Afterschool Alliance

Afterschool and the Common Core State Standards

Guest Speakers

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Co-Founders
Raising Expectations

RAISING EXPECTATIONS
Est. 1995

Afterschool Alliance

What grade would you give the U.S.?

- 2013 National Assessment of Educational Progress results

- High school graduation rates

- Closing the achievement gap

What grade would you give the U.S.?

C -

Education Week Research Center. (2014). Quality Counts 2014: K-12 Achievement Index. Retrieved from: http://www.edweek.org/ew/toc/2014/01/09/index.html?intc=EW-QC14-AP.

U.S. high school math questions.

Jack shot a deer that weighted (sic) 321 pounds. Tom shot a deer that weighed 289 pounds. How much more did Jack's deer weigh then (sic) Tom's deer?

There are 6 snakes in a certain valley. The population doubles every year. In how many years will there be 96 snakes?

a. 2   b. 3   c. 4   d. 8

A PISA math question.

Mount Fuji is a famous dormant volcano in Japan. The Gotemba walking trail up Mount Fuji is about 9 kilometres (km) long. Walkers need to return from the 18 km walk by 8 pm. Toshi estimates that he can walk up the mountain at 1.5 kilometres per hour on average, and down at twice that speed. These speeds take into account meal breaks and rest times. Using Toshi's estimated speeds, what is the latest time he can begin his walk so that he can return by 8 pm?

What is the Common Core?

- **Prepare students for college and career**
- **Uniform and consistent standards in ELA and Math**
- **Focused on "habits of mind"**

Links to: Afterschool and the Common Core State Standards Issue Brief; Afterschool and the Common Core Fact Sheet

English Language Arts Standards	Mathematics Standards
• Demonstrate independence • Build strong content knowledge • Respond to the varying demands of audience, task, purpose and discipline • Comprehend and critique • Value evidence • Use technology and digital media strategically and capably • Come to understand other perspectives and cultures	• Make sense of problems and persevere in solving them • Reason abstractly and quantitatively • Construct viable arguments and critique the reasoning of others • Model with mathematics • Use appropriate tools strategically • Attend to precision • Look for and make sure of structure • Look for and express regularity in repeated reasoning

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A Common Core example question.

Tony is buying a used car. He will choose between two cars. The table below shows information about each car.

Car	Cost	Miles Per Gallon	Est. Immediate Repairs
Car A	$3200	18	$700
Car B	$4700	24	$300

Tony wants to compare the total costs of buying and using these cars.

- Tony estimates he will drive at least 200 miles per month.
- The average cost of gasoline per gallon in his area is $3.70.
- Tony plans on owning the car for 4 years.

Calculate and explain which car will cost Tony the least to buy and use.

To succeed, we must focus on:

- Who we are.
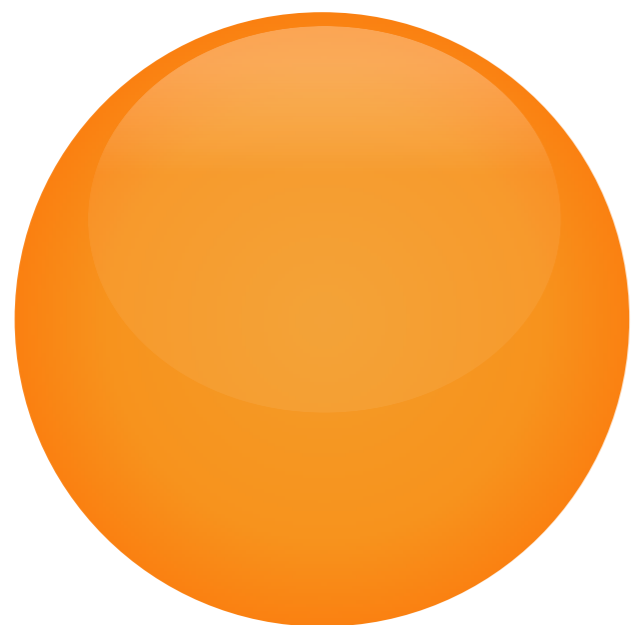
- What we do.

- What we can achieve.

- Where we're headed.

