

NCEA

NATIONAL CENTER
FOR EDUCATIONAL
ACHIEVEMENT

Growing
Opportunities
for All Students



Defining the Path to College and Career Readiness: Bringing Academic Preparation and Course Rigor Together



Lisa Nguyen

Webinar Moderator

National Center for Educational Achievement



Efrain Mercado

Director of Outreach

National Center for Educational Achievement

The Big Question

What can we do to help prepare
our students for life after
high school?

Agenda

1. How prepared are our students?

- Quick quiz
- Facts

2. What can we do?

- College and Career Readiness (CCR) Targets and the CCR Ramp
- NCEA's Core Practice Framework

3. How can we do it?

- Examples from schools

4. Q & A

Quiz:

Are our students prepared?



Question 1

True/False

If a student completes 3 years of mathematics (1 year of algebra, 1 year of algebra 2, and 1 year of geometry), he or she will have a strong likelihood of graduating college and career ready.

False. Only 16 percent of students will reach college and career readiness (CCR)*.

*ACT. (2007). *Rigor at Risk: Reaffirming Quality in High School Curriculum*.

Retrieved January 30, 2009 from

http://www.act.org/research/policymakers/pdf/rigor_report.pdf

Question 2

Multiple Choice

More low-income students are taking AP courses. Of these students, what percentage are passing the exam?

- A) About 75%
- B) About 50%
- C) About 25%
- D) About 15%

A close-up photograph of a hand holding a pen, filling out a multiple-choice test form. The form has several questions, each with four options (A, B, C, D) in boxes. The hand is currently marking the 'B' option for question 3. The background is slightly blurred, showing more of the test form.

- **Actual number is 13%***

- **1 in 7 low-income students pass the AP exam**

*Dougherty, C. & Mellor, L. (in press). *Preparing Students for Advanced Placement: It's a P-12 Issue*

Question 3

True/False

Academically rigorous courses in high school will make more students college and career ready.

True and False. This is only part of the solution. Students must be prepared for these challenging courses starting back in their early elementary education and building forward each year.

