

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



Memorandum (last updated November 20, 2013)

I. Timeline

	Regular Application Process	Application Process for Re-evaluating Expired Certifications	Application Process for Adopted Courses
Trainings for Network Performance Points and Network Instructional Points	December 4, 2013 (Bronx) December 9, 2013 (Brooklyn)	December 4, 2013 (Bronx) December 9, 2013 (Brooklyn)	December 4, 2013 (Bronx) December 9, 2013 (Brooklyn)
Application period opens	January 20, 2014	December 16, 2013	April 28, 2014
Applications due by EOD	February 21, 2014	January 17, 2014	May 30, 2014
Schools notified of final decisions	June 13, 2014	June 13, 2014	August 15, 2014

II. Background

The High School Readiness Metrics on the middle school Progress Report and the College and Career Preparatory Course Index on the high school Progress Report award schools credit for preparing students for the next level. The High School Preparatory Course Certification (HSPCC) and College Preparatory Course Certification (CPCC) processes are designed to expand the range of courses for which schools can receive credit on these metrics.

Middle Schools (HSPCC): The High School Readiness metrics on the middle school Progress Report include (1) the percentage of all 8th graders who have earned high school credit by the end of 8th grade, and (2) the percentage of the middle school’s former 8th graders who met the criteria for the high school Progress Report’s credit accumulation metric for the first year of high school. While these metrics are correlated with high school success, they do not take into account the full range of coursework in our City’s middle schools that prepares students for high school.

The HSPCC process recognizes middle school courses that build high school readiness skills and that do not already count toward the High School Readiness metrics. The process certifies a specific course, not a school or a teacher.

High Schools (CPCC): The College and Career Preparatory Course Index (CCPCI), one of the three college- and career-readiness metrics on the high school Progress Report, awards 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, or received a diploma with a Career and Technical Education (CTE) or an Arts endorsement, or received a passing grade on an industry-recognized technical assessment. While these academic achievements are correlated with postsecondary success, this is not a comprehensive list of coursework in our City’s schools that prepares students for college.

The CPCC process recognizes high school courses that build college readiness skills and that do not already count toward the CCPCI. The process certifies a specific course, not a school or a teacher.

III. Requirements for Eligibility

The following table lists eligibility requirements for HSPCC (middle schools) and CPCC (high schools).

HSPCC	CPCC
<ol style="list-style-type: none"> 1. The course must address content within one of the four Common Core content areas (ELA, math, science and social studies) in a way that is rigorous and aligned to the Common Core Learning Standards and NYS Science and Social Studies Standards (as applicable). 2. The course must have high standards—it must prepare students for high school at least as well as the middle school accelerated courses that already count toward the High School Readiness metrics on the Progress Report (i.e., high school level courses culminating in a Regents exam or state Language Proficiency Exam or approved high school credit-bearing courses). 3. The course must not be a middle school accelerated course, as these courses are already included in the High School Readiness metrics. Examples of middle school accelerated courses include: U.S. History, Global History, Integrated Algebra, Geometry Year 1, Living Environment, Earth Science, English Composition, French year 1, Latin year 1, Spanish year 1, and Italian year 1. Additional information on middle school accelerated courses is available here. 4. The course must be taught in the 2013-14 school year and at least one prior school year, and there should be plans to continue offering the course in the future. 5. The course must serve predominately eighth graders. 6. The school must be able to provide a range of instructional artifacts from the course (e.g., student work, curriculum overview, scope and sequence, assignments, and assessments). 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). 	<ol style="list-style-type: none"> 1. The course must address content within one of the four Common Core content areas (ELA, math, science, and social studies) in a way that is rigorous and aligned to the Common Core Learning Standards and NYS Science and Social Studies Standards (as applicable). 2. The course must have high standards—it must prepare students for college at least as well as the college preparatory courses that already count toward the CCPCI metric on the Progress Report (Algebra II, Chemistry, Math B, Physics, AP, IB, and college credit-bearing courses). 3. The course must not culminate in one of the exams that already count toward the CCPCI (Algebra II, Chemistry, Math B, Physics, AP, IB, or an industry-recognized technical assessment) and must not be a college credit-bearing course. 4. The course must be taught in the 2013-14 school year and at least one prior 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. The school must be able to provide a range of instructional artifacts from the course (e.g., student work, curriculum overview, scope and sequence, assignments, and assessments). 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).

IV. Application Process

Schools may nominate up to **two courses per year** for certification.

