Wagnon moved, with a second by Mrs. Van Meter, that the agenda be approved. The motion carried.

APPROVAL OF THE MINUTES

Mrs. Gamble moved, with a second by Dr. Wagnon, that the minutes of the September meeting be approved as presented. The motion carried.

COMMISSIONER'S REPORT

Commissioner Tompkins presented his monthly progress report on Board goals. Updating the Board on proposed federal cuts of Title V funds, he described the impact on the Department and its efforts to provide

technical assistance to schools on improvement.? He indicated the Department could lose 6-7 positions and urged Board members to contact those members of the Kansas Congressional Delegation that they know individually.? He also reviewed information in his written report on highly qualified teachers; development of a student level data system; and KSDE leadership goals for 2004-2005.? Commissioner Tompkins also reported on efforts by the Board of Regents to audit courses at the local

Page 2

MINUTES

October 12, 2004

district level to see if they meet the expectations of Qualified Admissions.? Concerns expressed by local districts were being addressed and only integrated classes will have to be submitted to the Board of Regents for approval.? Discussion followed about the equivalency of courses offered across the state.? Commissioner Tompkins reported that those at the local level would prefer that student performance be examined rather than how a district chooses to teach a subject.? He also pointed out that only 8% of Kansas students enrolling in Regents? institutions do so by meeting Qualified Admissions course requirements.? Dr. Abrams stated the need to look at the students who are in remedial classes in colleges.? Mr. Wyatt suggested that information from schools that are not achieving should be looked at as predictors.? Commissioner Tompkins said that a correlation study between ACT scores, state assessment performance and performance in college would be needed.? Commissioner Tompkins played a videotape of a segment of the *Today Show* on which Amber Tozier and her mother appeared, after Amber had been selected as a national essay winner by the National Military Families Association for her essay about why she was proud of her father?s service in the U.S. Army in Iraq.? Amber is a 5th grade student in the Ft. Riley school district.

CITIZENS? OPEN FORUM

Chairman Waugh declared the Citizens' Open Forum open at 10:35 a.m.? Those addressing the Board were: Kathleen Burdette, Overland Park; Barry Speert, Overland Park; and Richard Gibson, Lake Quivera. Chairman Waugh declared the citizens? forum closed at 10:42 a.m.?

The Board took a break from 10:42 ?to 10:55 a.m.

PRESENTATION BY 512, SHAWNEE MISSION

Dr. Marjorie Kaplan, Superintendent of the Shawnee Mission School District, welcomed the Board and introduced district staff who were present as well as Shawnee Mission Board President Donna Bysfield.? Dr. Kaplan reported on the changing demographics in the district.? She noted that district enrollment is declining, but, with 29,000 students, it is still the second largest district in the state.? She noted an increase in poverty in Johnson County, with the accompanying increase in those students receiving free or reduced-price lunch, as well as the need to provide services to an increasing number of homeless students in the district.? Dr. Kaplan reported a 300% increase in English Language Learners between 1995 and 2004 and that there were 74 languages spoken in the district.? She reported on the number of students in special education, with 3,500 with disabilities and 1,500 in gifted programs.?? Dr. Kaplan reported on recognitions the district and its schools had received, as well as how the district has performed on state assessments, with 90% of the schools reaching the standard of excellence in at least one academic area.? Dr. Kaplan also

reported on district initiatives to help with student improvement and to prepare students for a variety of post-secondary experiences.? She described the challenges the district has faced with reductions in funding, in addition to its declining enrollment.? She advocated several changes in how districts are funded, including state funding for basic operations and better provisions to assist districts with declining enrollment.? Dr. Kaplan also answered questions from State Board members.

The Board recessed for lunch at 11:59 a.m. and resumed at 1:30 p.m.

