

**College Board Affinity Network  
Washington State Team**

**C<sup>3</sup>: Communities Collaborating and Communicating**

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The Policy group wishes to express appreciation to the Washington ELA and Math groups for their communication, collaboration, and innovative ideas.

## Executive Summary

The findings presented by Washington’s three work groups, ELA, Mathematics, and Policy summarize the Affinity Network’s efforts to date, with all groups recognizing that the work has only just begun. As public schools implement the Standards and prepare to demonstrate progress through the Smarter Balanced Assessment Consortia, much research and work remains. The relationships and communities of learners built and strengthened through the Affinity Network seek to strengthen the bonds by continuing the systematic, systemic approach to college and career readiness through continued K-20 collaboration. The outcomes of the work done by more than 100 participants, K-12 teachers and administrators, faculty and administrators from two-year and four-year colleges and universities, in urban and rural areas, has significance for other institutions and states.

- While the new Common Core State Standards provide a starting point, we now see that a much deeper, broader and more robust collaboration is essential to achieving alignment between high school graduation and college entrance requirements.
- A broader base of faculty (across all disciplines) will need to be engaged in standards adoption.
- While we intend to continue to strengthen our focus on preparing students for STEM majors, it is apparent that a focus on SWIRL, at much higher levels than currently exists, is key to the success of our region as well.
- New standards and new assessments will make no difference UNLESS we work together to develop aligned curriculum and instruction to enact the standards.
- Results of the new K-12 assessments must be used by all partners to improve practice.
- Data makes the case that postsecondary education rethinks approaches to remediation – including early intervention and targeted assistance.

Great appreciation is extended to the Community Colleges of Spokane district, Spokane Falls Community College, Spokane Community College, Spokane Public Schools, Eastern Washington University, and Washington State University participants for their communication, collaboration, and open sharing of innovative ideas.

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## **The Challenge**

Recent efforts across the educational continuum demonstrate a renewed commitment to provide all students with the preparation necessary to succeed in a globally competitive economy. Higher education participation in initiatives such as *Achieving the Dream*, the *Complete College America*, et al., illustrate the promotion of student success and completion. Parallel K-12 initiatives, including the adoption of Common Core State Standards (CCSS), promote readiness and access.

### **Introducing the Common Core State Standards**

Standards development and adoption in public schools are not without controversy. One might ask, how does this effort differ from the era of No Child Left Behind (NCLB), a time when states, for the most part, developed their own academic standards, leading to lists of knowledge and skills on which educators and content experts could not agree? Assessments were, in large part, developed by the states, and in retrospect provided little connection between content and the knowledge and skills necessary for success in postsecondary education or the workplace.

The framers of the Common Core State Standards (CCSS) included K-12 educators, college and university faculty and researchers, state review teams, and committees representing national scholarly organizations who intentionally created a set of common standards that would allow states to benchmark themselves — not against each other, but against some of the highest performing nations in the world. And perhaps more importantly, they would provide actionable guidance to teachers, connecting the learning from one grade to the next, building essential skills.

It is critical to note that the CCSS framers grounded their work in research — evidence about crucial knowledge and skills needed for college and career readiness. Research informing the efforts includes surveys of faculty and employers, data from assessments such as the National Assessment of Education Progress (NAEP), the Program of International Student Assessment (PISA), and the Trends in International Mathematics and Science Study (TIMSS) (Jones, A. & King, J. 2012, p. 39). The CCSS replace the previous state-by-state standards which varied in rigor and depth. Forty-six states and the District of Columbia have adopted the CCSS.

The Standards are currently focused on two areas: Mathematics and English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects. The Standards are intended to be a living work; as new and better evidence emerges, the Standards will be revised accordingly. Spokane Public School participants summarized the [CCSS](#) in order to facilitate both the understanding and the application of the Standards. These Standards represent new expectations for a minimum level of achievement.

The CCSS represent significant educational reform. There is substantial agreement about what students should learn in school and, for the first time, the Standards align with college and work expectations. The discussions have changed from “what is needed to graduate from high school” to “what knowledge and skills are necessary for a student to be successful, without remediation, in meeting the requirements of first-year college classes or the world of work.”

### **Washington State’s Role with the Affinity Network**

The College Board Advocacy & Policy Center launched the Affinity Network in April 2012 to facilitate students’ successful transition from high school to college, promoting readiness, success, and completion. The Washington education partners participating in the Affinity Network project represent eastern Washington, an educational environment where long-standing cooperative relationships provided a platform for strengthening the connections between K-12 and higher education with a singular focus of student success — college and career readiness. The participants include Spokane Public Schools (SPS), the largest school district in eastern Washington and the second largest in the state, with a student population of 28,675 and an adjusted four-year cohort graduation rate of 76.7% (OSPI Washington State Report Card, 2011-12). See [Appendix A, Figures 1 and 2](#). See [Appendix A, Figure 3](#) for the distribution of college enrollments.