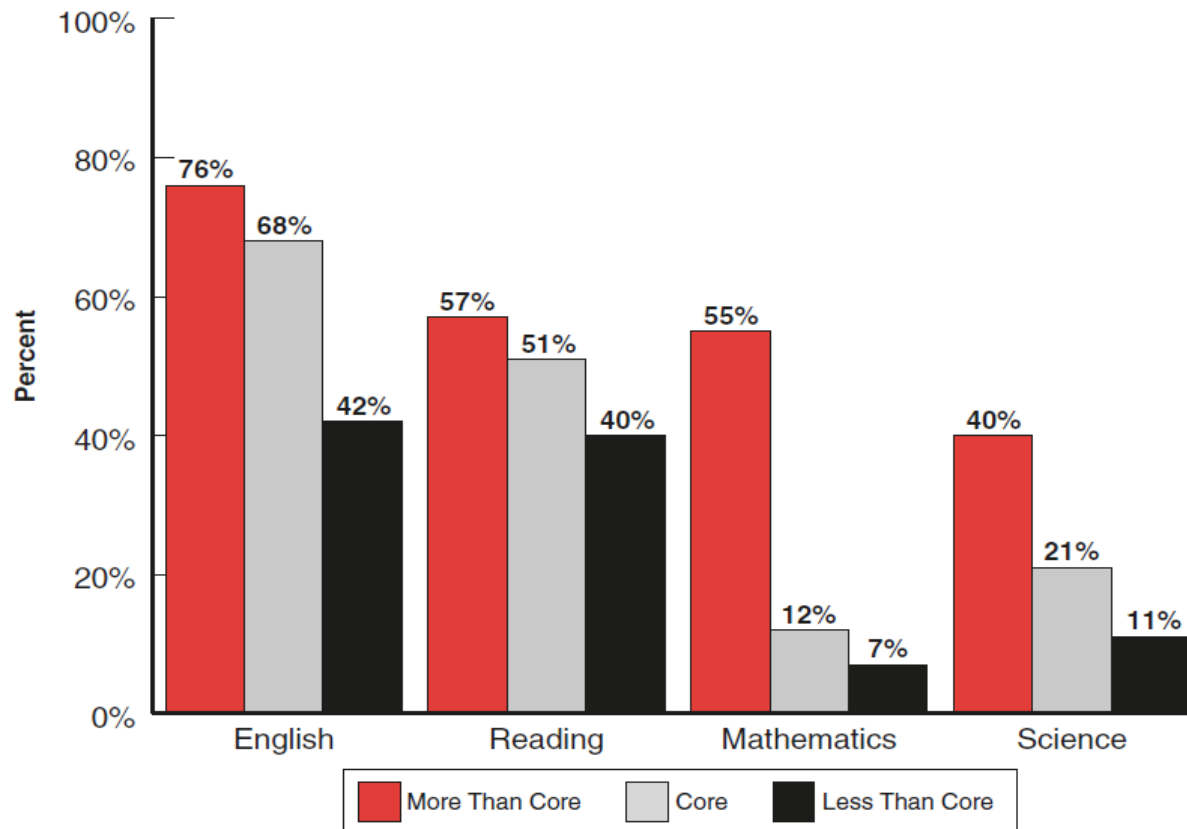
Current Situation

- Students, especially those who are of a disadvantaged population, are entering high school with poor academic preparation.*
- This not only prevents them from reaching college and career readiness but also makes it difficult for schools to accommodate to their needs.

*Balfanz, R., McPartland, J., & Shaw, A. (2002). *Re-conceptualizing Extra Help for High School Students in a High Standards Era*. Retrieved January 22, 2009, from <http://www.csos.jhu.edu/pubs/edweek/Reconceptualizing.pdf>

Current Situation

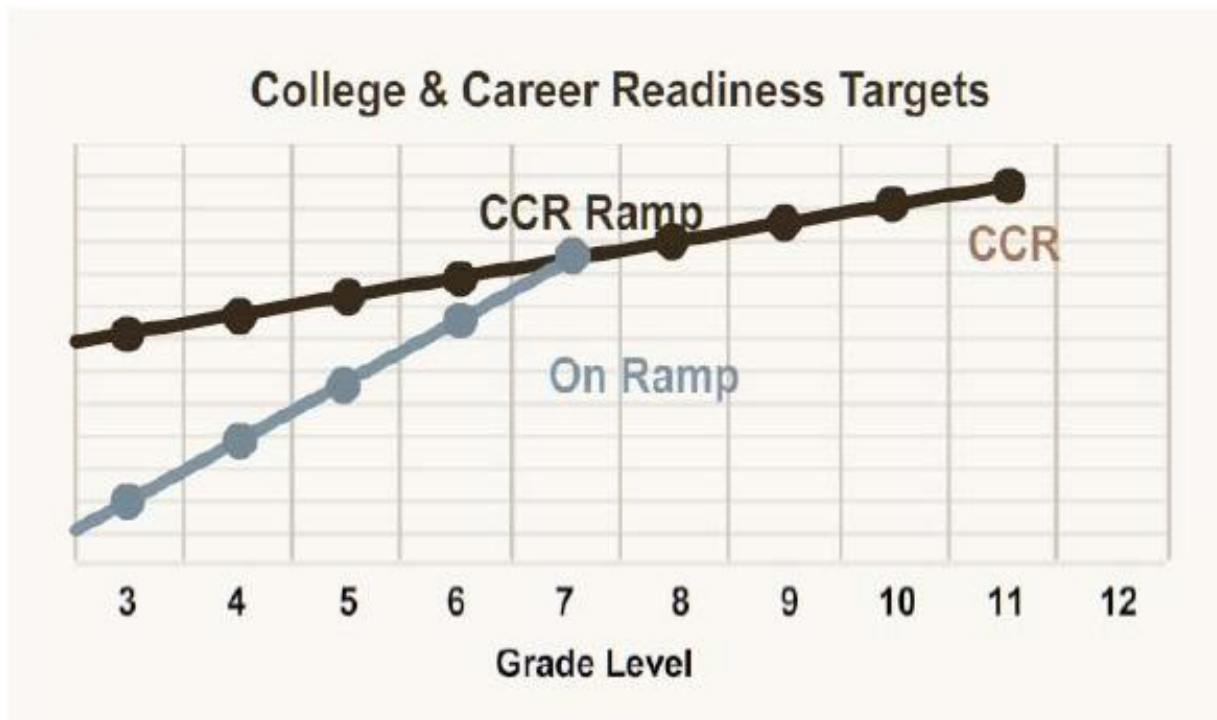
Percent of Students Meeting ACT College Readiness
Benchmarks by High School Curriculum, 2009



*ACT. (2009) *The Condition of College Readiness*. Retrieved March 1, 2010, from <http://www.act.org/research/policymakers/pdf/TheConditionofCollegeReadiness.pdf>

What can we do?

