

Approved: _____

2/23

Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Barbara Lawrence at 9:00 a.m. on February 3, 1998 in Room 123-S of the Capitol.

All members were present except:

Committee staff present: Ben Barrett, Legislative Research Department
Carolyn Rampey, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Jackie Breymeyer, Committee Secretary

Conferees appearing before the committee: Dr. Arie van der Ploeg, North Central Regional Educational Laboratory

Others attending: See attached list

Chairperson Lawrence welcomed Dr. van der Ploeg, who was present to give the results achieved by schools that piloted the Quality Performance Accreditation System.

Dr. van der Ploeg distributed the report (Attachment 1) and gave the charge to the study involving the longitudinal data and the material factors contributing to student academic performance in the QPA pilot schools. The focus of student academic focus was tested performance and documented performance.

What Dr. van der Ploeg said he would do was go through the report page by page. On page 2, the first area spoke to the Plan of Work and the second spoke to the Evidence. The Plan of Work consisted of three layers. The first layer was to look statewide at all 1400 schools in Kansas to identify the changes that schools had put into place. The second layer was to look at the QPA pilot schools to analyze connections between the trends in student academic performance and teacher practice. The third layer looked within the pilot schools and identified the changes those schools had put into place. The data on all the 1400 plus schools included documents reports, memoranda, principal histories and a five-page, one hundred question teacher survey that took approximately forty minutes to fill out.

Dr. van der Ploeg turned to page 3 where graphs showed reading and math assessments at the 7th grade level. He commented that these were school level results, not child level results. The intent was to look at the differences between QPA pilot schools and non-QPA pilot schools. As time proceeded, all schools in Kansas became QPA schools. More and more schools are going through the same process as QPA started. At the level of the mean, those difference are not apparent at any point in time. He directed attention to the triangles and squares, the triangles being the non-pilot schools and the squares, the pilot schools. In referring to the math assessment, Dr. van der Ploeg said the way the assessments were constructed did not lend itself well to the type of study they had in mind. It was necessary to convert the school level distribution test scores to a different format to be able to continue the study. On page 4, the graph showed zero from 1992 to 1997. This means that schools that are performing better than other schools will be higher.

Dr. van der Ploeg directed attention to the bottom panel of page 4 where a graph showed a specific example of a school in narrative reading, where the pattern shows a very steady improvement over time. The top panel of page 5 showed the characteristics outside school control and within school control. Enrollment, pupil-teacher ratio, minorities or poverty is not related to improvement, but it can explain difference in performance. On page 6, the Leadership and Mission graph showed the white bar, the low performing schools jumped very far to the right, while the black bar, the high performing bar far to the left. One might interpret this as saying that in low performing schools, setting career goals is not very important to staff; in low performing schools, getting parents to support the school is extremely important. In high performing schools, staff and parents spend a great deal of time communicating about how way the student is doing; they are not as concerned with parental participation since they already have that. The graph shows the improving schools not high or low, but somewhere in between. They are only beginning to realize that these things matter.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION, ROOM 123-S-Statehouse, at 9:00 a.m. on February 3, 1998.

One of the Committee asked if the high performing schools generally the schools that have always been performing high; improvement is not so much an issue and the lows have always performed low. Would the next assumption be for the best benefit to look at the ones which are showing improvement.

Dr. van der Ploeg stated that was essentially correct. He directed attention to page 7, where the monitoring progress showed where the high, low and improving schools stood in relation to data, testing, and student assessment. The high performing schools are beginning to see the importance of these three areas. With the other schools, traditional testing is not being seen as that important.

Concern that there were serious flaws in the study because there is no way it could be considered a longitudinal study. This was mandated in Spring of 1992; it didn't become active until the Fall of 1992. Some schools came on board in the beginning, some schools the next year, and finally last year they all came on board. There seems to be no consistency. The first two years were spent on learning how to collect data. There were no changes in instructional practices. It cannot be assumed that because a school district came in in 1993 it has been improving for four years. Changes also need to occur in the tests. Tests changes have been suggested in all areas. Performance indicators such as expulsions, suspensions, drop-out rates etc were not correlated. The entire program has not been up and running enough to have consistency, time element, testing and other indicators.