The Community Colleges of Spokane (district; CCS) and sister institutions, Spokane Community College (SCC) and Spokane Falls Community College (SFCC) represent the largest two-year college district in eastern Washington and the second largest district in the state. Eastern Washington University (EWU) and Washington State University (WSU) are the two largest public postsecondary institutions in eastern Washington, serving as the top two transfer or receiving institutions for the community colleges. See [Appendix A, Figures 4, 5 and 6](#).

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<b>Educational Institutions</b>
<b>Community Colleges of Spokane</b>
<b>Eastern Washington University</b>
<b>Spokane Community College</b>
<b>Spokane Falls Community College</b>
<b>Spokane Public Schools</b>
<b>Washington State University</b>

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The Network focused attention on the full continuum: access/readiness, success, and completion. The groups across all participating states were organized regionally to consider the implications of CCSS adoption for higher education and K-12's role in reducing remediation and increasing degree completion. Mutual interests were discovered and explored and provided a basis for engaging in a far more involved discussion regarding alignment – especially through the eyes of a student. What do the students experience moving from one sector to another?

### **Understanding CCSS in Higher Education and Explaining Them to Parents, Community, and Legislators**

Once oriented to the problem and acquainted with each other, the Policy group had a number of questions. The approach to examining these questions was to envision students in 2015. Comparing the student of 2000 to the student of 2015 was a highly successful exercise as it made clear and very real what the actual impacts of the Standards will be. The high school experience of the past will change; the 2015 graduates (see table on next page) will bring to college and the workplace a different academic experience.

**Table 1. Comparison of Academic Experiences**

<b>The Student of 2000</b>	<b>The Student of 2015</b>
<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Primarily a literary focus</li> <li>• Texts selected more on teacher interest, thematic relevance</li> <li>• Focus more on narrative, expository and persuasive writing</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Focus on fluency with skills and procedures</li> <li>• K-8 math focused on preparing students for algebra by grade 9</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Technology standards stand alone</li> <li>• Limited access to computers in classrooms</li> <li>• Online courses available outside of the K-12 system</li> </ul> <p><b>College and Career Readiness</b></p> <ul style="list-style-type: none"> <li>• Limited Advanced Placement courses offered</li> <li>• Not all students expected to take more than two years of math</li> <li>• PSAT and SAT accessed by students independent of the school system</li> <li>• 11<sup>th</sup> and 12<sup>th</sup> grade curriculum lacked clear standards or outcomes for all subjects</li> <li>• Little focus on “college and career-ready” transcript for all students</li> <li>• CTE — Career &amp; Technical Education are “hands-on” classes for “hands-on” students</li> <li>• Parents largely responsible for transition to post-secondary institutions</li> </ul>	<p><b>ELA:</b></p> <ul style="list-style-type: none"> <li>• Balance of literary and informational text</li> <li>• Texts are chosen based on increased text complexity</li> <li>• Writing focus extends to research, arguments, combining elements of different types of writing</li> </ul> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• Focus on number in primary grades with algebra readiness targeted for 8<sup>th</sup> grade</li> <li>• Experience includes a balance in mathematics: fluency with skills and procedures, problem solving and conceptual understanding</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• Technology standards are embedded in content areas</li> <li>• Technology focus; students are consumers of information</li> <li>• Mobile devices replace computers</li> <li>• Online courses are often part of a student’s high school path</li> </ul> <p><b>College and Career Readiness:</b></p> <ul style="list-style-type: none"> <li>• Focus is on college and career mindset for all students</li> <li>• Increase in numbers of Advanced Placement courses offered</li> <li>• 3 years of high school-level math is required to graduate but 4 years is the expectation in high school</li> <li>• PSAT and SAT considered part of the College and Career Plan</li> <li>• Focus on post-secondary pursuits: 5<sup>th</sup> year plan</li> <li>• College and High School opportunities</li> <li>• CTE — Career &amp; Technical Education — articulation agreements with higher education and certification opportunities</li> <li>• Schools advise all students about college and career readiness</li> <li>• STEM focus: Science, Technology, Engineering, Math</li> </ul>

Currently the majority of the efforts, implementing the Standards and preparing for the Smarter Balanced Assessment Consortia assessments, are in public schools. Washington is the lead partner in the Smarter Balanced Assessment Consortium, one of two consortia developing an assessment system for CCSS. The comprehensive assessment system is anticipated to be in use by the 2014-15 school year.

Students who have mastered the ELA/literacy and mathematics knowledge and skills will be prepared for college-level English and math courses with no remediation. College faculty will be able to increase the rigor in those courses and colleges will be able to redirect resources that supported remediation to credit-bearing courses. Studies have shown that the rigor of the high school academic program is the most significant predictor of postsecondary success. Alignment of the educational continuum (K-20) will result in students who are better prepared for college, will need less remediation, and will be more likely to complete a degree on time.

