MINUTES

P-16 Council Meeting
March 22, 2004

Call to Order

The P-16 Council convened March 22, 2004, at the Council on Postsecondary Education office in Frankfort, Kentucky. Chair Gail Henson called the meeting to order.

Roll Call

The following members were present: Gail Henson, Peggy Bertelsman, Richard Freed, Thomas Layzell, Susan Leib, Kim Townley, Paul Whalen, and Gene Wilhoit.

Members absent: Bart Darrell, Lydia Coffey, and Hilma Prather

The Council on Postsecondary Education and the Kentucky Department of Education staff present were Linda France, Dianne Bazell, and Jim Applegate

Approval of Minutes

Minutes of the December 16, 2003, meeting were approved by acclamation.

Dr. Henson reviewed what had taken place at the December meeting when the Council considered the goal statements for the P-16 Council and discussed how the goals applied to the various agency role groups. This was done in order to focus the P-16 Council agenda in alignment with the member agencies represented. Dr. Henson noted that the discussion was a positive and energetic experience.

Legislative Update

Education Commissioner Gene Wilhoit reported that no bill submitted by Kentucky Department of Education had yet been passed in the current legislative session. At the beginning of the session, the board had set some priorities that included a learning compact, an attempt to monitor student progress through the transition years from primary programs to middle school and middle school to high school, and adding support service identification around those. However, chances of any legislative action seem unlikely. A few other bills supported by KDE also remained in committee. Commissioner Wilhoit noted that the legislation approving the appointments of four new board members and the teacher retirement bill had not passed. A bill to clarify the process for principal appointment, the governor's structure first set in place by KERA, died in House Committee. Three bills related to health had been filed but none of them had made it through both Houses.

Dr. Freed asked about the nature of the legislature's concern about KERA as reported in the newspapers.

Commissioner Wilhoit responded that it is hard to determine the exact nature of the concern but that there is a bill that calls for review of the CATS system. Seven components of the CATS system will be reviewed. The

EAARS Committee, which is the subcommittee on assessment and accountability, will conduct the review, and their report will be due the beginning of September.

Dr. Henson expressed a prevalent concern about putting CATS scores on transcripts, with turnaround time being a significant issue, as well as teachers' efforts to get students to take the CATS test more seriously.

Commissioner Wilhoit responded that the National Technical Panel, a body created by the LRC and reporting to the EAARS committee, recently reviewed this issue. The panel is reluctant to use a single assessment tool (CATS) for high-stakes accountability. However, decisions currently are made on the basis of single assessments with ACT being the best example. There may always be a sense of caution from the technical panel. The panel said that CATS is valid and reliable, but they would not give the KDE a solid recommendation.

KDE is working to ensure that Kentucky can report test scores and grades on transcripts more quickly and that results are as reliable as possible.

Bill Swinford of the CPE staff gave a general legislative overview, noting that nearly 1,000 pieces of legislation had been filed, and fewer than 30 had made it through both chambers. He reported on the status of three particular pieces of legislation.

Senate Bill 151 is part of the Governor's broader package of reorganization in state government and, as part of that reorganization, would move the Council on Postsecondary Education and the Education Professional Standards Board into the Education Cabinet, along with the Kentucky Department of Education. Dr. Swinford predicted that Senate Bill 151 would pass.

Senate Bill 238 calls for changes to the Kentucky Education Excellence Scholarship program. Increasing the thresholds for high school students to earn KEES awards and for college students to retain their awards are issues that had gotten the most attention. SB 238 passed out of the Senate Education Committee but had not been heard on the Senate floor. Dr. Swinford thought it unlikely that this bill would pass.

House Resolution 214 is the vehicle for providing legislative approval to move Lexington Community College from the University of Kentucky to the Kentucky Community and Technical College System. That resolution passed through the House and had been approved by the Senate Education Committee. Dr. Swinford expected its passage.

Dr. Susan Leib, executive director of the Education Professional Standards Board, reported that the EPSB had submitted House Bill 152 to the

legislature. Sponsored by Representative Harry Moberly, this bill basically aligns the EPSB's alternative certification routes with the requirements of *No Child Left Behind*. An additional alternative route was added, which Dr. Leib noted could already be pursued under Option 6. The new option allows those with a specific GRE score and grade point average to take either a 6- or 8-week boot camp and then enter the internship. The students would be required to pass PRAXIS. Dr. Leib expected the bill to pass.

