

Closing the Gaps of College & Career Readiness

Tom Armelino
Shasta County Superintendent of Schools

Jay Westover
CLO, InnovateED

Moral Imperative for College and Career Readiness

- Through 2014, half of the new jobs will require some form of a college education with a higher percentage in later years
- The math and reading skills needed by plumbers, electricians, carpenters and machinists are the same skills students need to be successful in college
- Recent polls of 18 to 24 years olds indicated that 67% of recent graduates with a high school degree or less were unemployed compared to 33% of students with postsecondary education

Why Have a College-Going Culture?

Why is it necessary to encourage a college-going culture? The shocking fact is that very few students are likely to complete even an associate degree:

For every 100 students in the United States who begin ninth grade, 67 of them will finish high school in four years, 38 will go to college, and only 18 will earn associate degrees within three years or bachelor's degrees in six years.

- A person with a Ph.D. earns an average of \$1,214 a week.
- A person with a M.S. earns an average of \$1,174 a week.
- A person with a B.S. earns an average of \$983 a week.
- A person with an A.S. earns an average of \$834 a week.
- Unfortunately, a high school diploma only earns an average of \$507 a week.

Why Have a College-Going Culture?

- Why is it necessary to encourage a college-going culture? The shocking fact is that very few students are likely to complete even an associate degree:

Half of all college students attend community colleges because they are affordable, close to home, do not require an extensive application process, and can serve as a transition step to a bachelor's degree. Unfortunately, only 1 in 10 students actually transfers and successfully completes that bachelor's degree.

Current Reality in Shasta County

- Rural areas have a lower percentage of residents with higher education. Poverty numbers are high.
- Northern California is no exception.
- From an economic development standpoint, the region needs to raise the skills of the workforce to compete for good companies and to retain our higher skilled graduates.
- Increasingly the fastest growing, high wage jobs require postsecondary education.
- Now more than ever, we need all students prepared.

Blueprint for Reform

(Reauthorization of ESEA)

Rigorous and fair accountability for all levels. All students will be included in an accountability system that builds on college- and career-ready standards, rewards progress and success, and requires rigorous interventions in the lowest-performing schools. We will celebrate the Reward states, districts, and schools that do the most to improve outcomes for their students and to close achievement gaps, as well as those who are on the path to have all students graduating or on track to graduate ready for college and a career by 2020. All schools will be aiming to do their part to help us reach that ambitious goal, and for most schools, leaders at the state, district, and school level will enjoy broad flexibility to determine how to get there.