WHO WE ARE

Our Mission, Our Students, Our Programs

Our Mission

We Believe:

Education can change lives and change a community.

Our students will develop the necessary cognitive, emotional, social and academic skills that will allow them to graduate college and become productive citizens and leaders.

Our Students

We Serve:

Nearly 40% of Marin County youth.

Our students are:

- 1st- 12th grade students

- Are predominantly African-American and Hispanic

- Facing patterns of poverty

- Located just miles from highly affluent communities

Our Programs

1 to 1 Evening Tutor/Mentor Program

– 1st - 3rd grade

• Tutor/Mentor student pairs

• Once a week

After School Extended Learning Day Program
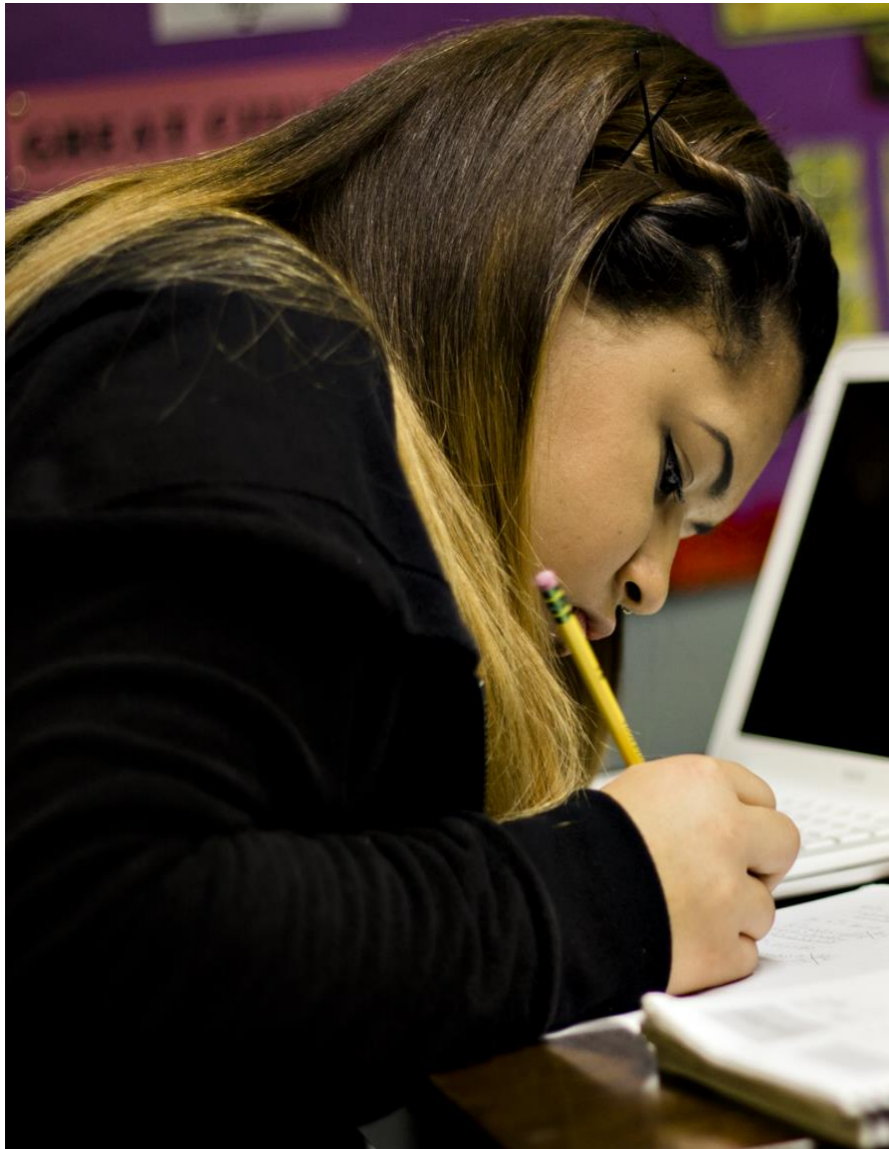
— 4th - 8th grade students

