

KANSAS STATE BOARD OF EDUCATION MEETING MINUTES

August 12, 2003

CALL TO ORDER

Chairman Waugh called the meeting to order at 10:00 a.m. on Tuesday, August 12, 2003, in the Board Room of the State Board of Education Building, 120 SE 10th Avenue in Topeka, Kansas.

ROLL CALL

All members were present:

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

The Board stood for recitation of the Pledge of Allegiance.

APPROVAL OF AGENDA

Chairman Waugh asked for approval of the agenda.? Commissioner Tompkins indicated that an additional school had been added to the list of schools recommended for accreditation in item 10 h., and that item 10 i., QPA waiver requests for pilot schools, had been revised with the addition of another school.? Revised copies of the action sheets had been handed out to the Board before the meeting.? Mrs. Gamble moved, with a second by Dr. Wagnon, that the agenda be approved as amended.? The motion carried.?

APPROVAL OF THE MINUTES

Chairman Waugh asked for approval of the minutes of the July meeting. Mr. Wyatt asked that the Tuesday, July 9th minutes of the Board?s discussion of the review of the history/government and science standards be corrected with the following addition:?*Mr. Wyatt asked what would be normal practice in regards to the review of the history/government and science standards at this time.? Dr. Tompkins responded that the process used in the last review of reading, math, social studies and science included a full review of the standards and an external review of the final draft before adoption.??* Mrs. Gamble moved, with a second by Dr. Wagnon, that the minutes be approved as corrected.? The motion carried.

COMMISSIONER'S REPORT

Commissioner Tompkins reported that the meeting with the Legislative Education Planning Committee (LEPC) that had been tentatively scheduled in conjunction with the Board?s September meeting would be moved to November.? Dr. Tompkins also reported on activity of the Kansas Education Employment Board (KEEB), and on a grant from the Kauffman Foundation to pilot a school readiness assessment instrument.? Because of the increase in on-line learning opportunities, Dr. Tompkins asked for the Board?s support for staff to explore developing a Kansas virtual school.? Discussion followed and Chairman Waugh, noting that there was Board consensus for the idea, directed the Commissioner to pursue the project and report to the

Board in September on the development of a model.?

To address issues raised by Board members regarding the charter schools, Commissioner Tompkins recommended that the Chairman direct the Policy Committee to develop guidelines for the charter school application process. After discussing the recommendation, the Policy Committee was asked to develop the guidelines and was also asked to determine whether Board member participation on committees is aligned with Board policy.

Page 2

MINUTES

August 12, 2003

STATE ASSESSMENT RESULTS, REPORT CARDS, AND TECHNICAL ASSISTANCE

Assessment Results

Assistant Commissioner Alexa Pochowski reviewed 2003 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; and biennial assessments were given in social studies at the 6th, 8th, and 11th grades and science at the 4th, 7th, and 10th grades. Dr. Pochowski discussed the versions of the assessments available for different student groups, including general education students, students with disabilities, and English Language Learners (ELL). Assessment results must be disaggregated by general education/gifted students, students with disabilities, gender, race/ethnicity, socio-economic status, and migrant status. She reported that students were placed in one of the five performance levels - Exemplary, Advanced, Proficient, Basic, and Unsatisfactory - based on their assessment scores, and noted that NCLB required that all students score in one of the top three levels in reading and mathematics by 2014.

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Reading Assessment Results

Participation rates were over 99% for all student populations in grades 5 and 8 and over 96% at grade 11 on the Kansas reading assessment. Participation rates for students with disabilities, including students who took general, modified and alternate assessments, were above 99% in grades 5 and 8 and above 97% for grade 11. Asked how the high participation rate had been achieved, Dr. Pochowski credited the implementation of the modified assessments for students with disabilities, the plain English versions and listening comprehension versions for ELL students, and increased efforts to assess migrant students. Dr. Pochowski paused in her presentation for the Citizens' Open Forum.

CITIZENS' OPEN FORUM

Chairman Waugh opened the Citizens' Open Forum at 10:30 a.m. Addressing the Board was Jim Edwards, Topeka, representing the Kansas Association of School Boards. Chairman Waugh closed the citizens' forum at 10:35 a.m. The Board took a break until 10:50 a.m.

Reading Assessment Results (continued)

Dr. Pochowski continued with her report on reading assessment results. She reported that data for all students showed an increase in students scoring in the top three performance levels of 5.9% at 5th grade, 3.8% at 8th grade, and 4.7% at 11th grade. Students with disabilities scoring in the top three performance levels increased 12.2% at 5th grade, 7.6% at 8th grade, and 8.2% at 11th grade. ELL students scoring in the

top three performance levels increased 22.0% at 5th grade, 11.1% at 8th grade, and 10.3% at 11th grade.? She noted that females continued to perform slightly better than males in reading, but there was an increase in the percentage of males and females in the top three performance levels at all three grade levels assessed.? African American students in the top three performance levels increased 8.7% at 5th grade, 7.5% at 8th grade, and 6.0% at 11th grade. The percentage of Hispanics students also increased in the top three performance levels by 11.3% at 5th grade; 5.8% at 8th grade; and 6.7% at 11th grade.? The percent of students eligible for free lunches in the top three performance levels increased 3% at 5th grade, 5.6% at 8th grade, and 6.8% at 11th grade. The percent of students eligible for reduced price lunches in the top three performance levels also increased by 8.1% at 5th grade, 5.8% at 8th grade, and 6.2% at 11th grade.? Noting the decreased gain at the 11th grade, Carol Rupe asked why the proficiency from the earlier grades was not sustained.? Dr. Pochowski predicted that assessment results would reflect the performance of those 5th and 8th grade students who had been assessed in the latest round of assessments as they reach the 11th grade.? A discussion of the performance gap between disaggregated groups followed. Dr. Pochowski pointed out that because all groups had shown an increase in performance, it was important to note that those groups that have historically performed at a lower level of proficiency have had to show larger gains for the gap to narrow as it has.? She noted that it was also significant that the increases had been made in the last two of the last four assessments cycles.