Page 3

MINUTES

October 12, 2004

STATE ASSESSMENT RESULTS AND REVIEW OF THE STATE REPORT CARD

2004 Assessment Results

Assistant Commissioner Alexa Posny reviewed 2004 state assessment results. Annual assessments were given in reading at the 5th, 8th, and 11th grades and mathematics at the 4th, 7th, and 10th grades; a biennial assessment in writing was given at the 5th, 8th, and 11th grades.? Dr. Posny discussed the versions of the assessments available for different student groups.? Disaggregated results were provided for all students; students with disabilities, male and female, race/ethnicity, socio-economic status, and English Language Learners (ELL).? She reported that the percent of students scoring in the top three performance categories, proficient, advanced, and exemplary, had increased overall with few exceptions among all disaggregated groups, with a notable narrowing of the achievement gap between minority and majority students, as well as advantaged and disadvantaged.

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Reading Assessment Results

Participation rate in reading was 99.6%. On the reading assessment, those performing at proficient and above increased by as much as 4.5% among the all-student population. At fifth grade, the increase was 3.2% from 2003, and 9% over five years. At the eighth grade, the increase was 4.5% from the previous year and more than 7% over five years. At eleventh grade, the increase was 1.7% from last year and 4.6% from 2000. ?Among students with disabilities, those scoring at proficient or above increased at least 3% from 2003 and more than 7% among eighth grade students with disabilities. Over five years, increases for students with disabilities were 26.3% at fifth grade, 24.6% at eighth grade and 18.3% at 11th grade. Dr. Posny was asked for further performance data for the thirteen categories of students with disabilities to see which category is being most affected. ELL students also saw improvements, with the exception of those at the 11th grade. While fifth and eighth grade ELL students saw one-year increases of 2% and 4.2% respectively, 11th grade ELL students saw a drop of 16.7%. Dr. Posny indicated the need for more data to identify what caused the difference at 11th grade.? ELL students at all grades increased over five years, including 32.9% at fifth grade, 41.5% at eighth grade and 17.1% at 11th grade.? There was a discussion about the difficulty of sustaining the increases in performance without an infusion of funds, because the percent of students remaining below proficient are those who are harder to help. ??Reading scores among racial and ethnic groups also improved, except among Hispanic students at the 11th grade. Fifth grade African American students in the top three performance levels increased 8.6%, at 8th grade 7.6%, and at 11th grade 1.2%.?? The percentage of Hispanics students also increased in the top three performance levels by 4

% at 5th grade, and 7% at 8th grade; but decreased 1.3% at 11th grade.? White students also saw reading scores improve, but not to the same degree as African American and Hispanic students, meaning that in most cases the achievement gap between the racial groups decreased.? The achievement gap between white students and African American and Hispanic students narrowed at all grades, except the 11th grade where the gap widened slightly for both groups. The percent of students eligible for free lunches in the top three performance levels increased 5.5% at 5th grade, 6.7% at 8th grade, and 1.2% at 11th grade. The percent of students eligible for reduced price lunches in the top three performance levels also increased by 4.7% at 5th grade, 4.9% at 8th grade, and 3% at 11th grade.? There was also an increase in the performance of males and females in the top three performance levels, with females performing slightly better than males; however the gap is narrowing, especially at 11th grade.

