

Secondary School Reform in Connecticut

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History and Context

- 2001: CT begins to address High School Reform
 - C.G.S. 10-221a
 - Monograph on High School Reform
- 2005-06: Framework for Connecticut's High Schools - A Working Guide for High School Redesign



2007 Steps Toward Reform

- Jan. 2007: State Board of Education's Five-Year Comprehensive Plan - Priority III
- Jan. 2007: Creation of PK-16 Council with a National Governor's Association Grant
- May 2007: PK-16 Council requests that the State Department of Education develop rigorous core curriculum and comprehensive, high-stakes assessment program
- Legislative Session 2007: Failure of S.B. 1410 and Governor's Bill 1114
- June 2007: State Board of Education creates Ad Hoc Committee for Secondary School Redesign



Charge to the Ad Hoc Committee for Secondary School Redesign

- The charge of the Ad Hoc Committee on Secondary School Redesign is to develop recommendations leading to legislation that will:
 - Improve Connecticut's high school graduation rate; and
 - Prepare graduates for successful entry into college or the workplace, predicated on the completion of required full- and half-year courses, end-of-course examinations, authentic assessments and career paths reflecting the individual needs and aspirations of each student.



Charge to the Ad Hoc Committee for Secondary School Redesign

- Based on a framework developed by the State Department of Education in conjunction with the PK-16 Council, the Committee shall recommend which secondary courses and end-of-course examinations must be passed by all students to receive a high school diploma by 2015, as well as the essential 21st Century Skills needed to work successfully in a global economy.
- The Committee will formulate its recommendations by December 2007, solicit public opinion and written feedback, analyze the financial implications of the recommendations, and present its final proposal to the State Board of Education by December 2008.

