



# High School Preparatory Course Certification Pilot

# High School Preparatory Course Certification (HSPCC) Pilot

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# Goals of the HSPCC Pilot

- Increase the accuracy and expand the scope of the High School Readiness metrics by providing middle schools that have invested in academically rigorous courses that include explicit development of students' academic and personal behaviors with the opportunity to earn points on these metrics.
  - This process especially seeks to identify rigorous high school preparatory courses at schools that chose not to, or are unable to, offer accelerated courses.
- Recognize and reward courses that build high school readiness skills and provide rigorous instruction.
- Encourage constructive conversations in middle schools about the rigor of their coursework to
  - increase the rigor of existing courses;
  - motivate the creation of new courses, including rigorous high school preparatory courses and innovative alternatives to middle school accelerated courses; and
  - support teachers as they work to align courses to the Common Core Learning Standards.
- Compile a repository of promising practices (ideas and materials) that can be shared with other middle schools that are seeking to improve their course design.
- Test and refine the evaluation model for certifying a course as “high school ready”.

# Progress Report: New High School Readiness Metrics

## **Percent of 8<sup>th</sup> Graders Earning Accelerated High School Credit**

- This metric is the percent of all 8th graders who have earned high school credit by the end of 8th grade. This usually requires passing a Regents or Language Proficiency Exam and the associated class.
- To encourage schools to offer this opportunity to more students, students are included in this metric even if they don't attempt an accelerated course. As with the core course metrics, NYSAA-eligible students and students enrolled for only part of the year are excluded.

## **9<sup>th</sup> Grade Credit Accumulation of Former 8<sup>th</sup> Graders**

- This is based on the percentage of the middle school's 2010-11 8th graders who met the criteria for the high school Progress Report's credit accumulation metric for the first year of high school in 2011-12. Students who are not in a NYC DOE high school in 2011-12 are excluded.
- This new metric is designed to recognize schools that are preparing students for success in high school, and to encourage the academic, advising, and middle-to-high school bridge work that makes that success more likely.

# What is a “High School Ready” Course?

A “high school ready” course

- exposes students to enough of the right **CONTENT** and **SKILLS** so that they are prepared for and not overwhelmed by the material in a high school level course;
- expects students to complete work that is sufficiently **RIGOROUS** (demands higher order thinking on Bloom’s Taxonomy and is at a Depth of Knowledge level 3 or 4) such that students are prepared for the types of assignments that they will receive in high school; and
- prepares and asks students to utilize the **ACADEMIC** and **PERSONAL BEHAVIORS** that are necessary for success in high school, including motivation, engagement, work habits/organizational skills, communication/collaboration skills, and self-regulation.

# What is HSPCC?

- The HSPCC pilot 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 middle school Progress Report High School Readiness metrics.
- To be certified through the HSPCC pilot, a course must meet the expectations of a high school ready course.
- Schools will **receive credit on the 2012-2013 Progress Report** for each student who passes a course certified through the HSPCC pilot.

# Requirements for HSPCC Eligibility

1. The course must have **high standards** as defined by the New York State P-12 Common Core Learning Standards (CCLS) and demonstrate results—it should contribute to a greater likelihood of success in early high school for students passing the course.
2. The course must not be a middle school accelerated course (*i.e.*, a high school level course culminating in a Regents exam or state Language Proficiency Exam or an approved high school credit-bearing course), as these courses are already included in the High School Readiness metrics.
3. The course must be established and have been taken by **at least 25 students who enrolled in a NYC DOE high school by October 31, 2010 and remained enrolled in high school through the end of their 9<sup>th</sup> grade year.**
4. The course must be **taught in the 2011-2012 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) as well as a comprehensive curriculum and/or scope and sequence document 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.
8. The school must be willing to have a **classroom visitation** by a trained reviewer to observe the course and student work (not the teacher).

# Application Process:

## Two Parts to the HSPCC Application

- **Part I (used for the quantitative evaluation):** Employs 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.
- **Part II (used for the qualitative evaluation):** Looks at the rigor and alignment of the course to the CCLS and how a course develops the academic and personal behaviors necessary for success in high school. The evaluation is based on the information and instructional artifacts provided in Part II of the application. Course observations will further inform the review process.
- Courses that pass **both the quantitative and qualitative evaluations** will be certified.

# Application Process: Important Information

- Networks and schools may contact [HSPCertification@schools.nyc.gov](mailto:HSPCertification@schools.nyc.gov) by **April 23** to request a login to the online application system.
- Schools may nominate **one course** for HSPCC.
- Courses certified through the HSPCC pilot will receive a two-year certification.
- Courses that do not receive certification may be nominated again in subsequent years.
- For application support, please contact [HSPCertification@schools.nyc.gov](mailto:HSPCertification@schools.nyc.gov).