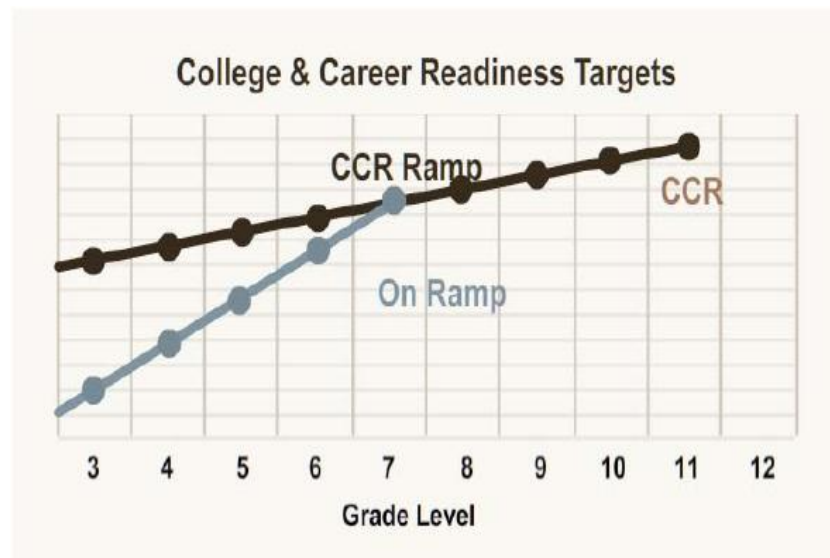
Identifying College and Career Readiness Targets



Identifying College and Career Readiness Targets

How does NCEA do this?

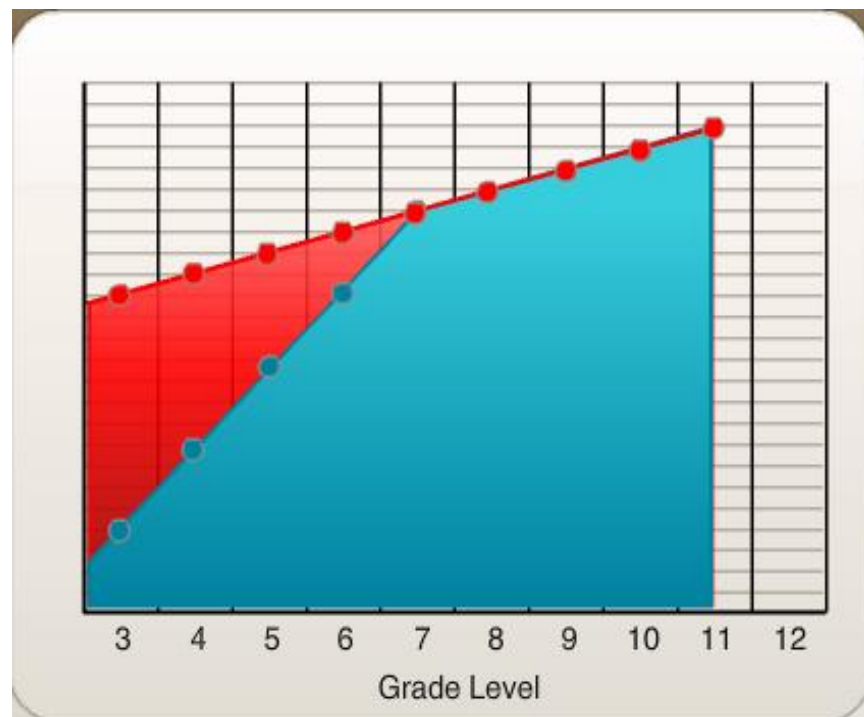
1. Linking to ACT College Readiness Benchmarks
2. Backwards-Mapping the Target
3. Establishing yearly growth goals for students

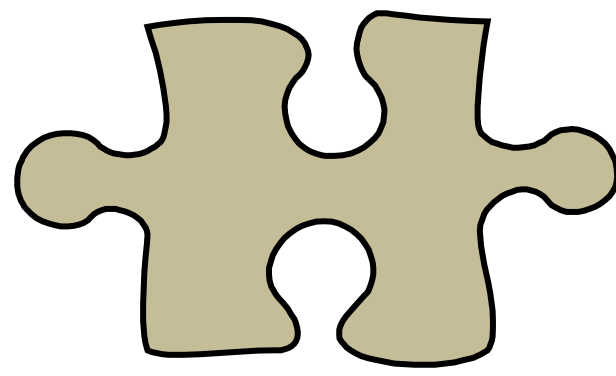
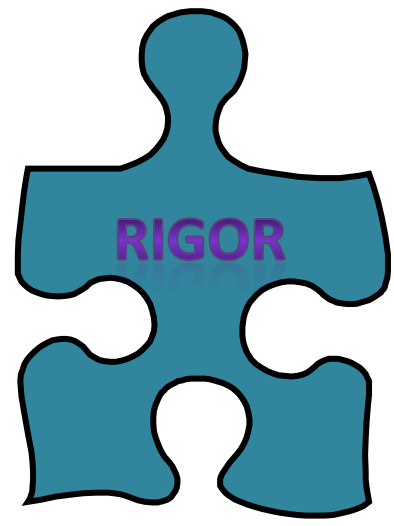


