AGENDA
Joint Meeting of the
Kentucky Board of Education and the
Council on Postsecondary Education

February 4, 2001

<u>2:00 p.m. (ET), Meeting Room A, Council on Postsecondary Education, Frankfort</u>

A.   Welcome and Introductions   Helen W. Mountjoy, KBE Chair

B.   Call to Order and Roll Call of the   Helen W. Mountjoy
      Kentucky Board of Education

C.   Call to Order and Roll Call of the   Charles Whitehead, CPE Chair
      Council on Postsecondary Education

J.   Other Business

K.   Adjournment

JOINT RECEPTION FOR KBE AND CPE MEMBERS
6:00-7:00 p.m.
Music Room, Berry Hill Mansion, Frankfort

JOINT DINNER FOR KBE AND CPE MEMBERS
7:00-8:00 p.m.
Music Room, Berry Hill Mansion, Frankfort

Dinner Speaker: William G. Brundage, Commissioner, Kentucky Innovation Commission

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Agenda materials are available on the CPE web site at www.cpe.state.ky.us/cpe/meeting/agenda.htm

TEACHER EDUCATION AGENDA

The Council of Chief Academic Officers of Kentucky's public postsecondary institutions recognize the crucial role their institutions play in improving the quality of teaching in P-12 schools. They have worked together with their education and arts and sciences deans, Education Professional Standards Board representatives, and the Kentucky Department of Education to create an agenda for improving teacher education (to be mailed separately prior to the meeting). The agenda will

- Make teacher education and professional development a top priority for all of Kentucky's public colleges and universities.
- Ensure involvement of the entire college or university community in teacher preparation.
- Recruit more high-quality students into teaching.
- Improve the quality of teacher-education and professional-development programs.
- Focus on improving learning for P-12 students by aligning teacher education with P-12 standards-based education.
- Increase retention of teachers in the profession.

The chief academic officers have adopted the goals, strategies, and performance indicators for the teacher education agenda. In implementing the agenda, the council and the public institutions will involve Kentucky's independent colleges. A joint meeting is scheduled with the chief academic officers of the independent institutions in March.

The chief academic officers will provide annual reports to the board and the council, documenting progress in achieving the goals outlined in the agenda.

Representatives of the Council of Chief Academic Officers will be present to discuss the agenda.

Staff Preparation by Jim Applegate

The P-16 Council has recommended the creation of local P-16 councils throughout Kentucky and has asked that the Council on Postsecondary Education approve use of $100,000 from its Technology Trust Fund for grants in the 2000-02 biennium to form new local P-16 councils and to support the work of existing local councils and alliances.

During its first year, the state P-16 Council began a broad agenda to improve education from pre-kindergarten through the baccalaureate. It supported efforts to improve teacher preparation and professional development, align P-12 and postsecondary curriculum and competency standards, and increase the college-going rate of Kentuckians. While the state P-16 Council continues to address policy issues at the systemwide level across state agencies, important work must be done at the local level—in classrooms, schools, and the workplace. Local P-16 councils can bring together leadership among educators and local civic and business communities to raise the level of student achievement throughout the commonwealth.

The state P-16 Council approved guidelines seeking proposals from communities or regions. Guidelines encourage the involvement of leaders from education institutions (postsecondary and P-12), civic, labor, and business groups on local councils. Existing partnerships and councils may request funds for projects that support their current work. Each community or region is asked to focus proposals on local issues that improve the quality of education and the success of students in pursuing postsecondary opportunities in their area. Grants cannot exceed $10,000. Proposals must demonstrate how the grants will be used to secure continuing commitments from local leaders that will sustain P-16 work in the community.

The Council on Postsecondary Education will consider the P-16 Council recommendation at its February 5 meeting.

Staff Preparation by Dianne M. Bazell

Articulation agreements between secondary and postsecondary institutions and between two- and four-year institutions help students make smoother transitions from one education level to the next and from school to the workplace. The attached statement establishes a framework for future articulation agreements between schools and postsecondary institutions. The chief academic officers of the public postsecondary institutions have reviewed the statement and offered suggestions.

