



## Illinois Postsecondary and Workforce Readiness (PWR) Working Group



## Agenda

1. **Today's Meeting (30 minutes)**
  - Current Status
  - Objectives
2. **Middle School to High School Transition (1.5 hours)**
  - Early Warning Systems and Freshman On-track
  - EPAS – Explore, Plan, ACT
3. **Policy Framework (2 hours)**
  - Framework Development and Process
  - Example: H.S. Graduation Requirements
4. **Next Steps and Open Topics:**
  - Effective Counseling
  - Online Learning
  - Developmental Math Courses



## What is the PWR Committee?

A joint committee established by the P-20 Council to combine the efforts of the subcommittees on:

- College and Career Readiness
- Data, Assessment and Accountability

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## PWR Goals

1. Define “college and career readiness” for Illinois
2. Align P-20 curriculum and instruction to career pathways that include Common Core college and career readiness standards
3. Align assessments and certifications to college and career pathways

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These goals were established by the P-20 subcommittee on College and Career Readiness

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## PWR Working Group Mission

The mission of the P-20 Postsecondary and Workforce Readiness Working Group is to increase students' opportunities for success in college and careers by developing indicators and recommending policies to support and align transitions across the P-20 spectrum and with other stakeholders.

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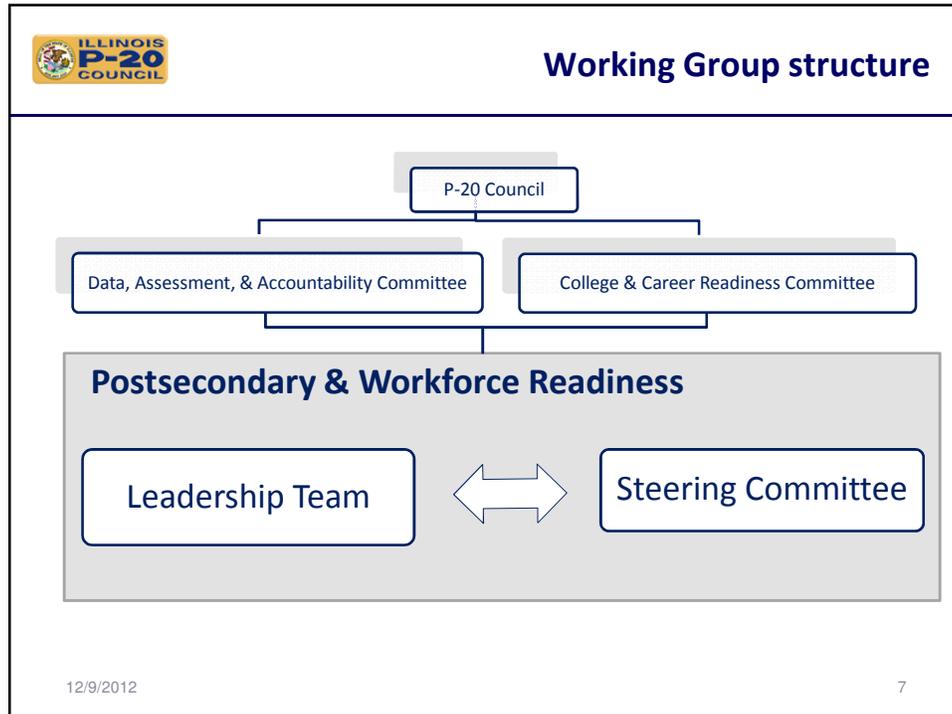


## Working Group Outcomes

- Definition of the elements of college & career readiness
- Benchmarks within those elements across the P-20 spectrum
- Map of existing and impending initiatives around college and career readiness in Illinois
- Clear timeline of existing & impending initiatives
- Policy implications of benchmarks and initiatives

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## Process Overview

- Three or four big meetings organized around transition points:
  - Secondary/Postsecondary → Work
  - High School → Postsecondary
  - Middle School → High School
  - Aligning early childhood and elementary with this work
  - Review with other stakeholders
- One all-day meeting to bring it all together:
  - Finalize college and career readiness framework
  - Define recommendations
  - Align existing initiatives

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## Timelines

	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Goals & vision	LT	LT					LT				LT
Definition of the elements of college and career readiness				SC	SC	SC					
P-20 benchmarks within those elements							SC	SC	SC	SC	SC
Map of existing and impending initiatives around college and career readiness in Illinois											
Clear timeline of existing & impending initiatives											
				P-20			P-20				P-20