Page 4
MINUTES
October 12, 2004

Mathematic Assessment Results

Dr. Posny reported that participation rates remained high for all populations in mathematics for the three grade levels assessed; 4th grade, 7th grade and 10th grade.? Students scoring in the exemplary, advanced, and proficient levels increased 6.4% from 2003 and 17.6% from 2000 at 4th grade; 5.2% from 2003 and 10.6% from 2000 at 7th grade; and at the 10th grade 4.7% from 2003 and 7.5% from 2000. Students with disabilities scoring in the top three performance levels increased at the 4th grade 8.6% from the previous year and 31.6% from 2000; at the 7th grade 3.4% from the previous year and 25.4% from 2000; and at the 10th grade 4.2% from the previous year and 16.3% from 2000.? ELL students scoring in the exemplary, advanced, and proficient levels increased at the 4th grade 8.3% from 2003 and 32.5% from 2000; at 7th grade increased 7.1% from 2003 and 17.3% from 2000; and at 10th grade increased 1.6% from 2003 and 1.7% from 2003. There was an increase in the performance of males and females in the top three performance levels: 6.6% for males and 6% for females in 4th grade, 5.4% for males and 5.2% for females in 7th grade, and 4.8% for males and 4.8% for females in 10th grade.? The number of African American students in the top three performance levels increased 13.8% at 4th grade, 9.5% at 7th grade, and 2.9% at 10th grade.? Hispanic students in the top three levels increased in two grades, 10.1% at 7th grade, and 6.5% at 10th grade.? The percent of students eligible for free lunches in the top three performance levels increased 10.1% at 4th grade, 8.1% at 7th grade, and 3.9% at 10th grade.? The percent of students eligible for reduced price lunches in the top three performance levels also increased 7.6% at 4th grade, 7.7% at 7th grade, and 6.4% at 10th grade.? 77% of students with significant cognitive difficulties at age 10 performed in the top three performance levels on the alternate assessment, an increase of 3.7% from 2003.? At age 13, 76% of students with significant cognitive difficulties performed at the exemplary, advanced, or proficient levels on the alternate assessment, a gain of 7.9%.? The percentage of students, age 16, scoring in the top three performance levels on the alternate assessment decreased by 4.8 %.

Writing Assessment Results

Dr. Posny reported that 99% of all student populations in grades 5 and 8, and 98% of all students in grade 11, participated in the 2003 writing assessment.? Students scoring in the top three performance levels

increased 6.1% at 5th grade, 4.7% at 8th grade, and 3.7% at 11th grade.? Dr. Posny briefly discussed the variables in administration which included whether students were allowed to use a computer on the assessment, how much time students had to complete the assessment, and the number of local raters used in the assessment. She indicated that performance levels are reported by cluster, with each cluster made up of a different combination of the three variables.? Brief discussion followed about standardizing the writing assessment and developing a method to draw correlations between clusters.

State Report Card

Highly Qualified Teachers

Dr. Posny indicated that this was the first year Kansas has reported on highly qualified teachers. Highly qualified teacher data is not part of AYP, but NCLB does require the state to provide information on the number of highly qualified teachers in the state, as well as the numbers in each school and each school district. In addition, the state must report the number of highly qualified teachers in the core content areas of English/language arts, fine arts, foreign language, mathematics, science, and social studies. The federal law defines a highly qualified teacher as one that is fully licensed by the state and certified in the subject area in which he or she teaches with no licensure requirements waived on an emergency, temporary or provisional basis. In Kansas, 95% of all teachers meet the highly qualified criteria, with 97.93 meeting it at the elementary level; at the secondary level, 92.96% in English/Language arts, Reading; 91.34% in Fine Arts, Music, Art, Theater; 85.14% in Foreign Language; 92.37% in Mathematics; 92.98 in Natural

Page 5

MINUTES

October 12, 2004

Science; and 94.95% in Social Studies, History, Government, Geography, Economics. Dr. Posny reported that the five percent of teachers not currently meeting the highly qualified criteria were made up primarily of those who have an elementary K-9 teaching certificate and are teaching content courses at the middle school or ninth grade level and would need only to obtain some additional professional development in the content area to meet the highly qualified criteria.

Adequate Yearly Progress (AYP)

Dr. Posny reviewed several stipulations regarding AYP, noting that AYP and schools on improvement are currently not one and the same ? schools on improvement are only Title I schools and not making AYP doesn't necessarily mean that a school is on improvement.? She reported that AYP can be determined by at least forty indicators and that not making one of the forty could mean that a school will not make AYP.? To meet AYP, annual targets for performance on reading and mathematics assessments must be met, as well as goals for participation on the assessments. These targets must be met not only by the all-student population of schools, districts and the state, but also by each subgroup of students. A subgroup is any group of 30 or more students that can be identified by characteristics related to ethnicity, income level or English proficiency, or any group of 40 or more students identified by special needs. Improvements in attendance and graduation rates are also necessary to make AYP. ?Participation, attendance and graduation requirements for AYP remain the same from year to year, however performance targets on the state?s reading and mathematics assessments increase each year with the goal of having 100% of students proficient in reading and mathematics by 2014.? For 2004, 102 of the state?s 1,400 public schools did not make AYP, down from 175 schools in 2003. Sixteen of the state?s 302 school districts did not make AYP in 2004, down from 40 school districts in 2003. She reported that there were seven school districts and 21 schools on

