

Memorandum

I. Background

The College Preparatory Course Index (CPCI), one of the three college-readiness metrics on the high school Progress Report, will award high schools credit for the percentage of students who have scored 65+ on the Algebra II, Math B, Chemistry, or Physics Regents exam, or scored 3+ on any Advanced Placement (AP) exam, or scored 4+ on any International Baccalaureate (IB) exam, or completed a course for college credit (e.g., College Now, CUNY Early College) with a grade of “C” or higher. While these courses and assessments are correlated with postsecondary success, this is not a comprehensive list of coursework in our City’s schools that prepares students for college. Therefore, the DOE has developed a College Preparatory Course Certification (CPCC) process to recognize high school courses that build college readiness skills and expand the range of courses for which schools can earn credit on the CPCI. The CPCC certifies a specific course, not a school or a teacher.

II. 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 courses that already count toward the CPCI (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 CPCI (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 2010**.
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 **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.

III. Process

There are two parts to the CPCC application process involving quantitative and qualitative evaluations. Schools may nominate up to **four courses per year** for CPCC.

Part I of the application (**used for the quantitative evaluation**) may be submitted on a rolling basis from **December 13, 2011 to January 18, 2012**. The **quantitative evaluation** employs 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 a course to pass this evaluation, it must be at least as associated with college success as are the courses that already count toward the CPCI (Algebra II, Chemistry, Math B, Physics, AP, IB, college credit course). Schools will be informed of the results of the quantitative evaluation by **February 27, 2012**. **Schools will be invited to submit Part II of the application only for courses that pass Part I.**

Part II of the application (**used for the qualitative evaluation**) may be submitted on a rolling basis from **February 27, 2012 to March 26, 2012**. 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. The evaluation is based on the information and instructional artifacts provided in Part II of the application.

Courses that pass both the quantitative and qualitative evaluations will be certified. Schools will be notified of final CPCC decisions by summer 2012.

Courses certified through the CPCC process will receive either a one-year certification or a two-year certification, depending on the strength of the application. Schools certified for two years must verify in the second year of certification that the offered course is not substantially different from the course submitted for certification. Once the certification expires, a course must be nominated for re-certification using a modified application process. More information on the re-application process will be available in fall 2012.

Courses that do not receive certification are invited to reapply in subsequent years, though we strongly encourage schools to work with their network team and other support providers to investigate why the course was not certified and to increase the rigor of the course before reapplying.

Random reviews of courses may occur to ensure that the offered course is comparable to the submitted course.

IV. CPCC Implications

Schools will receive credit on the CPCI metric on the Progress Report for each student who passes a course certified through the CPCC process. **Note, however, that schools may receive only one point per student on the CPCI metric, regardless of how many CPCI criteria that student satisfies.** For example, if a student passes both a standard CPCI course and a course certified through the CPCC process, the school will receive one point – not multiple points – for that student.

The DOE has not yet determined what weight to accord the CPCI metric in calculating a school's final Progress Report grade.

V. Additional Information

Career and Technical Education (CTE)

We encourage schools to nominate for CPCC CTE courses or programs with high academic standards and proven college-readiness. However, the CPCC process does not have a specific evaluation focusing on career-readiness. A separate, complementary certification process for career-ready courses is being developed in partnership with the Office of Career and Technical Education.

Promising Practices

As the DOE enhances college-readiness initiatives City-wide and prepares for the implementation of the NY State P-12 Common Core Learning Standards, the DOE will feature materials and courses surfaced through these applications. The goal is to highlight courses, principals, and schools for excellent college-readiness work in the classroom and provide exemplars and ideas for other educators across the City. **By submitting an application, schools grant the DOE permission to share their work.** Instructional materials aligned with the Common Core Standards, including student work, may be shared on the Common Core Library as part of the instructional materials available to support all schools with

implementation of the new standards. Any student work shared will be done so anonymously. Teachers will be given the option of having their work credited to them or having it shared anonymously. To reference the current Common Core-aligned tasks and instructional supports, visit: <http://schools.nyc.gov/Academics/CommonCoreLibrary/SeeStudentWork/default.htm>.

VI. Timeline

Date	Milestone
December 13, 2011	Application Part I opens
December 9, 2011 December 14, 2011	In-person trainings for Network Performance Points and Network Instructional Points
January 18, 2012	Application Part I due by EOD
February 27, 2012	Schools notified of Part I decisions/schools invited to submit Application Part II for courses that pass the quantitative evaluation
March 26, 2012	Application Part II due by EOD
Summer 2012 [Date TBD]	Schools notified of final CPCC decisions

Please visit the [Progress Report Website](#) for resources such as Frequently Asked Questions, qualitative evaluation rubrics, and a learning activity. For **technical questions** related to the online CPCC application process, please contact the DAPS Service desk at OAservicedesk@schools.nyc.gov or 212-374-6646, or email CPCertification@schools.nyc.gov. For questions related to the **content** of the CPCC application, please contact your Network Performance Point or email CPCertification@schools.nyc.gov.