

Kansas P-20 Education Council

March 25, 2009

9:00 a.m.

Minutes

Co-Chair Christine Downey-Schmidt opened the meeting of the Kansas P-20 Education Council in Conference Room B of the Kansas National Education Association, 715 SW 10th, Topeka, Kansas, at 9:25 a.m.

Members present:

Co-Chair, Christine Downey-Schmidt, KBOR Regent
Terry Dunn, JE Dunn Construction
Janet Waugh, Member KS State Bd of Ed
Blake West, Kansas NEA
Pam Robinson, KS Assoc of School Boards
Doug Penner, Pres, KS Ind College Assoc
Alexa Posny, Commissioner of KSDE
Reginald L. Robinson, Pres & CEO KBOR

Co-Chair, Bill Wagon, Chair of KS St Bd of Ed
Dick Hedges, KBOR Regent
Jan Long, Pres KS Parent-Teacher Assoc.
Brenda Dietrich, United School Admin of KS
Linda Robinson, Pres, USD 497 School Bd
Sue Storm, Ranking Min Mem House Ed Com
Barry Downing, Northrock, Inc. Pres & CEO

Members Absent:

David Kerr, Sec of Commerce
Clay Aurand, Chair House Ed Committee
Janis Lee, Ranking Min Mem of Senate Ed Comm
Gail Kuehl, McDonald's of Hays, Russell & Wakeeney

Melissa Ness, Chair, KS Children's Cabinet
Jean Schodorf, Chair Senate Ed Committee
Kate Wolf, Governor's Office

Staff Present:

Gary Alexander, Vice Pres Acad Aff, KBOR
Sherry Farris, Sr Admin Specialist, KBOR

Cathy Hund, Commerce/KBOR
Diane DeBacker, Deputy Comm KSDE

Guest:

Michael Cohen, Achieve, Inc.

Charge for the Day

The focus of this meeting is to:

- identify the knowledge, skills and dispositions needed for the 21st century and the learning activities that support the needs of the workforce and industry
- aligning high academic standards and teaching and learning practices for Pre-K-12 students with post-secondary education and with business and industry standards and
- assessing the skills, knowledge and dispositions needed for success within the next level of education/work

Objectives 2, 3, & 4

Alexa Posny, Commissioner of Education, KSDE, introduced Michael Cohen, President of Achieve, Inc.

Mr. Cohen presented information regarding Achieve, Inc. and its leading effort to make college and career readiness a national priority so that the transition from high school graduation to postsecondary education and careers is seamless as follows:

Achieve, Inc.

Created in 1996 by the nation's governors and corporate leaders, Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, D.C. that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability. In 2006 Achieve was named by *Education Week* as one of the most influential education groups in the nation. Achieve is leading the effort to make college and career readiness a national priority so that the transition from high school graduation to postsecondary education and careers is seamless.

The American Diploma Project Network

- In 2005, Achieve launched the American Diploma Project (ADP) Network
 - The Network has grown to include 34 states
 - Those 34 states educate nearly 85% of all U.S. public school students
- Governors, state education officials, postsecondary leaders and business executives work together to:
 - Improve postsecondary preparation by aligning high school standards
 - Assessments
 - Graduation requirements
 - Accountability systems with the demands of college and careers
- *Closing the Expectations Gap*, Achieve's annual report, tracks states' progress
- Achieve also supports ADP network states through:
 - Research and Development
 - Technical Assistance to States
 - Advocacy Tools
 - Partnerships
- Future Plans
 - Leading International Benchmarking Efforts
 - Leading the Common State Standards Initiative

Creating a High School Diploma That Counts:

Lessons from the American Diploma Project

- Today's workforce requires more education and training
- Too many students graduate from high school unprepared for college and work
- Convergence of College and Career Readiness
- Cross-Disciplinary Proficiencies
- American Diploma Project Network Agenda
 - Align high school standards with the demands of college and careers
 - Require students to take a college- and career-ready curriculum to earn a high school diploma
 - Build college- and career-ready measures into statewide high school assessment systems
 - Develop reporting and accountability systems that promote college and career readiness and postsecondary success
- ADP benchmark expectations ensure high school graduates are prepared to succeed
- ADP Research documents an Expectations Gap
- 23 states have aligned standards