The Policy group was one of three working groups: Mathematics, ELA, and Policy, each generating different questions and devising unique approaches to organizing their work. The approaches, findings and recommendations from each group are presented in a jointly-prepared and presented PowerPoint presentation (see [Appendix H](#)). Even though they were working independently, the three groups arrived at these common findings:

- the need to sustain collaboration;
- the understanding of the Common Core at the K-12 level and at the post-secondary level is not the same; and
- additional partners are needed to sustain collaboration.

## **Findings and Recommendations**

### **The Need to Sustain Collaboration**

The current conversations between K-12 and higher education must continue. The K-12 schools will be implementing the new assessment processes in 2014-15, with many of the schools implementing the Standards in a phased-in approach. As K-12 has implemented the Standards the discussions with higher education about the Standards, in general focusing on high school to college transitions, have continued. It will be critical that the assessment data is shared broadly with the hope and intention that the current alignments are accurate and further development of the alignments will ensure greater student success. Studies have shown that “misalignment between high school and college expectations is a major contributor to the lack of college readiness” (American Association of State Colleges and Universities, 2012, p. 31).

To help ensure success in college, the high school graduation requirements and college entrance requirements need to be aligned. Placement standards and policies should send a clear message

to students about what they need to know in order to be prepared for college courses. Currently, many students do not know or understand that placement exams exist, much less the purpose of such assessments until they arrive on campus. Placement exams and cut-scores tend to vary from institution to institution even within public two-year and four-year systems, providing no standard guidance to students, parents, or schools.

With the current arrangement of Standards, it appears that the Mathematics Standards have clear definitions and focused participants; however, the ELA Standards represent myriad contexts: reading, writing, history, information literacy, social sciences, and science. It clearly is beyond the scope of English Language Arts faculty to be responsible for all of the contextual arenas, thus implying collaboration, communication and the need for broad-stroke strategies, such as Writing Across the Curriculum. There is a strong movement nationally as well as in Washington to support STEM (Science, Technology, Engineering and Math) education and careers. Although national STEM conferences and local STEM faculty support the importance of liberal arts to STEM, there simply is not the same amount of attention paid to that side of the academic house. From conversations held within the ELA group, a new movement has developed: SWIRL, or Speaking Writing Information literacy Reading Listening. The language in the CCSS and in Communications literature is Speaking, Writing, Reading and Listening (“I” for Information literacy is an add-on). If faculty begin to talk about this quintet (SWIRL) as a noun (like STEM) they can then refer to it as a THING that all teachers need to teach and foster. Faculty can make progress with getting some improvement in the development of each one of those vital communication domains because once it is a THING, it can be expected in all classes at all levels.

Leadership of the Washington State Board of Community and Technical Colleges, the Student Achievement Council, and the Governor are illustrated in a number of projects, [collaborations](#), and ongoing commitments to serving students in eastern Washington. Additionally, a long-standing collaboration has been sustained by the Mathematics faculty across all institutions. In 2000, faculty from SPS, CCS, and EWU had discussions about aligning Algebra II and Intermediate Algebra that led to continued discussions, research and collaboration.

A grant-funded research project, Student Transitions Information for Progress (STIP), is having significant impact on educational practice ([Appendices B, C, and D](#)). The research partners include CCS and more than 40 public high school districts in eastern and central Washington. The specific goals of the project are to (1) continue to build evaluative capacity in an effort to provide high schools with relevant student data; (2) institutionalize data sharing and analysis amongst our education partners; and (3) broaden the scope of the study to include specialized cohorts of students in high-demand STEM pathways. The purpose of the research project is to enhance the data reporting that guides local and policy-level career and college-readiness decision-making processes at both public education and postsecondary education levels.

Sustaining the current work which is committed to college and career readiness requires adequate funding. Public policy can help sustain the efforts, especially if the public policy carries with it a commitment to fund the work. How do we create political will? In our current time of tight budgets, it is difficult to find money for new initiatives; therefore, it is critical that policymakers understand the need for this work and the impact that it can have. The issues of college and career readiness are not discreet but rather interrelated and must be addressed by a broad spectrum of policy makers, legislators, educators, parents, businesses, commerce, and industry partners.

Funding sources suggested by the American Association of State Colleges and Universities (2012, p. 28-29) to consider include:

**College/University internal reallocations:** Although funds for college readiness initiatives are in scarce supply during these financially difficult times, reallocation of funds is a strategy.

**State and Federal grants:** There tends to be no governmental grant support specifically for college and career readiness but perhaps creative grant writers may build this into different efforts.

**Special state allocations:** Some states (e.g. Kentucky) have allocated money to support the effort.

**City and county funds:** Regional cooperation in securing local government funds may be possible especially if the local community recognizes the advantages of a population that is college and career ready.

**Foundation grants:** There may be foundations that will support an educational initiative to improve college and career readiness. Some communities have found the United Way to be a strong partner.

**Corporate gifts and grants:** Local business and industry need an educated workforce. It is in their self-interest to support work that leads to college and career readiness.

**Private gifts:** Development officers may identify private donors interested in supporting efforts leading to college and career readiness.