The College and Career Readiness (CCR) Ramp

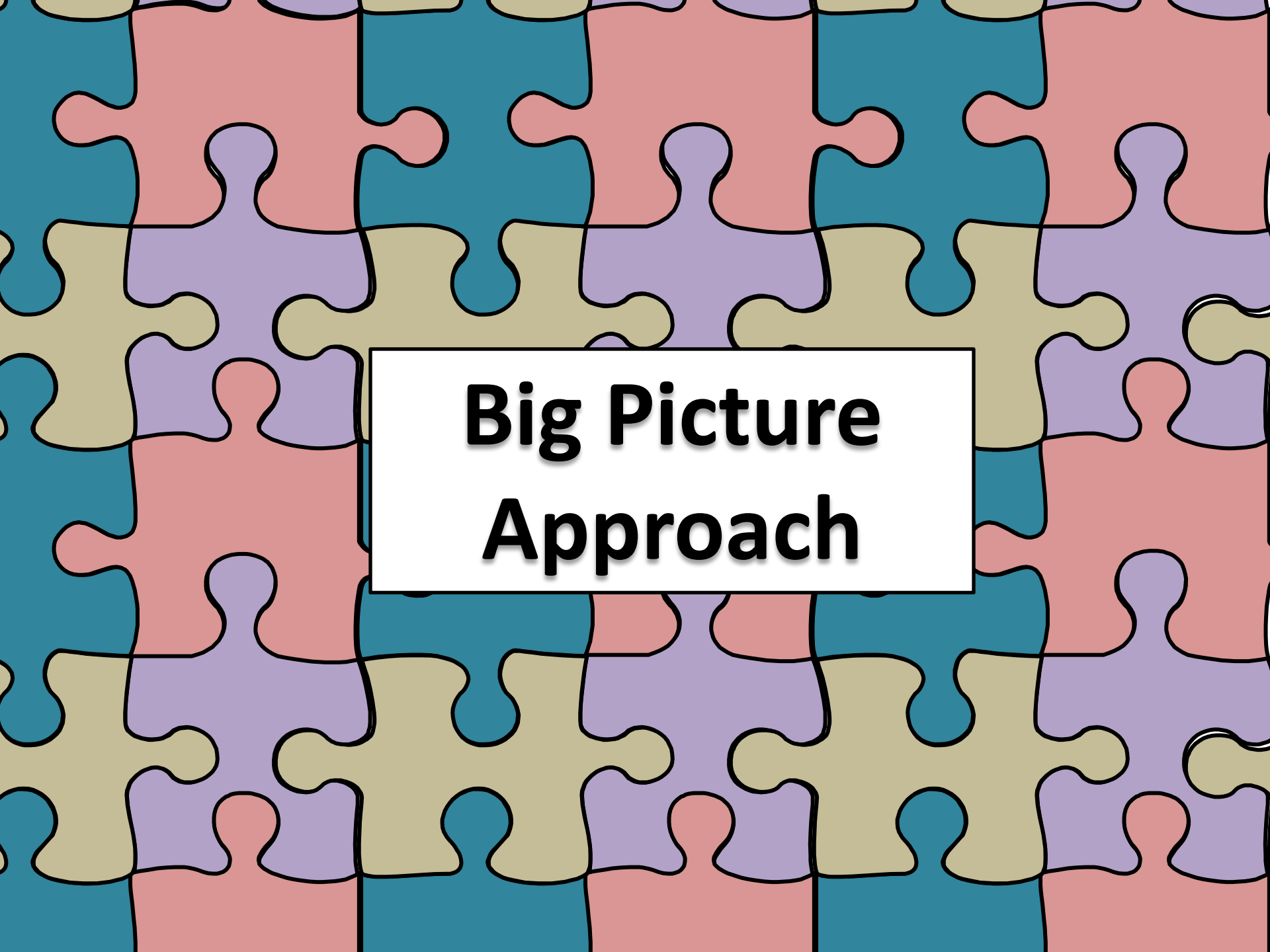
NCEA's CCR Ramp is a defined path to get students to college and career readiness.

- Students on the ramp must experience average growth to stay on the ramp.
- Students below the ramp must achieve faster than average growth.



