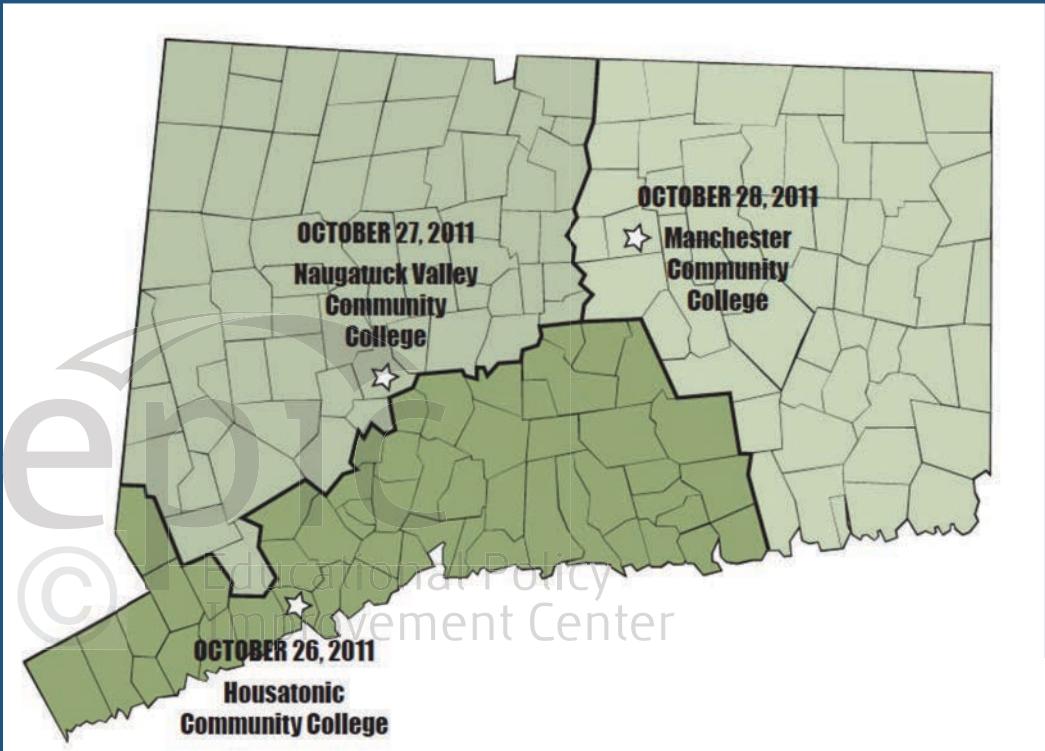


Connecticut College and Career Readiness Workshops



**Charis McGaughy, PhD
Adrienne van der Valk, MS
Teresa Zalewski, MS**

Educational Policy Improvement Center (EPIC)
October 26-28, 2011

Introducing the Connecticut College and Career Readiness Toolkit



Connecticut
College and Career
Readiness Toolkit

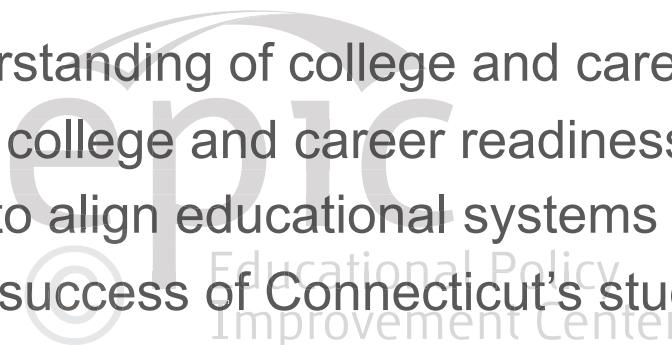
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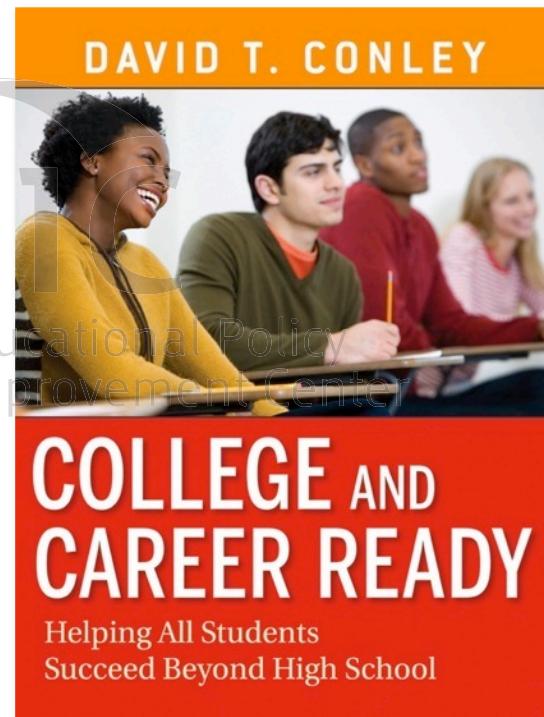
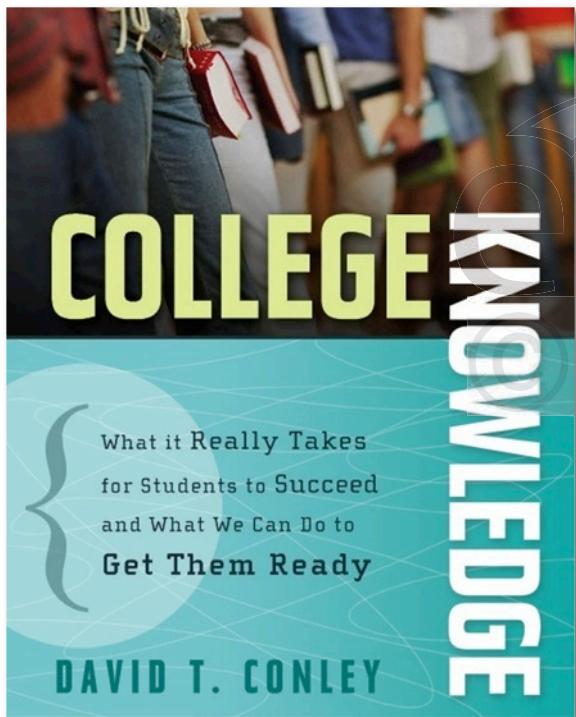
Objectives

We will use our time today to:

- Develop a shared understanding of college and career readiness
- Analyze state and local college and career readiness data
- Learn about strategies to align educational systems
- Partner to advance the success of Connecticut's students

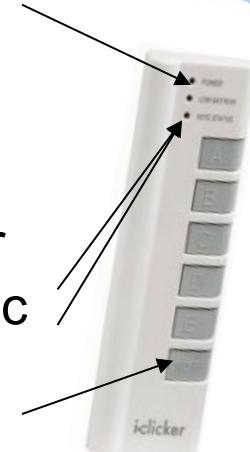


Today's Workshop Is Based in Part on Findings and Recommendations In:



iClicker Basics

- Turn your clicker on by pushing the on/off button. The power light should now be **BLUE** (if it isn't coming on, pull out plastic tab in back.)
- When a question is displayed and the presenter begins the counter, push the appropriate button before the counter gets to zero. You may change your answer during the count down.
- All answers remain anonymous.
- Answers received will turn the vote status light **GREEN**.
- Answers not received will turn the vote status light flashing **RED**; try again.
- Don't worry if something goes wrong; no one is being graded.
- At the end of the quiz, please turn your clicker off by pushing the on/off button. The **BLUE** power light should turn off.
- Please remember to return your clicker.



Do you know all the people sitting near you?

- A. Yes
- B. No



Who is here today? Select the option that best describes your primary affiliation.

- A. K-12 school or district
- B. Community or technical college
- C. Four-year college or university
- D. State agency
- E. Other



How engaged is your local educational community in college and career readiness initiatives to date?

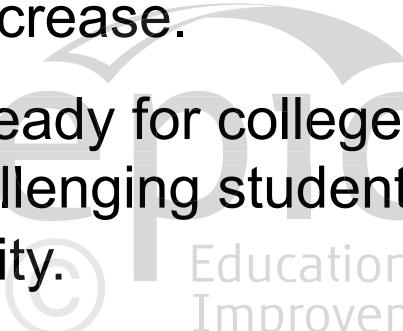
- A. **Actively**—The community is engaged in multiple on-going college readiness partnerships or activities.
- B. **Moderately**—The community is engaged in a small number of college readiness partnerships or activities.
- C. **Minimally**—The community has an emerging interest in college readiness.

