



COLLEGE- and **CAREER-READINESS** STANDARDS
and ASSESSMENT RESOURCES

College- and Career-Readiness Standards and Assessment Resource List

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SOUTHEAST Comprehensive Center

at American Institutes for Research ■

440 Knox Abbott Drive, Suite 200
Cayce, South Carolina 29033
803-936-0750
www.southeast-cc.org

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Introduction

The Southeast Comprehensive Center (SECC) at American Institutes for Research (AIR) publishes this biannual update of college- and career-readiness standards and assessment (CCRS-A) resources. This list of resources is designed to assist staff in state education agencies (SEAs) and other educators in their curricular, instruction, and assessment efforts.

Federal legislation from the U.S. Department of Education (ED) requires SEAs to take steps to support and guide schools and school districts in preparing students to graduate from high school prepared for success in college and careers. The [College & Career Readiness & Success Center at AIR \(CCRS Center\)](#)—one of seven national content centers—is at the forefront of assisting 15 federal regional comprehensive centers (RCCs) and SEAs nationwide in these efforts. The CCRS Center provides essential tools, resources, and technical assistance (TA) to address CCRS priorities. These include briefs; a resource database of topics such as career pathways, measuring CCR, and data use; an interactive state map that provides summaries of CCR policies; an organizer to assist in strategic planning, decision making, and alignment of initiatives; and implementation guides that provide the latest research and practice to aid states in implementing CCR initiatives. Additional information is available on the center’s website and in its [blog](#), which shares lessons from national organizations and state leaders that are collaborating to strengthen CCR.

In addition to federal priorities related to CCR, SEAs are charged with implementing standards and assessments that provide appropriate benchmarks for measuring educator and leader effectiveness, student learning, and school improvement. The national content center—[Center on Standards and Assessment Implementation \(CSAI\) at WestEd](#)—is a primary source for tools, resources, and TA regarding these efforts. CSAI offers an interactive mapping tool that provides snapshots of each state’s standards and assessment implementation efforts; a resource library of guidance documents, policy briefs and research papers; as well as updates on implementation work in the field, news, and events.

This issue of the CCRS-A resource list features a number of resources that may be beneficial to SEA staff, educators, and other stakeholders. The SECC resource team has compiled items from the federal RCCs, national content centers, regional educational laboratories, and other organizations that specialize in education policy, research, and TA. Sources include National Association of State Boards of Education, ED, Learning Policy Institute, Center for American Progress, Achieve, Council of Chief State School Officers, the CCRS Center, and CSAI, among others. The resource list is organized into seven sections (see chart on page 2), and for each resource, the section contains the title, a description, and a hyperlink to the web page or item. Please note that if a hyperlink does not work when it is clicked, it should be copied into the browser window to access the resource.

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For more information or assistance regarding CCRS-A resources, contact SECC Director [Beth Howard-Brown](#) or [Concepcion Molina](#), senior TA consultant.

Section 1: General Resources

The CCRS Resource Library – Current Research and Innovative Tools for States and Districts

This web page from the CCRS Center provides state and local education policymakers and regional center staff with current resources to support their work in improving college and career readiness. The web page contains a description of how to use the resource database along with examples of how the database might be used by district and state leaders. Users can search the database by key words and sort the resources by title, author, publication date, or publisher. The web page also contains blogs on a variety of topics related to CCRS, such as assessments, career academies, competency-based education, and tiered interventions. Blog users can post comments and can access additional CCRS resources by clicking on links throughout the documents.

<http://www.ccrscenter.org/products-resources/blog/ccrs-resource-library-current-research-and-innovative-tools>

Reimagining Accountability in K–12 Education: A Behavioral Science Perspective

This working paper from the Harvard Kennedy School of Government examines innovative ways that K–12 accountability systems can improve school outcomes. The authors discuss four forms of accountability that can promote continuous school improvement: (a) Outcome-based (high-stakes testing), (b) Rule-based, (c) Market-based, and (c) Professional. The report also identifies three key points policymakers should consider when designing K–12 accountability systems: transparency creates accountability, multiple forms of accountability can be used to enhance effectiveness, and a comprehensive accountability system should include psychological accountability mechanisms for the improvement of practice. Examples of these mechanisms include the presence of another individual, identification of individuals responsible for actions (identifiability), expectation that reasons will be required (reason-giving), and evaluation.