Would Impact the Current Fourth Grade Class

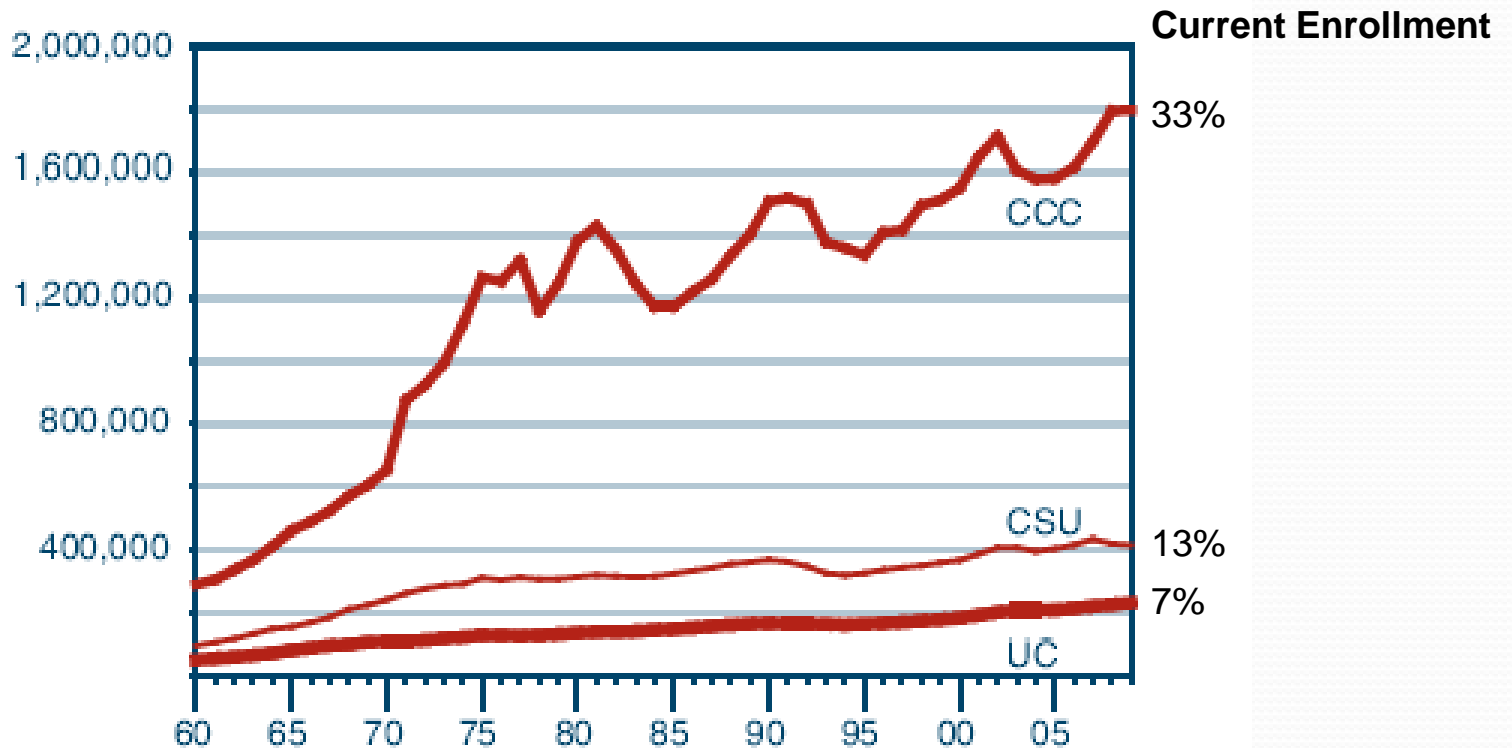
Higher Education Policies

- California State University System
 - Executive Order 1048 – “Early Start Program”
 - Beginning summer of 2012 all students not demonstrating proficiency in English and/or math are required to begin remediation prior to term admitted!
 - Currently 60% of students require remediation in math and/or English
- Higher Education Opportunity Act (HEOA)
 - Beginning in 2009 postsecondary graduation and transfer rates published by US Dept of Ed on College Navigator website
 - Currently 29% of California Community College students receive a certificate, degree or transfer

LEGISLATIVE ANALYST'S OFFICE

Growth in College Enrollment Focused at Community Colleges

Number of Students Enrolled, by System



Current Enrollment

33%

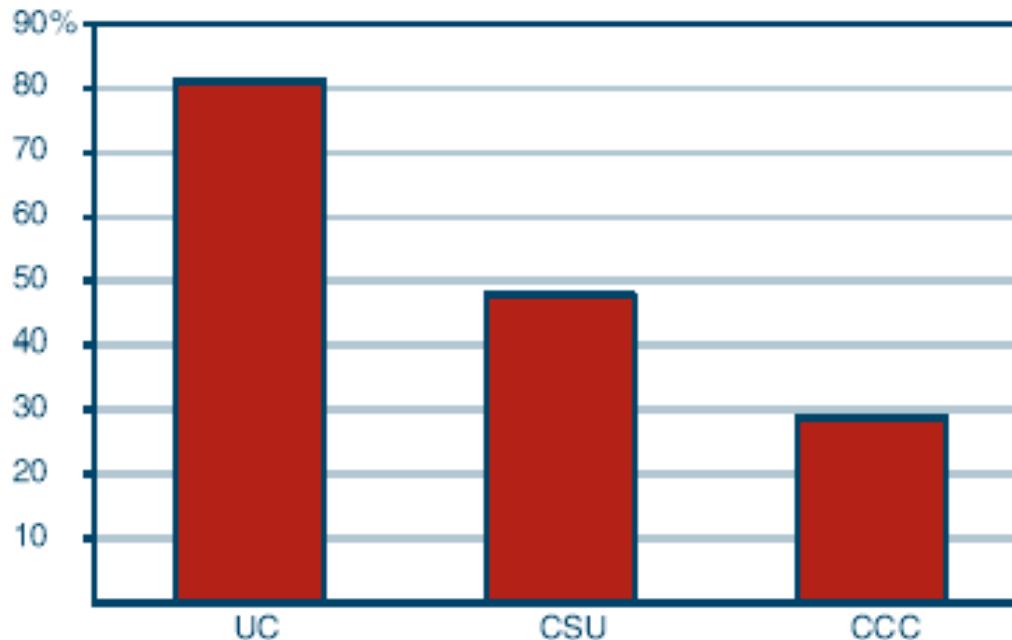
13%

7%

LEGISLATIVE ANALYST'S OFFICE

Student Completion Rates Vary Significantly by Segment

Six-Year Undergraduate Completion Rates^a



Remediation Rates

6% to 50% (UC)