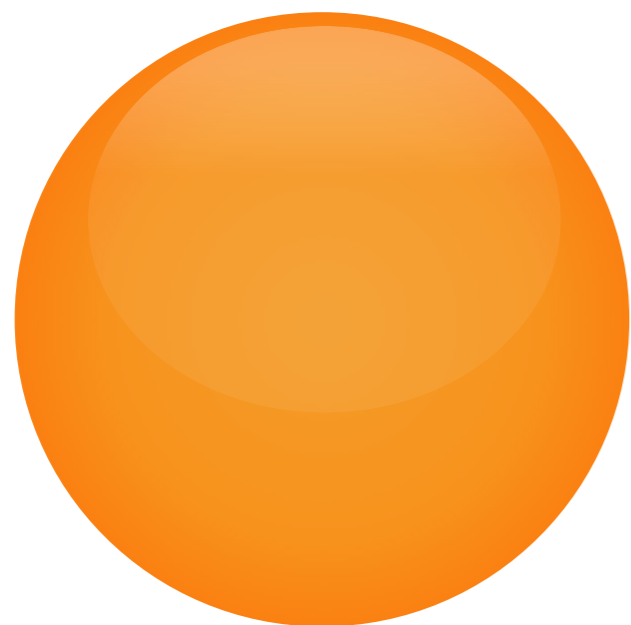- 2 days a week/2 hour blocks

- "Fantastic Fridays"

After School Extended Learning Day Program

– 9th - 12th grade students

- 3-4 days a week

- 3½ hour blocks

WHAT WE DO

Building Foundational Skills

Foundational Skills in Math

We focus on:

Conceptual understanding of fractions, ratios, proportions.

MATHEMATICS

- Common Core State Standards

- Student-specific needs
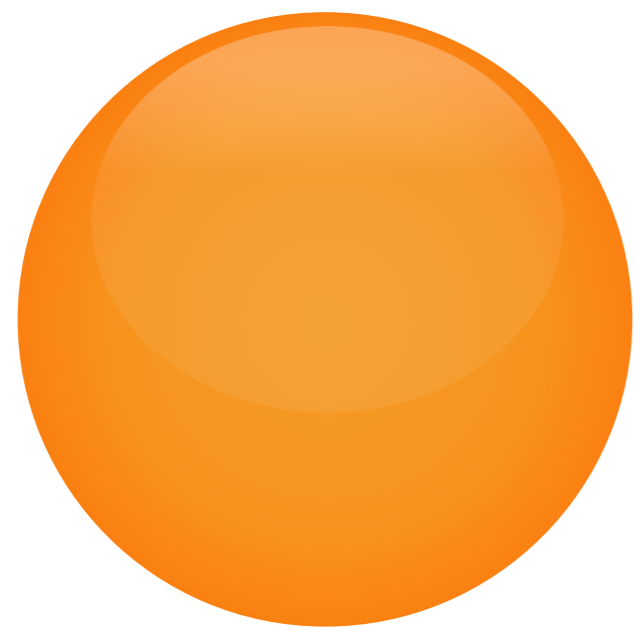
- Developmental approach

Foundational Skills in ELA

We focus on:

Developing "voice" and skills through personal narrative writing.

ENGLISH LANGUAGE ARTS

- Common Core State Standards

- A "safe space" for writing

- Structural frameworks

- Vocabulary development

WHAT WE CAN ACHIEVE

Powerful Results

Powerful Results in Math

Our students say:

"I want to be sure I understand *how* to do my math."