This articulation agreement was endorsed by the P-16 Council, has been approved by the Kentucky Board of Education, and will be considered by the Council on Postsecondary Education at its February 5 meeting.

Staff Preparation by Dianne M. Bazell

During its first year, the State P-16 Council implemented a three-part agenda. It supported efforts to improve teacher preparation and development, align P-12 and postsecondary curriculum and standards (especially for math and literacy), and increase the college-going rate of Kentuckians. Many of the efforts of the P-16 Council were reported to the Council on Postsecondary Education at its November meeting and are included in the following document. P-16 Council efforts are reported to the Kentucky Board of Education at each of its meetings. In addition, the Kentucky Board of Education and the Council on Postsecondary Education took a number of other actions to advance the P-16 agenda in Kentucky. They are highlighted here.

Kentucky Board of Education

This past year, the Kentucky Board of Education and the Kentucky Department of Education observed the 10th anniversary of education reform, reporting that all demographic groups of public school students are achieving at higher levels now and are performing better compared to their peers nationwide than ever before. The report also emphasized that we remain far from our goal of teaching all children to high levels. All efforts are now directed toward accelerating improvements in learning for every student in every school.

The board successfully completed the transition from the old statewide testing system to the new Commonwealth Accountability Testing System (CATS), identifying 624 high-achieving schools for rewards. The 49 lowest-achieving schools received scholastic audits from trained teams of active and retired teachers and administrators, parents, and university educators. The scholastic audit teams use the *Standards and Indicators for School Improvement* to examine virtually everything in the school that affects student learning and to make specific recommendations for improvement.

The board passed a regulation effective January 18 for the new School Report Card, which was piloted for the first time last winter. Every public school in Kentucky now provides its parents and community with important information about school quality and school improvement. This should serve to stimulate important conversations between schools and their communities. Over time, the report card will illustrate each school's CATS performance trend.

The state accountability system sets the ambitious but achievable goal that all schools will reach proficiency by 2014. Commissioner Gene Wilhoit, selected by the board in October after a national search, is focusing all of the department's work on the single goal of "Getting to Proficiency."

The board is developing a strategic plan focusing on these elements: high student performance; the highest quality teaching and administration in every school; and a strong, supportive environment for each school and every child.

The board and the department have identified three priorities: 1) closing the minority student achievement gap, so that every student, regardless of race, gender, geography, family income, or diverse learning need, is achieving at high levels; 2) improving literacy, so that every child leaves primary grades reading at or above grade level; and 3) reducing dropout rates, so that every student is connected in productive ways and has an opportunity to succeed in the school community.

Six school districts have volunteered to participate in a pilot program to close the minority student achievement gap. These districts will try strategies developed by the statewide Minority Student Achievement Task Force, which began meeting last March to develop specific recommendations for closing the gap. They will compare efforts and results in a virtual environment set up within the Kentucky Virtual High School program.

In October, the department began enactment of 702 KAR 1:150 (Employment of Retired Teachers in Critical Shortage Areas) and began disbursal of the Teachers' Professional Growth Fund (as part of Senate Bill 77) to address teacher quality. The board also gave special attention to the Southern Regional Education Board's High Schools That Work Program and noted its success in preparing students for postsecondary education.

The board approved a statement advocating the development of articulation agreements between secondary and postsecondary systems in Kentucky at its December meeting. (See CPE Agenda Item E-2.) It discussed the department's dropout prevention plan ("Persistence to Graduation") and directed department staff to focus attention on improving reading at all grade levels by adding a literacy component to the plan. The board also approved the intent to amend 704 KAR 7:130 (Minority Teacher Recruitment), regarding data collection to improve the recruitment, hiring, and retention of minority educators.

