

Career and College Ready Graduates (CCRG) Update

Dr. Michael Maher, Deputy Superintendent of Standards, Accountability, and Research

Dr. Andrew Smith, Assistant Superintendent of Innovation

Dr. Angie Mullennix, Director of Innovative Practices and Programs

Dr. Jeni Corn, Director Research and Evaluation

Dr. Erica Shoulders Royster, CCRG Program Administrator

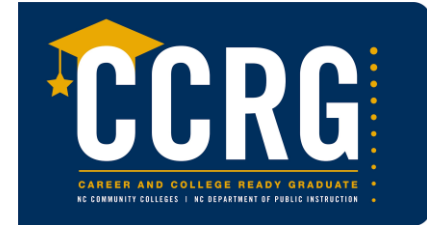
Calen Clifton, Research Analyst

Elly Thompson, Research and Evaluation Intern



CCRG Partnership

- **Legislated Mandate:** S.L. 2015-241, Section 10.13 amended by S.L. 2016-94, Section 10.5 and S.L. 2018-5, Section 9.4, Career and College Ready Graduates (CCRG).
- Requires the **State Board of Community Colleges in consultation with the State Board of Education**, to develop a program that introduces the college developmental mathematics and developmental reading and English curriculums in the high school senior year.
 - Purpose is to help students go to a NC community college remediation free.



State Board of Education Strategic Goals

Goal 1: Eliminate opportunity gaps by 2025

- Objective 1: Decrease the number of exclusionary discipline practices by subgroup
- Objective 2: Improve school climate measures across schools and grade-levels
- Objective 4: Decrease high school dropout rate for each subgroup
- Objective 5: Decrease number of students taking remedial courses in college

Goal II: Improve school and district performance by 2025

- Objective 1: Allocate financial, business, and technology resources according to Federal laws and State Board of Education policies
- Objective 2: Increase the percentage of grades 3-8 math and ELA EOG subgroup test scores meeting with ESSA Yearly Measures of interim progress
- Objective 3: Increase the percentage of students proficient in math by subgroup
- Objective 5: Increase the percentage of high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim Progress
- Objective 7: Increase number of schools meeting or exceeding growth measures by subgroup



CCRG Implementation Timeline

2016-2019: Initial implementation of the model began with pilots and statewide training.

