Fall Bootstrap
October 24, 2013

CCGPS Commitment and Feedback

- Let me be clear, we are committed to the standards.

- Any changes made will be the result of feedback, not political pressure.

- Received feedback from RESAs and currently reviewing.

- SBOE receiving feedback from public.

What's Next Given PARCC Withdrawal?

Dr. Melissa Fincher, Associate Superintendent for Assessment & Accountability

Federal Requirements for High Quality Assessments

- College & Career Ready standards and expectations
- Assessments in grades 3 – 8 and high school
  - capable of measuring student growth over the course of the academic year
  - accessible for all students, including SWD and EL
- ELP standards that correspond to CCR standards
- Administer no later than 2014 – 2015
- Annually report college-going and college-credit accumulation rates for all students and student subgroups at district and high school levels

Georgia's Plan

- **New design** – not a redesign (e.g., retire CRCT; replace with new program)
- **Comprehensive** – single program
- **Coherent** – consistent signals about student achievement both within system and with external measures (e.g., NAEP; PSAT; SAT; ACT)
- **Rigorous** – position Georgia students to compete with peers nationally and internationally
- **Inform** – educator effectiveness measures
- **Accessible** – allow all students to show what they know and can do
- **Balanced** – both formative & summative

Georgia's New Assessments

As we begin to build new assessments, they:

- ✓ will be aligned to the language arts and mathematics CCGPS;

- ✓ will be of high-quality and rigorous;

- ✓ will be developed for students in grades 3 through 8 and high school;

- ✓ will be reviewed by Georgia teachers;

- ✓ will be offered in both computer- and paper-based formats; and

- ✓ will include a **<u>variety</u>** of item types, such as performance-based and multiple-choice items.

As a state, we *have to* prepare for a significant increase in rigor.

Georgia's New Assessments

As we begin to build new assessments, the plan is:

- ✓ to collapse reading, language arts, and writing into a single measure to align to the standards;

- ✓ to embed norm-referenced items to provide a national comparison;

- ✓ to share items with other states;

- ✓ to align expectations with other external measures to send consistent signal of how Georgia students are doing compared to their peers; and

- ✓ to involve USG and TCSG in the development to ensure the assessments signal college and career readiness.

Essential Considerations/Take-Aways

- A significant increase in funding is imperative
  - current contracts are based on 2006 costs
  - funding for assessment has decreased $3.8 million (state and federal) since 2008

- Need to prepare public for increase in rigor
  - communication materials about why changes are needed and what to expect

- General lack of readiness for open-ended items and tasks
  - open-ended items developed with RT3 resources; available in OAS

Teacher Effectiveness System (TKES) and

Leader Effectiveness System (LKES)

Avis King, Deputy Superintendent

Challenges

Training and Implementation

- Ensuring fidelity of training and implementation
- Providing training, coaching, and other types of support to all districts
- Sustainability of the TKES and LKES

Plan to Address Challenges

- An amendment and a no-cost extension of the Race to the Top grant have been requested through the U.S. Department of Education. Verbal approval has now been given by the U. S. Department of Education.
- The credentialing of TKES state wide trainers will further ensure fidelity of training and implementation, increase state-wide capacity, and increase state-wide sustainability.
- Partnerships developed with RESAs will further strengthen the fidelity of implementation, increase district capacity, and ensure sustainability.

Challenges

Student Learning Objectives (SLOs)

- Supporting Districts in developing SLOs and required assessments for each teacher to have one growth measure by 2014-2015

Plan to Address Challenges

- Additional items will be added to the item bank for courses not currently addressed.

- The SLO Resource Library contains district folders of SLO statements, assessments, administration guidance, Table of Specifications and Criteria Tables organized by district.

Challenges

Data Analyses

- Formulation of a Teacher Effectiveness Measure (TEM) / Leader Effectiveness Measure (LEM) calculation that is fair, transparent, understandable, and increases student achievement and teacher effectiveness

Plan to Address Challenges

- Monthly meetings between TLE, Data Team, Assessment, and Training and Implementation Advisory Committee have been scheduled to assist with determining the final TEM / LEM calculations. Final determinations will be presented to The Internal Committee for Technical Oversight and Communication (TICTOC) and Technical Advisory Committee (TAC).
- Creation of Training and Implementation Advisory Group and beginning standards-setting process within that stakeholder group.