Defining College and Career Readiness



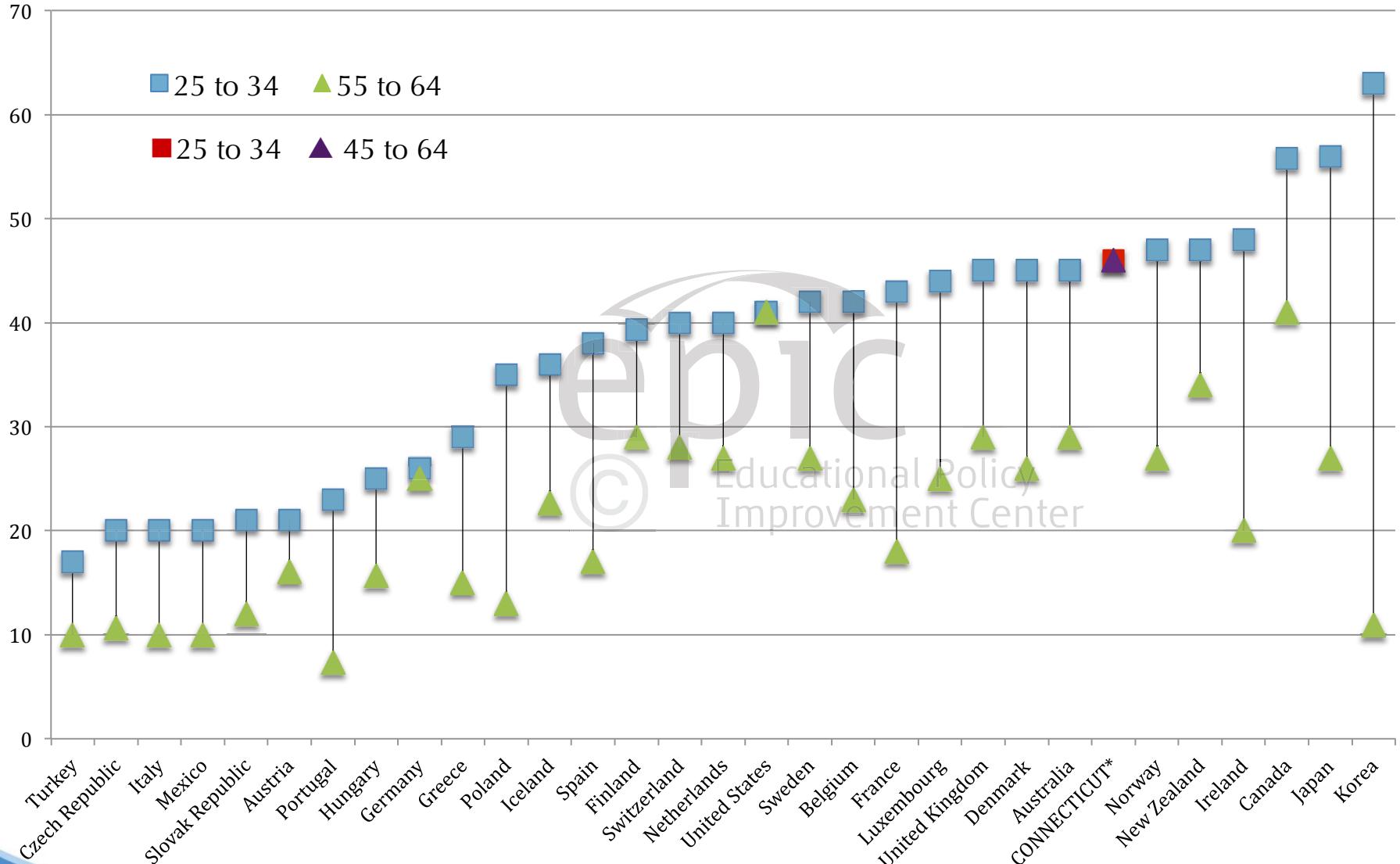
Nature of the Challenge

- The proportion of students going on to postsecondary education has steadily increased over the past 100 years and is likely to continue to increase.
- Getting more students ready for college means succeeding with an increasingly challenging student population, but one that needs the opportunity.
- National education policy is beginning to emphasize college and career readiness over basic skills instruction.
- Today's young people will need to be better educated and prepared as the US continues to move to a knowledge/information economic model.



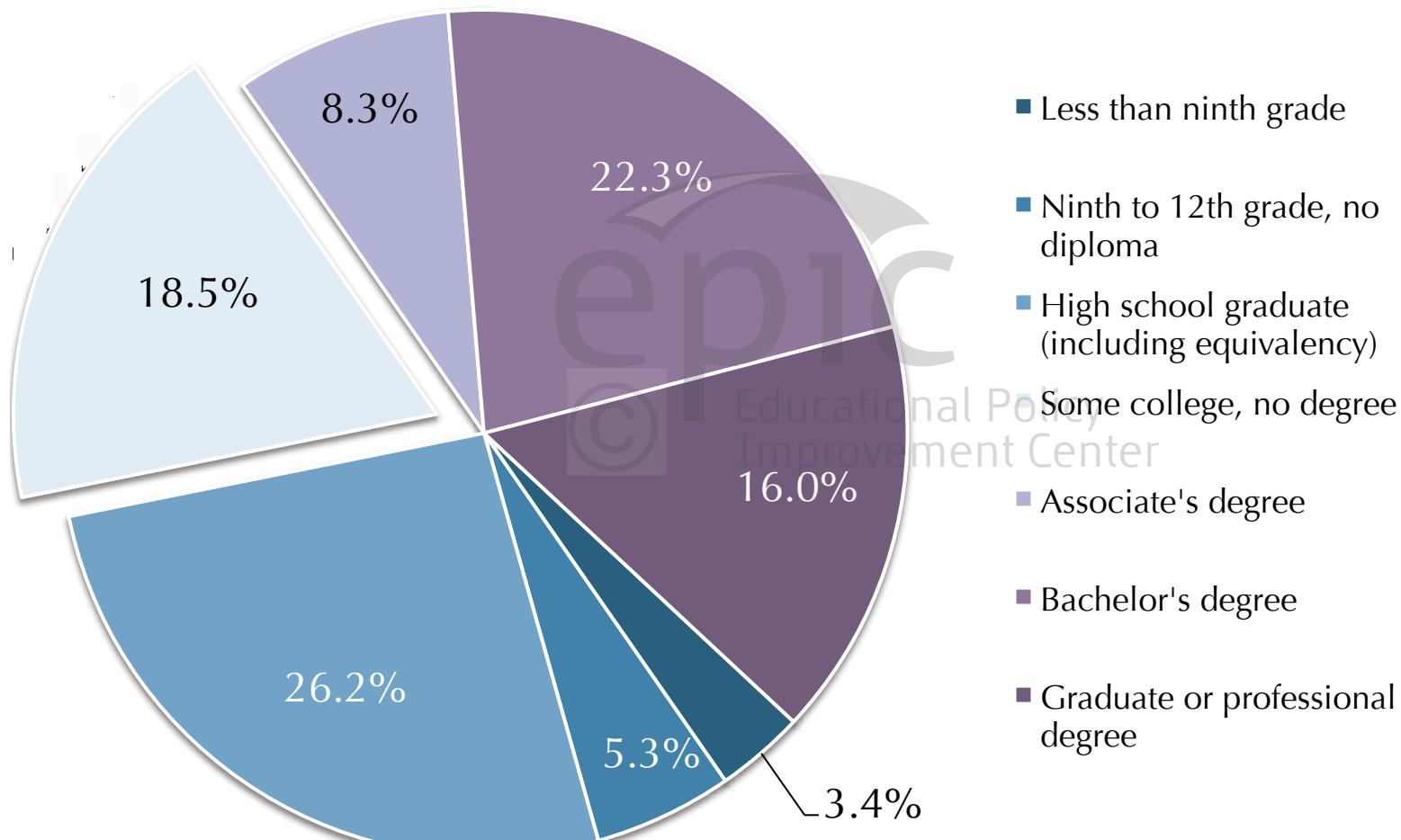
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Percentage of adults with an associate's degree or higher



Sources: Organisation for Economic Co-operation and Development . (2011). Education at a glance: Population with tertiary education, 2009. U.S. Census Bureau. (2009). American Community Survey public use microdata sample file.

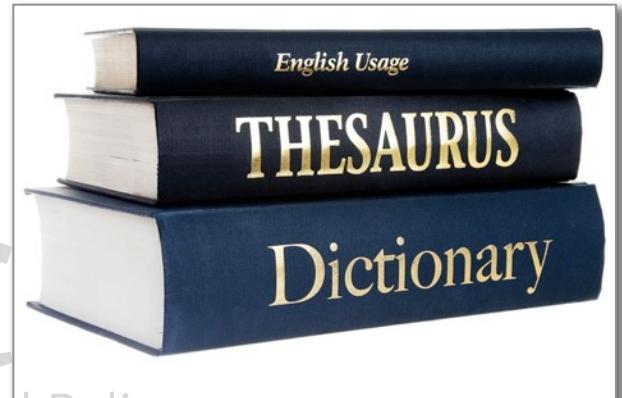
18.5% of adults in CT enrolled in college at some point but have not completed a degree



Source: US Census Bureau. (2008). American Community Survey.

Definition of College and Career Readiness

- College and career readiness can be defined as **success—without remediation—in credit-bearing general education courses or a two-year certificate program**
- “Succeed” is defined as being able to progress successfully in the chosen program
- College readiness and career readiness are similar but not the same



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Key Assumptions

- The goal of high school is to equip as many students as possible with a core set of knowledge, tools, strategies, and skills necessary for college and career success
 - In other words, to be able to continue their education beyond high school
- College eligibility is not the same as college readiness
- The capacity of students to learn is malleable and not fixed
 - Achievement is a function of effort, not solely ability, or, worse yet, “intelligence”

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Four Keys to College and Career Readiness

Key Content Knowledge

- + Key terms and terminology
- + Factual information
- + Linking ideas
- + Organizing concepts
- + Common Core State Standards
- + Other college readiness standards, career standards, industry skill standards

Key Cognitive Strategies



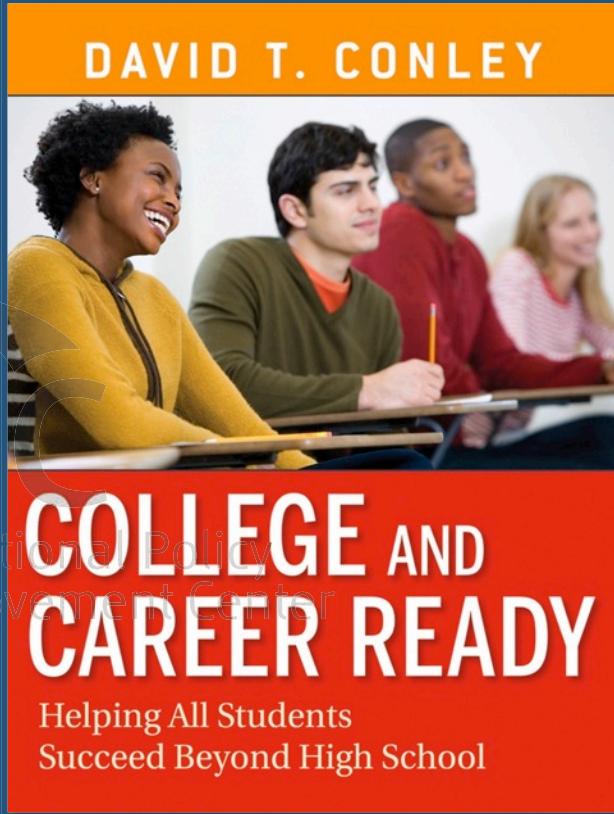
Key Learning Skills & Techniques

- + Time management
- + Study skills
- + Goal setting
- + Self-awareness
- + Persistence
- + Collaborative learning
- + Student ownership of learning
- + Technology proficiency
- + Retention of factual information

Key Transition Knowledge & Skills

- + Postsecondary program selection
- + Admissions requirements
- + Financial aid system
- + Career pathways
- + Postsecondary culture
- + Communication with instructors and co-workers
- + Role and identity issues
- + Agency (self-advocacy)

7 Principles of College and Career Readiness



DAVID T. CONLEY

COLLEGE AND CAREER READY

Helping All Students Succeed Beyond High School

A photograph of four diverse students (two boys, two girls) sitting at desks in a classroom, looking towards the right. Above the photo is the name "DAVID T. CONLEY". Below the photo is a red banner with the text "COLLEGE AND CAREER READY" in large white letters, followed by the subtitle "Helping All Students Succeed Beyond High School".