Dr. van der Ploeg responded to each concern. There were 120 schools which started the project. No data was taken from second and third wave schools. QPA started in 1992, school improvement did not. There were no pre-existing processes. They tried to build a measure that, instead of looking at absolute performance, looked at the relative performance. The assumption was made that while these tests may not be comparable, it is probably true that schools performing high one year will perform high the following year. Statistically, they are probably on thinner ice than they would like to be. They went into the response with the RFP on the assumption that the Kansas assessment was probably reasonably similar to those of other state-wide assessment programs that they were aware of. Kansas proved them wrong.

Dr. van der Ploeg continued on page 10, citing the panels on each page to the end of the handout.

The Chairperson stated the House would be listening to Dr. van der Ploeg this afternoon and anyone who wished to listen to a more protracted meeting could attend.

The meeting was adjourned.

The next meeting is scheduled for February 4, 1998.

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: February 3, 1998

| NAME | REPRESENTING |
|-------------------|---------------------------------|
| Ken Bahr | Kays, USD #499 |
| Guy Beth Moore | Copeland, Ks Mo Co. |
| JEFF VARNER | BUTLER Co FARM BUREAU |
| Mirshul Poor | Cit. |
| Andy Junglin | KSDE |
| Bernie Koch | Wichita Area Chamber |
| John Koepke | KA 213 |
| Heroy Burton | Texaco, KS, Inc Committee |
| Craig Ramsey | SCOTT Co, Farm Bureau |
| Roger Toelkes | Senators Husky Office |
| Roger Loppert | Norton Co Farm Bureau & BAC |
| David Hauer | Norton Co F.B. |
| Edna M. Raiser | GEARY Co. FARM BUREAU |
| Mae Ascher | Henry Co. Farm Bureau |
| Steve Adams | KSDE / USD 492 |
| PAUL GETTO | KASB |
| Maurice Weiss | New Directions Learning Academy |
| Jim Edwards | KCCI |
| Donna Eckenhauser | FRANKLIN Co Farm Bureau |

SENATE EDUCATION COMMITTEE GUEST LIST

DATE: 2-3-98

| NAME | REPRESENTING |
|---------------------|-----------------------|
| Dale Roberts | Farm Bureau |
| Phyllis Reeves | " " |
| Helen Norris | " " |
| Jane Kilbuck | " " |
| Jeanie Stovs | " " |
| Dennis Coas, Intern | Senator Huelscamp |
| Cherie Murren | KSDE |
| Timothy Paris | Kansas, Inc. |
| GERALD HENDERSON | USA of KS |
| Haron Gorden | KSDE |
| Jeannette Nobo | KSDE |
| Jim Langford | DOB |
| Doug GLASNAFF | CETE, Univ. of Kansas |
| mark Pomplun | " " " " |
| Lais Lindholm | KFB |
| Gerard Lindholm | FB |
| Phil Miller | Farm Bureau |
| Eldon K. Noel | Kansas Farm Bureau |
| Melinda Barrett | Kansas Farm Bureau |

A Report on Changes
in
Student Academic Performance
under the
Kansas Quality Performance
Accreditation System

Charge to the Study

- What do longitudinal data show about changes in student academic performance in the QPA pilot schools?
- What factors contributed materially to changes in student academic performance in the QPA pilot schools?

