

## ***Vertical Alignment of College Ready Standards: What TCSR Districts and Institutes of Higher Education are Doing***

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## *Houston Independent School District Core Initiative 3: Rigorous Instructional Standards and Supports*



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# Identification of Problem

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- 2009-2010 HISD embarked on process of developing its Strategic Direction
  - Data analysis
  - Surveys
  - Focus groups
- Depending on the grade, 40%-70% of students were on grade level in reading and math (Stanford)
- 15% of first time 9<sup>th</sup> graders are estimated to have completed college in 4.5 years (given a 69% graduation rate, 76% enrollment rate, and 28% college graduate rate)
- <20% of HISD graduates met college readiness standards (GPA, ACT/SAT scores, course completions)



# Implementation

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- Core Initiative 3 of the district's Strategic Direction: Rigorous Instructional Standards and Supports
  - Equity in access to educational programs
  - **Develop and implement an aligned standards-based curriculum and assessment plan**
  - Implement Response to Intervention Model district-wide to provide early, effective assistance to children
  - Apollo 20 Plan (school-wide transformation intervention model for low performing schools)
  - Implement a comprehensive literacy program in grades pre-k through 12
  - Implement a comprehensive numeracy/mathematics program in grades pre-k through 12



# Implementation

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- Curriculum alignment efforts to state and national standards so that students are prepared for career and/or college
- Professional support for teachers to implement a more rigorous curriculum
- Support for students to stay on track to graduate high school prepared to enter college or the workforce and achieve success



# Implementation

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## Alignment Activities: What have we done?

- Created scope and sequence documents, curriculum guides based on the new TEKS in ELA, math, and science which are aligned to the College and Career Readiness Standards (CCRS)
- Provided a variety of training to teachers on CCRS (300 teachers trained by Region IV, all middle school science and biology teachers trained by Region IV)
- Created Pre-AP and AP Vertical Skills Charts in ELA and Social Studies
- Created Pre-AP/AP Vertical teams in ELA and Social Studies
- Integrated Pre-AP/AP and Laying the Foundation strategies and lessons into the HISD curriculum



# Implementation

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Alignment Activities: What are we currently doing?

- Meeting with HCC and area universities to create effective strategies to support college success for high school students
- Conducting regular workshops on best practices in writing and social studies strategies
- Providing professional development to middle and high school teachers related to college-ready items on the EOC/STAAR
- Using higher level questions on all assessments (interims and middle of year assessments)
- Creating Pre-AP/AP vertical teams in math and science



# Implementation

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Alignment Activities: What are planning to do?

- Revise curriculum documents based on the new TEKS and CCRS in science and social studies
- Train additional teachers on the CCRS
- Train teachers in all content areas on the EOC/STAAR expectation
- Create and provide teacher pathways of professional development to ensure that all teachers are sound in content and pedagogy
- Train chemistry and physics teachers on the new science TEKS and CCRS expectations



# Interventions

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- High School College Access Coordinators & Texas College Advising Corps
- College Go Centers
- Grad Labs-Credit Recovery
- Naviance
- PSAT for all 9<sup>th</sup>-11<sup>th</sup> grade students
- Use of PSAT for AP Potential
- 8<sup>th</sup> grade Readistep
- Kids 2 College (6<sup>th</sup> grade)
- Success Express Bus



# Monitoring Progress

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- Board Monitoring System reports to the Board and senior administration tracking implementation of Strategic Direction strategies
- Reporting on key indicators of on-track to graduation (see matrix)
- Reporting on key indicators of college readiness
- Reporting on AP enrollment and performance
- Reporting on PSAT, SAT, ACT test participation and performance
- Tracking of students using NSC and THECB reports



# Monitoring Progress

On track to college readiness		Grades										
		1	2	3	4	5	6	7	8	9	10	11
<b>Attendance</b>	Attendance $\geq 90\%$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Grades</b>	Reading (elementary) / English grade $\geq 80\%$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Math course grades $\geq 80\%$	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Standardized Test Scores</b>	TAKS reading CCR standard			✓	✓	✓	✓	✓	✓	✓	✓	✓
	TAKS math CCR standard			✓	✓	✓	✓	✓	✓	✓	✓	✓
	TAKS written comp. $\geq 3$											✓
<b>Courses</b>	Pre-algebra or higher taken by 8 <sup>th</sup> grade								✓			
<b>PSAT</b>	Composite score										145	152

# Monitoring Progress

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“College and career ready,” defined as having met all three of the following criteria:

- a. Graduated with a recommended high school diploma, which includes 4 years of English, math, science, and social studies
- b. Earned a cumulative high school GPA of higher than 3.0
- c. Took the ACT and scored at least 21 in English and 22 in math OR took the SAT and scored at least a 1500 combined from the three tests



# Reaching Success

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- All HISD students are performing on or above grade level  
Increased AP participation and performance
- All HISD students are graduating career or college ready
- Increased rates of HISD graduates completing college degrees

