



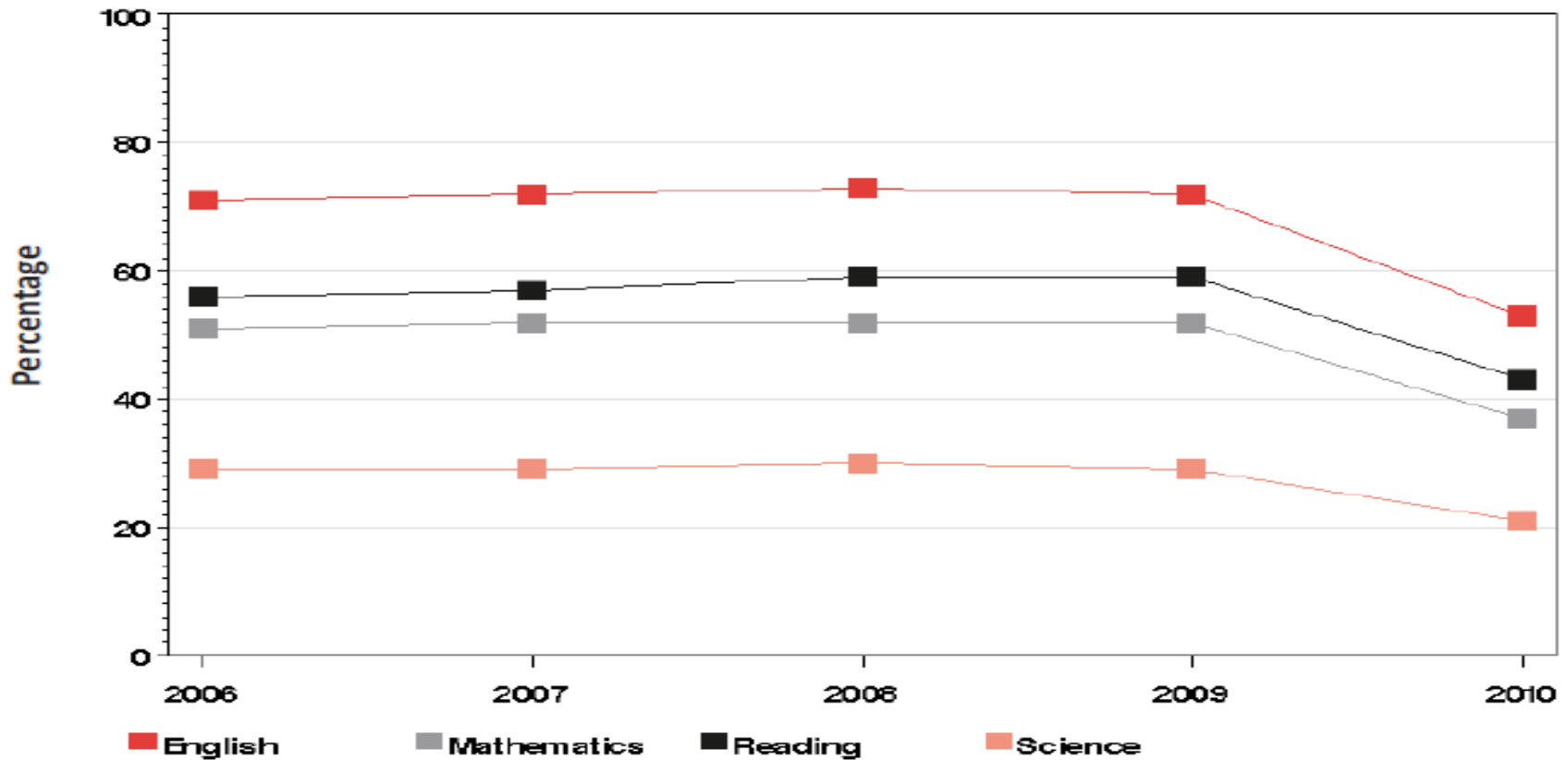
NCEA | ACT[®]

Tomorrow-Career and College Readiness for All!
ABEC Conference 2011

NCEA | ACT[®]

Class of 2010 ACT Benchmark Achievement

Percentage of Students Meeting
ACT College Readiness Benchmarks, 2006–2010



Arizona Business & Education Coalition (ABEC) Partnership

The [Arizona Higher Performing Schools Recognition Project](#), provides Arizona educators with the opportunity to share best practices and success stories with the community as well as receive recognition from peers for their outstanding commitment to raising the bar on student achievement.