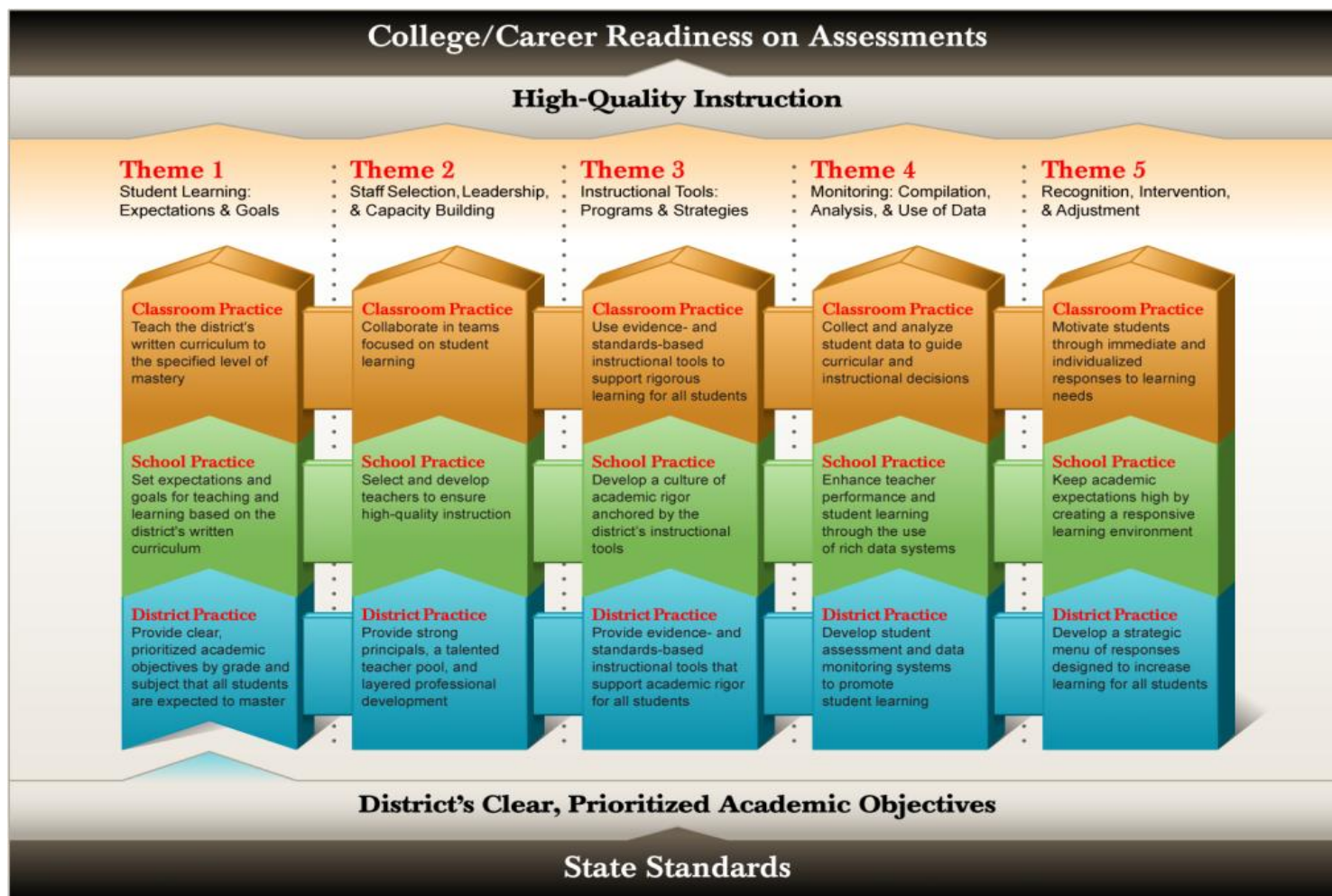


- Courses must be academically rigorous.
- We must prepare our students for these courses.
- We must begin this process in early education.



Big Picture Approach

The Core Practice Framework



The Core Practice Framework

Theme 1

Student Learning:
Expectations & Goals

District Level

Provide clear, prioritized
academic objectives by grade
and subject that all students
are expected to master

The Core Practice Framework

Theme 1
Student Learning:
Expectations & Goals

District Practice
Provide clear, prioritized
academic objectives by
grade and subject that
all students are expected
to master

Critical Actions for this Practice: 1 2 3 4 5

The Core Practice Framework

Theme 1

Student Learning: Expectations & Goals

District Level

Provide clear, prioritized academic objectives by grade and subject that all students are expected to master

Critical Action 1

The superintendent and district leaders ensure the presence of a written district curriculum – the academic objectives specifying what students are to know and be able to do by grade and subject .