Page 3
MINUTES
August 12, 2003

Mathematic Assessment Results

Dr. Pochowski 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% at 4th grade, 3.3% at 7th grade, and 1.3% at 10th grade. Students with disabilities scoring in the top three performance levels increased 10.3% at 4th grade, 4.8% at 7th grade, and 4.1% at 10th grade.? ELL students scoring in the exemplary, advanced, and proficient levels increased 8.3% at 4th grade, 1.4% at 7th grade, and showed a slight decrease of -.8% at 10th grade. There was an increase in the percentage of males and females in the top three performance levels: 6% for males and 6.3% for females in 4th grade, 3% for males and 3.6% for females in 7th grade, and 1.8% for males and .7% for females in 10th grade, with males performing slightly better than females.? The number of African American students in the top three performance levels increased 8.4% at 4th grade, 2.7% at 7th grade, and 1.7% at 10th grade.? Hispanic students in the top three levels increased in two grades, 8.7% at 4th grade and 6.7% at 7th grade, and showed a slight decrease of -0.6% at 10th grade.? The percent of students eligible for free lunches in the top three performance levels increased 8.8% at 4th grade, 4.5% at 7th grade, and 1.0% at 10th grade.? The percent of students eligible for reduced price lunches in the top three performance levels also increased 9.1% at 4th grade, 5.5% at 7th grade, and 1.7% at 10th grade.? More than 70% of students, ages 10 and 13 performed at the exemplary, advanced, or proficient levels on the alternate assessment, maintaining the 2002 level.? The percentage of students, age 16, scoring in the top three performance levels on the alternate assessment increased by 6.6 % as compared to 2002.

Science Assessment Results

Over 99%, of all student populations in grades 4 and 7 and 98% of all students in grade 10 participated in the

science assessments, with 99% of students with disabilities in grades 4 and 7 participating and 97% of students with disabilities in grade 10 participating. Students scoring in the exemplary, advanced, and proficient levels increased by 5.1% at 4th grade, 2.3% at 7th grade, and 2.8% at 10th grade.? There was an increase in the percentage of males and females in the top three performance levels with a 4.8% increase in males and 5.2% increase in females in 4th grade, a 2.7% increase in males and 1.9% increase in females in 7th grade, and a 3.8% increase in males and 1.7% increase in females in 10th grade.? Males performed slightly better than females at all three grade levels.? The percentage of African American students in the top three performance levels increased 7.4% at 4th grade, 7.1% at 7th grade, and 2.5% at 10th grade.? The percentage of Hispanic students also increased in the top three performance levels, 5.5% at 4th grade, 4.4% at 7th grade, and 1.3% at 10th grade. The percent of students eligible for free lunches in the top three performance levels increased 7.4% at 4th grade, 4.0% at 7th grade, and 2.8% at 10th grade.? The percent of students eligible for reduced price lunches in the top three performance levels also increased 6.4% at 4th grade, 6.4% at 7th grade and 4.2% at 10th grade.

Social Studies Assessments

Dr. Pochowski reported that over 99%, of all student populations in grades 6 and 8 participated in the social studies assessment; almost 99% of all student populations in grade 11 participated; over 99% of students with disabilities in grades 6 and 8 participated; and 97% of students with disabilities in grade 11 participated.? Students scoring in the exemplary, advanced, and proficient levels increased 3.6% at 6th grade, 3.5% at 8th grade, and 1.8% at 11th grade.? There was an increase in the percentage of males and females in the top three performance levels, with 3.5% males and 3.8% females in 6th grade, 3.3% males and 3.7% females in 8th grade, 1.9% males and 1.6% females in 11th grade, and with males performing slightly better than females at all three grade levels.? The percentage of African American students in the top three performance levels increased 6.5% at 6th grade, 7.7% at 8th grade, and 1.6% at 11th grade.? The percentage of Hispanics students in the top three performance levels increased in two grades, 8.2% at 6th grade and 5.0% at 8th grade, with a slight decrease, -0.6%, at 11th grade.? The percent of students eligible for free lunches in the top three performance levels increased 5.3% at 6th grade, 5.4% at 8th grade, and 0.7% at 11th grade.? The percent of students eligible for reduced price lunches in the top three performance levels also increased 7.5% at 6th grade, 6.0% at 8th grade, and 3.3% at 11th grade.

Page 4

MINUTES

August 12, 2003

Issues discussed included how factors influencing successful performance on the assessment would be identified and the information disseminated to help the improvement efforts of other schools.? Whether tighter budgets would force schools to cut back on successful strategies was also mentioned.? Commissioner Tompkins noted the increased number of schools at the standard of excellence and stated that the Department would highlight successful program when providing technical assistance to schools on improvement.? The need for improving reading proficiency at the high school level was also discussed.? Dr. Pochowski indicated that in addition to the focus on prevention and early intervention for students with reading problems, it was understood that there was also the need to provide training to teachers at the middle and high school level.? She reported that the High School Principals Association had expressed a desire to develop a program to help content area teachers learn to teach reading.? Dr. Pochowski also indicated that grade level specific standards will help.? Commissioner Tompkins noted that the possibility of high schools

being identified as "on improvement", which will be in effect next year, might provide the impetus for them to work harder, and with greater focus." He mentioned that the change in the high school mathematics assessment to a model timed to match students' opportunities to learn should also have a positive impact on assessment results." Dr. Pochowski was asked if the basic and unsatisfactory performance levels reflected achievement below grade level." She responded that because the standards reflected in the most recent assessments spanned the grades at which the assessments were given, they were not grade level specific." The assessments based on the new grade-by-grade standards recently approved by the Board for reading and mathematics would very specifically reflect the grade level expectations of the standards." She was also asked why a district with 95% of its students reading at grade level in the 2nd grade would not have comparable state reading assessment scores at 5th grade." She indicated that Kansas performance expectations were much higher than those on national norm-referenced tests and predicted that Kansas students would perform very well on national standardized tests." The increase in participation rates was also discussed and Dr. Pochowski was asked for examples from the modified and alternate assessments."