- **Identifying Arizona's Higher Performing Schools**
- **Identifying ACT/NCEA CCR Targets on AIMS for Grades 3-7**
- **CCR Charts for every public Arizona school**
- **Research opportunities for the state of Arizona**

Identification of AZ Higher Performing Schools

Two Measures

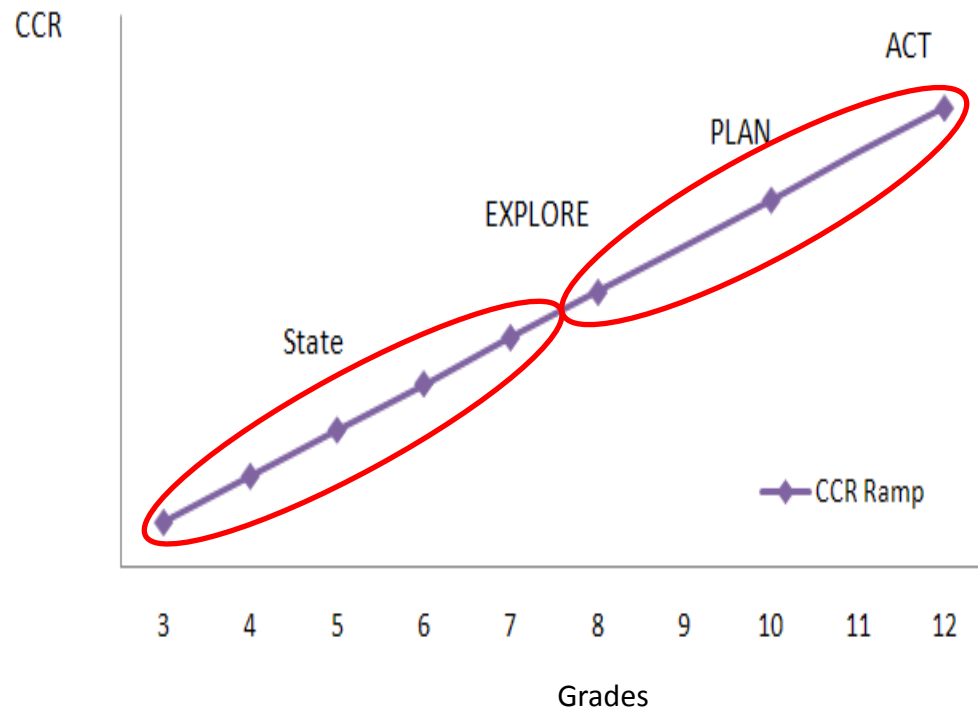
- Growth of students at your school
- Absolute achievement of students at your school



Identifying College and Career Readiness Targets

How does ACT/NCEA do this?

1. Linking to ACT College Readiness Benchmarks
2. Backwards-Mapping the Target
3. Defines a path to College and Career Readiness (ACT/NCEA CCR Ramp)



NCEA/ACT CCR Targets for Arizona

NCEA CCR Targets for Arizona

Grades 3–7 Arizona Instrument to Measure Standards (AIMS)

For reading and science, NCEA linked 2010 graduating class ACT and 2008 Grade 10 AIMS scores, for the same students, to identify the CCR Targets on the Arizona Instrument to Measure Standards. NCEA established CCR Targets for Grades 3-7 by identifying comparable scores for those exams.