improvement and that the state as a whole did not make AYP in 2004 and 2003 and is on improvement as a state because of performance by a small sub-group.? Dr. Posny was asked to provide Board members with information on how many and which states were on improvement last year. Dr. Posny also reviewed AYP data for reading and mathematics and the number of schools reaching the standard of excellence in those areas over the last five years.? Lists of the schools and districts not making AYP were handed out to Board members.

The Board took a break from 2:55 to 3:05 p.m.

DISCUSSION OF FUTURE ASSESSMENT ISSUES

Changes in Assessments Beginning in 2005-2006

?Dr. Posny also reviewed changes in the assessment program that will begin in the 2005-2006 school year, including the move from one assessment given at the elementary level, middle school level and high school in mathematics and reading, to state assessments in those subjects for grades 3 through 8 and one in high school.? She indicated the assessments would be based on the newly revised standards and would not be comparable to the ones that have been given since 2000.? New cut scores and AYP targets will have to be established; school report cards will have to be expanded to include the additional grades; and there will be no trend data for the grades not previously assessed.? There was brief discussion about the lack of comparability between the current assessments and the new ones that will be implemented.? Commissioner Tompkins and Dr. Posny explained why this was, indicating that the current assessments measure? cumulative knowledge, assessing once in elementary, once in middle school and once in high school.? When grade-by-grade testing is implemented in elementary through middle school, and after the opportunity to learn in high school, the yearly assessments will not cover as much information.? Dr. Posny added that the new assessments will be offered online and as paper/pencil tests.? Additionally, it was recommended that in order to ensure a smooth transition to the expanded assessment program, the Board delay all other assessment programs ? writing, history/government and science ? one year.? That would

Page 6

MINUTES

October 12, 2004

mean that in 2005-06, only reading and mathematics would be assessed with a return to a normal cycle, beginning in 2006-07, when writing in addition to reading and mathematics would be assessed.?? In 2007-08, science and history/government would be assessed in addition to reading and mathematics. Mr. Wyatt commented that current assessments results showed what can be accomplished when goals are set and that to delay any of the assessments would do a disservice to the students who would not benefit if no goals are established.

Dr. Posny also reported that discontinuation of the requirement for a second grade reading diagnostic was being recommended since reading will now be assessed in third grade and because of that any diagnostic testing should be used much earlier.? Dr. Posny noted that the use of reading diagnostics was becoming part of good practice by teachers.? Asked how the Board could guarantee that reading diagnostics will be part of best practices, Dr. Posny handed out copies of a *Kansas Guide to Reading Assessment* developed by staff to provide guidance to the field and explained that Title I requires diagnostic assessment and that Reading First training includes them, as well.? She added that Department technical assistance teams for schools will ensure they are in place.

Other Assessment Issues

Dr. John Poggio from the KU Center for Educational Testing and Evaluation (CETE) and Dr. Posny discussed several other issues with the Board concerning assessments under development. The desire by the field for the development of assessments that will provide data on individual student performance on each indicator assessed was discussed. Dr. Poggio explained how lengthy such assessments would have to be, both in number of items and time to take the assessment, in order to provide usable information to inform instruction. The idea of having both short forms and long forms of assessments was explored. Dr. Posny pointed out that a short form would be able to provide grade and classroom level information. It was suggested that a long form could be offered as an option to teachers, particularly when the results of the shorter version indicated that a student was struggling with the material. Dr. Poggio noted that the longer assessment would only be helpful if taken online because paper/pencil assessment results would not be available in time to provide help to a student during the same school year when he or she had taken the assessment. The cost of implementing an optional longer assessment was also explored, with Dr. Poggio estimating it would add an additional 10-20% to the cost. Other issues discussed included assessing each student in each one of the content areas at least once in high school; the use of online assessments; the status of the ELL proficiency assessment; and assessing students with disabilities.