The State Report Card and Adequate Yearly Progress

Dr. Pochowski presented the results of a 2003 Business Roundtable survey on parents' perceptions and expectations for schools and discussed how closely they were reflected in NCLB." She also reviewed key provisions of the No Child Left Behind (NCLB) law that require states and districts to disclose student achievement data by school and by district, showing progress toward proficiency." She noted that raising student achievement each year for all students and by subgroup is required to make "adequate yearly progress" (AYP) and annual report cards are required prior to the beginning of the school year at the school, district and state levels reporting student progress." A discussion followed about the fairness of measuring ELL students and students with disabilities against all other students." Dr. Pochowski noted that the challenges of both sub-groups were not clearly understood at the time the law was authorized and that progress has been made regarding students with disabilities and would be made regarding ELL students." She reiterated that schools that do not make adequate yearly progress for two years in a row are identified as "on improvement" and next year this will apply to all schools, not just Title I." She noted that Kansas had responded to the law by having an approved accountability system based on a tradition of high academic expectations and a 12-year focus on improvement; development and release to the public of the state, district and building report cards; and a system in place to provide needs assessments and technical assistance to schools." She reported that technical assistance will include assistance in three areas: 1) collecting and analyzing data from assessments and other sources to identify and address areas of need; 2) identifying and offering effective practices to better use resources to improve academic achievement; and 3) identifying and implementing professional development to enhance student performance. The level of assistance provided to schools will depend on their improvement status." Dr. Pochowski reported that three-member in-house integrated support teams, with a representative from special education, Title I, and school improvement, have been formed and assigned to provide assistance in specific regions of the state. She noted that the Department is also working with several service centers to provide technical assistance and professional development.

Page 5

MINUTES

August 12, 2003

The Board recessed for lunch at 12:00 p.m. and returned at 1:30 p.m.

time travel all the way to the Pacific Ocean on the Oregon Trail and a return on the Lewis and Clark Trail.? Two students were also invited to attend the opening ceremonies of the Lewis & Clark bicentennial at Monticello, Virginia.? Other highlights from the fourth quarter included a musical, cultural and educational weekend, 99 Drums, where students explored the drumming traditions of six different cultures.? The student council also sponsored a benefit in May to raise money for the Red Cross and victims of the recent tornado in Wyandotte County.

Mr. Daugherty reported that enrollment capacity with current staffing was 75 and that enrollment for 2002-2003 was 55.? He noted that nine new students were expected to enroll, many of them pre-schoolers.? Mr. Daugherty reported that the emphasis on earlier intervention with blind children and the quality of the KSSB pre-school program have had the result of students coming to the school for services at a younger age.?? He reported that 93 students were served during the two-week summer school session.? Mr. Daugherty reported on transition activities and discussed information about the number of students

Page 7

MINUTES

August 12, 2003

enrolled in area public schools with non-disabled peers. He particularly noted the cooperation received from the Kansas City Area Technical School and the Kansas City Kansas Community College to provide accommodations to the KSSB students they were serving.? Mr. Daugherty also reported on statewide collaboration, outreach services provided by KSSB, the adult mentoring program, and a grant for a summer jobs program in Topeka.

KSSB FY 2005 Budget

In discussing the KSSB FY 2005 budget proposal, Mr. Daugherty reported on ongoing efforts to institute cost-saving measures at the school.? He mentioned the installation of a computerized HVAC control system that had been installed campus wide, and the realignment of staff and cafeteria operations.? Mr. Daugherty indicated the Division of Budget allocation for FY 2005 was \$4,571,555.? Using the same plan proposed in FY 2004 for reduced resources of 5% less, he indicated that the \$228,578 cut would be accomplished, first, by a reduction in travel and expenditures for supplies and materials, and an increase in fees.? The next items in line to meet reduced resources would be a reduction of summer school by one week, layoff of two teachers of the visually impaired, layoff of two dormitory teachers and a furlough of all non teaching staff for 3 to 5 days.? Appeal priorities for the reduced resource allocation in priority order would be 1) maintaining two teachers of the visually impaired; 2) maintaining two dormitory teachers, and 3) restoration of one week of summer school.? FY 2005 budget enhancements, as reported in July, would include a 3% teacher salary disparity adjustment and \$54,000 to restore one week of summer school to a total of four weeks.? Dr. Wagnon moved, with a second by Dr. Abrams that the Board approve the KSSB FY 2005 budget allocation plan as presented. ?The motion carried.

The Board took a break from 3:05 to 3:15 p.m.