My institution discusses college and career readiness issues on a regular basis.

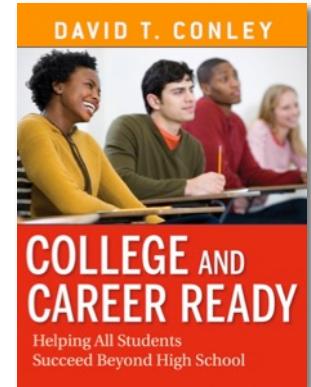


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- A. Very True—We frequently discuss college and career readiness issues
- B. Moderately True—We occasionally discuss college and career readiness issues
- C. Partially True—We only discuss college readiness issues
- D. Partially True—We only discuss career readiness issues
- E. Not True—We do not explicitly discuss college or career readiness

Principle 1: Create and maintain a college-going culture in the school

- Make college and career readiness a key schoolwide goal
- Signal to students that the school is about preparing students for postsecondary success, not just admission
- Set expectations for all students to be college and career ready
- Send the message that the goal of high school is college and career readiness in numerous symbolic and substantive ways
- Encourage students to set a goal of going on to college or postsecondary training in some form



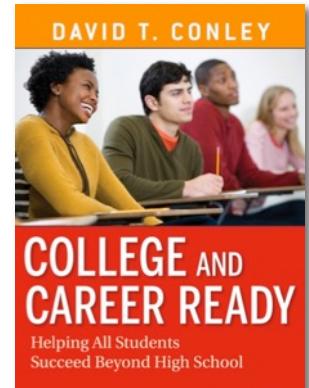
Instructors receive professional development in a variety of instructional techniques.



- A. Most instructors at my institution receive professional development in the use of a variety of instructional techniques
- B. Some instructors at my institution receive professional development in the use of instructional techniques
- C. Few instructors at my institution receive professional development in use of instructional techniques
- D. I am not sure whether instructors receive professional development in the use of instructional techniques

Principle 2: Create a core academic program aligned with college and career readiness

- Focus the core academic program on college readiness
- Review and revise syllabi to ensure course alignment with college and career readiness standards
- Identify how the instructional program as a whole:
 - develops key cognitive strategies
 - focuses on key content
 - develops academic behaviors
 - presents key college knowledge



My institution provides targeted resources for traditionally underrepresented students in higher education.

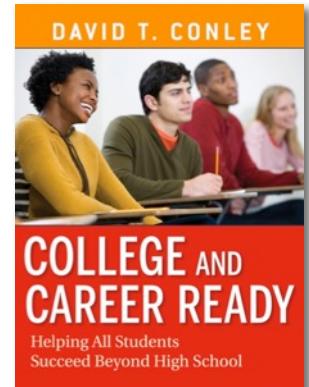


- A. My institution provides targeted resources for underrepresented students, and these supports are used by the students who need them
- B. My institution provides targeted resources for underrepresented students, but these resources are not used widely by students who need them
- C. My institution does not provide targeted resources for underrepresented students
- D. I do not know whether my institution provides targeted resources

Principle 3:

Teach key self-management skills and expect students to use them

- Have student set goals and gauge completion of them
 - Short-term goals for coursework
 - Medium-term for classes
 - Longer-term goals for postsecondary plans and aspirations
- Provide students with tools for managing assignments and due dates
- Agree on common methods to take notes
- Have all students participate in study groups each academic term



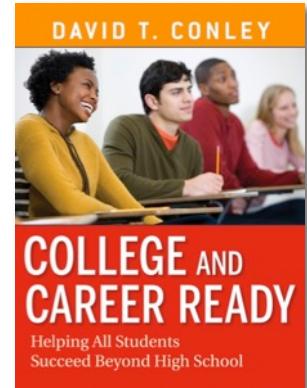
High schools receive information on college placement procedures.



- A. High school faculty are highly aware of the placement tests and methods used and how to help students avoid placing into remedial courses
- B. High school faculty are inconsistently aware of the placement tests and methods used at our institution
- C. High school faculty are largely unaware of the placement tests and methods used at our institution

Principle 4: Prepare students for the complexity of applying to college

- Familiarize students with college and the application process each successive year
- Instruct all students and parents on the major timelines and requirements for college applications and financial aid
- Consider requiring all students to complete a college application
- Provide extra support to students who would be first in their family to attend college



High school and college faculty coordinate expectations for student learning.

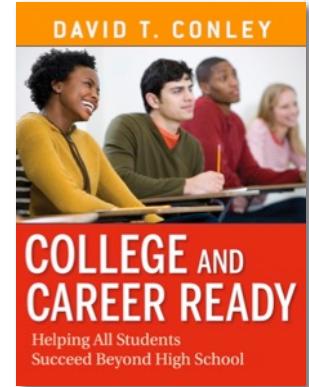


- A. Always—this is a standard process and faculty meet annually across shared subject areas
- B. Sometimes—some faculty meet in some subject areas
- C. Never or almost never
- D. I do not know if faculty meet to coordinate expectations

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Principle 5: Align assignments and grading policies with college expectations

- Expect students to complete at least some homework without submitting it for points or a grade
- Give complex assignments that require independent work, team work, or study groups to complete
- Be cautious granting extra credit, limiting it to additional academic opportunities, not substitute activities
- Develop assignments that infuse college-type expectations into courses
 - Lots of writing, higher grading criteria, more persistence, more individual initiative required



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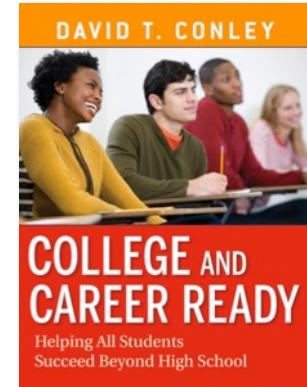
High school students have opportunities to obtain college credit.



- A. Yes, my institution has an established program for high school students to obtain college credits
- B. Yes, my institution offers college courses for some high school students, but does not have an established program
- C. No, my institution does not offer college credits for high school students
- D. I do not know if my institution offers college credits for high school students

Principle 6: Make the senior year meaningful and challenging

- Ensure that all students have a full, academically challenging schedule their senior year that includes math and writing
- Encourage or expect all students to have college-like experiences through:
 - campus visits
 - dual enrollment courses
 - Advanced Placement courses
 - senior seminars
- Administer a college placement test early in the senior year
- Require a senior project judged against college readiness criteria



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High schools have information on how their students perform in college and careers.

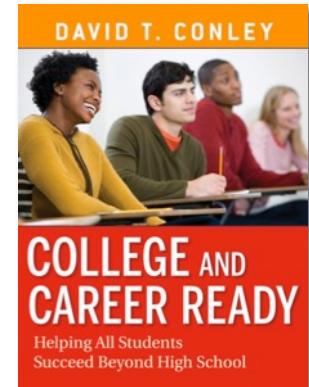


- A. Always—this is standard procedure and is available annually
- B. Sometimes—we have done this, but not consistently
- C. Never or almost never
- D. I do not know if my institution shares student performance information

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Principle 7: Build partnerships with and connections to postsecondary education

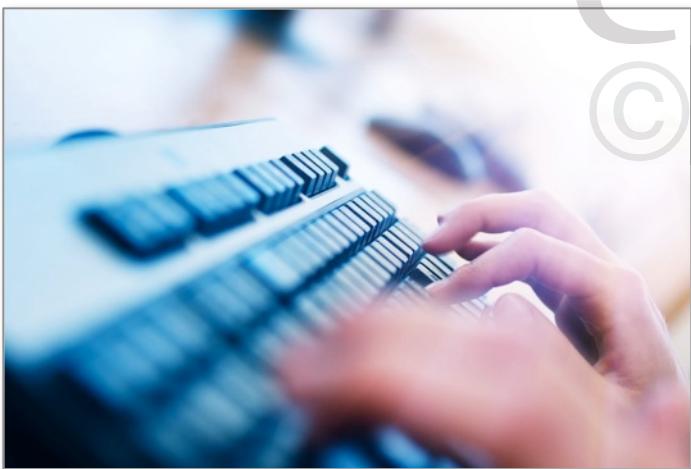
- Make personal connections with local postsecondary administrators and faculty
- Explore ways for high school and college faculty to coordinate and align their expectations and teaching strategies
- Take advantage of physical proximity to any postsecondary institution by offering dual enrollment opportunities
- Collect data on student performance in college to determine how well your students are succeeding in entry-level courses



Common Core State Standards



How familiar are you with Common Core State Standards?



- A. Extremely—I have thoroughly reviewed the standards
- B. Somewhat—I have reviewed the standards, but not intensively
- C. Minimally—I have heard of them, but have not read them
- D. Not at all—I have not heard of the standards

Common Core State Standards Development Process

- State-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) (www.corestandards.org)
- College and career readiness standards began development in summer 2009
- Multiple rounds of feedback from states, teachers, researchers, higher education, and the general public
- Final Common Core State Standards released on June 2, 2010

The Common Core State Standards Are:

- Focused and coherent
- Aligned with college and work expectations
- Rigorous in content and require application of knowledge through high-order skills
- Designed to build upon strengths and lessons of current state standards
- Internationally benchmarked so that all students are prepared to succeed in our global economy and society
- Based on evidence and research
- State led – coordinated by NGA Center and CCSSO (voluntary national—not federal—standards in English and mathematics)

Intentional Design Limitations

The Standards do NOT define:

- How teachers should teach
- All that can or should be taught
- The nature of advanced work beyond the core
- The interventions needed for students well below grade level
- The full range of support for English language learners and students with special needs
- All knowledge and skills needed to be college and career ready

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English Standards: Design and Organization

- K-8 standards are listed by grade level
- 9-12 standards are listed in two year bands to allow flexibility in course design
- Benchmarked to College and Career Readiness Anchor Standards
- Separated into four strands: *Reading, Writing, Speaking and Listening, Language*
- Also includes grades 6-12 Standards for Literacy in History/Social Studies, and Science and Technical Subjects
- Include text exemplars and sample performance tasks by grade level bands

College and Career Readiness Anchor Standards

Many of these standards are difficult or impossible to assess except through complex in-class measures:

- Analyze how and why individuals, events, and ideas develop and interact over the course of a text
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
- Read and comprehend complex literary and informational texts independently and proficiently
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation

Mathematics Standards: Design and Organization

Standards for Mathematical Practice

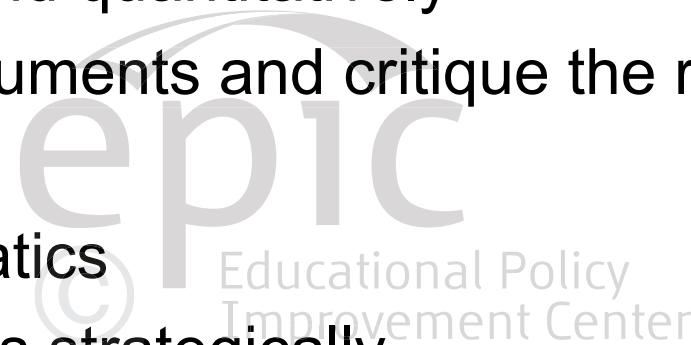
- Carry across all grade levels
- Describe habits of mind of a mathematically expert student

Standards for Mathematical Content

- K-8 standards presented by grade level
- Organized into domains that progress over several grades
- Grade introductions give 2–4 focal points at each grade level
- High school standards presented by conceptual theme
(Number & Quantity, Algebra, Functions, Modeling,
Geometry, Statistics & Probability)

The Standards for Mathematical Practice

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



Common Assessments

The two consortia received “Race to the Top” assessment funds:

- ***Partnership for Assessment of Readiness for College and Careers (PARCC):***
 - 24 states and the District of Columbia (<http://wwwfldoe.org/parcc/>)
- ***SMARTER Balanced Assessment Consortium (SBAC):***
 - 30 partnering states (<http://www.k12.wa.us/SMARTER/default.aspx>)
 - Connecticut serves as a Governing State

Shared traits:

- **More Meaningful Standards:** consistent across states, clear to the public and on track for college, allowing for cross-state comparability; will provide technical assistance and professional development
- **Higher Quality Tests:** assessments (summative and interim) will include performance tasks to measure critical thinking, strategic problem solving, research and writing

Issues

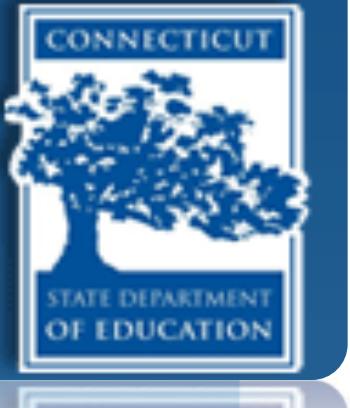
Need to be realistic:

- Risks underestimating the work necessary for successful implementation
- Risks misleading students and their families about widening gap
- Need for understanding and buy in for implementation
- Recognition that HS seniors could meet ELA & Math standards and not be college ready
- Meant to be an augment, not supplant, current admissions practices



Implications for Higher Education

- Aligning key policies for college readiness
 - Graduation requirements
 - Admission requirements
 - Placement requirements
- Aligning curricula and instructional materials
 - Secondary/postsecondary alignment
 - Adult/developmental/general education alignment
- Aligning teacher preparation and in-service teacher professional development
- Developing avenues at state and local levels for collaboration



Implementing Common Core State Standards:

Implications for
Curriculum, Instruction,
and Assessment

Connecticut State Department of Education

TRANSITIONING TO THE COMMON CORE STATE STANDARDS

Have you begun to:

- evaluate your current curriculum documents, resources, and assessments?
- review and evaluate instructional materials?
- revise curriculum documents?
- revise assessments?

IMPLEMENTING COMMON CORE STATE STANDARDS

- ◎ Curriculum Development Tools (
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2710&Q=33353>)
 - ◎ prioritized standards
 - ◎ units of study
 - ◎ pacing guides
- ◎ Regional professional development meetings
(Summer and Fall 2011)
- ◎ ELA and Math Common Core State Standards Documents (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=322620>)



CREATING LINKS TO THE COMMON CORE STATE STANDARDS

- ◎ TESOL, bilingual, mathematics and English language arts experts developed documents that links the CCSS and English Language Learner Framework.

- ◎ This document will support:
 - ◎ district curricula revisions and professional development planning; and
 - ◎ general education teachers working with English language learners (ELLs).



IMPLEMENTING COMMON CORE STATE STANDARDS

Additional Considerations:

- ◎ Professional development for administrators: standards, curriculum, instruction, assessment
- ◎ Professional development for building administrators and teachers: standards, materials, strategies, assessment, etc. (long-range and short-range)



IMPLEMENTING COMMON CORE STATE STANDARDS

Additional Considerations:

- ◎ Professional Learning Communities (PLCs): standards, protocols, goals, (long-range and short-range)
- ◎ Curriculum and assessment access
- ◎ Models and/or examples for educators: lesson plans, rubrics, assessments, other templates



SMARTER BALANCED ASSESSMENT CONSORTIUM



Connecticut's Role



SBAC WORKGROUPS

1. Transition to Common Core State Standards
2. Technology Approach
3. **Assessment Design: Item Development**
4. **Assessment Design: Performance Tasks**
5. Assessment Design: Test Design
6. **Assessment Design: Test Administration**
7. Reporting
8. Formative Assessment Practices and Professional Learning
9. Accessibility and Accommodations
10. **Validation and Psychometrics**

RESOURCES

- CSDE Web site - <http://www.sde.ct.gov/sde>
 - Student Assessment Link – SBAC
 - Teaching and Learning Link – CCSS
- SBAC Web site - www.smarterbalanced.org
- Center for K-12 Assessment and Performance Management at ETS – Updated guide to the assessment consortia
<http://www.k12center.org/publications.html>

CONTACT INFORMATION

Gail Pagano

gail.pagano@ct.gov

860.713.6821

Shelbi K. Cole, Ph.D

Shelbi.cole@ct.gov

860.713.6878

CURRICULUM CONTACT INFORMATION:

Harriet Feldlaufer, Chief, Bureau of Teaching and Learning

(860) 713-6707; harriet.feldlaufer@ct.gov

Amy Radikas, English Language Arts

(860) 713-6762; amy.radikas@ct.gov

Charlene Tate Nichols, Mathematics

(860) 713-6757; charlene.tate.nichols@ct.gov

Joanne R. White, English Language Arts

(860) 713-6751; joanne.white@ct.gov

Local Partnership Examples

College and Career Ready Consortium, Manchester Community College

A photograph of four students in a classroom. A girl with long dark hair is in the foreground on the left, looking down at her work. Behind her, another girl with blonde hair is smiling. To the right, a boy with glasses and a girl with curly hair are also focused on their work. They are all sitting at a table with papers and books. A blue rectangular overlay contains the text "College and Career Ready".

College and
Career Ready

Math

English

“College
Knowledge”

Consortium Partners

Malia Sieve, Associate Director, BORHE

Ana C. Pagan, Senior Consultant, BORHE

Joanne Russell, Dean of Academic Affairs, MCC

Bob Henderson, Director CoOP and CCP, MCC

Michelle Eckler, English Dept Head, EHHS

Kelly Cecchini, English Teacher, MHS & QVCC

Marsha Testa, English Dept Head , MHS

David Caldwell, English Professor, MCC

Steve Straight, English Professor, MCC

Tod Kenney, Math Dept. Head, EHHS

Kelly Blaisdell, Math Teacher, EHHS

Mike Robillard, Math Professor, MCC

Paul Edelen, Math Department, MCC

Kate Dias, Math Teacher, MHS

Cathy Mazzotta, Math Dept Leader, MHS

Marcia Jehnings, Director Math, Science &
Health Careers, MCC

Kate Cocco, Career Services, MHS

Mark Danaher, Career Center Services, MHS

Jason Scappaticci, Transitional Programs, MCC

Frank Staples, Guidance Dept. Head, EHHS

Rachelle Perusse, Associate Professor, UCONN

Mike Stefanowicz, Liberal Arts Director, MCC

Uyi Osunde, Guidance Counselor, EHHS

Wanda Reyes-Dawes, Counselor, MCC

Diane Kearney, Director of Adult Education,
Manchester (when available)

BUILDING A BRIDGE TO IMPROVE STUDENT SUCCESS



P-20 Council regional workshops /October 2011

Bridges Partner Schools



- **Western Connecticut State University**
- **Bethel Public Schools**
 - Bethel Middle School
 - Bethel High School
- **Danbury Public Schools**
 - Broadview Middle School
 - Danbury High School
 - Rogers Park Middle School

Bridges Goals

- Decrease remediation in math and writing at the university
- Create seamless pathway for student success from middle school through college
- Inspire the dream of college for all students
- Increase interest in STEM subjects early on and feed that interest



Bridges Goals



**Decrease remediation
in math and writing at
the university**

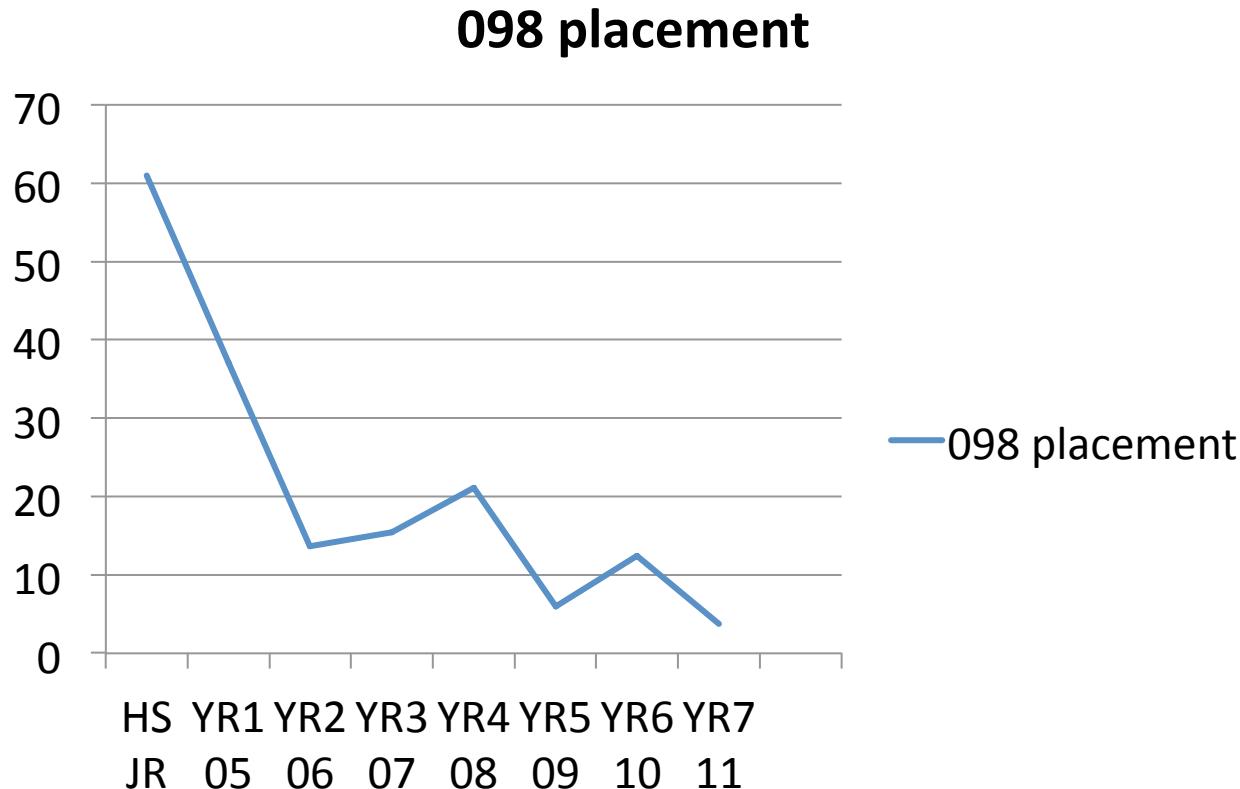
- Junior-level placement testing
- Curriculum alignment workshops
- Additional coursework in senior year
- Embedded “reminder” exercises in curriculum