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## Proposed working model

<p><b>Core content skills</b></p> <ul style="list-style-type: none"> <li>• Core academics tied to the Illinois Learning Standards, including the Common Core</li> <li>• Technical knowledge &amp; skills specific to career pathways <i>and/or</i></li> <li>• Technical knowledge &amp; skills specific to in-depth academic pursuits</li> <li>• Civics</li> <li>• Communication</li> </ul> <p><b>Thinking skills</b></p> <ul style="list-style-type: none"> <li>• Critical and applied thinking</li> <li>• Learning techniques</li> <li>• Research &amp; scientific method</li> <li>• Formulating &amp; stating problems</li> <li>• Data analysis &amp; interpretation</li> </ul>	<p><b>Employability &amp; interpersonal skills</b></p> <ul style="list-style-type: none"> <li>• Collaboration &amp; teamwork</li> <li>• Ownership of learning &amp; results</li> <li>• Self-management</li> <li>• Cultural competency</li> <li>• Information, Media, &amp; Technology Skills</li> <li>• Civic awareness &amp; engagement</li> <li>• Leadership</li> <li>• Independence &amp; initiative</li> <li>• Creativity</li> </ul> <p><b>College &amp; career knowledge &amp; navigation</b></p> <ul style="list-style-type: none"> <li>• Understanding of postsecondary system &amp; how to access</li> <li>• How to transition to/within workplace</li> <li>• Financial literacy and its application to college &amp; career navigation</li> </ul>
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## Benchmark brainstorming

Student Benchmarks	Indicators and Sources
<ul style="list-style-type: none"> <li>- Work-study based observations (i.e. CPS employment assessment)</li> <li>- National Career Readiness Certificate</li> <li>- Dual Credit</li> <li>- Technical Certificates</li> <li>- Associate's Degrees</li> <li>- Bachelor's Degree</li> <li>- Careers</li> <li>- Job Persistence</li> <li>- Promotions and Advancement</li> <li>- Regional benchmarks (college going, persistence)</li> <li>- Academic persistence</li> <li>- Retention data in the workforce</li> <li>- Promotions or advancement</li> </ul>	<p><b>Institutional</b></p> <ul style="list-style-type: none"> <li>- K-12 report card</li> <li>- Perkins</li> <li>- CC and IBHE performance funding</li> <li>- New teacher evaluations</li> <li>- Completion to employment</li> </ul> <p><b>Student</b></p> <ul style="list-style-type: none"> <li>- ACT scores</li> <li>- Placement tests</li> <li>- PARCC</li> <li>- AP tests</li> <li>- Employment assessment (CPS)</li> </ul>

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## Potential Policy Findings

### **Common Core State Standards/PARCC**

- Require Algebra II, since PARCC will test students in Algebra II during their junior year
- Explore what can be done to ensure students get the most out of senior year and avoid sending the message that students are college-ready their junior year
  - Touch base with math committee to see how this may relate to 4 years of required HS math
- Placement scores should be aligned across community colleges; university standards should be aligned to the CCSS.
- Greater participation from community colleges is needed as the CCSS are implemented to ensure strong alignment and consistency in what student are expected to know and perform.
- Investigate the elements that align with postsecondary success
- Current teacher professional development and teacher preparation need to address the Common Core
- Explore the possibility of a HS exit exam
  - Exit exams should (at least initially) be PARCC
- Explore what role WorkKeys should play

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  - Effective Counseling
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## High school report card legend (I)

		Metric	Definition	Why it's important
Outcomes	Graduation	% of students graduating within four years	Percent of freshman who graduated within 4 years, adjusted for mobility.	High school graduation is essential for success in today's economy.
	Readiness	% of students college & career ready	Percent of students who achieved a composite score of at least 20 on the ACT. ACT scores pulled from the PSAE test that all Illinois students take in 11th grade.	Students are more likely to succeed in the long-term if they finish high school ready to learn and succeed in college and career.
	Success	% of graduates who enrolled in additional schooling after graduation	Percent of on-time graduates who enroll at a post-secondary school within 2 semesters after graduation; includes colleges, universities, community colleges, and trade/vocational schools.	Two-thirds of new jobs in today's economy require continued education after a high school diploma.
Progress	On track	% of Freshman on track	<b>Percent of students who have earned enough class credit to be promoted to sophomore status without failing more than one core class (English, math, science, or social science) at the end of their freshman year (not including summer school).</b>	<b>Students who succeed in freshman courses are more likely to graduate from high school. Students who are "on track" at the end of their freshman year are more likely to graduate from high school.</b>
	Performance	% of students meeting/exceeding state standards % of students exceeding state standards	Percent of students meeting or exceeding and percent of students exceeding state standards for all subjects on the PSAE exam (an 11th grade exam).	Indicates whether students are performing at or above acceptable standards set by the state in core subjects. Schools aspire to support students to exceed state standards and excel academically.
	Growth	% of students achieving expected growth ( <i>under construction</i> )	TBD – Percent of students that achieve the expected academic improvement from year to year.	To stay on track to graduate, students must achieve expected growth from one academic year to the next. This metric tells us whether students made that "expected" growth.
Environment	Instructional quality	Teaching background & characteristics	TBD - A combination of characteristics of the teaching staff which research suggests contribute to student progress according to research. The specific characteristics to be tracked are still under development.	A teacher's academic background – including subject matter expertise – is linked to improved student outcomes.



