



CONFERENCE READINGS & RESOURCES

Overview: The High School to Higher Education Disconnect in Massachusetts

College Readiness: Massachusetts Compiles the Data, 2009

Carrie Conaway, Department of Elementary and Secondary Education

http://www.bos.frb.org/commdev/c&b/2009/spring/Carrie_Conaway_college_readiness.pdf

Discusses the K-12-higher education disconnect, the high rates of remediation needed for students entering our public colleges and universities, and how the Department of Elementary and Secondary Education's school-to-college database will provide useful data to close that gap.

Massachusetts Regional Alignment Workshops, Final Report, 2008

David T. Conley, Ph.D., EPIC

<http://www.epiconline.org/files/pdf/MA%20Final%20Report.pdf>

In April 2008, the MA Department of Elementary and Secondary Education contracted with the Educational Policy Improvement Center (EPIC) to facilitate a series of regional workshops and provide technical assistance to strengthen efforts to improve college readiness for all students. This final report summarizes these activities and offers recommendations on how state policy can be designed to improve college readiness for all students.

Developmental Education

Developmental Education Best Policy and Practice Audit, 2009

Charmian Sperling, Massachusetts Community Colleges

<http://www.eric.ed.gov/PDFS/ED506649.pdf>

In light of the significant gap between the persistence and attainment of students who begin their community college education at pre-college levels in reading, writing and mathematics and those who place directly into college level courses, the Massachusetts Community Colleges Executive Office commissioned a study of developmental education best practices within the state's 15 community colleges. This report examines the colleges' developmental education practices and policies within the context of developmental education best practice research. It presents findings, recommendations and resources to assist the Massachusetts community colleges in improving the success of academically vulnerable students within and beyond developmental education.

Setting Up Success in Developmental Education: How State Policy Can Help Community Colleges Improve Student Outcomes, 2009

Michael Lawrence Collins, Jobs for the Future

<http://www.achievingthedream.org/DATARESEARCH/PUBLICATIONSANDPRESENTATION/default.tp>

The large number of students entering community college needing developmental education, combined with the low number of students who complete their developmental requirements and meet college-ready standards within the first academic year, have made this area an Achieving the Dream priority for influencing state policies. Achieving the Dream, a national initiative to improve student success in community colleges, has taken a multipronged approach to improving outcomes in developmental education. This issue brief describes

how the 15 participating states have concentrated their policy efforts on four key areas: Preventative Strategies, Assessment and Placement, Implementation and Evaluation of Program Innovation, and Performance Measurement and Incentives.

New Policies and Assessments, K-12

Massachusetts Curriculum Framework for English Language Arts & Literacy Incorporating The Common Core Standards, PreK-12, January 2011

<http://www.doe.mass.edu/candi/commoncore/ELAOverview.pdf>

Massachusetts Curriculum Framework for Mathematics Incorporating The Common Core Standards, PreK-12, January 2011

<http://www.doe.mass.edu/candi/commoncore/MathOverview.pdf>

Comparative Analysis: The Massachusetts Curriculum Framework for English Language Arts and Literacy PreK- 12 (2011) and The Massachusetts English Language Arts Curriculum Framework (2001) and Supplement

<http://www.doe.mass.edu/candi/commoncore/0111ELAAanalysis.pdf>

Pre-Kindergarten-Grade 8 Crosswalk Introduction: Comparing the 2011 Massachusetts Standards for Mathematics to the 2000/2004 Massachusetts Standards for Mathematics

<http://www.doe.mass.edu/candi/commoncore> (link to excel spreadsheet under comparisons)

A First Look at the Common Core and College and Career Readiness, 2010

ACT

<http://www.act.org/commoncore/pdf/FirstLook.pdf>

Forty-one states have adopted the Common Core State Standards. Now, implementing the standards—to realize their purpose of increasing the college and career readiness of our high school graduates—takes on primary importance. This transition to implementation introduces a number of challenging questions: What is the baseline of student performance on the Common Core State Standards, and what reasonable expectations should we hold for them moving forward? What does student college and career readiness look like today through the lens of the Standards?