- Aligning Standards: Key Lessons and Issues
 - Align High School standards with the Expectation of College and the Workplace
 - 21 states and DC are in the process of aligning their standards (or have plans to do so)
 - 1 State-Led Approach to Common Core of Standards
 - Require students to take a college- and career-ready curriculum to earn a high school diploma
 - 8 states plan to raise their requirements to the college- and career-ready level
 - A strong high school curriculum improves college completion and narrows gap
 - 20 states and DC require a college- and career-ready diploma
 - Raising High School Graduation Requirements: Key Lessons and Issues
 - Low-achieving students learn more in rigorous courses
 - Low-achieving students fall less often in rigorous courses
 - Build college- and career-ready measures into statewide high school assessment systems
 - 23 states are developing tests aligned to college- and career-ready expectations
 - Algebra II critical for college and work
 - 10 states administer tests aligned with college and career expectations
 - College-Ready Assessments: Key Lessons and Issues
 - Different Approaches States are Taking to College/Career-Ready Assessments
 - California State University Early Assessment Program
 - 15 States are Participating in a Common Algebra II EOC test
 - California State University Early Assessment Program
 - ADP Algebra II – End-of-Course Exam
 - Develop P-20 longitudinal data systems that generate accurate information about students readiness
 - 37 states and DC are developing or planning P-20 longitudinal data systems
 - 12 States have a P-20 longitudinal data system and match student data at least once annually
 - Develop reporting and accountability systems that promote college and career readiness
 - State Accountability System Elements and Their Uses
 - Continuum of College- and Career-Ready Indicators
 - State Progress on Adopting Policies to Ensure That High School Students Graduate College and Career Ready
- How Achieve Provides Support to ADP Network States
 - Research and Development
 - Technical Assistance and Networking
 - Advocacy
- Examples of Technical Assistance and Networking
 - Support for Standards Alignment in 22 states
 - Alignment Institution for 18 states
 - Direct support for 4 states
 - Policy Audits in Indiana, Massachusetts, North Carolina and Ohio
 - College- and Career-Ready Policy Institute for 8 states
 - Annual ADP Leadership Conference
 - Monthly Issue-Focused Conference Calls
- Examples of Research & Development Support
 - To help states raise graduation requirements and graduation rates:
 - *Identifying Potential Dropouts: Key Lessons for Building an Early Warning Data System*
 - To help states make well informed choices of college-ready assessments:
 - *Aligned Expectations? A Closer Look at College Admissions and Placement Tests*

- To help states design coherent, college- and career-ready assessment and accountability systems
 - *Making College and Career Readiness the Mission of High School: A Guide for State Policymakers*
- Examples of Advocacy Support
 - NGA/Achieve communications Workshop
 - Downloadable Advocacy Toolkit (www.achieve.org)
 - Business Leaders Toolkit (www.biztools4schools.org)
 - Achieve testimony/presentations in 211 ADP states this year
 - Strategic partnerships to engage key leaders

Discussion followed:

- The ACT report is the basic data behind the amount of remedial instruction at the postsecondary level plus anecdotal reporting – Community Colleges have the best data for tracking remedial instruction
- Employers often want the employee to be able to:
 - Write a sentence
 - Use correct grammar
 - Clarity of thought
- There was a greater need for remedial instruction before the implementation of qualified admissions
- Kansas is working on development of a P-20 database
- Kansas standards are in the middle to highest nationally
- It is assumed that Kansas students meet the proficiencies
- Do ACT and WorkKeys tests measure the actual knowledge/skill level of students
- Build college and career ready measures into statewide high school assessment systems
- Need a standard definition of college readiness
- Research on workforce needs is essential
- A byproduct of standards is alignment especially within mathematics and English language arts
- If your state's math standards match up to the ADP math standards, they will match up to the international standards for math
- Need to focus on instructional strategies
- The Bill Gates Foundation is interested in investing in the development of good skills/tools/standards to improve proficiencies accomplished by students
- Kansas is a local control state – we would look at a model curriculum
- U.S. Secretary of Education is considering the possibility of helping fund assessment tests if the states develop common standards
- Process – how to get students over the bar---how to find the balance
- Standards need to be developed looking forward to future needs
- Know the business climate – specific needs for specific occupations
- Need agreement on type of communication skills and how math is used in the workforce (especially on the production line)
- For 21st century skills – do students need skills or knowledge
- Look at graduation requirements – need to include core college and career-preparation curriculum
- Achievement gaps narrow for students when they take core curriculum/rigor of curriculum helps disadvantaged students (students who completed Algebra II felt more confident in college)
- Math requirements are controversial (Algebra II plus four years of math)
- Assessment:
 - Some states use end of graduation tests
 - Some states use end of course tests
 - Some states use admissions tests (ACT; SAT; etc.)