Dr. Henson asked whether many people are using alternative teaching certification routes. Dr. Leib responded that interest in alternative certification routes is enormous and growing. The EPSB recently approved another new option, at least until the end of the 2005-06 school year, whereby any fully certified Kentucky teacher who earns a major or meets HOUSSE standards (the High, Objective Uniform State Standard of Evaluation addendum of the *No Child Left Behind* legislation) in an area other than that in which they are certified can have that major or specialty area added to their certificate. This would particularly affect middle school and some special education teachers. Special education teachers who have spent their entire careers and preparation in the area of special education are now required by *No Child Left Behind* to be certified in every content area in which they teach. That is difficult for many districts, and this option should help to ease that situation.

Remarks by Education Cabinet Deputy Secretary Mardi Montgomery

Ms. Montgomery reported on behalf of Education Cabinet Secretary Virginia Fox and Governor Ernie Fletcher that the Education Cabinet continues to work collaboratively with partner agencies toward greater efficiency and effectiveness. She noted that Laura Emberton Owens recently had been named Commissioner of Workforce Investment.

Ms. Montgomery was appreciative that some of the bills for teacher certification and further compliance of *No Child Left Behind* have been passed. She looks forward to working with the P-16 Council and its partner agencies to better prepare high school students and reduce remediation in colleges and universities.

Joint Meeting of the KBE and CPE

In February, Governor Fletcher and Secretary Fox attended the third joint meeting of the Kentucky Board of Education and the Council on Postsecondary Education. Helen Mountjoy from the KBE and Steve Barger from the CPE chaired the meeting.

Paul Whalen reported that the meeting was an interesting exchange between members of both groups, with the Governor leading discussion related to the budget and what his office is doing to finance education. Commissioner Wilhoit recalled that the Governor talked about his interest in reading and indicated that he would allocate additional resources for reading programs. Since that time, the Reading First program has been initiated. Reading First is

the federal program for determining school sites that are aligned directly with the same initiatives and program designs for a coordinated effort between federal and state resources for reading. Kentucky's initiative, Reading to Achieve, has been approved by both chambers and awaits budget allocations.

Commissioner Wilhoit explained that Kentucky may apply some of the early reading incentive grants to the Reading First program. In total, Kentucky will have allocated $18 or $20 million for reading, and that is a great opportunity.

Dr. Henson commented that, whether for K-12 or adult education, reading is a fundamental skill that is connected to readiness for college and the workforce. In a seamless system of education, reading is the key.

Commissioner Wilhoit pointed out that the reading incentive is a wonderful example of a P-16 initiative in the state. The reading program is managed through a collaborative center that does research and professional development training. The University of Kentucky received the grant, but all the regional universities are involved in the deployment of the training. Kentucky is the only state where the Department of Education issues grants to school districts that are aligned with training in the universities. The philosophy of the program is consistent with the training. Commissioner Wilhoit noted that this program is another wonderful opportunity for Kentucky.

Dr. Henson noted that the P-16 Council will continue discussion of reading and writing at the June meeting.

Release of the ADP Final Report and Benchmarks

Dr. Bazell reported that she and Dr. Applegate attended the final release of the American Diploma Project benchmarks at the National Press Club in Washington, D.C. In addition, Chancellor Keith Bird from the Kentucky Community and Technical College System represented not only Kentucky but also community and technical colleges across the country. He, along with Ohio Governor Bob Taft, a representative from the business industry in Nevada, and Kati Haycock from the Education Trust, spoke at the release. The message at the national meeting was that high school learning should be linked to college and workplace expectations.

Dr. Bazell reported that implications of this benchmark report have bearing on all the P-16 Council partners in every sector. The policies implied by the ADP benchmark recommendations include those that reflect the Council's previous discussions about transcripts and how to make what high school students study, what they are tested on, and what they do count both to them and to their communities. The state education agencies and the P-16 Council must collaboratively respond to the standards, the implications for the KBE, and minimum graduation requirements. A number of local school districts already have raised graduation standards beyond the minimum.

The CPE charged its staff to work with Kentucky's postsecondary institutions to make a public declamation and establish a uniform placement standard of college readiness. This standard would apply to students coming out of high school or the adult education system. Students who demonstrate specific skills in reading, writing, and mathematics would be guaranteed placement in credit-bearing college work.

Labor representatives on Kentucky's team will work with key businesses and labor apprenticeship programs to publicly endorse standards so applicants who could demonstrate specific competencies would be given a preferential status in hiring decisions or admission to apprenticeship programs.