60% (CSU)

75% to 90% (CCC)

^aPercentage of students enrolled as freshmen in 2000-01 who graduated within six years (seven years for degree- or transfer-seeking CCC students).

Shasta County Secondary Education Trends

Shasta County Enrollment Rates	UC	CSU	Community College
2005	3.4%	6%	
2006	4%	6.4%	
2007	4.3%	8%	
2008	3.5%	7%	54%
2009	3.6%	6.5%	45.8%
State Avg (2009)	7.4%	13%	31%

Source:
National Student Clearinghouse College-Going Data

Shasta College

Transfer Rate

Summary of 18-19 year old students included in the cohort (2003-2004 school year):

- Total number in cohort = 439 students
- Transferred within 2 years = 18 students (4%)
- Transferred within 3 years = 66 students (15%)
- Transferred within 4 years = 102 students (23%)
- Transferred within 5 years = 125 students (28%)
- Transferred within 6 years = 137 students (31%)

Remediation Rate for Shasta College: 91% ELA, 67% Math

Shasta County

Strategic Reading & Expository Writing (prof/adv)

Grade 4 ELA	Grade 6 ELA	Grade 8 ELA	Grade 9 ELA	Grade 10 ELA	Grade 11 ELA
65%	58%	65%	64%	56%	47%

Algebra 1 Preparedness

Grade 8		Grade 9		Grade 10	
enrolled	prof/adv	enrolled	prof/adv	enrolled	prof adv
60.9%	45%	45%	40%	29.3%	17%

CAHSEE (10th grade)

ELA			Math		
87% pass	66% prof/adv		88% pass	65% prof/adv	

Algebra 2 Completion

Grade 10 Alg 2		Grade 11 Alg 2		Grade 11 Summative Math	
Enrollment	prof/adv	Enrollment	prof/adv	Enrollment	prof/adv
22%	42%	21.3%	17%	18.6%	54%

High School Graduation

Graduation Rate			A-G Completion Rate		
84%			27.3%		

College Preparedness

EAP Alg 2		EAP Summative Math		EAP English	
complete	status	complete	status	complete	status
88%	7%R, 28%C, 65%NR	89%	20%R, 72%C, 8%NR	77%	24%R, 75%NR