PRESENTATION BY NETSMARTZ

Jennifer Gillens, with the National Center for Missing and Exploited Children in Washington, D.C., and Derrick Sontag, of the Intergovernmental Relations section of the Kansas Attorney General's Office, had been invited at the request of Mr. Willard to make a presentation on NetSmartz, an interactive, online educational safety resource that teaches children and teens how to stay safer on the Internet. Ms. Gillen reported on the risks posed by predators who misrepresent themselves in Internet chat rooms to gain the sympathy and trust of children in order to take advantage of them. She demonstrated several components of the program that had been developed for children of different ages and also played examples of public service announcements that were available. Ms. Gillen also explained the advantages of state partnerships with NetSmartz and Mr. Sontag discussed how the State Board of Education might work with the Attorney General to develop a partnership. Dr. Abrams moved, with a second by Mrs. Gamble, that Department staff meet with staff of the Attorney General's office about how to proceed with a state partnership with NetSmartz. The motion carried unanimously.

Page 7

MINUTES

October 12, 2004

CONSENT AGENDA

Dr. Abrams moved, with a second by Mr. Bacon, that the consent agenda be approved as presented. The motion carried. In the consent agenda, the State Board:

- ? Received the monthly personnel report.
- ? Confirmed the appointments of Janice Craft to the position of Staff Development and Personnel Consultant in the Human Resources Office, effective September 20, 2004 at an annual salary of \$45,635; Syed Bukari to the position of Program Consultant on the Computer Information and Communications

Services team, effective September 7, 2004 at an annual salary of \$49,108; Christine Fogus to the position of Administrative Assistant in the Child Nutrition and Wellness team, effective September 16, 2004 at an annual salary of \$19,427; and Tammy Martindale to the position of Administrative Assistant on the School Improvement and Accreditation team, effective September 26, 2004 at an annual salary of \$19,427.

? Approved school construction plans for USD 460, Hesston; USD 409, Atchison Public Schools; USD 305, Salina; USD 440, Halstead; USD 230, Spring Hill; USD 208, Wakeeney; and USD 350, St. John ? Hudson.

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? ?Approved the proposed Kansas State School for the Deaf FY2005 combined salary schedule for dormitory teachers and paraprofessionals.

? Approved requests for waivers for individuals to serve outside their area of endorsement in districts as follows: *Adaptive Special Education*: ?Susan Barnes, USD 373, Silver Lake; Kandis Crawford, USD 405, Lyons; John Carney and Shan Davis, USD 453, Leavenworth; Michelle Engelke, USD 489, Hays; Rose (Ging) Daffron, Stephanie Duethman, Susan Gamble, Andrea Landreth, ?John Purvis and Tatyana Wilkinson, USD 490, El Dorado; Sarah Harris, D0 614, East Central Kansas Cooperative; and Teresa Bennett, Sheila Bogart, and Riki Kisner, D0 693, North Central Kansas Special Education Cooperative; *Gifted*: Virginia Judy, D0 693, North Central Kansas Special Education Cooperative; *Journalism*: Kevin Phenix, USD 497, Lawrence; and *Speech/Theater*: Jeannette Shields, USD 447, Cherryvale.

? Approved accredited status for the following schools: Z0029 Ascension School #7784, Christ The King #8565, St. Pius X #9010, and Xavier Elementary #7036.

? Approved waiver of K.A.R. 91-31-16, through 91-31-30? for the following pilot schools: USD 477 Ingalls High and Ingalls Elementary; and Independence Bible School, High School and Elementary.