The EPSB responds to standards developed at the K-12 level, and they will work to include proficiencies in its inspection programs at institutions.

Dr. Applegate commented that Kati Haycock from the Education Trust reported national data on graduation rates for Caucasian, African-American, Latino, and Asian students. The data showed that college retention and graduation rates for students across the groups who took a rigorous high school curriculum increased dramatically. In postsecondary education, one of the most important charges in House Bill 1 is to increase the percentage of Kentuckians with a baccalaureate degree. The data Ms. Haycock presented again demonstrated that one of the most positive things Kentucky could do, in addition to reducing remediation, to help more students complete a baccalaureate would be to ensure that adult learners and high school students pass the rigorous curriculum and meet the benchmark standards.

The data also showed that the gap between African-American and Caucasian students in American postsecondary was around 26 percent. However, for students whose course taking indicated that they had met the standards, the gap decreased to 11 percent. Dr. Applegate noted that ensuring that teachers are prepared to teach at the benchmark level, that students get the chance to achieve at this level, and that postsecondary/ business entities honor this type of student achievement with coherent system-wide placement and hiring standards would dramatically affect Kentucky's education and workforce.

Overview of Teaching in Kentucky

Dr. Henson opened discussion about the increasing number of teachers seeking alternative certification routes and the implications of the benchmarks for teacher preparedness, especially for non-traditional students, adult education students, and workforce development.

Dr. Bazell responded that the CPE is working with Kentucky Adult Education staff to revise the adult education curriculum in light of the ADP benchmarks. The KYAE cannot change the GED, which is a federal assessment. But the revised curriculum would prepare students not only for the GED but also for enrollment in postsecondary education.

Dr. Applegate commented that the Kentucky Adult Education Literacy Institute will work in the literacy and English area. He reported that KAELI has taken the lead in a professional development initiative and will issue an RFP asking for proposals to create a parallel math institute targeted for adult educators. Under the leadership of Dr. Cheryl King, vice president for KYAE, Kentucky is a national leader in emphasizing that the completion of the adult education curriculum and the GED is a step toward college or postsecondary education.

Linda France reported that the KDE had been carefully comparing the ADP benchmarks to the core content and had found gaps both in math and language arts. Ms. France also noted gaps in the required curriculum between what is required by the state and what is taught in the classrooms. The KDE is considering end-of-course assessments for high schools to guarantee that students are prepared when they leave the K-12 system and enter postsecondary education.

Ms. France introduced Director of Curriculum Michael Miller and math program consultants Ann Bartosh and Jim Austin to talk about the math analysis and Cherry Boles, writing program consultant, to talk about the writing portfolios.

Mr. Miller began by clarifying that end-of-course assessments are part of a broad instructional management system program that also includes examples of curriculum maps and units of study. Commissioner Wilhoit had persuaded the deans of the colleges to support KDE in this endeavor and to provide resources.

Mr. Miller explained that Mr. Austin and Ms. Bartosh had compared the ADP benchmarks to the core content and had considered the early placement mathematics test. English faculty have focused more on the writing portfolio.

Ms. Bartosh reported that in comparing the core content in math with the ADP benchmarks, the KDE staff found very few areas that are not aligned. The KDE does not assess the adding, subtracting, multiplying, and dividing of rational expressions. Functional notation is another such area. In geometry and measurement, students are required to explain why things are congruent but do not necessarily write proofs. Geometry is fairly well aligned, though not all of the standards on which students work are assessed. Kentucky's students do basic trigonometry. Probability and statistics, an integral part of a high school student's curriculum and background for the workforce, is not assessed in the Kentucky Early Mathematics Testing Program (KEMTP), though the KDE standards and ADP benchmarks in probability and statistics are fairly well aligned.

Mr. Austin commented that a couple of areas in the core content are not in the ADP benchmarks. The benchmarks say nothing about matrix operations, which correlate with spreadsheets and are integral to work in the business world. He reported that he also did not find in the ADP benchmarks a difference between experimental and theoretical probability, which is a very important concept for students to understand.

Dr. Layzell commented that math scores do not reflect the level of achievement students need for entry into postsecondary education or the workforce. Ms. Bartosh responded that Kentucky's students receive a solid math background in the standard curriculum. However, there is a gap for students entering the workforce or postsecondary education. She cited an example of a Glasgow businessman who explained how his business lost thousands of dollars because his employee did not read a ruler correctly.

