MINUTES OF THE SENATE EDUCATION COMMITTEE

The meeting was called to order by Chairperson Jean Schodorf at 1:30 p.m. on January 15, 2009 in Room 545-N of the Capitol.

All members were present.

Committee staff present:
Martha Dorsey, Kansas Legislative Research
Sharon Wenger, Kansas Legislative Research
Theresa Kiernan, Kansas Legislative Revisor
Matt Sterling, Kansas Legislative Revisor
Dorothy Gerhardt, Committee Assistant

Conferees appearing before the committee:
Dale Dennis, Deputy Commissioner, Kansas Department of Education
Dr. Alexa Posny, Commissioner, Kansas Department of Education

Others attending:
See attached list.

Introduction of Bills

Dale Dennis, Deputy Commissioner, Kansas Department of Education, appeared before the committee requesting the introduction of a bill that would treat State Board of Education members the same as legislators regarding campaign finance laws. The second deals with the placement of State of Board of Education candidates on the ballot.

Senator Hensley moved to introduce the bills, seconded by Senator Umbarger. The motion carried.

Kansas: State of Education, January, 2009

Dr. Alexa Posny, Commissioner, Kansas Department of Education, presented a summary of the state of Education in the State of Kansas as of January, 2009. (Attachment 1)

Sue Storm, State Board of Education member as well as Legislative Liaison for the Board, and Sally Cauble, Assistant Legislative Liaison were introduced as members of the audience.

The next meeting is scheduled for January 20, 2009.

The meeting was adjourned at 2:27 p.m.

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

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EDUCATION COMMITTEE GUEST LIST
DATE: 1-15-2009

NAME	REPRESENTING
Sue Storm	SBOE
Sally Cauble	SBOE
KEITH PANGBORN	KEARNEY & ASSOC.

Kansas: State of Education
January 2009

Dr. Alexa Posny

State Board Goal and Objectives

Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post-secondary education) by:

- Redesigning the delivery system to meet our students' changing needs
- Providing an effective educator in every classroom
- Ensuring a visionary and effective leader in every school
- Improving communication with all constituent groups and policy partners

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Early Learning Opportunities

"First, we must invest in early childhood education. Too many children show up for kindergarten already behind. Many never catch up."

Arne Duncan

Early Learning Opportunities in Kansas

- Not all children attend a formal preschool
- 98% of children attend Kindergarten
- Most preschool programs are targeted
- Many programs overlap
- Programs are funded through different sources

Children Served in PreK

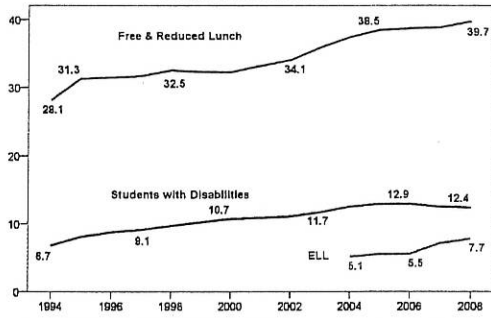| Program	Number of Children
All day, everyday Kindergarten	27,559 (78%)
Half-day Kindergarten	7,854 (21%)
Four-Year-Old At-Risk	6,263
Pre-K Pilot	1,400 to 1,500
Head Start	8,300
Early Childhood Special Education	5,497
Early Head Start	1,699
Parents as Teachers	18,256
Part C (Infant-Toddler SPED)	6,643

Early Learning Outcomes

- Children are entering kindergarten with good oral language skills (97% of parents report that they talk with their child daily)
- Children have adequate social skills
- Children who were read to every day had higher reading scores and scored higher on all academic achievement areas (69.5% or parents)
- Written language was the lowest area of skill
- Children who are considered "at-risk" do not have as high a level of skill in all domains
- Children who attended preschool for a greater number of years prior to Kdg scored higher on academic areas (87 to 89% of parents report their child received preschool)
- All domains of learning showed improved scores across the kindergarten year
- Children in full-day kindergarten classrooms had higher spring scores in academic areas
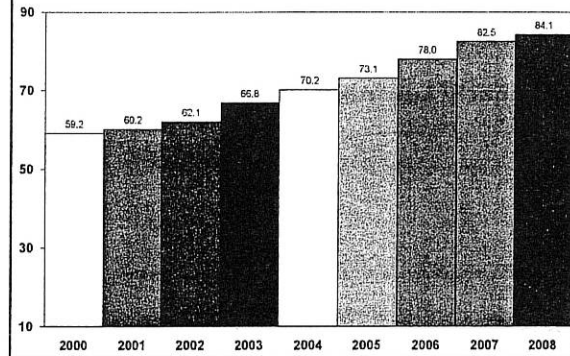
7