For further information, please contact:

Avis King, Deputy Superintendent
School Improvement Department
aking@doe.k12.ga.us

Cindy Saxon, Associate Superintendent
Teacher and Leader Effectiveness
csaxon@doe.k12.ga.us

Robin Gay, Director
Teacher and Leader Effectiveness
rgay@doe.k12.ga.us

Career Clusters/Pathways

Dr. Mike Buck, Chief Academic Officer

Accomplishments

- 17 Clusters/117 Pathways identified and 28 foundation courses approved by the SBOE.

- Heavy involvement of business/industry/post-secondary.

- Increased accountability through Steering Committee oversight for development of 2nd and 3rd courses = 159 courses.

- Professional learning, online resources, technical assistance for Local Educational Agency's (LEAs).

CTAE Course Adoption Timeline – Group #1

November 6, 2013 – SBOE Committee meeting

November 7, 2013 – SBOE meeting – Approve posting courses for public review

November 7, 2013 – Post Courses for Public Review

January 5, 2014 – Public Comment Closes

January 16, 2014 – SBOE meeting – Adopt new courses

CTAE Course Adoption Timeline – Group #2

December 4, 2013 – SBOE Committee meeting

December 4, 2013 – SBOE meeting – Approve posting courses for public review

December 4, 2013 – Post Courses for Public Review

February 1, 2014 – Public Comment Closes

February 20, 2014 – SBOE meeting – Adopt new courses

Next Steps

- Addressing changes in Georgia workforce needs-steering committee model, continued collaboration, developing new pathways/courses and revising existing ones.

- Equipping labs in LEAs for quality learning environment: advisory committee model to develop lab equipment recommendations, request Capital Equipment funding from General Assembly.

Next Steps

- Providing on-going Professional Development and resources for teachers/counselors and technical assistance to LEAs in developing community partnerships/college and career readiness-RESAs, state-wide drive-in meetings, business/industry partners.

- Providing access to all clusters/pathways: Georgia Virtual School, Dual Enrollment, Career Academies, non-traditional education models involving business.

Next Steps
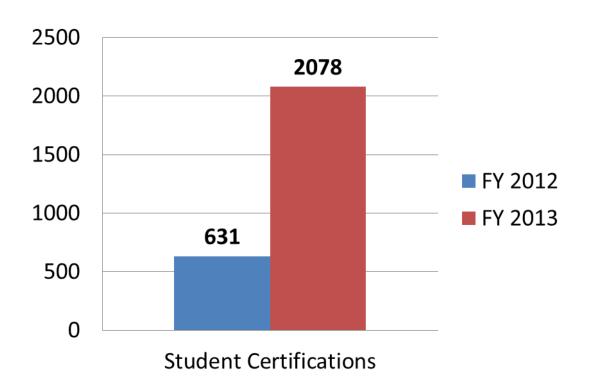
- Access to quality work-based learning: legislators, Governor's Office of Workforce Development, marketing in LEAs.

- Reduced CTAE staff: currently six program specialists coordinate 17 cluster areas

Microsoft IT Academy
Georgia Style

Providing students with the 21st century technology skills necessary to acquire certification and be competitive in today's rapidly evolving workplace