Plan of Work

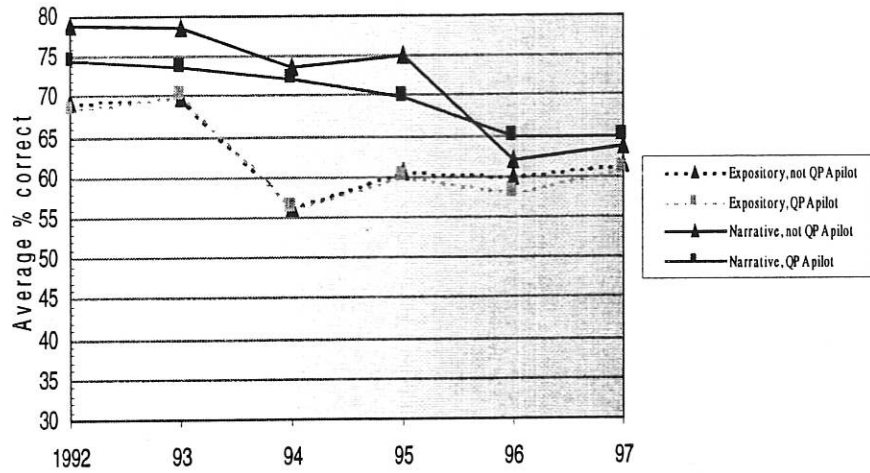
- Statewide, identify relationships between school and community demographics and trends in student academic performance
- In QPA pilot schools, analyze connections between trends in student academic performance and change in teacher practice
- Within improving QPA pilot schools, identify the changes that schools put into place

Evidence

- Data on all 1,400+ Kansas public schools
 - KS Assessment, KS QPA indicators, NCES, Census
- Documentary and survey data from 135 QPA pilot schools
 - Kansas Board of Education QPA visitation documents, reports, and memoranda
 - Principal histories
 - Teacher surveys
- Interviews, observations, and artifacts from 20 improving QPA pilot schools