**The local K-12 schools:** Public school partners may share in the costs. Public schools may have access to external funding that is not available to colleges and universities. In Washington, for example, a variety of grants are available to school districts, e.g. GEAR UP. Federal funding may also be available (No Child Left Behind Act Title II Part A Subpart 3; and Part B, p. 29).

### ***Recommendation***

Continuation of this collaboration is critical. As the working groups went through the expected forming, norming, storming and performing that many groups go through, the Mathematics and ELA working groups were just beginning to reach out to each other and discuss common issues. It is critical that the work to date not only be recognized and honored but also supported in the future so that the real potential of our students can be realized. What do we have to build upon? What do we need? Where do we go from here? The American Association of State Colleges and Universities (AASCU) report (2012) reassures: we are not alone! Challenges require new systems approaches and higher levels of coordination into the future. Suggestions as to how this might be sustained include: the partners (SPS, CCS, EWU, WSU) combine funds to hire a Facilitator/Project Director to coordinate the collaboration efforts; and form an Advisory Board made up of members of the partners and business and industry representatives.

### **Building a Common Understanding of the CCSS**

In order to achieve alignment, it is critical that college and university faculty understand the CCSS. The college curriculum should build on the academic experience in the high school. Faculty may be able to adjust their expectations for entry-level courses by adding greater depth and complexity. As high school students transition into this new academic model, colleges have an opportunity to work with schools to address the developmental needs of students while they are still in high school through transition, bridge, or dual enrollment options.

The scope of change and college engagement goes beyond the College of Education wherein many might suggest the changes will be managed, communicated and assessed. Colleges of education have a responsibility to prepare pre-service teachers to teach in *a new way; not to teach the ways they were taught*. It is likely that teacher preparation programs and professional development courses will be redesigned. Higher education must work with K-12 schools to identify effective teaching methods and to design professional development curricula that introduce new methods. Field experience programs will need to be revised. New classroom techniques will be explored and evaluated. It is incumbent upon faculty in all programs – reading, writing, mathematics, history, science, and social sciences – to understand and to teach

with the new CCSS. College faculty in the arts and sciences need to help new as well as current teachers to master new subject matter they will be teaching. Just imagine on a near horizon: a menu of K-20 high-impact teaching strategies that will better prepare students for college, shorten the time to completion, improve postsecondary achievement, and satisfy demands for a more highly skilled and better-prepared workforce.

It is anticipated that the Smarter Balanced assessment will provide substantial data on student proficiency. K-12 and higher education will need to work together to interpret scores in terms of placement and remediation. It is likely that in this process, gaps in competencies will be identified and, as part of the continuous improvement process, built into future curricula. High school students who demonstrate early attainment of standards prior to graduation may be placed into dual enrollment, dual credit, or early college programs, as appropriate. It is also likely that with the implementation of the new Standards, the nature of remediation or developmental education will change.

Educational institutions in eastern Washington have a long and successful history of collaborating. Those collaborations have taken many forms and include a variety of partnerships. One recent research project studied issues related to students' low rates of placement into college-level mathematics as they transitioned from high school to college mathematics, confirming what a number of studies contend: there continues to be a need for remediation -- especially in Mathematics (Coomes, Frost, & Lindeblad, 2012, p. 217). Please see [click here](#) to view the report.

Additional findings are of interest. Participants reported that they value collegial relationships and the shared growth and learning they experienced together. The significance of this research is that it emphasizes the value of collaborative partnerships to work together on studying and aligning instructional approach, content, and curriculum across levels and institutions. This alignment has the potential to strengthen students' abilities to successfully move through the transition points in their education.

### ***Recommendation***

To foster quality collaboration, effective communication is essential. Each of the three discussion groups achieved effective communication through the year of Affinity Network problem solving and idea sharing. To illustrate, each group — Mathematics, ELA, and Policy — designed their unique approaches to discussing and understanding the Standards. Despite unique approaches, each group commented on the value of the discussions. As revealed in recent research, it is the non-hierarchical approach that seems to work best in eastern Washington (Coomes, Frost, & Lindeblad, 2012, p. 21). Educators come to the table as peers and discuss student learning with the focus continuously on what is best for students. The facilitator provided by the Affinity Network not only kept each group focused on tasks and timelines but most importantly allowed,

if not encouraged, the educators to interact peer to peer. Essential elements for successful collaborations include:

- ongoing and reciprocal professional development for all participants (educators) in formal roles across institutional settings guided by need;
- a shared commitment to innovative and reflective practice by all participants;
- engagement in deliberate investigations of practice; and
- the public sharing of the results of deliberate investigations of practice.

### **Bringing in Additional Partners**

Collaboration between the faculty and administrators in the K-12 sector and higher education sector is essential if students are to be prepared to enter a college or university upon graduation from high school. Expansion of the collaboration to include more K-12 districts in eastern Washington, the NEW ESD 101, and partners outside of the education sector is critical. It is also essential to involve the Washington Student Achievement Council, the State Board of Community and Technical Colleges, and the Office of the Superintendent of Public Instruction to continue to expand this work. Additionally, partners from commerce and industry need to be represented.

