

KANSAS STATE BOARD OF EDUCATION

MEETING MINUTES

October 9, 2001

CALL TO ORDER

Chairman Rundell called the meeting to order at 10:00 a.m. on Tuesday, October 9, 2001, in the USD 356 District Office, 110 N. Monnet, Conway Springs, KS.

ROLL CALL

Members present were:

Steve Abrams

Carol Rupe

John Bacon

Harold Voth

Val DeFever

Bill Wagnon

Sue Gamble

Janet Waugh

I.B. "Sonny" Rundell

Bruce Wyatt

APPROVAL OF AGENDA

Chairman Rundell asked for approval of the agenda. Mrs. DeFever moved, with a second by Dr. Abrams, that the agenda be approved as presented. The motion carried.

APPROVAL OF THE MINUTES

Chairman Rundell asked for approval of the minutes of the September meeting. Mrs. Gamble moved, with a second by Mr. Voth, that the minutes be approved as submitted. The motion carried.

COMMISSIONER'S REPORT

Commissioner Tompkins reviewed his written report. He reported that because of the changes that may have to be implemented to meet the requirements of the federal assessment program yet to be finalized, the Department proposed to do only an internal review of the language arts and mathematics standards this year to meet its legal requirements. He indicated that a more thorough review would be done once the federal program was in place. Dr. Tompkins reported that the guides to state standards for parents would be distributed to districts by the middle of the month and that the guide on effective practices for gifted students had be

distributed and training had been provided to over 300 educators of the gifted the first week of October. Plans were underway, he reported, for *Take the Test Day* in February and would be outlined for the Board in November. He also mentioned that personnel evaluations for himself, the Board Attorney and the Board Secretary were scheduled for the November meeting and that evaluation forms would be mailed to Board members for their input. Dr. Tompkins also mentioned the upcoming meeting with the external assessment reviewers. Several Board members indicated they would be attending. Additionally, Dr. Tompkins mentioned that NASBE had requested recommendations from state boards for study topics and he noted that the Board might want to discuss the request during Board reports if anyone had any suggestions to make.

BOARD POLICY COMMITTEE REPORT

Dr. Abrams, Chair of the Board Policy Committee, reported that the committee had met in July and August and that the recommendations before the Board were for clean-up and clarification and that no substantive changes were being recommended. Mr. Wyatt asked that the Committee review further the policy regarding the criteria for how reimbursement of subsistence is determined. Dr. Abrams and Dr. Tompkins indicated that a report would be made to the Board about what had been authorized by the legislature and some changes in language suggested to bring clarity to the policy. Carol Rupe asked that the policy regarding the criteria for Board appointments to committees be reviewed, particularly the requirement that three or more nominees for each vacancy should be considered. After further discussion and clarification, Dr. Abrams indicated that the Board would be voting next month on the changes they had been given and that recommendations made in response to the additional issues raised, would be voted on at a later date.

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CITIZENS? OPEN FORUM

Chairman Rundell declared the Citizens' Open Forum open at 10:32 a.m. Presenting remarks to the Board were Martin Bauer, representing the Kansas Arts Commission, and Dr. Walter J. Myers, Wichita State University College of Fine Arts, both from Wichita, Kansas. Chairman Rundell declared the Forum closed at 10:45 a.m.

LEGISLATIVE MATTERS

Deputy Commissioner Dennis reported that the Legislative Educational Planning Committee (LEPC) had signed a contract with Augenblick and Myers for a professional evaluation of school district finance in order to determine the cost of a suitable education for Kansas children. He noted that the National Conference of State Legislatures and the Education Commission of the States were partners in the contract. Brief discussion followed about the availability of other consultants and why there had only been one bid. He added that the Board's recommendations made to LEPC in June had been incorporated into the contract. Mr. Dennis also indicated that the due date of the study had been moved back to May 2002 and that legislative action on any recommendations would not be possible during the 2002 session.

Mr. Dennis reviewed items that would need action by the 2002 legislature. They included amendments to the charter school statute; permission for school districts to use signing and retention bonuses to attract teachers; permission for school districts to contribute to tax-sheltered annuities; permission for school districts to subsidize "grow your own" teacher placement and retention programs; and removal of the \$15,000 maximum annual salary cap for teachers who are drawing KPERS benefits and teaching in the same school district.