## On-Track v. Early Warning Signs

- On-Track** – A student is counted as on-track at the end of their freshman year if the student has accumulated five full course credits and if the student has no more than one semester "F" in a core subject. (Source: *The On-Track Indicator as a Predictor of High School Graduation, 2005*)
- Early Warning Signs** – Key predictors of high school drop out, inclusive of on-track indicators, but provide a more nuanced look at early warning signs that may explain *why* students get off track (i.e., high absenteeism, students' self-reported study behaviors, student-teacher engagement, etc.)



## Illinois' Report Card On-Track Measures

- Illinois' report card will identify, among other things, Elementary, Middle and High School On-Track measures:
  - Elementary On-Track Measures:
    - Helps identify if student entering kindergarten are developmentally ready to learn.
  - Middle School On-Track Measures:
    - Helps identify whether or not sixth graders are making sufficient progress by meeting or exceeding Illinois state standards in reading and mathematics.
  - High School On-Track Measures:
    - Helps identify whether or not students are making sufficient progress by earning enough class credit to be promoted to sophomore year without having failed more than one core course.

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## Early Warning Signs

- Cumulative Course Failures (across all courses not just core)
- Excessive Absenteeism
- Low Grade-Point Averages



## Cumulative Course Failures

- Failing one or more courses freshman year is highly predictive of failing to graduate four years later
- Course failure has a direct effect on graduation because the more classes students fail, the fewer credits they are able to accumulate towards graduation
- Research out of New York indicates that almost all students who drop out fall behind in course credits beginning their freshman year
- Failure in one semester course is generally a sign of trouble in other courses. Few students off track experience isolated problems and perform well in other coursework



## Absences

- Students who drop out of school are more likely to have a higher number of absences.
- In Chicago Public Schools, 15% of freshman have extremely high rates of absenteeism, missing one month or more. These students have less than a 10% chance of graduating.
- Attendance is the most essential requirement for preventing course failure.



## Grade Point Average

### Chicago Case Study:

- A student's grade point average (GPA) is highly predictive of graduation
- GPA is an indicator of how well students are doing in class and can provide an overall picture of future academic success and failures
- Students with a GPA of 2.5(+) their freshman year have a very high likelihood of graduating in four years.
- Virtually no students with lower than a 1.0 GPA (D average) in their freshman year earned a CPS diploma.
- GPA is the best indicator for predicting non-graduates.

Source:

CCSR Study : *What Matters for Staying On-Track and Graduating in Chicago Public High Schools*



## Interventions

- Implementing Statewide Early Warning Systems
- Rigorous Remediation
- Personal Effective Focus



## Statewide Early Warning Systems

- State education departments adopt these systems to help districts keep track of students at-risk of dropping out and connects students with resources that will follow them throughout their education.
  - States such as Louisiana, South Carolina and Alabama have also experienced success with early warning systems.
  - In Louisiana, local educators receive information about at-risk students twice a month.
  - Massachusetts has implemented a statewide early warning system in eighth grade that targets, identifies and supports youth who may be at-risk of not graduating from high school on time.



## CPS Early Warning System

- Chicago Public Schools (CPS) have an Early Warning System.
- Every summer, the district provides every CPS high school with:
  - A detailed spreadsheet showing a history of all students eighth grade attendance and performance in Mathematics and English. The spreadsheet also indicates whether or not a student has attended summer school.
- The Early Warning System is designed to:
  - Identify incoming students who are at-risk of dropping out.
  - Provide resources and supports for those students who have been identified as at-risk for dropping out their freshman year.
  - Identify students throughout the year who are falling off-track and provide them with the resources and supports to get them back on-track.



## Rigorous Remediation

- Enhancing student achievement through:
  - Tutoring
  - Homework assistance programs
  - Mentorship
  - Intense academic support, either as part of a day, after school, summer or weekends



## Personal Effective Focus

- The personalization of education (striving to understand the whole student i.e., academic, social, and personal)
- Focus on building students relationships with teachers, parents and peers and include systematic monitoring of student performance
- Individual counseling
- Participation in an interpersonal relations class



## EPAS-EXPLORE, PLAN, ACT

- Illinois proposes to require EXPLORE at grades eight and nine and PLAN at grade ten in order to provide schools and districts with a complete picture of student progress from grades 3-11, while also allowing for the calculation of growth.
- In its ESEA waiver, Illinois plans to do the following, in order to increase the rigor of the state's current assessments and to align to college and career standards: \*
  - Raise Illinois' cut score on the ISAT
  - Augment current Illinois assessments by adding Common Core items to ISAT
  - Implement additional strategies, including:
    - A WorkKeys subtest
    - Require EXPLORE/PLAN

\*This is subject to change as Illinois adapts its waiver.