-Zaahirah

MATHEMATICS

- Students are increasingly:
  - willing to explaining their reasoning

  - using multiple methods to arrive at answers

- Students are decreasingly:
  - dependent on algorithmic procedures

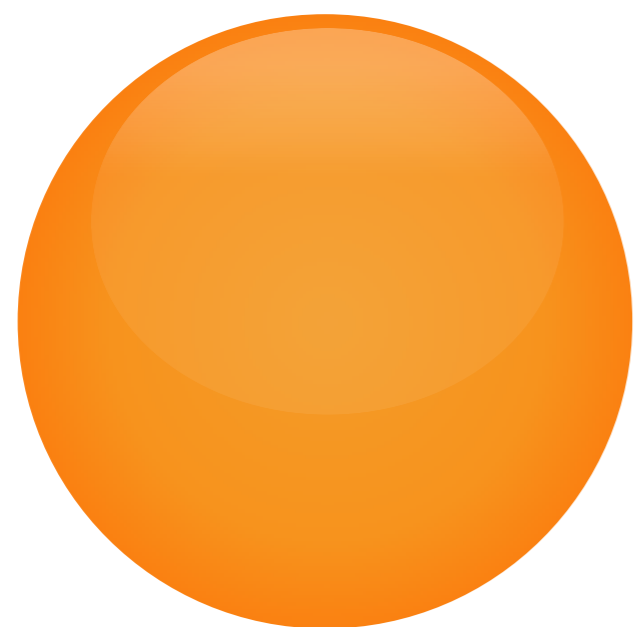 - resistant to alternative approaches to problem solving

Powerful Results in ELA

Our students say:

"I like putting my thoughts onto paper."

-Ta'Naejah

ENGLISH LANGUAGE ARTS

- Students are increasingly:

  – positive & confident

  – productive

  – willing to "share" work

WHERE WE'RE HEADED

Next Steps

Next Steps in Math

MATHEMATICS

- Increase teacher content knowledge and confidence

- Create a user-friendly "databank" of curriculum

- Increase student access to manipulatives

Next Steps in ELA

ENGLISH LANGUAGE ARTS

- Connect existing writing activities to more structured formats

- Provide students with personal resources for writing reference

Questions?

BUDL Overview

- Baltimore Urban Debate League ("boodle")
- Serving Baltimore City Public Schools since 1999
- Extracurricular competitive policy debate league
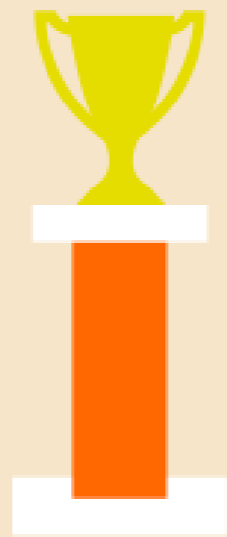- Supporting Baltimore City teacher-coaches and Baltimore City debate students

BUDL's Connection to the Common Core

- BUDL's Professional Development (PD) Program

- BUDL coaches are Baltimore City teachers

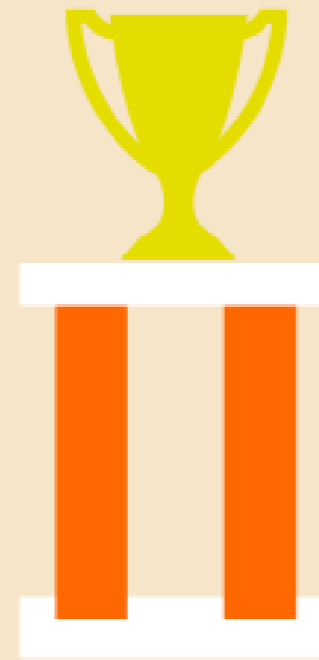- Baltimore City rolled out CCSS in Spring 2011

Connecting CCSS to Debate
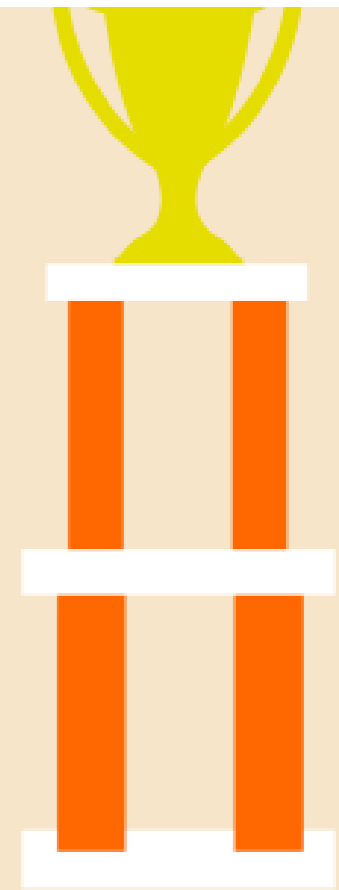
Competitive Debate Curriculum

Goal 1
Develop lines of argument using appropriate pieces of evidence.