- ACT and SAT are not designed to drive high school curriculum nor do they measure success
- How to create a more streamlined system that includes rigor and critical thinking skills
- Achieve works closely with the national mathematics teachers association
- Different types of assessment are needed
- ACT and SAT assessments are used for scholarships
- Student preparedness measures by good standards with a coherent curriculum
- We need high quality assessment tools
- It is all about accountability
- Assessment is driven by “evidence-based” targets
- How to judge what constitutes “readiness” at high school graduation
- Ways to communicate the need for standards across the state
 - Provide evidence why we need to change
 - Use clarity and be focused
 - Communicate with multiple arenas – Legislature; Chamber of Commerce; school districts; etc.
 - Marketing is everything
- What should be our next step
 - Should we bring a team together
 - We need to form the message for the public
 - Gather detail of current standards and see how they align with ADP standards
 - Highlight gaps
 - Interact with the state 2 year; 4 year; and private postsecondary institutions
 - Create draft standards and give another gap analysis
 - Have a regional conference that includes workforce, postsecondary education and K-12 sectors
 - The sectors need to support regulating changes
 - Get the level of high school graduation standards and placement test figures
 - Determine where students will test
 - Develop a communication strategy
- Employers were critical – students need updated skills to compete in workforce
- After adopting the standards, add professional development
 - Implications of collaboration
 - Cross departmental collaboration
- Policies need to be a part of the message since it is a statewide initiative
- We need a deliverable
 - That indicates agreement
 - That indicates logic
 - Prior to the end of this legislative session
 - Emphasize “preparedness” piece and obligation to the students
 - Working smarter not harder
- To join the ADP network there is no fee
- Some ADP services require fees
 - Review of standards
 - The Alignment Institute
- Other ADP services
 - Policy Assistance – no fee
 - Contact with other states who have already gone through the process with ADP
- Currently Achieve is
 - Upgrading Achieve data and standards

- P-20 Council wants common standards and ability to assess
- Employers and businesses need to endorse the effort
- Incorporate the support of the faculty at the technical colleges
- The business community needs to know common elements and backward and forward mapping
- Need talking points
 - This is a process to see what our standards are
 - Points that respond to Workforce/21st century employers
 - There is not another “collective” group doing the same thing that Achieve does
 - Need a case-statement: here is why we need to do this; here is the rationale
 - A concise well articulated statement that reflects recognition of the what is already being done in the state
 - Include the mission statement for the P-20 Council
 - Indicated that this is a natural outgrowth of the 21st century changes and innovations
 - Higher education will benefit by:
 - Less remedial work
 - Fewer problems with transfer
 - Increase student awareness of the importance of achieving
- Changing courses requires more teacher preparation/training
- Technical Colleges focus on what they are doing
- Address the fear of losing liberal arts for just career-oriented skills
- Proposed time line
 - First develop message
 - Next create a timeline
 - Then develop a work plan
- Present to the legislature this session
 - Emphasize no funding requested at this time
 - Present the process and the need
 - Have buy in from sectors
- The school boards across the state will be hesitant regarding this issue
 - Perceive as absence of local control
 - Concern about loss of local control; fear that initiative will prompt consolidation of rural schools
- Get the message out prior to individuals coming to their own conclusions
- This is the first group to look at aligning K-12 standards with postsecondary standards
- Include Kansas data with the national data in the rationale for why this initiative makes sense
- There is a need for better preparation; better placement and better programs
- Be tactical about when and to whom you roll out the message
- Present the economic impact – education is the economic engine
- Include the workforce piece
- There need to be some deliverables
- Work to get the support of the interim governor

Next Meeting Dates

Wednesday, April 8, 2009 from 8:30 a.m. to noon at the Kansas State Department of Education.

Tuesday, May 19, 2009 Kansas Board of Regents will host.

Meeting adjourned at 1:15 p.m.