

**P20 Gap Analysis Alignment Team Meeting
Kansas State Department of Education
Meeting Notes of January 25, 2010**

Members present: Gary Alexander, Andy Anderson, David Barnes, Chele Behrens, Cindy Couchman, Diane DeBacker, Estela Gavosto, Mike Gould, Kathy Malone, Phillip Marzluf, Kris Shaw, Germaine Taggart (substitute for Larry Gould), Mike Valdivia, Jack Wempe and John Yoder

Guests present: Pam Coleman, Jeanne Duncan, Jean Redeker and Christine Tell

Diane DeBacker welcomed the Gap Analysis Alignment Team members and thanked them for attending today's meeting.

Christine Tell, Achieve, reported the Common Core State Standards Initiative is a state-led effort coordinated by the CCSSO and the National Governors Association Center for Best Practices (NGA Center) in partnership with Achieve, Inc., ACT, and the College Board. Forty-eight states and the District of Columbia have signed on to this initiative and are committed to developing a common core of state standards in English-language arts and mathematics for grades K-12. The college- and career-readiness standards were released for public comment in September 2009. The K-12 standards are to be released for public comment later this month or early February. Both sets of standards, the college- and career-readiness and the K-12, are expected to be finalized in early 2010.

Achieve has been working with 35 states across the nation and out of those 25 have undergone some sort of alignment process. Prior to the common core standards movement, Achieve found that states were coming with very similar skills. Kansas was one of the 35 states and Achieve did a side-by-side comparison of the Common Core College and Career Readiness Standards with the Kansas Standards in the areas of Mathematics; as well as Reading, Writing, and Speaking and Listening.

What do we mean by college readiness?

1. College readiness indicates that a student at the point of leaving high school can enter a credit bearing course work in the areas of math and ELA
2. College readiness means that a student is ready to enter a quality job (a job capable of supporting a family of 4 above the poverty level) and jobs requiring further education and training.

Reading, Writing, and Speaking and Listening

Kansas Standards for Reading and Literacy; Writing and Research; and Listening, Viewing, speaking is more detailed than the Common Core College and Career Standards for Reading, Writing and Speaking and Listening. Kansas also has standards in literature and viewing.

Kansas standards at the high school level are for grades 9-12. Standards differ from state to state. What was found was that they have the conceptual framework in the high school standards. What is different about Kansas standards and they did something smart is they developed indicators for each of the standards. Kansas standards provide more detail because they are used for assessment. Christine gave an overview of the side-by-side comparison.

A question was asked about when you talk about a readiness point, does that represent a minimum readiness standard. Answer: They represent end of high school. They are not the same for every student. Kansas has a performance assessment for writing and rubrics for each section of writing. Receive one score each of the 6 traits and then an overall score. The Common Core standards are more of an umbrella. Kansas has a process and common core are more of expectation.

ACT has a comparison of the rubric with writing. Has that been looked at? Diane will contact Matt Copeland to see if he knows anything further about this.

A concern in regard to the common core standards is the lack of media and technology, which is in the Kansas standards and part of daily work. It is important for 21st century learning and what we expect for the future.

Christine said that the “bottom line” is that the Kansas standards are well aligned with the College and Career Readiness Standards. Kansas has standards that are not part of the common core. The literature component is in the Kansas standards, but they are not represented in the common core standards. Again, bottom line in English Language Arts alignment between Kansas standards and the college readiness is very strong and more detailed. Reading, writing, listening and speaking are much aligned.

Kris Shaw said that what the state saw is that the common core needed more specificity; there is no scope and sequence. Better representation of text because it did not have enough information about how the text lent itself to each grade level. Do not have specific questions about specific texts. More about how you read those texts.

Achieve reviewed standards in majority of states; however, not all states have standards and not all states have good standards. Movement to common core is more of attempt to create a more equitable situation for all students and help us define what we mean by college readiness so that we can help more students reach that goal. Some states look at standards differently.

On the common core website, you can find all the commentary:
<http://www.corestandards.org/>. Final copy is due by end of February.

Gary Alexander reported KBOR surveyed chief academic officers asking them to rank the common core standards for Reading. He reported there is strong support overall for the standards. The responses were consistent with the ACT study and a recent update report on GAP. Clearly the college faculty places an emphasis on fewer. The rankings are not really low;

they felt everything is important. There wasn't necessarily a gap from the top to the bottom. There was general support for all standards. There were also comments are around the 21st century skills.

Mathematics

Again, KBOR surveyed chief academic officers asking them to rank the common core standards for mathematics. They reported there is a greater emphasis on basic skills. Christine shared that when you talk with college faculty in math where the difference comes is in they are dealing with the technical programs and applied programs which have a different slant.

Mike Valdivia shared he had asked the Actuarial Department for their input. Statistics is their area, not that the others are non important, problem solving pieces are important. Also, there is a disconnect with math between the real world and how it's used. Need to think about using math as a model for the real world.

In the Achieve study, under mathematical practice it reads, "Proficient students expect mathematics to make sense." The common core standards have this overarching theme that mathematics does have meaning for life. This is a whole different way of thinking about and viewing our approach to mathematics. It is a much wider philosophical view. Common core standards are organized in 11 areas and the Kansas standards are organized in four standards.