## EXPLORE

- The EXPLORE test results contain information about your educational and career plans, interests, high school coursework plans, and the amount of help the student needs in seven academic areas.
- An educational assessment students usually take in eighth grade or ninth grade, consisting of four multiple choice tests.

**PLAN**

- PLAN serves as the midpoint measure of academic progress in ACT's College and Career Readiness.
- PLAN includes four multiple choice tests, covering English, Math, Reading and Science.
- Students take this test in tenth grade.

**ACT**

- The ACT is a college admission test taken by more than 1.6 million high school graduates every year
- The ACT consists of 4 multiple-choice tests (English, Math, Reading, and Science Reasoning) and an optional writing test.
- The ACT is typically taken in 11<sup>th</sup> grade.



## EXPLORE & ACT

Subject	ACT	EXPLORE
English	75 questions	40 questions
Math	60 questions	30 questions
Reading	40 questions	30 questions
Science	40 questions	28 questions
Writing (Optional)	1 prompt	



## PLAN & ACT

Subject	ACT	PLAN
English	75 questions	<b>50 total questions</b>
• Usage/Mechanics		30 questions
• Rhetorical Skills		20 questions
Math	60 questions	<b>40 total questions</b>
• Pre-Algebra/Algebra		22 questions
• Geometry		18 questions
Reading	40 questions	25 questions
Science	40 questions	30 questions
Writing (Optional)	1 prompt	



### ACT College Readiness Benchmarks: EXPLORE

College Course	ACT Subject Area	Explore Grade 8	Explore Grade 9	ACT Benchmark
English Composition	English	13	14	18
College Algebra	Mathematics	17	18	22
Social Sciences	Reading	15	16	21
Biology	Science	20	20	24



### College Readiness Benchmarks: PLAN

College Course	ACT Subject Area	PLAN Benchmark	ACT Benchmark
English Composition	English	15	18
College Algebra	Mathematics	19	22
Social Sciences	Reading	17	21
Biology	Science	21	24



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## Recommended Policy Framework Objectives

- **Review policy framework draft**
- **Get feedback**
- **Identify areas for further research and discussion**

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## Recommended Policy Framework

### I. Student-Directed Pathways

**Goal Statement:** Illinois students should be empowered to define their individualized pathways to postsecondary and workforce readiness, navigate key transition points, and access public education options supporting their personalized plan.

### II. Local and Statewide PWR Support Systems

**Goal Statement:** State and local systems should be in place to establish, fund, and support student pathways to postsecondary and workforce readiness

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## Recommended Policy Framework: Policy Areas

- I. Student-Directed Pathways
  1. Personalized Learning Plans for Postsecondary and Workforce Readiness
  2. Pathway Progressions and Credentials
  3. Expanded Opportunities and Alternative Options
- II. Local & Statewide PWR Support Systems
  1. Flexibility for Innovative and Personalized Instructional Models
  2. Resources for Innovative and Personalized Instructional Models
  3. Employer and Education Partnerships
  4. Educator Credentialing and Professional Development
  5. Technology Infrastructure for PWR
  6. Measurement, reporting, accountability, and evaluation systems

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## Recommended Policy Framework: Personalized Learning Plans for PWR

### **Policy Area 1: Personalized Learning Plans for Postsecondary and Workforce**

**Readiness.** *In order for students to pursue a personalized pathway to postsecondary and workforce readiness, they must have a plan and necessary supports to do so.*

- *Note: Generally, a Personalized Learning Plan should:*
  - *Enable students to explore and define a personalized pathway for postsecondary and career objectives that includes necessary coursework, certifications, work-based learning, and other out-of-school experiences*
  - *Include support structures for students to access financial aid and apply to postsecondary and career opportunities*
  - *At the postsecondary level, identify the path to a desired degree, including showing how community college credit can transfer to a bachelor's degree pathway at in-state institutions of higher education*
  - *Use data to indicate whether and why a student is "off-path", and provide for a plan to get the student "on-path"*

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## Recommended Policy Framework: Personalized Learning Plans for PWR (cont'd)

### Potential State Strategies:

- A. Coordinate and enhance state supports for local implementation of Personalized Learning Plans.
  - For example, establish a state supported "default" Personalized Learning Plan that school districts can voluntarily adopt.
- B. Require that all students, or certain categories of students, utilize Personalized Learning Plans.
- C. Provide information about career expectations and skill requirements, and structures for career exploration, that can be utilized beginning in middle school (if not earlier).
- D. Increase parental awareness of career pathways from birth through 20 and recognize careers as the end point for all students, including college graduates.
- E. Provide a structured method and technology for adult mentors (e.g., community-based workforce investment boards, industry partners, university students, other volunteers) to help students develop and pursue Personalized Learning Plans.
- F. Create a culture, and provide supports, so that all teachers are involved in career counseling (*i.e.*, teachers define career implications associated with units of instruction).