Lastly, Mr. Dennis reviewed state general fund balances and projections and noted that the budget consensus-estimating group would be meeting in November and that its projections would determine the budget totals recommended by the Governor. Mr. Dennis also reviewed anticipated increased demands on the state general fund as a result of the economic slow down and follow-through on budget decisions made by the legislature in recent years. There was discussion of district local option budgets (LOBs) and the need for the local tax increases funding them to be replaced by state funding. Mr. Dennis was asked to provide a breakdown by district of LOBs over the past few years.

The Board took a short break from 11:15 a.m. to 11:30 p.m.

PRESENTATION BY USD 356

Mr. Clay Murphy, Superintendent of USD 356, Conway Springs, introduced Mr. Eddie D. Allen, USD 356 Board member who was present, as well as Brent Davis, Principal, and Greg Rosenhagen, Assistant Principal, of Conway Springs High School. Mr. Murphy reported on changes that have occurred in the school district over the past six years. He focused on several state championships and their relationship to improved academics and community pride; the QPA process and local curriculum; and a bond issue campaign. He also discussed the affects of fluctuating student numbers on the district's budget and noted that the LOB would need to be raised next year from 10% to 18%. He also reported how predicted lay-offs in the aircraft industry would affect the community. Mr. Murphy noted his satisfaction with components of the Board's budget proposal. Discussion followed about district salaries, budget cuts, insurance costs and participation in the state insurance plan. Dr. Wagon noted that there were seven high schools in Sumner County and asked about possible barriers to consolidation that needed to be overcome. Mr. Murphy indicated that consolidation was a idea he considered favorably, but that many communities feared loss of their identity in a consolidated district. Mr. Murphy also talked about distance learning opportunities and their benefits to smaller districts who are not able to have a full curriculum without ITV, but he indicated that a district the size of Conway Springs didn't gain the same benefits.

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At the conclusion of Mr. Murphy's presentation, the Board moved to Conway Springs High School for lunch at noon and a school tour. The meeting resumed in the district office at 1:25 p.m.

< P ALIGN="JUSTIFY"> GRADUATION REQUIREMENTS TASK FORCE RECOMMENDATIONS

Dr. Alexa Pochowski, Assistant Commissioner for Learning Services, reviewed the assignment that had been given to the Graduation Requirements Task Force formed in July. It included a review of the recommendations made by an earlier task force and presented to the Board in January 1998; and the charge to determine appropriate graduation requirements for Kansas students. Dr. Pochowski reported on the changing face of work as education enters a new century, requiring new basic skills such as the ability to read at a relatively high level; do at least elementary algebra; use personal computers; solve multi-structured problems; communicate effectively; and work in groups. She pointed out that many students are cut off from the opportunity for postsecondary education because of the decision in ninth grade to not take Algebra I. Dr. Pochowski indicated that disproportionate numbers of Black, Hispanic and low-income children are affected by this decision. She discussed the need for higher standards for all students and better access to more demanding coursework. She illustrated this by comparing the curriculum requirements in Algebra II between two different districts, one of which had much more stringent standards than the other. She also compared literacy competency requirements between two districts illustrating the same wide differences in what is required of students to graduate. Dr. Bill Neuenswander, Professor at Baker University, and Mr. Jim Menze, Principal, Emporia High School, both members of the Graduation Requirements Task Force, reviewed the Task Force's recommendations to the Board. Those recommendations are:

1. to not change the current graduation requirements consisting of 21 units;
2. to have uniform state graduation requirements developed that include, in addition to unit requirements, the requirement that graduates be able to demonstrate performance/proficiency levels;
3. that a steering committee consisting of current Task Force members assist the department and the Board with coordination of development efforts, including the development of the structure for graduation requirements and the schedule for their development; that the state high school graduation requirements should be incorporated into the school accreditation system; and the local process for meeting the requirements should be integrated into and compatible with the overall school improvement process;
4. that uniform state high school graduation requirements should be used to supplement the Carnegie unit requirements in order to clarify what students should know and be able to do when they graduate;
5. each school district should be required to locally develop and submit as part of their school accreditation process a procedure which would contain multiple measures, including at least one locally-determined performance-based measure, to demonstrate student eligibility to graduate under the state graduation requirements, with no single measure, such as a high stakes test, being used to determine eligibility to graduate;
6. the state graduation requirements should be applied to all students, with IEPs and section 504 accommodation plans utilized if necessary for students with disabilities; and
7. the intent of state high graduation requirements should not be to match the Board of Regents qualified admissions standards.