LEGISLATIVE MATTERS - KANSAS BOARD OF EDUCATION FY 2005 BUDGET

Deputy Commissioner Dennis presented the budget recommendation that the Board had tentatively approved at the July meeting and asked for any changes or corrections.? Dr. Abrams, with a second by Mr. Wyatt, moved that the Board approve the FY 2005 budget recommendation as presented.? Carol Rupe shared a letter she had received from USD 259, Wichita, that indicated the district would suffer a net loss of \$3.5

million if special education funding is put into the base state aid per pupil (bsapp).? The letter indicated that the Wichita school district had a disproportionate share of special education students because of students moving into the district to utilize programs that are offered in the area.? The letter also indicated that the approximately \$77 million the district spent on special education was already heavily subsidized by regular education funding.? Carol Rupe asked Mr. Dennis what the advantage would be to including special education in the bsapp.? He responded that it would reduce paperwork and streamline the program and allow it to be better integrated with other program by placing the emphasis on the student instead of the accounting for the special education dollars spent.? In the discussion of the issue that followed, Mr. Bacon suggested that if it would work for some districts, he would like to propose that the Board support piloting the bsapp funding mechanism with several districts in the states.? Carol Rupe asked Dr. Abrams if he would support a friendly amendment to his motion that would remove special education funding from the bsapp.? Dr. Abrams indicated that he was in favor of including it in bsapp because he felt it provided more flexibility for districts, but would accept an amendment that would request legislative authority to conduct a pilot.? Carol Rupe moved, with a second by Mr. Wyatt, that the motion be amended to request legislative authority to conduct a pilot project with several district to include special education funding in bsapp.? Mrs. Gamble asked what would be discovered if thte only districts that participated were those that would benefit from the funding being included in the bsapp.? Mr. Dennis suggested that a select number of districts could pilot the program and report on its effectiveness in reducing paperwork and streamlining program delivery at the end of the year.? A discussion of the effect on funding for special education cooperatives followed and Mr. Dennis indicated that not all cooperatives would be affected equally.? A vote on the amendment carried 8-2, with Dr. Wagnon and Mrs. Gamble voting ?no?.

Page 8

MINUTES

August 12, 2003

Chairman Waugh asked if there was further discussion on the motion as amended.? Dr. Wagnon stated his concern that the FY 2005 budget recommendation was inadequate.? He noted that legislatively-mandated studies and the previous Governor?s school finance task force had come to the same conclusion as previous Board recommendations that major increases were needed in education funding.? He pointed out that the Board?s FY 2004 budget recommendation of \$372 million represented the first of three increases to reach the funding level recommended in the Augenblick and Myers, Inc. study on adequate K-12 education funding.? He noted that the current Governor had made education one of her highest priorities.? He stated the need to continue funding the strategies and improvements that will be required by NCLB and the difficulty in providing technical assistance to schools on improvement with a deeply restricted Department budget.? He discussed recent discussions with superintendents in his district and noted that most had indicated they have cut as much as they can from their budgets.? He reported that the Lawrence school district was cutting all-day kindergarten for Title I schools at a time when early childhood intervention is essential to closing the performance gap.? Because he felt the Board was abrogating its responsibility, Dr. Wagnon indicated he would not vote for the budget.? In the discussion of Dr. Wagnon?s concerns, several members, including Mr. Willard and Carol Rupe, mentioned the failure of recent legislatures to fund the Board?s recommendations.? Carol Rupe suggested that the Legislative Coordinator and the Assistant Legislative Coordinator be directed to communicate to the legislature that what the Board is proposing is a barebones budget and represents an effort to restore funding that has been lost, and to fund what is essential for early childhood and early literacy.? Mrs. Gamble noted that the budget proposal represented twice the amount that several Board members had been willing to approve at the beginning of the Board?s budget

discussion in July. She expressed pleasure that the Board had been able to coalesce around addressing specific areas needing the most immediate attention: reading and math, professional development, evaluation of the 4-year-old at-risk program, and special education. She stated she would support the budget recommendation, though she would like to see it higher and hoped that the Governor's recommendation would be higher. Mrs. Waugh agreed with Dr. Wagnon and felt the budget proposal was not sufficient to meet the needs of the children in Kansas, but stated she would vote for the proposal because she recognized it was a proposal that could receive a majority of Board members' support. She indicated that in her conversations with legislators she would personally advocate for more funding for FY 2005 and work for additional funding in FY 2006. The vote on the motion carried 9-1 with Dr. Wagnon voting 'no'. In its action the Board recommended a total increase for FY 2005 of \$104,153,900 to include:

- ? increasing bsapp by \$100 per pupil (\$3,863 to \$3,963) - \$57,853,900;
- ? increasing funding for special education to 90% of excess cost and requesting legislative authority to conduct a pilot program with select districts to include it in bsapp - \$25,000,000,;
- ? increasing at-risk weighting from 10 to 11 percent - \$4,700,000;
- ? funding grant programs which require submission of a program plan to the State Board of Education for teacher training, research-based reading programs, and/or extended learning time, providing approximately \$114 per FTE student in grades K-3, - \$14,000,000;
- ? providing professional support/assistance to each school on improvement equivalent to one professional support person onsite no less than one day per week - \$2,500,000; and
- ? funding staffing, training, and evaluation of the four-year-old at-risk program - \$100,000.

Deputy Commissioner Dennis handed out copies of 2003 interim legislative committee memberships and the topics to be studied.

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CONSENT AGENDA

Dr. Wagnon moved, with a second by Carol Rupe, that the consent agenda be approved with the additional school that had been added to the list of schools recommended for accreditation in item 10 h., and the revision of item 10 i., QPA waiver requests for pilot schools. In the consent agenda, the State Board:

Page 9

MINUTES

August 12, 2003

- ? Received the monthly personnel report.
- ? Confirmed the appointment of Melinda Stanley to the position of Information Resource Specialist III, effective August 1, 2003, at an annual salary of \$48,832.
- ? Approved school construction plans for USD 259 Wichita (2 projects); USD 250 Pittsburg; USD 473 Chapman; St. Dominic Catholic School, Garden City; Trinity Lutheran School, Shawnee; USD 341 Oskaloosa Public Schools; USD 362 Prairie View; USD 306 Southeast of Saline; and Queen of the Holy Rosary-Wea, Bucyrus.
- ? Approved the modification of the South Central Kansas Special Education Cooperative Interlocal Agreement (Pratt).
- ? Approved the renewal of the Technology Excellence in Education Network (TEEN) Interlocal

Agreement (Herington).

