Future-Ready Core and Post-Secondary Readiness: Staff Recommendations

August 2010
GCS 3 Discussion Session
Agenda

Post-Secondary Recommendation 10 min
Future-Ready Recommendation 10 min
Student Accountability Recommendation 10 min
Simulation Plan and Formal Feedback 5 min
Feedback says:

Superintendents, C & I, Teachers, Principals:
Support usable assessment of post-secondary readiness; some want choice.

“Need flexibility to take what is appropriate.”

“...these assessments are not equivalent [ACT, WorkKeys, SAT, etc]...Will a school benefit from having a different percent of students taking WorkKeys compared to ACT and SAT?”

“I would love to see everyone take the ACT and the WorkKeys both. This will prevent students from being tracked.”
Feedback says:

**Business (NCBCE):**
Generally supportive of the ACT/WorkKeys use.

“I personally very much like the mix of a traditional academic test combined with a more real-work-world approach.”

“These examples are good. They require good reading, math and, very importantly, critical thinking skills.”
Feedback says:

SBE Members:
Support for requiring both ACT and WorkKeys. Some members still struggling with excluding choice.

“I support [both]. I realize that every student will not see the relevance of these assessments but I am absolutely certain that somewhere down the line, these scores will be used by most of the graduates.”

8/27/2010
Recommendation:

Administer ACT and WorkKeys to all students as part of the new accountability model.

Rationale:

- Sets the same standard for all students
- Gives all students options post-graduation
- Results are usable and transportable
- Avoids possibility of tracking students
Post-Secondary Readiness

Why both tests?

• Different uses
• Different content

Start of Sample Reading Passage

ACT

“Clifford Jackson, or Abshu, as he preferred to be known in the streets, had committed himself several years ago to use his talents as a playwright to broaden the horizons for the young, gifted, and black—which was how he saw every child milling around that dark street. As head of the community center he went after every existing grant on the city and state level...”

WorkKeys

“From: J. Kimura, Senior Vice President of Molten Metals, Inc. To: All e-mail users at Molten Metals, Inc.

To permit our employees to communicate directly with one another as well as with vendors and customers, Molten Metals, Inc. provides a network of e-mail accounts. Access to e-mail is at the sole...”
Post-Secondary Readiness

Cost Estimates
• 4.5 m for every 11th grader to take both assessments

Possible Avenues to Securing Resources
• Legislative outreach
• Grant funding
• Reallocation

8/27/2010
Measuring post-secondary readiness in the new accountability model raises expectations for all students.
Agenda

Post-Secondary Recommendation 10 min

Future-Ready Recommendation 10 min

Student Accountability Recommendation 10 min

Simulation Plan and Formal Feedback 5 min
Assumption: We are measuring the Future-Ready Core *policy* and the course-taking requirements the policy defines.
Feedback says:

Superintendents, C & I, Teachers, Principals:

- Some requested more than Algebra II (“should include English, Social Studies, Math, Science…”)
- Some expressed concern about whether Algebra II needs to be the standard for all students
“If there is no external measure of rigor then the measure cannot be used – [the original intent was] to count ALL Algebra II attempts – unsuccessful ones and successful (passes) ones would be counted for the school....as a measure of the school’s scheduling patterns for rigorous instruction on the premise of familiar AP research that shows that students gain from being in rigorous classes even if they don’t pass them the first time...”
Recommendation:

Count the number and % of students who meet the Future-Ready Core mathematics sequence as written in policy.

Rationale:

- Measuring course-taking is an important addition to achievement and graduation rate
- English, Social Studies and Science course-taking requirements are part of graduation rate
- Simplicity
Agenda

- Post-Secondary Recommendation 10 min
- Future-Ready Recommendation 10 min
- Student Accountability Recommendation 10 min
- Simulation Plan and Formal Feedback 5 min
Student Accountability

As part of a Balanced Assessment System:
Improve student outcomes by refocusing on formatively assessing student progress **throughout the school year**.

**Current**

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<thead>
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<th>Start of School Year</th>
<th>EOC or EOG</th>
<th>End of School Year</th>
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<tbody>
<tr>
<td>gateway intervention</td>
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**The better system and practices we are seeking to reinforce**

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<tr>
<td>formative assessment</td>
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<td>Continuous Checks</td>
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8/27/2010
Student Accountability

Recommendation:

Update the student accountability policies:
• Make gateways a local decision
• Require final grade to be 25% of the overall grade in 6-12 based on EOG and EOC assessments

Rationale:
• Practitioners support 25% policy
• Gateways are not actually functioning as gateways in many schools
• May help reinforce focus on performance throughout the year

8/27/2010
Next Phase: Moving into Simulation

- Start with weighting guidance that has been suggested by stakeholders
- Use categorization systems starting with a four quadrant model
- Report simulation results in the fall/winter 2010
Next Phase:

Formal Feedback on Draft Model in 2010-11

- Focus Groups
- Regional Meetings
- Structured Survey