Ms. Bartosh confirmed to Dr. Layzell that in spite of that disparity there is a great deal of alignment between Kentucky's core content and the ADP benchmarks, at least on paper. Commissioner Wilhoit explained that the question remains how to ensure that every student has access to it.

Dr. Freed asked whether implementation of the ADP standards, though sound in theory, would have any real impact on students' learning math. He pointed out that this is a societal problem.

Ms. France responded that implementation of the standards would impact several issues, the first of which would be access. The second would be more incentive to establish systems that support student learning and high-level achievement, for example, our system of credentials. Students now can graduate with a high school diploma and have just a basic understanding of math, thus with the required credit but not the required competency. Assessments must be correlated with competencies. This is especially true in teacher education because that system feeds back into K-12.

Dr. Layzell asked what the P-16 Council could do to ensure that progress continues toward students' preparedness for completing college. Ms. France responded that this should continue to be a priority on the P-16 Council agenda. It has never been more important than it is today for P-16 to become a true partner in accomplishing a seamless transition from pre-kindergarten through college. Mastery of competency levels should be assessed and addressed earlier so students could take advantage of developmental learning interventions that would help prepare them for next steps.

Ms. France commented that Kentucky should think differently about how to credential learning so the diploma really has a significant meaning, that a transcript has a significant meaning, and that a student's grade has a significant meaning.

Cherry Boles reported that she and Renee Matthews, secondary reading consultant, compared writing standards with the ADP benchmarks. She noted that the study for writing is different from that of math in that the core content also had to be compared with the Program of Studies in relation to the ADP benchmarks. The Program of Studies covers speaking, listening, observation, inquiry, and use of technology. The ADP has some of those standards as well. However, the core content does not. A comparison of both documents to the ADP revealed no significant gaps but a difference in terminology throughout the documents. For example, the ADP uses the term thesis; Kentucky's documents use the term main idea. Kentucky's teachers use these terms interchangeably.

The most significant point of concern is analytical writing. Kentucky's documents reference analytical writing in two different ways. Analytical writing in the Program of Studies refers to writing that demonstrates learning to the teacher. By this definition, analytical writing might occur when a student reads a novel and reports information about it in a thesis or theme. Analytical writing also occurs when a student writes for purpose and audience, which is writing so other readers can understand and adding to the conversation about the novel. The latter component is part of the writing portfolio. Writing to demonstrate learning is embedded throughout Kentucky's Program of Studies.

Prior to the ADP, Dr. George Helix from the University of Chicago completed a study on five different states and their writing assessments. As a result of this study, Dr. Helix published a book called The Testing Trap, In his report, Dr. Helix explained that analytical writing is part of the curriculum and occurs in the assessment but not frequently enough. He recommended that program consultants help teachers understand how to instruct analytical writing and how to include it as a component in the transactive category of the portfolio. Based on that recommendation, Dr. Charles Whitaker from Eastern Kentucky University and Ms. Boles began talking to school writing leaders specifically about analytical writing. Taking writing samples, they consulted with the writing teachers about the attributes of analytical writing. Although there was no significant increase in the number and content of analytical writing in the portfolios, teachers began to focus more attention on analytical writing.

This year, after the ADP confirmed that analytical writing continues to be an issue, Ms. Boles and Dr. Bazell brought together representatives from across the state to develop a plan. District personnel, high school teachers, retired high school teachers, the CPE, the Office of Educational Accountability, the local P-16 councils, at least one independent college, and every Kentucky public postsecondary institution were represented at that meeting. The first step was to define analytical writing because universities across the state had submitted very different writing samples. The group compiled a list of what

they called critical attributes for analytical writing for purpose and audience. The next step is for a subcommittee to take the samples from various content areas and annotate them using the language of the attributes page. A classroom teacher could identify and teach analytical writing for audience and purpose in a content area by referencing the annotation and the attributes. Teachers who already teach analytical writing as defined by the attributes would have additional support for their instruction. Some teachers have offered to submit additional samples of analytical writing from students' portfolios.

Dr. Henson asked about the implications of the ADP benchmarks on the writing portfolio. Ms. Boles responded that the benchmarks make teachers and program consultants more aware of the need to teach writing to inform and writing for purpose and audience, with a focus in the portfolio on writing for purpose and audience. Ms. Boles also noted that it is important to continue helping teachers and instructors see how writing fits into the curriculum and the types of assignments that lead to effective writing.

Dr. Applegate added that there are two main measures to consider. The first and most direct measure is the standards of the CATS assessment. The second and indirect measure is the curriculum.