- ? Approved the modification of the Fort Hays Educational Center Interlocal Agreement (Hays)
- ? Set a public hearing on the proposed amendments to teacher licensure regulations S.B.R. 91-1-201, 91-1-203, 91-1-206 and 91-1-213 for Wednesday, November 12, 2003, at 1:30 p.m., or as soon as possible thereafter, in the Board Room of the State Education Building, 120 S.E. Tenth Avenue, Topeka.
- ? Approved accredited status for the following schools: USD 301 Ransom Elementary and Ransom Jr/Sr High; USD 334 Glasco Elementary and Glasco High, USD 335 Jackson Heights Elementary; USD 371 Montezuma Elementary; USD 379 Morganville Elementary, Green Elementary, and Centre Jr/Sr High; USD 421 Lyndon High; USD 436 Lincoln Memorial Elementary, and Caney Valley High; USD 484 Fredonia Middle; USD 493 Columbus High; USD 500 Bertram Caruthers Elementary and Fairfax Learning Center; Sacred Heart (Pratt); Good Shepherd School; Most Pure Heart of Mary School (Topeka); Manhattan Catholic School; Thomas More Prep (Marion).
- ? Approved the applications from USD 426 Pike Valley; for Pike Valley High, Pike Valley Jr. High and Pike Valley Elementary, and USD 398 Peabody-Burns, for Peabody-Burns Jr/Sr High School, for waiver of Kansas Administrative Regulations (K.A.R. 91-31-16, 91-31-17, 91-31-28, 91-31-19, 91-31-20, 91-31-21, 91-31-22, 91-31-23, 91-31-24, 91-31-25, 91-31-26, 91-31-27, 91-31-28, 91-31-29, 91-31-30) to allow them to enter the Pilot Quality Performance Accreditation System on July 1, 2003, and to be held to the QPA regulations that will become effective on July 1, 2005.
- ? Approved the Ed-Flex waiver requests for USD 248, Girard, USD 273 Beloit, and USD 486, Elwood.
- ? Approved Inservice Education plans for Smoky Hill/Central Kansas Education Service Center; USD 243 Lebo-Waverly; USD 251 North Lyon; USD 301 Utica; USD 376 Sterling; USD 382 Pratt; USD 389 Eureka; USD 401 Chase/Raymond; USD 422 Greensburg; USD 492 Flint Hills; and USD 497 Lawrence.
- ? Appointed Shirley Meissner to serve on the Professional Standards Board as a representative of Accredited K-12 Non-Public School Teachers for a three-year term to run from July 1, 2003 to June 30, 2006.
- ? Accepted the recommendations of the Evaluation Review Committee for: ?New Program Approved with Stipulation? status for Midwest Associated Colleges Consortium's new program through December 31, 2005; ?Approved? status for Wichita State University?s programs through December 31, 2007; ? Accreditation with Probation? status for Fort Hays State University through June 30, 2005; and ? Continuing Accreditation? status for Kansas Wesleyan University through December 31, 2007.

Page 10
 MINUTES
 August 12, 2003

- ? Accepted the recommendation of Commissioner Tompkins to renew Visiting Scholar certificates valid July 1, 2003 to June 30, 2004 for: Elida Marcela Testai to be employed full-time to teach conversational Spanish to 5th ?8th grade students and Spanish I-III to high school students in Greeley

County Schools, USD 200; Linda Davis-Stephens to teach one class each in Spanish I, II, III, and in criminal justice at Jennings High School, Prairie Heights, USD 295; Richard Harrison to be employed as a behavior analyst for the Southeast Kansas Education Service Center; and David Eichler to be employed as a behavior analyst for the Southeast Kansas Education Service Center from July 17, 2003 to June 30, 2004.

? Approved 2003-2004 Reading First grants for USD 250 Pittsburg, \$110,000; USD 253 Emporia, \$260,440; USD 259 Wichita, \$1,312,144; USD 260 Derby, \$225,227; USD 295 Prairie Heights, \$21,438; USD 305 Salina, \$209,752; USD 457 Garden City, \$127,429; USD 470 Arkansas City, \$386,221; USD 497 Lawrence, \$743,334; USD 500 Kansas City, \$505,920; USD 501 Topeka \$1,081,499; and USD 512 Shawnee Mission, \$136,170.

? Approved 2003-2004 Continuation Homeless Grants for USD 233 Olathe, \$37,965; USD 259 Wichita, \$124,950; USD 261 Haysville, \$21,000; USD 457 Garden City, \$9,473; USD 475 Geary County, \$15,000; USD 500 Kansas City, \$74,736; and USD 501 Topeka, \$56,269.

? Approved the 2003-2004 Community Service Programs for Expelled or Suspended Students for: The Family Resource Center ? Topeka, \$66,750; Leavenworth USD 453, \$85,824; Peabody-Burns-Junior-Senior High School, \$53,664; Hillsboro High School, \$54,774; Harmon High School - Kansas City, \$16,250; Schlagle High School - Kansas City, \$16,250; Washington High School - Kansas City, \$16,250; Wyandotte High School - Kansas City, \$16,250; Hugoton High School, \$25,000; and Chase County USD 284, \$49,535.

