



College Preparatory Course Certification

College Preparatory Course Certification (CPCC)

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Progress Report College-Readiness Metrics Reported in 2010-2011

College Preparatory Course Index: percentage of students in the 2011 cohort (all students who entered high school four years earlier) who achieved:

- 65+ on Algebra II, Chemistry, or Physics Regents exam, or
- 3+ on an Advanced Placement (AP) exam, or
- 4+ on an International Baccalaureate (IB) exam, or
- grade of “C” or higher in a course for college credit, or

CPCC
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passed a course certified by the DOE as college-ready [reported separately in 2010-2011].

College Readiness Index: percentage of students in the 2011 cohort (all students who entered high school four years earlier) who met the standards for passing out of remedial coursework at the City University of New York (CUNY), by:

- graduating with a Regents diploma, and
- earning a 75 or higher on the English Regents or scoring 480 or higher on the Critical Reading SAT, and
- scoring an 80 or higher on one Math Regents and completing coursework in Algebra II / Trigonometry or higher level, or scoring 480 or higher on the Math SAT.

College Enrollment Rate: percentage of students in the 2010 cohort (all students who entered high school four years earlier) who graduated and enrolled in a degree program at a two- or four-year college or university by December 31, 2010.

What is a “College-Ready” Course?

A “college-ready” course consists of intellectually rigorous coursework that covers sufficient content knowledge and requires students to demonstrate the higher-order thinking skills that will enable them to engage independently in non-remedial college level work.

What is CPCC?

- The CPCC process seeks to recognize high school courses that build college readiness skills and expand the range of courses for which schools can earn credit on the College Preparatory Course Index (CPCI) metric.
- To be certified through the CPCC process, a course must meet the expectations of a college-ready course.
- Schools will **receive credit on the Progress Report** for each student who passes a course certified through the CPCC process.
- Schools will receive **only one point per student on the CPCI metric**, regardless of how many CPCI criteria that student meets.

Goals of the CPCC Process

- Recognize and reward courses that build college-readiness skills and provide rigorous instruction.
- Increase the accuracy of college-readiness metrics by providing all high schools that have invested in rigorous college preparatory courses with the opportunity to earn points on the CPCI metric.
 - Especially schools with operational challenges (*e.g.*, scheduling, small student population) or an alternative approach to providing standardized college preparatory courses (such as AP or advanced Regents courses).
- Encourage constructive conversations in high schools about the rigor of their coursework to
 - increase the rigor of existing and new courses and
 - motivate the creation of innovative alternatives to the standard college preparatory courses.
- Share best practices across high schools.

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.

Application Process:

Two Parts to the CPCC Application

- **Part I (used for 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. **Schools will be invited to submit Part II only for courses that pass Part I.**
- **Part II (used for 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.
- Courses that pass **both the quantitative and qualitative evaluations** will be certified.

Application Process: Important Information

- The application will be online. In the **December 13 issue of *Principals' Weekly***, high school principals will be provided with instructions for accessing the online application.
- Schools may nominate **up to four courses** per year for CPCC.
- Courses certified through the CPCC process will receive either a one- or a two-year certification, depending on the strength of the application.
- Courses that do not receive certification are invited to reapply in subsequent years.
- Random reviews of courses may occur to ensure that the offered course is comparable to the submitted course.

Application Process: Support for Schools

Question Type	Examples	Tier 1 Response	Tier 2 Response
Substantive	<ul style="list-style-type: none"> • A total of 23 students have taken Course X in or before 2010. Is the course really not eligible for CPCC? • Can I nominate Course X even though mostly sophomores are taking it this year? 	Network Performance Point; CPCertification@schools.nyc.gov	Progress Report Team
Technical	<ul style="list-style-type: none"> • I'm having trouble accessing the web application. • I can't upload any scanned documents. • The web application did not save my work. 	DAPS Service desk (OAservicedesk@schools.nyc.gov , 212-374-6646); CPCertification@schools.nyc.gov	Progress Report Team

Application Timeline

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

Overview of Qualitative Evaluation Process

- The DOE trains and norms groups of reviewers to evaluate each qualitative application.
- Part II of the CPCC application consists of instructional artifact submissions and short answer questions.
- **Worksheets** aid reviewers in examining the depth and frequency of the course's content and rigor, as well as the skills and habits it teaches students.
- **Rubrics** allow reviewers to make an overall determination about the course's college-readiness.

