

Approved: 2/3/97
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Michael R. O'Neal at 3:30 p.m. on January 22, 1997 in Room 519-S of the Capitol.

All members were present except:

Representative Cindy Empson - Excused

Committee staff present: Ben Barrett, Director, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Cindy Wulfkuhle, Committee Secretary

Conferees appearing before the committee:

Andy Tompkins, Commissioner of Education

Others attending: See attached list

Andy Tompkins, Commissioner of Education, appeared before the committee and gave a presentation on Kansas School Building Report Card. State law required the State Board of Education to prepare and issue school building performance report cards for all public schools in the state by January 1, 1997. The law specified that "state wide aggregated data pertaining to performance on statewide assessments and other measurable performance indicators specified by the state board as part of the accreditation system" were to be included in the report card. It was also to show comparative data over multiple years. He commented that some of the first year report cards worked fine, and some didn't.

The successful part was the overall concept of the cards, which uses district-supplied data to judge the school using different criteria. The report cards included state averages from which school officials could compare themselves to statewide averages.

The problems that were found were that some of the information that was to be used for each specific school was used to compare themselves to other specific schools. The state test were not intended to be used to compare specific schools from different districts. They also had those who filled out the report card interpret the questions differently and therefore insure it differently than other schools. They hope to be able to provide technical support to schools that will be preparing the report cards the next time to make sure that they collect correct data. (Attachment 1)

This report card was meant for each school district to "look in the mirror at itself" and if there was some data that reflects something bad, they could interpret it, and then correct it.

The committee meeting adjourned at 5:00 p.m. The next committee meeting is scheduled for January 23, 1997.

HOUSE EDUCATION COMMITTEE GUEST LIST

DATE: January 22, 1997

NAME	REPRESENTING
Theron Freden	Ks Dept of Ed.
Billa Highfill Scott	USA
Gerald Ruderman	OSA of KS
Katharine Wickert	USA
Pat Lehman	Olathe USD 233
Robin Lehman	Olathe USD 233
Ann Harrison	KSDE
Barbara Cole	KNEA
Jim Youally	SM Public Schools
Craig Grant	KNEA
Sue Chase	KNEA
Jesque Oakes	SQE
Dorothy Rockfeller	LWVK
Don Ryan	Kaw Valley USD 321
Mark Callahan	KASB
Scott Hill	S.B.O.E.
Marcia Dozier	Wase Paton 232
Donna Sieber	Paton 232

Kansas State Department of Education

Home Page: <http://www.ksbe.state.ks.us>

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

January 22, 1997

TO: House Education Committee
FROM: Andy Tompkins, Commissioner of Education
SUBJECT: Kansas School Building Report Card

I am pleased to have the opportunity to speak with the House Education Committee about the Kansas school building report card. I will review the background of the report card as well as our process for developing and distributing the report card. I'll conclude my report with some comments about what we learned from our first experience with the report cards and how we can improve the report cards for another year.

Background

The 1995 legislation required the State Board of Education to prepare a school building report card for all public schools in the state by January 1, 1997. The law specified that the report card was to consist of statewide and school building data, including multiple year data. The statute further stated that performance on statewide assessments and other measurable performance indicators specified by the State Board as part of the accreditation system were to be included in the report card.

Process for Developing and Distributing Report Cards

Staff of the state board assembled an advising committee in the summer of 1995 to develop recommendations to the state board regarding the content of the report card. Representatives of business, education, parents, and the governor's office were included in the group, whose recommendations the State Board adopted in January, 1996.

In early 1996, the format of the report card was developed and field tested with several schools around the state. Further refinements to the format and appearance of the report card continued into this fall.

Data to be included on the report card were already being collected from schools as part of their Quality Performance Accreditation annual report or their annual reports related to school finance. Those reports were received beginning in August, with the last data due from schools in mid-October.

Because this was the first year for the report card, a draft was prepared and sent to each of the approximately 1600 public and nonpublic elementary, middle/junior, and high schools in early November. As school staffs reviewed the report cards, they identified a number of errors needing correction. Staff also identified some areas where data needed to be improved or corrected. A massive number of changes were made to data in late November and early December.

Dr. Andy Tompkins
Commissioner
(913) 296-3202
FAX: 296-7933

E-MAIL: atompkins@smtpgw.ksbe.state.ks.us

House Education
1-22-97
Attachment 1

On December 17, each public and each participating nonpublic elementary, middle/junior, and high school in the state was sent a report card. A sample of a report card from each of the levels is attached. In addition, report cards for each district were sent to the president of the local Board of Education. The data included on the report cards were primarily from the 1995-96 school year, though multiple years of data were included for a number of the data areas included on the report card.

What We Learned

The preparation of 1600 building report cards was a massive undertaking. Among the difficulties encountered in preparing the report cards were assuring that the data being reported were correct, assembling and printing the report cards, and preparing the mailing of the materials.

More significant concerns identified from this experience, however, relate to the data which are included on the report card. This year, there continued to be some errors in the data included on the final report card. Some definitions need to be made more understandable. Some other data should probably not be included on the report card because the data are not comparable at the state level. State department staff will be working with a representative group from school districts to further identify issues and solutions related to the report card and the data included on it. If definitions change, of course, the baseline for the data will also have to change.

Our primary goal for the next report card, which will include data for the 1996-97 school year, is that all of the data included on it is correct. We will again provide schools with drafts of the report cards so that they can review the data they submitted to assure that it is correct. We will also add to the number of data areas where we check electronically to see if the data seem to fall within a reasonable range. Additionally, we will be more aggressive in providing technical assistance to schools as they prepare and submit their reports.

Conclusion

Our first experience with the Kansas building report cards was generally positive. A number of principals and teachers indicated their appreciation for a concise report on the progress of their school and students in comparison to state averages. We can improve upon what we did this year, however, and we will be working with schools to see that improvement happens.

This building report card is a brief summary of how your school and students are performing and the impact of your local school improvement plan. The information should be used to assess local strengths and weaknesses based on past performance and to plan program improvements. However, it should not be used as a single source to judge students or school accomplishments. No single report can tell the whole story of a district's or school's education program. This report card does not provide information about curriculum, teaching methods, special programs, the "climate" of your school or the performance of individual teachers or administrators.

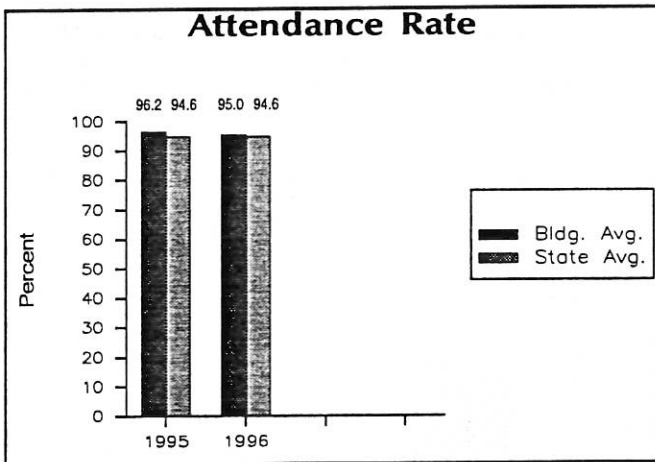
In addition, this report card is not a way of "rating" or "ranking" schools. Because of distinct community and student characteristics, direct comparisons between schools or districts are invalid. Rank-ordering school districts or schools is a clear misuse of the information.