ELEMENTARY/ NOVICE	JV	VARSITY
• In a group, determine a few possible arguments that can be run for both the affirmative and the negative sides • In a group, narrow arguments to the best and most comprehensive affirmative and negative arguments • Interpret evidence from the packet	• Determine a few possible arguments that can be run for both the affirmative and negatives sides • As a group, narrow arguments to the best and most comprehensive affirmative and negative arguments • Interpret evidence from the packet to determine how it supports both	• Determine many possible arguments that can be run for both the affirmative and negative sides • In partners and/or with a coach, narrow possible arguments to the best arguments for affirmative and negative sides • Interpret evidence from within and

Connecting CCSS to Debate

Competitive Debate Curriculum

ELEMENTARY/ NOVICE	JV	Levels	VARSITY

Goal 1
Develop lines of argument using appropriate pieces of evidence.
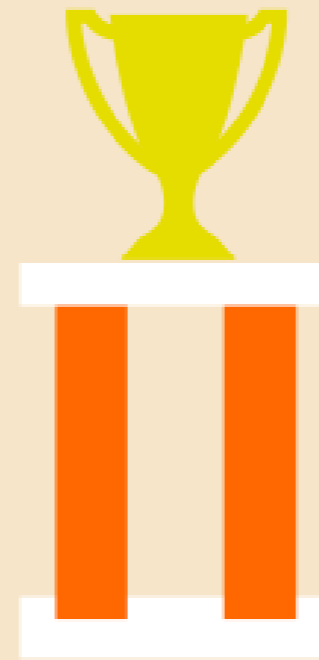
Goals

Mini-Goals

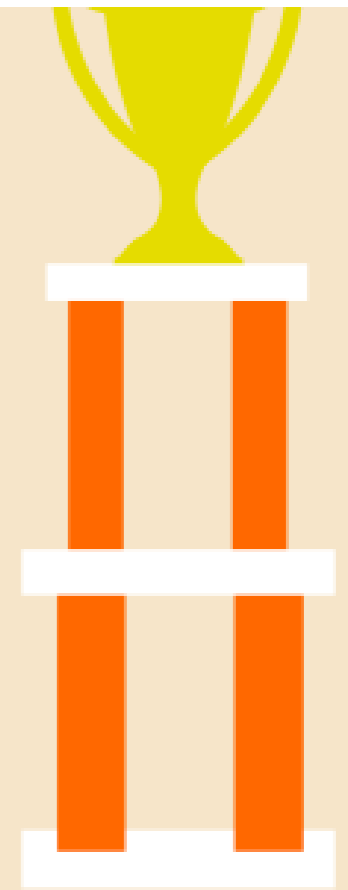| ELEMENTARY/ NOVICE	JV	VARSITY
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Goal 5: Identify and reflect on what makes a good debater and determine ways to improve skills over time.

Novice	JV	Varsity
• In groups, learn to read a judge's ballot • Using teacher provided questions, reflect on personal performance based on the judge's ballot and debate rounds • Generate a goal and follow-through steps for the next debate	• Independently interpret the judge's ballot • Reflect on personal performance based on the judge's ballot and debate rounds • Generate 1-2 goals and follow-through steps for the next debate	• Independently interpret the judge's ballot • Reflect on personal and team performance based on the judge's ballot and debate rounds • Collect, interpret, and incorporate evidence to improve arguments, cross-examination, and rebuttals based on judge's ballot and debate rounds • Generate 2-3 goals and follow-through steps for the next debate
JUDGING • Analysis of Judgements • Think Like a Judge • Real World Debates • Judge the Chalkboard	**REFLECTING** • Analysis of Argumentation • The Affirmative Plan • Speech Reports • Recorded Speeches	**TEAMWORK** • In-Round Division of Labor

Goal 5: Identify and reflect on what makes a good debater and determine ways to improve skills over time.

