



College Preparatory Course Certification (CPCC) and High School Preparatory Course Certification (HSPCC)

College Preparatory Course Certification & High School Preparatory Course Certification

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Progress Report College Readiness Metrics

- **College and Career Preparatory Course Index (3.33 points)**

- Percentage of students in the graduation cohort who achieved:
 - 65+ on Algebra II, Math B, Chemistry, or Physics Regents exam,
 - 3+ on any Advanced Placement (AP) exam or 4+ on any International Baccalaureate (IB) exam,
 - grade of “C” or higher in a college credit-bearing course (e.g., College Now, Early College),
 - **passing grade in another course certified by the DOE as college-ready,**
 - a diploma with a Career and Technical Education (CTE) or an Arts endorsement, or
 - passing grade in an industry-recognized technical assessment.

CPCC
focus



- **College Readiness Index (3.33 points)**

- Four-Year College Readiness Index (1.67 points) – percentage of students who entered high school in 2008-09 who have graduated and demonstrated proficiency in reading, writing, and mathematics as defined by the CUNY standards for passing out of remedial coursework.
- Six-Year College Readiness Index (1.67 points) – same as Four-Year CRI, except evaluates students who entered high school in 2006-07.
 - In 2012, a student may surpass the threshold for remediation using the Regents exams, ACT, SAT, or CUNY Assessment Test.

- **Postsecondary Enrollment Rate (3.33 points)**

- Postsecondary Enrollment Rate by Six Months After High School (1.67 points) – percentage of students who entered high school in 2007-08 who have enrolled in a two- or four-year college, vocational program, or public service program (e.g., military or AmeriCorps) within six months of their scheduled graduation date.
- Postsecondary Enrollment Rate by Eighteen Months After High School (1.67 points) – same as Six-Month PER, except evaluates students who entered high school in 2006-07.

What is a “College Preparatory” Course?

A “college preparatory” course consists of intellectually rigorous coursework that covers sufficient content knowledge and requires students to demonstrate the higher-order thinking skills that will enable them to engage independently in non-remedial college level work.

What is a “High School Preparatory” Course?

A “high school preparatory” course consists of intellectually rigorous coursework that covers sufficient content knowledge and requires students to demonstrate the higher-order thinking skills that will put them on track to engage independently in non-remedial college level work.

What is CPCC?

- The CPCC process seeks to recognize high school courses that build college readiness skills and expand the range of courses for which schools can earn credit on the College and Career Preparatory Course Index (CCPCI) metric.
- To be certified through the CPCC process, a course must meet the expectations of a college-ready course.
- Schools will **receive credit on the high school Progress Report** for each student who passes a course certified through the CPCC process.
- Schools will receive **only one point per student on the CCPCI metric**, regardless of how many CCPCI criteria that student meets.

Goals of the CPCC Process

- Recognize and reward courses that build college-readiness skills and provide rigorous instruction.
- Increase the accuracy of college-readiness metrics by providing all high schools that have invested in rigorous college preparatory courses with the opportunity to earn points on the CCPCI metric.
 - Especially schools with operational challenges (*e.g.*, scheduling, small student population) or an alternative approach to providing standardized college preparatory courses (such as AP or advanced Regents courses).
- Encourage constructive conversations in high schools about the rigor of their coursework to
 - increase the rigor of existing and new courses and
 - motivate the creation of innovative alternatives to the standard college preparatory courses.
- Share best practices across high schools. Exemplars here: <http://schools.nyc.gov/Accountability/tools/report/default.htm>

Requirements for CPCC Eligibility

1. The course must have **high standards and demonstrate results** -- it must be at least as rigorous and associated with college success as are the seven college preparatory courses that already count toward the CCPCI (Algebra II, Chemistry, Math B, Physics, AP, IB, college credit-bearing course).
2. The course must not culminate in one of the exams that already count toward the CCPCI (Algebra II, Chemistry, Math B, Physics, AP, IB) and must not be a college credit-bearing course.
3. The course must be established and have been taken by **at least 25 students who graduated in or before August 2011**.
4. The course must be **taught in the 2012-13 school year**, and there should be **plans to continue** offering the course in the future.
5. The course must serve predominately **juniors and seniors**.
6. There must be a range of **student work and teacher work (assignments and assessments) on file** from the course.
7. If multiple sections of the course are offered, all sections should be **horizontally aligned** with similar expectations, assignments, and grading policies.