Summary of School Profile

	<u>Bldg. Data</u>	<u>State Data</u>		<u>Bldg. Data</u>	<u>State Data</u>
Total Enrollment	282	492,150	American Indian	0%	1%
Males	52%	52%	Asian Pacific Islander	3%	2%
Females	48%	48%	Black	7%	8%
Economically disadvantaged students	52%	30%	Hispanic	2%	6%
			White	87%	83%

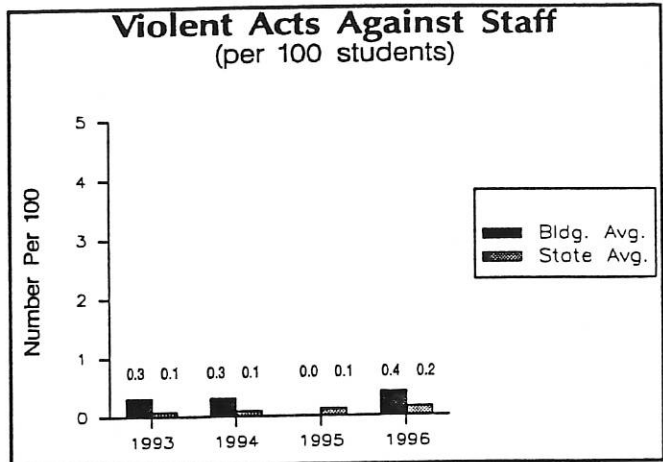
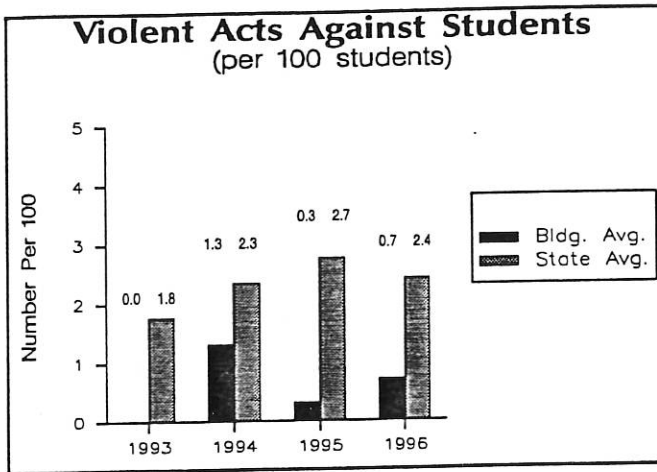
Attendance, Graduation and Dropout Rates

Commonly accepted reflections of a school's level of quality are attendance, graduation and dropout rates. Because state reporting systems have been under development in recent years, not all areas have the same number of prior years' data available for comparisons. Graduation rates at this time reflect only students who began 12th grade in 1995-96 and graduated.



School Violence

Violent acts data are important because they reflect the relative safety and stability of the school's climate. Although violent acts can be defined in many different ways, for Kansas schools they are malicious acts against students/staff which (1) require the attention of a physician or nurse, or (2) result in the student receiving a suspension or expulsion.



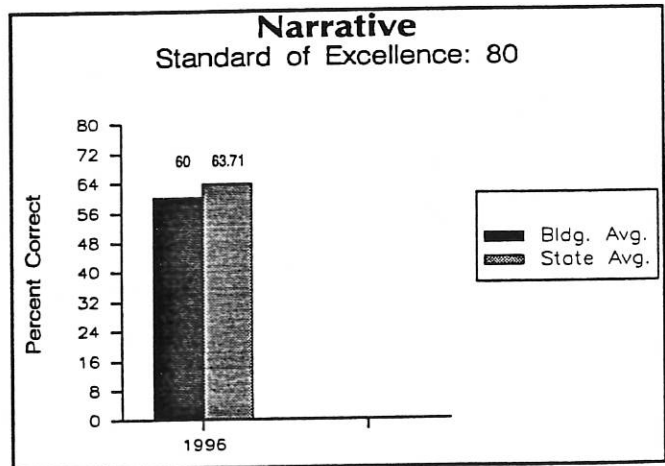
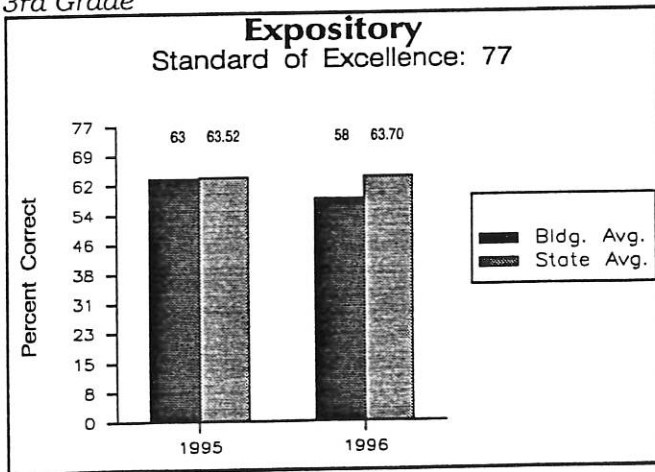
Statewide and School Building Data

Standards of Excellence (Std. Of Exc.) are scores which the state board of education has determined reflect a highly competitive level of achievement. Schools are expected to progressively increase their students' performances to reach these goals. All test results are based on performance of all regular education and gifted students in both public and accredited non-public schools.

Statewide Reading Test

Reading assessments were given to third-, seventh- and tenth-graders. Students' comprehension skills were evaluated based on answers to questions about narrative and expository selections. The narrative portion of the test featured articles which conveyed stories, while the expository section presented readers factual and technical information. The data shown are for years when the reading selections were the same.

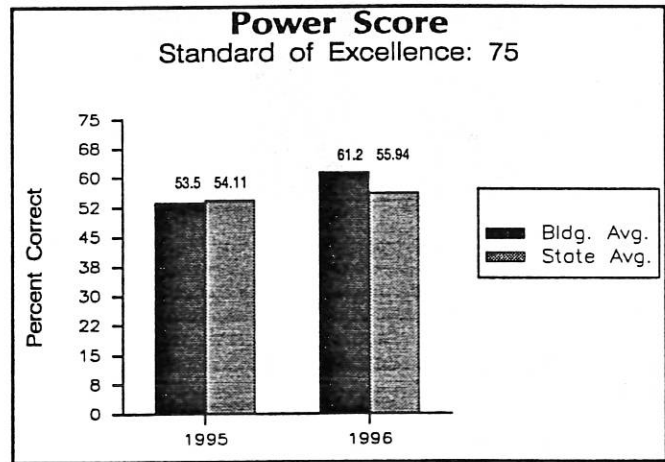
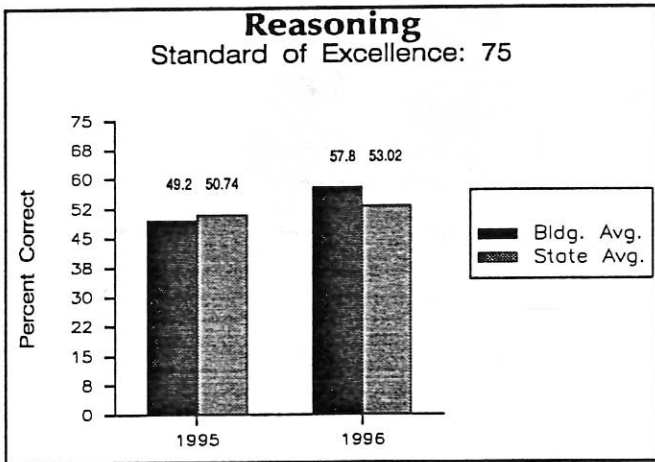
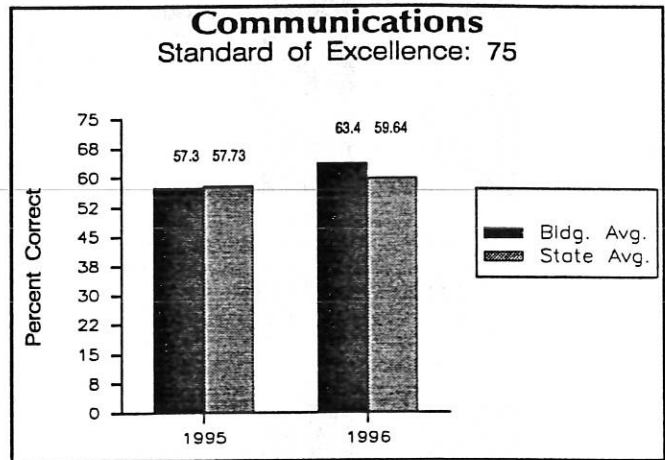
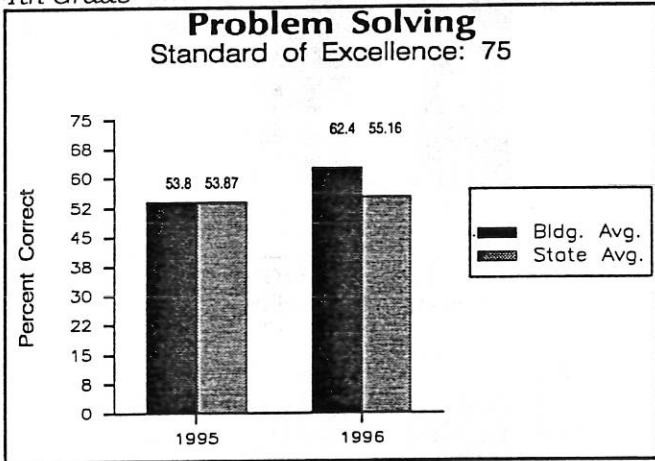
3rd Grade



Statewide Mathematics Test

The mathematics assessments were given to fourth-, seventh- and tenth-graders. The tests measured problem-solving abilities (real life situation problems with no immediately apparent answer), mathematical reasoning abilities (mathematical understanding used to create solutions) and mathematical communications skills (the ability to communicate mathematical information to others). The data shown are for years when the tests were comparable. Total power score is an equally weighted average of the scores in the three areas measured.