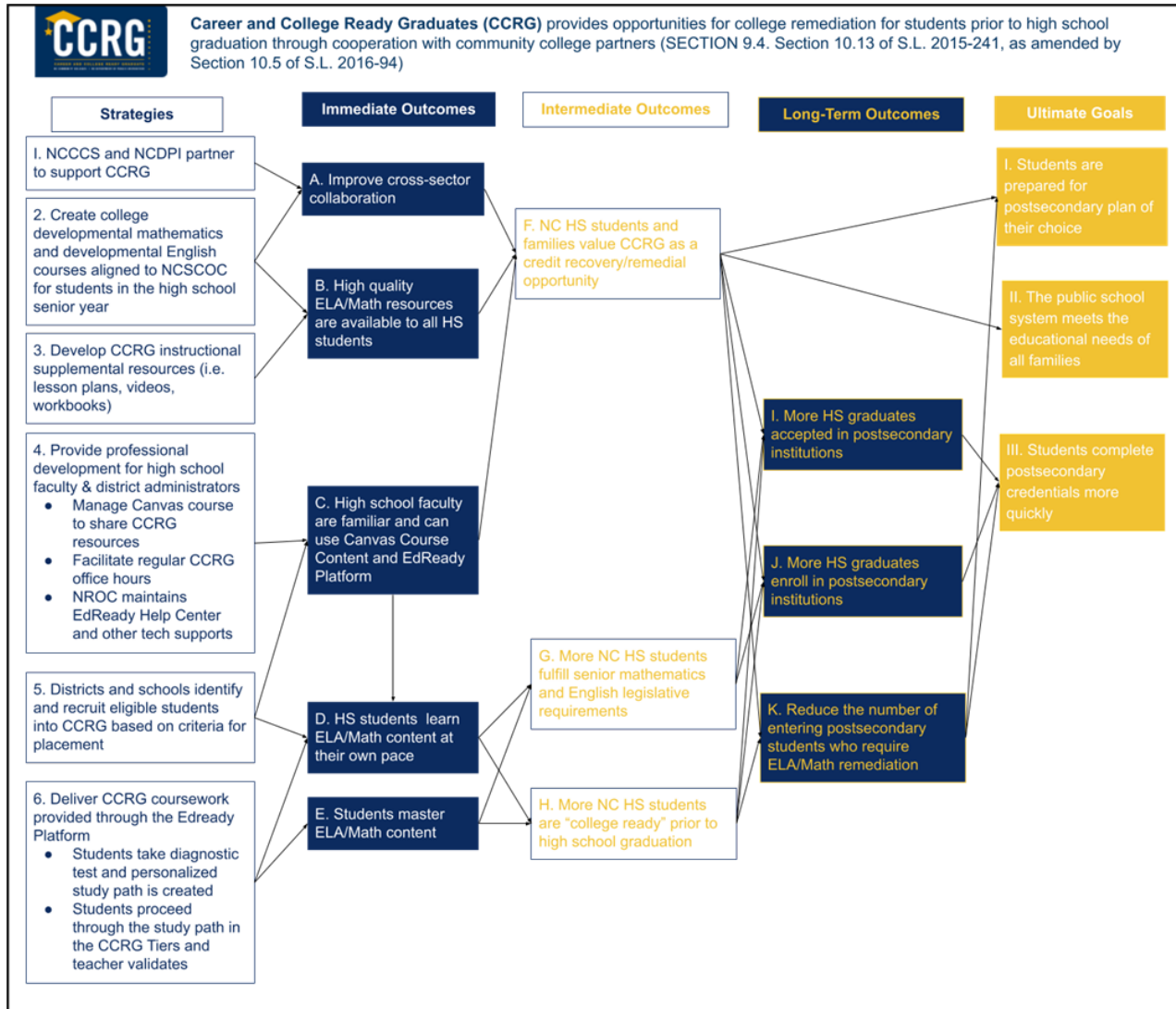
2020-2021: Partial implementation occurred despite financial and COVID-19 Pandemic challenges.

2021-2022: No implementation due to unfunded mandate. Training continued.

2022-2023: General Assembly funded the program. First full year of implementation.

2023-2024: Program funded for second year of full implementation.