What is HSPCC?

- The HSPCC process seeks to recognize middle school courses that build high school readiness skills and expand the range of courses for which schools can earn credit on the high school readiness metrics.
- To be certified through the HSPCC process, a course must meet the expectations of a high school-ready course.
- Schools will **receive credit on the middle school Progress Report** for each student who passes a course certified through the HSPCC process.

Goals of the HSPCC Process

- Recognize and reward courses that build high school readiness skills and provide rigorous instruction.
- Increase the accuracy of high school-readiness metrics by providing all middle schools that have invested in rigorous high school preparatory courses with the opportunity to earn points on the High School Readiness metrics.
 - Especially schools with operational challenges (*e.g.*, scheduling, small student population) or an alternative approach to providing standardized high school preparatory courses (such as courses culminating in a Regents exam or foreign language proficiency exam).
- Encourage constructive conversations in middle schools about the rigor of their coursework to
 - increase the rigor of existing and new courses and
 - motivate the creation of innovative alternatives to the standard college preparatory courses.
- Share best practices across middle schools.

Requirements for HSPCC Eligibility

1. The course must have **high standards and demonstrate results** -- it must be at least as rigorous and associated with high school success as are the courses that already count toward the high school readiness metrics (a high school level course culminating in a Regents exam or state Language Proficiency Exam).
2. The course must not culminate in one of the exams that already count toward the high school readiness metrics (*i.e.*, a high school level course culminating in a Regents exam or state Language Proficiency Exam), and must not be a high school credit-bearing course.
3. The course must be established and have been taken by **at least 25 students who graduated in or before August 2011**.
4. The course must be **taught in the 2012-13 school year**, and there should be **plans to continue** offering the course in the future.
5. The course must serve predominately **eighth graders**.
6. There must be a range of **student work and teacher work (assignments and assessments) on file** from the course.
7. If multiple sections of the course are offered, all sections should be **horizontally aligned** with similar expectations, assignments, and grading policies.

Application Process

- **Part I (used for the quantitative evaluation):**
 - For CCCC, we employ a statistical analysis to evaluate the relationship between passing the course and persistence in early college, controlling for student characteristics to ensure fair comparisons.
 - For HSPCC, we employ a statistical analysis to evaluate the relationship between passing the course and success in early high school, controlling for student characteristics to ensure fair comparisons.
 - **Schools will be invited to submit Part II only for courses that pass Part I.**
- **Part II (used for the qualitative evaluation):** Employs a rubric to review the breadth and depth of the course content, the intellectual rigor and demand of assessments, the level of independence asked of students, and the expectations of students to develop and use higher order thinking and reasoning skills throughout the course.
- Courses that pass **both the quantitative and qualitative evaluations** will be certified.

Application Process: Important Information

- The application will be online. In the **November 27 issue of *Principals' Weekly***, high school principals were provided with instructions for accessing the online application.
- Schools may nominate **up to four courses** for each process.
- Courses certified through the CPCC/HSPCC process will receive either a one- or a three-year certification, depending on the strength of the application. One-year certifications can be extended with additional evidence in the following application cycle.
- Courses that do not receive certification are invited to reapply in subsequent years.
- Random reviews of courses may occur to ensure that the offered course is comparable to the submitted course.