The Task Force also recommended that skills which help people become successful workers, and skills such as problem-solving which cut across subject areas, be incorporated into the more traditional subject areas'

graduation requirements; that steps be taken to assure that consultations with parents and academic and vocational counseling of students occur so that families and children are well-informed of the new requirements; that supports are available to assist students in accomplishing the requirements as well as the expectations of postsecondary institutions and/or potential employers.

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Discussion focused on four areas of concern: the usefulness of retaining Carnegie units, instead of concentrating on and requiring a core body of knowledge; how the system would dovetail with current assessments where the school and not the student is accountable; how to schedule implementation of the new system to allow students enough time to fulfill the requirements; and what to do when students are unable to perform at the required level. It was decided that there would be further discussion of the recommendations at the November meeting.

PILOT ACCREDITATION WAIVER PROCESS FOR PRIVATE AND PUBLIC SCHOOLS

Jeannette Nobo, Coordinator, School Improvement and Accreditation, reported briefly on a pilot accreditation waiver process involving 24 private and 22 public schools, that would allow the schools to: 1) select their targeted goals for improvement based solely on building data; 2) allow the private schools to select as one of three targeted goals, an affective goal appropriate to the school's mission; and 3) allow the public schools to select as one of three targeted goals, an affective goal if data supported the need for improvement. The pilot accreditation process was initially approved for the Kansas Archdiocese Schools utilizing the Kansas North Central Accreditation (NCA) model and was extended to other interested private schools using the NCA model, as well as to an equal number of public schools. Ms. Nobo indicated that none of the nineteen schools that had so far reported had chosen a non-academic target. Dr. Tompkins noted that the report was being presented to the Board at this time, before all schools had reported, as part of the Board's study of the QPA requirements in November and that it would be helpful to determine if targeted areas chosen by schools needed to be prescribed by the Board.

The Board took a break a 2:25 p.m. and returned at 2:35 p.m.

APPOINTMENT TO THE PROFESSIONAL PRACTICES COMMISSION

Mr. Voth moved, with a second by Mrs. Gamble, that Andrea Ewert be appointed to fill a vacancy on the Professional Practices Commission in the position for a classroom teacher representative. The motion carried unanimously and Ms. Ewert was appointed.

CONSENT AGENDA

Dr. Wagon moved, with a second by Mr. Wyatt, that the consent agenda be approved as presented. The motion carried.

In the consent agenda, the State Board:

- Received the monthly personnel report.
- Approved school construction plans for Renwik, USD 267; Goodland, USD 352; Wichita, USD 259; Wakeeney, USD 208; Hayden High School, Topeka; Augusta, USD 402; and Hoisington, USD 431.
- Adopted the findings of fact and conclusions of the Professional Practices Commission and approved the recommendations of the Commission in cases 01-FC-09, 01-FC-10, and 01-FC-11.
- Approve Cycle II accredited status for USD 294, Oberlin: Oberlin Elementary.
- Approved requests for waivers for individuals to serve outside their area of endorsement in districts as follows: *Assistant Superintendent*: Jean McCally, USD 290; *Behavior Disorders*: Gregory Walker and Robert Walker, USD 452, and Robert Land, USD 490; *Computer Studies*: Jason Armitage, USD 446; *Early Childhood Special Education*: Tracie Betz, USD 293 and Amy Vore, USD 490; *Interrelated Special Education*: Kimberly Whitely, USD 250, Sandra Stucky, USD 490, and Travis Githens and Hallie Nevin, USD 607; *Learning Disabilities*: Kathleen Gledhill, USD 453; *Library Media Specialist*: Lesley Sheldon, USD 233, and Thelma Mahaffey, USD 447; *Special Education Transition Coordinator*: Barbara Crooks, USD 383; *Music (extend days on emergency sub)*: Sheryl White, USD 351; and *Spanish*: Ann J. Graham, USD 380, and Travis Gold, USD 499.

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- Denied requests for waivers for individuals to serve outside their area of endorsement: *Music (extend days on emergency sub)*: Mary Null, USD 330; and *Art (extend days on emergency sub)*: Peter Lague.
- Approved a QPA waiver request from Clark Davidson School, to allow them to submit their school improvement plan in April 2002 instead of December 2001.
- Approved local inservice education plans for Hesston, USD 460; Seaman, USD 345; Diocese of Salina; Stafford, USD 349; Three Lakes Educational Cooperative Interlocal, #620; Sumner County Educational Services Interlocal, #619; Liberal, USD 480; Onaga, USD 322; and Lincoln, USD 298.
- Approved 2001-2002 Visiting Scholar Certificates for: Richard Harrison and David Eichler, to be employed as behavior analysts for the Southeast Kansas Education Service Center; and Kristina Maupin to teach elementary Spanish in USD 259.