Fast Facts

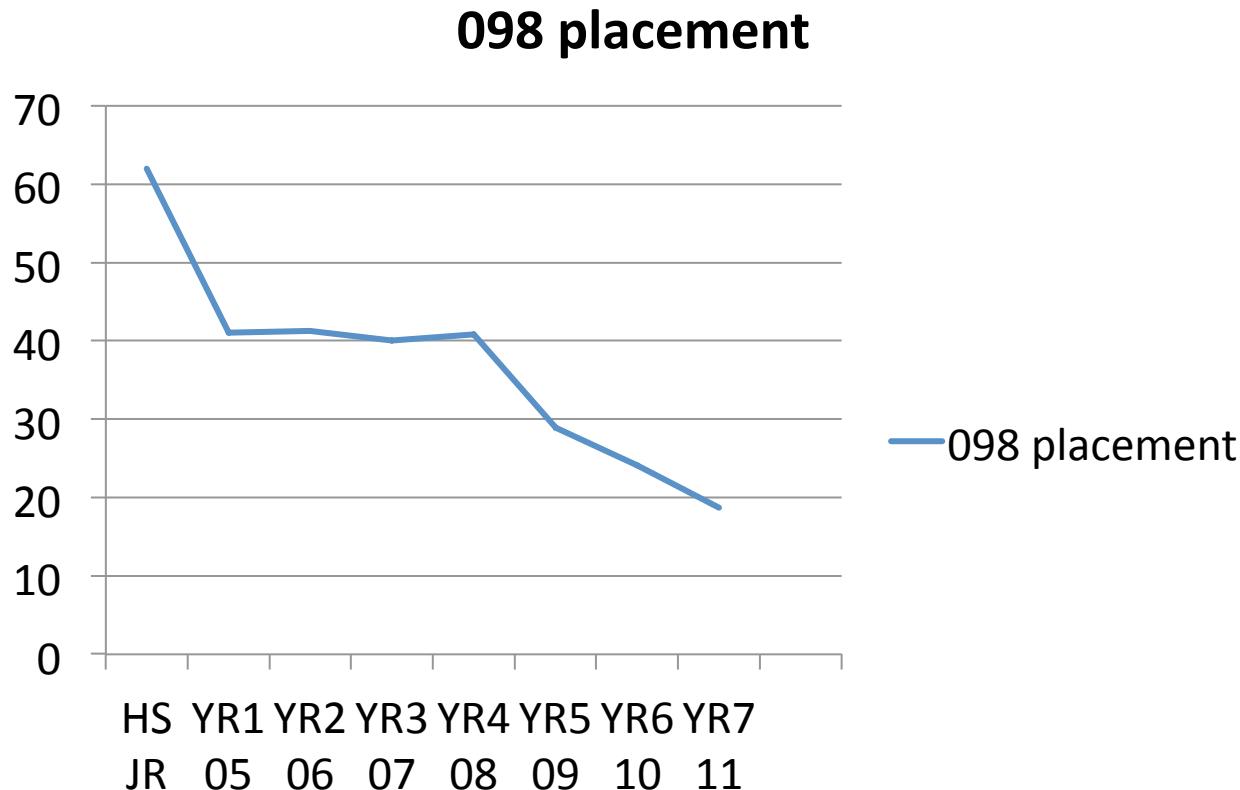


- About 24% of WestConn students are from Danbury (18.9%) or Bethel (5.2%)
- The Bridge program began as Western's response to the BOT 098 resolution
- As of Fall 2011, Western no longer offers remedial (098) sections of mathematics or writing during the regular semesters
- WestConn students work in the Bridges program as tutors, camp counselors, and program assistants