CSU System Data

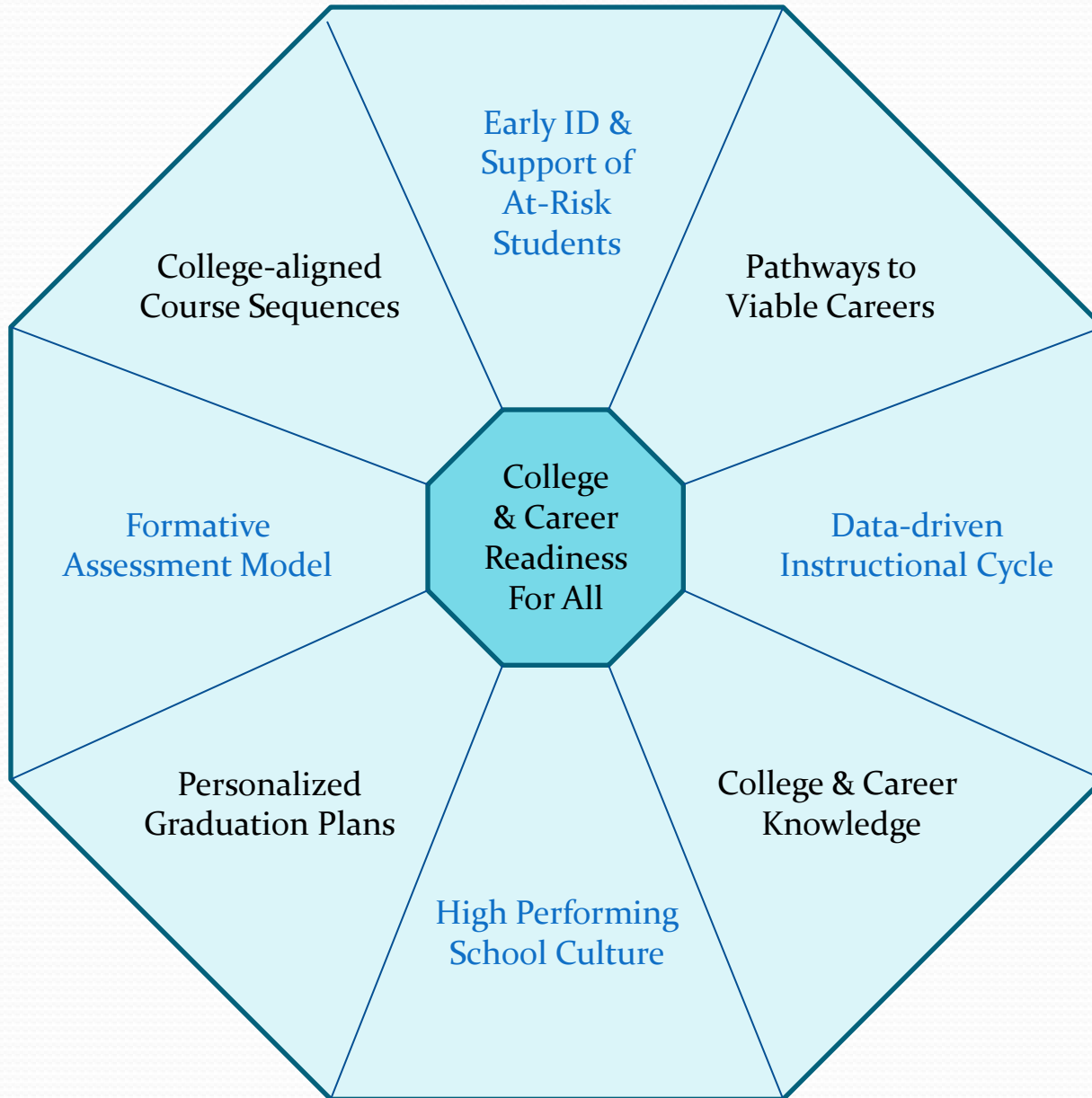
CDE Postsecondary Attendance and Persistence Data

Math Placement	ELA Placement	Enrollment Nationally	Enrollment in CA	1 Yr of Credits within 2 yrs
14-73% remedial	7-55% remedial	(1,427) 70.1%	(911) 45.8%	(353) 17.8%

Four Key Questions

1. Which **student attributes** define college and career readiness?
2. Which key components of a **coherent instructional program** lead to college and career readiness?
3. Which **systematic student support structures** develop college and career ready students?
4. What defines a **high performing school culture** promoting college and career readiness?

Eight Key Success Factors for College & Career Readiness



Attributes of College & Career Ready Students

Academic Behaviors

Students possess the ability to organize their academic work, engage in self-assessment of progress toward course outcomes, manage their time effectively, and complete or refine assignments with precision and accuracy.

Higher Order Skills

Students possess the ability to solve problems using critical thinking, reasoning and interpretation of research and results that is

communicated in a manner that conveys clear understanding of various solutions.

College and Career Ready Students possess the ability to solve real world problems through the conceptual application of key content knowledge using higher order skills

Real World Application

Students possess the ability to successfully complete projects connected to a viable career path that require conceptual application of content knowledge, collaborative group work and use of various forms of media.