? Approved 2003-2004 IDEA Title VI-B Special Education Continuous Improvement Grants for USD 202 Turner, \$35,259.40; USD 229 Blue Valley, \$149,666.74; USD 230 Spring Hill, \$13,015.26; USD 231 Gardner-Edgerton-Antioch, \$25,182.08; USD 232 De Soto, \$28,418.40; USD 233 Olathe, \$181,085.30; USD 234 Ft Scott, \$18,648.21; USD 244 Coffey County, \$18,686.80; USD 250 SEK Co-op, \$114,049.72; USD 253 Flint Hills Co-op, \$72,283.68; USD 259 Wichita, \$421,841.37; USD 260 Derby, \$59,478.34; USD 261 Haysville, \$41,083.79; USD 263 Mulvane, \$17,458.64; USD 273 Beloit, \$23,733.60; USD 282 West Elk, \$16,299.80; USD 290 Ottawa, \$21,639.62; USD 305 Central Kansas Co-op, \$136,511.53; USD 308 Hutchinson Public Schools, \$53,127.80; USD 320 Special Services Wamego, \$27,825.60; USD 321 Kaw Valley, \$10,637.00; DO 636 NCK Special Ed Co-op, \$43,648.00; USD 330 Wabaunsee East, \$5,865.20; USD 333 Learning Co-op Central KS, \$36,555.20; USD 336 Holton, \$34,304.60; USD 345 Seaman, \$29,380.55; USD 353 Wellington, \$18,277.60; USD 364 Marshall County Co-op, \$12,535.60; USD 368 East Central Co-op, \$75,826.14; USD 372 Silver Lake, \$6,420.16; USD 373 Harvey County, \$46,459.60; USD 379 Twin Lakes Co-op, \$31,077.43; USD 383 Manhattan, \$50,066.77; USD 389 Eureka, \$9,752.60; USD 405 Rice County Co-op, \$22,778.80; USD 407 Russell County, \$11,594.00; USD 409 Atchison Public Schools, \$21,210.20; USD 418 McPherson, \$45,046.10; USD 428 Barton County, \$45,640.88; USD 437 Auburn-Washburn, \$45,421.20; USD 442 Marshall/Nemaha, \$15,779.25; USD 450 Shawnee Heights, \$29,590.47; USD 453 Leavenworth, \$108,460.50; USD 457 Garden City, \$68,784.95; USD 465 Cowley County, \$59,303.40; USD 475 Junction City, \$56,530.66; USD 480 Liberal, \$37,445.11; USD 489 West Central Co-op, \$39,124.50; USD 490 El Dorado, \$117,102.35; USD 495 Tri County, \$16,181.61; USD 497 Lawrence, \$94,325.00; USD 500 Wyandotte County, \$216,553.64; USD 501 Topeka Public Schools, \$142,927.40; USD 512 Shawnee Mission, \$269,095.75; DO 602 NW KS Service Center, \$65,277.48; DO 603 ANW Co-op, \$71,473.60; DO 605 South Central Kansas Service Special Education Co-op, \$73,419.50; DO 607 Tri County Co-op,

\$83,829.47; DO 608 NE KS Service Center, \$45,650.00; DO 610 Reno County, \$48,730.00; DO 611 High Plains, \$89,506.15;

Page 11
MINUTES
August 12, 2003

DO 613 SW Area Co-op, \$90,826.92; DO 614 East Central Co-op, \$29,463.50; DO 615 Brown County, \$20,937.40; DO 616 Doniphan County, \$14,790.86; DO 617 Marion County, \$28,848.60; DO 618 Sedgwick County, \$145,940.60; DO 619 Sumner County, \$18,683.20; DO 620 Three Lakes Co-op, \$37,357.65; S0 319/8574 Topeka Juvenile Correction Facility, \$4,569.40; S0 325/2250 Beloit Juvenile Correction Facility, \$1,773.20; S0 355/5804 Atchison Juvenile Correction Facility, \$2,591.60; S0 410/8156-8158 Larned State Hospital, \$4,092.00; S0 604/8428-8432 KS School for the Blind, \$3,300.00; S0 610/884-886 KS School for the Deaf, \$10,980.20; X0 749/4727 Lakemary, \$4,092.00; 3140-8567 Department of Corrections, \$1,005.88; 8427 Rainbow Mental Health, \$886.60; 8577 KNI, \$1,432.20; and 8614 Parsons State Hospital, \$1,705.00.

? Approved an Order authorizing USD 336, Holton, Jackson County, to hold an election on the question of issuing bonds in excess of the district's general bond debt limitation.

REVIEW OF SCIENCE AND HISTORY/GOVERNMENT CURRICULAR STANDARDS

Because the Board had voted at the July meeting to table Mr. Willard's motion that the Board approve an external review of the history/government standards and an internal review of the science standards, the procedure to bring the motion back for discussion and possible action was discussed.? Mrs. Gamble moved, with a second by Mr. Wyatt, that the Board bring Mr. Willard's motion off the table for discussion.? The motion failed on a vote of 5-5, with Dr. Abrams, Mr. Bacon, Mrs. Morris, Mrs. Van Meter, and Mr. Willard voting ?no?.

Carol Rupe moved, with a second by Dr. Wagon, that the Board approve an external review of the science standards and the history/government standards, as is the Board's practice.? In support of the motion, Dr. Wagon cited benefits associated with a full review of both sets of standards, including the opportunity to add performance elements to the new assessments that would be developed and the need to keep pace with scientific innovation.? Dr. Wagon noted that the issues of evolution and creationism would arise whenever or however the Board chose to review the standards.? Mrs. Gamble suggested that the opportunity had presented itself for the Board to demonstrate that it was not a philosophical issue that it faced, but a concern to provide what is best for Kansas students.? She suggested that upon approval of an external review process, Board members put their concerns regarding the standards in writing for the standards committees to consider and respond.? Mrs. Gamble proposed a friendly amendment to the motion that would have the science standards review begin in August 2003 with the review of the history/government standards following immediately upon their completion.? She mentioned the burden on staff if both sets of standards are reviewed at the same time.? Asked by Carol Rupe if there was adequate time to develop new assessments if Mrs. Gamble's proposal was approved, Commissioner Tompkins indicated that, because the committees would not need to develop grade-by-grade standards, revisions could be completed in two years and meet the timeline for new assessments in 2006-2007.? He noted that a review of the writing standards would come next.? Carol Rupe and Dr. Wagon accepted Mrs. Gamble's amendment.? Mr. Wyatt stated that the law