Instructional Artifacts Reviewed

The DOE will review a sample of instructional artifacts against two rubrics – one for Content and Skills and one for Academic Rigor.

These artifacts include:

- All major assessments
- Graded student work
- Course syllabi, curriculum map, scope and sequence, or equivalent
- Lists of key texts
- An explanation of the grading policy
- An explanation of any prerequisites
- Written responses to short answer questions

Overview of Short Answer Questions

1. What are the primary objectives of this course? What should students know and be able to do by the end of the course? What types of tasks, activities, and assignments are students asked to complete that prepare them for college-level work?
2. Why do you think this course deserves special recognition? What evidence do you have?
3. What are the prerequisites for students who enter this course?

Qualitative Evaluation: Three Steps

1. **Worksheet Review:** Outline the Content & Skills and Academic Rigor of the nominated course.
2. **Rubrics:** Use to holistically score the Content & Skills and Academic Rigor of the nominated course.
3. **Overall determination:** Use results of the rubric evaluation to make an overall determination about the course's college-readiness.

Step 1 of the Qualitative Evaluation: Course Worksheets Used to Apply Rubrics

Academic Rigor Worksheet (Social Science)	Very Often	Often	Some-what Often	Infrequent or Never
<p><i>Based on the evidence provided, is the course material that students are expected to master sufficiently rigorous and intellectually challenging?</i></p>				
<p><i>In order to pass the course, are students expected to complete tasks that demonstrate mastery independently as opposed to with significant assistance from the teacher or peers?</i></p>				
<p><i>Are the texts students are expected to read academically challenging enough to prepare them for a non-remedial college Social Science History course?</i></p> <ul style="list-style-type: none"> • Texts conform to the conventions (vocabulary, format, etc.) of Social Science texts. • The language used is academic and discipline-specific. • Texts require the reader to have a familiarity with cultural, literary, and/or discipline knowledge. • Graphics (when used) are complex and their interpretation is essential to understanding the text and/or graphics provide an independent source of information. • Students read rigorous and intellectually demanding texts as defined in the Appendix of the Common Core. 				

Turn and Talk: Reviewing the Worksheet

At your tables, review pp. 4-6 of the worksheet and consider the following questions in pairs or trios:

1. Identify a class or school that would

- meet these expectations
- come close to meeting these expectations
- struggle with meeting these expectations

2. What are the schools in your network struggling with and how can you help them move forward?

3. What does this mean for your work?

Step 2 of the Qualitative Evaluation: Rubrics Used to Determine College-Readiness

	<i>Considering the determinations you made using the Content & Skills Worksheet criteria, how would you rate the CONTENT & SKILLS of this course?</i>
College-Ready	<ul style="list-style-type: none"> • Students who pass the class will be familiar with the most, if not all, of the content knowledge they are expected to know in an introductory college course. • The skills embedded in this course are clearly and undoubtedly sufficient to prepare students for an introductory college course.
Likely College-Ready	<ul style="list-style-type: none"> • Students are exposed to most of the content knowledge they are expected to know in an introductory college course. • The skills embedded in this course are likely to be sufficient to prepare students for an introductory college course.
Potentially College-Ready	<ul style="list-style-type: none"> • Students are exposed to some of the content knowledge they are expected to know in an introductory college course. • The skills embedded in this course may be sufficient to prepare students for an introductory college course.
Unlikely to be College-Ready	<ul style="list-style-type: none"> • The course does not cover enough of the content knowledge expected to prepare students for an introductory college course. • The skills embedded in this course are unlikely to be sufficient to prepare students for an introductory college course.

Step 3 of the Qualitative Evaluation: Certification Tenure

		ACADEMIC RIGOR			
		College-Ready	Likely College-Ready	Potentially College-Ready	Unlikely to be College-Ready
C O N T E N T & S K I L L S	College-Ready	2 Year Certification	2 Year Certification	Does not meet	Does not meet
	Likely College-Ready	2 Year Certification	1 Year Certification	Does not meet	Does not meet
	Potentially College-Ready	Does not meet	Does not meet	Does not meet	Does not meet
	Unlikely to be College-Ready	Does not meet	Does not meet	Does not meet	Does not meet

Turn and Talk: Evaluating Sample Assessments

1. In pairs or trios, examine each assessment sample.
2. Determine which assessment was determined to be college ready. Use language from the worksheets to support your decision.
3. According to the worksheets, what were students given (or not given) the opportunity to do/demonstrate?