Council on Postsecondary Education

At its September meeting, the Council on Postsecondary Education approved Northern Kentucky University to administer the first phase of the Early Mathematics Testing Program. It continues to work with NKU to assess various mathematics diagnostic examinations and to develop a Web-based test that tells high school sophomores and juniors what they need to learn for college. The council aims to reduce the need for remedial education in other areas.

In October and November, the council sponsored several conferences and workshops to address the P-16 agenda. October 12 and 13, Eastern Kentucky University hosted a meeting of deans of arts and sciences and of education to discuss the responsibility of the university as a whole for preparing P-12 teachers. Dr. Michael Baer of the American Council on Education and Dr. Daniel Fallon of the Carnegie Corporation were keynote speakers. Before this meeting, the chief academic officers of Kentucky's public and independent colleges and universities met jointly to develop a statewide approach to improve teacher education (see CPE Agenda Item D-1). The council sponsored a workshop November 6 to support a statewide strategy to improve and expand engineering education. The workshop focused, in part, on the development of cooperative

programs among elementary, secondary, and postsecondary institutions to prepare more students for engineering careers. The workshop gave special attention to programs increasing the number of women and minorities entering engineering.

At its November meeting, the council approved a joint proposal from Eastern Kentucky University and Murray State University to administer the Center for Middle School Academic Achievement. The center will improve the subject knowledge and instructional practices of middle-school teachers by coordinating professional development programs, providing technical assistance, and disseminating information and research on effective teaching models. The council also awarded $742,409 in federal Dwight D. Eisenhower grants to support 14 projects providing professional development opportunities for K-12 teachers in mathematics and the sciences. Following the council meeting, the presidents of the public universities met with members of the Prichard Committee for Academic Excellence and P-16 Council members to improve the high school senior year experience as a bridge to college. Dr. Janis Somerville of the National Association of System Heads moderated the discussion. Morehead State University, which hosted each of these meetings, also co-hosted the council's two-day conference on retention. Postsecondary faculty, administrators, and representatives from KDE shared information on programs to help students succeed in postsecondary education.

The Coming Year

The P-16 Council is focused on two major policy initiatives for the coming year. These were developed in discussions facilitated by representatives from The Education Trust, a national leader in P-16 initiatives. First, the P-16 Council will focus on developing new local P-16 councils throughout the state and supporting the work of current P-16 councils and partnerships.

Second, the council is reviewing the pre-college curriculum and high school graduation requirements. The P-16 Council is considering these questions.
- Should Kentucky have a pre-college curriculum or should the same rigorous curriculum be required of all students to prepare them for postsecondary success?
- What would be required to implement one rigorous curriculum to prepare all Kentuckians for postsecondary education (demands on teachers, increased use of distance learning, higher costs, and need for facilities)?

Staff Preparation by Lois Adams-Rodgers and Dianne M. Bazell

Key Indicators of Postsecondary Reform

Throughout most of last year, the Council on Postsecondary Education staff has been developing measures to monitor progress toward postsecondary reform. In March 2000, the council informally endorsed the use of five questions to frame a brief set of key indicators:

- Are more Kentuckians ready for college?
- Are more students enrolling?
- Are students advancing through the system?
- Are Kentuckians prepared for life and work?
- Are Kentucky's communities and economy benefiting?

Each of these questions will have a brief set of performance indicators under it. The latest discussion draft follows as Attachment A.

The Council staff has been seeking advice about these proposed indicators from interested individuals and groups, including the P-16 Council, the Prichard Committee, the Kentucky Innovation Commission, community and business leaders, labor groups, faculty and students, legislative staff, and the governor's office.

Question 1 is at the heart of our P-16 efforts. The council seeks the advice of the State Board of Education on these indicators in particular.

Council action is planned for March 2001.

Key Indicators of Elementary and Secondary Reform

KRS 158.6453(7) calls for the Kentucky Board of Education to promulgate a regulation to " . . . establish the components of a school report card that clearly communicate with parents and the public about school performance." The statute further specifies that a "school report card" be sent to the parents of students of the district and that a "district report card" be published in the newspaper with the largest circulation in the county. These cards are to report on student academic achievement, nonacademic achievement, and school learning environments, with these data being disaggregated by " . . . race, gender and disability, when appropriate."