<https://research.hks.harvard.edu/publications/getFile.aspx?Id=1330>

How States Can Advance Deeper Learning for All

This report from the NASBE identifies barriers to deeper learning in diverse and high-poverty schools. It also provides NASBE members, policymakers, and SEA staff with tools and recommendations for addressing those barriers. The author urges states to evaluate education policies and practices across three domains: (a) Resources, (b) Rigor, and (c) Educational Experiences. In addition, the author examines how states can leverage the flexibility provided in ESSA to increase deeper learning and educational equity across the domains. The report contains examples of current state policies and practices within each of these domains that facilitate equal access to deeper learning for all students.

http://www.nasbe.org/wp-content/uploads/Parsi_DL-Equity-Final-for-web.pdf

Accountability in a Standards-Based Learning System

This policy update from NASBE provides a roadmap for creating effective state accountability systems that ensure all students are prepared for college, career, and civic life at each stage of their education. The authors provide brief descriptions of seven key principles of effective state accountability systems, such as (a) a commitment to equity for all students; (b) outcomes that credit both status and growth for students, educators, and schools; and (c) system mechanisms that ensure reciprocal accountability between schools and the state for achieving continuous improvement towards excellence. The document includes information about three states that are providing leadership in developing and implementing effective and comprehensive accountability systems.

http://www.nasbe.org/wp-content/uploads/Parsi_Accountability-Final.pdf

Redesigning School Accountability and Support: Progress in Pioneering States

This report from the Learning Policy Center and the Stanford Center for Opportunity Policy in Education provides education policymakers, researchers, and stakeholders with insights into how states are redesigning their accountability systems to ensure more meaningful and equitable learning opportunities for students. Through interviews with SEA staff and information gleaned from state websites, working group meetings, and webinars, this report documents the efforts of 10 states, known as the 51st State Working Group, to create effective accountability systems. These efforts entail (a) developing seamless pathways to college and career, (b) supporting flexibility and strategies for innovation, (c) designing systems of assessment for and of learning, (d) developing professional capacity building, and (e) creating accountability systems that draw on multiple sources. The authors also describe how provisions in ESSA support the redesign of state accountability systems.

<https://edpolicy.stanford.edu/sites/default/files/publications/redesigning-school-accountability-and-support.pdf>

K–12 Education: Education's Experiences with Flexibility Waivers Could Inform Efforts to Assist States with New Requirements

This report from the U.S. Government Accountability Office (GAO) discusses the extent to which ED assessed states' capacity to implement their Flexibility waivers under the No Child Left Behind Act of 2001 and the processes ED used for overseeing the waivers. The GAO focused its review on three of the four principles that states agreed to address in their waivers: *implementing college- and career-ready standards and assessments, establishing accountability and support systems, and evaluating principal and teacher effectiveness*. The GAO performance audit found that 12 of the 43 states with Flexibility waivers reported challenges in implementing these principles. Challenges arose from numerous causes, including lack of stakeholder support, conflicts with existing state legislation, rules from state boards of education, and lack of staff capacity to monitor local schools' waiver implementation. The GAO concluded that ED assessed states' abilities to implement their waivers and identified many challenges in states' implementation of the Flexibility waiver requirements. However, ED was negligent in evaluating its own processes for reviewing, approving, and overseeing the Flexibility initiative. The GAO recommends that the Secretary of Education should direct the Office of State Support to evaluate its oversight process and incorporate lessons learned into plans for effectively managing and supporting ESSA implementation.

<http://www.gao.gov/assets/680/678258.pdf>

A Path of Progress: State and District Stories of High Standards Implementation

This report from the Council of Chief State School Officers (CCSSO) profiles the efforts of 30 states in implementing new and more rigorous standards in English language arts (ELA) and mathematics. The report provides state education chiefs and deputies with examples of successful implementation of CCRS in states and districts across the country. The CCSSO team interviewed state and local agency staff members about how they supported school administrators, teachers, and coaches in implementing CCRS. Each state profile includes demographic data, descriptions of state-level implementation approaches and, where possible, descriptions of strategies for aligning and implementing CCRS, instruction, and assessments in districts identified by the states as exemplars.