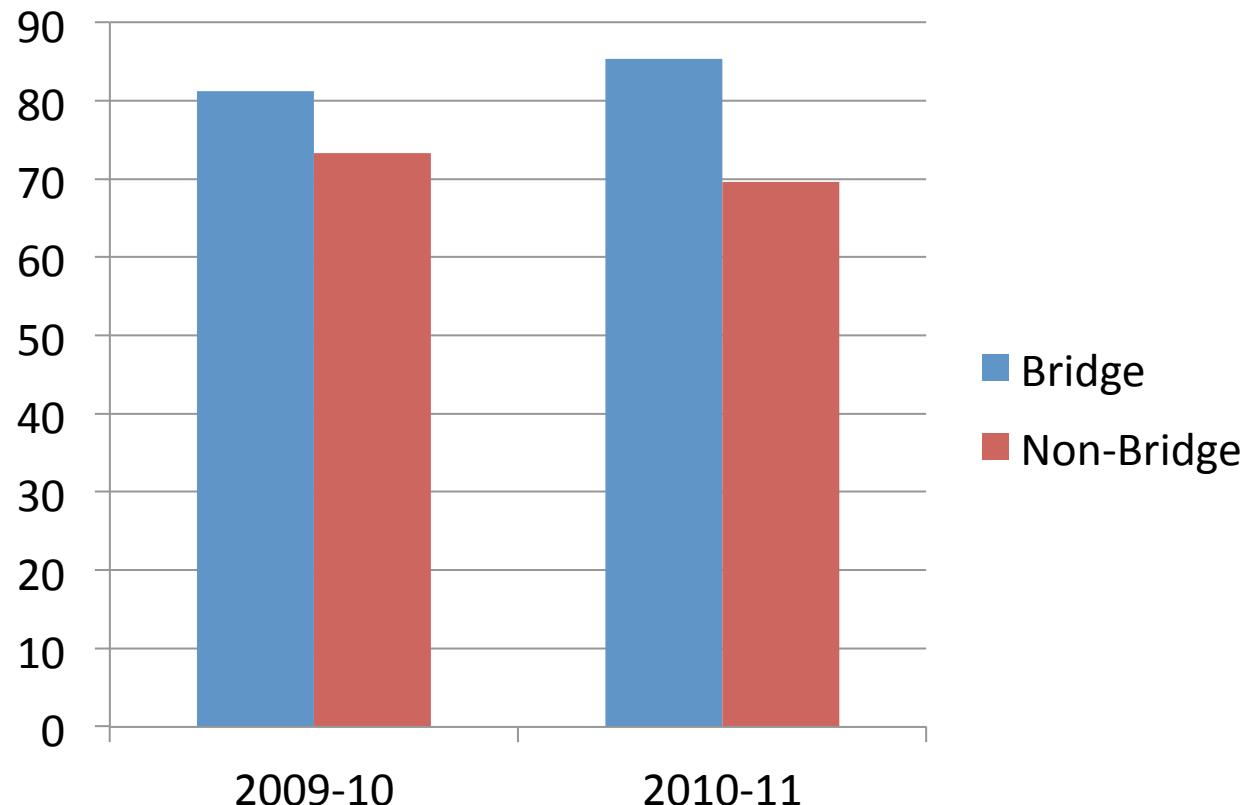
Writing Results



Math Results



One-Year Retention



Enrichment Days

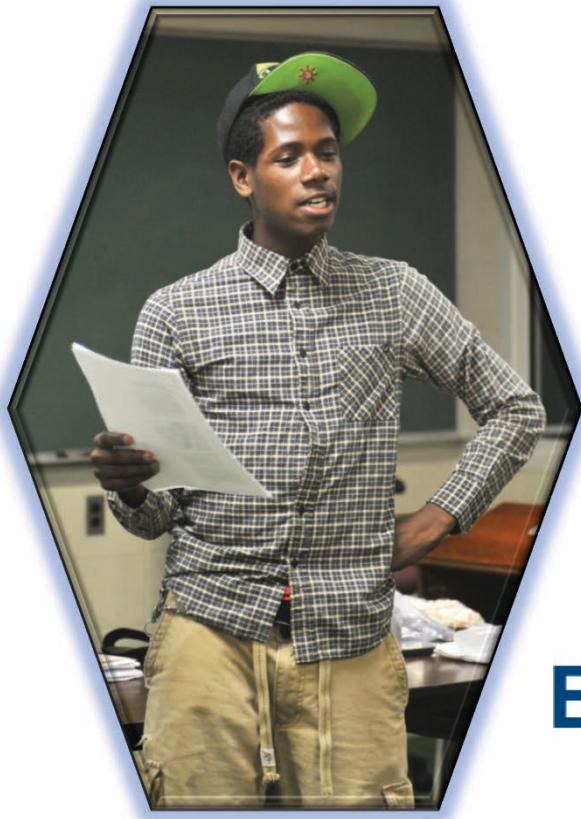


Camp College



BRIDGE BUILDING A
TO IMPROVE STUDENT SUCCESS

Young Writers Conference



BUILDING A
BRIDGE
TO IMPROVE
STUDENT SUCCESS

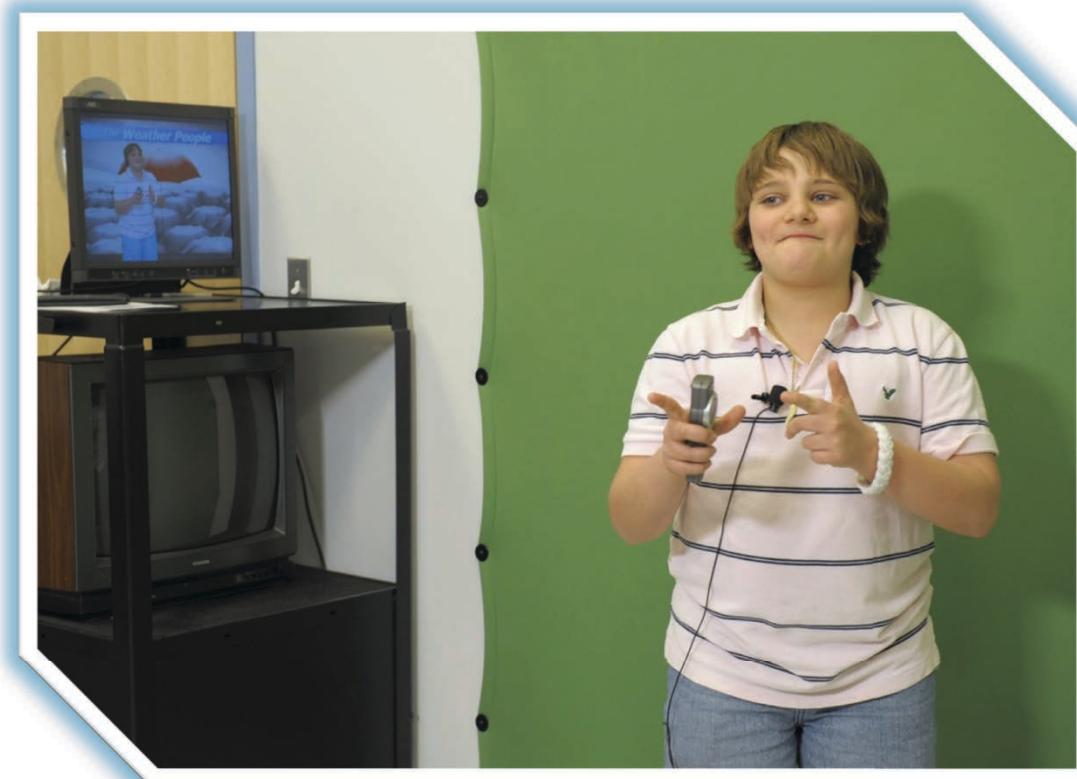
Role Models



Zachariah Silver
Doctoral student
U of Notre Dame

Kerri Copello
Weekend meteorologist
WFXL Fox 31 TV in Albany, GA

Junior Weather People



External Support



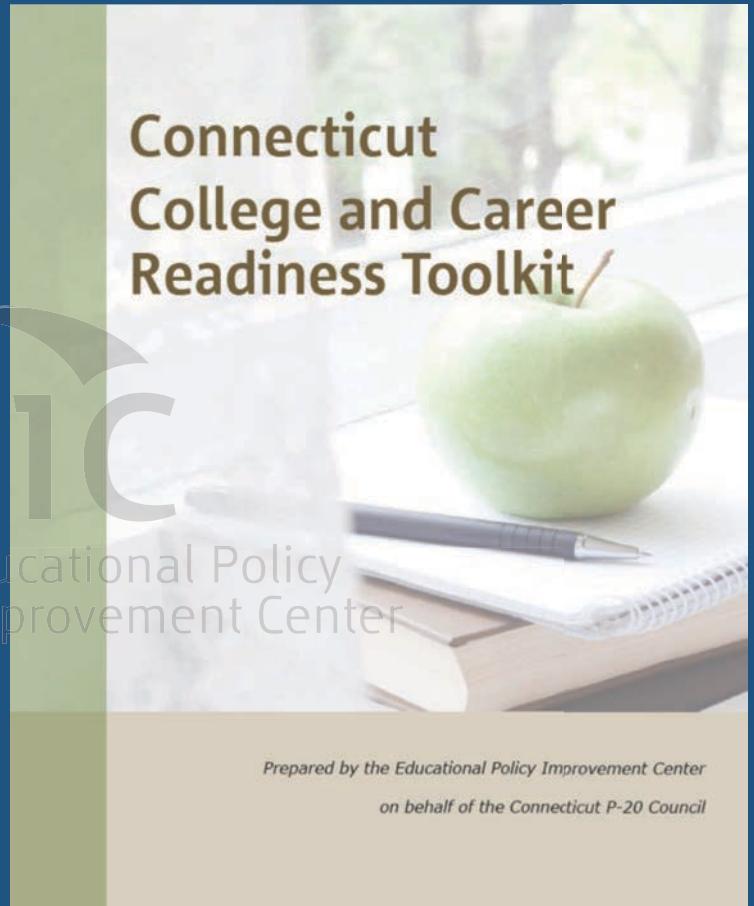
More information

<http://www.wcsu.edu/bridges>

Abbey Zink, Ph.D.
E-mail: zinka@wcsu.edu



Data-Driven Partnership Strategies



Why use data as a starting point for building partnerships?

- Data can help focus your conversations
- Data can help you identify the key indicators in need of improvement
- Data can help you prioritize your partnership efforts
- Data establish a baseline to measure progress in achieving goals and improving outcomes

What are the limitations of data?

- Most data available to educators focus primarily on Key Content Knowledge. They only serve as proxy measures for the other three Keys.
- Data that are not approached with a clear focus can be overwhelming.
- Data on their own do not have meaning. They require thoughtful analysis and interpretation in order to be actionable.



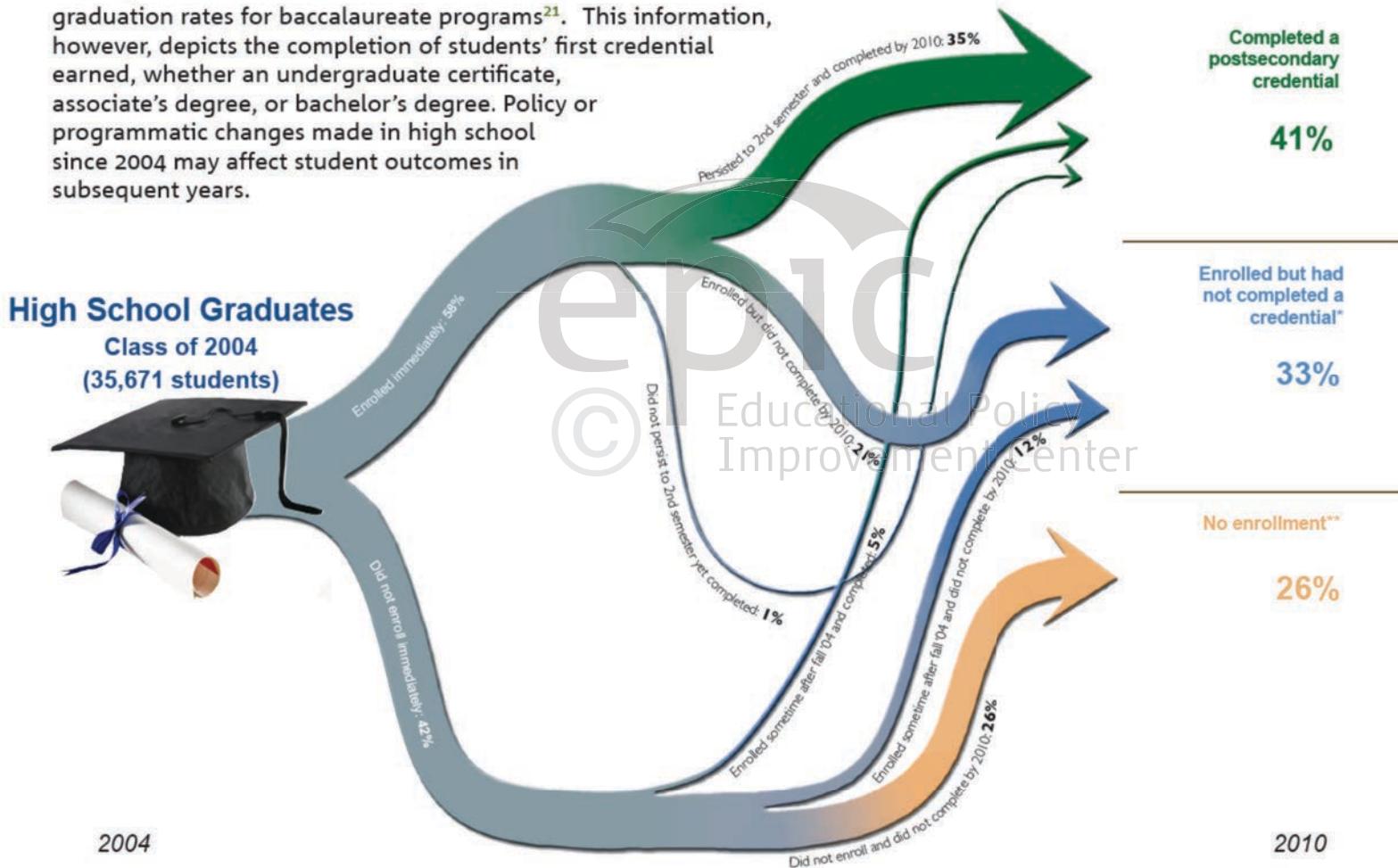
Data in the Toolkit

- High School Performance Indicators:
 - CAPT results
 - Graduation rates
 - Dual credit program participation
 - SAT exam scores
- High School and College Course Indictors
 - Course taking patterns
 - High school exit-level grades and college entrance grades comparison
- College Performance Indicators:
 - College enrollment, retention, and completion
 - Remedial and developmental education
- Career Indicators:
 - Employment by education level
 - Median income by education level
 - Occupations with most openings
 - Connecticut jobs in 2018



College Enrollment, Retention, and Completion²⁰

This figure displays the different routes taken by high school students from fall 2004 to six years later, August 31, 2010. This six-year timeframe for measuring graduation rates was selected because it is parallel to the timeframe used by the National Center for Educational Statistics to measure cohort based graduation rates for baccalaureate programs²¹. This information, however, depicts the completion of students' first credential earned, whether an undergraduate certificate, associate's degree, or bachelor's degree. Policy or programmatic changes made in high school since 2004 may affect student outcomes in subsequent years.