Partnership for Assessment of Readiness for College and Careers Assessment Proposal Summary, 2011

Achieve

http://www.achieve.org/files/PARCC_Summary_2-8-11.pdf

Twenty-five states have joined together to create the Partnership for the Assessment of Readiness for College and Careers (PARCC). The goal is to create an assessment system and supporting tools that will help states dramatically increase the number of students who graduate high school ready for college and careers and provide students, parents, teachers and policymakers with the tools they need to help students - from grade three through high school - stay on track to graduate prepared. The PARCC assessment is projected to replace MCAS in the 2014-15 school year.

Assessing Higher Education Outcomes

The Vision Project

Commissioner Richard Freeland, MA Department of Higher Education

<http://www.mass.edu/currentinit/documents/BHE10-06VisionProject.pdf>

Massachusetts is engaged in a fierce competition with other states and nations for talent, investment and jobs. The state's primary assets in this competition are the overall educational level of our people and our workforce and the inventiveness and competence of the creative individuals and organizational leaders who drive our innovation-dependent, knowledge-based economy. Nurturing these assets through education, research and

creative activity is the most important contribution of the state's colleges and universities to the overall well-being of Massachusetts. The Vision Project is the vehicle through which public higher education has come together to stay focused on this work and hold ourselves accountable for results.

Student Learning Outcomes and Assessment Working Group, Phase 1 Report, 2010

<http://www.mass.edu/currentinit/documents/VisionProjectWGStudentLearningOutcomes&Assessment-PhaseOneJuly2010.pdf>

The Working Group on Student Learning Outcomes and Assessment has released its Phase One Report, including analysis and commentary on the overall strengths and weaknesses of campus learning outcomes and assessment programs, approaches for building on our strengths, possibilities for collaborative activity and/or for highlighting model programs and best practices that would be helpful to campuses and could be promoted by DHE, and reactions to current thinking on student learning outcomes from the Commissioner's Advisory Group on Undergraduate Education and the Liberal Education and America's Promise initiative.

LEAP

<http://www.aacu.org/leap/>

Liberal Education and America's Promise (LEAP) is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. Through LEAP, hundreds of campuses and several state systems are making far-reaching educational changes to help all their students—whatever their chosen fields of study—achieve a set of essential learning outcomes fostered through liberal education. In numerous LEAP projects and activities, AAC&U partners with campuses, state systems, and K-12 educational leaders as they make these essential learning outcomes a framework for educational excellence, assessment of learning, and new alignments between school and college.

Assessing Assessment: PARCC, MCAS, Accuplacer

Assessing Developmental Assessment in Community Colleges, 2011

Katherine L. Hughes and Judith Scott-Clayton, Community College Research Center, Columbia University

<http://ccrc.tc.columbia.edu/Publication.asp?UID=856>

This paper argues that the debate about remediation policy is incomplete without a fuller understanding of the role of assessment and examines 1) the extent of consensus regarding the role of developmental assessment and how it is best implemented, 2) the validity of the most common assessments currently in use, and 3) emerging directions in assessment policy and practice.

Aligned Expectations? A Closer Look at College Admissions and Placement Tests, 2007

Achieve

http://www.achieve.org/files/Admissions_and_Placement_FINAL2.pdf

This Achieve report examines what admissions and placement tests measure with recommendations for K-12 and higher education policymakers.

The State of College Placement Assessment with Accuplacer at the Massachusetts Public Community Colleges, 2010

Jibril Solomon, Lesley University

<http://www.connectsemass.org/writing/documents/CollegePlacementAssessmentatCommunityCollegebyJibrilSolomon.pdf>

The rise in remedial education has prompted many secondary education leaders and stakeholders to raise some concerns about the validity of the assessment outcomes, especially considering the degree of variability of assessment standards across the state's postsecondary institutions.