<http://www.ccsso.org/Documents/2016/State%20District%20Project/State%20and%20District%20project%207.27.16.pdf>

Section 2: Assessment Resources

Evaluating the Content and Quality of Next Generation Assessments

This report from the Thomas B. Fordham Institute presents the results of a two-year study that evaluated next generation summative assessments designed to measure student performance on current CCRS. The institute evaluated three assessments developed for use in multiple states (PARCC, Smarter Balanced, and ACT Aspire) and one highly regarded state assessment, the Massachusetts Comprehensive Assessment System (MCAS). The evaluation looked at technical quality and the degree to which each assessment addresses the priority content and depth of knowledge reflected in the standards. The evaluators used CCSSOs' *Criteria of Procuring and*

Evaluating High-Quality Assessments as their benchmark and employed a new evaluation methodology developed by the National Center for the Improvement of Educational Assessment (NCIEA). An overview of findings indicated that PARCC and Smarter Balanced were most closely aligned to CCSSO criteria. ACT Aspire and MCAS contained high-quality items that addressed the depth of knowledge reflected in the standards but did not perform as well in assessing priority content identified in the Common Core ELA/literacy and mathematics standards. The report also summarizes overall strengths and weaknesses of each assessment, provides recommendations for policymakers and test developers to consider, and contains suggestions for improving the methodology to provide more comprehensive assessment evaluations in the future.

<http://edexcellence.net/publications/evaluating-the-content-and-quality-of-next-generation-assessments>

Evaluating Content Alignment in the Context of Computer-Adaptive Testing: Guidance for State Education Agencies

This report from CSAI provides state agencies with a protocol for determining the alignment between computer-adaptive test (CAT) items and the academic standards they are designed to measure. The author contends that the alignment of CAT assessments, which customize test items based on students' responses, must be determined with different methods than those used to evaluate the alignment of traditional assessments, which give the same test items to all students. This report provides information to help states (a) interpret evidence about the alignment between CAT items and standards, (b) solicit a third-party evaluator to analyze the alignment between CAT items and standards, and (c) conduct quality control checks between CAT items and standards. The author outlines a three-step action plan for states and districts to follow when collecting evidence about content alignment when using CAT: (1) Examine test planning documentation, (2) Evaluate the alignment of items in the pool to a set of standards, and (3) Evaluate test-event records. Each step in the protocol includes a description of what implementation might look like, a set of guiding questions to ask and answer, and suggestions for how to find and document answers to those questions.

<http://www.csai-online.org/sites/default/files/WestEd Alignment Guidance for SEAs FINAL for Upload 6.17.16.pdf>

A Review of Statewide Assessment Opt-Outs: What Are States Doing to Mitigate the Trend of Parents Keeping Their Children Out of Statewide Assessments?

This report from CSAI provides SEA staff and other stakeholders with an overview of what states are doing to stem the opposition to statewide assessments. This document highlights the impetus for and current status of the opt-out movement and the countervailing efforts to reduce opt-outs. In addition to a narrative summary of states' efforts to reduce opt-outs, the report contains a matrix of opt-out information by category (e.g., Legislation/policy, Leadership's position, Letter to families) for all 50 states and the District of Columbia. The report also provides direct links to various state opt-out policies, guidance documents, and assessment resources.

<http://www.csai-online.org/sites/default/files/CSAI Report AssessmentOptOut.pdf>

Review of State Accountability Systems That Include a Student Growth Indicator: How are States Incorporating Growth Measures into Their Accountability Systems?

This report from CSAI provides SEAs with a review of how states are including student growth indicators in their school accountability systems. Under ESSA, states are encouraged to include measures of student growth as part of their accountability system. Twenty-nine states with ESEA Flexibility Waivers have accountability systems that include student growth indices (e.g., student growth percentiles, SAS EVAS model for value-added growth). These states also reported additional measures of proficiency and student outcomes (e.g., graduation rates, college and career readiness). Table 1 of the document provides a description of state accountability system measures (proficiency, growth, and other) for each of the 29 states that include a student growth indicator.

http://www.csai-online.org/sites/default/files/CSAI_Report_State_Growth_Measures_proofedv6.pdf

Score Comparability Across Computerized Assessment Delivery Devices: Defining Comparability, Reviewing the Literature, and Providing Recommendations for States when Submitting to Title 1 Peer Review

This report from CCSSO provides information and advice to help state and local education officials meet ED requirements outlined in the *Peer Review of State Assessment System-Non-Regulatory Guidance for States* for demonstrating the comparability of assessment results when using a variety of technological devices to administer the tests. The authors discuss score comparability, provide summaries of relevant research findings, and share recommendations for how states can compile and document evidence to support claims of score comparability across devices. The appendix provides states with research-based steps and best practices for minimizing threats to score comparability as well as guidance on documenting comparability evidence.