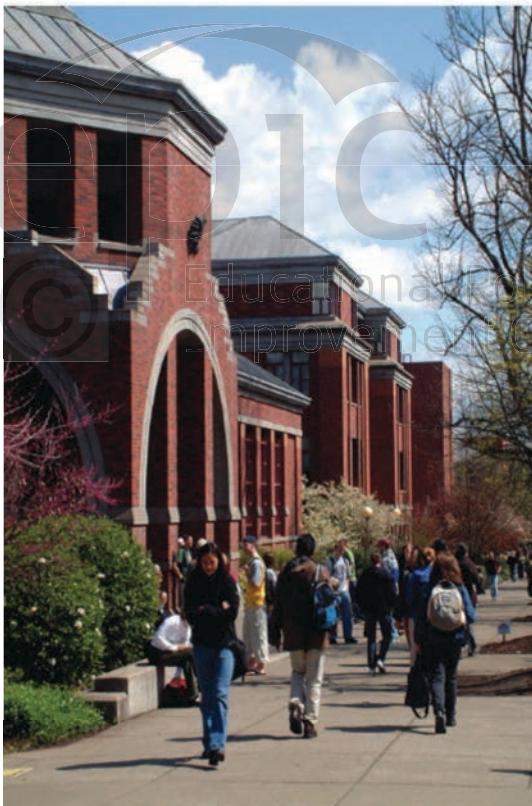


College Performance Indicators

Guiding Questions:

- How do local district data compare to the state in terms of college enrollment, retention and completion?

■ Guiding Questions will help prompt conversations about the data.



- What percent of students place into remedial-level courses or show other indicators of not being college ready?

- Is the rate of placement into remedial-level courses different across subgroups of students?

Conversation Point:

What are the typical reasons students place into remedial or developmental courses?

Partnership and Alignment Strategies



EPIC
Educational Policy
Improvement Center

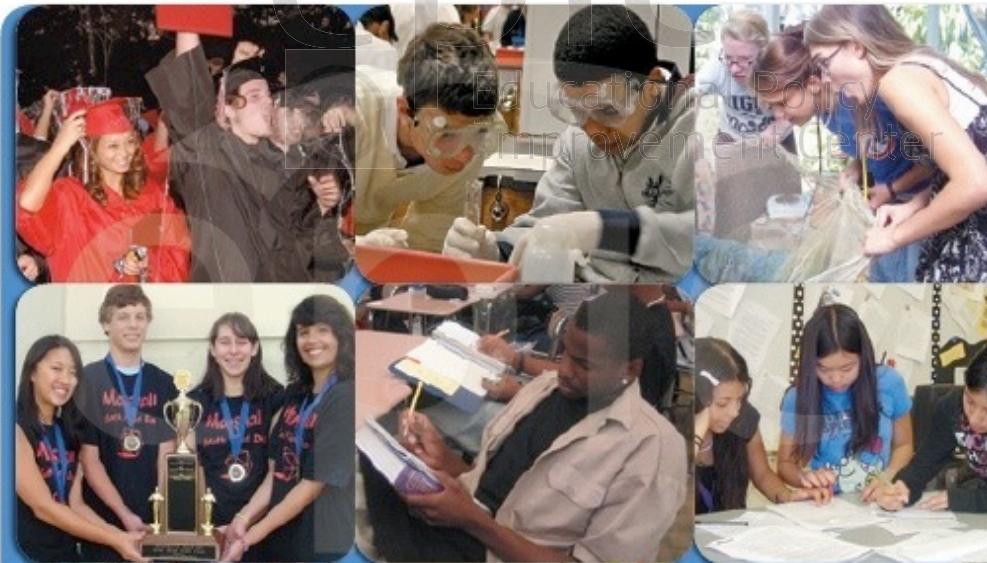
**[www.epiconline.org/publications/
college_readiness](http://www.epiconline.org/publications/college_readiness)**

Creating College Readiness

Profiles of 38 Schools That Know How

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Educational Policy
Improvement Center

Analyze

Featuring:

- School Diagnostic
- College Readiness Assignments

Analyze

Diagnostics

Student Performance Assessment

Student Profiles

Align

Course Design

Course Alignment

Course Pathways

Partner

Reference Documents

Paired Courses

Secondary-Postsecondary Connections

CollegeCareer-
Ready™

What *Isn't* Measured by Traditional Data Sets?

Key Cognitive Strategies		Key Learning Skills and Techniques
Problem Formulation	<ul style="list-style-type: none">• Hypothesize• Strategize	Self-Monitoring
Research	<ul style="list-style-type: none">• Identify• Collect	<ul style="list-style-type: none">• Goal-Setting Strategies• Persistence Strategies• Self-Awareness Strategies
Interpretation	<ul style="list-style-type: none">• Analyze• Evaluate	Study Skills
Communication	<ul style="list-style-type: none">• Organize• Construct	<ul style="list-style-type: none">• Test-Taking Skills• Note-Taking Skills• Group Skills• Time Management Skills• General Study Skills
Precision/Accuracy	<ul style="list-style-type: none">• Monitor• Confirm	

Key Transition Knowledge and Skills	
Academic Awareness	<ul style="list-style-type: none">• College and Career Preparation• College and Career Expectations
College Admissions Process	<ul style="list-style-type: none">• College Selection• College Application
College and Career Culture	<ul style="list-style-type: none">• College Awareness• Career Awareness
Tuition and Financial Aid	<ul style="list-style-type: none">• Financial Aid Awareness• Tuition Awareness

Overview of the School Diagnostic

- Online diagnostic
 - Administered to students, teachers, counselors, administrators
 - Assesses what is happening in classrooms and schools in terms of KCS, KCK, KLS&T, and KTK&S, as well as the extent a school emphasizes CCR
 - To date used in 52 schools, with over 50 schools scheduled for Fall 2011
- Reports provide unique data
 - Areas of strength and where schools can do more to improve college readiness
 - Student aspirations for after high school
 - Discrepancies between staff and student perceptions
- Results include recommendations and resources targeted to areas identified for additional emphasis

The screenshot displays the CollegeCareerReady School Diagnostic interface. At the top, a banner reads "SCHOOL DIAGNOSTIC" and "School Diagnostic". Below it, a "Welcome!" message states: "The Diagnostic will ask questions about the activities and learning opportunities at your school. We will use your responses to help you...". A "Survey" button is shown on a clipboard icon.

The main content area includes:

- High School Students**: A section titled "Key Cognitive Strategies" with a statement: "Successful college students and employees are able to use hypotheses right for a problem, and they think about their...".
- Diagnostic Progress Report**: A table showing participation numbers by role and grade.
- Resource Bank**: A search bar and a list of resources aligned with the Four Dimensions of college and career readiness.
- School Diagnostic Reports**: A summary message: "Congratulations! Your school has completed the CollegeCareerReady™ (CCR) School Diagnostic, showing your school's commitment to preparing students to succeed after graduation. This website allows you to view reports representing responses provided by students, teachers, counselors, and administrators in your school. Use these reports to identify the key components of college and career readiness in your school and those in which there is room for improvement." Below this are three cards: "Participants" (hands), "Aspirations" (pie chart), and "Results" (magnifying glass).

Diagnostics: College and Career Readiness Assignments

College readiness assignments contribute to college and career readiness because they:

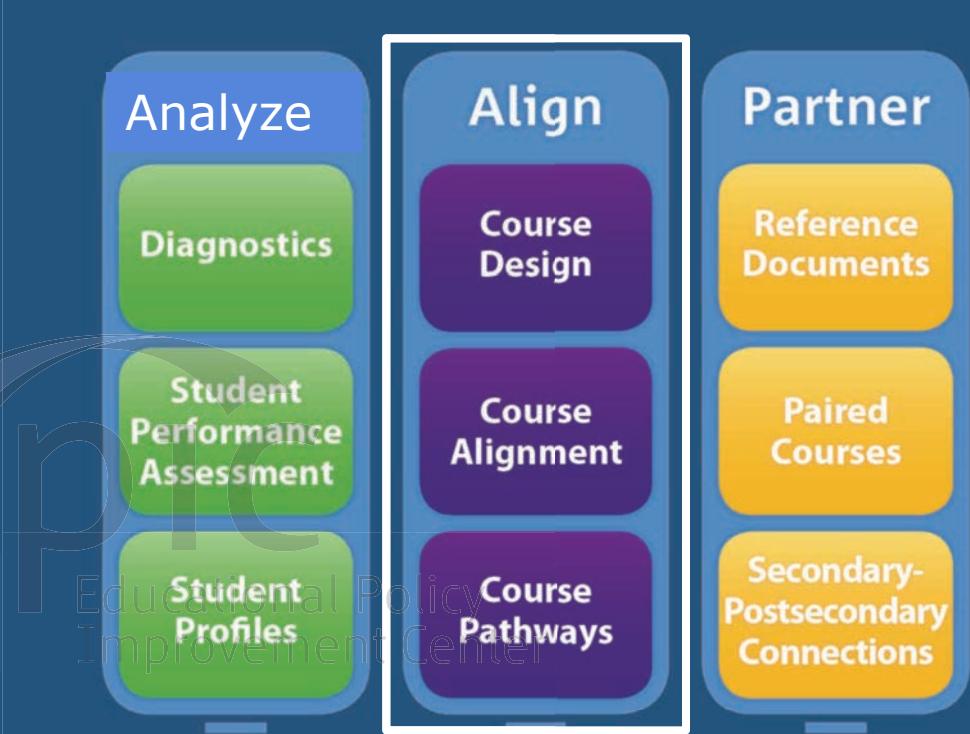
- Require students to produce original work (performance assessment)
- Are mapped to college and career readiness standards
- Reflect the demands postsecondary assignments
- Reflect the scoring criteria of postsecondary assignments

<https://www.epiconline.org/texas>

CollegeCareerReady™ Align

Featuring:

- Course Design
- Course Alignment
- Course Pathways



CollegeCareer- Ready™

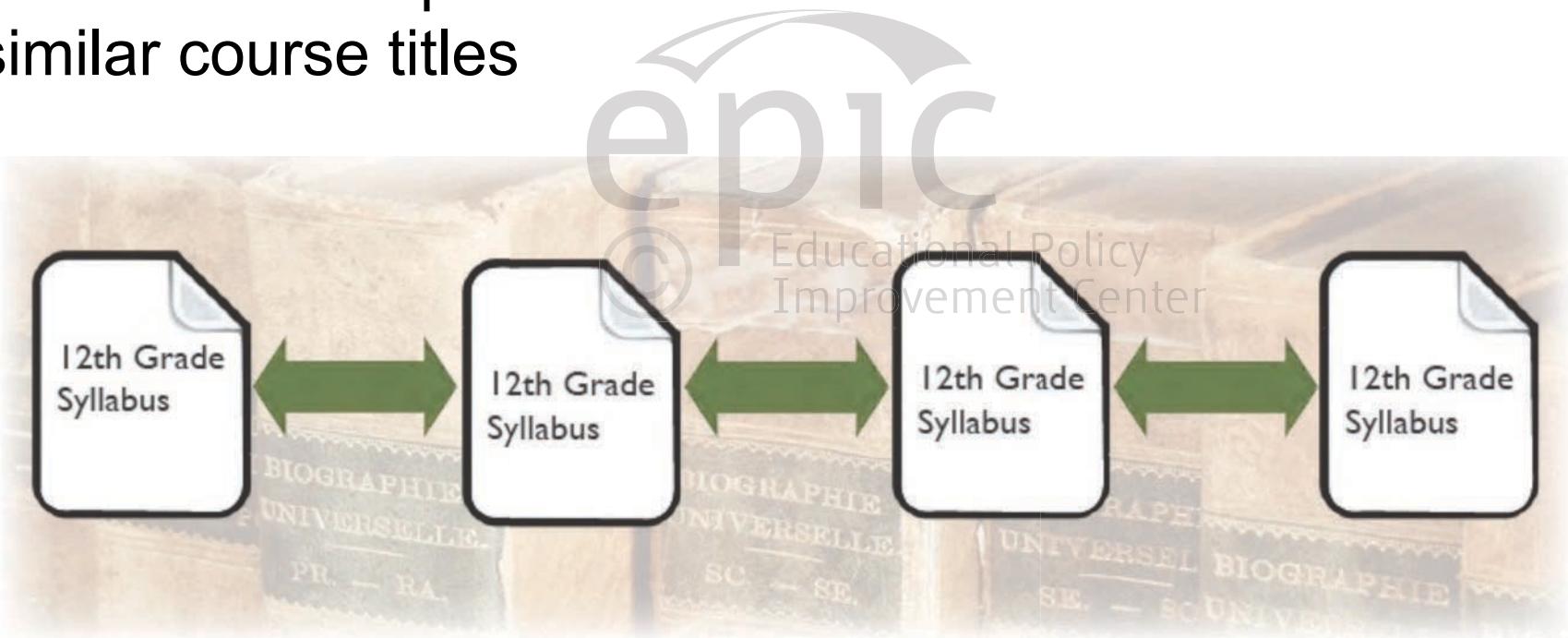
Vertical Alignment

Curriculum design that builds logically upon the performance expectation and content covered in each course and moves students along a college and career readiness trajectory



Horizontal Alignment

Curriculum design efforts to bring consistency to the performance expectation and content covered across similar course titles



Alignment: Course Syllabi

A high quality course syllabus includes:

- Assessments planned for each unit and their weight relative to course grade
- Classroom policies
- Course objectives
- Course schedule
- Grading policies



Alignment: Course Syllabi

A high quality course syllabus includes:

- Homework and assignments assigned for each unit and its weight relative to course grade
- Prerequisite knowledge and skills necessary for success
- Required texts
- Standards covered in each unit
- Teaching methods employed
- Unit descriptions broken down by topic



https://www.epiconline.org/college_ready_resources

<https://www.epiconline.org/maine/>

Alignment: Paired Courses

Paired courses are both a partnership and an alignment strategy because they:

- Are co-developed exit-level high school and entry-level college courses
- Place emphasis on continuity and coordination in grading practices, pacing, and content coverage
- Feature course documents developed by design teams of secondary and postsecondary instructors

https://www.epiconline.org/south_carolina

Alignment: Pathways In Action

- Results of syllabus reviews are put into the Pathways system
- Administrators choose four-year combinations of courses in a particular content area
- The software evaluates pathways to measure opportunity to learn

The following pathways provide opportunity to learn all of the Maine Learning Results for English Language Arts:

Year 1	Year 2	Year 3	Year 4	Year 5
English I	English II	English III	English IV	View Analysis

The following pathways do not provide opportunity to learn all of the Maine Learning Results for English Language Arts:

Year 1	Year 2	Year 3	Year 4	Year 5
Honors English 9	Micro Economics	Mythology	Mythology II	View Analysis
English I	Honors English 10	English II	Poetry	View Analysis
			AP Eng Lang & Comp	View Analysis

Alignment: Summarizing Pathways

The Pathway Summary report allows schools to easily identify where standards and components are taught

Pathway Summary					
English Language Arts Performance Indicators	English I	English II	English III	English IV	Pathway Confirmed
A1: Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency	●	●	●	●	●
A2: Literary Texts	●	●	●	●	●
A3: Informational Texts	●	●	●		●
A4: Persuasive Texts					●
B1: Interconnected Elements					●
B2: Narrative					●
B3: Argument/Analysis					●
B4: Persuasive			1 out of 2 A3: Informational Texts scoring components have been confirmed for English II.		●
B5: Practical Application			<input checked="" type="checkbox"/> Students evaluate the effectiveness of ideas presented in informational texts. <input checked="" type="checkbox"/> Students evaluate the effectiveness of a text's features and structures.		●

✓ OK

CollegeCareerReady™ Partner

Featuring:

- Paired Courses
- Secondary-Postsecondary Connections



Partnership: South Carolina Course Alignment Project

- Align exit-level high school courses with entry-level college courses.
- Reduce need for remedial college courses.
- Improve student opportunity to place into credit-bearing courses.
- Ensure that students who want to go to college have the required skills to succeed.



Video: Creating Stronger High School- College Partnerships

Overview of the
South Carolina Course Alignment Project



Action Planning



Suggestions for Getting Started

- Identify a reporter who can share with the larger group at least one take-away or next step.
- Identify a discussion leader.
- Identify a timekeeper who can help the group proceed productively.
- If your group is a relatively new partnership, take stock of current efforts.
- If your group has a pre-existing partnership, decide if you want to use this opportunity to move forward on a pre-existing goal.



Steps to Action Planning

- This document details each step and will guide you throughout the process

Planning Steps Maximizing Partnerships for the Future

1. Analyze.

Review state and district level data to determine areas in need of improvement, and to establish a baseline to measure improvement.

2. Prioritize.

Select and prioritize college and career readiness goals. Take into consideration the most pressing needs in your region or institution.

3. Map.

Identify potential partnership activities to address your goals. Map activities to the Four Keys to College and Career Readiness. Doing this will allow you to create an action plan that reflects a comprehensive approach.

Analyze

- This step asks you to look at data in your state to determine areas most in need of improvement

Analyze.

Review state and district level data to determine areas in need of improvement, and to establish a baseline to measure improvement.



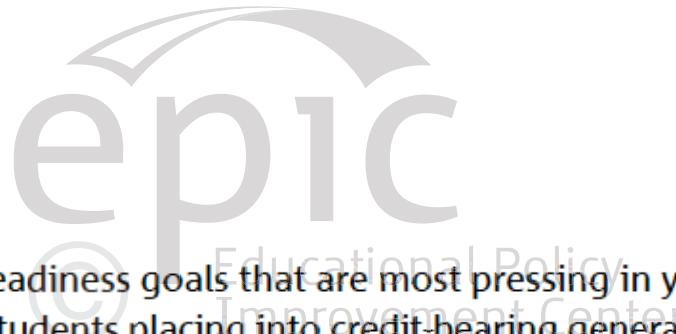
Prioritize

- This step asks you to select strategies or interventions that address issues most pressing in your region

Prioritize.

Prioritize the college and career readiness goals that are most pressing in your region.

Example: Increase the number of students placing into credit-bearing general education courses.



Map

- This step allows you to visually map strategies and interventions onto the four dimensions of college readiness

Map.

Identify new or existing partnership activities to address your goals.
Map them to the Four Keys to College and Career Readiness in the table below.

Key Cognitive Skills

Example: CollegeCareerReady™ School Diagnostic

Key Content Knowledge

Example: Compare syllabi

Key Learning Skills and Techniques

Example: Monitor student use of day planners

Key Transition Knowledge and Skills

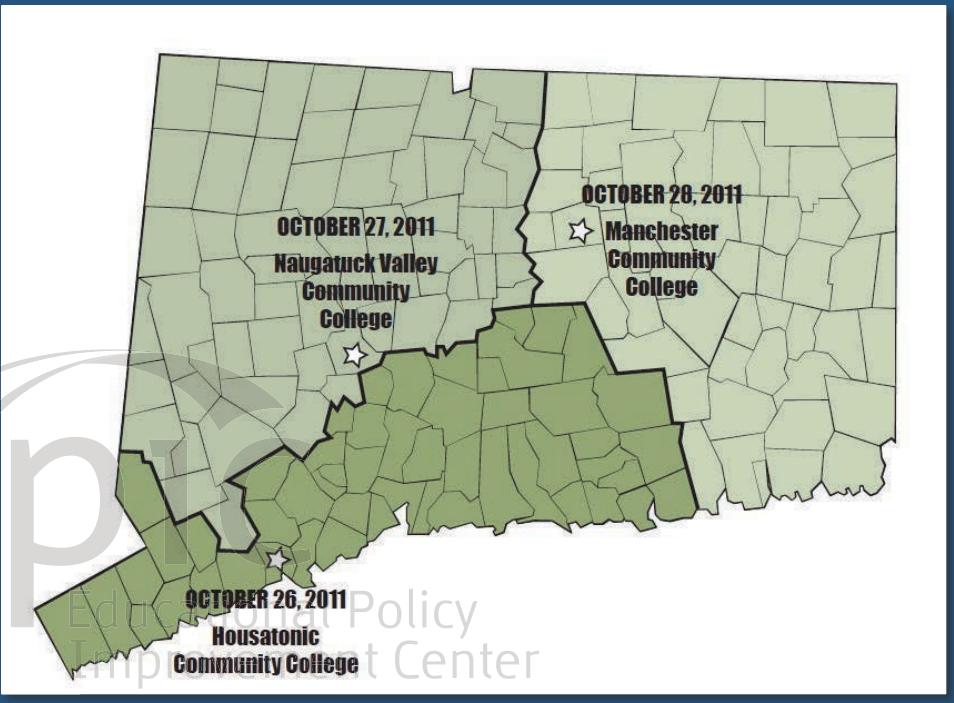
Example: Invite high school alumni to speak to current students about college experiences

Plan

- This document requires you to examine the reality of implementing each prioritized intervention and identify all the steps of the action planning process



For More Information About the P-20 Council



www.ctregents.org/p20

For More Information

Educational Policy Improvement Center

1-877-766-2279

Visit: www.epiconline.org

Email: charis_mcgaughy@epiconline.org