Collaboration within sectors as well as cross-sector, among K-12, higher education, and business and industry partners around career preparation is required in order to inform students about the kind of preparation needed for careers.

### ***Recommendation***

Educators as well as business and industry partners all need to be at the table at the same time to restructure the conversation. One of the gaps identified in the Affinity Project to date has been the absence of business and industry partners at the table. Convening a group of individuals who share an interest on a particular issue or set of issues in a non-hierarchical format and providing them with structure and resources creates synergy that can accelerate efforts and gain efficiencies.

### **Conclusion**

The College Board established the Affinity Network to strengthen connections between K-12 and higher education in order to smoothly transition to college. Schools and colleges from five states—Georgia, Indiana, Maryland, Oklahoma, and Washington—participated in one year of problem solving and idea generation, aligning expectations related to the Common Core State Standards and implications for remediation. Participants focused on student preparation and success in postsecondary education, knowing that improved student preparation and success will

lead to reduced time to degree and reduced costs for students attending college. The work of the Washington group was enhanced by the College Board's Advocacy and Policy Center that lent expertise to the project, contributed the latest research, and facilitated online communities and peer to peer conversations. The findings represented by Washington's three work groups, ELA, Mathematics, and Policy summarized the work to date, with all groups recognizing that the work has only just begun. As public schools implement the Standards and prepare to demonstrate progress through the Smarter Balanced Assessment Consortia, much research and work remains. The relationships and communities of learners built and strengthened through the Affinity Network seek to strengthen the bonds by continuing the systematic, systemic approach to college and career readiness through continued K-20 collaboration. The outcomes of the work done by more than 100 participants, K-12 teachers and administrators, faculty and administrators from two-year and four-year colleges and universities, in urban and rural areas, has significance for other institutions and states. To further the work of the Washington cohort, the Community Colleges of Spokane and the College Board will host a capstone conference in May 2013 which will convene a cross-sector group of policy makers, legislators, state and regional and local leaders in education, commerce and industry to respond to this work, to build on this work, and to collectively generate new ideas and next steps.

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## Appendices

### Appendix A, Table 2. Summary of Standards.

#### Common Core State Standards

A rigorous definition of college and career readiness is set by demanding that students develop a depth of understanding and the ability to apply mathematics to novel situations, as college students and employees regularly do. Students use mathematics and statistics to analyze empirical situations, understand them better and improve decisions. As students choose and use appropriate strategies, they develop a better sense of quantities and their relationships in physical, economic, public policy, social and everyday situations. Students are encouraged to use technology in developing mathematical models, allowing them to vary assumptions, explore consequences and compare predictions with data. (Complete Standards may be accessed National Governors Association and Chief State School Officers, 2010, or online <http://www.corestandards.org/the-standards>).

#### Reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing.

#### Writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analyzing sources in a clear and cogent manner using technology strategically.

#### Speaking and Listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with partners—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline.

**Language**

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content.

**Mathematics**

To become college and career ready, students must have focus on critical elements for future *learning* and application, giving students more *time* to develop the procedural fluency and conceptual understanding that are needed to truly master mathematical concepts and skills. The middle school and high school students practice applying mathematical ways of thinking to real-world issues and challenges. Students are prepared to think and reason mathematically.

[Return to report](#)

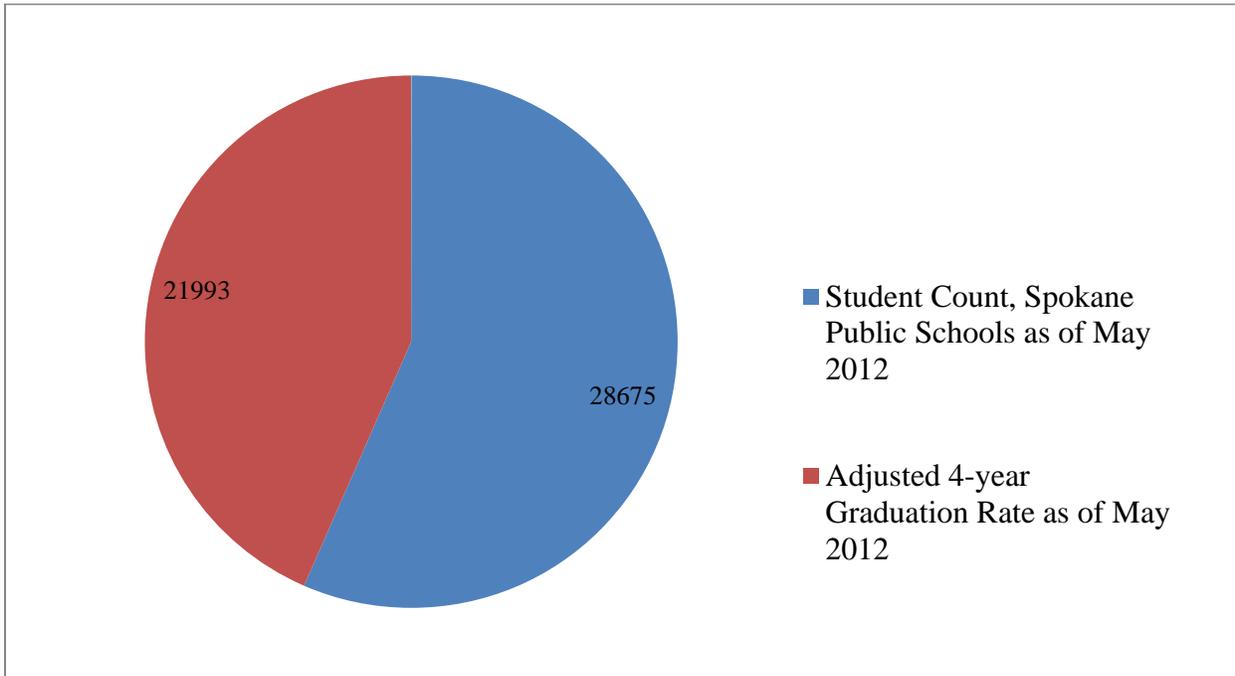
**Appendix A, Table 3. Grads from 2008-2010, who entered a CCS college within 1 year**