<http://www.ccsso.org/Documents/CCSSO%20TILSA%20Score%20Comparability%20Across%20Devices.pdf>

Making the Grade: A 50-State Analysis of School Accountability Systems

This report from the Center for American Progress provides an analysis of indicators that states are using in their current accountability systems and compares the components of those systems with the accountability provisions required by ESSA. The report organizes the indicators into seven categories: (a) Achievement, (b) Student Growth, (c) English Language Acquisition, (d) Early Warning, (e) Persistence, (f) College- and career-ready, and (g) Other. The document includes a narrative summary of states' use of each indicator as well as a state-by-state chart detailing the specific indicators used in each category (Appendix B). The authors conclude from their analysis that although states already include many of the measures required by ESSA in their accountability systems, most states would need to make some adjustments to comply with ESSA. Most states will need to add a measure of English language acquisition to their accountability systems, and states will need to review existing and proposed new indicators to make sure they can be disaggregated by subgroups. States that have school quality or student

success indicators for only some types of schools (e.g., high schools) will need to include them for all schools.

<https://cdn.americanprogress.org/wp-content/uploads/2016/05/17094420/AccountabilityLandscape-report2.pdf>

Pathways to New Accountability Through the Every Student Succeeds Act

This report from the Learning Policy Institute and the Stanford Center for Opportunity Policy in Education examines options and strategies that state policymakers can use to design more comprehensive and holistic accountability systems to meet ESSA requirements. The authors propose a new accountability framework based on continuous evaluation and improvement that includes (a) a focus on meaningful learning, (b) skilled and committed educators, and (c) adequate and appropriate resources. This document provides policymakers with an overview of ESSA state accountability requirements for assessment indicators, identifying schools in need of assistance, and evidence-based intervention criteria. The authors provide detailed examples of potential indicators for states to consider for measuring student success. They also describe how these indicators might be used to develop multiple-measure data dashboards and ways to design diagnostic school reviews. Also included is a discussion of four evidence-based interventions that are effective in improving student outcomes.

https://learningpolicyinstitute.org/wp-content/uploads/2016/04/Pathways_New-Accountability_Through_Every_Student_Succeeds_Act_04202016.pdf

Section 3: Every Student Succeeds Act (ESSA)

State Accountability One-Pagers

In its ongoing efforts to support state and district superintendents in implementing ESSA, The School Superintendents Association (AASA) partnered with the U.S. Chamber of Commerce to produce an overview of each state's accountability system. Each state document provides a summary of ESSA and describes the components of an effective accountability system. In addition, each one-pager profiles a particular state's accountability system. Areas covered in the profiles are (a) Standards and Assessments, (b) Accountability Goals, (c) Progress Measures and Annual Indicators, and (d) School Identification. Questions for state leaders are proffered to generate discussion around these critical areas. Each profile also includes state specific and national websites that provide additional information.

<http://www.aasa.org/content.aspx?id=39677>

ESSA: Quick Guides on Top Issues

This report from the Education Commission of the States addresses ESSA topics that generate the most questions from education leaders and policymakers. The areas of concern are presented as multipage guides that are easily accessible from the site's navigation bar. The 10 areas of concern addressed are (a) Assessment Flexibility, (b) Assessment Participation and Opt-Outs, (c) Innovative Assessment Pilot, (d) Indicators of School Quality or Student Success, (e) English Learners and Accountability, (f) Supporting Low-Performing Schools, (g) Teachers and School

Leaders, (h) Title I's Supplement-Not-Supplant Provision, (i) Title IV–21st Century Schools, and (j) State Plans.