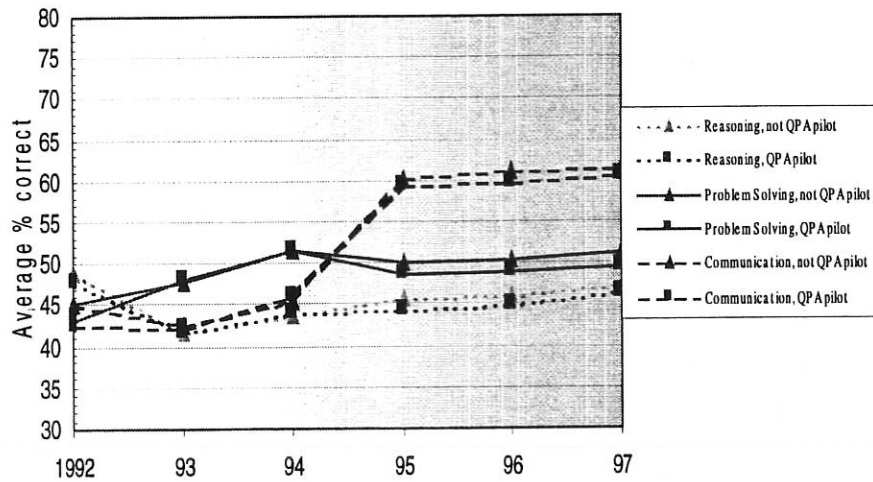
Kansas Assessment, Reading, Grade 7

QPA pilot sites compared to all other schools



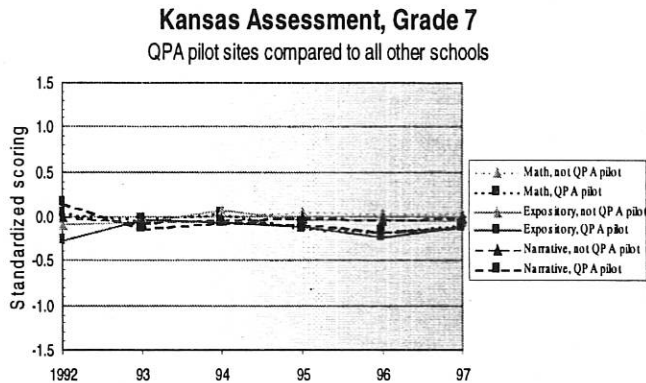
Kansas Assessment, Math, Grade 7

QPA pilot sites compared to all other schools



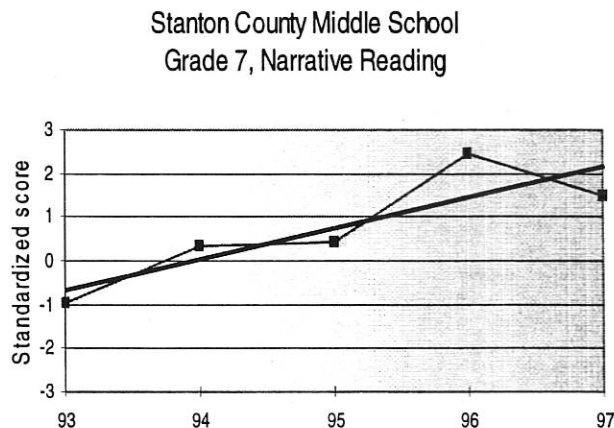
Standardized Scores

- State average each year = 0
- Most schools score between -1.5 and +1.5
- Makes visible the change in a school's performance from year to year



Measuring Improvement

- Build time series for each school, each grade tested
- "Slope" is index of average change, year to year
- Get slopes by regression, each school, each grade



Correlates of Improvement, Statewide

Characteristics outside school control

- Enrollment: no
- Pupil-Teacher ratio:
no
- Minority %: no
- Poverty: no

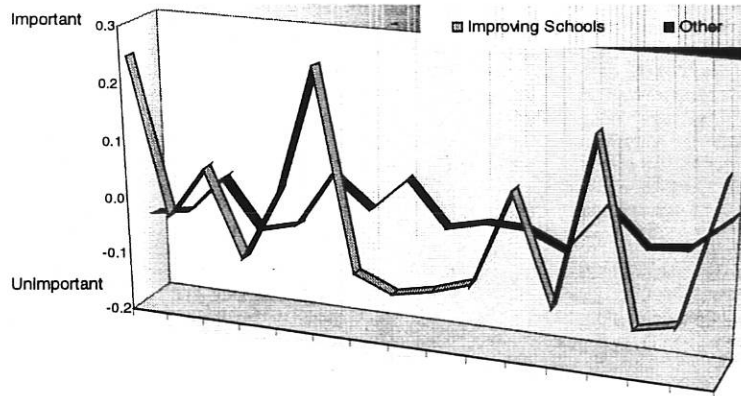
Characteristics within school control

- QPA indicators: ?
- Performance in other
grades: little
- Performance in other
subjects: minimal at
3, moderate at 7, 10

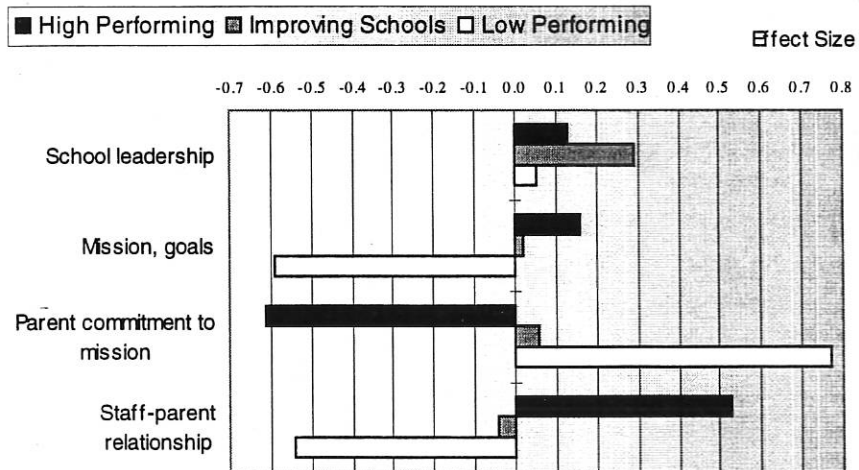
Teacher Questionnaire Topics

- Leadership and mission
- Monitoring progress
- Environment
- Staff training
- Instructional practice
- Change in instructional practice