As described below, there are two components to the evaluation. **Unlike in previous years, the application process will not be split into two parts, and schools will be asked to submit information for both components of the evaluation at the same time. Every eligible course that is nominated for certification will receive both a quantitative and a qualitative review.**

Quantitative Evaluation. Schools will be asked to submit course codes for a quantitative evaluation. The quantitative evaluation employs a statistical analysis to evaluate the relationship between passing the course and success at the next level (early high school for HSPCC and early college for CPCC).

Qualitative Evaluation. Schools will be asked to submit information about the course (e.g., curriculum, syllabus, scope and sequence) and instructional artifacts (e.g., samples of student work). 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 rubric is designed primarily to evaluate the content and rigor of the course through the lens of the Common Core Learning Standards.

Certification. Courses that pass both the quantitative and qualitative evaluations will be certified. Courses certified through the HSPCC/CPCC process will receive either a one-year certification or a three-year certification, depending on the strength of the application.

Schools with courses that are certified for three years may be asked to verify in the second and third years of certification that the offered course is not substantially different from the course submitted for certification. Additionally, DOE staff may conduct reviews of courses selected at random to ensure that the offered course is comparable to the submitted course.

Schools with courses that do not receive certification are invited to resubmit those courses in subsequent years. However, 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 resubmitting it.

V. Application Processes for Special Circumstances

The following table summarizes application processes for special circumstances. More detailed instructions for submitting materials will be available on the Progress Report Website in early January, before the first application period opens.

Category	Description	Instructions
Expired certification	A course's 1-year or 3-year certification has expired and the course must be re-evaluated for continued certification.	To have a course re-evaluated for continued certification, the school must submit new course materials, student work, and a brief explanation of changes that have been made to the original course. We expect that schools will modify the course based on reviewer feedback (if applicable), as well as align the course to the DOE's current instructional expectations, while maintaining or exceeding the course's level of rigor.

		<p>Re-evaluation of expired 1-year certifications will result in either a 2-year extension of certification or “no certification,” based on the strength of the course and response to reviewer feedback.</p> <p>Re-evaluation of expired 3-year certifications will result in a 3-year extension of certification, 1-year provisional extension, or “no certification” based on the strength of the course.</p> <p>Courses that receive “no certification” through this process are invited to make improvements on the course and re-submit a new application the following year for re-evaluation.</p>
Adopted course	Schools may adopt an approved , 3-year certified course through the HSPCC/CPCC process. Links to materials for courses eligible for adoption are available on the Progress Report Website .	The adopted course must be taught during the 2013-14 school year and have new course materials and student work available for review by spring 2014. We expect that schools implementing a previously-certified course will adapt the course to the needs of the school's students as well as to current DOE instructional expectations while maintaining or exceeding the approved course’s level of rigor. Materials and reviewer feedback for approved courses are available online .
The same course taught at multiple schools	Multiple schools are offering a course that uses a standardized curriculum and courses are horizontally aligned with similar expectations, assignments, and grading policies.	<p>If the same course is taught at multiple schools, it may be possible for all courses to be certified with one application through a modified process. Please send an email to CPCertification@schools.nyc.gov to explore this option.</p> <p>Permission to use this process will be granted on a case-by-case basis, based on the strength of supervision and uniformity of rigor across implementations.</p>

VI. Implications

Schools will earn credit on the Progress Report for students who pass courses certified through the HSPCC/CPCC process. Courses that are not approved will not appear on the Progress Report, nor will any indication that the course was nominated for HSPCC/CPCC.

Schools may receive only one point per student on the High School Readiness and CCPCI metrics, regardless of how many High School Readiness or CCPCI criteria that student satisfies. In other words, if a student passes both a middle school accelerated course or a standard CCPCI course as well as a course certified through the HSPCC or CPCC process, the school will receive one point—not multiple points—for that student.

VII. Promising Practices

As the DOE enhances college-readiness initiatives citywide and supports full-scale 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 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 Learning Standards, including student work, may be shared on ARIS or another site accessible internally by DOE schools 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. To reference

the current Common Core-aligned tasks and instructional supports, visit <http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm>.

Please visit the [Progress Report Website](http://schools.nyc.gov/Accountability/tools/report/default.htm) at <http://schools.nyc.gov/Accountability/tools/report/default.htm> for resources such as materials for adoptable courses, qualitative evaluation rubrics, and a learning activity. For questions related to your HSPCC or CPCC application, please contact your [Network Performance Point](#) or email CPCertification@schools.nyc.gov.