Highlight of the Benefits to Schools

- **Office 2010 or 2013 Software**
  - For school computer labs
- **DreamSpark--Design and Developer Software**
  - Home and school lab downloads
- **Digital Textbooks**
  - Over 20 Different textbooks available for download
  - Includes teacher materials
- **E-Learning Curriculum**
  - Over 250 course options
- **Lesson Plans and Projects**
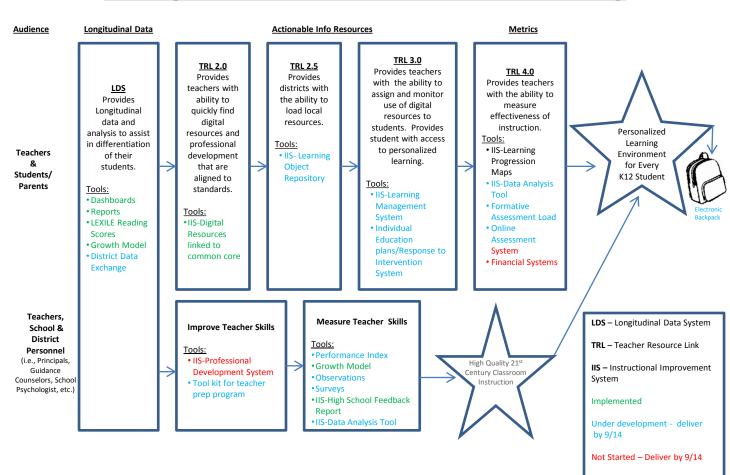- **E-reference**
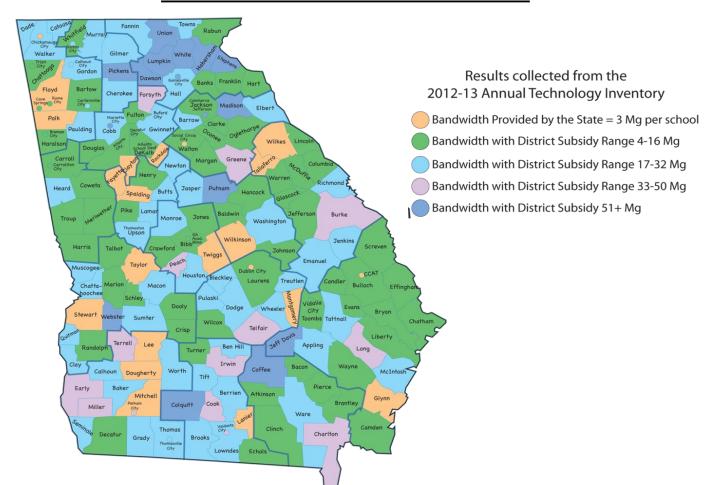 - Access to over 750 reference books

Data Results – Student Certifications

Technology Services

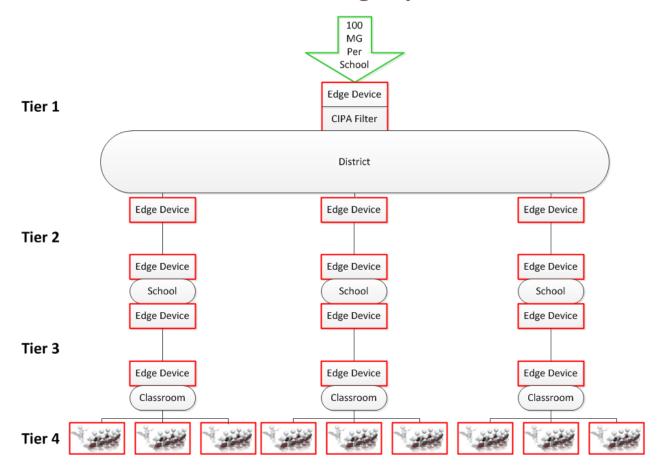## Bob Swiggum, Chief Information Officer

Georgia's Path to Personalized Learning

Audience | **Longitudinal Data** | **Actionable Info Resources** | **Metrics**

Teachers & Students/ Parents

LDS
Provides Longitudinal data and analysis to assist in differentiation of their students.

Tools:
- Dashboards
- Reports
- LEXILE Reading Scores
- Growth Model
- District Data Exchange

TRL 2.0
Provides teachers with ability to quickly find digital resources and professional development that are aligned to standards.

Tools:
- IIS-Digital Resources linked to common core

TRL 2.5
Provides districts with the ability to load local resources.

Tools:
- IIS- Learning Object Repository

TRL 3.0
Provides teachers with the ability to assign and monitor use of digital resources to students. Provides student with access to personalized learning.

Tools:
- IIS-Learning Management System
- Individual Education plans/Response to Intervention System

TRL 4.0
Provides teachers with the ability to measure effectiveness of instruction.