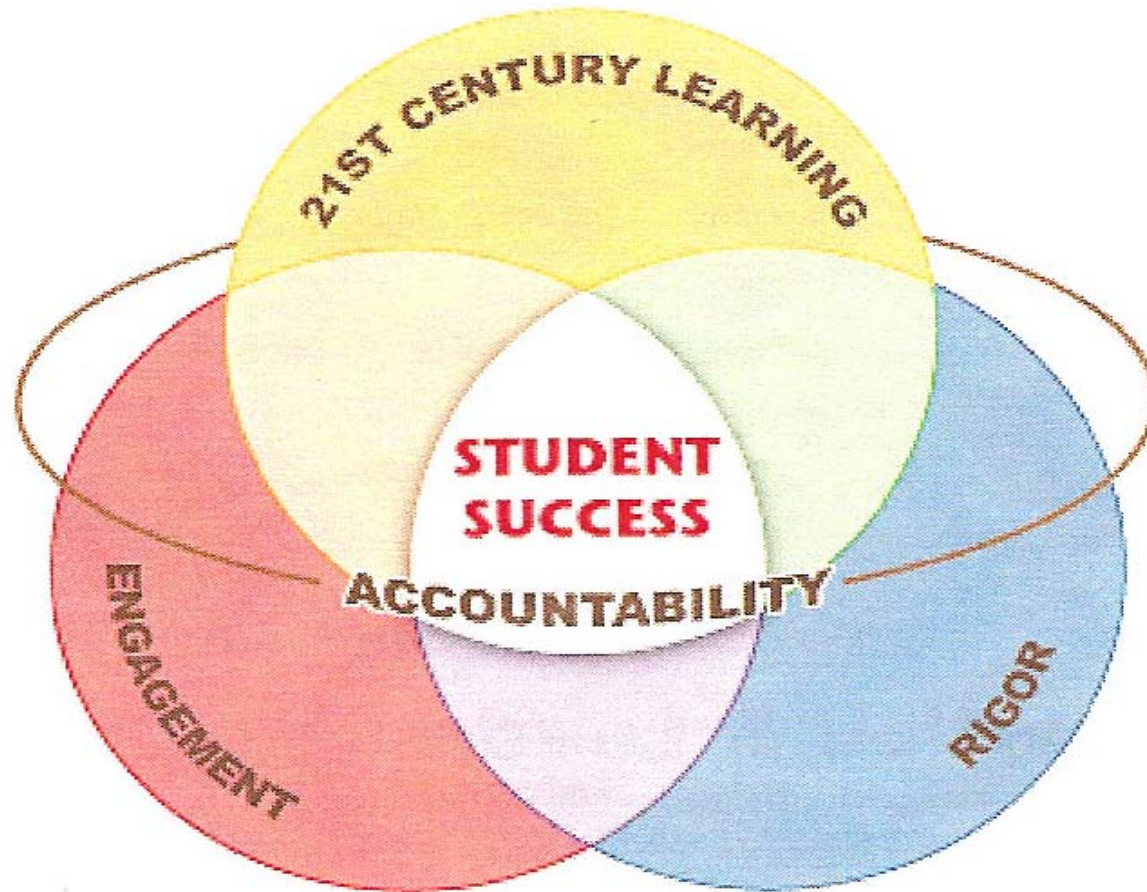


Ad Hoc Committee for Secondary School Redesign

- *Dec. 2007:* Committee recommends required courses and end-of-course examinations to be passed by all students in order to earn a high school diploma starting with the graduating class of 2013 and beyond
- *Dec. 2007:* Committee solicits public opinion
- *Nov. 2008:* Committee presents final recommendations to the State Board of Education



Secondary School Reform in Connecticut



What are 21st Century Skills?

- To participate in today's knowledge-based, technical economy, students must be explicitly taught to know how to learn, manage new technologies, and interact skillfully in diverse social and economic environments.
- 21st Century Skills are best described as the abilities, professional competencies, and habits of mind that extend the basic literacy skills of reading, writing, and mathematics:
 - critical thinking and problem solving;
 - creating and innovating;
 - communicating and collaborating;
 - information media and technology management; and
 - life and career skills.



21st Century Skills

21st Century Skills

- Critical Thinking
- Problem Solving
- Innovation
- Creativity
- Self-Direction
- Work Ethic
- Collaboration
- Written Communication
- Information Technology
- Leadership

Professional Skills

- Interpersonal
- Work & Personal Ethics
- Communication
- Attendance
- Interview Abilities
- Attitude
- Teamwork
- Time Management
- Organizational Leadership
- Cultural Awareness



Seven Expectations For All High Schools

- **A *MISSION*** that clearly defines what the school seeks to achieve
- Rigorous and relevant ***CURRICULUM***
- ***LEADERSHIP*** that develops capacity and engages all stakeholders in achieving the mission
- Small, safe, personalized, and positive ***LEARNING COMMUNITIES***
- Embedded ***PROFESSIONAL DEVELOPMENT***
- ***DATA-INFORMED DECISION MAKING***
- ***EXTENDED LEARNING OPPORTUNITIES***



Reform is necessary because...

- CT has large achievement gaps, some of the largest in the United States;
- Achievement as measured by critical indicators (CAPT, CMT, NAEP) is declining or stagnant;
- Too many CT college students require remedial coursework;
- CT's high school diploma has low economic value;
- Graduates are often unprepared for the CT workplace;
- Large percentages of 16-18 year-olds are entering CT's Adult Education system;