Following extensive consultation with constituency groups and the accumulation of data during a year-long pilot of the report card project, final approval was given to 703 KAR 5:140, Requirements for School and District Report Cards, at the Kentucky Board of Education's August meeting. During the legislative review process, the Legislative Research Commission's staff raised several issues that had potential policy implications and, thus, the regulation came

back before the Kentucky Board of Education at its December meeting, where minor adjustments were made. The regulation then proceeded through the legislative review process and became effective January 18, 2001.

The regulation establishes four major components of the school report card: a report card (base) to be sent to all parents and guardians of district students, a district report card (base) to be published in the newspaper with the largest paid circulation in each county, and the school and district cards (expanded) to be available in school and district offices. A sample school report card of the type that parents and guardians receive is attached.

Staff Preparation by Sue Hodges Moore and Mary Ann Miller

Key Indicators of Progress toward Reform

1. Are more Kentuckians ready for college?

Indicator/Measure	Level of Measurement	When Will Goals Be Set?
Preparation of Adults		
1. Percentage of adults at literacy levels one and two	Statewide	March 2001
2. Percentage of adults with less than high school diploma or GED	Statewide	March 2001
Preparation of Recent High School Graduates		
3. Average ACT scores of high school graduates	Statewide	March 2001
4. Percentage of high school graduates taking the ACT	Statewide	March 2001
5. High school test scores	Statewide	Fall 2001
6. Number of college-level courses per 1,000 HS juniors and seniors	Statewide	March 2001
7. Percentage of high school students completing the ACT core coursework	Statewide	March 2001
Affordability (Family Ability to Pay)		
8. Percentage of income needed to pay for college expenses minus financial aid	Statewide	March 2001

2. Are more students enrolling?

Indicator/Measure	Level of Measurement	When Will Goals Be Set?
Postsecondary Enrollment		
1. Number of undergraduates	Statewide, Institutional	Action Agenda, Fall 1999: Revised by Spring/Summer 2001
2. Number of graduates/professionals	Universities	UK and UofL - Action Agenda, Fall 1999: Revised by Spring/Summer 2001 Comp. Universities - Spring/Summer 2001
3. Enrollments in KYVU credit courses	Statewide	March 2001
4. Number of "new students" enrolled in KYVU credit courses	Statewide	March 2001
College Participation		
5. Percentage of the adult population enrolled in KY colleges	Statewide	March 2001
6. Percentage of the adult population enrolled in KY colleges from target counties	Statewide	March 2001
College-Going		
7. Percentage of students attending college directly out of high school	Statewide	Action Agenda, Fall 1999
8. Percentage of students attending college directly out of high school from target counties	Statewide	March 2001
9. College-going rates of GED completers within two years	Statewide	March 2001

3. Are more students advancing through the system?

Indicator/Measure	Level of Measurement	When Will Goals Be Set?
Persistence		
1. One-year retention rates of first-time freshmen	Systemwide/Institutional	Action Agenda, Fall 1999 Revised by Spring/Summer 2001
2. One-year retention rates of underprepared students	Institutional	Fall 2001
3. Number of community and technical college transfers	KCTCS/LCC	March 2001
4. Average number of credit hours transferred	KCTCS/LCC	March 2001
5. One-year persistence rates of associate, diploma, and certificate students	KCTCS	March 2001
6. One-year persistence rate	Systemwide	March 2001
Completion and Graduation		
7. Credentials awarded by level	Statewide	March 2001
8. Six-year graduation rates of bachelor's degree students	Universities	Action Agenda, Fall 1999 Revised by Spring/Summer 2001
9. Five-year graduation rates for community college transfers	Universities	Spring/Summer 2001