Tools:
- IIS-Learning Progression Maps
- IIS-Data Analysis Tool
- Formative Assessment Load
- Online Assessment System
- Financial Systems

Personalized Learning Environment for Every K12 Student

Electronic Backpack

Teachers, School & District Personnel
(i.e., Principals, Guidance Counselors, School Psychologist, etc.)

Improve Teacher Skills

Tools:
- IIS-Professional Development System
- Tool kit for teacher prep program

Measure Teacher Skills

Tools:
- Performance Index
- Growth Model
- Observations
- Surveys
- IIS-High School Feedback Report
- IIS-Data Analysis Tool

High Quality 21st Century Classroom Instruction

LDS – Longitudinal Data System

TRL – Teacher Resource Link

IIS – Instructional Improvement System

Implemented

Under development - deliver by 9/14

Not Started – Deliver by 9/14

District Internet Bandwidth

Results collected from the
2012-13 Annual Technology Inventory

- Bandwidth Provided by the State = 3 Mg per school
- Bandwidth with District Subsidy Range 4-16 Mg
- Bandwidth with District Subsidy Range 17-32 Mg
- Bandwidth with District Subsidy Range 33-50 Mg
- Bandwidth with District Subsidy 51+ Mg

Connections for High Speed Internet

CCRPI Update

Martha R. Reichrath, Ph.D.
Deputy State Superintendent

2013 CCRPI Indicators

- Indicators displayed in black are operational for the 2013 CCRPI reports.

- Indicators displayed in green will be benchmarked at the 95th percentile based on state level data.
  - Middle School and Elementary School indicator #7 will be benchmarked at the 65th percentile.

- Indicators displayed in red are not operational for the 2013 CCRPI reports.

2013 College and Career Ready Performance Index, High School, Grades 9 - 12

Dr. John D. Barge, State School Superintendent
"Making Education Work for All of Georgia's Students"

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate ≥ 95%)

2. Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate ≥ 95%)

3. Percent of students scoring at Meets or Exceeds on the Coordinate Algebra/GPS Algebra/Mathematics I End of Course Test (required participation rate ≥ 95%)

4. Percent of students scoring at Meets or Exceeds on the GPS Geometry (transitioning to CCGPS Analytic Geometry in 2013-2014)/Mathematics II End of Course Test (required participation rate ≥ 95%)

5. Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate ≥ 95%)

6. Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate ≥ 95%)

7. Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate ≥ 95%)

8. Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate ≥ 95%)

POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study

10. Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)

11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams

12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses

13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test

14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT

15. Percent of EOCT assessments scoring at the Exceeds level

16. Student Attendance Rate (%)

GRADUATION RATE

17. 4-Year Cohort Graduation Rate (%)

18. 5-Year Extended Cohort Graduation Rate (%)

Exceeding the Bar Indicators

In addition to the eighteen (18) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates earning credit in a physics course
2. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
3. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs
6. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)
7. Percent of graduates earning 3 or more high school credits in the same world language (operational in 2013-2014)
8. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) (operational in 2013-2014)
9. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: **examples include but are not limited to** Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
10. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to** Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

To be included after statewide implementation:

Percent of tested students scoring at a proficient level on a Soft Skills Assessment

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

2013 College and Career Ready Performance Index, Middle School, Grades 6 - 8

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)

2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)

3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)

4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)

5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

POST MIDDLE SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs

7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day

8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate ≥ 95%)

9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050

10. Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8

11. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

12. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT

13. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)

Exceeding the Bar Indicators

In addition to the thirteen (13) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)
2. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Meets or Exceeds on all CRCT and required EOCT
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of students in grade 8 scoring proficient/advanced on the 21st Century Skills Assessment
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) (operational in 2013-2014)
6. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: **examples include but are not limited to** Charter System, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to** Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

    To be included after statewide implementation:

    School's average score on the Georgia Teacher Effectiveness Measurement

    School's average score on the Georgia Leader Effectiveness Measurement

2013 College and Career Ready Performance Index, Elementary School, Grades K - 5

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)