Academic Language

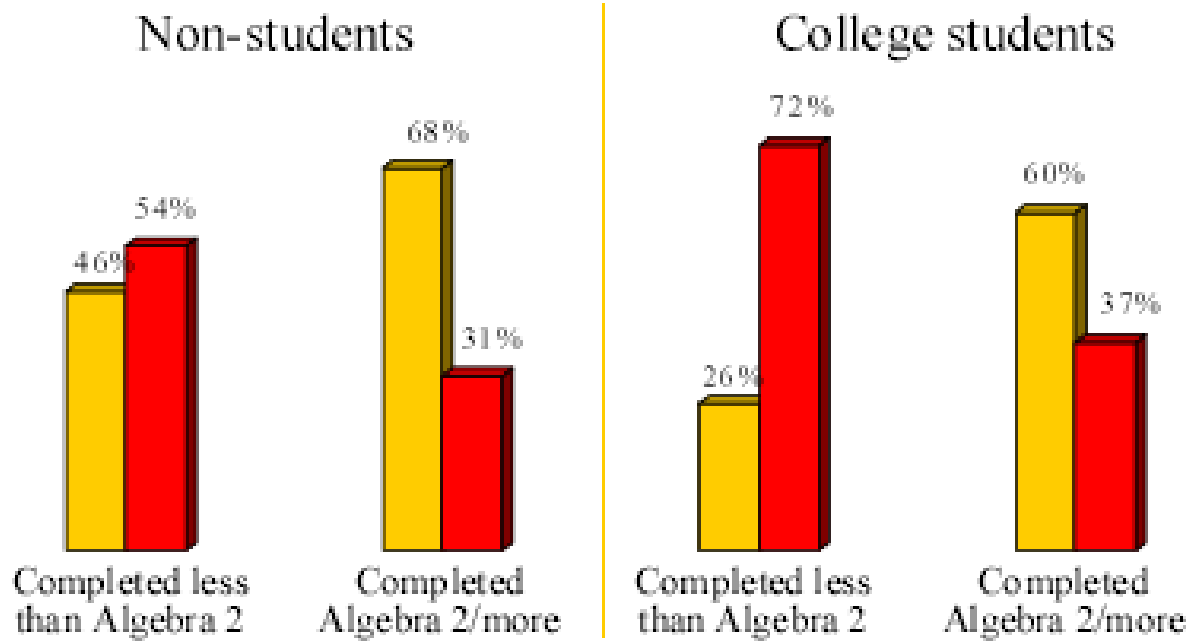
Students possess the ability to demonstrate mastery of content area skills and concepts through the appropriate use of academic language (reading, writing and speaking) as defined by the level of rigor within the standard.

Leading Indicators of a Coherent Instructional Program

- Third grade literacy (K-3 focus)
- Grades 5 to 8 (eighth grade preparedness is the primary indicator)
 - Strategic reading, expository writing, higher order skills, research, academic behaviors and Algebra I preparedness
- Grades 9 to 12 (same emphasis plus...)
 - Four years of expository-based English, Algebra II/higher level math, three years of laboratory science, and a rigorous senior year that remediates academic deficiencies and further develops academic behaviors

Algebra II Critical For Work World And College

When it comes to mathematics, how well were you prepared in high school for the expectations you face in college/working world?



- Achieve (2008)

Course Sequences

leading indicators of college & career readiness

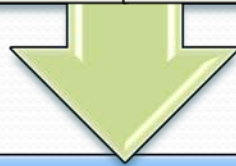
alignment with postsecondary options



Viable Career Paths

regional industry sectors and CTE options

course offering reduction and alignment



Rigorous Course of Study

evidence-based placement and intervention

seamless transition to postsecondary education

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Level One Assessment Model

(Leading Indicators assessed at critical transition points along the K-12 learning continuum)

3rd Grade – 5th Grade – 8th Grade – 9th Grade – 11th Grade

A large, hollow, downward-pointing arrow with a stepped top edge, indicating a flow from the Level One model to the Level Two model.

Level Two Assessment Model

(End-of-Semester/Course Assessments aligned with College and Career Readiness Indicators)

K-2 – 3-5 – 6-8 – 9 – 10 – 11-12

A large, hollow, upward-pointing arrow with a stepped bottom edge, indicating a flow from the Level Two model to the Level Three model.