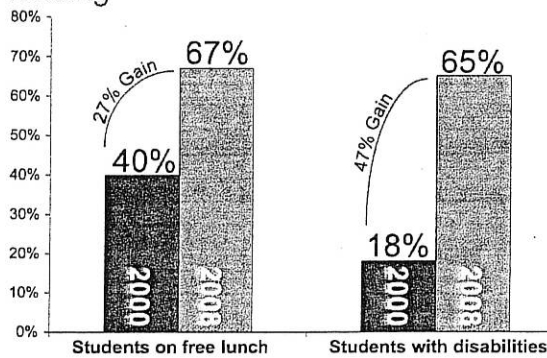## Student Performance Results: State

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Swimming Against the Trends
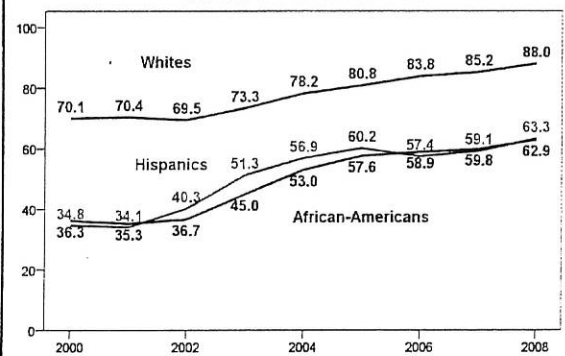
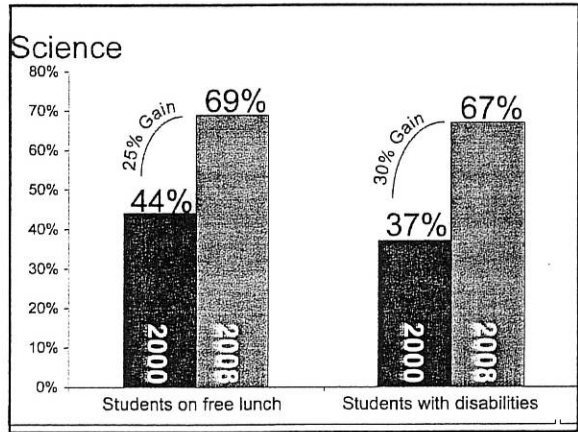**Kansas Student Population Trends**
Percent of K-12 Enrollment

Free & Reduced Lunch: 28.1 (1994), 31.3, 32.5, 34.1, 38.5, 39.7 (2008)

Students with Disabilities: 8.7, 9.1, 10.7, 11.7, 12.9, 12.4

ELL: 5.1, 5.5, 7.7

Kansas: Reading

2000	2001	2002	2003	2004	2005	2006	2007	2008
59.2	60.2	62.1	66.8	70.2	73.1	78.0	82.5	84.1

Reading

27% Gain — Students on free lunch: 40% (2000) → 67% (2008)
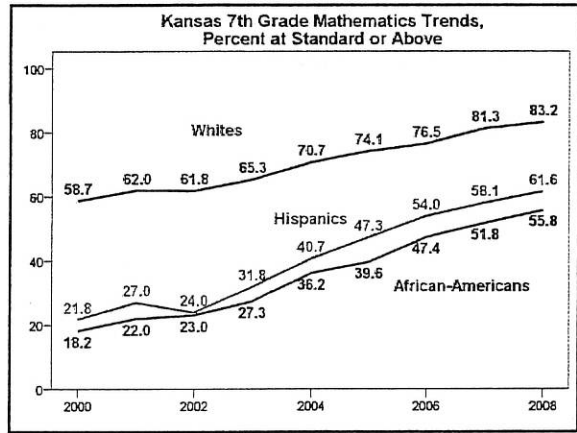
47% Gain — Students with disabilities: 18% (2000) → 65% (2008)

Kansas 8th Grade Reading Trends, Percent at Standard or Above

Whites: 70.1, 70.4, 69.5, 73.3, 78.2, 80.8, 83.8, 85.2, 88.0

Hispanics: 51.3, 56.9, 60.2, 57.4, 59.1, 63.3 / 53.0, 57.6, 58.9, 59.8, 62.9

African-Americans: 34.8, 34.1, 40.3, 45.0 / 36.3, 35.3, 36.7

2000   2002   2004   2006   2008

2

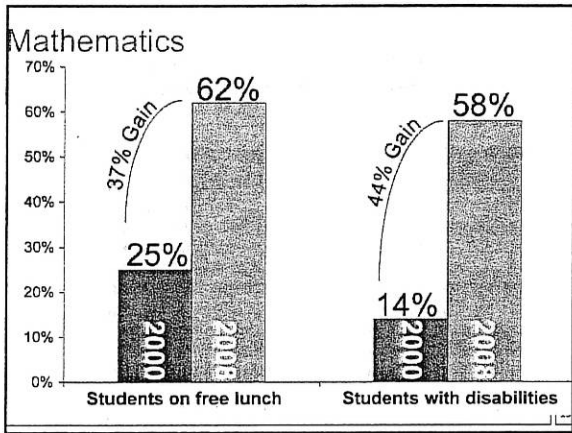1. 2

Kansas 8th Grade Reading Trends, Percent at Standard or Above

Kansas: Math

Mathematics

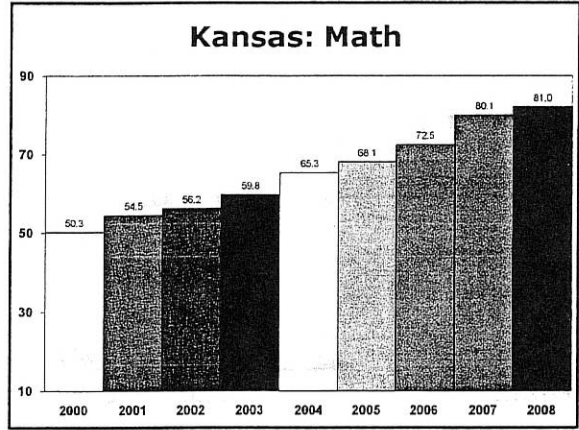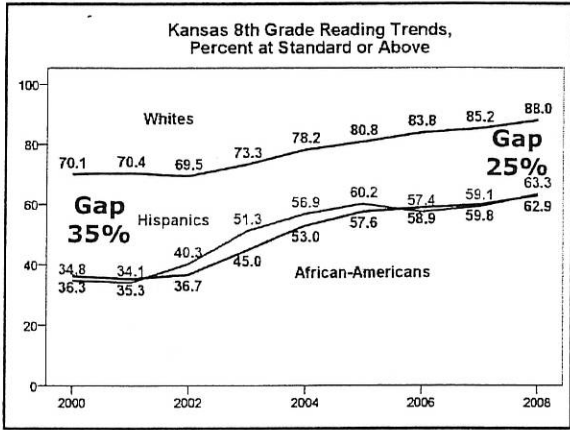Kansas 7th Grade Mathematics Trends, Percent at Standard or Above