required that the Kansas curricular standards be equal to the best and that they be reviewed every three years.? He asked Mr. Biles to comment on how the Board should interpret legislative intent.? Mr. Biles stated that the statute lacks specificity regarding the process the Board should undertake to review the standards.? He noted that it was questionable whether a review every three years was imperative because the law did not specify consequences if the review was not accomplished within the time stated.? Mr. Biles added that a decision reached by the majority of the Board regarding when standards are reviewed is defensible.? Mr. Wyatt also asked Mr. Biles if the level of review was specified in the law.? Mr. Biles indicated that if the Board discussed whether to review the standards and then decided a review was not necessary its discussion would meet the requirements of the law.? Mr. Willard stated that he had made his motion as a method to make the process manageable for Department staff and resources.? He expressed the hope that Board members originally in favor of an internal review of the science standards had not changed their minds because of pressure from the press.?

Page 12

MINUTES

August 12, 2003

Carol Rupe stated she had changed her mind about the review of the standards after the Board's initial discussion of the issue at the July meeting.? She noted how important it was to correct the public's misperception that in order to avoid controversy the Board would treat science standards differently than the history/government standards.? Discussion followed about when the last review of the science standards had taken place.? The motion failed on a 5-5 vote, with Dr. Abrams, Mr. Bacon, Mrs. Morris, Mrs. Van Meter, and Mr. Willard voting ?no?.

Dr. Abrams moved, with a second by Mr. Willard, that the Board approve an external review of the history/government standards and the appointment of the history/government standards writing committee in August of 2003 and an external review of the science standards and the appointment of the science standards writing committee in August 2004.? In response to a question from Carol Rupe, Dr. Abrams noted that the NCLB requirements that the Department begin providing technical assistance to schools this year was one factor in suggesting that the standards not be reviewed at the same time.? Additionally, he stated, he believed that because the history/government standards were less controversial they would create fewer demands on staff time.? Carol Rupe asked Commissioner Tompkins if a year would be required to complete the review of the history/government standards.? He indicated the process could take less than a year depending on the issues the committee chooses to address.? Mr. Wyatt expressed concern that postponing the review of the science standards would prevent meeting the requirements of NCLB to have a yearly science assessment beginning in 2007.? Dr. Tompkins indicated that new assessments would be in place by 2007 regardless of which set of standards was reviewed first.? The length of time to review each set of standards was discussed.? The political and philosophical motivation behind having one set of standards reviewed in 2003 and the other reviewed in 2004 was also discussed.?? Dr. Wagon stated he would support the motion.? Carol Rupe asked if Dr. Abrams would consider an amendment that would allow the Department to proceed with the external review of the science standards if the review of the history/government standards takes less than a year, noting that August is when the Department must deal with notifying schools that are on improvement. ?Dr. Abrams stated that he proposed the timeline to give the Department adequate time for the process and to address the needs of schools.? Mrs. Waugh stated she would oppose the motion because she felt that science was the more difficult of the two sets of standards to address and because she felt that the Department will

Mr. Wyatt reported that after the Board had approved its FY 2005 budget proposal, he and Mrs. Gamble, the Assistant Legislative Coordinator, had met with Deputy Commissioner Dennis and discussed putting the Board's proposal into bill form to be introduced as a separate piece of legislation so that members of the legislature could vote specifically on the Board's proposal without it getting lost in a larger appropriations bill. He indicated that they would discuss the proposal with individual legislators and bring it up in November when the Board meets with the Legislative Education Planning Committee (LEPC). Carol Rupe noted the spirit of compromise that was reflected in the Board's budget proposal and stressed the responsibility of each Board member to share the Board's message with members of the legislature and not rely solely on Mr. Wyatt and Mrs. Gamble.

Mr. Wyatt and Mrs. Gamble also provided the Board with a brief update on recent congressional activity on the reauthorization of IDEA. Communication with members of the Kansas congressional delegation, particularly Senator Roberts' office was encouraged. ?

Policy Committee

KSDE General Counsel Rod Bieker handed out revisions to Board policies and guidelines that were being proposed by the Policy Committee. Dr. Abrams, Chairman of the Board Policy Committee, reported that the committee had completed its biennial review and that members could study the suggested changes at their leisure. He indicated the proposed changes were scheduled for Board approval in September. Dr. Abrams noted, however, that the Policy Committee would continue to review Visiting Scholar licensure; and Board member participation on committees.

Page 2

MINUTES

August 13, 2003

Board Attorney

Mr. Biles reported that a pretrial date of September 5th had been set in the state school finance case, with the trial scheduled for September 22nd. He noted that he would send a memo updating the Board the September 5th meeting. He asked that if members have questions to contact him with them as they arise. The federal school finance case was on hold until a decision had been reached in the state case. Mr. Wyatt moved, with a second by Mrs. Gamble, that Mr. Biles' fees for services and expenses for July be paid as presented. The motion carried.

Other Board Member Reports

Mrs. Gamble reported on a collaborative effort between Johnson County Community College (JCCC), Sprint and others to bring master classes that are part of the JCCC's Carlsen Center's fine arts series to classrooms across the state through ITV.

Dr. Wagon reported on his attendance at the ECS National Education Policy Forum in July. He reported on sessions he had attended on school leadership; building-based budgeting; and school reform efforts since the publication of "A Nation At Risk". He also mentioned research on new accountability models that was available on the ECS homepage. Dr. Wagon also talked about a luncheon address by Jim Collins, author of "Good to Great". Dr. Wagon brought up the issue of educators obtaining administrator's licenses and

not using them.? Dr. Abrams requested a report on the number of individuals in Kansas with administrator licenses who are not using them.