2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)

3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)

4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)

5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs

7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day

8. Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate ≥ 95%)

9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650

10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850

11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters

12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT

14. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)

Exceeding the Bar Indicators

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) (operational in 2013-2014)
6. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: **examples include but are not limited to** Charter System, Race to the TOP, Striving Reader initiative, Early Literacy initiative, dual language immersion program, Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: **examples include but are not limited to** Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

To be included after statewide implementation:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

Summary of Indicator Changes
High Schools

High School Face Indicators

- Removed World Language indicator
- Added IB Career-Related Certificate to #10 (industry credential & GaDOE EOPA)

High School Exceeding the Bar Indicators

- Removed graduates taking a nationally recognized college entrance exam (SAT & ACT)
- 9th grade SWD students earning 3 credits in core courses – now must also pass required EOCTs
- 9th grade All students earning 4 credits in core courses – now must also pass required EOCTs
- Added graduates earning 3 + credits in same world language (operational 2014 CCRPI)
- Added teacher use of SLDS (operational 2014 CCRPI)

Summary of Indicator Changes
Middle Schools

Middle School Face Indicators

- Combined two indicators into one – 2 or more career-related assessments/inventories and individual graduation plan
- Grade 8 students passing 4 core courses must also pass all CRCTs and required EOCTs

Middle School Exceeding the Bar Indicators

- Removed grade 6-8 students earning above grade level courses
- Students earning high school credit must also pass all CRCTs and required EOCTs
- Removed Fitnessgram
- Added teacher use of SLDS (operational 2014 CCRPI)

Summary of Indicator Changes
Elementary Schools

Elementary School Face Indicators

- Grade 5 students passing 5 core courses (was 4 – added reading) must also pass all CRCTs

Elementary School Exceeding the Bar Indicators

- Grade 3-5 students (was grade 1-5) passing above grade level courses must also pass all CRCTs
- Combined students passing world language course with passing fine arts courses
- Removed Fitnessgram
- Added teacher use of SLDS (operational 2014 CCRPI)

Other 2013 CCRPI Changes

- 2013 CCRPI reports for schools with grades Kindergarten – Grade 1 and Kindergarten – Grade 2 will utilize 3rd grade ELA, Reading, and Mathematic CRCT data for FAY students.

- 2013 CCRPI reports will now display a single score for the state, for the districts, and for schools with non-traditional configurations (K-12, K-8, 6-12, etc.).

Under Consideration:

- Reweighting for Achievement and Progress
  - Achievement = 60 points and Progress = 25 points
  - Achievement = 65 points and Progress = 20 points

- 5-Year Cohort Graduation Rate as an Exceeding the Bar Indicator

Slide content:

College and Career Ready Performance Index (CCRPI)
Dr. John D. Barge *State School Superintendent*

2012 COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)

| District: | All Systems - ALL | Title I School: | No |
| School: | All Schools - ALL | Grades: | PK,KK,01,02,03,04,05,06,07,08,09,10,11,12 |

Choose a Report Type: ● Elementary School   ○ Middle School   ○ High School

| CCRPI Score | Achievement | Progress | Achievement Gap | ED/EL/SWD Performance | Exceeding the Bar | Star Ratings | Performance Flags |

CCRPI SCORE

Overall Score = 100 Points

| CCRPI Score |
| 83.4 |
| Sum of Achievement, Progress, Achievement Gap, and Challenge Points |

Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
57.5	9.8	10.5	5.6	0		
			5.6			

Achievement = 70 Points
Content Mastery = 40%
Post Readiness = 30%
Grad Rate/Predictor = 30%

Progress = 15 Points

Achievement Gap = 15 Points

Challenge Points = 10 Points

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

CCRPI Reminders

- Cohort Withdrawal Update Application
    - Closes on October 31, 2013

- 2013 EOCT Non-Participation Collection

- 2013 CRCT-M Reassignment

- Public release mid-December

- Public release of 2013 Cohort Graduation Rate following CCPRI release (mid-December)