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• In groups, learn to read a judge's ballot	• Independently interpret the judge's ballot	• Independently interpret the judge's ballot
• Using teacher provided questions, reflect on personal performance based on the judge's ballot and debate rounds	• Reflect on personal performance based on the judge's ballot and debate rounds	• Reflect on personal and team performance based on the judge's ballot and debate rounds
• Generate a goal and follow-through steps for the next debate	• Generate 1-2 goals and follow-through steps for the next debate	• Collect, interpret, and incorporate evidence to improve arguments, cross-examination, and rebuttals ...ot and debate ...nd follow-...next debate

CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

JUDGING

- Analysis of Judgements
- Think Like a Judge
- Real World Debates
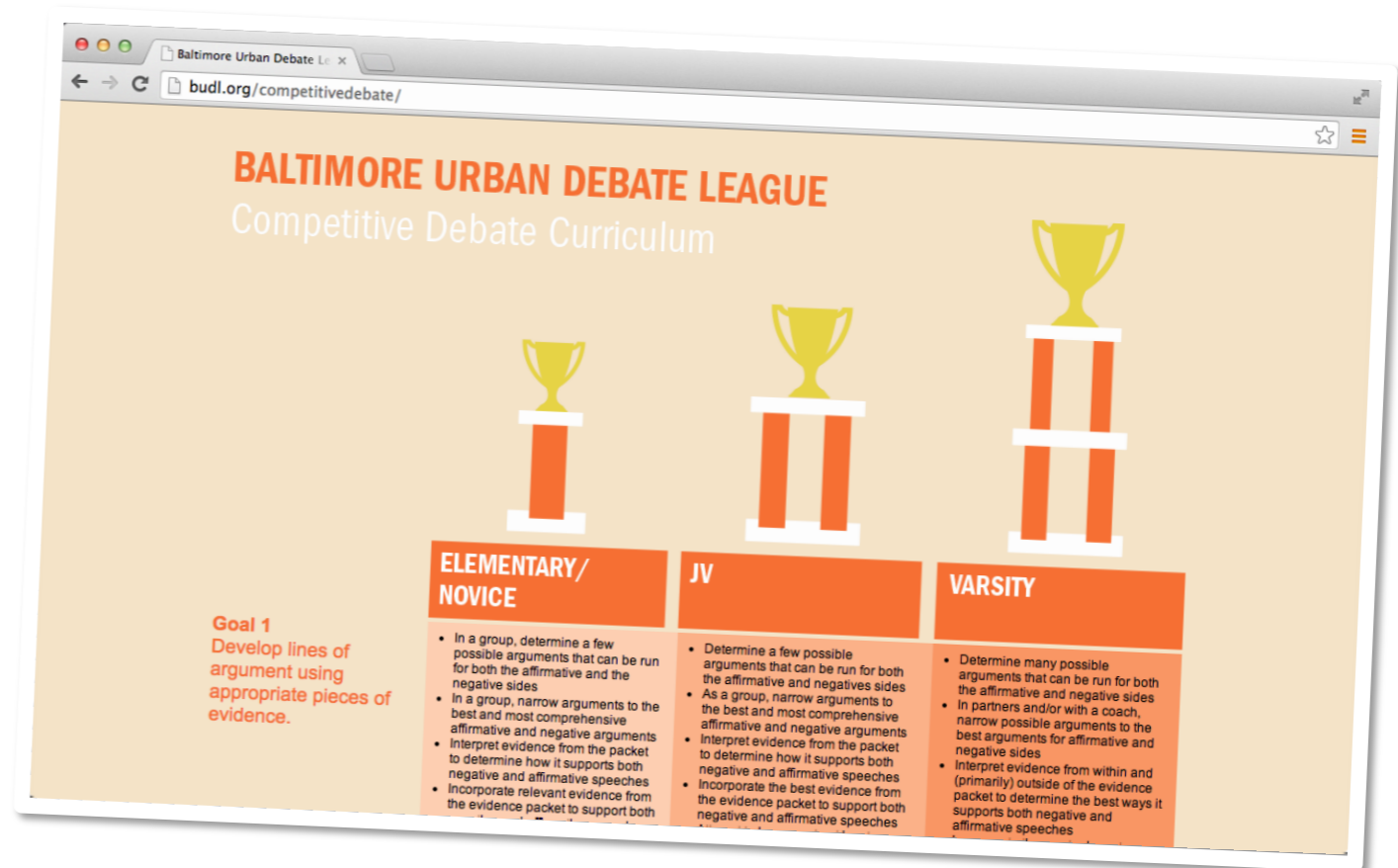- Judge the Chalkboard