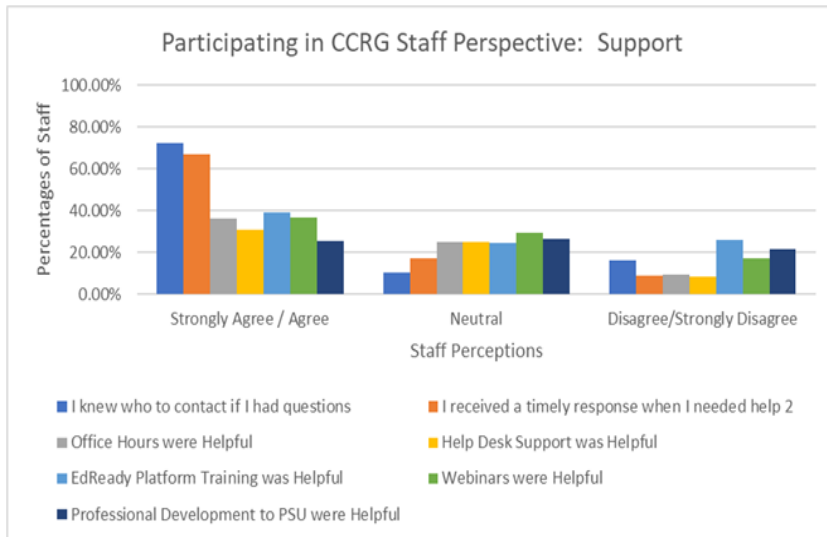
CCRG Evaluation Plan



Summary Table & Evaluation Questions

EVALUATION QUESTIONS	STRATEGIES	OUTCOMES	DATA SOURCES
To what extent was CCRG a successful cross-sector partnership between the North Carolina Community College System and North Carolina Department of Public Instruction?	1. NCCCS and NCDPI partner to support CCRG	A. Improve cross-sector collaboration	CCRG Staff and Student Survey
What resources and tools were available and helpful throughout the CCRG implementation process?	2. Develop college developmental mathematics and developmental English courses/curricula for students in the high school senior year 3. Develop CCRG instructional supplemental resources (i.e., lesson plans, videos, workbooks)	B. High quality ELA/Math resources are available to all HS students	CCRG Staff and Student Survey Canvas Resource Course Analytics
What was the quality of support provided by the NCDPI and NCCCS as it pertains to professional development, technical assistance, office hours, and other applicable outreach efforts?	4. Provide professional development for high school faculty & district administrators	C. High school faculty are familiar and can use Canvas Course Content and EdReady Platform	CCRG Staff Survey
What types of criteria were used by districts to determine eligibility for CCRG? How did districts inform students and families of this opportunity?	5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	B. High quality ELA/Math resources are available to all HS students	CCRG Staff and Student Survey
How many students enrolled and accessed CCRG courses? What are participation rates by student group, school and district characteristics?	5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	D. HS students learn ELA/Math content at their own pace	NROC/EdReady Platform Analytics
How many students successfully completed CCRG coursework?	6. Deliver CCRG coursework provided through the EdReady Platform	E. Students master ELA/Math content	Ed Ready Platform Analytics

CCRG Cross-Sector Partnership



"I felt supported by the state" (Instructor, 2023).

"I think there was plenty of support. I just want to mention that this whole program seems completely unnecessary as a requirement for students. They should be offered, not forced, to take CCRG" (Instructor, 2023).

- **Staff had regular, ongoing access to professional development, technical assistance/office hours, and supplemental resources.**
 - Staff had 20 professional development sessions.
 - Staff had access to over 90 office hours during the 2022-2023 academic year.
- Majority of staff respondents
 - felt they **knew who to contact** among the cross-sector partners
 - felt they **received a timely response** from the cross-sector partners.

CCRG Resources and Tools

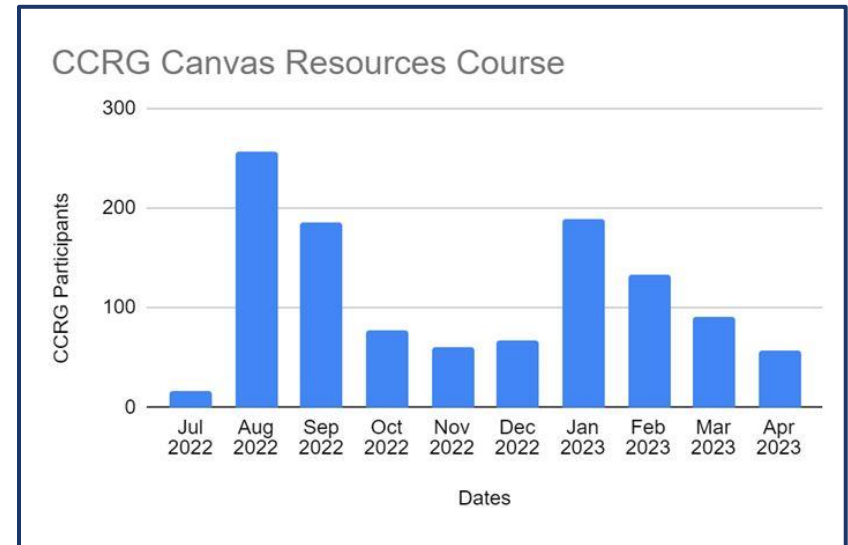
A variety of professional development, technical assistance, and support services were provided to LEAs:

- Multiple virtual professional development sessions
- Technical Assistance / Office Hours
- CCRG Canvas Resource Course and CCRG Website
- Regularly updated CCRG Frequently Asked Questions (FAQ)
- Training materials are added to the course at an ongoing basis



CCRG Quality of Support

- **More than 1000 educators throughout the state actively engaged in the CCRG Canvas Resources Course.**
 - Staff tend to access the Canvas Resource Course at the start of the terms.