Level Three Assessment Model

(3 week common formative assessments and curriculum-embedded Anchor Assessments)

K-2 – 3-5 – 6-8 – 9 – 10 – 11-12

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**Data-driven
Instructional Cycle**

**Performance Outcomes
(Anchor Standards)**

Instructional Planning

- curricular emphasis
- instructional strategies
- student engagement
- checking for understanding

Progress Monitoring

- discuss target students
- formative assessment of student learning
- strategic curricular and instructional adjustments
- targeted student support

Best Practices

- share what works
- reflect on lesson design
- engage academically and/or behaviorally challenging students
- extend and enrich learning

Instructional Unit



Formative Assessment

Instructional Unit



Formative Assessment

Instructional Unit



**Performance Assessment
(Anchor Lesson)**

Formative Feedback

- Data Trends
- Instructional & Assessment Practices
- Collaboration Outcomes
- School Culture



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Coherent Instructional Model

Key Components	Key Questions	Designing the Instructional Phase (I do, We do, You do)
Student task	What is the standards-based task each student will need to demonstrate?	Biology – students will predict genotype and phenotype of offspring based upon recessive, dominant and sex-linked parent alleles and calculate punnet squares to verify accuracy of predictions
Academic language and higher order skills	What academic language and higher order skills must each student use to master the task?	Predict, calculate and verify accuracy Genotype, phenotype, offspring, recessive, dominant, sex-linked, alleles and punnet square
Student interactions	How will student interactions be structured to promote use of academic language, higher order skills and task mastery?	Graphic Organizer completed by students through teacher modeling to sequence flow of process with skills and vocabulary defined by student Students in groups of 2 complete new Graphic Organizer to solve a sample problem(s) and practice skills Student pairs assigned to research an animal, determine parent alleles, predict offspring traits, present for 5 minutes to another student group, and give feedback
Formative Assessment: ✓ Engage ✓ Respond ✓ Adjust thinking/actions	What methods of formative assessment will engage all students, elicit a response from all students and adjust thinking/actions of all students?	Choral response Think-Pair-Share Random selection – Response – Feedback Paired Work – Question – Response – Feedback Group to Group Presentation – Question – Feedback

Leading Indicators

(bridging connections from early elementary school through high school)

Literacy Research	Numeracy Communication	Expository Reading and Writing Collaboration	Algebraic Applications Critical Thinking Skills
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College & Career Ready Attributes

Attribute	At-Risk Indicator	Intervention Action
Academic Language	Students do not demonstrate the ability to use grade-level/course specific rigorous academic language (speaking, reading and writing)	Engage students with structured interactions using language frames and graphic organizers designed to scaffold and develop fluent use of rigorous academic language
Higher Order Skills	Students do not demonstrate the ability to use the skills of reasoning, interpretation or problem solving as part of completing classroom activities or assignments	Provide students with higher order cues, prompts and questions that promote the application of rigorous academic language through problem solving, reasoning, interpretation and collaboration with peers
Real World Application	Students do not demonstrate the ability to understand how to apply grade level or course-specific concepts (knowledge and skills) to real world scenarios as part of classroom activities or assignments	Engage students in anchor lessons at the conclusion of instructional units that use project-based learning activities with real world scenarios requiring students to use higher order skills and rigorous academic language
Academic Behavior	Students do not demonstrate the ability to self-assess progress toward goals, manage time, organize learning materials or complete tasks with precision and accuracy	Engage students with use of structured learning tools that organize learning and assess depth of understanding such as graphic organizers, note-taking, peer evaluation and performance-based rubrics

Personalized Graduation Plans

PERSONAL SOCIAL DEVELOPMENT

- ✓ Envision a future that is productive, achievable, and stimulating
- ✓ Understand the consequences of today's choices and actions
- ✓ Understand how to deal with potential stumbling blocks
- ✓ Become identity-achieved to mitigate high risk behaviors
- ✓ Develop communication and interpersonal skills

EDUCATIONAL ACHIEVEMENT

- ✓ Recognize the value of education and importance of internal motivation
- ✓ Personally strive for higher achievement
- ✓ Understand how education, training, and career choice impact their personal lifestyle
- ✓ Understand how core subjects impact their future success

CAREER SKILLS AND LIFE GOALS

- ✓ Engage in a life and career planning "process" to continually adjust personal plans throughout their education and adult life
- ✓ Become "career focused" to understand how to enter the workforce prepared
- ✓ Develop the skills, aptitudes, and attitudes needed to successfully transition into high school, post-secondary education and/or training, the workforce, and adulthood
- ✓ Create a personalized ten-year plan matching career interests and educational goals