Everything that is covered in the Kansas standards is covered in the common core standards; however, there are items in the common core standards that are not in the Kansas standards. Achieve did find specificity in Kansas standards that are not in the college readiness standards. The Kansas standards go to the 10th grade because of the state assessment was given at the 10th grade. Also, there is a disconnect between common core standards the standards from the national standards for mathematics.

David Barnes shared there is more disconnect in math. The level of detail is missing in the common core than in the Kansas standards. What's in the state standards is what every student should be proficient at by the end of the 10th grade. They were not writing as precollege outcomes.

The Kansas Board of Regents is working on updating the Qualified Admissions. In terms of graduation requirements for the state, a student has to have a minimum of 3 credits in mathematics. It was shared that not many students in the state get into college because of the Qualified Admissions requirement. They are not saying it's not important, but what would need to happen is for the state's graduation requirement to go to four credits. Do we think Algebra II is the end all, be all? It has to be a continuum of math courses. KSDE do not define math levels.

Summary

Diane stated the group received a lot of information during the meeting. She thanked Christine and Gary for all the information they shared. Diane reminded the committee that the goal and

charge from the P20 Council is to look at the gap between when students finish high school and when they enter college or a career. Based upon that and everything learned today, what should our next steps as a committee be? This committee needs to be done by late spring or early summer.

- Looking at relationship between ACT expectations, early college expectations, criteria generated from KBOR and making sure all the materials, criteria are analyzed and put into play and make connections to core standards. Maybe more research, in particular in on-demand writing. Reading and writing is the responsibility of many departments. What are pegging or benchmarking our expectations? Also, the concern in regard to concurrent/dual enrollment. Ability to apply things to the different levels. A student who is ready for college, is really ready. What's become a problem are those who are not developmentally ready. It's almost like we want them to be finished with college before they get there.
- Some students are only marginally successful in high schools. Are we also talking about technical schools? Are some of the core standards that we're expecting are they really the core or are we going beyond the core? What about those students who are coming back and finishing programs. Do we need to talk about core necessity skills? We do not want to lose technical skills and industry endorsement and certification. Establishing equivalence; it's a new world we're dealing with.
- Math has branched out and do not know how to fill that gap for everyone. Some universities are using a liberal arts course as a math, something that would transfer that would have the common core items.
- Bringing common core standards to the table for anyone entering the workforce. Also, is there any point where we involve students to get their input and thoughts? Possibly, students who are in that gap.
- We believe in higher standards and talking about a broad range. For the math requirements, it is hard to identify any specific skill that is successful. We also need to remember those 30-year-olds that are coming back to get degrees. It is hard to find specific skills to fit all those situations. Conversations are taking place and have been taking place in isolated pockets and this now has risen to a state level, with the P20. What are some common competencies levels that are out there?
- Consider looking at Indiana Core 40, which Wichita is using. Their school (Metro West) is the last step before a student drops out. Looking at smaller class sizes, more teacher involvement. What are we doing to those kids who have talent and skills, but they're stopped from graduating because they can't take Algebra II.
- What's driving changes in math curriculum? Is it college or the mathematicians? Conversation with changes is critical what drives what when talking about college entrance requirements. We try to meet the students where **they** are. High schools are trying to figure out what colleges want. There is no good place for those discussions/conversations to happen. At the private college, do not have a means to foster conversations. There clearly has to be discussion to move conversation forward.

- Colleges need to look at what's happening in high school and looking at what is in between. Too many kids do not finish college in Kansas and what happens with math may be a main issue. In order to make change and impact students, students need to take advantage of the resources that are made available to them. Consider comparing the 12th grade Kansas math standards with the common core. There is more of a match with ELA than math because there are no 12th grade standards (in math).
- There is a huge growth in regard to online programs and non-traditional students having to take mathematics which creates a problem for the student and also the college. The need to look at how we can have some spaced reinforcement so they are not losing those skills. Maybe the gap exists because of the way things are taught than what is taught. We know there are best practices.
- Good job at looking at these things which are college and career ready.
- Core standards are not helping all students. These are written for Algebra II, what happens when we take away those kids ability. The math standards are not too rigorous. We do have different tracks for students.
- All groups should be able to achieve standards.
- There is a big difference in what each students needs when they get to college. We need to try to meet the students where they are. Looking at what is happening in classes at the high school level. There are different instructional practices. Most high schools use technology in teaching of mathematics; however, when students enter college they are told they are not to use technology. There is a real disconnect and could be part of the gap in the math area. The gap could shrink if colleges would allow more technology.
- Even with all the possibilities we have with math, we still have a lot of disconnect. Possibly, consider looking at the Career Clusters and Pathways. Parents and kids need to know what courses are a part of the K-12 standards and what courses are part of the postsecondary curriculum. Look at identifying paths through different coursework.
- Agree with looking at career and technical education and scope and sequence, as well as the connection between academic classes and the other classes that are offered. Also connection of reading, writing, listening, speaking and viewing. Those are under one umbrella and taught across all curriculum. Looking at a broader scope of literature and letting teachers decide what is most appropriate for their group of students and not a list of texts.
- Oklahoma has a strong career and technical program and they have two graduation pathways (tracks). You have to know which one; however, you could opt out. They recognize that although students need the same skills, there are different paths to get there.

The next meeting of the P20 Gap Analysis Alignment Committee has been scheduled for Wednesday, April 7, starting at 1:00 p.m. in the Board Room at the Kansas State Department of Education.