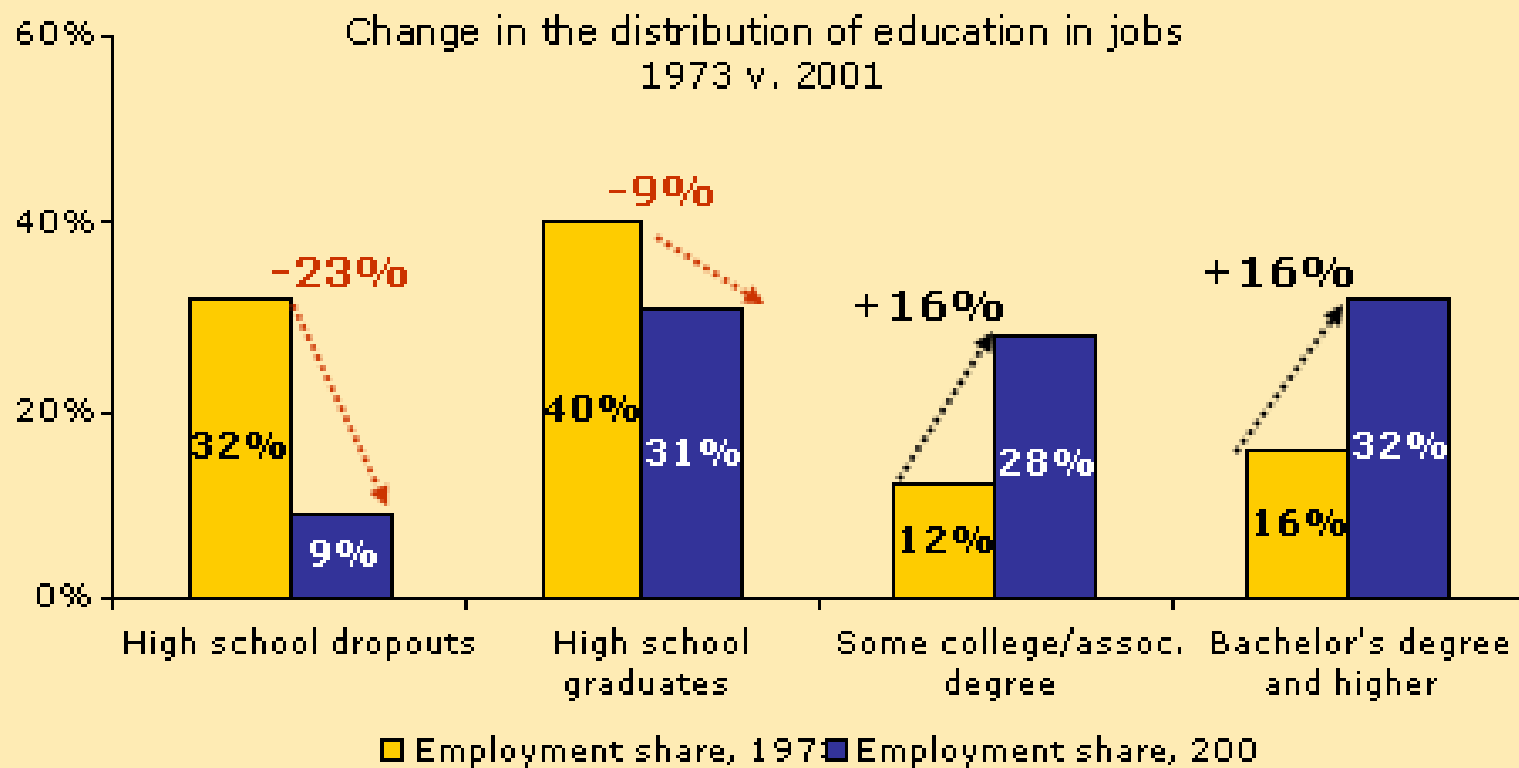


Reform is necessary, *cont.*

- By 2010-11 approximately 100 districts will face NCLB sanctions;
- CT has the second highest juvenile incarceration rates for Hispanic males and the third highest rate for African American males in the country;
- Economists project that the bulk of CT's future work force will come from its major urban centers, where state achievement is lowest; and
- CT is 45th of 50 states in long-term job growth and has experienced the largest increase in income inequality in the nation since 1988;



In today's workforce, jobs require more education than ever before



Source: Carroll, Anthony P. and Donna M. Donohoe, *Standards for What? The Economic Roots of K-16 Reform*, ETS, 2003



Achieve, Inc.

CT Achievement Gaps*

	Mathematics			Reading		
	<i>B/W</i>	<i>H/W</i>	<i>F-R/Non Lunch</i>	<i>B/W</i>	<i>H/W</i>	<i>F-R/Non Lunch</i>
CAPT 2007 Grade 10 (100-400)	55	48	47	46	43	44
SAT 2007 Graduates (200-800)	120	91	**	106	83	**
NAEP 2007 Grade 8 (0-500)	38	39	36	30	33	32

**All gaps are reported as differences in average scale scores.*

***SAT results are not reported using this variable.*

Our Changing Public School Population¹

	<i>1992</i>	<i>1995</i>	<i>2000</i>	<i>2005</i>	<i>Change</i>
White	73.8	72.0	70.1	67.0	↓
Black	12.9	13.5	13.7	13.7	↑
Hispanic	10.7	11.8	13.2	15.4	↑
Eligible for F/R Lunch ²	22.0	24.4	23.6	26.2	↑

¹ Race/Ethnicity percentages calculated using data available through the Common Core of Data (CCD).