SREB Transition Courses for College and Career Readiness

College and Career Readiness

SREB Readiness Courses
-- Essential Elements of State Policy: Transitional Courses
-- Literacy Ready
-- Math Ready
-- Register to Download
-- About
-- States
-- People
-- Professional Development
-- Publications

Teacher Development

Publications

Previous College-Readiness Initiatives

SREB Readiness Courses

Transitioning to college and careers

Math Ready: Ready for college-level math
Literacy Ready: Ready for reading in all disciplines

Powerful courses to teach students the *skills* they need to learn and think independently after high school

The problem: Too many students graduate from high school underprepared for college or career training, and far too many need developmental education when they get to college. This readiness gap will look even larger as new assessments begin testing students on more rigorous college- and career-readiness expectations such as the Common Core State Standards.

One solution: SREB's two Readiness Courses were developed specifically to help close the readiness gap. They teach young adults the reading, writing and math skills they must have to succeed in the workplace or college. The classes are taught in an engaging way that leads students to learn and think independently, read for information and solve problems.

Who developed them? SREB partnered with states around the nation, working with teams of teachers, faculty and agency staff, as well as national organizations and experts to write and test the courses and offer them, at no cost, to all states.

For which students? Students who are assessed as underprepared on college- and career-readiness standards will take the classes, generally in 11th or 12th grade.

Explore these pages for details on the curricula and modules, including sample assignments.

PARTICIPATING STATES

Arkansas
Colorado
Delaware
Florida
Georgia
Indiana
Kentucky
Louisiana
Maryland
Mississippi
New York
North Carolina
Ohio
Oklahoma
Tennessee
West Virginia

FOR INFORMATION, CONTACT:

Megan Root
Senior Policy and Project Associate, Presidents Office
(404) 962-9639
Dave Spence
President
404-875-9211

Math Ready:
Ready for college-level math

Literacy Ready:
Ready for reading in all disciplines

Pathways
to the PROMISE

2013 National Dropout Prevention Network Conference

November 3-6, 2013
Crowne Plaza Ravinia
Atlanta, Georgia

Conference Highlights

- More than 600 administrators, policymakers, and practitioners from over 40 states
- More than 100 sessions presenting effective ideas and programs from across the U.S.
- Networking sessions that provide opportunity to discuss challenges and progress with peers
- More than 40 vendors demonstrating products that meet practitioner and student needs
- Site visits that allow observation of effective local programs
- **Special School Board Member Training**

Presented by:

The National Dropout Prevention Network

Georgia Department of Education

Georgia Regional Educational Service Agencies (RESAs)

Communities In Schools of Georgia

Bill Bennett
Author, Political Theorist, Radio Host, former U.S. Secretary of Education

Bill Milliken
Founder and Vice Chairman, Communities In Schools

USHER'S NEW LOOK
building future leaders

Student Panel
Usher's New Look Foundation

Karen Pittman
Founder & CEO Forum for Youth Investment

Sponsored by United Way of Greater Atlanta

Pathways
to the **PROMISE**

2013 National Dropout Prevention Network Conference

November 3-6, 2013
Crowne Plaza Ravinia
Atlanta, Georgia

Registration Information

Early Bird *(before October 11, 2013)*

☐ NDPN Member	$380.00	
☐ NDPN Member Team per registrant *(2+)*	$360.00	

☐ NDPN Nonmember	$420.00
☐ NDPN nonmember Team per registrant *(2+)*	$400.00

Regular *(after October 11, 2013)*

☐ NDPN Member	$410.00
☐ NDPN Member Team per registrant *(2+)*	$390.00
Georgia Educators – Individual	$350.00
Presenter Registration	$330.00
Student Registration	$200.00
One-Day Registration	$230.00

☐ NDPN Nonmember	$450.00
☐ NDPN Nonmember Team per registrant *(2+)*	$330.00
Georgia Educators – Team per registrant *(2+)*	$340.00
Pre-conference Workshop	$45.00
Student One-Day Registration	$100.00

It's Easy to Register Online!

www.dropoutprevention.org/conferences/25th-annual-national-dropout-prevention-network-conference

Fall Bootstrap October 24, 2013