Personalized Graduation Plans

K-6	7-8	9	10	11-12
Fundamental academic skills and behaviors	Fundamental academic skills and behaviors	Fundamental academic skills and behaviors	Fundamental academic skills and behaviors	Fundamental academic skills and behaviors
	Exploration of careers and personal aptitudes	Exploration of careers and personal aptitudes	Exploration of careers and personal aptitudes	Exploration of careers and personal aptitudes
		Explore career interests and personal strengths	Explore career interests and personal strengths	Explore career interests and personal strengths
			Identify personal viable pathway	Identify personal viable pathway
				Complete course sequences, project-based learning and senior activities for seamless transition to postsecondary option

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Multiple Pathways to College & Viable Careers

Elementary
School

Middle School

High School

Postsecondary
Education

Viable Career

Monitor College & Career Readiness Indicators
and Course Sequence Completion

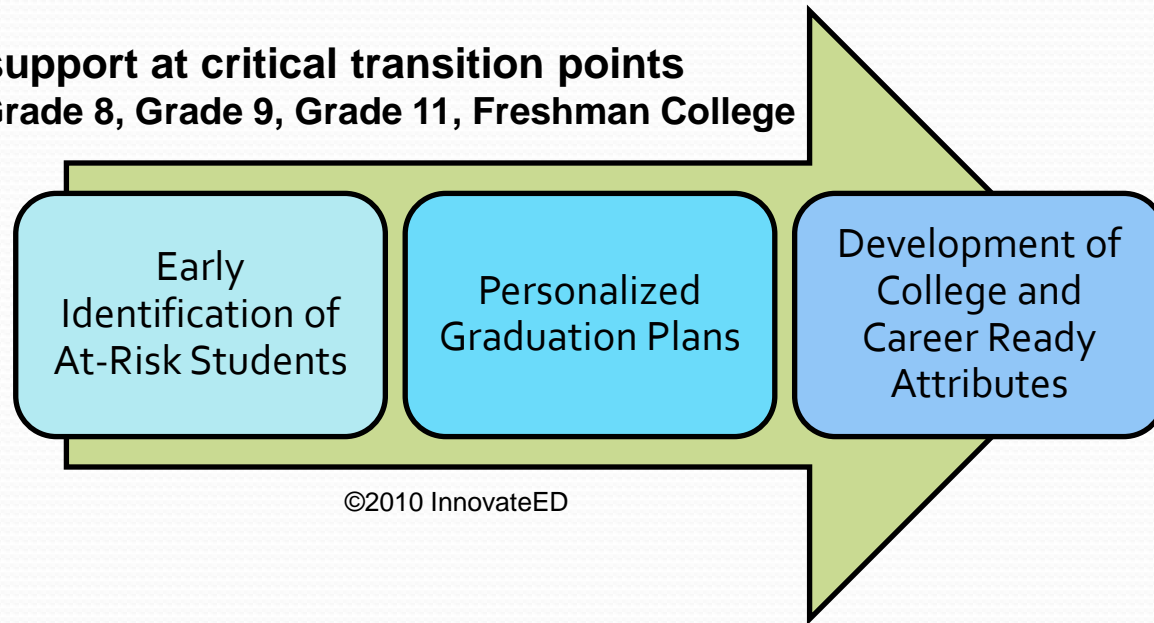
Measure Student Academic Achievement

Identify Gaps in Student Placement,
Instructional Program and Student Support

Prioritize Action Steps to Increase
College-going Rates without Remediation

High Performing School Culture

A continuum of support at critical transition points
Grade 3, Grade 5, Grade 8, Grade 9, Grade 11, Freshman College



Developing the attributes of college and career readiness
(*standards mastery, higher order skills, real world application and academic behaviors*)
requires personalized graduation plans spanning from eighth grade to freshmen year of college focused on student placement, monitoring progress toward course sequence completion and career planning with interventions along the continuum.

Creating College & Career Readiness

[adapted from Education Policy Improvement Center (2009)]

1. Creating and maintaining a [college-going culture](#) in the school
2. Emphasizing [key cognitive strategies](#)
3. Holding [high expectations](#) for all students, then providing differing degrees of [scaffolding](#) based on student need
4. Creating a core academic program that is aligned with and leads to [college and career readiness by the end of 12th grade](#)
5. Making the [senior year](#) meaningful, challenging and engaging
6. Reducing course selection choice in favor of [college-focused offerings](#)
7. Creating [assignments and grading policies](#) that more closely approximate college expectations each successive year of school
8. Promoting [key self-management skills and academic behaviors](#) with [formative feedback to students](#) toward skill/behavior development



Shasta County Higher Education Task Force

Taskforce Goal

- **Goal:** Shasta County students will receive an education that prepares them for success, without remediation, in all postsecondary options with a focus on high skill, high wage employment.

