2016-17 Community College/High School Models

• **AB-Tech**, implementation **spring 2017**
  Partnering with:

  o **Asheville City Schools**: Addressing math. Embedding NROC’s EdReady within Essentials of College Math. The class will contain students that are both CCR and those that are not; everyone will complete the remediation work (still in discussion). The current thoughts on criteria for remediation are students that do not meet the CCP benchmarks on the NC DAP. Post remediation, the NC DAP will be used to determine success or failure. Planning is still continuing and it may be that EdReady has a better option for determining success. It will be possible for a student to successfully complete their math course but not demonstrate success in the remediation course.

  o **Buncombe County**: Addressing math. Originally thought they would embed EdReady in an existing math course but told AB-Tech that DPI told them not to do that as it might cause problems with acceptance of the course by the UNC system. This is being investigated. They are now thinking about a stand-alone course as a mandatory elective.

  o **Madison County**: Addressing math. Thinking about embedding EdReady into the ACT prep course however that is for 10th graders.

• **Alamance CC**, implementation **fall 2016**
  Partnering with:

  o **Southern Alamance High School**: Addressing math. Embedding NROC’s EdReady within the SREB course. Current considerations are to create a few sections of SREB course primarily for students thinking about attending a community college. The criteria for remediation are ACT scores: reading below 18, math below 21, or an unweighted high school GPA below 2.7. A student will take an in-class diagnostic test in EdReady, that aligns with the NC DAP and Developmental Math Modules (DMA). The results of the diagnostic test will create personalized assignments for each student. There will be small mastery assignments throughout the remediation course, aligned with the DMAs. A student will receive credit for individual DMAs upon entering Alamance CC.

• **Brunswick CC**, implementation **spring 2017**
  Partnering with:

  o **Brunswick County Schools**: Addressing reading and English. Plans are to create a new elective course. It will most likely be NROCs English course with additional supplemental material. The first semester of a students’ senior year the English IV course will be taken and the second semester will be the remediation course. The criteria for needing remediation will be an ACT score less than 18 English, less than 22 reading, or an unweighted high school GPA of less than 2.7. Proficiency will be determined by a specific grade during year one of implementation, the course will be pass/fail. A student will take the NC DAP at the beginning and end of the remediation course for data collection purposes. If a student demonstrates mastery on the NC DAP this will be considered valid at Brunswick CC. The first year of the model will involve one classroom in one high school.
• **Central Piedmont CC**, implementation **fall 2016**

  Partnering with:

  o **Charlotte Mecklenburg Schools**: Addressing math. CPCC is currently working with 13 of the CMS high schools in varying math courses. They are still in the discussion phase with the CMS district for fall 2016 however they plan to address the following math related goals:

    o Embed EdReady into one or more high school math courses. The CMS high schools have varying needs therefore multiple math courses are being considered.

    o The model design is aimed at embedding remediation into existing courses in order to minimize disruptions to the learning environment.

    o The EdReady content is aligned as a support mechanism for the most essential prerequisite topics of each course.

    o The EdReady content is not explicitly aligned to the Developmental Mathematics modules (DMAs) however there is a strong correlation between the EdReady content and the DMA learning objectives. The model does not include a crosswalk to the DMAs.

    o The criteria for determining students that are not CCR has not been decided but they are considering the CCP standards.

    o Students will be given an upfront diagnostic assessment followed by a personalized study plan that is aligned with the high school curriculum.

    o The students will be required to illustrate mastery of the prerequisite/developmental topics in EdReady. The actual high school course will have its own grade.

    o CPCC has an existing NROC membership which positions them to provide EdReady access to their high school partners.

• **Davidson County CC**, implementation **spring 2017**

  Partnering with:

  o **Lexington City Schools**: addressing math and reading/English. DCCC. Discussions are still underway however DCCC and Lexington City Schools are leaning toward a stand-alone, 9-week math program and 9-week reading program. The remediation course will be offered the first semester of a student’s senior year and the second semester will contain the fourth math course and/or English course. The criteria for remediation is an ACT score < 18E, <22R, < 21M, or an unweighted high school GPA of less than 2.7. The math remediation course will utilize NROC’s EdReady that has been aligned with the Developmental Math Modules. There will be mastery assignments throughout the course and not a high stakes assessment at the end of the course. A crosswalk needs to be developed between the NROC EdReady course and the DMAs. When a student enrolls at Davidson County CC individual DMA credit will be awarded for modules in which the student has demonstrated mastery.

• **Randolph CC**, implementation **fall 2016**

  Partnering with:

  o **Asheboro High School**: addressing math. RCC plans to embed Developmental Math Modules (DMA) material within two SREB courses. They are not planning to use a technology based
intervention. Current thoughts are that the NC DAP will be used as a pre and post assessment or that mastery of the eight DMA modules will substitute for the final exam. There will be one grade for the SREB course that is inclusive of the remediation work. The criteria for determining which students are not college ready has not been determined and is being left to the high school to decide.