? Approved the waiver K.A.R. 91-31-24 On-site visits for ?forty-two schools to let them be allowed to not conduct the first on-site visit of their current QPA cycle.? The schools are: USD 104: White Rock Elementary, White Rock Middle, and White Rock High Schools; USD 222: Washington Elementary School and Washington High School; USD 228: Hanston Elementary School and Hanston High School; USD 256: Marmaton Valley Elementary; USD 264: Clearwater High School; USD 271: Stockton Grade School and Stockton High School; USD 301: Utica Elementary School; USD 316: Golden Plains Elementary, Golden Plains Middle, and Golden Plains High Schools; USD 330: Mission Valley High School; USD 379: Lincoln Elementary School and Morganville Elementary School; USD 384: Blue Valley High School, Randolph Middle School, and Olsburg Elementary

Page 8

MINUTES

October 12, 2004

School; USD 386: Madison Elementary School and Madison Jr/Sr High School; USD 387: Altoona-Midway High School; USD 390: Hamilton Elementary School and Hamilton High School; USD 411: Goessell Jr-Sr. High School; USD 422: Greensburg High School and Delmer Day Elementary School; USD 468: Healy Elementary School and Healy High School; USD 496: Pawnee Heights Elementary

School and Pawnee Heights High School; USD 503: Parsons Middle School and Parsons High School; USD 506: Altamont Elementary, Bartlett Elementary, Edna Elementary, Mound Valley? Elementary, and Meadow View Elementary Schools; and USD 508: Baxter Springs Middle School and Baxter Springs High School.

? Approved the Inservice education plans for: USD 234 Fort Scott; USD 297 St. Francis; USD 305 Salina; USD 316 Golden Plains; USD 345 Seaman; USD 400 Smoky Valley; USD 468 Healy; USD 495 Larned; USD 605 SCK Interlocal; and USD 617 Interlocal.

? Approved charter school dissemination funds in the amount of \$33,000 each for USD 287 West Franklin, West Franklin Learning Center; USD 312 Haven, Pleasantview Academy; USD 361 Anthony-Harper, The Learning Center of Harper; USD 382 Pratt, Productivity Academy; and USD 501 Topeka, Hope Street Academy.

Contracts Approved

Authorized the Commissioner of Education to:

? negotiate and enter into a contract with Dr. Anthony Ambrosio of Emporia State University for validation activities related to the implementation of the Kansas Performance Assessment (KPA), with the contract amount not to exceed \$45,712;

? negotiate and enter into a contract not to exceed \$50,000 with Drs. John Poggio, Doug Glasnapp and William Slorupski of the Center for Educational Testing and Evaluation (CETE) at the University of Kansas for validation activities related to the score setting recommendations for the Educational Testing Service (ETS) Praxis II assessments;

? negotiate and continue to contract with RMC Research Corporation for technical assistance for the Even Start Program in an amount not to exceed \$42,111; and

? negotiate and enter into contracts for Reading First facilitators to provide technical assistance to the local grantees in the implementation of the Reading First Grants, with each contract amount not to exceed \$15,000, to reimburse each facilitator at the rate of \$500 per day plus travel expenses.

2005 LEGISLATIVE ISSUES AND UPDATE ON INTERIM COMMITTEE ACTIVITY

Deputy Commissioner Dennis asked Board members if they wanted to include the two issues he had presented to them in September in their 2005 legislative recommendations.? Mrs. Morris moved, with a second by Dr. Abrams, that staff add to the Board?s legislative recommendations an amendment of KSA 72-1387 to allow the State Board to determine the educator licensure fee and removal of the cap.? The motion carried.? Dr. Abrams moved, with a second by Mr. Bacon, that staff add to the Board?s legislative recommendations an amendment of KSA 8-272 to remove the cap on the amount distributed to schools for driver education from the State Safety Fund. The motion carried.

Assistant Legislative Coordinator Gamble reported that interim committee action on any educational issues was on hold until after the Supreme Court ruling in the school finance case.