<http://www.ecs.org/ec-content/uploads/ESSA-Quick-guides-on-top-issues.pdf>

Maximizing ESSA Formula Funds for Students: State Readiness Self-Assessment

Published by CCSSO, this self-assessment readiness tool is designed to help SEAs analyze policies and practices in three areas:

- State spending policies over federal funds
- Application, planning, and budgeting alignment to state priorities and local needs
- Paperwork reduction opportunities

Data from the self-assessment provides states the opportunity to determine the extent to which existing policies and practices are aligned with ESSA funding/cost formulas and to identify areas that may require modifications to maximize ESSA funding for improving school and student outcomes.

<http://www.ccsso.org/Documents/2016/ESSA/MaximizingESSAFormulaFundsforStudentsApril2016.pdf>

Let's Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans

Published by CCSSO, this stakeholder engagement guide is the result of collaboration with 15 national advocacy and civil rights groups. The document provides expanded guidance to assist SEA staff in engaging partners in the development and implementation of ESSA plans while simultaneously building long-term relationships that can inform and support future initiatives. The information in the guide centers around 10 specific actions organized into three categories: (a) Getting Started, (b) Employing Engagement Best Practices, and (c) Sustaining Engagement. The authors provide narrative information about each of the 10 actions, examples of state resources/approaches/tools aligned to each action, and a checklist to use as an implementation “roadmap.” The guide also includes six other ready-to-use tools such as a timeline, a relationship map, and an action plan template.

<http://www.ccsso.org/Documents/2016/ESSA/CCSSO%20Stakeholder%20Engagement%20Guide%20FINAL.pdf>

State Strategic Vision Guide

This guidance document was developed by CCSSO to help state leaders make the policy decisions required of them by ESSA. The CCSSO posits that chief state school officers and senior leadership must begin the process by examining their state's vision for education and how ESSA provisions can help bring that vision to life. This guide identifies four elements for policymakers to consider when undertaking this task: (a) articulating the state vision and priorities, (b) identifying opportunities for ESSA to support state priorities in seven critical areas, (c) determining strategies for achieving the vision and priorities, and (d) planning for implementation. The document contains a discussion of each element and questions that state leaders can use to modify, solidify, and support the state's strategic vision and priorities.

<http://www.ccsso.org/Documents/2016/StateStrategicVisionGuide.pdf>

ESSA Resource Library

This website, hosted by The AASA, contains a compilation of resources designed to assist school superintendents in understanding and implementing ESSA. The resources developed by AASA and other expert organizations are grouped into five searchable categories: (a) Standards, Assessments and Accountability, (b) Foster and Homeless Students, (c) AASA and School Innovations & Achievement Resources, (d) Related Resources, and (e) Webinars.

<http://www.aasa.org/AASAESSA.aspx>

Resources for ESSA Implementation

This CSAI web page houses resources designed to help state and local education agencies plan and implement ESSA provisions. The compilation includes 19 entries grouped into four categories: (a) Accountability, (b) College- and career-readiness, (c) Data Use, and (d) Special Populations. Each category allows users to access various resources including webinars, tools, and guidance documents. There is an overview page for each resource that contains information such as a brief description, content comments, resource type, date published, intended grade levels/subject areas, and related resources.

<http://www.csai-online.org/collection/2579>

Section 4: Career and Technical Education Resources

Career Readiness and CTE in a Post-NCLB World

This policy update from NASBE informs state education policymakers and SEA staff of the importance of integrating and aligning core academics and career and technical education (CTE). The author points out that careers in the 21st century require both academic ability and hands-on knowledge. Although federal policies have separated the two domains in the past (e.g., Elementary and Secondary Education Act and Carl D. Perkins Career and Technical Education Act), ESSA advocates for integrating the two. This policy update provides examples of ESSA provisions that expand opportunities for states and districts to integrate and align the two domains, recommends several policy actions states can take to support integration, and provides examples of successful state efforts in integrating academic and CTE disciplines.

http://www.nasbe.org/wp-content/uploads/Parsi_CTE-Final.pdf

Career Pathways Modules

This module, *Designing a Career Pathways System: A Framework for State Education Agencies*, from the CCRS Center, provides SEAs with a set of resources to support their staff in designing, implementing, and evaluating a career pathway system to support students' college- and career-readiness and their transition from school to work. This module contains four chapters: (a) *Engaging Key Stakeholders and Defining Goals*; (b) *Mapping Policies, Programs, and Industries*; (c) *Designing a Framework*; and (d) *Implementation and Continuous Improvement*. Each chapter in the module includes a facilitator's guide, a PowerPoint presentation, and handouts.