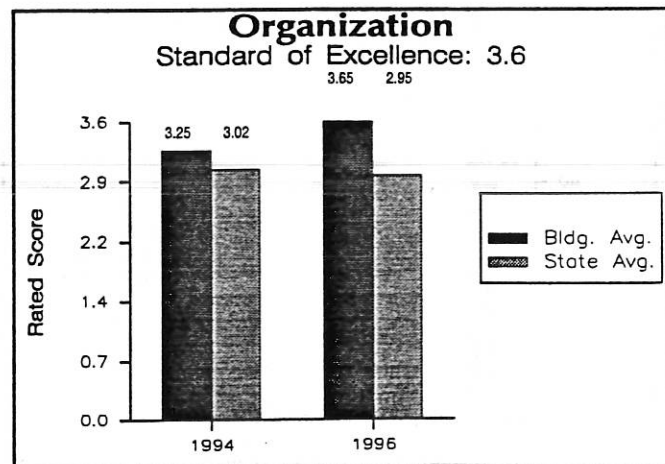
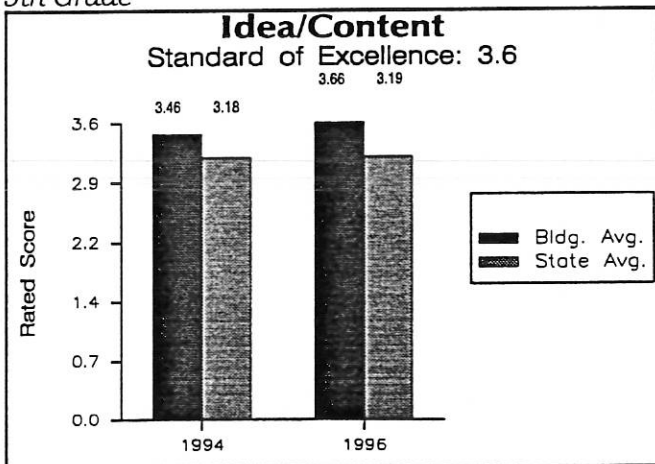
4th Grade

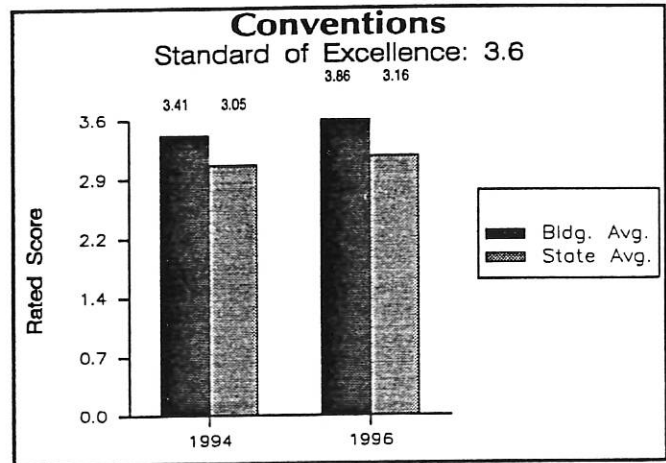
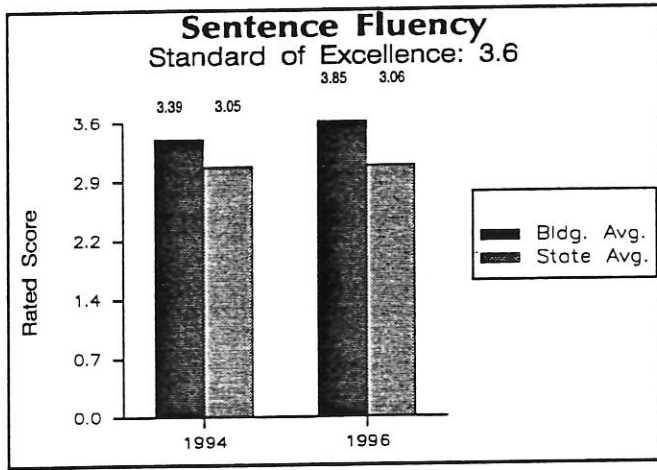
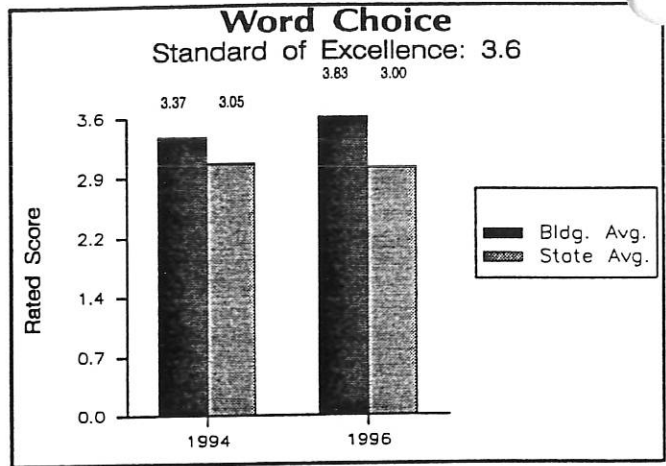
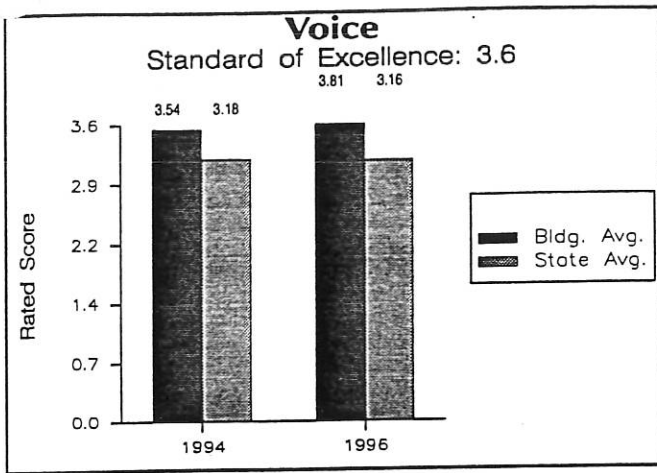


Statewide Writing Test

The writing assessments were given to fifth-, eighth- and tenth-graders (however, districts could petition to test at other grades). Student essays on topics they chose were scored based on ideas and content; organization; voice (using natural, appropriate language); word choice; sentence fluency; and conventions (such as spelling, punctuation and grammar). The highest possible rating is 5.0; the lowest is 0. Some buildings' 1994 data are from a 10% sample of enrolled students. The assessment was not given in 1994-95.

5th Grade





Statewide Science Test

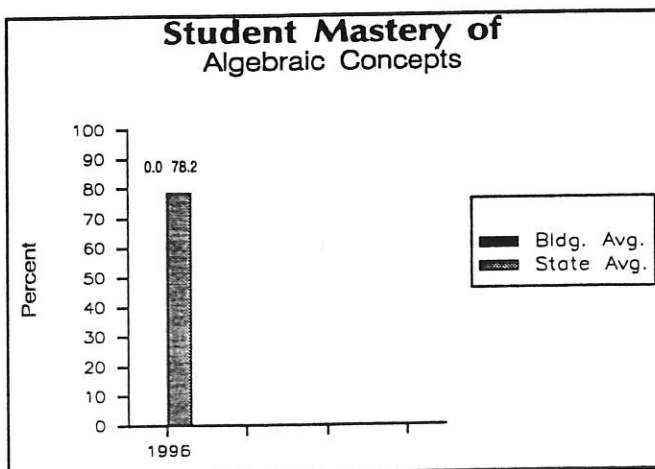
The science assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

Statewide Social Studies Test

The social studies assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

School Building Data

The following charts show areas of academic achievement. Advanced science courses are those usually taken after biology, such as physics and chemistry. Advanced mathematics courses are those, such as algebra II or pre-calculus, which are normally taken after a student has passed algebra I and geometry or their equivalent. Local districts determine definitions of passing grades and mastery.



This building report card is a brief summary of how your school and students are performing and the impact of your local school improvement plan. The information should be used to assess local strengths and weaknesses based on past performance and to plan program improvements. However, it should not be used as a single source to judge students or school accomplishments. No single report can tell the whole story of a district's or school's education program. This report card does not provide information about curriculum, teaching methods, special programs, the "climate" of your school or the performance of individual teachers or administrators.