“All resources from the Canvas courses and any additional resources provided by DPI (or by some of our neighboring districts) were shared with teachers throughout the process” (Instructor, 2023).

“I felt supported by the state” (Instructor, 2023).

“The group from NROC has been extremely supportive and when I've had questions or needed help on something, it has been completed” (Instructor, 2023).

Summary Table & Evaluation Questions

EVALUATION QUESTIONS	STRATEGIES	OUTCOMES	DATA SOURCES
To what extent was CCRG a successful cross-sector partnership between the North Carolina Community College System and North Carolina Department of Public Instruction?	1. NCCCS and NCDPI partner to support CCRG	A. Improve cross-sector collaboration	CCRG Staff and Student Survey
What resources and tools were available and helpful throughout the CCRG implementation process?	2. Develop college developmental mathematics and developmental English courses/curricula for students in the high school senior year 3. Develop CCRG instructional supplemental resources (i.e., lesson plans, videos, workbooks)	B. High quality ELA/Math resources are available to all HS students	CCRG Staff and Student Survey Canvas Resource Course Analytics
What was the quality of support provided by the NCDPI and NCCCS as it pertains to professional development, technical assistance, office hours, and other applicable outreach efforts?	4. Provide professional development for high school faculty & district administrators	C. High school faculty are familiar and can use Canvas Course Content and EdReady Platform	CCRG Staff Survey
What types of criteria were used by districts to determine eligibility for CCRG? How did districts inform students and families of this opportunity?	5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	B. High quality ELA/Math resources are available to all HS students	CCRG Staff and Student Survey
How many students enrolled and accessed CCRG courses? What are participation rates by student group, school and district characteristics?	5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	D. HS students learn ELA/Math content at their own pace	NROC/EdReady Platform Analytics
How many students successfully completed CCRG coursework?	6. Deliver CCRG coursework provided through the EdReady Platform	E. Students master ELA/Math content	Ed Ready Platform Analytics

Eligibility & Exemption Criteria



CCRG English Exemption Guide

Any NC high school student who has an **unweighted GPA (UGPA) between 2.2 and 2.799** as a high school junior after the completion of the first semester or second semester is required to take English with the CCRG content in the senior year of high school.

Students with an unweighted GPA below 2.2 may opt into CCRG English.

If students meet any one of the following criteria in English, they will be exempt from the CCRG English content.

CCRG English Exemptions

- Cumulative high school UGPA- 2.8 or higher
- PSAT 10 and PSAT/NMSQT 2015 and future - 26 or a composite score of 460 for evidenced-based reading and writing
- SAT ERW- 480 or higher
- Pre-ACT English- 18 or higher
- Pre-ACT Reading- 22 or higher
- ACT English- 18 or higher
- ACT Reading- 22 or higher
- AP Language & Composition- 3 or higher
- AP Literature & Composition- 3 or higher
- IB English A- 4 or higher
- AS Level English Language- grade C or higher
- A Level English Language- grade C or higher
- AS Level Language and Literature in English- grade C or higher
- For CCP/CIHS students*: College GPA 2.8+ and 6+ UGETC credits earned with a grade of C or higher
- For CCP/CIHS students*: Completion of ENG 111 or ENG 110 with a grade of C or higher
- RISE Placement Test English - 70 or higher on Tier 1 and Tier 2

*CIHS students are those attending early colleges, middle colleges, or other cooperative innovative high schools.

Interstate Compact on Educational Opportunity for Military Children guidelines will apply as appropriate for most beneficial placement.

NCCCS/NC DPI_May2022



CCRG Math Exemption Guide

Any NC high school student who has an **unweighted GPA (UGPA) between 2.2 and 2.799** as a high school junior after the completion of the first semester or second semester is required to take CCRG math content in the senior year of high school.

Students with an unweighted GPA below 2.2 may opt into CCRG math.

If students meet any one of the following criteria in math, they will be exempt from the CCRG math content.