- Approved 2001-2002 School Improvement Grants as submitted for: USD 101, Thayer Elementary, \$26,300; USD 216, Deerfield Elementary, \$60,392; USD 253, Mary Herbert Elementary, \$58,324, Maynard Elementary, \$58,324, Logan Avenue Elementary, \$58,324; USD 259, Dodge Edison Elementary, \$74,985, Horace Mann Elementary, \$74,972, Lawrence Elementary, \$71,480, Lincoln Elementary, \$74,998, Anderson Elementary, \$69,442, Edison Ingalls Elementary, \$55,597 and Linwood Elementary \$63,984; USD 308, McCandless Elementary, \$36,835; USD 361, Anthony Elementary, \$38,850, USD 453, Earl Lawson Elementary, \$52,500; and USD 500, New Chelsea Elementary, \$75,000, Rosedale Middle School, \$74,966, Central Middle School, \$75,000, Noble Prentis Elementary, \$37,000, Grant Elementary, \$40,000, Silver City Elementary, \$45,668, Northwest Middle Schools, \$48,913, Lindbergh Elementary, \$38,475, Wyandotte High School, \$65,200, Argentine Middle School, \$49,300, Banneker Elementary, \$31,190, Madison Elementary, \$38,500, Stony Point North Elementary, \$48,080, Hawthorne Elementary, \$24,036 and White Church Elementary, \$63,984.
- Approved 2001-2002 Kansas Character Education grants: Partner grants - USD 259, \$23,650; and Southeast Education Service Center, \$18,650; Pilot site grants in the amount of \$6,000 each for Iuka Center for Excellence in Education, Three Lakes Education Cooperative, South Central Kansas Education Service Center, Smoky Hill Education Service Center, Fort Hays Educational Development Center, Haviland School District, Smith Center School District, and Bazine School District; and district/school grants in the amount of \$2,650 each for, USD 104, USD 202 ? Muncie Elementary School, USD 203 ? Piper High School, USD 204 ? Edwardsville Elementary, USD 205 ? Leon Elementary School, USD 214 ? Hickok and Sullivan Elementary Schools, USD 229, USD 230, USD 231 ? Nike Middle School, USD 233, USD 265, USD 274 ? Oakley High School, USD 283, USD 286 ? Sedan Elementary School, USD 298 ? Lincoln Elementary School, USD 300 ? South Central Middle School, USD 303, USD 305, USD 306, USD 309 ? Nickerson Elementary School, USD 313, USD 320 ? Central and West Elementary Schools, USD 322, USD 342, USD 345, USD 348 ? Baldwin Junior and Senior High Schools, USD 357 ? Belle Plaine Middle School, USD 367 ? Osawatomie Middle School, Lyons School District ? Central Elementary School, USD 409, USD 411, USD 426 ? Pike Valley High School, USD 430 ? Horton Elementary School, USD 437, USD 444 ? Windom Elementary School, USD 453 ? Anthony, Lawson, Howard Wilson, David Brewer, Nettie Hartnett, and Muncie Elementary Schools, USD 457, USD 460 ? Hesston Middle School, USD 464, USD 470, USD 475, USD 482 ? Lincoln Primary and Dighton Middle School, USD 489 ? Felten and Kennedy Middle Schools, USD 490, USD 494 ? Syracuse Elementary School, and USD 512 ? Rising Star and Rushton Elementary Schools, Indian Hills and Mission Valley Middle Schools.
- Approved a Carl Perkins Statewide Leadership grant in the amount of \$71,962 for Washburn University for a secondary program evaluation model.

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- Issued an order for USD 404, Riverton, granting it authority to hold an election on the question of

issuing bonds in excess of the district's general bond debt limitation.