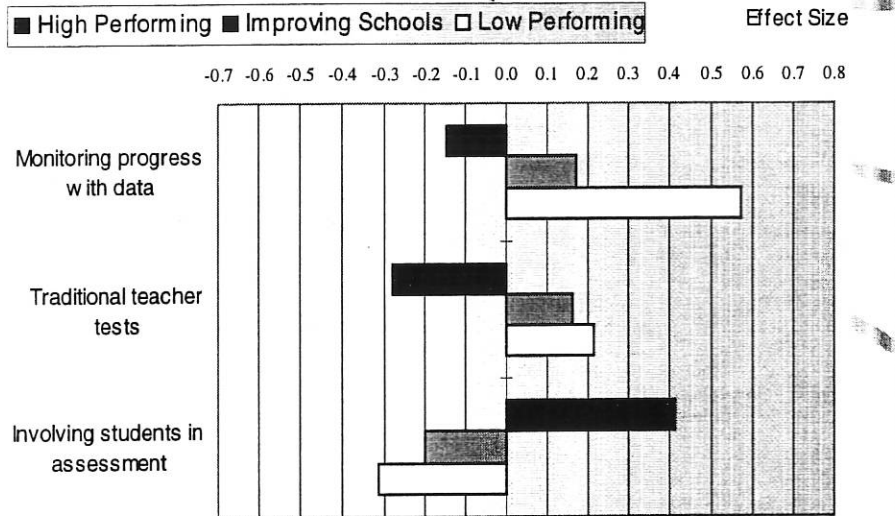
Change in QPA Improving Schools



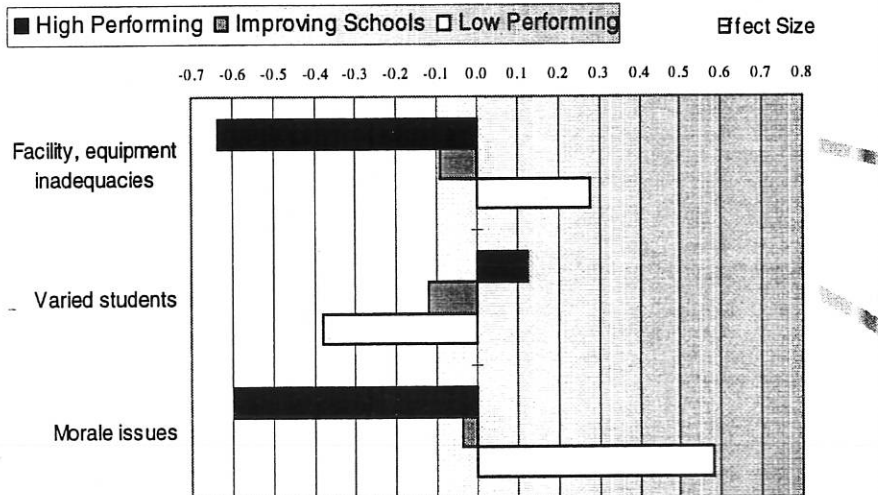
Leadership and Mission



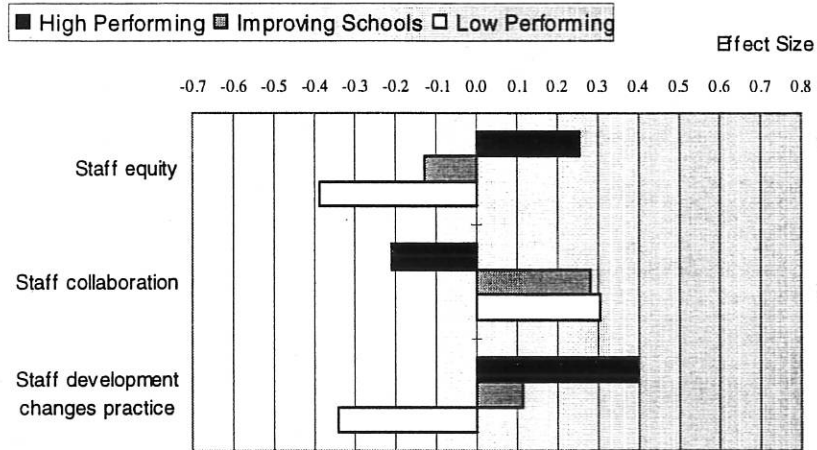
Monitoring Progress



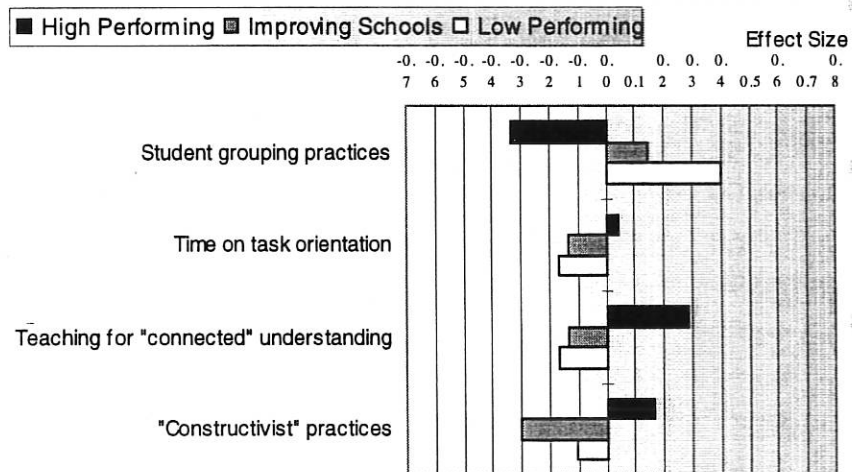
Environment



Staff Training



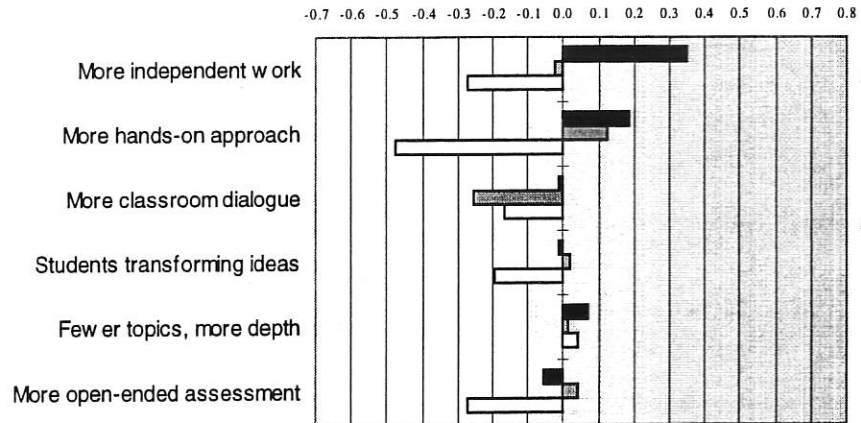
Instructional Practice



Change in Instructional Practice

■ High Performing ■ Improving Schools □ Low Performing

Effect Size



Factors Contributing to Change

- Teachers report changed practice
- The amount of change is small
- Change does not vary by school type
- Change does vary across:

Improving schools

- leadership matters
- staff collaboration matters
- testing and monitoring data matter

High performing schools

- parent-teacher communication matters
- acceptance of more varied assessment
- strong belief that staff training leads to change

Low performing schools

- building & facility problems and staff morale disrupt
- parent support is problematic
- belief that staff training does not lead to change
- testing and monitoring data matter a great deal

What Did Staff Talk About?