Board Attorney

Mr. Biles reviewed his written report of activity for the month of September, including updating Board members on the state school finance litigation. He noted that a decision by the Kansas Supreme Court could be announced as early as Friday, October 15th, but stated he believed it would be announced later. When it is announced, counsel for both sides in the case will be notified 24 hours in advance. Mr. Biles indicated he would send notification to Board members with the web address for the posted decision as soon as he hears anything. Dr. Abrams asked Mr. Biles to provide a short commentary to the Board on the Supreme Court school finance decision when it is released. Mr. Biles also reported that he had done some personnel work for KSSB and KSSD. Dr. Abrams moved, with a second by Mr. Bacon, that the Board accept Mr. Biles' report and pay his fees for services and expenses for September as presented. The motion carried 8-0.

Policy Committee

Dr. Abrams, Policy Committee Chairman, reported on two questions the Committee had been asked to review. Regarding the first, should changes be made to the policy governing nominations of persons to non-State Board Committees, the Committee reviewed the policy, he reported, and concluded that the language was comprehensive enough to require no changes. On the second issue, about how the agenda should be constructed, the Policy Committee concluded that the issue was sufficiently addressed in the existing policy. Dr. Abrams reviewed Policy 1010 E. (1) regarding requests from members for agenda items.

Page 2

MINUTES

October 13, 2004

Other Board Member Reports

Dr. Wagon spoke about reports in the press on the state school report card. He also reported on his activities as the Board representative on the Kansas Teacher of the Year Selection Committee and other teacher recognition committees. He hoped the Board would encourage local teacher awards recognizing teachers in their own communities.

Mrs. Gamble reported that she would miss the November meeting because of trip to China. She asked if the evaluations of the Commissioner, the Board Attorney, and Board Secretary, scheduled for November, could be postponed until December. There were no objections.

Mr. Bacon stated his objection to an activity in which, Jack Krebs, a member of the science standards writing committee, had been involved. Mr. Bacon stated that the standards committee had not reported its recommendations on revisions to the standards because of issues yet to be decided on and that members of the committee had a responsibility to the mission the committee was trying to accomplish. Mr. Bacon stated that because Dr. Krebs had organized and participated in a forum at the University of Kansas that bolstered his particular views about what the science standards committee's recommendations should be, he should be removed from the committee. Mr. Bacon further stated that he felt Dr. Wagon's attendance at the forum on the front row was inappropriate, as it was perceived as supporting Dr. Krebs' activities. Mr. Bacon mentioned that a draft of the science standards had been posted on the KSDE website. Because they have not been approved by the committee as yet, he requested that a disclosure be added stating that they are

only a draft and have not been approved.

Mrs. Morris reported that the member she had nominated to the science standards committee had been asked to resign by the chair of the committee because he disrespected the committee.? It was mentioned that another member had also been asked to resign.? Chairman Waugh asked staff to check into the matter.

Mr. Wyatt arrived at 10:20 a.m.

Requests for Future Agenda Items

A study on the development of a local district efficiency review and technical assistance process, similar to QPA accreditation, was requested by Dr. Wagon.? A discussion of possible modifications to the Board?s funding recommendations to the Governor, based on the Supreme Court decision in the school finance case, was requested. A special meeting of the Board was mentioned as a possibility.? Mrs. Rupe asked for a report at the December meeting on Mrs. Gamble?s and Dr. Posny?s trip to China.?

TEACHER EDUCATION ACCREDITATION COUNCIL PRESENTATION

Dr. Frank B. Murray, President of the Teacher Education Accreditation Council (TEAC), presented an overview of TEAC and explained how it differed from other organizations, such as the National Council for Accreditation of Teacher Education (NCATE), that accredit teacher education preparation institutions.? Of interest to Board members in the discussion that followed Dr. Murray?s presentation, was how TEAC accreditation might affect the portability of teaching licenses between states.? Dr. Murray indicated that less than half of the teacher education programs in the country are accredited and third party scrutiny of an institution?s claims about its programs can only be a good thing.? He noted that some institutions, including many of the Ivy League schools, don?t feel the NCATE process fit with their own unique goals.? Also discussed was how TEAC would work in Kansas, with its system of accrediting units, which TEAC does not do, and what a state partnership with TEAC would entail. ?Dr. Murray also explained the costs associated with TEAC accreditation.

The Board took a break from 10:30 to 10:39 a.m.