4. Are we preparing Kentuckians for life and work?

Indicator/Measure	Level of Measurement	When Will Goals Be Set?
Undergraduate Student Experience		
1. Selected indicators from the National Survey of Student Engagement (NSSE)	Systemwide/Universities	Fall 2001
Alumni Satisfaction		
2. Undergraduate alumni survey results	Systemwide/Institutional	Fall 2001
3. Graduate alumni survey results	Systemwide/Universities	Fall 2001
Civic Engagement		
4. Selected indicators from the undergraduate alumni survey	Systemwide/Institutional	Fall 2001
5. Selected indicators from the National Survey of Student Engagement (NSSE)	Systemwide/Universities	Fall 2001
Knowledge and Skills		
6. Teacher Preparation Programs	Universities	Fall 2001
7. Foundational skills	Institutional	TBD

5. Are Kentucky's communities and economy benefiting?

Indicator/Measure	Level of Measurement	When Will Goals Be Set?
Employment of Graduates		
1. College graduates working in Kentucky - by level	Statewide	Fall 2001
2. The percentage of out-of-state college students who stay in Kentucky after graduation	Statewide	Fall 2001
Employer and Community Satisfaction		
3. Employer & Community Survey - satisfaction with KY graduates and completers	Systemwide/Regional	Fall 2001
4. Employer & Community Survey - satisfaction with postsecondary institution's support	Systemwide/Regional	Fall 2001
Research and Development		
5. Total research and development expenditures per full-time faculty	UK/UofL	March 2001
6. Federal research and development expenditures per full-time faculty	UK/UofL	March 2001
7. Number of licenses that yield income	UK/UofL	March 2001
8. Business Start-ups/Incubated Businesses	UK/UofL	March 2001
9. Productivity of research space	UK/UofL	Fall 2001

THE KENTUCKY LONG-TERM POLICY RESEARCH CENTER'S POSTSECONDARY EDUCATION STUDY

Agenda Item I
February 4, 2001

In calendar year 2000, the Board of Directors of the Kentucky Long-Term Policy Research Center approved a research agenda that included a major study of postsecondary education. The board, at its January 11, 2001, meeting, reauthorized this study as a central feature of its calendar year 2001 research agenda.

Three members of the center's staff, accompanied by two institutional researchers, will make a series of presentations on key aspects of the center's research in this area.

Staff from the center includes Michael Childress, executive director; Michal Smith-Mello, senior policy analyst; and Amy Watts, policy analyst. Also in attendance will be Skip Kifer, professor, from the Educational Policy Studies and Evaluation Department at the University of Kentucky's College of Education; and Steve Clements, assistant professor, also from the Educational Policy Studies and Evaluation Department of the University of Kentucky's College of Education.

The presentation will include three major segments.

- Case Studies of Selected Kentucky High Schools: Understanding Variations in Postsecondary Outcomes

  Michael Childress will discuss the method of selecting and examining the high schools and the variables that best explain variations in postsecondary transition rates among Kentucky high schools. Michal Smith-Mello will discuss findings from four case studies of high schools in Kentucky that sought to determine what factors appear to most influence postsecondary choices. Michal Smith-Mello also will discuss some preliminary findings from the center's examination of teachers' transcripts from selected schools.

- Kentucky's Social Returns on Investments in Higher Education: A Benefit-Cost Analysis

  Amy Watts will discuss preliminary results from an analysis of the social benefits of postsecondary education. Using a combination of Kentucky and national level data, her models will help illustrate the association between education changes and behavioral changes that benefit society as a whole, including better health outcomes and lower reliance on public programs. Her discussion will include a comparison of the value of these benefits and the state's public investment in higher education.

- The Kentucky High School Survey: An Examination of Attitudes, Perceptions, and Intentions

  Skip Kifer and Steve Clements will present selected results of their analysis of the Kentucky High School Survey. Approximately 1,000 Kentucky high school-age youths were asked questions about their life experiences and their perceptions of a number of educational issues.

Staff Preparation by Ron Carson