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## Recommended Policy Framework: Pathways Progressions & Credentials

**Policy Area 2: Pathway Progressions and Credentials.** *Illinois' structures for student transitions from middle school on through to postsecondary and careers should emphasize critical competencies and facilitate students' navigation through key transition points.*

### Potential State Strategies:

- A. Redefine Illinois' graduation requirements to both focus on critical academic competencies aligned to Common Core, where appropriate, (e.g., Algebra II) and provide flexibility for demonstrating those competencies through non-traditional methods such as work-based learning, capstone projects, or interdisciplinary courses.
- B. Establish student certifications that signal PWR achievements beyond baseline graduation requirements:
  - i. General PWR Certificate: Based on demonstrating core academic and employability skills all students should strive to achieve; may include expectations for achievement of college credit prior to graduation.
  - ii. Pathway Certificate: Based on engagement in a coherent program of study in a State-designated pathway and demonstration of appropriate technical proficiency (for example, acquisition of an industry-based credential), with the expectation of participation in work-based learning or completion of a capstone project. Presumably, the State would establish an interagency process for certifying the local pathway program.

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## Recommended Policy Framework: Pathways Progressions & Credentials (cont'd)

### Potential State Strategies:

- D. Further align placement scores and requirements across public postsecondary institutions.
- E. Facilitate student credit acquisition toward certificate and degree attainment aligned to a student's Personalized Learning Plan.
  - i. Provide options for proficiency-based credit at the secondary and postsecondary levels
  - ii. Improve articulation of credit among postsecondary institutions
  - iii. Target dual credit for coursework in the General Education Core Curriculum and introductory classes in STEM pathways
  - iv. Incentivize degree acquisition programs and strategies, including "reverse transfer" policies that permit the application of university-attained credit toward community college degrees, "2 by 2" programs, and programs focused on students only a few credits short of degree goals
- F. Better tailor remediation and other intervention supports to address the reasons why students fall "off-path" starting prior to high school, and provide for a plan to get students "on-path."

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## Recommended Policy Framework: Expanded Opportunities & Alternative Options

**Policy Area 3: Expanded Opportunities and Alternative Options.** *Students should have available to them and be empowered to select instructional options that best meet their Personalized Learning Plan objectives.*

Potential State Strategies:

- A. Target supports for school districts, community colleges, and institutions of higher education to develop high-quality pathway course options.
- B. Provide students the ability to acquire credit toward Personalized Learning Plan goals in alternative settings (e.g., other districts, online) and have funding follow the student.
- C. Enable students to enroll full-time in public high schools or community colleges that can best address their Personalized Learning Plan goals, regardless of student residency.
  - For example, enable students to enroll in an Advanced Manufacturing Program of Study in a neighboring school district, community college, or regional STEM academy, if not offered in the student's home district.

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## Recommended Policy Framework: Flexibility for Innovative & Personalized Instructional Models

**Policy Area 1: Flexibility for Innovative and Personalized Instructional Models.** *State policy should not unduly restrict local implementation of instructional programs that address personalized learning needs and PWR objectives.*

Potential State Strategies:

- A. Explicitly authorize (or require) school districts to develop competency-based models for awarding credit toward degree completion.
- B. Permit school district calendar flexibility to correspond to schedules of colleges for early college high schools/dual credit programs.
- C. Provide maximum flexibility and/or incentives for the establishment of remote educational programs.
- D. Facilitate teaching models that use industry partners in schools and place teachers in industry settings.
- E. Further streamline the School Code's waiver and modification process for innovative instructional models addressing PWR objectives.