This is not a college-only message.

We fully realize that a four-year university experience is not for everyone.

There are many options including apprenticeship, certificate programs, trades school, community college, the military and more.

We believe that we must not make this decision for students in school by offering them less. The more prepared and aware students are before leaving high school, the more options they have when they graduate.

This is not just the responsibility of the education system..

- This effort must be lead by both education and community leaders in order to enhance our community.
- This is a movement that requires that we let go of the past, do not lay blame, justify or pass responsibility on but instead seek solutions and reasons to support and help our students succeed.
- The Higher Ed. Taskforce identifies 3 areas where the community can work together to address pressing educational issues, better leverage resources and have a measurable impact.

Areas of Focus:

- Early Grades Readiness for Postsecondary Education
- Multiple Pathways to Postsecondary Education
- Community Outreach and Parental Support

Early Readiness for Postsecondary Education

- *By the end of 3rd grade, 100% of students will score 90% or above on the Reading Comprehension Subtest on the English/Language Arts Star CST.*
- *By the end of 5th grade, 100% of all students will score 90% or above on the Number Sense and Algebra Subtest on the Math CST.*
- *100% of all Shasta County Schools will promote a college readiness culture in grades K-8.*
- *By the end of 9th grade 100% of students will successfully pass Algebra I as evidenced by scoring proficient or advanced on the STAR CST and acquiring a grade of C or better in the course.*

Multiple Pathways to Postsecondary Education

- By the beginning of the freshman year 2013, 100% of freshman students, the graduating class of 2017, will automatically be enrolled in A-D courses required by the CSU and UC systems
- By the beginning of the freshman year 2013, 100% of all freshman students, the graduating class of 2017, will be offered CTE pathways linked to the industry sectors.
- Through partnerships with Shasta College, CSU Chico, and UC Davis, beginning with the 2013 high school graduating class, 100% of students will have access to a senior year that includes courses in English and Math that will allow them to enter college without remediation and develop the skills required to be successful in credit-bearing college-level classes.

Community Culture Promoting Postsecondary Education

- By the beginning of the 2013 school year, 100% of freshman students and their parents will be informed of all postsecondary and career options within the region through materials distributed by city councils, chambers of commerce, school districts, postsecondary education institutions and non-profit organizations that clarify college eligibility requirements/preparedness criteria and career competencies.
- All students within the graduating class of 2017 will have access to mentoring, internships and scholarships sponsored by city councils, chambers of commerce, school districts, postsecondary education institutions and non-profit organizations.
- All students within the graduating class of 2017 will have a personalized graduation plan based upon their postsecondary options and career interests.

How We Plan to Help our Educators:

Respecting the tremendous amount of responsibility our educators have, our intent is to support the current system and look for ways to aid in enhancement (funding, implementation, etc).

- Educational Grants
- Special events – College Quest
- Collaboration on grant opportunities
- College OPTIONS Advisors
- GEAR-UP
- AVID



Where Do I Begin?

- Recognize that although we have a college-going rate that is higher than the state average only 1 in 5 students attend and graduate from a 4 year school.
- Adopt the goals and strategies of the taskforce through a board resolution (not completed yet).
- Develop a College-Going Culture at your school site. ie: No Excuses University (read the book & attend trainings)
- Attend upcoming trainings, workshops, etc. (contact College Options, AVID, GEAR UP)
- Use the resources available to educate students and families on the importance of post-secondary education and a career path (see above)
- Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade.(Algebra readiness)
- Surround students with adults and peers who build and support their college-going aspirations (emphasize this with staff)
- Increase families' financial awareness (College Options).



How Community Partners Can Help:

- **Financial capital** – Money or other resources to invest for services or supplies
- **Network capital** – People you know, connections you can make, other systems you can plug into
- **Intellectual capital** – Smarts; software systems; access to people with insight
- **Physical capital** – offices, warehouses, etc.
- **Prestige capital** – using your reputation to open doors or to gain support
- **Instigation capital** –The ability and the guts to recognize we have a problem and we need your help. Leadership. Prodding it forward. Getting others involved & maintaining momentum



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- Questions, Comments and Open Discussion