Kansas 7th Grade Mathematics Trends, Percent at Standard or Above

Science

Assessment Highlights: *Science*

Percentage Scoring at or above Standard	2003 7th Grade	2005 7th Grade	2008 7th Grade
Free/Reduced Lunch	43.7	49.4	69.4
Students with Disabilities	37.5	45.2	67.4
English Language Learners	17.0	17.3	52.4
African-American	29.6	32.2	57.3
Hispanics	31.1	38.3	60.6

Data Current as of 10.8.08

History/Government
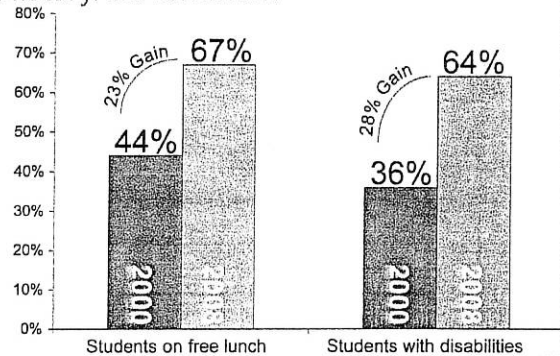
Assessment Highlights: *History/Government*

Percentage Scoring at or above Standard	2003 8th Grade	2005 8th Grade	2008 8th Grade
Free/Reduced Lunch	44.0	49.5	66.9
Students with Disabilities	36.1	44.9	64.0
English Language Learners	18.1	16.8	51.7
African-American	33.1	37.7	54.3
Hispanics	34.5	41.3	60.8

Data Current as of 10.8.08

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Cost Study Analysis
### Legislative Post Audit, p. 40
January 2006

"We found a strong association between the amounts districts spend and the outcomes they achieve.

In the cost function results, a 1.0% increase in district performance outcomes was associated with a 0.83% increase in spending—almost a one-to-one relationship. This means that, all other things being equal, districts that spend more had better student performance. The results were statistically significant beyond the 0.01 level, which means we can be more than 99% confident there is a relationship between spending and outcomes."
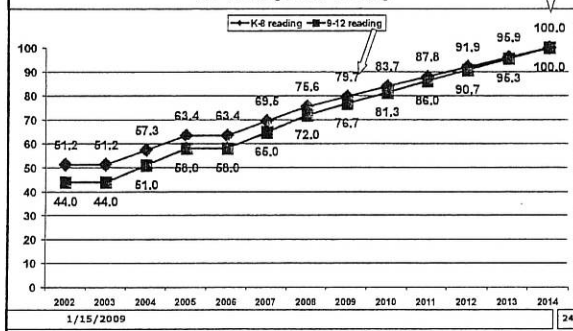
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Performance Criteria: Mathematics

1/15/2009

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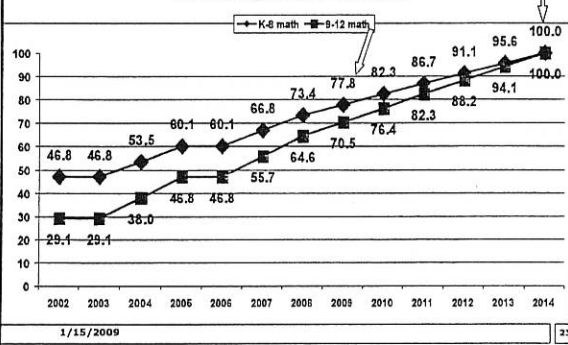
Performance Criteria: Reading

1/15/2009

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AYP State Profile

	Made AYP		Didn't Make AYP	
	2007	2008	2007	2008
Public Districts:	263	271	33	25
	88.9%	90.9	11.1%	9.1
Public Schools:	1,229	1,228	152	137
	89.0%	89.3	11.0%	10.7

Quality Performance Accreditation

Accredited Schools	Accredited On Improvement
1309	79
94%	6%

Schools with 100% meeting or exceeding the standard

Math	Reading	Both Math and Reading
Total: 1,349 public schools		
108	96	94

Standard of Excellence: *Reading and Math*

Bar chart values: Reading 2007 = 2665, Reading 2008 = 3461, Math 2007 = 2169, Math 2008 = 2755. Legend: 2007, 2008.
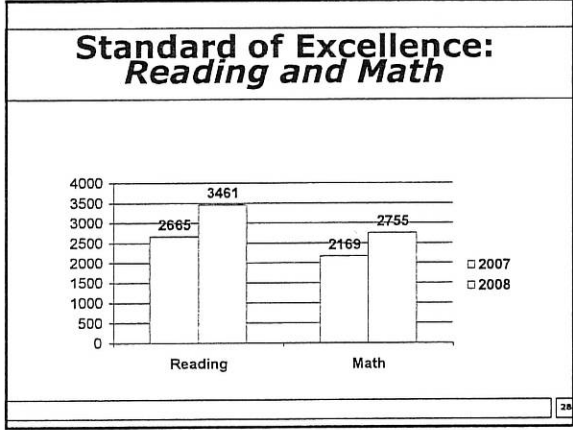
Student Performance Results: Graduation

Graduation and Attendance Rate

	Graduation	Attendance
All Students	89.4	94.7
Free/Reduced Lunch	80.9	93.7
Students with Disabilities	83.3	93.7
English Language Learners	79.4	94.6
African-American	81.7	93.6
Hispanics	79.9	93.9

How many high school students graduate on time?
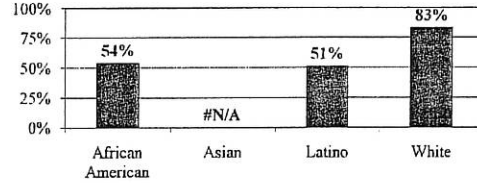
Freshmen Graduating On Time with a Regular Diploma (2003)
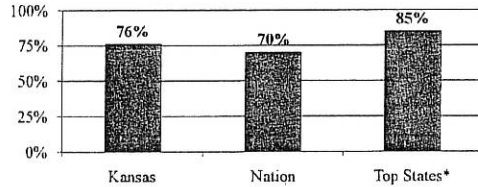
Bar chart:
- Kansas: 76%
- Nation: 70%
- Top States*: 85%

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Are graduation rates equitable in Kansas?