NCEA's Grades 3-7 CCR Targets in reading are between the state's Meets and Exceeds Standards performance levels. Those in science are above the Exceeds Standards performance level.

Since the new AIMS math test was given in 2010, CCR Targets for math are expected to be available in the fall of 2012. CCR Targets for the writing test were not established because the ACT lacks a similar subject area test.

Grades 3-7 CCR Targets on the AIMS

	Reading			Science		
	Exceeds	CCR Target	Meets	Exceeds	CCR Target	Meets
Grade 3	516	488	431	n/a	n/a	n/a
Grade 4	536	505	450	547	587	500
Grade 5	556	520	468	n/a	n/a	n/a
Grade 6	571	529	478	n/a	n/a	n/a
Grade 7	587	547	489	n/a	n/a	n/a

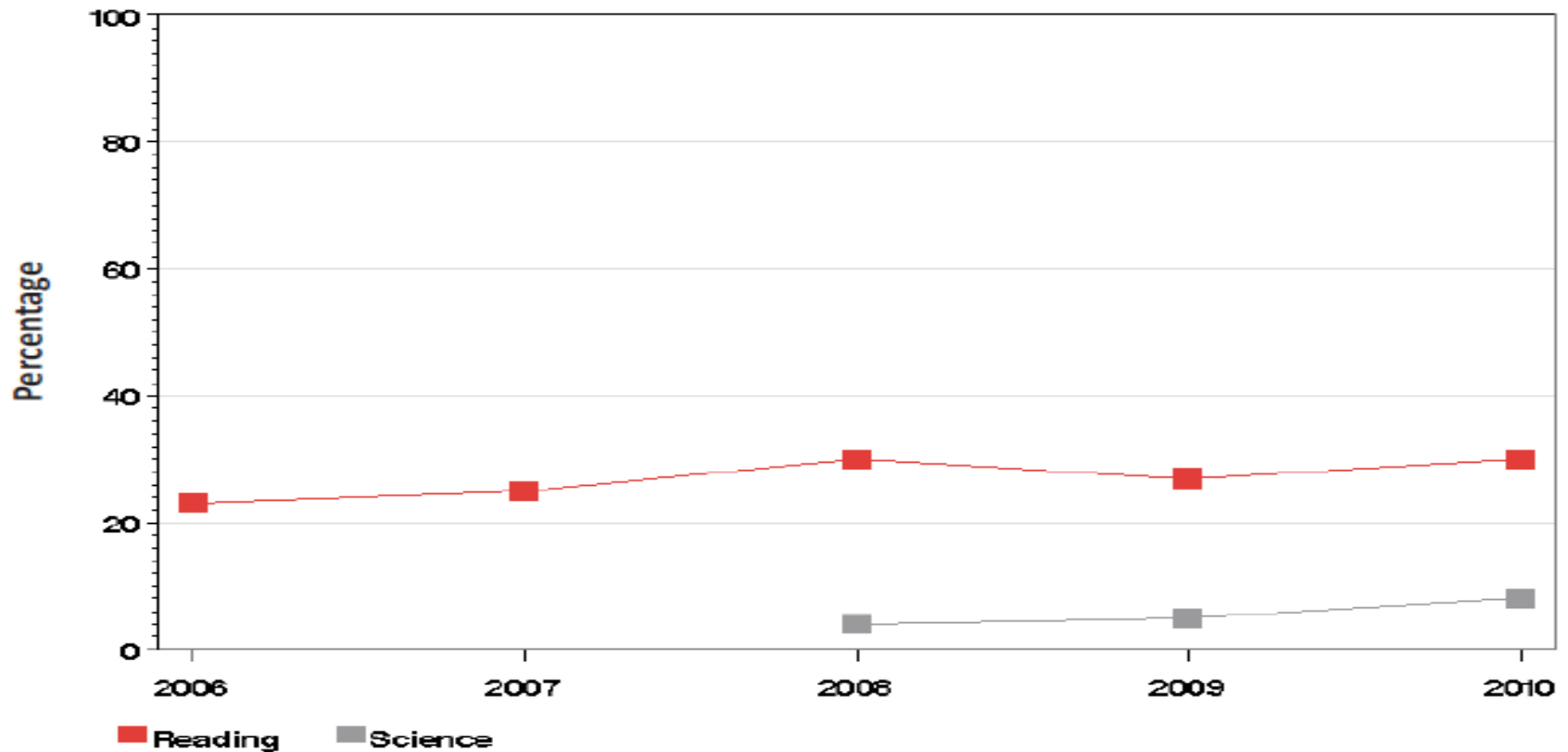
Arizona College and Career Readiness Flipbook