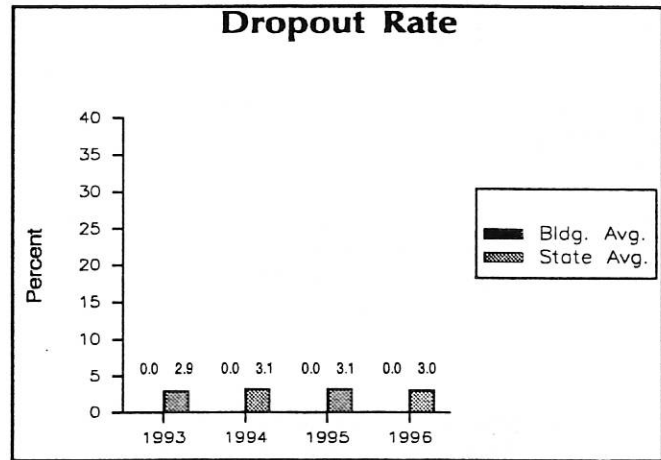
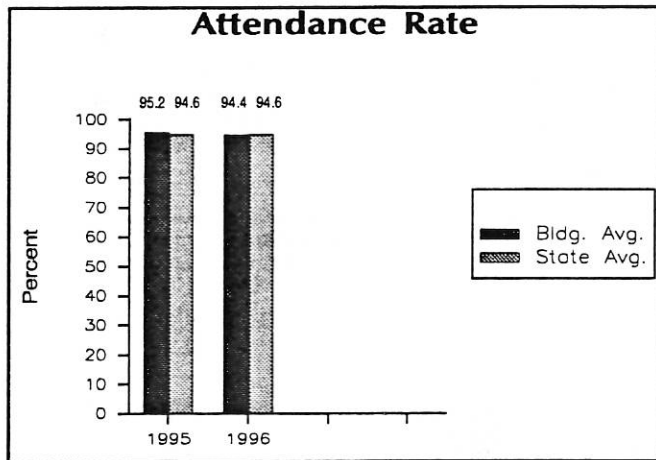
In addition, this report card is not a way of "rating" or "ranking" schools. Because of distinct community and student characteristics, direct comparisons between schools or districts are invalid. Rank-ordering school districts or schools is a clear misuse of the information.

Summary of School Profile

	<u>Bldg. Data</u>	<u>State Data</u>		<u>Bldg. Data</u>	<u>State Data</u>
Total Enrollment	618	492,150	American Indian	1%	1%
Males	51%	52%	Asian Pacific Islander	0%	2%
Females	49%	48%	Black	6%	8%
Economically disadvantaged students	17%	30%	Hispanic	6%	6%
			White	87%	83%

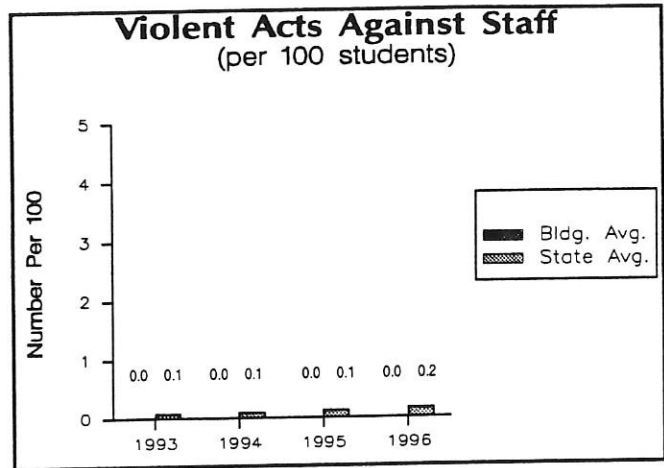
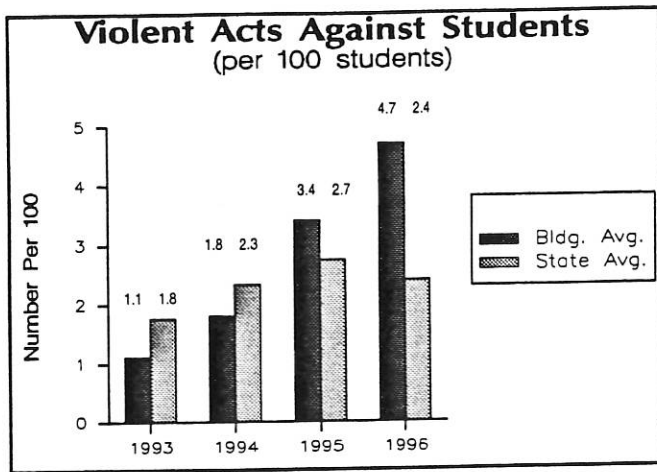
Attendance, Graduation and Dropout Rates

Commonly accepted reflections of a school's level of quality are attendance, graduation and dropout rates. Because state reporting systems have been under development in recent years, not all areas have the same number of prior years' data available for comparisons. Graduation rates at this time reflect only students who began 12th grade in 1995-96 and graduated.



School Violence

Violent acts data are important because they reflect the relative safety and stability of the school's climate. Although violent acts can be defined in many different ways, for Kansas schools they are malicious acts against students/staff which (1) require the attention of a physician or nurse, or (2) result in the student receiving a suspension or expulsion.



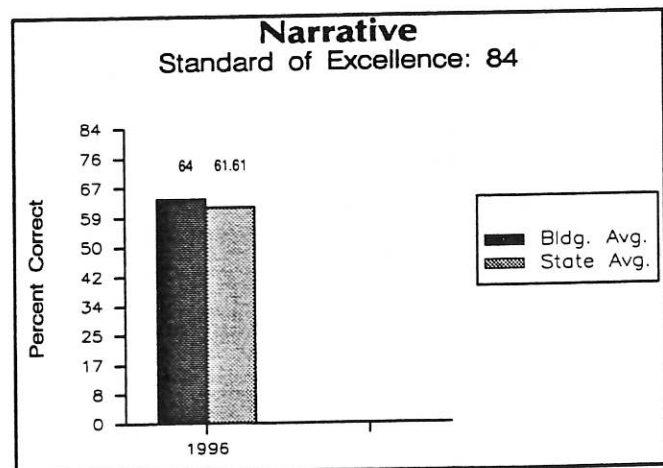
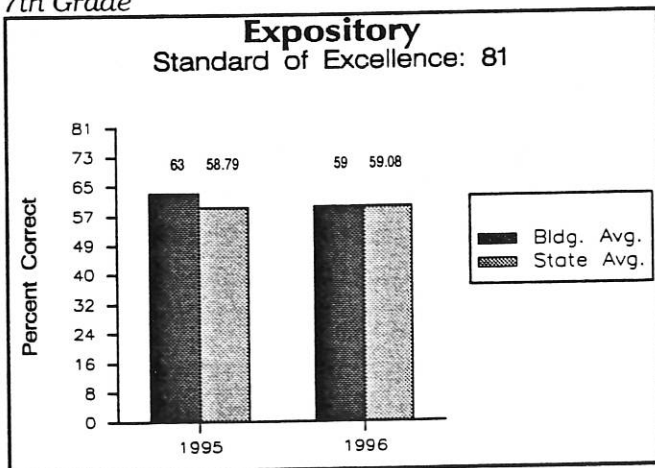
Statewide and School Building Data

Standards of Excellence (Std. Of Exc.) are scores which the state board of education has determined reflect a highly competitive level of achievement. Schools are expected to progressively increase their students' performances to reach these goals. All test results are based on performance of all regular education and gifted students in both public and accredited non-public schools.

Statewide Reading Test

Reading assessments were given to third-, seventh- and tenth-graders. Students' comprehension skills were evaluated based on answers to questions about narrative and expository selections. The narrative portion of the test featured articles which conveyed stories, while the expository section presented readers factual and technical information. The data shown are for years when the reading selections were the same.