- Most often
 - School leadership, instructional leadership
 - Monitoring student progress
 - Home-school relations
 - Staff collaboration, collegiality, professionalism
- Fairly often
 - Training, staff development
 - Curriculum integration
 - Expectations for high student performance

What Did Staff *Not* Talk About?

- School mission, focus
 - but, most staff were focused on goals and tasks
- School environment
 - but, schools' internal and external environments were generally safe and orderly
- World class standards
- Incentives, recognition
 - but, staff development plans and "points" played a role in some schools

What Did Staff Say about . . .

Instructional leadership:

- *"[Our principal] is just so concerned about everything that goes on, not only in our building but in our classrooms and about how we as professionals are doing. That's because she trusts us, we trust her to allow us to do that."*
- *"The first principal was very much for QPA, but the two principals after that weren't that dedicated so it was more we had to push things. The fact is, we kept our team leaders, because theirs was a strong thought process."*
- *"We just kinda said, hey, let's do this. We said that's a good idea. We never met formally, it was done in the hall, in the classroom."*

What Did Staff Say about . . .

Monitoring progress:

- *"We have spent countless hours going through the objectives that we really wanted our children to achieve and master. Maybe now we know where we are to focus, what we are to do. We have more purpose, more goals."*
- *"We have objectives at each grade level. We test those objectives. We keep records of what we taught."*
- *"Well, we do our mastery test, until they master it. We just keep reteaching it, and they usually [master it]. Any good teacher a hundred years ago did that, but we are more aware and more specific. We document it, and that makes us more aware."*
- *"We seem to be assessing the children from where we get them and where they go and how they progress during the year instead of where we get them and what they should know at second grade."*

What Did Staff Say about . . .

Home-school relationships:

- *"Being a small town, there's just a really good rapport. It's always an open door around here. Parents are free to come in and visit at any time."*
- *"Now, we see a lot more responsibility in [our students] and the parents are much more comfortable. You don't hear that gasp at the other end of the phone when you call."*
- *"You need objectives to know what you're going to teach and what's important to the community. The thing QPA does is, it makes you pay attention."*

What Did Staff Say about . . .

Staff collaboration, collegiality, professionalism:

- *"Well, I think it was the QPA teams from each school that made the difference, because we saw the data, we realized what needed to be done to improve, and where we needed it to be done. So when we got together, we realized that math was somewhere where we were going to have to go and we were all behind it and we did all that together."*
- *"Probably our most productive time was when we divided into curriculum groups. I mean, every teacher in the building had a particular area they were involved in and we were working toward a certain goal. I can't say that's taking place now."*
- *We've learned that our ideas are just as good as any one else's. We might be a small town in Kansas, but we count. Our ideas work.*

Common Solutions

Accelerated Reader®

- Encourages extra-curricular reading
- Tests comprehension on computer
- Rewards more reading, better understanding
- *Very limited research base*
- *No established link to improved performance*

Six-Trait Writing

- Detailed guidelines to assess student's writing provide framework for teaching writing
- The traits mirror Kansas State writing assessment scoring process
- *Sound practice base, but little confirming research exists*

In the QPA improving schools . . .