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## Recommended Policy Framework: Resources for Innovative & Personalized Instructional Models

**Policy Area 2: Resources for Innovative and Personalized Instructional Models.** *State and federal funding streams and other resources should support local implementation of instructional programs that address personalized learning needs and PWR objectives.*

### Potential State Strategies:

- A. Provide school districts the option of tying General State Aid to competency-based models, rather than "seat time."
- B. Develop an innovation fund to support regional networks of P-20/workforce partnerships that support students in their academic and career exploration of Illinois Pathways programs.
- C. Target resources to encourage the development of early college high school models and regional Illinois Pathways academies.
  - For example, include a set-aside in a State capital funding program
- D. Solidify an interagency structure to provide resources and support for local Illinois Pathways implementation.
  - For example, codify the interagency and advisory structures contained within the Illinois Pathways Intergovernmental Agreement

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## Recommended Policy Framework: Employer & Education Partnerships

**Policy Area 3: Employer and Education Partnerships.** *Employers can play a key role to implement local systems addressing PWR in partnership with school districts, community colleges, and institutions of higher education.*

### Potential State Strategies:

- A. Establish a long-term plan to ensure the sustainability of the existing Learning Exchanges, and provide for the development of new Learning Exchanges.
  - Codify the requirement to establish Learning Exchanges.
  - Allow flexible funding from multiple agencies.
  - Ensure funding support to transition the Learning Exchanges in the planning clusters to implementation.
- B. Tie state business incentive programs to commitments for work-based learning opportunities, particularly in underserved areas.

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## Recommended Policy Framework: Employer & Education Partnerships

**Policy Area 3: Employer and Education Partnerships.** *Employers can play a key role to implement local systems addressing PWR in partnership with school districts, community colleges, and institutions of higher education.*

### Potential State Strategies:

- C. Permit state and school district procurement preferences for employers committed to work-based learning opportunities.
- D. Establish a common work-based learning plan and assessment system, and support employers to appropriately assess student competencies and skills in the workplace.
  - For example, support the use of a common work-based assessment, as is done in Chicago Public Schools programs, and learn from the employer supports provided in leading apprenticeship models in Germany and Switzerland.

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## Recommended Policy Framework: Educator Credentialing & Professional Development

**Policy Area 4: Educator Credentialing and Professional Development.** *Principals and teachers must be able to implement personalized and applied learning strategies furthering PWR objectives.*

### Potential State Strategies:

- A. Provide support for teacher externships/professional development in critical Pathways areas ("VIP program" for this decade).
- B. Implement and provide support for various "on ramp" models to enable industry professionals to enter the educator workforce.
- C. Establish an Educator Learning Exchange that supports the development of teachers in critical Pathways areas, fully engages teacher preparation programs around the State, and provides ongoing professional supports for these teachers.
- D. Require or incentivize teachers to obtain industry-based credentials for instruction in particular Pathways courses.
  - For example, the recent CPS-CTU contract requires teachers in various CTE program of study areas to have necessary credentials

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## Recommended Policy Framework: Technology Infrastructure for PWR

**Policy Area 5: Technology Infrastructure for PWR.** *The State's transition to PARCC will require statewide capacity to administer on-line assessments. Meanwhile, the build-out of the Illinois shared Learning Environment (ISLE) will provide a critical state platform to support personalized learning and the Illinois Pathways Initiative.*

Potential State Strategies:

- A. Align federal and state education technology funding streams to better support PARCC and ISLE implementation (E-rate, revolving loan program, other).
- B. Focus on statewide broadband capacity to effectively implement PARCC, ISLE, and other classroom-based education technology initiatives.
- C. Codify a long-term governance model for ISLE.

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## Recommended Policy Framework: Technology Infrastructure for PWR

**Policy Area 5: Technology Infrastructure for PWR.** *The State's transition to PARCC will require statewide capacity to administer on-line assessments. Meanwhile, the build-out of the Illinois shared Learning Environment (ISLE) will provide a critical state platform to support personalized learning and the Illinois Pathways Initiative.*

Potential State Strategies:

- A. Align federal and state education technology funding streams to better support PARCC and ISLE implementation (E-rate, revolving loan program, other).
- B. Focus on statewide broadband capacity to effectively implement PARCC, ISLE, and other classroom-based education technology initiatives.
- C. Codify a long-term governance model for ISLE.

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## Recommended Policy Framework: Measurement, Reporting, Accountability & Evaluation Systems

### **Policy Area 6: Measurement, reporting, accountability, and evaluation systems.**

*Reporting and accountability systems must align to the PWR policy agenda for it to effectively filter throughout the State's P-20 systems. The State must proactively evaluate its implementation of PWR-centered policies.*

#### Potential State Strategies:

- A. Include measures of college and career readiness within the K-12 accountability system.
- B. Measure and publicly report on postsecondary and employment success (e.g., non-remedial in math, gainful employment).
- C. Hold community colleges and universities accountable for their "proportional share" of certificates/degrees (e.g., INAM proportional goals).
- D. Engage ICEPR to develop and undertake a research and evaluation program centered on the PWR policy framework.
  - For example, use outcomes data to evaluate whether students are remaining "on-path" in accordance with their Personalized Learning Plan.