<http://www.ccrscenter.org/implementation-tools/career-pathways-modules>

Connecting Secondary Career and Technical Education and Registered Apprenticeship: A Profile of Six State Systems

This report prepared for ED by the National Center for Innovation in Career and Technical Education (NCICTE) provides state and local education leaders with a review of how state policies and strategies link CTE with registered apprenticeship (RA) programs to help students achieve their career goals and ensure a skilled labor force. Based on interviews of education policymakers and secondary research, this report documents approaches to align CTE and RA programs in six states with a focus on (a) features that define states' efforts to align secondary CTE with RA programs and (b) program supports at the state and local level that promote system coordination between secondary CTE and RA programs. The authors provide a table summarizing the types of approaches for aligning CTE and RA undertaken by each state, including the program name and description, year created, top fields addressed, and the number of participants in the 2014–15 school year. They also include a discussion of the challenges associated with creating linkages between the two programs and strategies that states have used to address those challenges. The report includes a summary of CTE and RA, with comparisons in the areas of programmatic features, administration, and financing.

http://s3.amazonaws.com/NCICTE/pdf/NCICTE_Connecting_Secondary_Career_and_Technical_Education_and_Registered_Apprenticeship.pdf

How States are Making Career Readiness Count: A 2016 Update

This report from Achieve and Advance CTE provides a status update on states' use of career-focused indicators in their accountability and public reporting systems, in light of the new requirements under ESSA. Based on available accountability data from either 2013–14 or 2015–16, this document provides information about states that are publicly reporting on career-focused indicators and which indicators they are using. For states that are including career-focused indicators in their accountability systems, the report describes the indicators and how they are being weighted. The authors discuss the challenges state education policymakers have in making comparisons of student outcomes across states due to the variation in how states define and report career-focused indicators. The authors identify and discuss a number of factors for states to consider when selecting and using career-focused indicators in their accountability systems. This brief also highlights states that include multiple career-focused indicators to provide a more complete view of college- and career-readiness or that employ other career-focused innovative accountability practices.

<https://careertech.org/sites/default/files/MakingCareerReadinessCountUpdate-2016.pdf>

Section 5: English/Language Arts Resources

Common Core State Standards Video Series for English Language Arts

These Common Core videos for ELA are intended to support states, schools, and teachers in the implementation of the Common Core standards. The videos were created in collaboration with states in SECC's region based on their need for professional development (PD) support in the implementation of the standards. Each video focuses on one or more specific standard and includes examples to enhance understanding.

http://www.sedl.org/secc/common_core_videos/

Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready

This Carnegie Corporation report, prepared by the Stanford Graduate School of Education, contains case studies from six public high schools that have demonstrated high levels of academic achievement among English language learners (ELLs). The authors identified a set of common values that were present in each of the six exemplar schools, such as a commitment to preparing all students for college and career success and a continuous improvement mindset among staff and students. The report also highlights a set of seven design elements that were present in each of the schools studied, such as social-emotional supports, an integrated language development framework, and effective assessment practices. The individual case studies describe how each school operationalizes the values and design elements common to all the schools. The case studies include vignettes of classroom instruction and specific examples of various elements that contribute to ELL success, such as leadership strategies, assessment practices, instructional design, student support systems, attention to positive climate and school culture, parent/community involvement, and professional learning. The authors encourage educators to use the findings from these case studies to design or redesign programs to improve outcomes for ELLs in their school settings.

<http://ell.stanford.edu/sites/default/files/Schools%20to%20Learn%20From%20.pdf>

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

This report is one of many Institute of Education Sciences (IES) *Practice Guides* developed by panels of experts to address various challenges encountered in schools and classrooms throughout the nation. This practice guide provides recommendations for improving the foundational literacy skills of students in kindergarten through third grade and has implications for helping older struggling readers as well. The panel identified four recommendations that support effective instruction in the areas of alphabetic, fluency, vocabulary, and oral language development and reflect an integrated approach to literacy instruction. The authors introduce each recommendation with an overview and summary of the supporting evidence. Specific steps for implementing each recommendation are provided, including examples and activities, followed by a discussion of potential obstacles to implementation and recommendations for overcoming those obstacles. The document also contains a glossary, information about panel members, and details about the studies that were used as evidence for the recommendations.