Our college and career readiness flipbook provides you with a state-level view of college and career readiness achievement by grade and subject on your state tests, EXPLORE[®], PLAN[®], and the ACT[®] test.



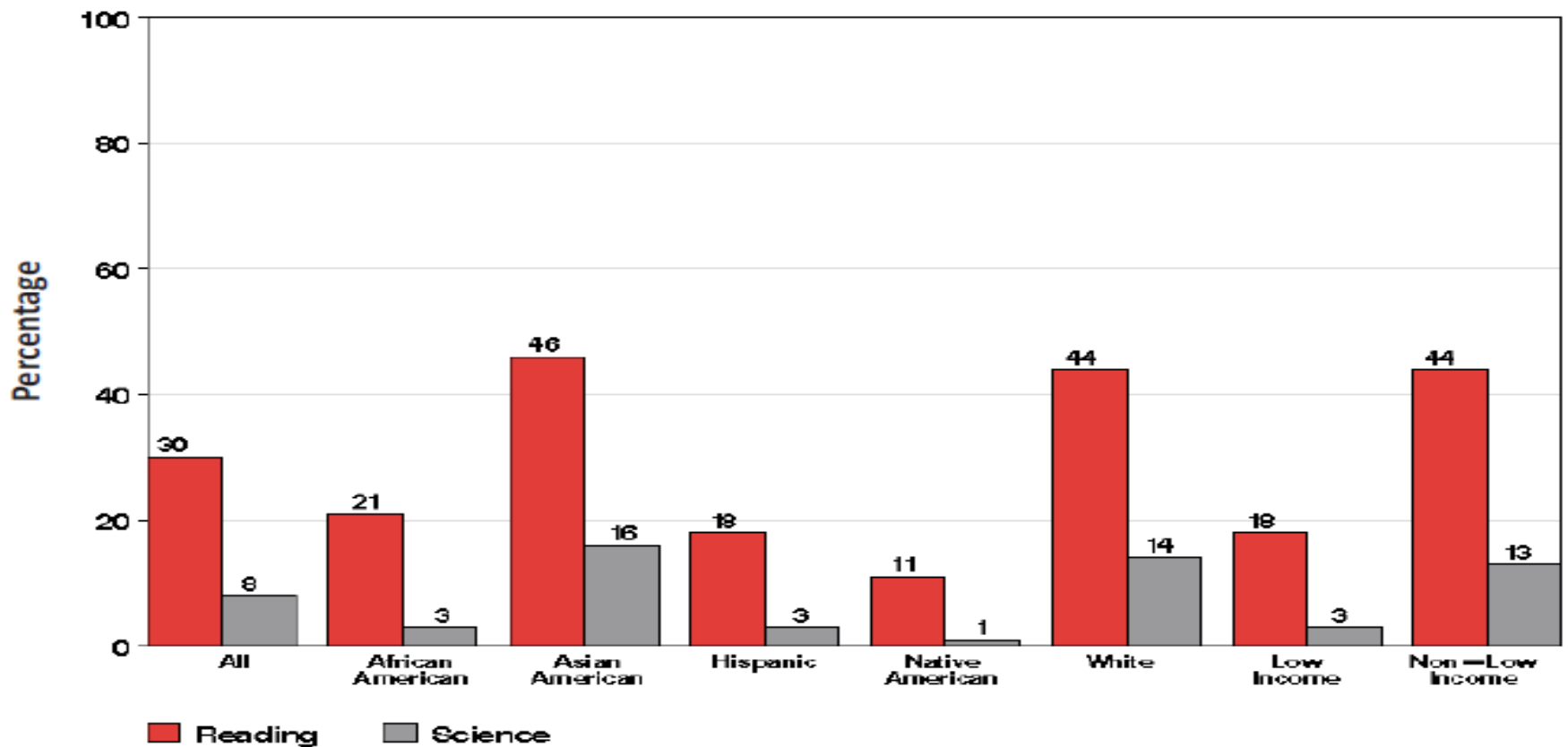
4th Grade CCR Achievement in Arizona

Percentage of Students Meeting NCEA CCR Targets
in Grade 4, 2006–2010



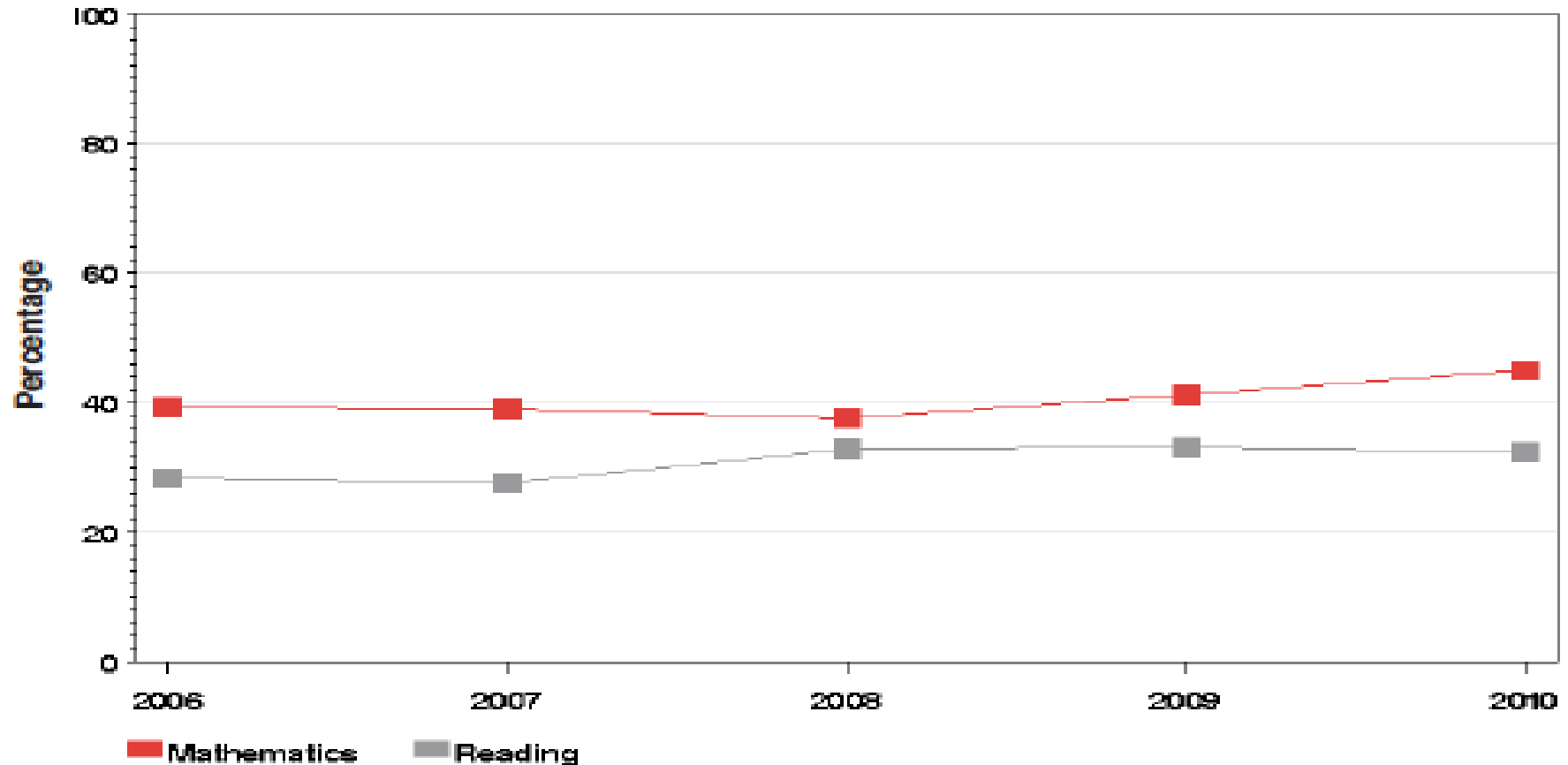
4th Grade CCR Achievement in Arizona by Demographics