Mr. Willard reported that he and Mrs. Morris had attended the NASBE new member institute.? He indicated he appreciated meeting members of state boards from Alaska to Alabama.? He also noted the variety that existed in Board make-up and governance models and the broad spectrum of philosophies that were represented.?

Dr. Wagnon reported on recent meetings he had had with superintendents in his Board district.? He mentioned he was impressed with the quality of leadership in local districts and that communities were being well served.? He commented on attendance center closings to save money and inefficiencies created by local boards and culture.? He indicated that during his visits he was made aware of the budget cutting measures districts were making.? He cautioned that program cuts resulting from fiscal constraints will erode the academic gains that Kansas has made.

Requests for Future Agenda Items

Commissioner Tompkins was asked to prepare a timeline of activities associated with the external review of the history/government and science curricular standards.? A report to the Board on what would be required for the development of an electronic, web-based system for Board materials for use by members at home and at Board meetings was also requested.

UPDATE ON ACTIVITIES OF THE GOVERNOR'S EDUCATION POLICY TEAM

Dr. Sylvia Robinson, Governor Sebelius' Educational Policy Liaison, provided the Board with an overview of activities of the Governor's Education Policy Team and shared the Team's recommendations.? She reported that the team had been charged to 1) examine the current system of education related to early learning, K-12, and postsecondary (P-16); 2) focus its initial discussions on student performance, cost and efficiencies, and leadership development; 3) engage constituent groups in discussions related to the P-16 education system in Kansas; and 4) identify and recommend priorities to keep the State of Kansas as a national leader in the education of its students.? The Governor's vision, she noted, had many similarities to the Board's vision: high academic performance for all students; all children entering kindergarten ready to succeed; all high school graduates prepared for post-secondary education or a career; qualified and caring teachers for every student; and strong family, business, and community commitment to education excellence.? Dr. Robinson reported that the Policy Team had met twice a month from February

Page 3

MINUTES

August 12, 2003

through June 2003.? She reviewed the process by which the Team had arrived at its recommendations to achieve the Governor's vision.? She noted that the Team was now ready to seek public input from diverse groups across the State and that forums have been scheduled for the month of September.? As a result of the forums, the Team will work to reach a consensus on areas critical to student success and recommend priorities to the Governor and identify the resources to implement them.? Dr. Robinson discussed the need to create a common vision for education in Kansas, with the Board and Governor working together.? Discussion followed and Chairman Waugh thanked Dr. Robinson for her presentation and the work of the Policy Team and offered the Board's help.

The Board took a ten minute break from 10:30 to 10:40 a.m.

DISCUSSION OF SCHOOL DISTRICT REORGANIZATION AND FINANCE ISSUES

Deputy Commissioner Dennis, noting that the Board had addressed school finance formula issues in the FY 2005 budget it had approved on Tuesday, asked what additional areas of interest regarding school district reorganization it would like to discuss.? He reported that in addition to the LEPC, which will be studying reorganization issues, a joint committee will be appointed in late August or September by the Legislative Coordinating Council (LCC) to study the issue, with a report due to the legislature no later than December of 2004.? Mrs. Morris asked that the Board be updated on the schedule and activities of the LCC-appointed committee.? Mr. Wyatt suggested that a report to the Board occasionally on the work going on in the legislative committees would provide the Board the opportunity to discuss the issue that are brought up.

Dr. Wagon reported the concern that has developed after the passage of the Johnson County sales tax to support education.? He stated that superintendents are fearful that it is a move away from state funding for education. ?He suggested that the Board examine the distinction between co-curricular activities for which local districts can raise funds and fully funded activities that meet statewide expectations for academic achievement.? A discussion about the effect of co-curricular activities on student participation and academic achievement followed.? Mr. Bacon commented that local communities are willing to put money into things they believe in and the closer people feel to something the more willing they are to support it. ?He noted that co-curricular activities stimulate student and community involvement in schools.? Mrs. Gamble mentioned that an alternative funding formula that would eliminate all weighting from the formula was being suggested by a superintendent in Johnson County. She requested that the Board invite him to make a presentation in order to be knowledgeable about the proposal.? Dr. Abrams agreed that Dr. Wagon?s idea about funding those activities for which the Board has developed curricular standards and not funding others was worth pursuing.? Chairman Waugh asked if there was Board consensus to pursue the issue further.? Discussion followed about LOB authority and the adequacy of the school finance formula.? It was proposed that Mr. Dennis survey districts about the amount of money spent on co-curricular activities.? Discussion followed about whether the Board?s request for additional information from districts regarding co-curricular funding, an issue over which it has no authority, would divert district focus from the Board?s increased expectations for academic achievement.? Dr. Wagon moved, with a second by Carol Rupe, that the Board direct the Commissioner to draft a proposed survey to gather information from local districts regarding expenditures for co-curricular activities and that the proposal be presented to the Board at the September meeting for a final decision about pursuing the issue.? The motion failed on a vote of 5-5, with Dr. Abrams, Mr. Bacon, Mrs. Gamble, Mr. Willard, and Mr. Wyatt voting ?no?..? It was the consensus of the Board that the Deputy Commissioner keep the Board informed about legislative committee activity on school finance and district reorganization issues.

Page 4

MINUTES

August 13, 2003

APPROVAL OF BOARD TRAVEL

Dr. Wagon moved, with a second by Mr. Wyatt, that the Board approve the travel requests as presented.? Mrs. Morris asked that salary for the special Board meeting teleconference be added to her request.? Dr. Wagon asked Dr. Abrams, as Chairman of the Board Policy Committee, about Mrs. Van Meter?s request for travel expenses for a speech to Republican Women in Independence.? A discussion followed about the