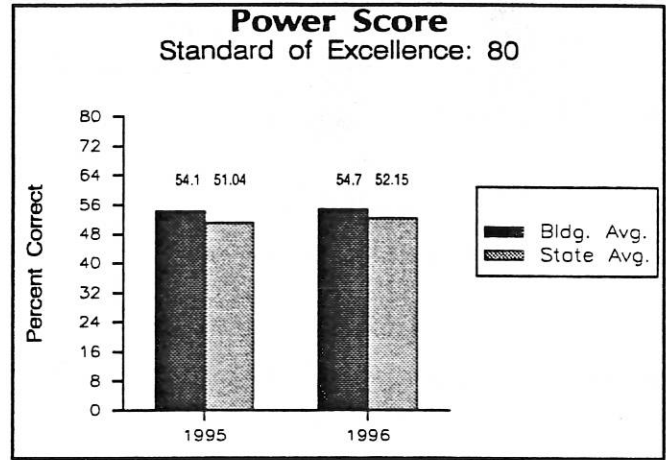
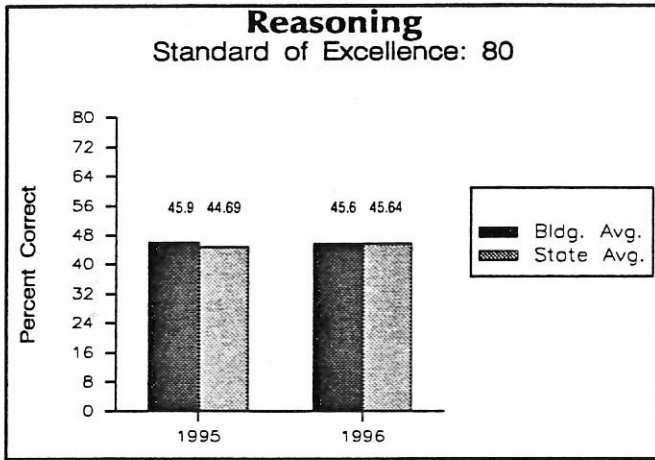
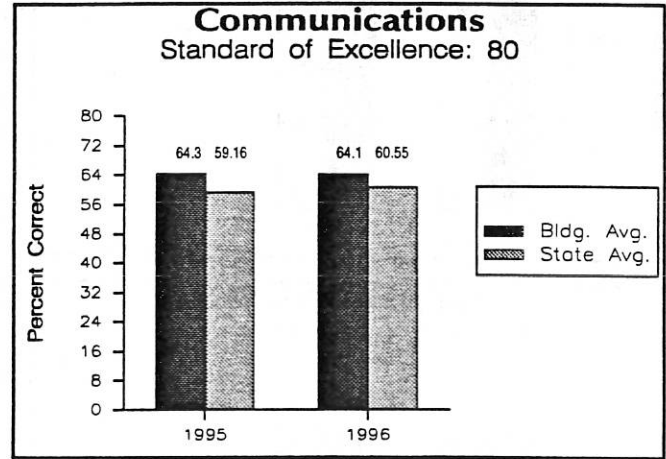
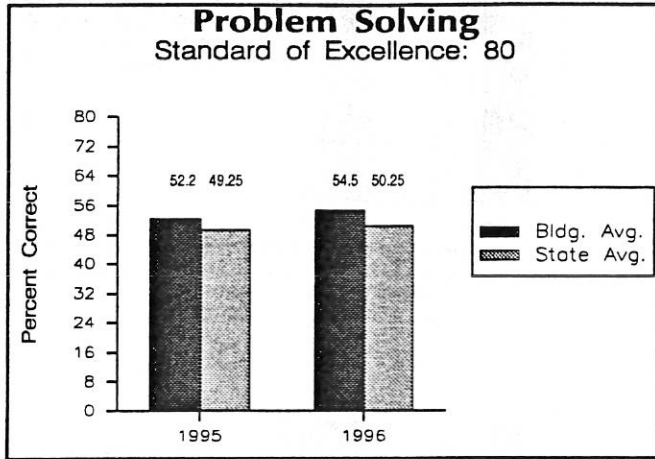
7th Grade



Statewide Mathematics Test

The mathematics assessments were given to fourth-, seventh- and tenth-graders. The tests measured problem-solving abilities (real life situation problems with no immediately apparent answer), mathematical reasoning abilities (mathematical understanding used to create solutions) and mathematical communications skills (the ability to communicate mathematical information to others). The data shown are for years when the tests were comparable. Total power score is an equally weighted average of the scores in the three areas measured.

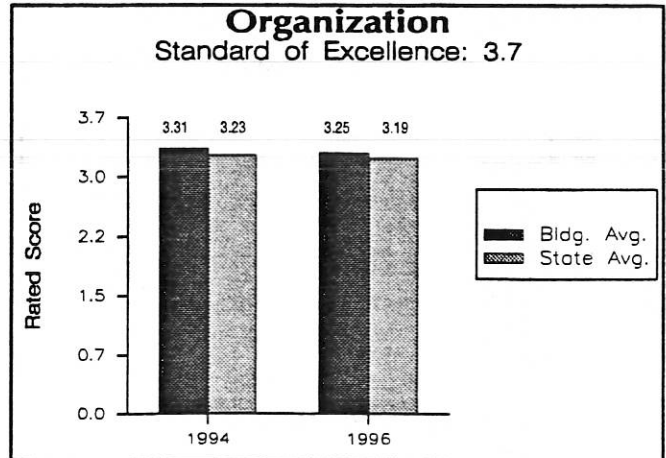
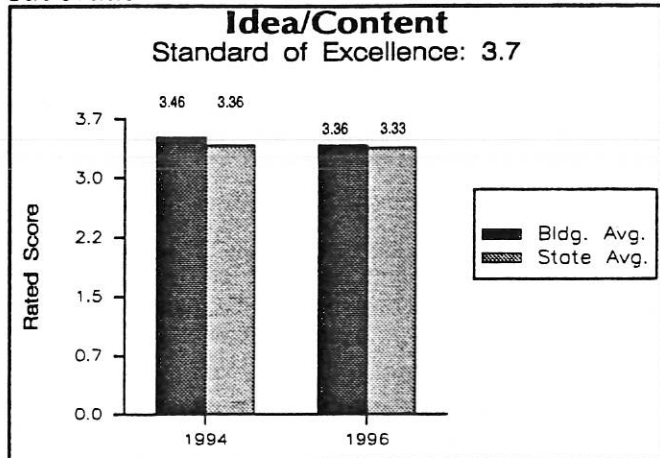
7th Grade

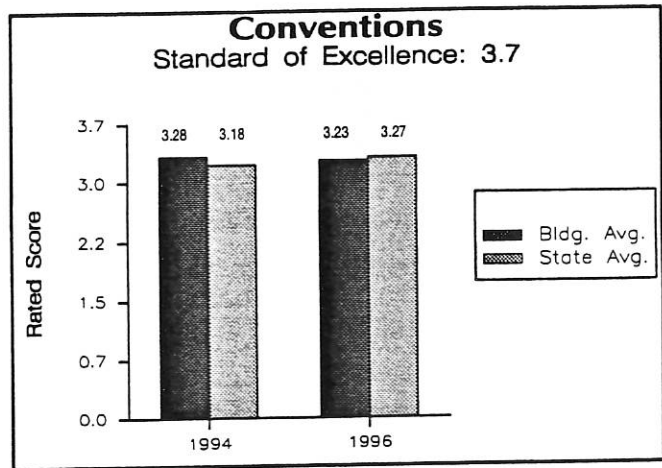
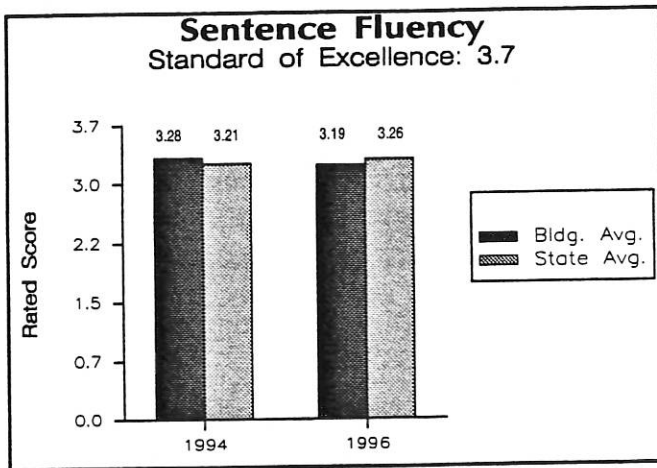
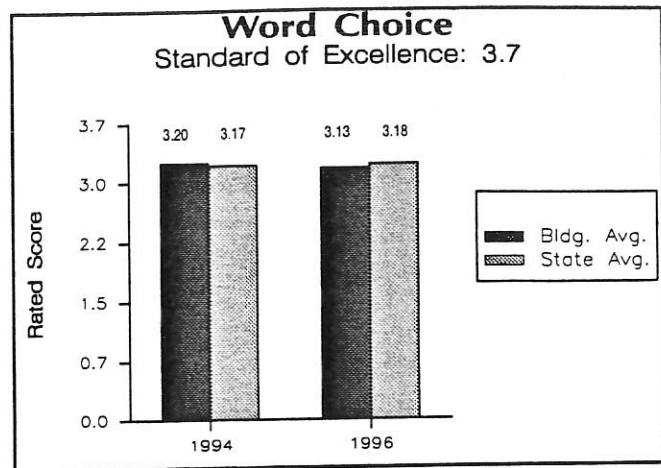
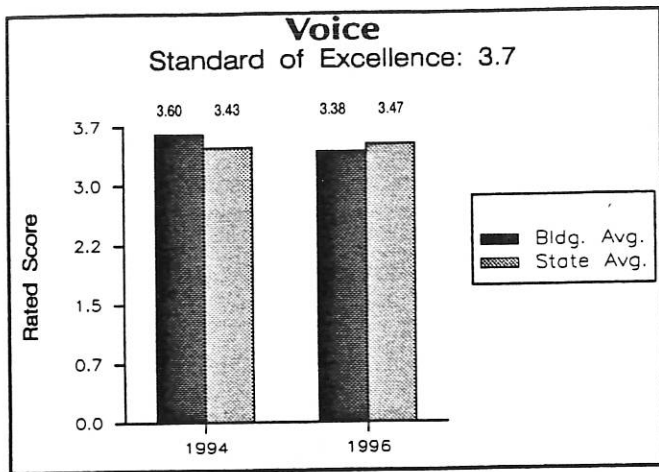