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## Graduation Requirements: Illinois

- 4 years of language arts;
- 2 years of writing-intensive courses, one year of which must be offered as an English language arts course and may be counted toward meeting one year of the four-year English language arts requirement. The writing courses may be counted toward the fulfillment of other state graduation requirements, when applicable, if writing-intensive content is provided in a subject area other than English language arts;
- 3 years of mathematics, one of which must be Algebra 1 and one of which must include geometry content;
- 2 years of science;
- 2 years of social studies, of which at least one year must be the history of the United States or a combination of the history of the United States and American government; and
- 1 year chosen from any of the following:
  - art;
  - music;
  - foreign language, which shall include American Sign Language; and
  - vocational education
- 3.5 years of physical education
- .5 years of health education

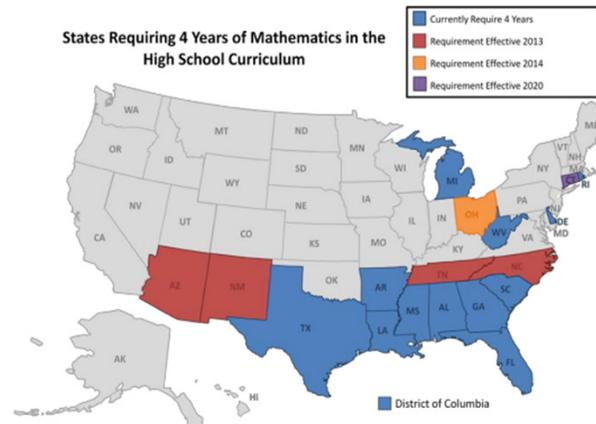
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## Trends in H.S. Math Requirements Across the U.S.

States are increasingly requiring students to complete 4 years of math in H.S., and are beginning to require students to complete a math course each year of H.S., to ensure students earning H.S. math credit before grade 9 are engaged in rigorous math content their final year of H.S.



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## High School Requirement Opportunities for Innovation

- Credit
- Personalized Learning
- Career readiness
- Benchmarks
- Assessment
- Diplomas

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## What is Proficiency-Based Credit?

- Proficiency-based credit allows students to earn credit based on their demonstration of proficiency can be motivating to “self-starter” students, as well as beneficial to at-risk students who can demonstrate progress without having to retake an entire course.
- As of 2010, 34 states allowed students to complete Carnegie units by demonstrating proficiency in coursework requirements.
- State policies range from a narrow focus (e.g., allowing non-native English speakers to learn foreign language credit for fluency in their native language), to broader provisions that require districts to award credit in a number of subject areas to students who are able to demonstrate proficiency. The widest - reaching policies allow districts to require students to complete some or all of their graduation requirements by demonstrating proficiency.

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## Proficiency-Based Credit: Providing Flexibility

- Students can demonstrate course, subject-area, and/or content-strand proficiency (which could cut across multiple subject areas).
- Proficiency credit can be awarded in multiple settings and be demonstrated in various ways.
  - In school:
    - Capstone projects
    - Portfolios
    - Tests
  - Outside of school:
    - Internships
    - Work Samples
    - Certification

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## Personalized Learning Plans

### *Personalized Learning Plans*

- Use community-based workforce investment boards and other volunteers to help students develop learning plans, as career-planning resources are unlikely to increase soon.
- Increase parent awareness of career pathways from birth through 20 and recognize careers as the end point for all students, including college graduates.
- Scale up orientation and/or planning elements across community colleges. Many community colleges mandate advising for all developmental education students.
- High school counselors, high school faculty, college faculty, and college advisors must be better connected to one another. Technology and systems must be used to supplement and defray the cost of “real people.”
- College courses in high school could possibly be planned in high school - not just admission, through K-12 networks.

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## Fostering Career Readiness

- Many states are emphasizing career awareness and the development of career skills through a variety of requirements and/or activities.
- In Georgia, following career awareness activities in middle school, 8<sup>th</sup>-grade students select a career area of interest and then tailor their subsequent coursework and work-based learning experiences accordingly.
- In Kentucky students explore career clusters and track those of interest; document academic, extracurricular, and career accomplishments and experiences; access college and financial aid information; collect letters of reference; and develop professional résumés.
- In South Carolina, students experience a variety of professional participation opportunities through job shadowing, apprenticeships or internships, and then in 10<sup>th</sup>-grade select a career cluster of study.

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## Identifying & Using Student Benchmarks

- Quality student benchmarks provide vital information about a student's proficiency, attainment, and progress toward the ultimate goal of college and career readiness.
- They need not be limited to high school; college and career readiness benchmarks can span from the lower grades, through high school, as well as beyond, tracking drop-out, college persistence, and employment rates.
- They can help students and their parents understand their progress toward college and career readiness before graduation, as well as identify gaps in students' preparation that can be used to tailor and/or mandate certain remedial steps.
- In some states, meeting certain benchmarks or failing to meet certain benchmarks may trigger modified graduation requirements affecting graduation tier or distinctions.