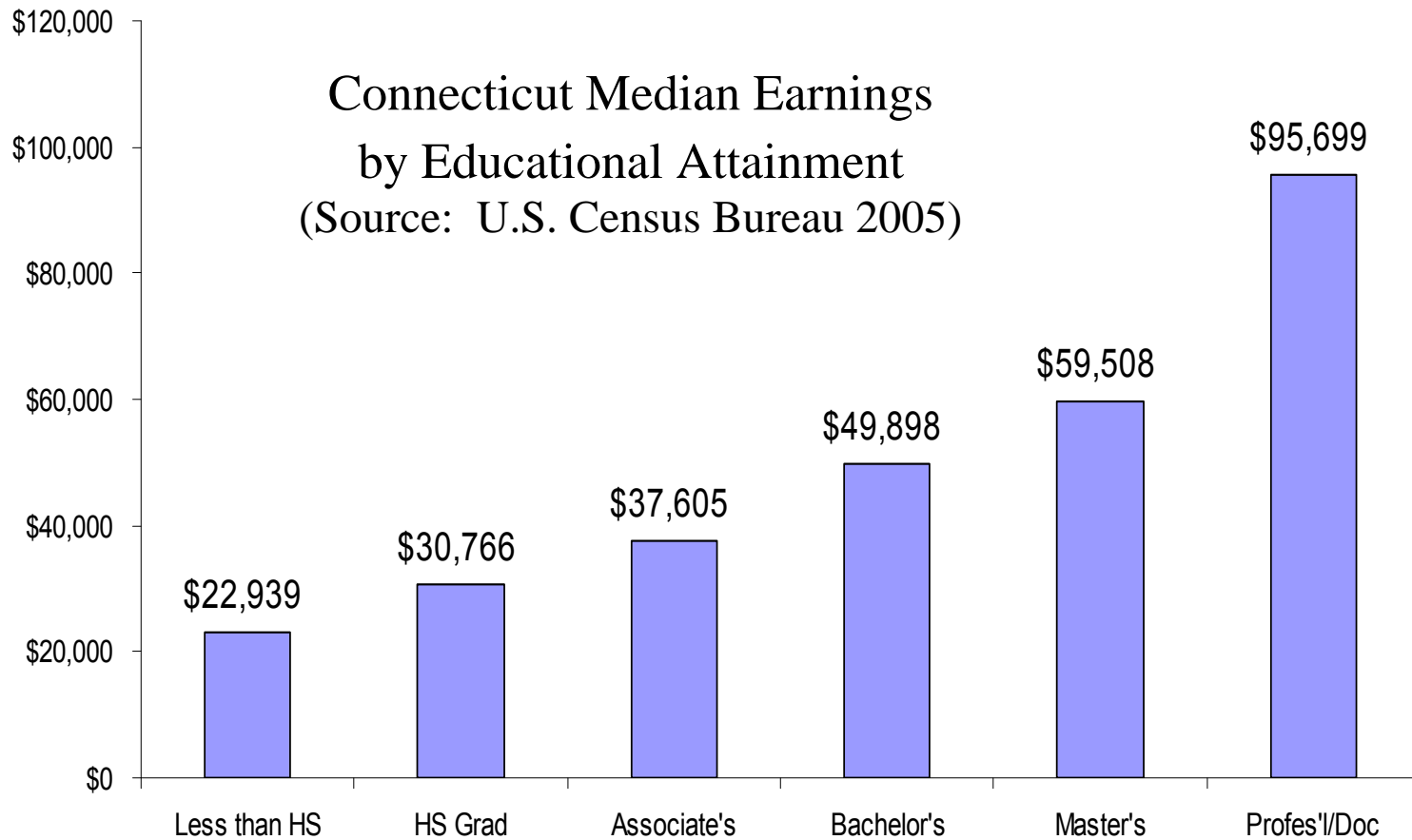
² Eligibility for free or reduced price lunch is used as a proxy for poverty.

College Level Remediation

Estimated Costs of Remedial Education at CSUS and CCTCS, Fall 2005

<i>Course</i>	<i>Enrollment</i>	<i>Estimated Cost</i>
English	8,843	\$5,347,337
Mathematics	10,769	\$5,501,841
Total	19,612	\$10,849,178

Economic Value of HS Diploma



Estimated \$35,000 to \$38,000 needed to maintain a family in CT

The State Business Perspective

- Many Connecticut public school students exiting the state's high schools are unprepared to succeed in Connecticut's labor market.
- The skills that graduates need to be fully successful in an economically competitive workplace have changed dramatically during the last two decades, yet the rigor and challenge of the academic programs that many of the state's high schools offer has changed little.