Statewide Writing Test

The writing assessments were given to fifth-, eighth- and tenth-graders (however, districts could petition to test at other grades). Student essays on topics they chose were scored based on ideas and content; organization; voice (using natural, appropriate language); word choice; sentence fluency; and conventions (such as spelling, punctuation and grammar). The highest possible rating is 5.0; the lowest is 0. Some buildings' 1994 data are from a 10% sample of enrolled students. The assessment was not given in 1994-95.

8th Grade





Statewide Science Test

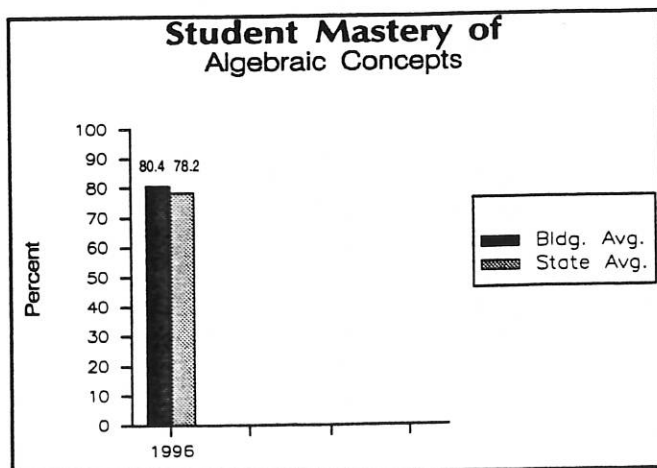
The science assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

Statewide Social Studies Test

The social studies assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

School Building Data

The following charts show areas of academic achievement. Advanced science courses are those usually taken after biology, such as physics and chemistry. Advanced mathematics courses are those, such as algebra II or pre-calculus, which are normally taken after a student has passed algebra I and geometry or their equivalent. Local districts determine definitions of passing grades and mastery.



Kansas School Building Report Card
School Year 1995-96

SAMPLE

USD HIGH SCHOOL
Current State Accreditation Status: Accredited

This building report card is a brief summary of how your school and students are performing and the impact of your local school improvement plan. The information should be used to assess local strengths and weaknesses based on past performance and to plan program improvements. However, it should not be used as a single source to judge students or school accomplishments. No single report can tell the whole story of a district's or school's education program. This report card does not provide information about curriculum, teaching methods, special programs, the "climate" of your school or the performance of individual teachers or administrators.

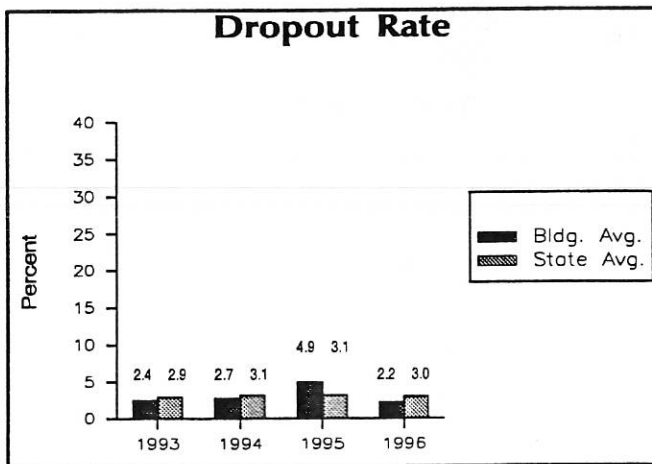
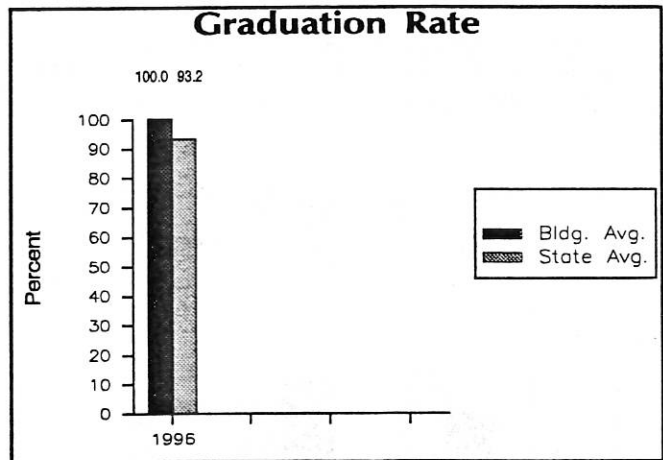
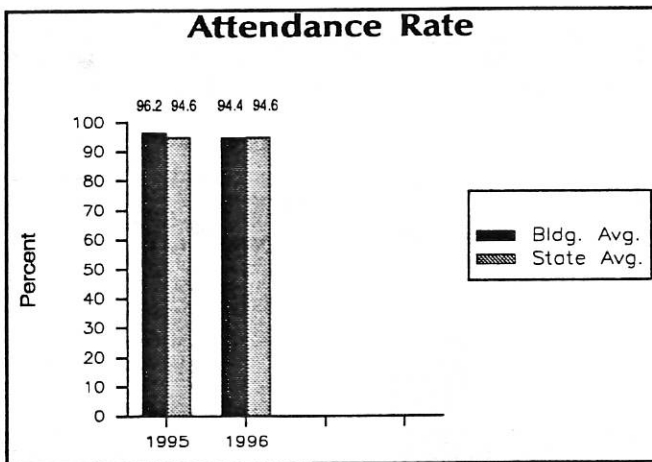
In addition, this report card is not a way of "rating" or "ranking" schools. Because of distinct community and student characteristics, direct comparisons between schools or districts are invalid. Rank-ordering school districts or schools is a clear misuse of the information.

Summary of School Profile

	<u>Bldg. Data</u>	<u>State Data</u>		<u>Bldg. Data</u>	<u>State Data</u>
Total Enrollment	93	492,150	American Indian	12%	1%
Males	54%	52%	Asian Pacific Islander	0%	2%
Females	46%	48%	Black	1%	8%
Economically disadvantaged students	33%	30%	Hispanic	0%	6%
			White	87%	83%

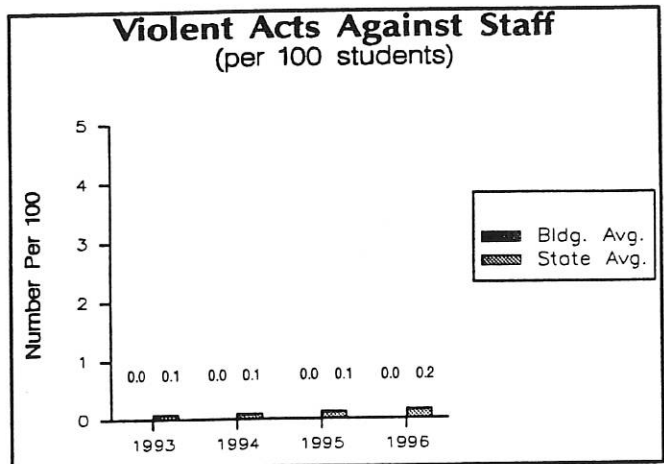
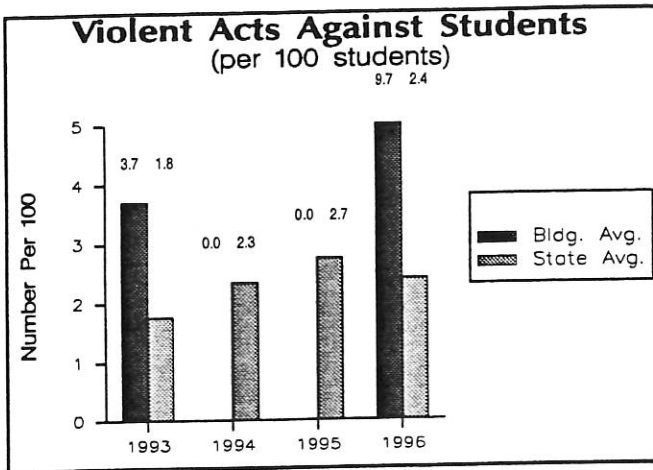
Attendance, Graduation and Dropout Rates

Commonly accepted reflections of a school's level of quality are attendance, graduation and dropout rates. Because state reporting systems have been under development in recent years, not all areas have the same number of prior years' data available for comparisons. Graduation rates at this time reflect only students who began 12th grade in 1995-96 and graduated.