SPS School	Placed into College-Level Courses		
	Reading	Writing	Math
Ferris High School	89.5%	89.5%	21.1%
Havermale High School	60.0%	55.6%	6.4%
Lewis & Clark High School	96.9%	93.8%	26.7%
North Central High School	92.9%	92.9%	7.7%
Rogers High School	85.7%	85.7%	9.5%
Shadle Park High School	86.5%	80.6%	23.5%
Grand Total (n = 228)	85.3%	83.0%	18.7%

Data Sources: CCS Student Transitions Information Project & CCS Student Info System

[Return to report](#)

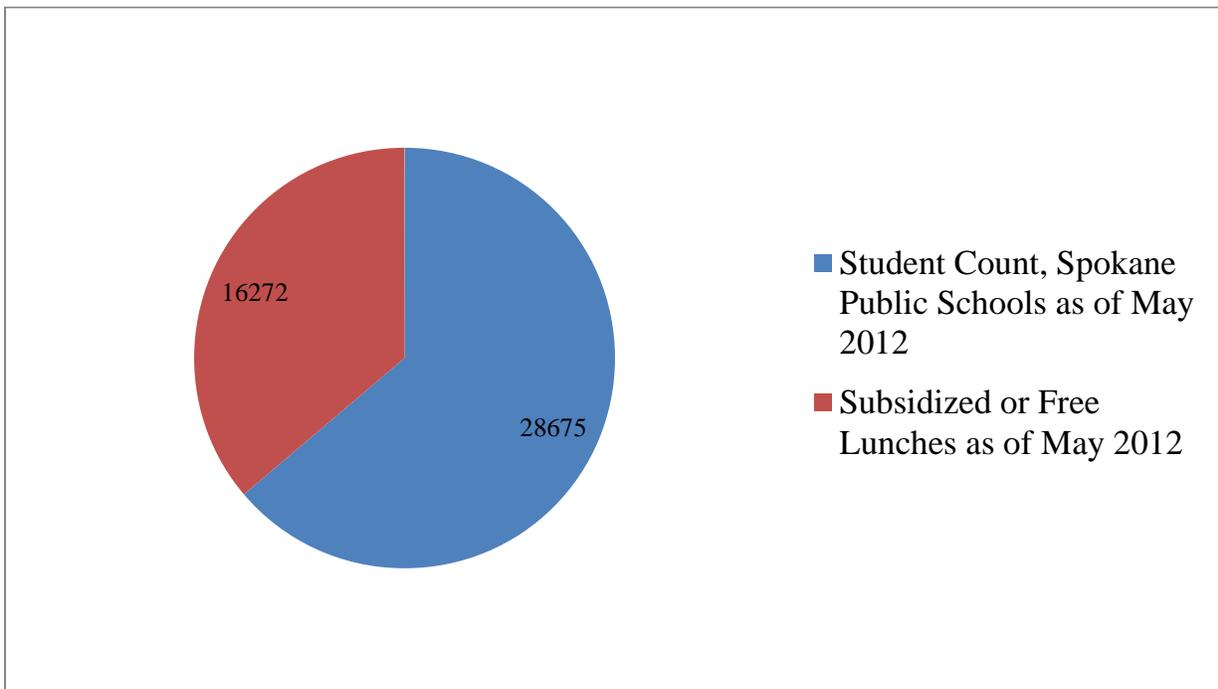
Appendix A, Figure 1



Data Source: OSPI Washington State Report Card, 2011-12

[\(return to report\)](#)