CCRG Math Exemptions

- Cumulative high school UGPA- 2.8 or higher
- PSAT 10 and PSAT/NMSQT 2015 and future - score of 24.5 or 510 in mathematics
- SAT Math- 530 or higher
- Pre-ACT Math- 22 or higher
- ACT Math- 22 or higher
- Math 3 EOC- 4 or 5
- AP Calculus AB- 3 or higher
- AP Calculus BC- 3 or higher
- IB Math (Higher Level) - 4 or higher
- IB Advanced Math (Higher Level)- 4 or higher
- IB Mathematical Studies (Standard Level)- 4 or higher
- Cambridge International Exam: AS Level Math- grade C or higher
- Cambridge International Exam: A Level Math- grade C or higher
- Cambridge International Exam: A Level Mathematics-Further- grade C or higher
- For CCP/CIHS students*: College GPA 2.8+ and 6+ UGETC credits earned with a grade of C or higher
- For CCP/CIHS students*: Completion of MAT 110, MAT 121, MAT 143, MAT 152, or MAT 171 with a grade of C or higher
- RISE Placement Test Math - 70 or higher on Tier 1 and Tier 2, and Tier 3

*CIHS students are those attending early colleges, middle colleges, or other cooperative innovative high schools.

Interstate Compact on Educational Opportunity for Military Children guidelines will apply as appropriate for most beneficial placement.

NCCCS/NC DPI_May2022



CCRG Eligibility & Participation

Eligibility:

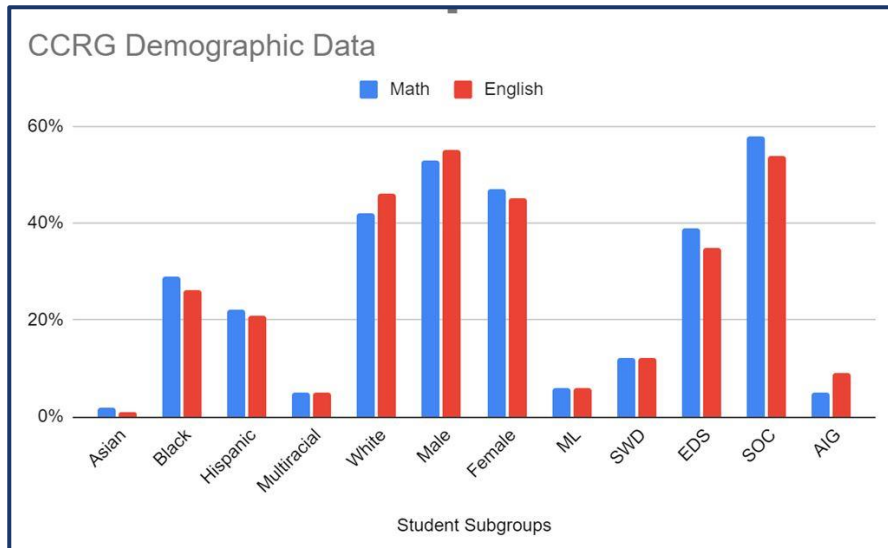
- More than 50% of staff stated GPA was main method of determining eligibility for CCRG.

Participation:

- Most students learned about CCRG from a teacher.
- Districts stated they followed the guidelines outlined by the state for eligibility.
- Parents were notified about their children's eligibility as per local district notification protocols.
- Students were counseled individually about CCRG at the school level.



CCRG Participation



- **CCRG students are more likely to be male.**
- **Greater portion of CCRG participants is Economically Disadvantaged Students (EDS).**
- **More than 50% of CCRG students are identified as Students of Color (SOC), which encompasses all non-white subgroups.**
 - This data does not imply that the greater portion of CCRG students is male, EDS, and SOC.
- Multilingual (ML) and Academically and Intellectually Gifted (AIG) students equate for less than 10% of population.

Summary of CCRG Perceptions

Student Respondents:

- Majority of student respondents felt they
 - **had enough time to complete the coursework**
 - **had enough time to take the Tier Tests required for CCRG credit in each course.**
- Less than 25% felt that CCRG helped them learn new content. **Note: CCRG content is *remedial* content.**
- Slightly more than 25% felt that CCRG **will save them money in college.**
- **Students' key programmatic improvement recommendations:**
 - Less multi-step questions.
 - Shorter diagnostic tests.
 - Accessibility improvements to the NROC platform course content.
 - Clearer content/question language that students/teachers understand.