Special Processes

Process	Description
<p>High schools that opened in 2007 or 2008 AND nominated course has <i>not</i> been taken by at least 25 students who graduated by Aug 2011.</p>	<p>Please email CPCertification@schools.nyc.gov for a possible exception to the 25 student rule. For a course to pass the quantitative evaluation, it must be at least as associated with college success (as measured by college enrollment, instead of persistence) as are the college preparatory courses that already count toward the CCPCI. Exceptions will be granted on a case-by-case basis.</p>
<p>Middle schools that opened in 2007 or 2008 AND nominated course has <i>not</i> been taken by at least 25 students who graduated by Aug 2011.</p>	<p>Please email HSPCertification@schools.nyc.gov for a possible exception to the 25 student rule. Exceptions will be granted on a case-by-case basis.</p>
<p>Schools that adopted an approved course from another school</p>	<p>Please CPCertification@schools.nyc.gov or HSPCertification@schools.nyc.gov to obtain a waiver of Part I – Quantitative application and for instructions on how to submit a modified Part II – Qualitative application.</p>
<p>Schools applying to extend a 1 year provisional certification to full 3 years</p>	<p>Please send an email to CPCertification@schools.nyc.gov to obtain a waiver of Part I – Quantitative application and for instructions on how to submit a modified Part II – Qualitative application.</p>

Application Timeline

Dates	Milestone
December 3, 2012 - December 14, 2012	Application Part I accepted on a rolling basis
November 29, 2012 (in-person) December 3, 2012 (webinar) December 6, 2012 (in-person)	Trainings for Network Performance Points and Network Instructional Points
Week of January 7, 2013	Schools notified of Part I decisions/schools invited to submit Application Part II for courses that pass the quantitative evaluation
Week of January 7, 2012 – February 1, 2013	Application Part II accepted on a rolling basis
Spring 2013	Schools notified of final CPCC/HSPCC decisions

Overview of Qualitative Evaluation Process

- Part II of the CPCCC/HSPCC application consists of instructional artifact submissions and short answer questions.
- The DOE trains and norms groups of reviewers to evaluate each qualitative application.
- Rubrics allow reviewers to make an overall determination about the course's college-readiness.

Instructional Artifacts Reviewed

The DOE will review a sample of instructional artifacts against criteria including content and academic rigor.

These artifacts include:

- All major assessments
- Graded student work
- Course syllabi, curriculum map, scope and sequence, or equivalent
- Lists of key texts
- An explanation of the grading policy
- An explanation of any prerequisites
- Written responses to short answer questions

Overview of Short Answer Questions (CPCC)

Are students asked to complete tasks that are Level 3 or 4 on Webb's Depth of Knowledge framework (strategic thinking and reasoning, developing arguments and justifying them, etc.) and that require them to think at the higher domains of Bloom's Taxonomy (analyzing, evaluating, and creating)? If so, please indicate which assignments make these demands of students.

How much independent work is expected of students both in and out of class? Please identify within the supporting documents you have submitted with this application an example of scaffolded assignments that lead to an independently completed culminating task.

If multiple sections of the course are offered, are they horizontally aligned? What variations exist between sections? How do you ensure that the content and rigor of all sections remain relatively equivalent?

Please identify specific differentiation strategies used in the classroom that make it possible for a wide range of students to complete the culminating task for the course successfully, e.g., English language learners and students with disabilities.

Overview of Short Answer Questions (HSPCC)

What are the primary objectives of this course? You can provide your response in bulleted or paragraph form.

- > If multiple sections of the course are offered, are they horizontally aligned? What variations exist between sections?

How much independent work is expected of students both in and out of class? Please identify within the supporting documents you have submitted with this application an example of scaffolded assignments that lead to an independently completed culminating task.

Please identify specific differentiation strategies used in the classroom that make it possible for a wide range of students to complete the culminating task for the course successfully, e.g., English language learners and students with disabilities.

Qualitative Evaluation

Step 1: Rubrics are used score the Content and Academic Rigor of the nominated course.

Step 2: Results of rubric evaluation to make an overall determination about the course's college-readiness.

Criteria for Content & Rigor (Mathematics)

Content

- Topics covered are at an appropriate level in the CCLS or beyond.
- Students demonstrate the mathematical practices from the CCLS. Students will
 - 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 structures
 - look for and express regularity in repeated reasoning

Academic Rigor

- The curriculum reflects the Common Core Shifts in mathematics (Focus, Coherence, Fluency, Deep Understanding, Application, Dual Intensity)
- Students demonstrate mastery independently
- Students complete tasks that require strategic thinking and reasoning (DOK Level 3) and/or extended thinking (DOK Level 4)
- Students complete tasks that require them to think at the higher domains of Bloom's Taxonomy (Analyze, Evaluate, Synthesize)

