College and Career Readiness (CCR) 2011/2012 Program Results

1) KnowHow2Go Campaign - The campaign continued this year as one outreach strategy to high school freshmen and their parents within the community. Early awareness of the importance of academic rigor (taking the hard classes beginning freshman year), attending all classes, getting good grades, and understanding the cost of developmental education in college for courses they should take in high school fosters active student participation in CCR efforts throughout the high school experience. More than 700 students and parents from BBCHS, Momence, Kankakee, Manteno and Tri-Point High Schools received this information each year.

2) COMPASS Testing – high school juniors were COMPASS tested prior to the development of their senior-year schedule. COMPASS scores were used to influence the courses they took during senior year so deficiencies could be addressed and college ready students could be encouraged to enroll in college courses.

Approximately 190 students were tested in 2009; 650 students in 2010; 700 students in 2011; and 723 were tested in 2012.

More than 55% (187 students) of those who tested into developmental education level courses on COMPASS transitioned to credit bearing coursework in area of deficiency. More than 84% (120 students) of those students who tested into developmental education coursework transitioned to the next level of developmental education coursework.

3) SB 3244- PA097-0704 Math curriculum
   a. Before legislative action occurred, high school principals reported that as a result of the College and Career Readiness effort, one high school received Board approval to require a fourth year of math for all seniors. Illinois only requires three years of math. Another district eliminated Algebra 1A and Algebra 1B from the curriculum offering thus requiring all incoming students to take at least Algebra 1 during the freshman year. Two other districts adopted block scheduling to allow more instruction time for math.

   b. Since then, SB 3244 became Public Act 097-0704 in July 2012 which requires middle schools and high schools to develop a math curriculum model by March 1, 2013. Models must include scope and sequence descriptions, sample lesson plans, high school course designs, and professional development plans so the end result will be students will receive four years of math credit to satisfy high school graduation requirements. This impacts the 2014 incoming freshman class.

4) Curriculum Alignment - High school and college math and English faculty have convened faculty steering committee meetings/conferences to continue dialogue and progress toward the alignment of learning outcomes and assessments. This year math faculty analyzed aggregate data from high school Prairie State Achievement Exam reports to guide alignment efforts. From this analysis, the faculty was surveyed to determine critical concepts that are struggle points for students. Faculty approached these critical concepts using the Japanese Learning Study concept – faculty (14 faculty- middle school, high school and college) created a lesson script to introduce to students. One faculty presented the script (verbatim) while other faculty observed student reactions. Immediately after the lesson was offered, faculty reviewed their observations, revised the script, and presented it to another group of students.
The scripted lesson is available for all high school faculty to use when addressing that particular concept.

This year English faculty focused on having the high school instructors, who have made revisions to their curricula based on college readiness efforts, share such revisions in an effort to inspire change in others. Some of the changes include: teaching grammar through the context of writing rather than in isolation, incorporating more writing/process-based writing, the reading of nonfiction, rhetorical analysis, peer evaluations, and more research writing skills. In May, English faculty worked on aligning their assessment of formal writing. Through a norming session, both high school and college faculty shared and explained what they consider to be A (B, C, D, and F) writing. Such discussion and activity will hopefully lead to a consensus of what is “effective writing.”

5) Mathematics Instructional Support - Student learning deficiencies were addressed during the high school day through diagnosis and intervention with online math programs such as MyMathXL (the high school equivalent of MyMathLab), ALEKS or Carnegie. This intervention creates an environment for self-paced learning and generates personalized student plans based on results. Seventy students participated in 2010. Four of these students moved out of state but 100% of the remaining students made grade-level gains as noted in post-testing scores. Approximately 300 students representing three school districts participated in 2010 and two additional schools adopted this system in 2011. Four schools will continue this intervention in 2012 and KCC will offset the cost. Each participating school will be reimbursed for students who actively participate in the intervention as documented by pre- and post-test results.

6) Summer Bridge Program – The program offers 14 hours of instruction and tutored study sessions per week for up to two developmental education courses in math, writing and/or reading. The MyFoundationsLab software has been scheduled into the day and students will work in this environment to address reading, writing, and math deficiencies with a credentialed tutor available. Each subject addresses the learning outcomes established by KCC’s full-time faculty. Thirty-five students participated in 2010. Of that population, 29 (83%) successfully completed coursework and the program. Twenty four junior and senior students participated in 2011. Seventy-seven percent (77%) successfully completed their course which advances them through the developmental education pipeline and gets them closer to college ready by high school graduation.

The summer bridge program was not implemented in 2012 because high school principals wanted a three-week/half-day version of the eight-week program. They also wanted the program to provide credit recovery for students who were selected to participate in the summer bridge program. KCC could not meet ICCB course credit guidelines in this proposed model so we invested other options.

As a result of this need, five CCR high school principals developed a credit-recovery course consortium. We used summer-bridge funding to purchase licenses for Apex Learning modules. Apex Learning digital curriculum is a complete course of study that comprises standards-based instructional content specifically developed for online delivery, with assessment opportunities integrated throughout, scaffolding to support learning for all students, and resources to support effective teaching. Approximately 200 licenses were purchased and will be shared among the five participating high schools. Students who are on the academic bubble and will more than likely fall significantly below standards without an intervention will be targeted to participate in the Apex Learning environment. Because Apex is an online system, participation can occur anywhere such as a computer lab at school or a local library or from home. Academic progress will be closely monitored for all students who participate in either the math intervention program or the Apex Learning digital curriculum.