Percentage of Students Meeting NCEA CCR Targets
by Demographics in Grade 4, 2010



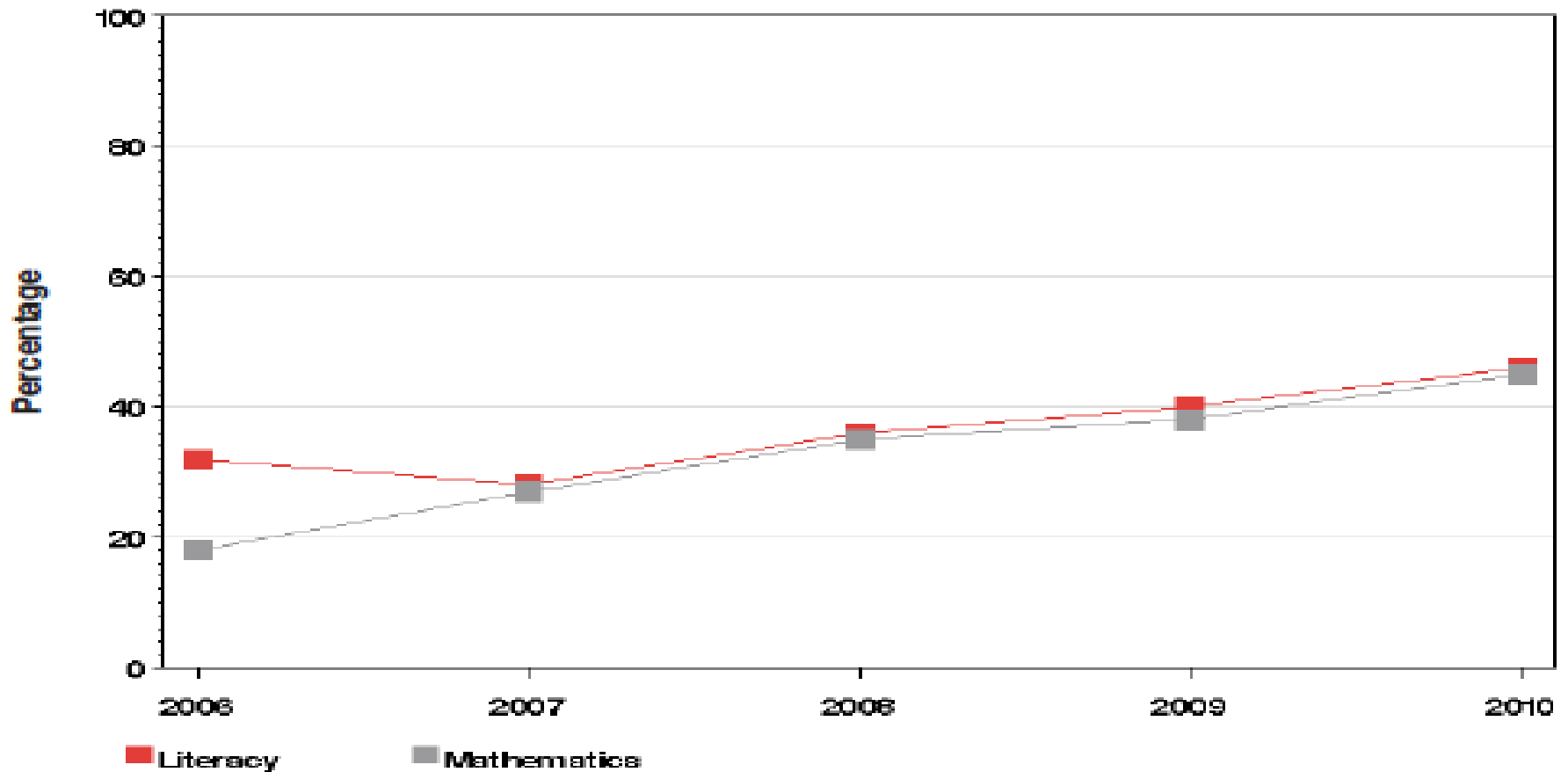
Texas- 4th Grade CCR Achievement

Percentage of Students Meeting NCEA CCR Targets
in Grade 4, 2006–2010



Arkansas- 4th Grade CCR Achievement

Percentage of Students Meeting NCEA CCR Targets
in Grade 4, 2006–2010



CCR Charts for Every Public School in Your State

www.nc4ea.org

College and Career Readiness

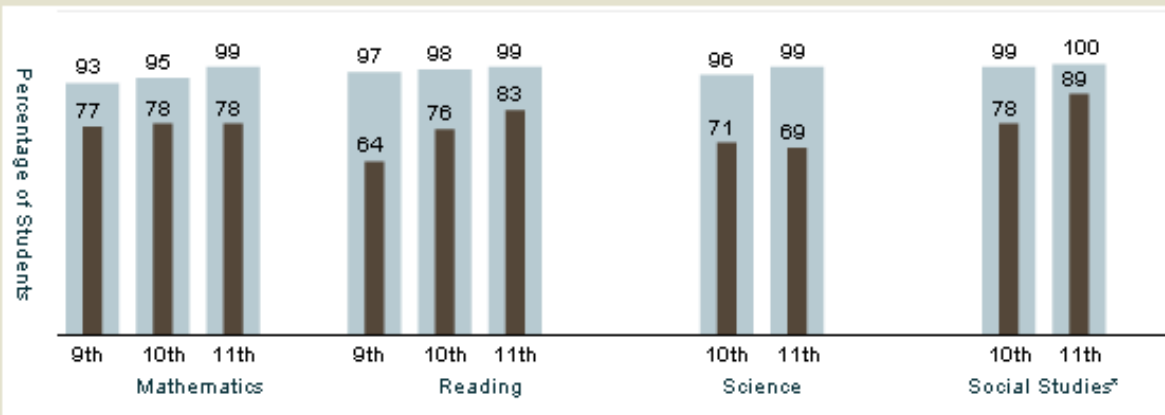
Higher Performing Areas

Compare

High

2010 TAKS College and Career Readiness:

% CCR **Passing**



* Uses the state's Commended standard

Research Opportunities

- **Core Practice Studies**

Identifying the best practices and behaviors of a partnership state's Higher Performing Schools.

- **Transition Studies**

Analyzing the effects of Higher Performing Schools on student achievement over time.

- **ACT/NCEA College and Career Readiness Targets**

A research paper detailing our methodology for identifying Grades 3-7 College and Career Readiness Targets on your state tests.

PERFORMANCE AND PRACTICE

CASE STUDY

**Core Practices in Math & Science:
An Investigation of Consistently Higher
Performing Schools in Five States**

Shelby Middle School
Shelby Public Schools
(Michigan)

Introduction

Since 1996, the National Center for Educational Achievement (NCEA) and its affiliated research teams have studied over 500 public schools across the country in an effort to identify and disseminate effective practices embraced by higher performing schools that distinguish their campuses from their average-performing peers. Building on the foundation established by this previous research, NCEA sought in the current study to focus specifically on educational practices in the areas of mathematics and science in five states: California, Florida, Massachusetts, Michigan, and Texas.