Step 1 of the Qualitative Evaluation: Rating Content

	<i>Considering the determinations you made using the Content criteria, how would you rate this course?</i>
College-Ready	<ul style="list-style-type: none"> Students who pass the class will have clearly mastered relevant topics at an appropriate level in the Common Core Learning Standards (CCLS) or beyond. The CCLS Mathematical Practices are consistently and clearly embedded in this course.
Likely College-Ready	<ul style="list-style-type: none"> Students are exposed to most relevant topics at an appropriate level in the CCLS or beyond. The CCLS Mathematical Practices are clearly embedded in this course, but more consistency or stronger emphasis may be needed.
Potentially College-Ready	<ul style="list-style-type: none"> Students are exposed to some of the relevant topics at an appropriate level in the Common Core Learning Standards (CCLS) or beyond. The CCLS Mathematical Practices may be embedded in this course, but more consistency or stronger emphasis may be needed.
Unlikely to be College-Ready	<ul style="list-style-type: none"> The course does not cover enough of the CCLS content knowledge at an appropriate level. The CCLS Mathematical Practices embedded in this course are unlikely to help develop skills in these areas.

Step 2 of the Qualitative Evaluation: Certification Tenure

		ACADEMIC RIGOR			
		College Ready	Likely College-Ready	Potentially College-Ready	Unlikely to be College-Ready
C O N T E N T	College Ready	3-Year Certification	3-Year Certification	Does not meet	Does not meet
	Likely College-Ready	3-Year Certification	1-Year Certification	Does not meet	Does not meet
	Potentially College-Ready	Does not meet	Does not meet	Does not meet	Does not meet
	Unlikely to be College-Ready	Does not meet	Does not meet	Does not meet	Does not meet

Sample Task from CPCC-Approved Course

Statistics: Investigative Project

Examine data of cigarette consumption and mortality from heart disease. Write a report that includes:

- Appropriate graphs and statistics
- A description of the association between cigarette smoking and heart disease
- A linear model
- An evaluation of the appropriateness and strength of linear model
- An interpretation of the slope and y-intercept of the line
- An estimation, based on your model, of the benefits of reaching the goal of cutting cigarette smoking in half over the next decade.

In a college-ready course, students have an opportunity to:

Demonstrate knowledge of CCLS topics at the appropriate level through engaging in the following ways:

- making sense of problems and persevere in solving them
- reasoning abstractly and quantitatively
- constructing viable arguments and critiquing the reasoning of others
- modeling with mathematics
- using appropriate tools strategically
- attending to precision
- looking for and making use of structures
- looking for and expressing regularity in repeated reasoning

Practice

- fluency, deep understanding, and application
- independent mastery
- strategic thinking and reasoning (DOK Level 3) and/or extended thinking (DOK Level 4)
- thinking at the higher domains of Bloom's Taxonomy (Analyze, Evaluate, Synthesize)

Sample Task from Course NOT CPC-Approved: Precalculus

Excerpts from Precalculus Test

9) What is the period of the graph of the equation $y = 2 \sin 4x$?

17) If $\sin A = 12/13$ with angle A in quadrant II and $\cos B = 4/5$ with angle B in quadrant III, what is the value of $\tan (A+B)$?

23) If $\sin A = 3/5$, find the value of $\cos 2A$.

Examples of courses that were certified in fall 2012

Senior English
Forensic Science
Creative Writing
Film and Video
Pre-calculus
Communication Network
Senior Thesis
Statistics
Strength of Materials
Multivariable Calculus
Financial Services and Planning

Next Steps in Your Networks

- Whom should you encourage to apply?
- Whom can you coach for next year? For whom is this a planning year?
- How can you facilitate sharing of best practices?

Additional Resources

Please visit the [Progress Report Website](#) for additional information and resources, including:

- Two memos explaining the CPCC/HSPCC process
- Rubrics (to be posted)
- Learning Activity
- Course materials and exemplars from certified courses

To learn more, contact your Cluster Performance Point; or email CPCertification@schools.nyc.gov or HSPCertification@schools.nyc.gov with questions.