# Application Timeline

Date	Milestone
April 5, 2012 – May 11, 2012	Applications accepted on a rolling basis
April 5, 2012, 9:30 – 11:30 a.m.	In-person training for Network Performance Points and Network Instructional Points
Summer 2012	Schools notified of final HSPCC decisions

# Overview of Qualitative Evaluation Process

- The qualitative application has two sections that offer insight into the course: submission of instructional artifacts and short answer questions.
- The DOE trains and norms groups of reviewers to evaluate each qualitative application.
- Reviewers read the application for evidence of alignment to the Common Core Learning Standards, rigor, and the development of academic and personal behaviors to support students with success in high school.
- Reviewers determine if the course should be certified as high school ready.

# Instructional Artifacts

The DOE collects a sample of instructional artifacts to examine how the course aligns to the rigor of the CCLS and supports students in the development of academic and personal behaviors. Artifacts include:

- Comprehensive curriculum and/or scope and sequence document
- List of key texts used for the course
- Student assignments and accompanying texts
- Major assessments and related materials (e.g. rubrics, texts)
- Graded student work from major assessments
- Evidence of academic and personal behaviors
- Grading policy

# Excerpts from Free Response Questions

1. What are the primary objectives of this course? What should students know and be able to do by the end of the course? What types of tasks, activities, and assignments are students asked to complete that prepare them for high school-level work?
2. How does the course support the development of the academic and personal behaviors necessary for student success in high school and beyond?
3. What areas of college readiness does this course prioritize (e.g. literacy development, critical thinking, etc.)? How does the course engage students around these priorities?
4. How does the work students are asked to complete for this course progress such that by the end of the course students are expected to complete major tasks independently and with mastery? How much independent work is expected of students both in and out of class?

# What are Reviewers Looking for?

- Alignment to the Common Core Learning Standards and evidence of rigor
- Evidence of the development and demonstration of academic and personal behaviors
  - Motivation (e.g. disciplined, goal-striving)
  - Engagement
  - Work habits/organizational skills
  - Communication/collaboration skills
  - Self-regulation (e.g. self-confidence, perseverance)

# Guiding Questions

As reviewers look for evidence of alignment to the CCLS and the development of academic and personal behaviors, the following questions help inform their review:

- Do the content and skills covered align to the expectations of the Common Core Learning Standards?
- Does the course include a variety of high-quality diverse assessments that are likely to elicit and support demonstration of the standards?
- Does the work in the course progress so that students are expected to complete major course work with independence and mastery?
- Does the course design provide students with opportunities to develop and use academic and personal behaviors necessary for success in high school and beyond?

# Activity Overview: Analyzing Instructional Artifacts for Alignment to Standard

In this activity you will have the opportunity to:

- Review an 8<sup>th</sup> grade assessment and accompanying texts for alignment to the CCLS
- Examine resulting graded student work for alignment to the CCLS

## Activity: Analyzing Instructional Artifacts for Alignment to Standard— *an example from an 8<sup>th</sup> grade class*

1. Read both sides of the argument about building the Muslim Community Center.
2. As you read, annotate the text by putting a “P” next to the parts that are “pro,” that you feel are important pieces of evidence. Put a “C” next to parts of the text that are “con,” that you feel are important.
3. After you read, you will write an essay answering the question: “Is it appropriate to build a Muslim community center near the World Trade Center site”?
4. In your essay make sure you:
  - Explain the two sides to the issue and provide evidence for both
  - Take a position and state your claim for “is it appropriate to building a Muslim Community Center near the World Trade Center site?”
  - Use evidence to support your claim
  - Explain your reasoning, how does your evidence support your claim
  - Write a conclusion that includes a summary of why you think or don’t think it is appropriate to build a Muslim Community Center near the World Trade Center site.
  - Reread your letter and add editing marks were you believe the letter needs editing.

# Whole Group Debrief

- What feedback would you provide around this assessment?
- What are some questions you would ask, or some things you would look for, if you had the entire scope and sequence or curriculum available?

# Turn and Talk: Academic and Personal Behaviors

- Does this assignment address any of the academic and personal behaviors below?
  - Motivation (e.g. disciplined, goal-striving)
  - Engagement
  - Work habits/organizational skills
  - Communication/collaboration skills
  - Self-regulation (e.g. self-confidence, perseverance)
- In what types of assessments, activities, and instruction might you expect to see academic and personal behaviors more heavily targeted?
- What would development of academic and personal behaviors look like within an entire course?

## Next Steps in Your Networks

- What does this mean for your work with schools?
- Whom should you encourage to be part of the pilot?
- How can you facilitate sharing of best practices?

# Additional Resources

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

- A **memo** explaining the HSPCC process in greater detail
- Frequently Asked Questions
- A copy of this PowerPoint
- Copies of documents used in PowerPoint
- A guided activity to use in PD sessions or in discussions with schools

Contact your Cluster Performance Point or [HSPCertification@schools.nyc.gov](mailto:HSPCertification@schools.nyc.gov) with any questions.