http://ies.ed.gov/ncee/wvc/pdf/practice_guides/wvc_foundationalreading_070516.pdf

Reading, Writing, and the Common Core State Standards

This report from the Center for American Progress examines how the key shifts embedded in the Common Core State Standards for English Language Arts (ELA standards) are changing teaching and learning to better prepare students for the literacy demands required for college and career success. The authors provide evidence and examples to show that the new ELA standards have resulted in students reading more grade-level appropriate, challenging, and complex texts. Students also are reading more informational texts and producing more evidence-based writing across the curriculum. The authors also provide evidence and examples of how the new ELA standards are impacting instruction. Teachers are employing strategies such as close reading and advanced questioning techniques to help students analyze and comprehend challenging texts. Another major shift in instruction has been an increased focus on disciplinary literacy and a shared responsibility for literacy development among content areas teachers. As a result of these changes, the Center for American Progress recommends that educational leaders push ahead with standards implementation and aligned assessments, strengthen PD for teachers in all disciplines, and ensure access to and use of high-quality aligned curricular resources.

<https://cdn.americanprogress.org/wp-content/uploads/2016/08/16084151/ELAmatters-report.pdf>

IMET: ELA/Literacy Professional Development Modules

Achieve the Core created this series of professional learning modules to support the use of its previously developed Instructional Materials Evaluation Tool (IMET), which allows educators to evaluate ELA/literacy materials for alignment to the Common Core State Standards. Topics covered in the five modules include a general overview of IMET, strategies for setting up the review process, how to prepare a review team, an introduction to the criteria and metrics of the IMET, and ways to use the Publishers' Criteria for ELA/Literacy to better understand Common Core. Most of the modules include a facilitator's guide, presentation slides, and any handouts/activities needed for delivering the module. The modules that address setting up the review process and preparing a review team are non-content specific and apply to both math and ELA/literacy audiences. The other modules are specific to ELA/literacy.

http://achievethecore.org/category/421/professional-development?filter_cat=678

How Five States are Boosting College Readiness in Twelfth Grade

This article from the Thomas B. Fordham Institute highlights the importance of prevention over remediation for ensuring that high school graduates succeed in college. The article features courses from five states (California, Delaware, Hawaii, Washington, and West Virginia) that have been collaboratively designed by high school and higher education staff to prepare students for college entry-level classes without the need for remedial coursework. Representatives from each state provide a brief description of their readiness courses. The article includes links to websites containing additional information for the courses featured from California, Delaware, and Washington. There also is a link to a recent Fordham Institute event, *Pre-medial Education*, designed to explore ways of bringing existing high school college readiness programs to scale.

<http://edexcellence.net/articles/how-five-states-are-boosting-college-readiness-in-twelfth-grade>

Section 6: Mathematics Resources

2015–16 State Summative High School Math Assessments

This table from Achieve provides a brief summary of the high school math assessments administered in each state and the District of Columbia in 2015–16. Information about these assessments is organized into the following key categories: (a) high school math assessments, (b) grade taken, (c) which students take the assessment, (d) student stakes, (e) change from 2014–15 to 2015–16, and (f) additional notes (e.g., descriptions of the student stakes and anticipated changes for future years).

http://www.achieve.org/files/HS_Math_Assessments_Table_2015-16_10_11.pdf

Synthesis of IES-Funded Research on Mathematics: 2002-2013

This report from IES is based on a review of IES-funded research studies that were designed to improve learning in K–12 mathematics. The research synthesis identifies 28 different contributions that IES-funded studies have made to the field of mathematics instruction, informing the use of research-based practices. The 28 contributions are distributed over three categories: (a) Whole Numbers, Operations, and Word Problem Solving in Elementary School; (b) Fractions and Algebra in Middle School; and (c) Development and Evaluation of Teacher Professional Development Approaches. The authors supplement each contribution statement with an explanation of the important role each underlying principle plays in improving mathematics proficiency and information about findings of specific research studies that provided evidence for the report’s conclusions.