School Violence

Violent acts data are important because they reflect the relative safety and stability of the school's climate. Although violent acts can be defined in many different ways, for Kansas schools they are malicious acts against students/staff which (1) require the attention of a physician or nurse, or (2) result in the student receiving a suspension or expulsion.



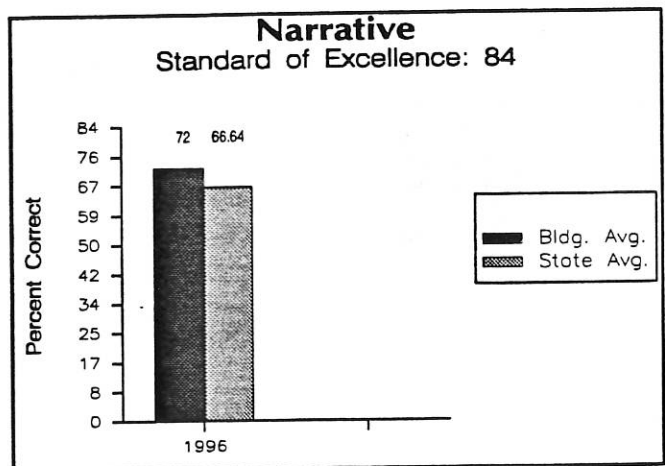
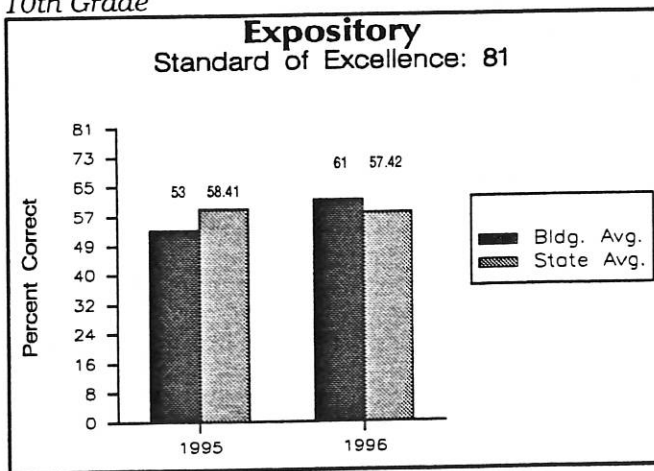
Statewide and School Building Data

Standards of Excellence (Std. Of Exc.) are scores which the state board of education has determined reflect a highly competitive level of achievement. Schools are expected to progressively increase their students' performances to reach these goals. All test results are based on performance of all regular education and gifted students in both public and accredited non-public schools.

Statewide Reading Test

Reading assessments were given to third-, seventh- and tenth-graders. Students' comprehension skills were evaluated based on answers to questions about narrative and expository selections. The narrative portion of the test featured articles which conveyed stories, while the expository section presented readers factual and technical information. The data shown are for years when the reading selections were the same.

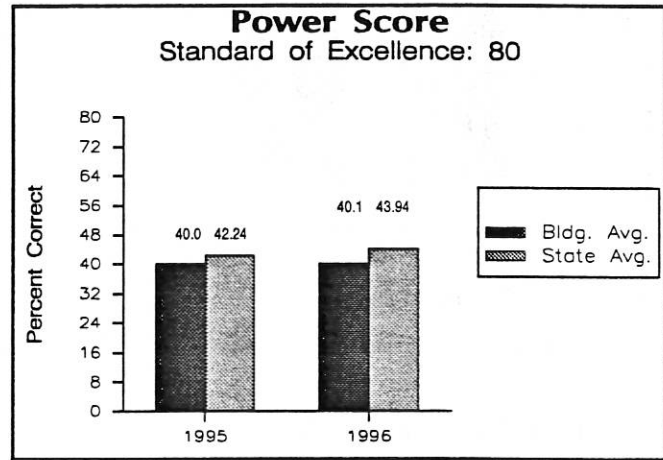
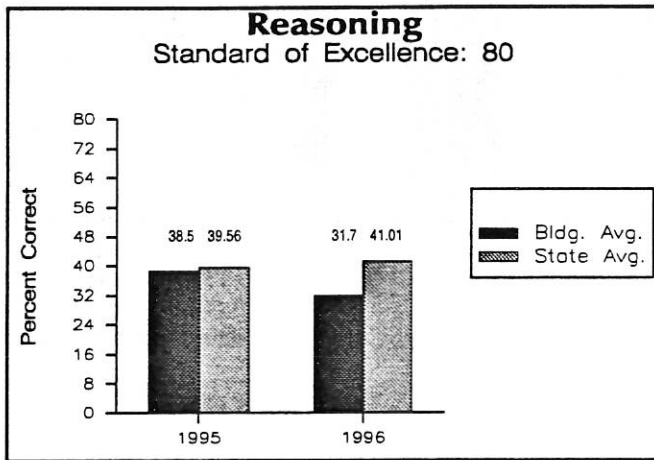
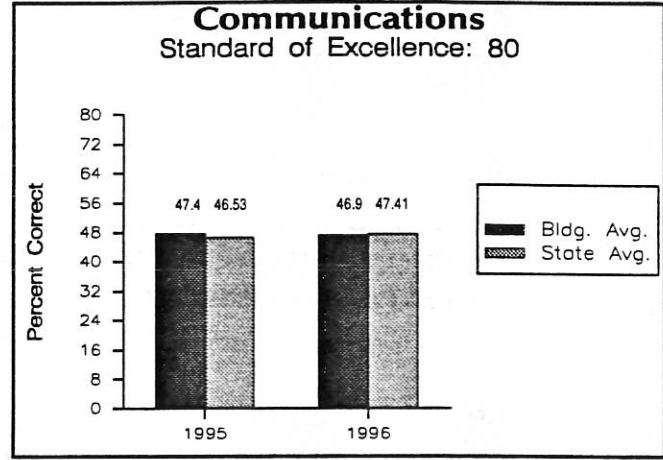
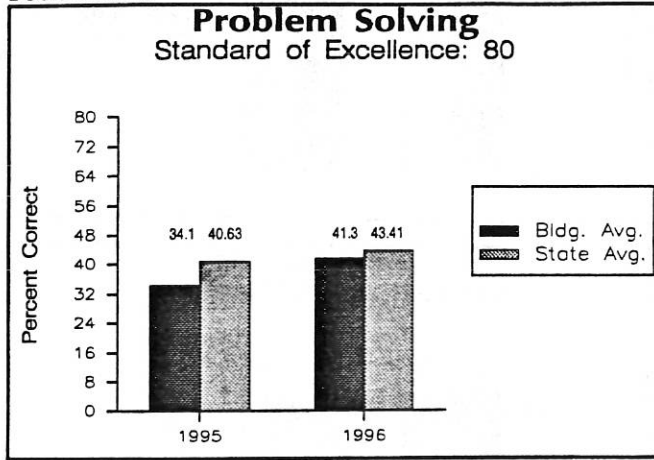
10th Grade



Statewide Mathematics Test

The mathematics assessments were given to fourth-, seventh- and tenth-graders. The tests measured problem-solving abilities (real life situation problems with no immediately apparent answer), mathematical reasoning abilities (mathematical understanding used to create solutions) and mathematical communications skills (the ability to communicate mathematical information to others). The data shown are for years when the tests were comparable. Total power score is an equally weighted average of the scores in the three areas measured.