The screenshot displays the 'The Core Practice Framework' interface. At the top, it shows 'Theme 1 Student Learning: Expectations & Goals' with a decorative graphic of five colored blocks (orange, green, blue). Below this, a large blue ribbon graphic contains the number '1' and the text 'District Practice: Provide clear, prioritized academic objectives by grade and subject that all students are expected to master'. A callout box points to this ribbon, containing 'Critical Action 1: The superintendent and district leaders ensure the presence of a written district curriculum--the academic objectives specifying what students are to know and be able to do by grade and subject.' At the bottom, a row of five numbered buttons (1-5) is labeled 'Critical Actions for this Practice:'. The first button is highlighted.

How do we do this?

Elementary School Example

The screenshot displays a web interface titled "The Core Practice Framework". At the top left, there is a navigation bar with "Theme 1" and "Student Learning: Expectations & Goals". Below this, a large blue banner labeled "District Practice" contains the text: "Provide clear, prioritized academic objectives by grade and subject that all students are expected to master". To the right of the banner is a callout box for "Critical Action 1" which states: "The superintendent and district leaders ensure the presence of a written district curriculum--the academic objectives specifying what students are to know and be able to do by grade and subject." Below the banner is a row of five numbered buttons (1-5), with button 1 highlighted. On the right side of the interface, there is an "Examples" section with two tabs: "Elementary School" (selected) and "Secondary School". The "Elementary School Example" text reads: "The curriculum in Lockport was developed by central office staff and refined by teachers. Based on the states standards documents but made more specific and user friendly, its development began with district-wide conversation addressing the language and philosophy of a standards-based curriculum. Guided by the director of elementary education (who is also an elementary principal), committees discussed the nature of standards-based instruction and examined their own practice for alignment with the standards. According to the director, the standards changed the look of what children should be doing in the classroom. What children and teachers were doing had to change, and the evidence became important. Finally, for each subject area, every teacher was given the list of performance indicators for each standard on a computer disk and asked to indicate the degree of proficiency that was expected of students at that grade level (developing, proficient, or application). Consensus expectations were added to the chart and became the common set of learning objectives to be used for planning and instruction throughout the district. The objectives, which are periodically revisited and revised, are supplemented by suggested activities and lists of resources." At the bottom of the example text, it says "[Charles A. Upson Elementary School, MA]".


Takeaways

- The district ensured a written district wide curriculum.
- The district wide curriculum was developed with collaboration between all three levels of their system (classroom, school, and district).
- Each educator had a common set of learning objectives to be used for planning and instruction throughout the district.

Secondary School Example

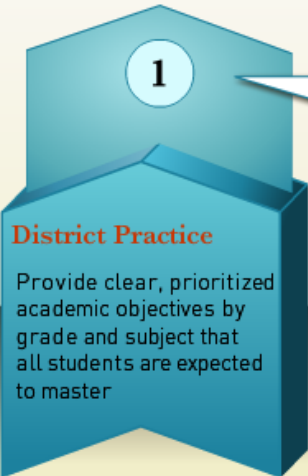
The Core Practice Framework

Theme 1
 Student Learning:
 Expectations & Goals



Examples

Elementary School
 Secondary School



District Practice

Provide clear, prioritized academic objectives by grade and subject that all students are expected to master

Critical Action 1

The superintendent and district leaders ensure the presence of a written district curriculum--the academic objectives specifying what students are to know and be able to do by grade and subject.

Critical Actions for this Practice: 1 2 3 4 5

Secondary School Example:

All schools in the Lowell Public Schools follow the district curriculum, which aligns closely with the Massachusetts state standards. In Massachusetts, the state standards are known as the Massachusetts Curriculum Frameworks. District curriculum specialists add detail to the state standards by defining what should be taught and learned in each grade. Explained a district administrator: The curriculum frameworks are a big umbrella. Its the job of the school district to break down the standards by grade level. A school administrator noted that the tightening of curriculum is the biggest district-wide reform of the last five years. In the past, each school developed its own curriculum and selected its own instructional materials. Another administrator observed: The district has always had high student mobility, and a student might switch schools and be on a totally different scope and sequence after switching. Each school was an island, and this did not serve students well. Under the current district curriculum program, all core content-area teachers use the same pacing guides, scope and sequence documents, and instructional materials. Said one math teacher: In math, the entire curriculum is aligned, and the district gives you standards, objectives, and key vocabulary for each unit along with the scope and sequence. Everyone does the same thing, at the same time, using the same curriculum materials.