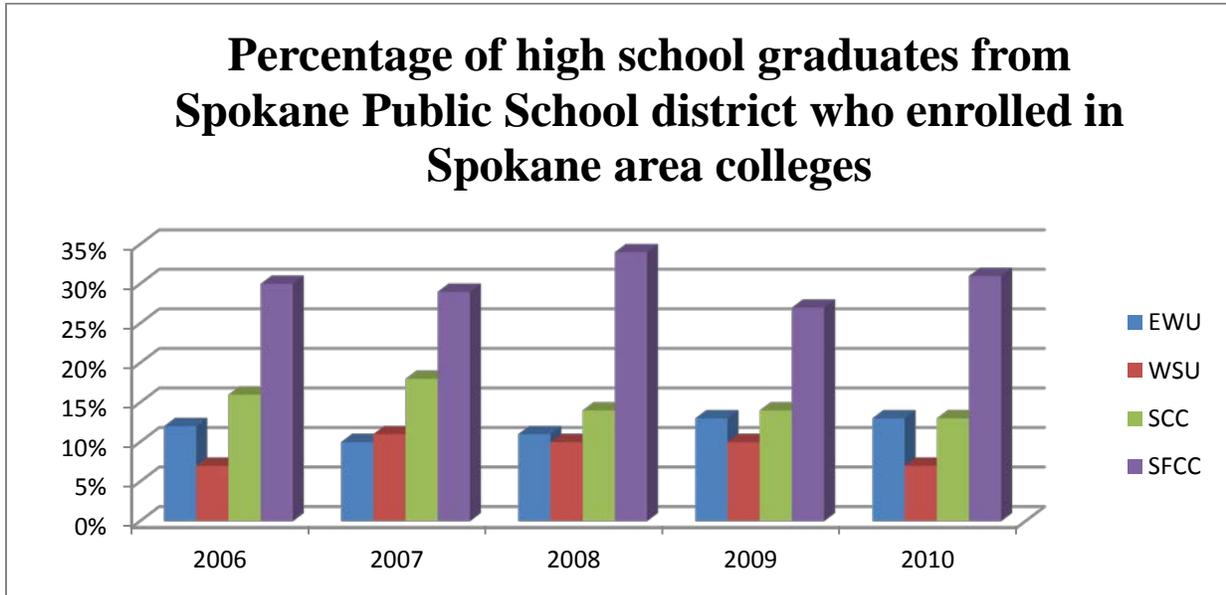
Appendix A, Figure 2



Data Source: OSPI Washington State Report Card, 2011-12

[\(return to report\)](#)