STUDY SESSION ON STATE ASSESSMENTS

2000-2001 State Assessment Results

Dr. Cherie Randall, State Assessment Coordinator, reported on the results of the 2000-2001 state assessments, reviewing data by performance levels and mean scores. She indicated that the 2001 mean score for all students included for the first time those students taking modified or alternate assessments with participation rates in all subject areas increasing significantly over 2000. Dr. Randall noted that there was very little impact on the mean scores for all students with the data from modified or alternate assessments added. She also reported that the disaggregated data for the 2001 assessment results represented the second year of results for math and reading in the current series of tests, and the first year of results in science and social studies. In almost all cases where results could be compared to the previous year, the percentage of students in the three highest performance levels was greater in 2001 than in 2000. She indicated that the increase was particularly noticeable in math, where a greater percentage of students in all three tested grade levels performed in the top three levels as compared to 2000. The exception was in eighth and 11th grade reading, where less than 1 percent fewer eighth grade students were represented in the three highest performance levels and approximately 2 percent fewer 10th grade students were represented in those levels. She reported that disaggregated data for all students showed that, in most cases, a higher percentage of female students than male students performed in the top three levels in reading, while in math, males and females had a similar percentage of students performing in the top three performance levels. In science, a higher percentage of male students than female students performed in the top three levels at all grades except grade 10. In social studies, male students had a higher percentage in the top three levels at all grades. Dr. Randall reported that in all subject areas at all grades, minority students continued to perform below majority students, with the performance gaps between the highest and lowest mean equated percent correct answers in social studies ranging from 15% to 16%; in science from 11% to 20%; in mathematics from 16% to 19%; and in reading from 8% to 10%. She noted that the same general trend occurred when looking at scores based on socioeconomic status. Students who were not eligible for free or reduced priced lunches performed better than those who do qualify for either free or reduced priced lunches. The difference in performance was especially dramatic between non-eligible students and those who qualify for free lunches.

In the discussion that followed, baseline scores for improvement targets were discussed, as was how to determine how Kansas students were performing when dealing with large student turnover in the groups that are assessed year to year. The impact of curriculum alignment and workshops, as well as the use of assessment data to inform instruction was discussed and staff development was noted as key to continued improvement in scores. It was also noted that textbook companies were beginning to incorporate Kansas standards. Whether the percent correct in math and reading would ever reach the same level was also discussed. Dr. Glasnapp indicated that the reading assessments are not scored the same way as the mathematics assessments, and that the mathematics assessments reflect the challenging nature of the math standards. The increase in the percent in the unsatisfactory performance level as grade levels increased was also discussed, with Commissioner Tompkins indicating that the trend could be attributed in part to lower expectations and lack of access because of special education over-identification in the early grades based on reading ability.

Results of High School Student Test-Taking Motivation and Performance Study

Dr. Glasnapp presented the results of a study undertaken CETE. This study was undertaken because of the perception that by high school, students no longer viewed the state assessments as important. He reported that to investigate the importance and effects of student motivation and effort on scores on the state achievement tests, students were asked to respond to four questions on three of the Kansas state assessments: 10th grade mathematics and science and 11th grade social studies. Students were asked for

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their ratings on four questions: "1) How important is it that you do well on this test? 2) How hard did you work to get a good score on this test? 3) If you did not try very hard to do your best on the test you just took, why was that? 4) To what degree did this test ask things that you have been taught in school?" Because of inconsistencies in the scores of students with disabilities who took the general assessments, Dr. Glasnapp indicated their scores were omitted when the results were analyzed.

Dr. Glasnapp reported that the patterns of results were consistent across student content areas response groups. A comparison to a similar evaluation in another state showed that the Kansas results were consistent with other findings. Dr. Glasnapp indicated the data suggested that students report a high level of motivation; they take the tests seriously; believe it is important to do well; and put forth effort when taking the tests. He noted that reported effort is higher the more students report they have been exposed instructionally to the tests' content. Even for students reporting they had been taught "very little" of the tests' content, the majority still reported making a lot of effort on the test. Instructional exposure to the content was found to be more strongly related to test performance than effort, but the two variables appeared to interact in their relationship to test performance in expected patterns. Dr. Glasnapp stated that the test performance results followed expected and consistent patterns when examined in relation to the four questions about student perceptions of the tests and suggested that student responses to the questions were largely accurate. Dr. Glasnapp was asked if it could be concluded from the results that the state assessments are a more reliable indicator of achievement at the high school than previously believed. He responded that opportunity and access to the material makes a difference, but that even if certain courses were required, it wouldn't affect achievement enough to completely make up for the lower scores at the high school level. Dr. Abrams noted that it pointed out again the problem of the achievement gap between advantaged and disadvantaged students.