CT Business Community: Graduates Should be Proficient in Core Subjects

Math	Percent Agree
Algebra	72%
Geometry	58%
Trigonometry	34%
Calculus	21%
Statistics	54%

Science	Percent Agree
Chemistry	50%
Biology	45%
Physics	55%
Environmental Science	54%

CT Business Community: Recommended Changes to Reform High Schools

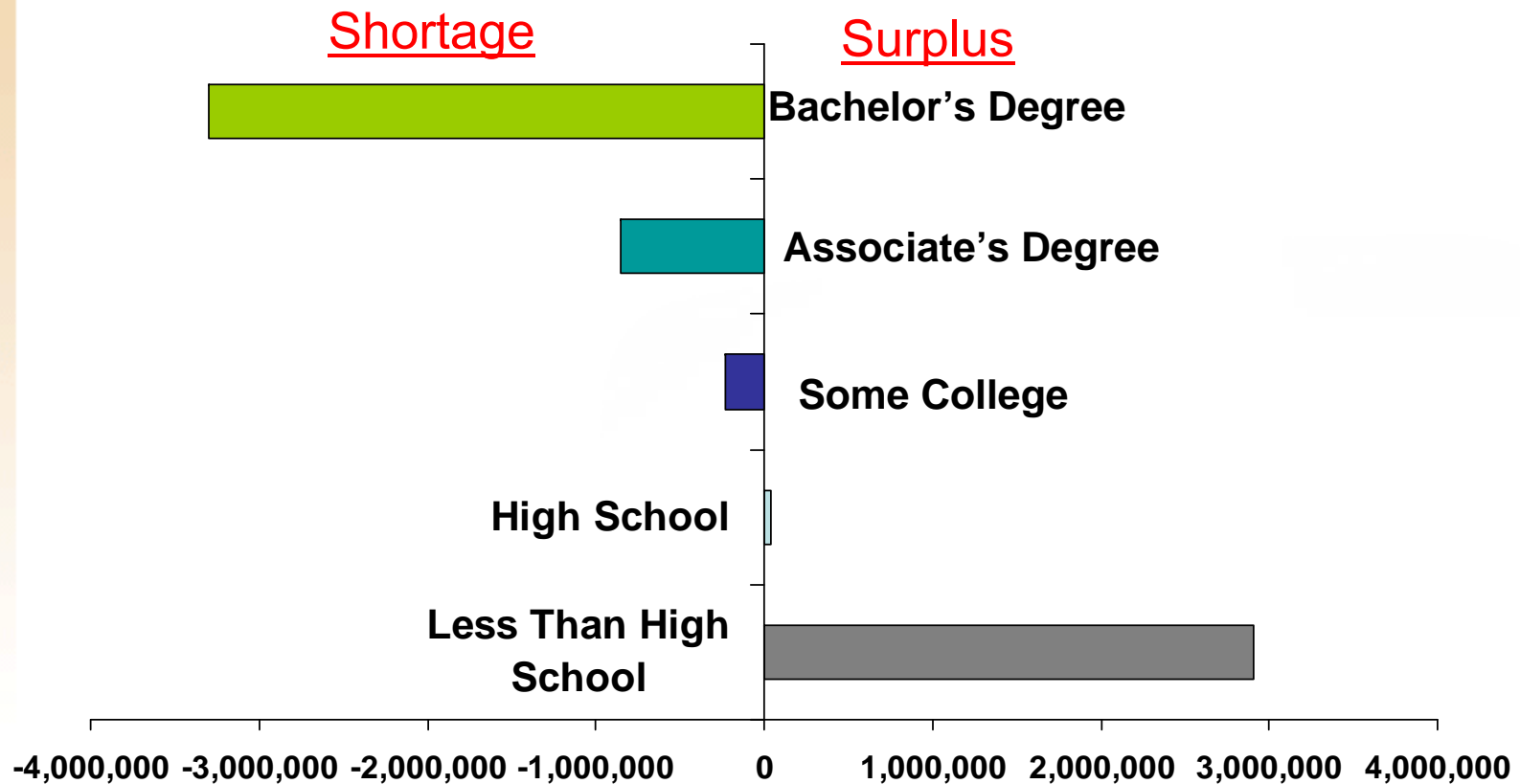
Recommended Changes	Percent Agree
Higher expectations for all students	68%
More rigorous math and science	67%
Exposure to career pathways	70%
Extended school day	37%
Reinforce analytic and problem-solving skills	69%
Preparation for employment in a global economy	60%
Assessment of skills prior to graduation	58%

CT Business Community: Importance of 21st Century Skills

21 st Century Skills	Extremely Important	Somewhat Important
Critical thinking/problem solving	77%	22%
Oral & written communication	68%	29%
Teamwork/collaboration	68%	29%
Information & computer technology	50%	41%
Creativity and innovation	44%	45%
Self-direction and flexibility	60%	37%
Work ethic	94%	6%
Ethics and social responsibility	66%	29%