Assessment Sample from Course Awarded CPCC: Constitutional Law

You've read the majority and dissenting opinions as well as the lawyer's briefs, heard oral arguments and debated the case with fellow "judges." What do you think should have been the outcome in the case of *Goldman v. Weinberger*? Based on the conference today, you will know whether you are writing for the majority or dissent of the Urban Academy Supreme Court. Write a **2-3 page typed opinion (approx. 900 words)** in which you:

1. Clearly and thoroughly explain the legal reasoning behind your decision.
2. Explain and specifically address the best arguments made by the other side— **both** in the written briefs we read and in oral argument. You may also explicitly address arguments made by judges in the class with whom you disagree.
3. Discuss how you have applied the three precedent cases of *Yoder v Wisc.*, *Parker v Levy* and *Brown v. Glines* to this case.
4. Make it clear what factors were decisive for you in making your decision so it's clear how future cases should be decided. What criteria or standards are you setting for future cases in which an individual claims s/he can't practice their religion unless the military makes an accommodation or exception to one of its regulations? Remember, your opinion should act as a guide for deciding future similar cases!

You may use portions of the writing you did for the "leanings" homework (the HW due last week) as long as you incorporate it into a well-organized and decisive opinion for either the majority or the dissent.

In a college-ready course, students have an opportunity to:

Content & Skills

- integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources; and
- construct written arguments on substantive topics that introduce precise claims and use valid reasoning and cite specific textual evidence from primary and secondary sources to support the claims.

Academic Rigor

- interpret, evaluate, and analyze primary and secondary documents; and
- draw evidence from informational texts to support analysis.

Assessment Sample from Course NOT Awarded CPCC: Forensic Science Power Point of a Serial Killer

1. Name of group members (2 max), date and name of serial killer
2. Brief information about yourselves and experiences you incurred while doing the project (Hobbies and future endeavors)
3. Information on the Serial Killer's pedigree? (parents, grandparents, childhood....)
4. How did the killer see life? (teenage years, abuse?, interests?)
5. When or at what age did first crime take place? (planned? Spontaneous? Gratification? Time until next crime?)
6. Did the killer leave calling cards? What state or Method of Operations did he/she use?
7. What type of evidence led law enforcement to seek out the killer? What are some examples of evidence? Class or individual evidence? Was law enforcement up to date with technology, etc.
8. How did the killer react when law enforcement was on to him/her? Did the crimes stop or get more violent? Was there any dormancy?
9. How did the case against the killer get constructed? Was there enough evidence in prosecuting, etc.? Was Law Enforcement able to collect all bodies? Did killer agree to additional victims, etc.
10. What was the verdict? What about any interview the killer conducted before or after verdict? Any therapy or rehab given?
11. Any research that came out of the case? Was this your typical killer or was this a special case and why do you think so? Any information on how killer thought or if there was evidence that linked to killer's childhood , abuse, etc?

In a course that is not college-ready, students *do not* have an opportunity to:

Content & Skills

- understand and can apply the scientific method accurately designing and conducting scientific investigations during which they formulate and test hypotheses;
- evaluate an author's claim and evidence by corroborating or challenging the claim with other information;
- construct written arguments on substantive topics that introduce precise claims and use valid reasoning and cite specific textual evidence/data from primary and secondary sources to support the claims; or
- understand the KEY concepts or big ideas of the subject.

Academic Rigor

- complete tasks that require them to think at the higher domains of Bloom's Taxonomy; or
- engage in course work that involves an investigation or accurate application of scientific concepts to real world problems.

Next Steps in Your Networks

- Whom should you encourage to apply?
- Whom can you coach for next year? For whom this is a planning year?
- How can you facilitate sharing of best practices?

Additional Resources

Please visit the [Progress Report Website](#) for additional information and resources, including:

- A **memo** explaining the CPCC process in greater detail
- Frequently Asked Questions
- Rubrics
- Worksheets
- Learning Activity

Contact your Network Performance Point or email CPCertification@schools.nyc.gov with any questions.