Definitions of Assessment Performance Levels

Dr. Pochowski reviewed the definitions of the five performance levels, Advanced, Proficient, Satisfactory, Basic and Unsatisfactory, which had been established to apply to the state assessment scores. She also explained how the reading proficiency levels differed. Dr. Pochowski gave examples of questions from the state assessments that had varying degrees of difficulty to illustrate the levels of proficiency. Board discussion focused on misperceptions by the public about what was meant by each performance level. Reasonable expectations on the percent of movement from unsatisfactory to basic were also discussed.

There being no further business, Chairman Rundell recessed the meeting at 4:35 p.m. so that Board members could tour the elementary school and meet with area superintendents.

I.B. Rundell, Chairman Penny Plamann, Secretary

KANSAS STATE BOARD OF EDUCATION

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CALL TO ORDER

Chairman Rundell called the meeting to order at 9:00 a.m. on Tuesday, October 10, 2001, in the USD 356 District Office, 110 N. Monnet, Conway Springs, 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 arrived at 9:05 a.m.

BOARD REPORTS

Chairman

Chairman Rundell reported that he had attended a meeting of IMEC in Anchorage, Alaska. Of particular interest was a presentation on Alaska's Itinerant Teacher Program. Mr. Rundell also reported that the Equity

Advisory Council had met, with the whole meeting devoted to the use of Native American symbols as school mascots. He also mentioned the upcoming meetings with the Board Chairman, Vice Chairman and Legislative Coordinator with editorial boards across the state. He noted that Board members were invited to attend those held in their districts. Kathy Toelkes, Public Information Officer for the department, reviewed the proposed schedule. In the discussion that followed, it was decided that board members could make contact and arrange meetings if they felt other papers in their districts should be visited and include other Board members in those visits if they desired.

Board Attorney

Mr. Biles reviewed his written report updating the Board on the school finance litigation. Mrs. Gamble moved, with a second by Mr. Voth, that Mr. Biles' fees for services and expenses for September be paid as presented. The motion carried.

Legislative Coordinator

Mrs. DeFever reported on the interim meeting of the Legislative Educational Planning Committee and the contract with Augenblick and Myers for the study of school district funding and on the Legislative Post Audit study on special education. She also reported she had attended a United Superintendents Association conference, Closing the Achievement Gap and noted how helpful it had been to interact with other attendees.

Other Board Member Reports

Mrs. Gamble reported that the NASBE annual meeting had been cancelled, but that the report of the E-Learning Study Group would be made available soon and she would be reporting on it at a later meeting. She also reported on the KSDE conference on early childhood she had attended.

Requests for Future Agenda Items

A further discussion of high school graduation requirements and how to integrate them into the accreditation process was requested. Future discussion of possible incentives and other ways to encourage district consolidation was also requested.

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STUDY SESSION ON OBSTACLES TO STUDENT LEARNING

History of Education in Kansas

To give the Board an historical perspective as it began to address its goal for redesigning Kansas schools and

learning environments for the new century, Dr. Pochowski reported on the history of education in Kansas. Her report focused on highlights in the changing role in educational governance in the state since the establishment of the first free school in Council Grove in 1851.

Literature Review on Obstacles to Improved Student Learning

Dr. Pochowski presented the results of a literature review on obstacles to school reform to improve student learning. She reported that common quick fixes such as increased availability of technology, curriculum framework adoption, high-stakes testing, teacher competency testing, vouchers, and charter and magnet schools, have proven to be ineffective when implemented as stand alone solutions. Reform efforts, she noted, must be directed at long-term systemic change. She reported that common obstacles to successful reform fell into five categories:

- *Teacher learning* ? lack of time and resources for teachers to increase their learning, share their knowledge, and coach one another;
- *Data Management* ? separate and disparate data management systems that are not linked to teaching or learning;
- *Decision Making* ? top-down decision-making with little input from practitioners;
- *School Traditions* ? Conformity to traditions leading to resistance to reform efforts; and
- *External Supports* ? Improvement efforts that are instituted, but not aligned with others or supported with adequate funding, technical assistance and data.

The Board took a break from 10:00 a.m. until 10:15 a.m.