Origins of the Nation's Future Workforce

Projections of Education Shortages and Surpluses in 2012



Source: Analysis by Anthony Carnevale, 2006 of Current Population Survey (1992-2004) and Census Population Projection Estimates

NCLB Sanctions Through 2010-11

Schools and Districts “In Need of Improvement”		
School Year	# Schools	# Districts
2004-05	136	27
2005-06	185	28
2006-07	247	29
2007-08*	335	32
2010-11*	568	100

**Projected*

What Does the Ad Hoc Committee Hope to Achieve Through its Recommendations?

- High academic achievement for all students
- Prepare students for 21st Century challenges
- Build an accomplished work force
- Establish a framework consistent with PK-16 expectations
- Complete the charge of the State Board of Education, approved in December 2008



What Expectations Underlie the Ad Hoc Committee's Recommendations?

- Align recommendations with PK-16 System
- Involve *Middle School* stakeholders with *High School* recommendations
- Achieve a consistent standard of instructional quality in every school
- Allow for flexibility for struggling students to meet requirements through certain alternatives or safety nets.



Key Assumptions

- Secondary Course Sequence: Grade Range, 7-13
- Diploma = Required Courses + Model Curricula + Benchmark Assessments
- Benchmark Assessments
 - End-of-year course examinations for full-year courses
 - SDE Administered in late May
 - Performance assessments demonstrating 21st century competencies locally developed and administered



Key Assumptions, *cont.*

- Career Path = Demonstration of Core and Specialized Competencies
- Retain Carnegie Units and Grades
- Require 24 Credits + Maintain Grades
- Appropriate safety nets and alternatives
- Use of CAPT after 2012 uncertain
- Senior Demonstration to reflect learning of 21st Century Skills and Professional Habits



Building Blocks of Reform

Engagement

- Extensive Professional Development (Engaging Instructional Practices, Technology, nurturing positive school culture, differentiated instruction)
- Expanded Learning Options (internships, online classes, courses taking 2 years instead of 1, graduating in 3 – 5 years...)
- Increased Supports/Programs for Remediation and Strengthening Skills
- Student Success Plans with Career Path Options (based on interests and unique abilities)
- Smaller Learning Communities and Increased Adult-Student Connections (every student has connections with an adult in the building – no one gets lost)

Rigor

- 24 Credits: Includes a Core Curriculum of Required Courses
- End-of-Course Assessment Examinations and Performance Tasks

21st Century Learning

- Technology and other 21st Century Learning Skills Embedded in State-Developed Model Curricula
- A Senior Demonstration Project



Design Concepts

Definitions

- Core Curriculum: The “default” curriculum or regimen of courses that must be taken and passed by all students in Connecticut in order to receive a diploma.
- State Developed Model Curricula: A common, full- or half-year course of study consisting of essential topics and subject matter; powered standards; and appropriate 21st century skills linked to a system of regular formative assessments.
- State-End-of-Course Examinations: State required tests consisting of multiple choice items, short-answers, constructed responses and/or essays designed to measure a student’s proficiency in the subject matter and skills taught in a full-year or half-year course.
- State-End-of-Course Performance Tasks: State-designed performance tasks in one or more formats, underwritten by rubrics designating five areas of performance (below-basic, basic, proficient, goal and advanced), and scored by locally-trained scorers or judges.
- Course Credits: The point value assigned to a full-year or half-year course of study upon a student’s completion of the course and receipt of a passing grade. Students may earn high school credits and take end-of-course examinations and/or performance tasks as early as grade 7.