<http://ies.ed.gov/ncer/pubs/20162003/pdf/20162003.pdf>

“Double-Dosing” in Math in North Carolina Public Schools

This report, prepared for IES by the Regional Educational Laboratory Southeast, provides a comprehensive picture of the practice of double-dosing in math in North Carolina during the 2011–12 school year. The study looked at (a) how prevalent double-dosing was in the state’s schools; (b) to what extent the practice was used for remediation, maintenance, and enrichment; (c) how schools that use double-dosing compared with schools that did not; and (d) the differences between students receiving double-dosing and those who did not. The study revealed that a high percentage of the state’s schools (96 percent of high schools, 58 percent of middle schools, and 21 percent of elementary schools) used double-dosing. There also was a significant variation in academic purpose of the double-dosing by grade span. Although remediation was the main purpose for double-dosing overall, high schools reported the least variation in purpose between remediation, maintenance, and enrichment. In contrast, the vast majority of double-dosing at the elementary level was done for the purpose of remediation. Even though this study was not designed to determine the impact of double-dosing on mathematics achievement, the authors note that its findings could serve as a foundation for a future evaluation of the implementation and/or effectiveness of double-dosing efforts in the state.

https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/rel_2016140.pdf

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<http://edexcellence.net/articles/how-five-states-are-boosting-college-readiness-in-twelfth-grade>

Common Core State Standards Video Series for Mathematics

These Common Core videos for mathematics are designed to support states, schools, and teachers in the implementation of the standards. The videos were created in collaboration with states in the SECC region based on their needs for PD support in the implementation of the Common Core. Each video focuses on one or more standard and includes examples to enhance understanding.

http://www.sedl.org/secc/common_core_videos/

Section 7: Science Resources

Bundling the NGSS

This Next Generation Science Standards (NGSS) website contains a set of resources devoted to *standards bundling*: a concept for grouping NGSS together within units of instruction to help students see the connection between related science concepts and to provide a cohesive plan for instruction. From this website, educators can access the Example Bundles Guide that introduces the concept, provides a rationale, includes sample bundles of how the performance expectations could be put together, and provides guidance on how to use the example bundles. Users also have access to an introductory webinar, a video example of a five-unit bundle for high school

chemistry, and a number of sample bundles representing several grade levels. Additional bundles will be added as they are developed, and a full suite of bundles covering all grade levels should be available early in the 2016–17 school year.

<http://www.nextgenscience.org/resources/bundling-ngss>

AIR Management

Angela Minnici, Ph.D., AIR Vice President

Beth Howard-Brown, Ed.D., AIR Principal TA Consultant

Tammie Causey-Konaté, Ph.D., AIR Senior TA Consultant

CCRS and Assessment Resources Team: SECC/AIR staff—Beth Howard-Brown, Ed.D., Principal TA Consultant; Concepcion Molina, Ed.D., Senior TA Consultant; and Chris Times, M.B.A., Senior Communications Specialist; Partner staff from RMC Research Corporation—Joy Eichelberger, Ed.D., Consultant; Archie Hill, Ph.D., Research Associate; Diana Sharp, Ph.D., Research Associate; Vicki LaRock, M.Ed., Senior Research Associate; and Sheryl Turner, M.Ed., Senior Research Associate

SECC State Liaisons

Alabama State Liaison: Heidi Goertzen, Ph.D. (hgoertzen@air.org)

Georgia State Liaison: Glenda Copeland, M.A. (gcopeland@air.org)

Mississippi State Liaison: Debra Meibaum, M.A.T. (dmeibaum@air.org)

North Carolina State Liaison: Shirley Carraway, Ed.D. (shirleycarraway@suddenlink.net)

South Carolina State Liaison: Ursula Hill, Ed.D. (uhill@air.org)

The Southeast Comprehensive Center is an affiliate of AIR

AIR Headquarters

4700 Mueller Blvd.

Austin, TX 78723

800-476-6861

www.air.org

Southeast Comprehensive Center at AIR

440 Knox Abbott Drive, Suite 200

Cayce, SC 29033

803-936-0750

www.southeast-cc.org

SECC is one of 15 regional centers established by the U.S. Department of Education (ED). The primary goal of the regional centers is to build the capacity of the state educational agencies and statewide systems of support to implement the Every Student Succeeds Act (ESSA). Links to the other regional centers, the content centers, and ED may be found on the SECC website (www.southeast-cc.org). The contents of this publication were developed under a grant from ED. The contents do not, however, necessarily represent the policy of ED, and one should not assume endorsement by the federal government.