Freshmen Graduating On Time with a Regular Diploma (2003)

Bar chart:
- African American: 54%
- Asian: #N/A
- Latino: 51%
- White: 83%

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Student Performance Results: National

KS Education Shines!

- The American Legislative Exchange Council's 2007 report card listed KS 7th in the nation for its academic achievement
- KS students rank in the top 10% for reading and mathematics on the ACT
- On the 2007 NAEP, KS:
  - 4th graders ranked 2nd in the nation on math
  - 8th graders ranked 2nd on math
  - 4th graders ranked 6th on reading
  - 8th graders ranked 6th on reading

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Are elementary school students achieving "proficiency" in reading?

4th Grade Reading Achievement (NAEP 2006)

Legend: Proficient or Advanced | Basic

Bar chart:
- Kansas: 36% / 36%
- Nation: 31% / 34%
- Top States*: 42% / 34%

35

Are there inequities in reading achievement in Kansas?

4th Grade Reading Achievement (NAEP 2006)

Legend: Proficient or Advanced | Basic

Bar chart:
- African American: 34% / 18%
- Asian: 42% / 31%
- Latino: 19% / 35%
- Native American: 0
- White: 41% / 36%

36

1-6   6

Are elementary school students achieving "proficiency" in math?

4th Grade Math Achievement (NAEP 2006)

Proficient or Advanced ■ Basic

Kansas: 51%, 38%
Nation: 38%, 43%
Top States*: 51%, 38%

*Median of top five states in percent proficient or advanced.
Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/nde/

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Are there inequities in math achievement in Kansas?

4th Grade Math Achievement (NAEP 2006)

Proficient or Advanced ■ Basic

African American: 21%, 50%
Asian: 67%, 26%
Latino: 29%, 49%
Native American: —
White: 56%, 37%

Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/nde/

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Are middle school students achieving "proficiency" in math?

8th Grade Math Achievement (NAEP 2006)

Proficient or Advanced ■ Basic
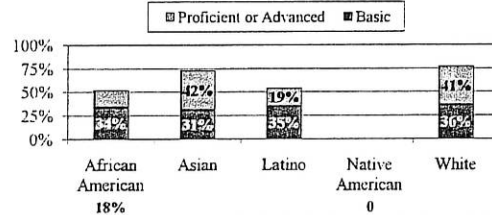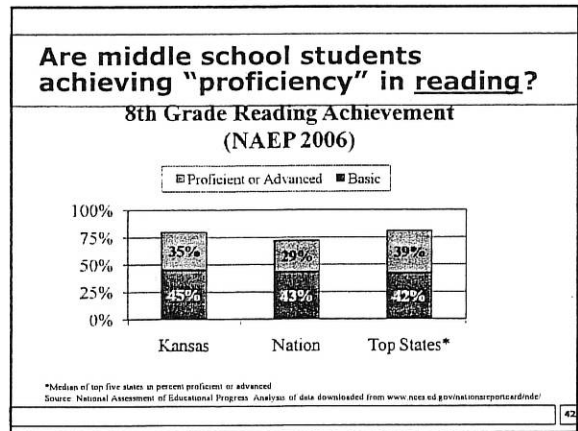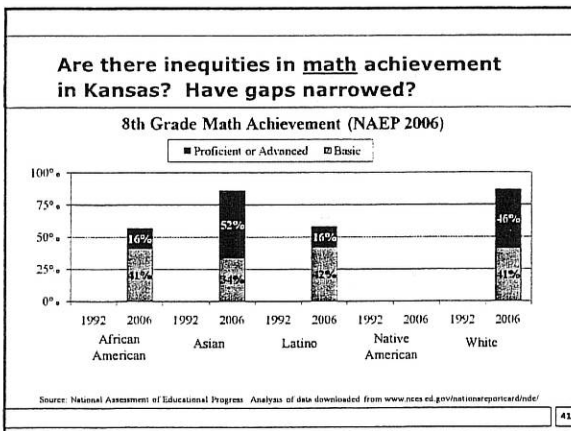
Kansas: 41%, 41%
Nation: 31%, 39%
Top States*: 41%, 40%

*Median of top five states in percent proficient or advanced
Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/nde/

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Is math achievement improving?

8th Graders Scoring At or Above Proficient in NAEP Math: 1992-2006

Kansas: 0%, 41%
Nation: 20%, 31% (+11)
Top Improver (MA): 23%, 51% (+28)

■ 1992
■ 2006

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Are there inequities in math achievement in Kansas? Have gaps narrowed?

8th Grade Math Achievement (NAEP 2006)

■ Proficient or Advanced ■ Basic

African American: 1992 —, 2006 16%, 31%
Asian: 1992 —, 2006 52%, 34%
Latino: 1992 —, 2006 16%, 42%
Native American: —
White: 1992 —, 2006 46%, 41%

Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/nde/
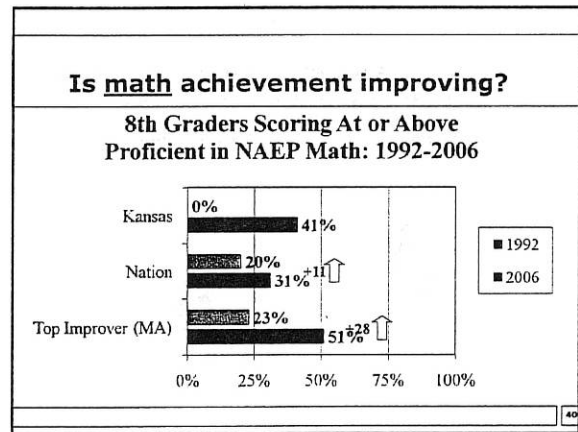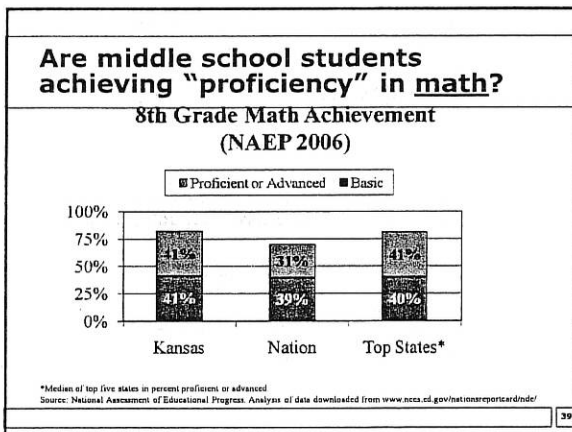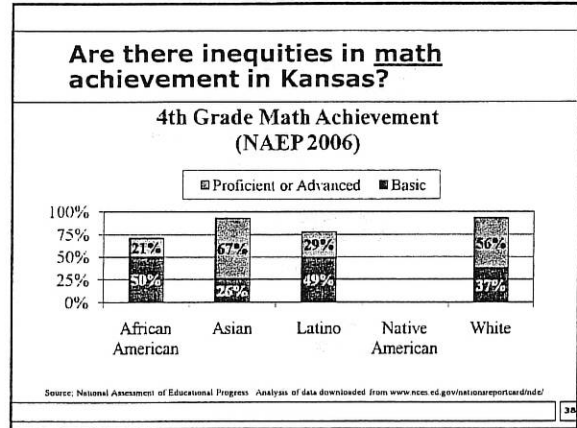
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Are middle school students achieving "proficiency" in reading?

8th Grade Reading Achievement (NAEP 2006)

Proficient or Advanced ■ Basic

Kansas: 35%, 45%
Nation: 29%, 43%
Top States*: 39%, 42%

*Median of top five states in percent proficient or advanced
Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/nde/

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Is reading achievement improving?

8th Graders Scoring At or Above Proficient in NAEP Reading: 1998-2006

- Kansas: 36% / 35% -1
- Nation: 30% / 29% -1
- Top Improver (DE): 23% / 30% +7

Legend: 1998, 2006

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Are there inequities in reading achievement in Kansas?

8th Grade Reading Achievement (NAEP 2006)

Legend: ■ Proficient or Advanced ▦ Basic

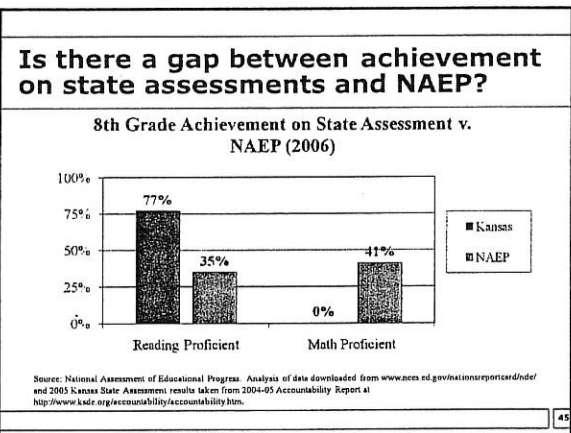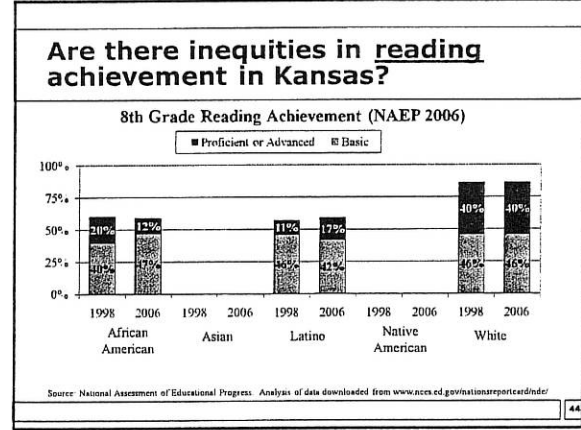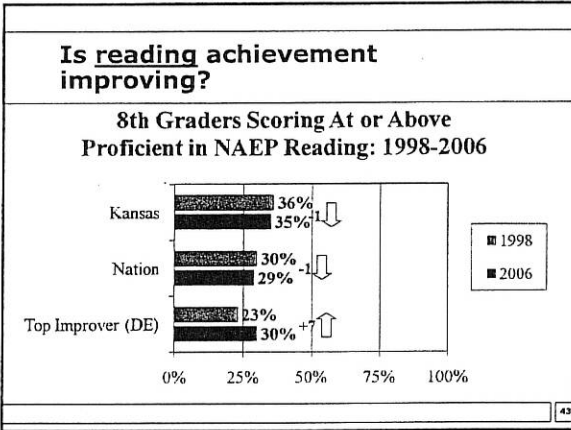|	African American	Asian	Latino	Native American	White

Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/nde/

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Is there a gap between achievement on state assessments and NAEP?