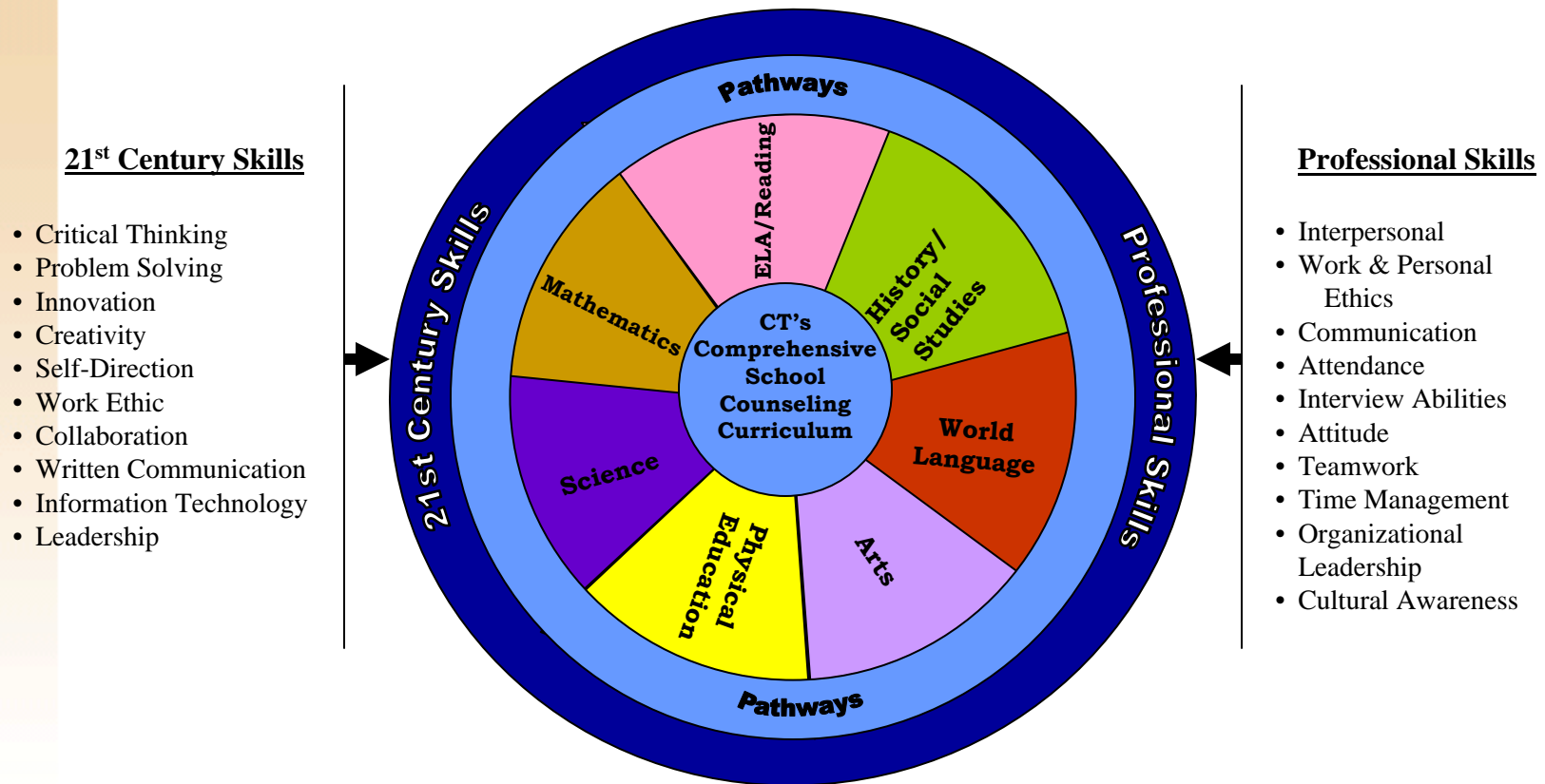


Design Concepts

- [State High School Diploma](#): All Connecticut students must earn twenty-four (24) credits and pass all end-of-course examinations and performance tasks in order to receive a high school diploma. No more than three (3) credits may be earned prior to the start of 9th grade.
- [Student Success Plan](#): An individualized plan of study, developed at the beginning of or before a student's freshman year, delineating a scope and sequence of courses to be completed as preparation for college and/or a career. Student Success Plans will be reviewed at least annually by each student, the student's parent, and the student's mentor or guidance counselor.
- [Senior Demonstration](#): An end-of year research project, portfolio, performance internship, or community project tied to the completion of a Student Success Plan, and a core curriculum requirement. The Senior Demonstration project will consist of a year of independent study under the supervision of a teacher or mentor, and a tangible "product" at the end of the year that will be judged locally by members of the faculty, district, community, or institution of higher education.
- [21st Century Skills](#): The skills, professional competencies and habits of mind that extend the basic literacy skills of reading, writing, and mathematics: critical thinking and problem solving; creating and innovating; communicating and collaborating; information media and technology management; and life and career skills.