“My biggest challenge was getting an 80 or higher on tier 2 and 3 in math. I almost failed out of it from taking too many tests, and I was getting the teachers' help. Some of the work on these are too hard because I knew what would be going on during the learning part, but the test was a lot harder” (Student, 2023).



Summary of CCRG Perceptions

Staff Respondents:

- Majority had the support needed for implementation (PD, Canvas Course, Office Hours, etc.).
- About 25% of staff found motivating students to complete the CCRG modules to be a difficult task.
- **Programmatic Improvement Recommendations:** Staff respondents also provided key programmatic improvement recommendations:
 - Easier navigation to the tools/resources within the Canvas Resource Course
 - Funding for CCRG teachers
 - Greater clarity about purpose/intent of CCRG
 - CCRG support/communication from the local community colleges
 - **Separating CCRG English out from English IV to provide greater flexibility with implementation.**

Summary Table & Evaluation Questions

EVALUATION QUESTIONS	STRATEGIES	OUTCOMES	DATA SOURCES
To what extent was CCRG a successful cross-sector partnership between the North Carolina Community College System and North Carolina Department of Public Instruction?	1. NCCCS and NCDPI partner to support CCRG	A. Improve cross-sector collaboration	CCRG Staff and Student Survey
What resources and tools were available and helpful throughout the CCRG implementation process?	2. Develop college developmental mathematics and developmental English courses/curricula for students in the high school senior year 3. Develop CCRG instructional supplemental resources (i.e., lesson plans, videos, workbooks)	B. High quality ELA/Math resources are available to all HS students	CCRG Staff and Student Survey Canvas Resource Course Analytics
What was the quality of support provided by the NCDPI and NCCCS as it pertains to professional development, technical assistance, office hours, and other applicable outreach efforts?	4. Provide professional development for high school faculty & district administrators	C. High school faculty are familiar and can use Canvas Course Content and EdReady Platform	CCRG Staff Survey
What types of criteria were used by districts to determine eligibility for CCRG? How did districts inform students and families of this opportunity?	5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	B. High quality ELA/Math resources are available to all HS students	CCRG Staff and Student Survey
How many students enrolled and accessed CCRG courses? What are participation rates by student group, school and district characteristics?	5. Districts and schools identify and recruit eligible students into CCRG based on criteria for placement	D. HS students learn ELA/Math content at their own pace	NROC/EdReady Platform Analytics
How many students successfully completed CCRG coursework?	6. Deliver CCRG coursework provided through the EdReady Platform	E. Students master ELA/Math content	Ed Ready Platform Analytics

Program Outcomes - Math Tier Test Completions

Math Tier Test Completions			
	Passed	Attempts	Percent Pass Rate
Math 1	4456	5173	86.22%
Math 2	3149	3804	83.35%
Math 3	2628	2996	86.14%

Program Outcomes - English Tier Test Completions

English Tier Test Completions			
	Passed	Attempts	Percent Pass Rate
English 1	742	5397	10.17%
English 2	120	2048	7.35%



Recommendations

- **Maintain recurring funding** for CCRG to support the program platform (NROC), professional development, and CCRG staff position.
- **Reassessment of the English curriculum** implementation:
 - Currently a much higher math tier test pass rate than the English tier test pass rate.
 - English can only be implemented as part of the English IV curriculum.
 - Math can be implemented three different ways
 - Independent math course
 - Integrated math course
 - Intervention time frame



Conclusions

NCDPI and NCCCS staff will:

- 1) **work collaboratively** to ensure greater communication to LEAs about the intent and benefits of CCRG to ensure greater access and opportunity to all subgroups
- 2) **continue to provide professional development and technical assistance** throughout the fall/spring of the 2023-2024 academic year
- 3) **communicate** with NROC **about potential accessibility improvements.**
- 4) **Work with Chief Academic Officers and the Community College System** to determine district needs for a **reassessment of the English curriculum implementation to allow for flexibility**



QUESTIONS