8th Grade Achievement on State Assessment v. NAEP (2006)

- Reading Proficient: 77% (Kansas), 35% (NAEP)
- Math Proficient: 0% (Kansas), 41% (NAEP)

Legend: ■ Kansas ▦ NAEP

Source: National Assessment of Educational Progress. Analysis of data downloaded from www.nces.ed.gov/nationsreportcard/nde/ and 2005 Kansas State Assessment results taken from 2004-05 Accountability Report at http://www.ksde.org/accountability/accountability.htm.
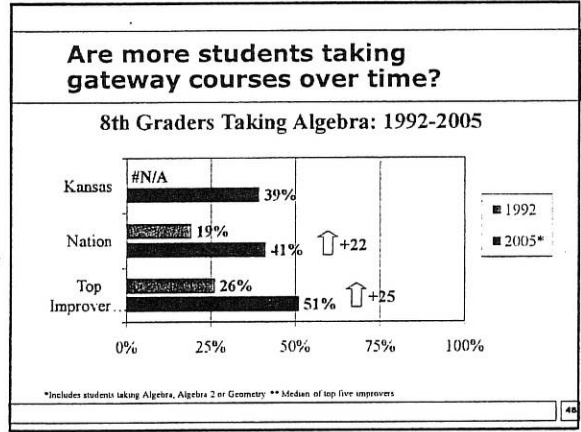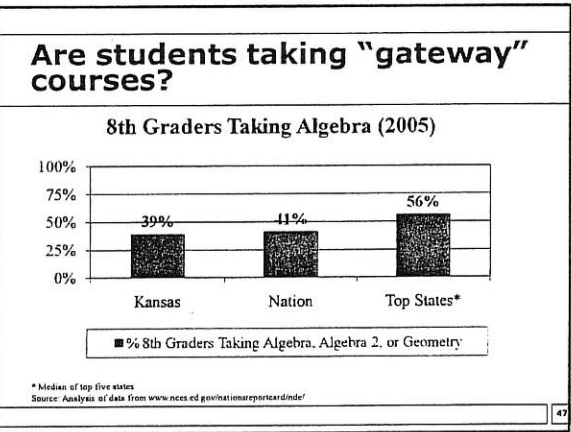
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Middle School

- Students who take challenging courses and meet high standards in middle school are much more likely to enter high school ready to succeed.

  Algebra is widely recognized as a "gateway" course—students who take it by the end of 8th grade are much more likely to take rigorous courses in high school that lead to a college degree.

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Are students taking "gateway" courses?

8th Graders Taking Algebra (2005)

- Kansas: 39%
- Nation: 41%
- Top States*: 56%

Legend: ■ % 8th Graders Taking Algebra, Algebra 2, or Geometry

* Median of top five states
Source: Analysis of data from www.nces.ed.gov/nationsreportcard/nde/

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Are more students taking gateway courses over time?

8th Graders Taking Algebra: 1992-2005

- Kansas: #N/A / 39%
- Nation: 19% / 41% ⇧+22
- Top Improver..: 26% / 51% ⇧+25

Legend: ■ 1992 ■ 2005*

*Includes students taking Algebra, Algebra 2 or Geometry ** Median of top five improvers

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High School

- Research has shown that a powerful predictor of whether high school students will graduate and earn a college degree is the rigor of the high school curriculum they complete.

  Advanced Placement (AP) exams show how many students are taking challenging courses and attempting to earn college credit while still in high school.

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Are students participating in AP courses?

11th and 12th Graders Taking AP Exams (2004)
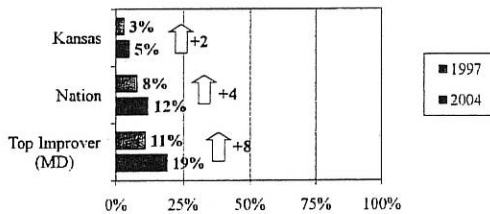
Kansas 5% Nation 12% Top States* 18%
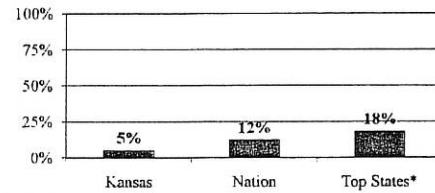
* Median of top five states.
Source: Analysis of data from College Board AP Summary Reports for 2004 and NCES Common Core of Data. Includes public school students only.
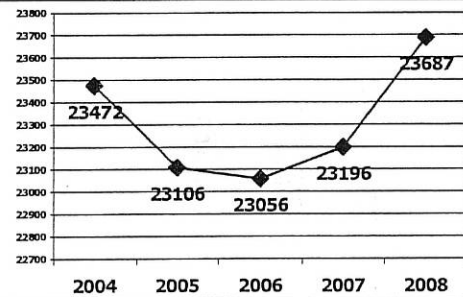
50

Are more students participating in AP over time?

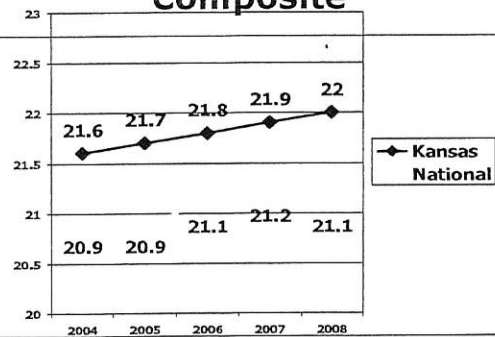**11th and 12th Graders Taking AP Exams: 1997-2004**

Kansas 3% / 5% +2
Nation 8% / 12% +4
Top Improver (MD) 11% / 19% +8

■ 1997
■ 2004

0% 25% 50% 75% 100%

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Number Tested: ACT

23472 (2004)
23106 (2005)
23056 (2006)
23196 (2007)
23687 (2008)

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News from ACT

	% Tested	Comp Ave.	Math	Reading	Science
Kansas	76%	21.9	21.6	22.4	21.7
Colorado	100%	20.4	20.1	20.8	20.4
Missouri	74%	21.6	21.0	22.1	21.5
Nebraska	77%	22.1	21.8	22.4	21.9
Oklahoma	71%	20.7	19.8	21.3	20.5
Texas	30%	20.5	20.8	20.6	20.4

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Five Year Trend: Composite

Kansas: 21.6 (2004), 21.7 (2005), 21.8 (2006), 21.9 (2007), 22 (2008)
National: 20.9 (2004), 20.9 (2005), 21.1 (2006), 21.2 (2007), 21.1 (2008)

◆ Kansas
National

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Five Year Trend: Subjects

Chart showing Science, Math, Reading trends 2004–2008:
- Reading: 22, 22.1, 22.3, 22.4, 22.6
- Math: 21.5, 21.6, 21.6, 21.7, 21.8
- Science: 21.4, 21.4, 21.5, 21.6, 21.8