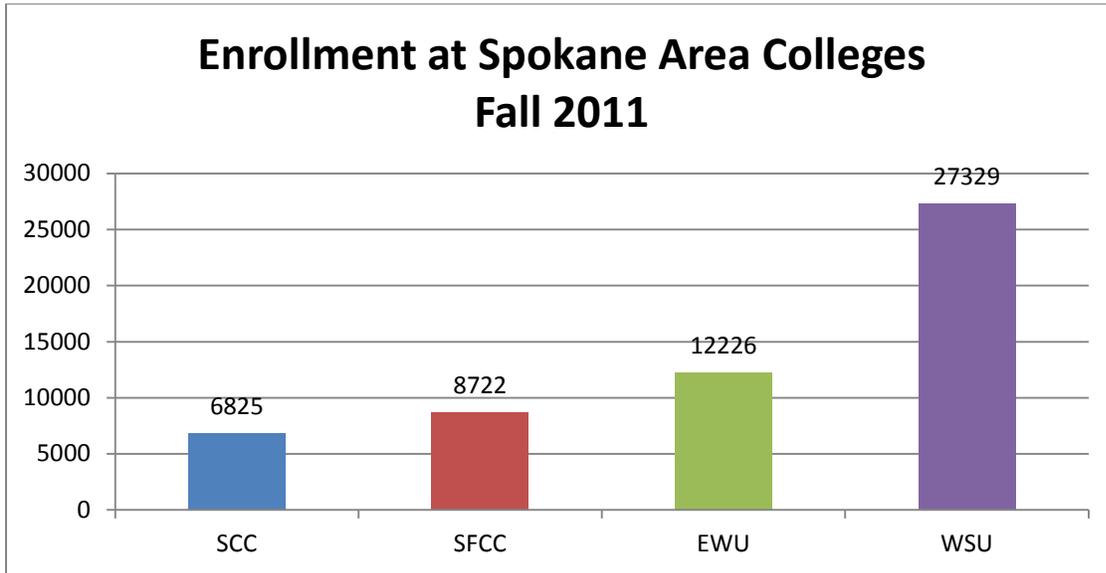
Appendix A, Figure 3



Data Source: ERDC P20 Feedback Reports for High Schools

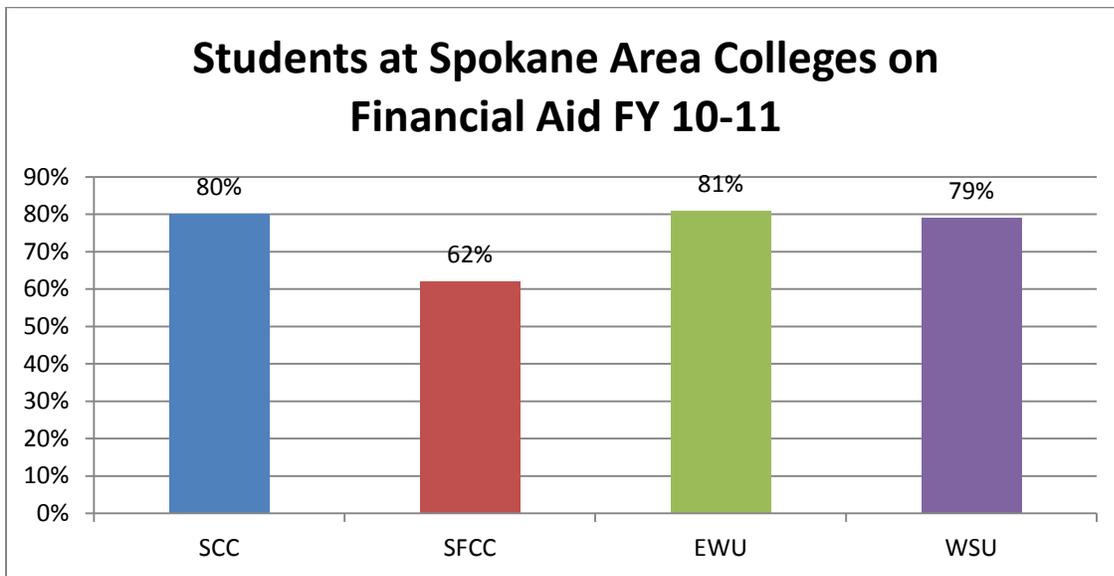
[\(return to report\)](#)

Appendix A, Figure 4



Data Source: Integrated Postsecondary Education Data System (IPEDS) ([return](#) to report)

Appendix A, Figure 5



Data Source: Integrated Postsecondary Education Data System (IPEDS) ([return](#) to report)

Appendix A, Figure 6

<b>Top 10 Transfer Schools for CCS Transfer Students</b>	
EASTERN WASHINGTON UNIVERSITY	52.3%
WASHINGTON STATE UNIVERSITY	12.2%
WHITWORTH UNIVERSITY	5.2%
GONZAGA UNIVERSITY	4.0%
UNIVERSITY OF WASHINGTON - SEATTLE	2.1%
WESTERN WASHINGTON UNIVERSITY	2.1%
CENTRAL WASHINGTON UNIVERSITY	1.7%
UNIVERSITY OF IDAHO	1.3%
UNIVERSITY OF PHOENIX	1.0%
PORTLAND STATE UNIVERSITY	0.8%

Data Source: CCS Student Management Systems (SMS)

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### Examples of Collaboration 2007 – Present

Event	Date/Time	Purpose
Spokane Math Symposium	November 2007 – Ongoing	Highlight outreach program that would bring postsecondary math faculty into the high school classrooms/Use of CRS <a href="#">Agenda/Website</a>
Spring 2012 Data Summit (STIP)	Fall 2012 – Ongoing	STIP-STEM Promising Implementation Practices; Project Reports Overview; STEM Careers for Graduates <a href="#">Agenda</a>
Science Symposium	Feb. 1, 2013	OSPI Science Director presentation; STIP data presentation on Science readiness from high school to college; Breakout sessions on Vernier workshops, K-12 standards and Planetarium <a href="#">Agenda/Website</a>
Spokane STEM Symposium	April 23, 2013	
Spokane Regional Math Council	Ongoing	
Riverpoint Partnership for Math & Science	Ongoing	
Riverpoint Advanced Math Project (RAMP)	2007 – 2013	7 school districts, SFCC, SCC, EWU, WSU
RAMP – Algebra	August 2012 – June 2015	6 school districts, NEW ESD 101, EWU, WSU
Riverpoint Academy	Ongoing	Mead School District, CCS, EWU, WSU
Core to College		SBCTC, OSPI, Student Achievement Council
College Spark Grant		CCS, SPS; aligning placement tests for SPS Algebra II students
Affinity Network	2012-13	CCS, SCC, SFCC, SPS, EWU, WSU
Partnership Without Hierarchy (Frost, J.; Coomes, J.; Lindeblad, K.	2012	ESEA funded research project
College in the High School	Ongoing	CCS, EWU, SPS
Dual Enrollment	Ongoing	CCS, EWU, SPS
Advanced Placement	Ongoing	CCS, EWU, WSU, SPS
Running Start	Ongoing	CCS, EWU, SPS
International Baccalaureate	Ongoing	CCS, EWU, WSU, SPS

**Key:**

CCS – Community Colleges of Spokane  
 EWU – Eastern Washington University  
 SPS – Spokane Public Schools  
 WSU – Washington State University

STIP – Student Transition Information Project  
 STEM – Science Technology Engineering Mathematics  
 RAMP – Riverpoint Advanced Math Project