Page 3

MINUTES

October 13, 2004

PERFORMANCE LEVELS FOR SCIENCE, SOCIAL STUDIES AND WRITING

Because the QPA regulations that will take effect July 1, 2005, require the State Board to set performance standards for any assessed content area, Dr. Posny asked that preliminary performance targets for Science and History/Government be established for this year to assist the schools that are participating in the QPA pilot process. ?Mr. Bacon indicated that the Olathe school district had indicated its desire for the additional assessments scheduled for the spring of 2005 be delayed for a year in order for the district to concentrate on the requirements of NCLB.? Dr. Wagon moved, with a second by Ms. Rupe, that the State Board approve the performance levels for use by the QPA pilot schools for assessments in Science and History/Government as proposed.? Performance targets for the percent of students scoring at proficient or above would be: Science - 55% at 4th and 7th grade, and 50% at 10th grade; History/Government - 55% at 6th and 8th grade, and 50% at 11th grade.

Asked by Mr. Bacon if a school could withdraw from pilot school status, Commissioner Tompkins explained that the waiver of the current accreditation regulations would have to be rescinded. A discussion followed about what other options the Board might consider. Dr. Posny suggested three options: 1) don't set targets; 2) set targets, but hold the schools harmless regarding QPA performance criteria; or 3) set targets and have them count. In the discussion that followed, Dr. Wagon and Ms. Rupe modified their motion by add a "hold harmless" clause regarding the QPA performance criteria to their motion. The vote on the motion failed 5-3-1, with Mrs. Morris, Mrs. Van Meter and Mr. Wyatt voting "no", and Dr. Abrams abstaining.

After further consideration, Mr. Wyatt, with a second by Ms. Rupe, moved that the State Board approve the performance levels for use by the QPA pilot schools for assessments in Science and History/ Government, with the provision that pilot schools be held harmless regarding QPA performance criteria. Discussion followed about whether it was appropriate to have another vote on the same motion. Mr. Bacon stated that he felt the Board should follow Roberts' Rules of Order. Mr. Biles, the Board Attorney, indicated that Board Policy had been amended some time ago to eliminate the requirement that the Board be bound by Roberts' Rules in the way it conducted business. He noted that Board Policy provided that action regarding any matter may be taken upon an affirmative vote of six members of the Board. The vote on the motion carried 6-2-1, with Mrs. Morris and Mrs. Van Meter voting "no", and Dr. Abrams abstaining.

DISCUSSION OF PROPOSED ACTION PLAN FOR HIGH SCHOOL RESTRUCTURING

A revised action plan for high school restructuring had been sent to the Board. The revised plan had been aligned with the Board's Core Principles for Redesign. Dr. Wagon felt that the action plan under Principle Three: *"The system must be flexible and adaptable to meeting the learning needs of each student"* was weak and there was a need for a stronger role for guidance counselors to help students and their families navigate the multiple pathways that will be available to them. Dr. Posny suggested that it could be built into the development of model high school programs and structures as provided in No. 2 of the action plan. Mrs. Gamble disagreed that reforming the role of a school's guidance program would accomplish what Dr. Wagon was looking for and that new programs with components involving all the staff in helping students with the choices they face in an ongoing way would be more important. Dr. Tompkins suggested some alternative language addressing Dr. Wagon's concern and indicated he would integrate it into the proposed action plan and bring it back to the Board for a vote in November.

Ms. Rupe left at 11:20 a.m.

Page 4

MINUTES

October 13, 2004

EARLY CHILDHOOD STANDARDS

Continuing her reports on collaborative early childhood initiatives between public agencies, including the Department of Education, the Kansas Department of Health and Environment, the Kansas Department of Social and Rehabilitation Services (SRS), the Governor's Office, and the Kansas Children's Cabinet, Dr. Posny provided the Board with an update on the progress of the early childhood care and education providers' *Early Learning Guidelines*. It was mentioned that in 2003 the federal government required SRS to begin the process of developing early learning guidelines that align with K-12 standards. The