Legend: Science — Math — Reading
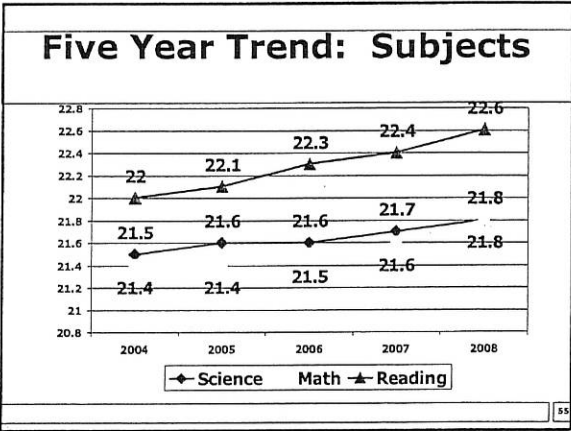
Kansas and National Average ACT Composite Scores by Race/Ethnicity, 5-Year Trends

		2004	2005	2006	2007	2008
All Students	State	21.6	21.7	21.8	21.9	22.0
	National	20.9	20.9	21.1	21.2	21.1
African Am./Black	State	17.6	17.4	17.4	17.7	17.9
	National	17.1	17.0	17.1	17.0	16.9
Am. Indian/Alaska Native	State	20.5	20.2	20.3	20.4	20.2
	National	18.8	18.7	18.8	18.9	19.0
Caucasian Am./White	State	22.0	22.1	22.2	22.3	22.5
	National	21.8	21.9	22.0	22.1	22.1
Hispanic	State	19.4	19.1	19.3	19.3	19.4
	National	18.5	18.6	18.6	18.7	18.7
Asian Am./Pacific Islander	State	22.0	21.6	22.0	22.2	22.6
	National	21.9	22.1	22.3	22.6	22.9
Other/No Response	State	21.1	21.6	21.6	22.0	22.3
	National	20.9	20.9	21.1	21.6	21.7

Note: A "." means an insufficient number of students in that category took the ACT.

2008 Kansas and National ACT-Tested Graduates Likely to Be Ready for College-Level Work (in percent)

Bar chart (Percent Ready), Kansas (N = 23,667) vs National (N = 1,421,941):
- English Composition (ACT English Benchmark Score = 18): 75 / 68
- Algebra (ACT Math Benchmark Score = 22): 49 / 43
- Social Sciences (ACT Reading Benchmark Score = 21): 61 / 53
- Biology (ACT Science Benchmark Score = 24): 33 / 28
- Students Meeting All 4 ACT Benchmark Scores: 26 / 22

"The Proficiency Illusion"
Fordham and NWEA

"This study linked data from the 2006 administration of Kansas's reading and math tests to the MAP assessment...We found that Kansas's definitions of "proficiency" in reading and mathematics are relatively consistent with the standards set by the other 25 states...In other words, Kansas's tests are about average in terms of difficulty."

"Mapping 2005 State Proficiency Standards Onto the NAEP Scales"

"Kansas's standards (are) in the middle-third of the distribution of all states studied in grade-8 reading. "

"Kansas's math proficiency cut scores are not smoothly calibrated across grades, however, (and) students who are proficient in 3rd grade math are not necessarily on track to be proficient by the 8th grade."

Leaders and Laggards: A State-by-State Report Card on Educational Effectiveness
Center for American Progress

- Certain states with a large percentage of low-income and minority students score far better than others on achievement tests. Those seeking to improve their own students' academic results should look to high-achieving states with large percentages of traditionally low-scoring demographic groups, such as Florida, Kansas, Texas, and Virginia, to figure out how to succeed with low-income and minority students. Because they are serving those students relatively well, they earned As in this category.

Course Completion Opportunities

Course Completion Opportunities	# of Responses	% of Total
No course completion opportunities	32	9.4%
Advanced Placement (AP)	128	37.8%
International Baccalaureate (IB)	6	1.8%
Credit Recovery	263	77.6%
Other (dual/concurrent enrollment; virtual or online; summer programs)	85	25.1%

Career Preparation

"School matters, but only insofar as it yields something that can be used once students leave school."

Howard Gardner, 1997

Workforce Connections

- 70% of the fastest growing jobs will require education beyond high school
  - 40% of all new jobs will require at least an associates degree
  - 30% of all new jobs will require postsecondary education with less than an associates degree

Board Policy Initiatives

- Improve access to Career and Technical Education (CTE): dual enrollment; qualified admissions; promote partnerships
- Implement integration of academics and CTE standards: integrated standards based on 16 career clusters; gold standard assessments
- Require career planning and awareness: personalized/individualized career plans of study (ICPS)
- Promote multiple strategies: data reporting across and through secondary and postsecondary programs
- Support funding at federal/state/local level: additional funding based on output (results-based) versus input

Career Preparation	# of Responses	% of Total
Career Clusters (a classification system for careers)	189	55.8%
Career Academies (small learning communities based on common career interests)	28	8.3%
Career Pathways (a specific sequence of courses that leads to something beyond school)	169	49.9%
Other	64	18.9%

Personal Career Plans	# of Responses	% of Total
Not implementing	178	52.5%
Am implementing	143	42.2%
Grade Levels		
5th	10	2.9%
6th	3	0.9%
7th	3	0.9%
8th	57	16.8%

High to Low Results at 75th Percentile or Higher as of October, 2008

Cluster	Interests
Finance	14,512
Architecture and Construction	12,839
Information Technology	12,711
Government and Public Administration	12,414
Manufacturing	12,342
Transportation, Distribution and Logistics	12,301
Science, Technology, Engineering and Mathematics	11,966
Human Services	11,425
Health Science	11,170
Agriculture, Food, and Natural Resources	10,772
Arts, Audio-Video Technology and Communications	10,164
Law, Public Safety, Corrections and Security	9,235
Education and Training	9,202
Hospitality and Tourism	8,809
Marketing, Sales and Service	6,801
Total Number of Students	43,279