Components of Student Success Plan



21st Century Skills

- Critical Thinking
- Problem Solving
- Innovation
- Creativity
- Self-Direction
- Work Ethic
- Collaboration
- Written Communication
- Information Technology
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Professional Skills

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Foundation: Rigorous academic courses and a related sequence of elective courses aligned to a specific career pathway in providing:

- **Experiential Learning:** Job Shadows, Internships, Community Service
- **Dual/Concurrent Credit**
- **Senior Project Design**
- 21st Century and Professional Skills across-the-curriculum
- Evolving post-secondary plan

A Matrix of Choices and Requirements

<i>Draft 12/5/07</i>	<i>Required Credits</i>	<i>State Model</i>	<i>Embedded 21st</i>	<i>State EOC</i>	<i>State EOC</i>	<i>Local EOC</i>	<i>Locally</i>
Core Curriculum	<i>Distribution</i>	<i>Curricula</i>	<i>Century Skills</i>	<i>Examination</i>	<i>Performance Task</i>	<i>Performance Task</i>	<i>Scored</i>
Mathematics	3						
Algebra I	1	x	x	x			
Geometry	1	x	x				
Algebra II	1	x	x	x			
Science	3						
Biology	1	x	x	x			
Chemistry or Other Full-year Physical Science Course (See N	1	x	x		x (Chemistry)	x (Other)	x
Full-year Lab Course in Physical or Life Science	1					x	x
English, LA & Reading	4						
English I	1	x	x				
English II	1	x	x	x			
Literature & Composition I	1						
Literature & Composition II or Full-year Elective	1						
History/Social Science	3						
International Studies	1					x	x
US History	1	x	x	x			
Civics	0.5	x	x				
Half-year Elective	0.5						
World Language	2						
Career & Technical Education and The Arts	2						
<i>Combination of Full or Half-Year Elective Courses</i>							
Careers and Technical Education	.5 or 1 or 2						
The Arts	.5 or 1 or 2						
Health and Wellness	2						
Health, Nutrition & Wellness	0.5	x	x				
Physical Education	1.5	x	x				
Electives: Full and Half-Year Courses	4						
Senior Demonstration	1					x	x
Total	24	11	11	5	1	4	4

Note 1: Model Curriculum for Chemistry Only

What Can Parents Expect for Their Secondary Student?

- A planned, rigorous, engaging curriculum taught and led by caring, skilled adults;
- Support systems, resources, and time to succeed academically, socially, and emotionally;
- Acquisition of essential skills and knowledge needed to attend college or begin work in a technology-based economy; and
- A meaningful high school diploma supported by common standards of quality and excellence.



Implementation: Listening and Refining

Nov 2007 - June 2008

- Refine role of PK-16 Council
- Intake from Stakeholder Groups
 - Regional Town Meetings
 - Educator Groups
 - Regional Sessions for Boards of Education
 - Business and Research Groups
 - State Legislators
 - Higher Education Groups
 - PTO and Parent Groups
 - State Editorial Boards
 - NAACP and Other Ethnic/Leadership Groups



Implementation: Legislative Strategy

Nov 2007 - Dec 2008

- Actions
 - Organize Steering Committee of Executive and Legislative Branches
 - Meet with key legislators by May 2008
 - Pass legislation endorsing the framework and funding a cost analysis - May 2008
 - Conduct financial analysis and develop long range budget - July-October 2008
 - SBE and Joint Legislative Committee writes reform legislation - October-November 2008
 - Legislative proposals sent to Governor and Legislature - December 2008



Reflection: Sample Costs of Reform Package

- State Costs
 - Model curriculum for seven courses by 2010
 - End-of-course assessments and alternatives by 2012
 - Workforce analysis in areas of teacher shortages
 - Develop remediation support programs
 - Estimate additional SDE staff
 - Implement statewide PD for teachers & administrators
- District Costs
 - Implementation of Senior Demonstrations
 - Workforce analysis for support staff and counselors
 - Additional Science facilities
- Final cost analyses to be published by October 2008



Implementation Timeline for 2008

Dates 2008

- December-March Presentations and Listening Tour
- March-September Cost Study
- September-October Solicitation of Written Input
- October Secondary School Reform Summit
- October-November Final Revisions of Proposal
- December State Board Approval and Legislation



Thank you to the following individuals:

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Janet Finneran, Committee Co-Chair

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Barbara Beaudin, SDE

Fernando Betancourt, Latino & Puerto Rican Affairs Commission

Dennis Carrithers, CAS

Yvette Melendez, CT State University System

Glenn Cassis, African American Affairs Commission

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George Coleman, SDE

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