[Pyne Arts Magnet School , MA]

Takeaways

- District curriculum specialists analyze state standards and define what should be taught and learned in each grade.
- Core Content teachers are provided common resources from the district.

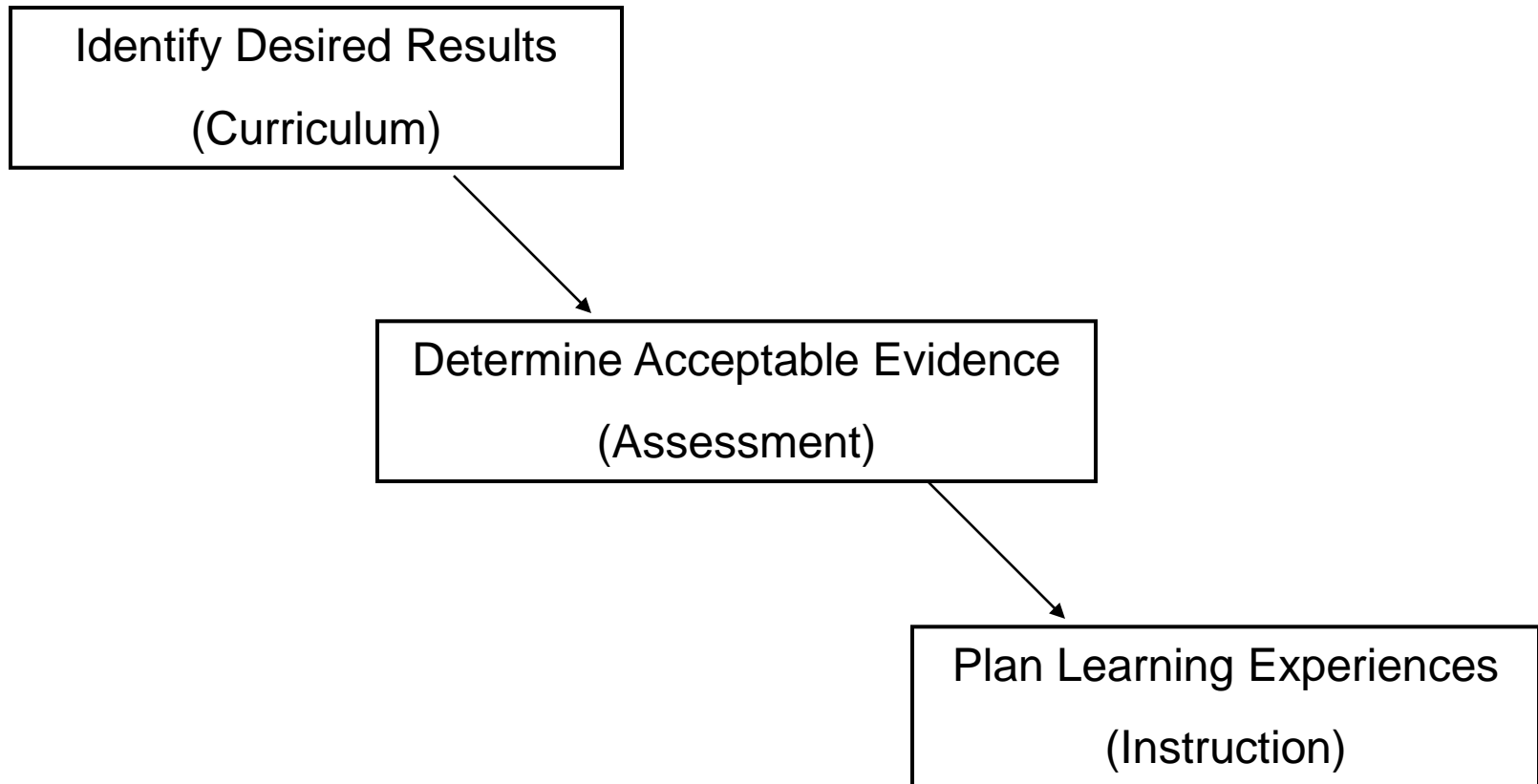
PUHSD Mission

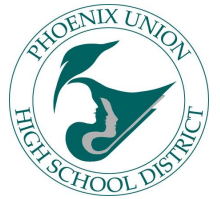
Preparing every student for
success in college, career, and life.





Design Process for Math....





Curriculum....

What do we want our students to know and be able to do?