A problem in Kentucky is that many students enter college not having done the pre-college curriculum. Seventy-five percent of Kentucky's high school students plan to attend college. However, not nearly that many take the curriculum required for college entrance and success—hence, the basis for about 40 percent of Kentucky's college freshmen needing remediation. If every local P-16 council were to work in its area with the colleges and the high schools to raise the standards and meet the ADP benchmarks as the minimum required curriculum, that would be a major advance.

The CPE will continue efforts to articulate a system-wide placement standard for entrance in credit-bearing work at the postsecondary level. Working with local districts, local P-16 councils, and postsecondary institutions to create system-wide standards will significantly affect efforts toward the goal of more students earning a baccalaureate degree.

Focus on Teaching and Learning Mathematics

Dr. Steve Newman, professor of mathematics at Northern Kentucky University and director of the Kentucky Early Mathematics Testing Program, and Dr. Paul Eakin, professor of mathematics at the University of Kentucky and principal investigator of Appalachian Mathematics and Science Project, provided examples of how Kentucky's postsecondary institutions and school districts are working together to improve the quality of mathematics education in the Commonwealth.

Dr. Newman reported on the recent activities of the KEMTP. He began by observing that while the original purpose of the program was to provide diagnostic feedback to students as early as tenth and eleventh grade on their readiness for college mathematics in order to reduce the need for postsecondary remediation, information sessions showing teachers how to use the test for instructional feedback are beginning to serve as valued content-based professional development opportunities to high school mathematics teachers. Dr. Newman reviewed data showing the predictive value of the KEMTP to successful completion of first-year college mathematics courses and reported other states' growing interest in the KEMTP. Student participation in the KEMTP is expanding in part due to the network of local P-16 councils.

Dr. Eakin reported on AMTP, a $22 million National Science Foundation funded project to improve the quality of mathematics and science teaching from elementary through high school. The program partners with the Appalachian Research Systemic Initiative and the state GEAR UP program to provide high quality professional development and content-rich instructional guidance for mathematics and science teachers in Kentucky, Tennessee, and Virginia. Dr. Eakin explained how the scope and capacity of the AMTP is a direct outgrowth of UK's role in providing on-line capacity for the KEMTP. Developing the Web site for the KEMTP (www.mathclass.org), which allows students to take the KEMTP test at any time and receive immediate diagnostic feedback and targeted tutorial support, led naturally to the development of online instructional and assessment materials for teachers. Dr. Eakin underlined the importance of aligning curriculum and assessment standards and providing teachers with instructional support in the form of both teaching materials and classroom assessment tools so that teachers can identify their students' needs and modify instructional strategies accordingly. He displayed a map showing the extensive geographic range of school districts that are partnering with UK and other faculty at public and independent postsecondary institutions.

Local P-16 Councils

Gary Wiseman, chair of the Kentucky Local/Regional P-16 Council Network, reported on the network's March 12 meeting where council representatives shared information about their ongoing work and efforts to obtain external funding support, heard a report from Dr. Bazell on the release of the American Diploma Project final report on benchmarks and applications, and viewed a presentation by Pat Hurd of the KDE on the scholastic audit process.

At both the network meeting and as part of the local council report for the state P-16 Council, Dr. Barbara Stonewater, executive director of the Northern Kentucky Council of Partners in Education, announced that the Council of Partners had been awarded $100,000 over five years by Toyota Motor Manufacturing North America to continue its broad-based community

effort to raise the level of student achievement to meet college and workplace expectations. She described how the Council of Partners is piloting an effort to implement the ADP benchmarks in English language arts by modifying the writing portfolio to use in local postsecondary placement decisions.

Mr. Wiseman introduced Beth Jefferson of the Lincoln Trail P-16 Council and announced that she will chair the network for the coming year.

State P-16 Council Membership

Dr. Bazell reviewed the history of the P-16 Council and previous expansion of its membership to reflect both changes in its partner agencies and a recognition of the need to represent the full continuum of education from pre-kindergarten through postsecondary learning. Recognizing both the restructuring of the Education Cabinet and the composition of local P-16 councils, the P-16 Council members instructed the staff to bring a recommendation of expanded membership for action at the June meeting.

Next Meeting

The next meeting will be September 29, 2004.

Adjournment

The meeting was adjourned at 1:10 P.M.

Dianne M. Bazell
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Council on Postsecondary Education

Peggy Brandenburg
Executive Secretary, Academic Affairs
Council on Postsecondary Education