Panel Discussion

A panel of educators: David Lamp, Principal of Mueller Elementary, Wichita, Mr. James Lentz, Deputy Superintendent, Garden City School District, Dr. Diane Nielsen, Associate Professor, University of Kansas, Mr. David Torbett, Teacher, Independence High School, and Dr. Wynona Winn, Superintendent, Hutchison School District, shared with Board members obstacles to student learning they have identified and strategies they would recommend to overcome them. Mr. Lamp discussed the problems that children of poverty encounter because of unspoken middle class rules and parents not educated to know what their children need to learn to begin to break the cycle of poverty. He recommended *A Framework for Understanding Poverty* by Ruby Payne to help educators and policymakers understand the issues with which these families are confronted. Mr. Torbett noted three major obstacles: 1) institutional, including the difficulty in changing the organization of schools and the lack of collaboration among teachers; 2) cultural, including the need to fight defeatism by school staff and to help policy makers, parents and the community understand how things have changed in schools; and 3) practical obstacles which affect priorities and put too much focus on assessments and accountability instead of meeting the needs of students for acceptance and success that go beyond academics, but affect academic performance; and teachers need for more time.

Dr, Nielsen shared that teachers need to have a support system that provides them with the tools to continue learning through professional development, collaboration and team teaching and inservice training so that they are able to help every child learn. She noted the importance of preservice teacher training; early childhood education to address poverty with a continuation of the efforts in K-12; and the need for adequate teacher pay to combat teacher shortages. Mr. Lentz also mentioned the shortage of qualified, certified teachers, especially in western Kansas. He also cited the needs of the bilingual and migrant populations his district is serving. Those include the need for children to keep up with the curriculum at grade level while still becoming proficient in English. Additionally, he questioned the

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emphasis on seat time versus performance and stated the need to provide students with whatever extended learning opportunities they might need. Mr. Lentz, too, mentioned the importance of professional development and the time for teachers to work and learn together. He emphasized the need for staff development based on data and how important it is for schools to have assessment data at the earliest possible time in order to plan focused staff development. Lastly, Mr. Lentz discussed the need for students to have not only knowledge-based instruction, but to learn how the knowledge is applied. Dr. Wynn noted that one of the greatest barriers schools face is the lack of focus on the youngest learners, stating that all children come to school ready to learn, but that some schools are not prepared to meet their learning needs as they enter school. She indicated the need to abandon arbitrary readiness criteria and implement strategies that reflect the latest knowledge gained from brain research, such as the theory of emergent literacy. She reported that teachers need to have the tools that will help them overcome the lack of early development in students and that schools and teachers need to know and understand their students' backgrounds and experience. Other recommendations arising from the discussion that followed, included: differentiated pay for teachers, including pay for performance, knowledge, skills and results for children; include an understanding of early childhood development in all teacher preparation programs; and implement changes necessary so that the school organization can become more collaborative and nurturing with a focus on early prevention and intervention. In addition, a book on brain research and how one learns, *Inside the Brain*, by Ronald Kotulak, was recommended. At the conclusion of the discussion, Commissioner Tompkins thanked the panelists, and, after restating the three Board goals, invited them to communicate with him about any other ideas they might have.

APPROVAL OF BOARD TRAVEL

Mrs. Gamble requested that the meeting with the external assessment review team on October 11th be added to her requests. Members and dates to which it was requested that per diem be added were: Wyatt, October 11th; and DeFever, Waugh and Gamble, November 10th. Additionally, it was agreed that any travel for members to attend editorial board meetings scheduled in their districts was pre- approved, as was travel to those meeting for Board leadership, Chairman Rundell, Vice Chairman Waugh and Legislative Coordinator DeFever. There being no further additions or changes, Carol Rupe moved, with a second by Dr. Abrams, that the requests for travel be approved as amended. The motion carried.

BOARD POSITION ON PROPOSED AMENDMENT TO CONGRESSIONAL LEGISLATION

Dr. Wagnon moved, with a second by Mr. Voth, that the State Board of Education direct the Board Chair to send a letter to Kansas U.S. Senator Pat Roberts stating the Board's opposition to the so-called Santorum Amendment to the new Elementary and Secondary Education Act, with the letter stating that the amendment is an inappropriate federal intrusion into a state and local matter that has been resolved at the state level in Kansas and that the Board believes it is an attempt to inject creationism and intelligent design instruction into public schools. Mr. Wyatt asked that the letter be sent to the entire Kansas congressional delegation. The motion carried on a vote of 8-0-2, with Dr. Abrams and Mr. Bacon abstaining.

ADJOURNMENT

There being no further business, Chairman Rundell adjourned the meeting at 12:10 P.M.

I.B. Rundell, Chairman Penny Plamann, Secretary