Teacher Shortages
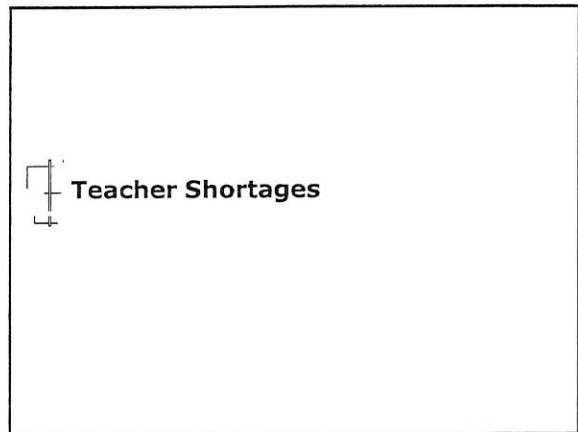
Core Content Classes Taught by Highly Qualified Teachers

| 2008 Building Report Card Data	
Elementary	98.2
English/Language Arts, Reading	93.3
Fine Arts: Music, Art, Theater	95.6
Foreign Language	89.1
Mathematics	91.2
Natural Science	89.2
Social Studies, History, Government, Geography, Economics	94.7
Special Education	82.4
ESL/Bilingual	80.3

KS 2008 Data Says...

- 40% of our teachers leave the field after seven years
- 36% of our teachers can retire within 5 years
- 50% of reported personnel are over 45; 36% are over 50
- 12% fewer students have gone into teaching over the past six years
- In 2007, there were 55 teacher biology licenses; in 2008 there were 82
- In 2007, there were 33 chemistry licenses; in 2008 there were 35
- In 2007, there were 24 physics licenses; in 2008 there were 28
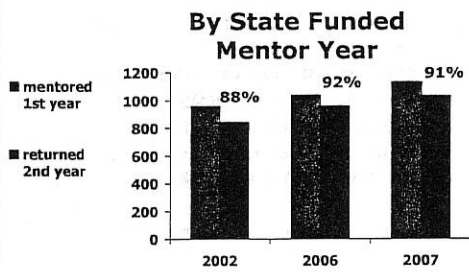
KS Teacher Vacancies

	2007	2008
June	1,144	846
August	476	351

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Experience

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New Teacher Retention

By State Funded Mentor Year
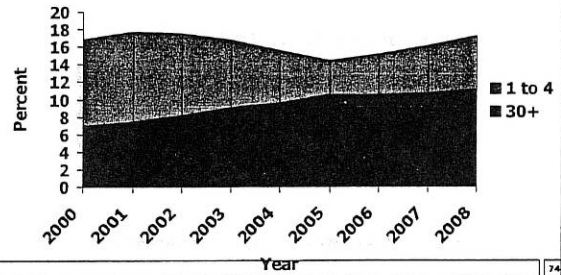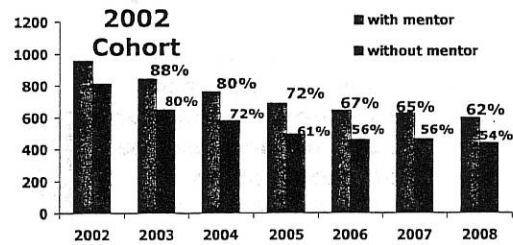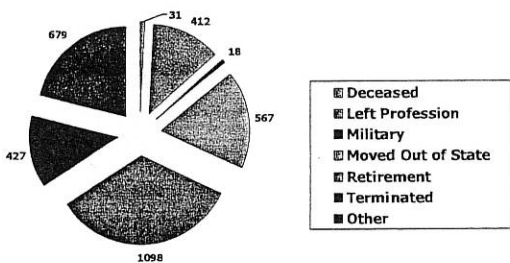

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New Teacher Retention

2002 Cohort

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Teacher Exit Reasons

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Leadership

Importance of Leadership

"Leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school."

Ken Leithwood and Associates, 2005, How Leadership Influences Student Learning, SREB

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The road to leadership...

- Leadership matters
- In difficult times, leadership matters even more
- In periods of significant organizational transition, leadership is the major controllable factor in explaining organizational performance
- Instructionally focused and change-oriented leadership are especially effective frames for education

Leadership Responsibility...

"There are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders."

The Wallace Foundation, 2004, How Leadership Influences Student Learning

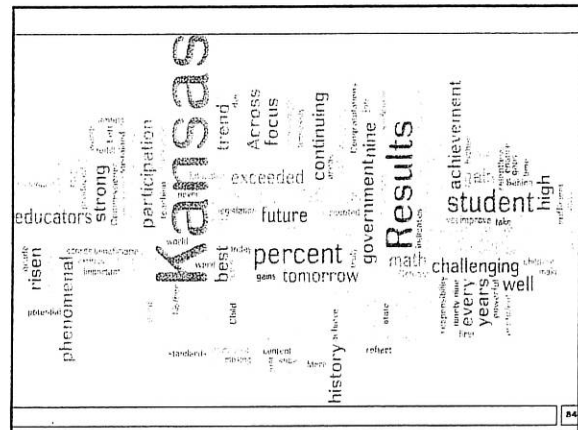## KS Educational Leadership Commission...

- Add a standard focused on teacher leadership; use for licensure renewal; create teacher leader centers; create an endorsement; develop programs
- Fund an overhaul of school leader preparation programs; rebuild induction programs; emphasize coaching
- Develop an evaluation framework for school administrators
- Fund leadership initiatives and 12 district-based initiatives

"Many things can wait; the child cannot. Now is the time his bones are being formed, his mind is being developed. To him, we cannot say tomorrow; his name is today."

Gabriela Mistral

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