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## Assessment Forms & Uses

- Assessment is but one way to measure student progress and achievement. Even so, the range of assessment types, designs, and uses are numerous.
- Students can be tested on material related to a specific course, on material within a broader subject area, or on a certain set of skills that may be developed through work in multiple courses or across several subjects.
- They can be given throughout the year, to measure progress and to provide teachers with information to help them tailor instruction and students with information about their progress toward mastery.
- Some states require end-of-course (EOC) exams. These may be required in a few subjects, or in many— notably 12 in Texas.

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## Assessment Forms & Uses (cont'd)

- More comprehensive exams, such as exit exams or college and career readiness exams, typically cover a wider range of material and skills, and may be used in isolation, as California does, for example, or in conjunction with EOC tests, as is planned in Ohio.
- Passage of college and career readiness, exit exams, and end-of course may be required, as seen in California and Massachusetts, or the score a student receives may comprise a portion of the student's grade, as seen in Texas.
- Assessment may be determined or designed at the local level or state level. Alternatively, states may choose to require a certain level of performance on a nationally administered test (e.g., PSAT, SAT, PLAN ACT, WorkKeys, Compass, ASSET, and AP exams).
- Student test performance may be used to tailor instruction and remediation, as well as to monitor student, school, and district progress.

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## Diploma & Distinction Varieties

- **Single diploma:** Illinois and many other states issue a single diploma to students completing an identical set of requirements.
- **Single diploma, with levels of distinction:** Some states, such as Texas, issue a single diploma, but allow for student transcripts to reflect levels of achievement linked to the degree to which a student has completed a greater number or collection of more rigorous pre-set requirements (such as foreign language coursework or a capstone project) and met certain levels of student achievement (e.g. test performance or college credit).
- Indiana's method for distinguishing between students is similar (e.g. required coursework, test performance, GPA), but differs significantly from Texas by issuing separate diplomas. The Core 40 diploma is considered the baseline diploma and students who excel or complete extra requirements may achieve an Academic or Career honors diploma. Importantly, students may opt to meet lower requirements and receive a General diploma, which can be triggered by parental request, failure to pass at least 3 courses, or receiving a score on the graduation exam that is in the 25<sup>th</sup> percentile or lower.

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## Diploma & Distinction Varieties (cont'd)

- **Multiple Diplomas:** Indiana's method for distinguishing between students is similar to Texas (e.g. required coursework, test performance, GPA), but differs in that not all students receive the same diploma.
  - The Core 40 diploma is considered the baseline diploma and students who excel or complete extra requirements may achieve an Academic or Career honors diploma.
  - Importantly, students may opt to meet lower requirements and receive a General diploma, which can be triggered by:
    - parental request
    - failure to pass at least 3 courses, or
    - receiving a score on the graduation exam that is in the 25<sup>th</sup> percentile or lower.

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## Agenda

1. Today's Meeting (30 minutes)
  - Current Status
  - Objectives
2. Middle School to High School Transition (1.5 hours)
  - Early Warning Systems and Freshman On-track
  - EPAS – Explore, Plan, ACT
3. Policy Framework (2 hours)
  - Framework Development and Process
  - Example: H.S. Graduation Requirements
4. **Next Steps and Open Topics:**
  - Effective Counseling
  - Online Learning
  - Developmental Math Courses

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## Further Work

- Develop policy options for elements of the policy framework
- Develop benchmark map aligned with college and career readiness definition

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## Next Steps

- **Effective Counseling**
  - Discuss policy options for improved lower student and school ration and expanding counseling options
- **Online Learning**
  - Review recent survey of Illinois school districts from ISBE
- **Developmental Math Courses**
  - Work being done on math course to support students

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## Effective Counseling: Research Highlights

- Counselors can positively affect students' postsecondary aspirations and attainment.
- College counseling can have a significant impact on college access for all students.
- Increasing the number of counselors available to students and the time they devote to college counseling is one of the top three reforms needed to improve college access.

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## Effective Counseling: Implications for Practice

- Set high expectations and provide access to college counseling for all students to prepare for postsecondary education or work.
- Provide access to college counseling and counselors by maintaining or increasing counseling staff level and improving the student-to-counselor ratio.
- Refine counselor roles and responsibilities to ensure that counselors spend more time providing direct services to students and less time on administrative duties and duties unrelated to counseling.
- Continually develop and assess counseling department priorities and outcomes.

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**Questions?**