Innovations and Experiments in Reform

Early College High Schools: A Portrait in Numbers, 2010

Jobs for the Future

<http://www.jff.org/publications/education/portrait-numbers/741>

This four-page summary provides the most current data on the growth and impact of the Early College High School Initiative, including data on the schools' impact on students, descriptions of the various types of early college schools, and much more.

Innovations in College Readiness: How Early College Schools Are Preparing Students Underrepresented in Higher Education for College Success, 2009

Thad R. Nodine, Jobs for the Future

http://www.earlycolleges.org/Innovations_in_College_Readiness_PDFVersion_102909.pdf

Through the creation of 201 early college high schools in 24 states, this national initiative reaches students who typically fall through the cracks between America's system of K-12 schools and its system of postsecondary education. In a bold approach, early college schools, as they are also called, engage these students in a rigorous and supportive educational program that enables them to succeed in college classes before they graduate from high school.

Getting Ready, Getting In, and Getting Through

The College Board

<http://professionals.collegeboard.com/profdownload/catalogue-of-effective-practices.pdf>

The College Board's College Keys Compact™ initiative is a call to action to identify, share, and intensify ways to address the needs and challenges of increasing access and success for low-income students. These three documents share innovative programs from multiple states that have been proven to promote college readiness, enrollment, and retention.

English Track

Expectations for College-Level English: Writing Prompts and Grading Rubrics from Bridgewater State University, Massasoit Community College, and a CONNECT-developed common rubric

BSU English Placement Prompt

http://www.connectsemass.org/writing/documents/BSUEnglishPlacementWritingPrompt_001.pdf

BSU English Placement Rubric

<http://www.connectsemass.org/writing/documents/BSUEnglishPlacementRubricJune2010.pdf>

MCC Qualifying Essay Prompt

<http://www.connectsemass.org/writing/documents/MCCPrompt2009-2010.pdf>

Advanced Placement Essay Prompt, Samples, Rubric

<http://www.connectsemass.org/writing/documents/APEssayPrompt.pdf>

CONNECT Writing Rubric

<http://www.connectsemass.org/writing/pdfs/revisedrubric2.09.pdf>

Interested educators can review past MCAS test questions in English Language Arts by going to the Department of Elementary and Secondary Education Website:

<http://www.doe.mass.edu/mcas/testitems.html> . Click on "2010" or a previous year.

Math Track

Alternative High School Math Pathways in Massachusetts: Developing an On-Ramp to Minimize College Remediation in Mathematics 2009

The Rennie Center for Education Research and Policy

http://www.renniecenter.org/MathPathways_FINAL.pdf

In this position paper, the Rennie Center proposes a plan that would significantly reduce the number of students who require college remediation in mathematics, with the ultimate goal of eliminating the need for college remediation. The authors outline Massachusetts' current procedure for college placement in mathematics, describe initiatives in other states that are addressing the challenges of remediation, and propose a new plan for high school mathematics courses designed to improve the quality of mathematics instruction and drastically reduce remediation rates.

MCAS and Accuplacer: A Math dis-CONNECT

Lois Martin, Massasoit Community College and Greg Sethares, Bristol Community College

<http://www.connectsemass.org/Math/documents/MCASandAccuplacerMathdisCONNECT.pdf>

Interested educators can review past MCAS test questions in Math by going to the Department of Elementary and Secondary Education Website:

<http://www.doe.mass.edu/mcas/testitems.html> . Click on "2010" or a previous year.

Advising Track

Are You Prepared for College Success?

Massachusetts CVTE Linkages Initiative

<http://www.connectsemass.org/writing/documents/CollegeSuccessPreparationBrochure.pdf>

This helpful brochure outlines for students the differences between the expectations of college and high school.

Redefining College Readiness, 2007

David Conley, Educational Policy Improvement Center

http://www.epiconline.org/publications/articles_%2526amp%3B_reports

College readiness continues to be defined primarily in terms of high school courses taken and grades received, along with scores on national tests, as its primary metrics. Published for the Bill & Melinda Gates Foundation, this report provides an operational definition of college readiness that differs from current representations of this concept primarily in its scope.