- We need a specific blueprint for learning.
- Derived from content and performance standards.
- Forms a framework for ***understanding*** for students and teachers

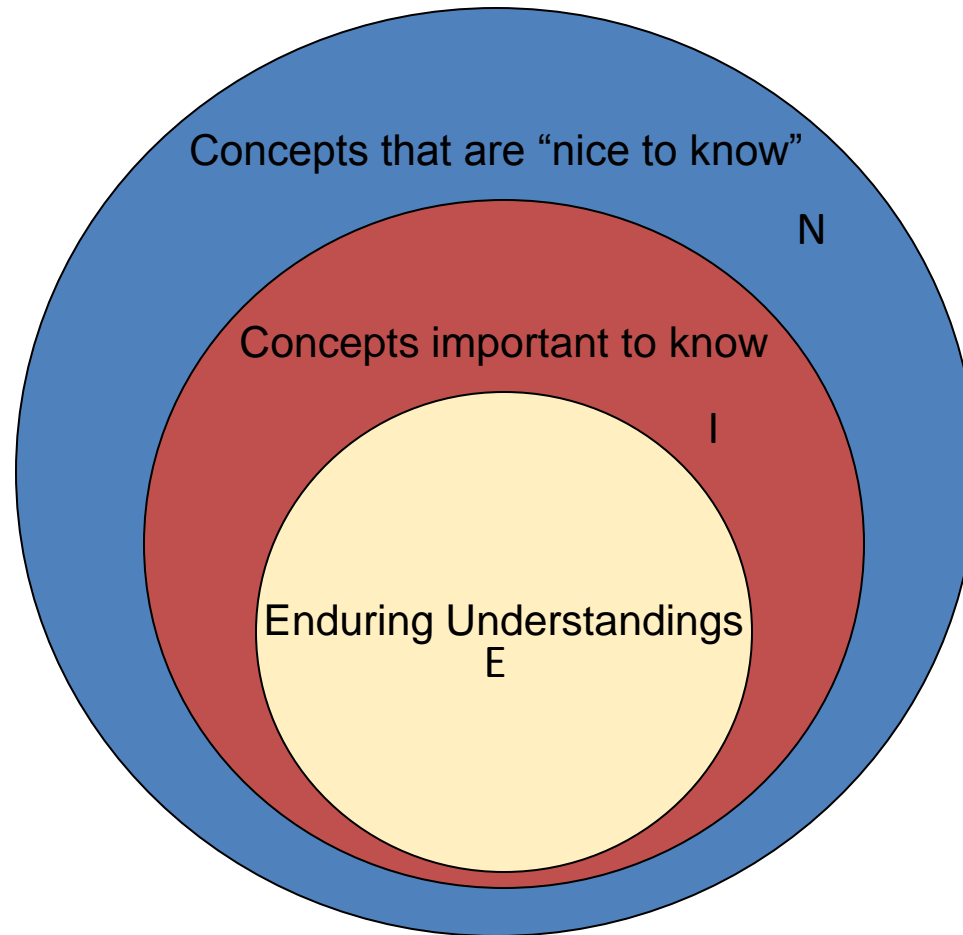


Power Standards Are....

- The big ideas: the prioritized standards that we want students to master
- Skills and concepts needed to master for next course(s)
- “Safety-net” of standards that have to be taught
- Need to know vs. Nice to know



Enduring Understanding Is....





Curriculum....

Step 1: Determine the Power Standards

When looking at each AZ standard:

- Does it endure ?
- Does it have leverage across disciplines?
- Does it prepare students for the next level ?

1. Sort the standards into course level.
2. Compare your list with your team. Does it compare?
3. Build vertical flow.
4. Label: **E**, **I**, or **N**



Curriculum....

Step 2: Unwrap the standards

Carefully examine each Power Standard for skill and concept:

- Circle the verbs (skills)
- Underline the important noun phrases (concepts)

1. Create a [graphic organizer](#) for each concept unit that represents the skills and concepts included in the power standards.



Curriculum....

Step 3: Write the essential questions

These are the focus questions for the unit that are derived from the enduring understandings

- Guides development of instruction and assessment
- Challenges students to determine an answer in their own words

1. Complete [graphic organizer](#) for each concept unit.
2. Ultimate goal: Students should be able to answer the essential questions with the big ideas expressed in their own words.



Assessment....

- How will we know our students have in-depth understanding of the Power Standards?
 - Final Exam, AIMS, SAT/ACT(summative)
 - Formative (daily assessments, unit exams, projects...)



Final Products

- AZ State standard alignment
- Power Standards with student friendly learning targets
- Unwrapped standards on Concept Unit Map (refrigerator version)- this includes a scope and sequence
- Assessments (CRTs, unit assessments)

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Q & A

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**Thank you for attending our
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Contact:
Efrain Mercado
emercado@nc4ea.org
512.320.1800

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