Criteria used in school selection in the current study included three years of state assessment data in mathematics and science (2004, 2005, and 2006), campus demographic make-up, percentage of economically disadvantaged students, school size, and geographic location. In addition, all of the schools selected for participation met the state and federal requirements for Adequate Yearly Progress (AYP) in 2005. Schools categorized as higher performing based on the selection criteria were those "beating the odds" with consistently better student achievement over three years, when compared to peer campuses with a similar student population. Therefore, a list of the states' highest performing schools may contain schools different from those selected for this study.¹

In order to illuminate the roles of different members in a school community, for each selected school, NCEA researchers interviewed district-level administrators, school administrators, and classroom teachers. To supplement the interview data, researchers collected pertinent documents, observed secondary level algebra classes, and invited participants to take part in the NCEA Self-Assessment online.

NCEA
National Center for Educational Achievement

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¹ For more detailed information about the school identification process and the list of higher performing schools included in the study, please see the full case study report at <http://www.ncea.org>.

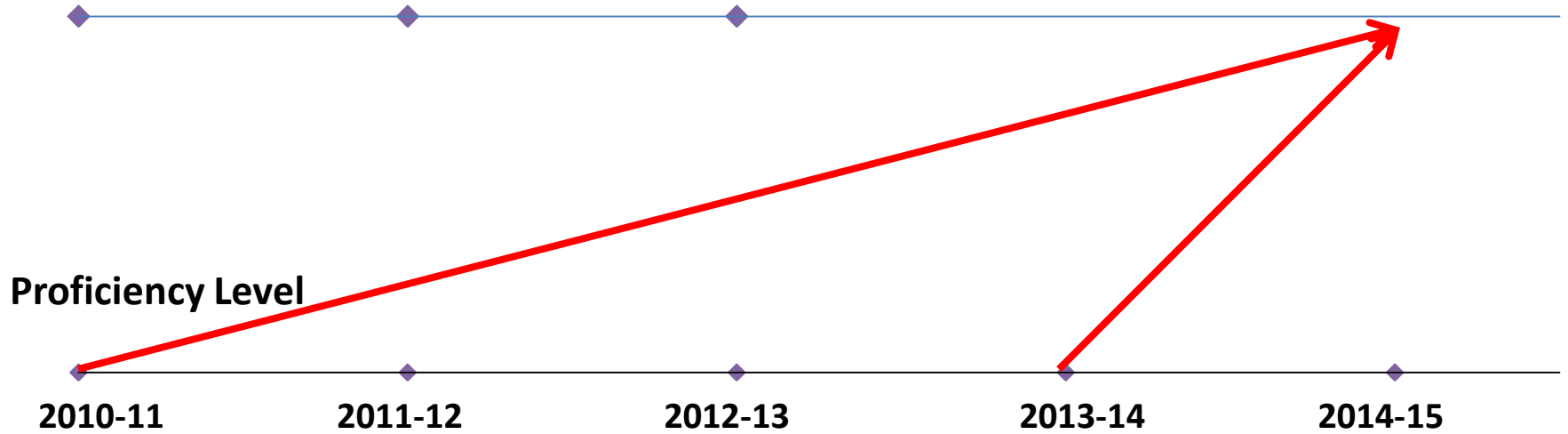
Non Negotiable Characteristics of Higher Performing School Districts

- **Set Student Learning Goals to CCR**
- **Recruit and Retain Quality Educators**
- **Spend \$\$\$ on the right things**
- **Efficient and Effective with Data**
- **Respond Quickly and Appropriately to that Data**

Transition to CCR Accountability

17

CCR Level



Proficiency Level

2010-11

2011-12

2012-13

2013-14

2014-15

Takeaways for ABEC Members/Attendees

- **Achieving CCR is a process**
- **Support your K-12 systems, but ensure accountability**
- **Understand the data**

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