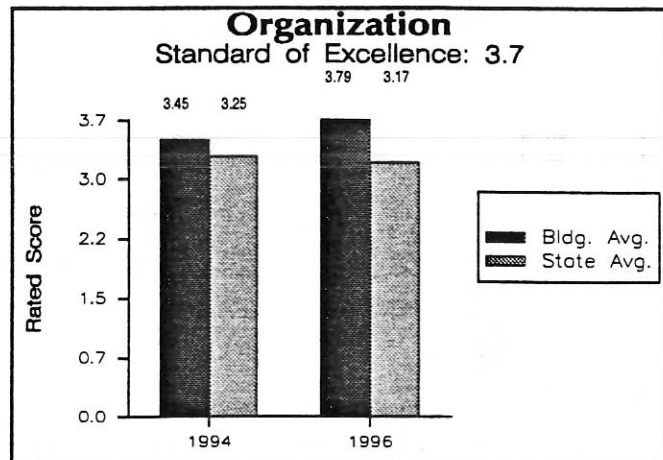
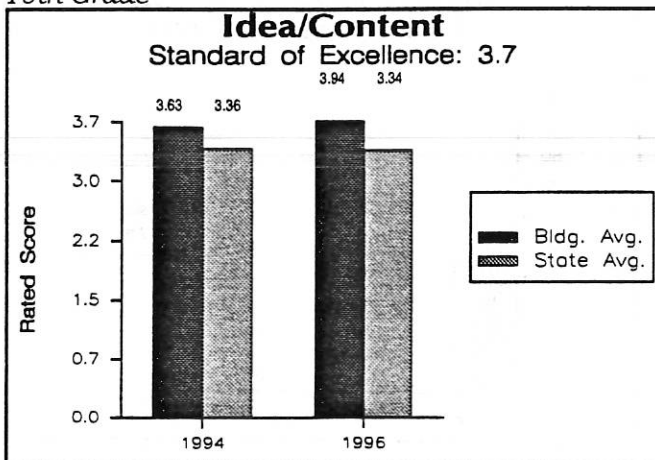
10th Grade

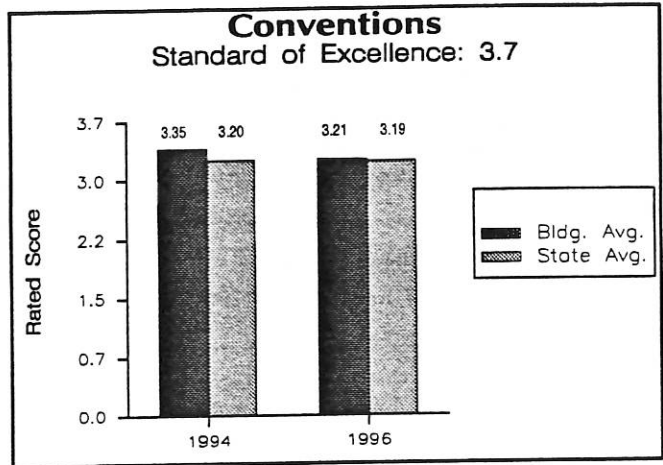
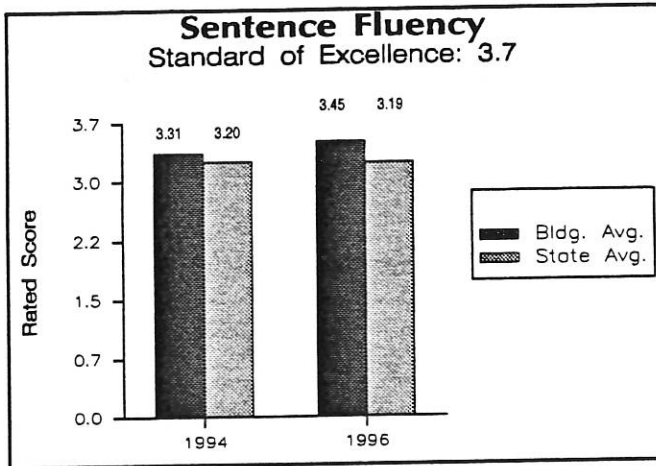
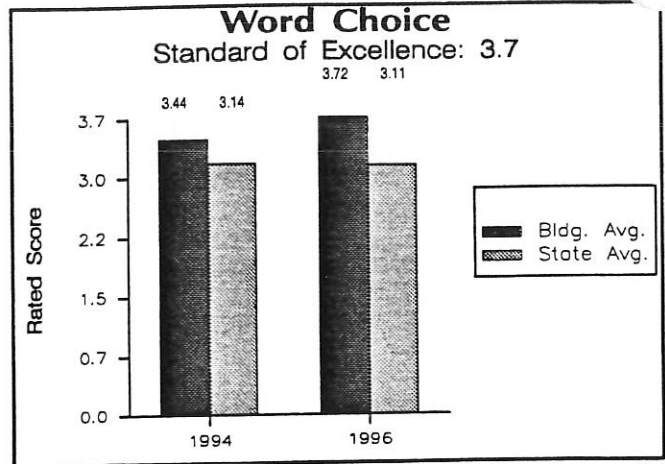
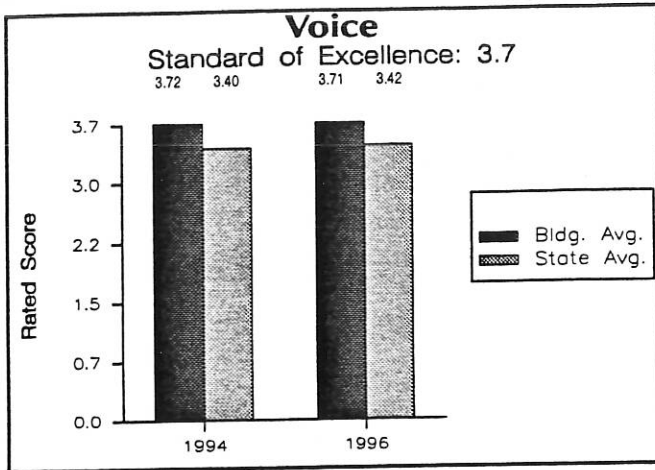


Statewide Writing Test

The writing assessments were given to fifth-, eighth- and tenth-graders (however, districts could petition to test at other grades). Student essays on topics they chose were scored based on ideas and content; organization; voice (using natural, appropriate language); word choice; sentence fluency; and conventions (such as spelling, punctuation and grammar). The highest possible rating is 5.0; the lowest is 0. Some buildings' 1994 data are from a 10% sample of enrolled students. The assessment was not given in 1994-95.

10th Grade





Statewide Science Test

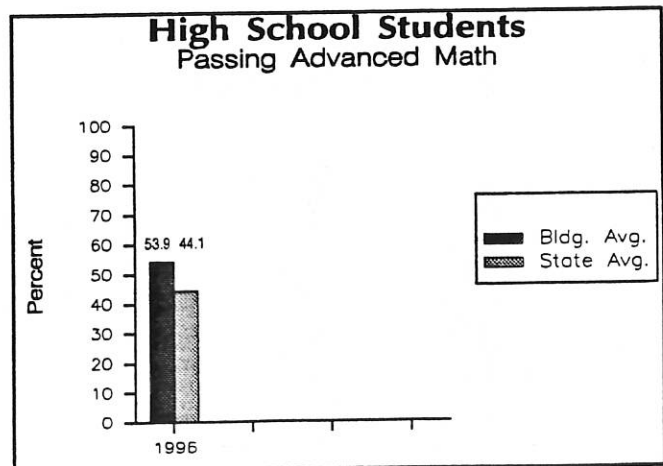
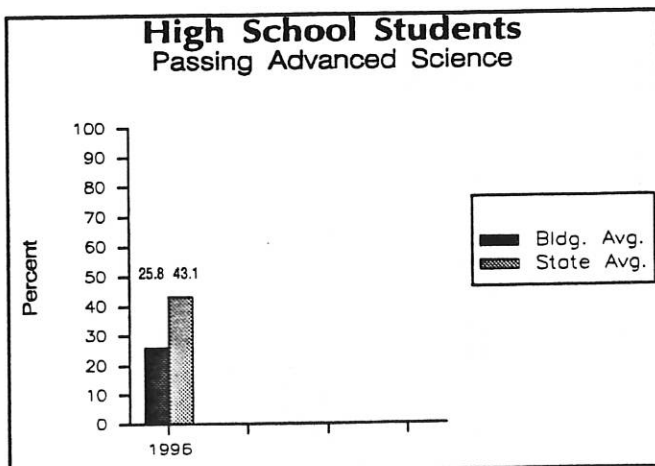
The science assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

Statewide Social Studies Test

The social studies assessments were not administered in 1995-96. Since the test has only been piloted, there are no data to report from earlier testing.

School Building Data

The following charts show areas of academic achievement. Advanced science courses are those usually taken after biology, such as physics and chemistry. Advanced mathematics courses are those, such as algebra II or pre-calculus, which are normally taken after a student has passed algebra I and geometry or their equivalent. Local districts determine definitions of passing grades and mastery.



Student Mastery of Algebraic Concepts