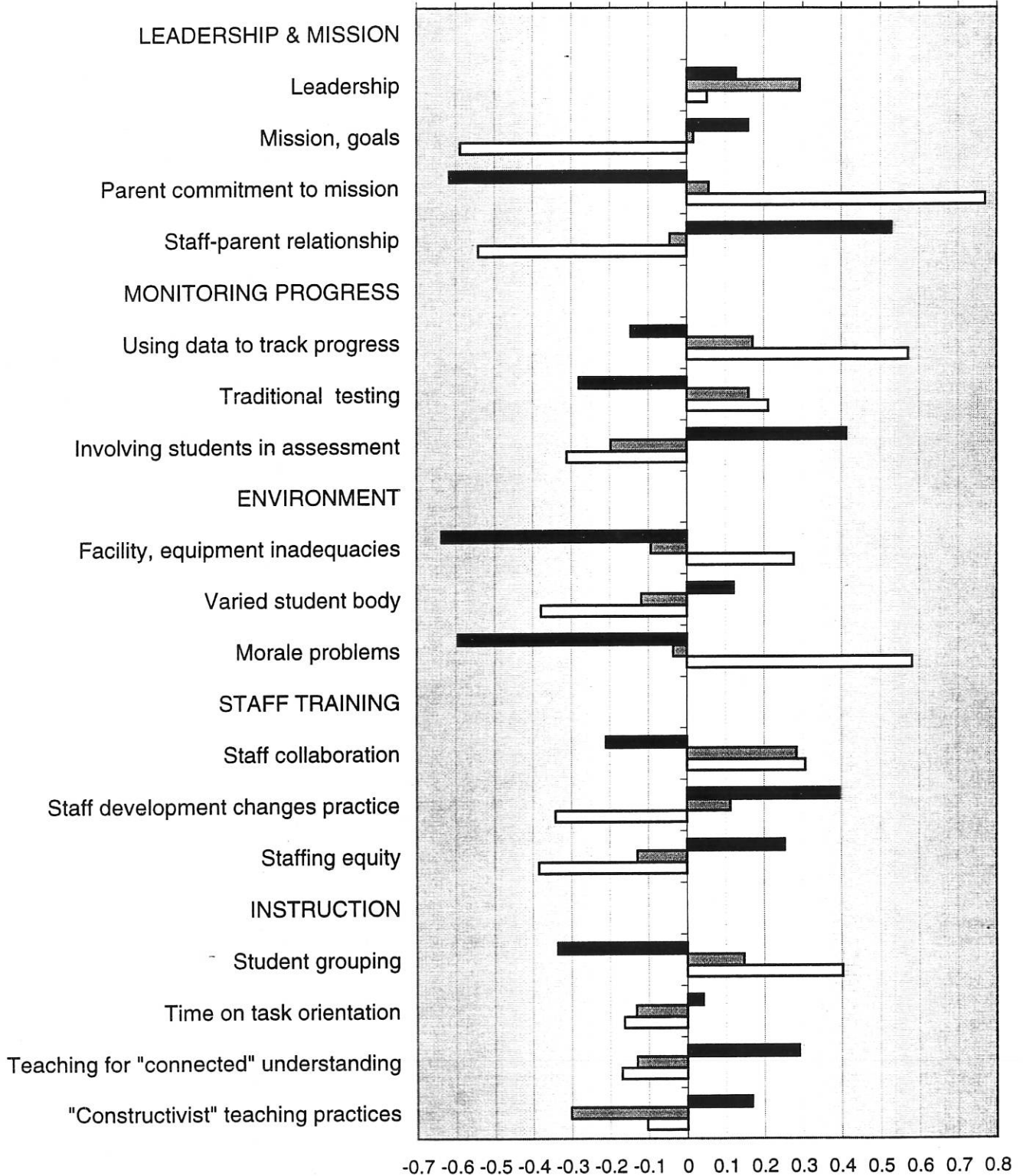
- School change required school staff be able to “see” a need to change
- School staff believed they had the tools to “fix” the problems they “saw”
- School staff often had short horizons
- QPA provided opportunity to staff to see **school** problems, to assemble a solution they devised, and to learn about (and test) other possible solutions

Summary

- Most QPA pilot schools have shown no more improvement in measurable student academic performance than other Kansas schools.
- In some QPA pilot schools that seized the opportunity QPA provided, changes in teaching practice and staff professionalism are positively influencing student academic performance.
- Best practice as seen in high performing schools may not fit well in low performing schools

What Matters

High Performing Schools
 Improving Schools
 Low Performing Schools



1-15