REFLECTING

- Analysis of Argumentation
- The Affirmative Plan
- Speech Reports
- Recorded Speeches

TEAMWORK

- In-Round Division of Labor

Implementation

- Accessible website
- Afterschool programmatic support
- Pathways for participant input
- Additional programming for teacher-coaches

Evaluation Results

- 450 Baltimore City students in 4th-12th grade
- 95% of seniors accepted into college
- 94% school attendance for debaters compared to 88% for non-debaters
- $175,000 in scholarships and three full scholarships for debate
- Maryland State Assessment for 3rd-8th grade: Reading 88% vs. 72%; Math 79% vs. 62%
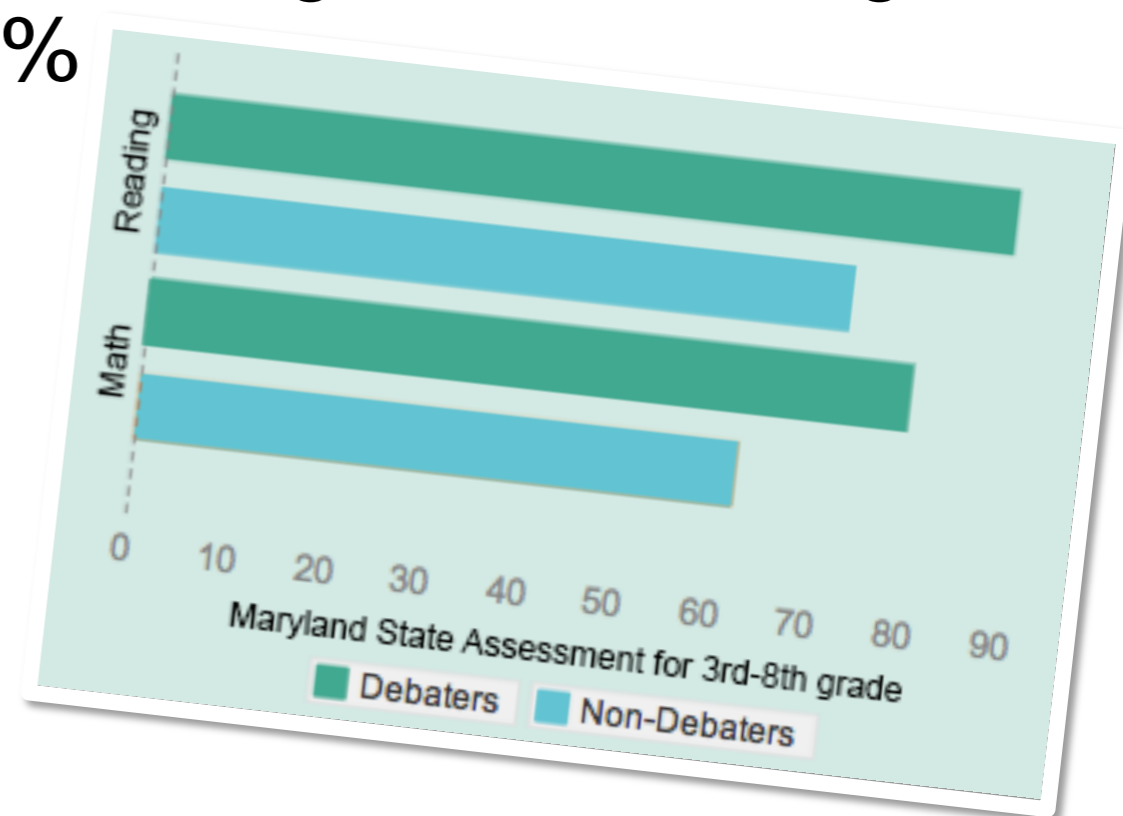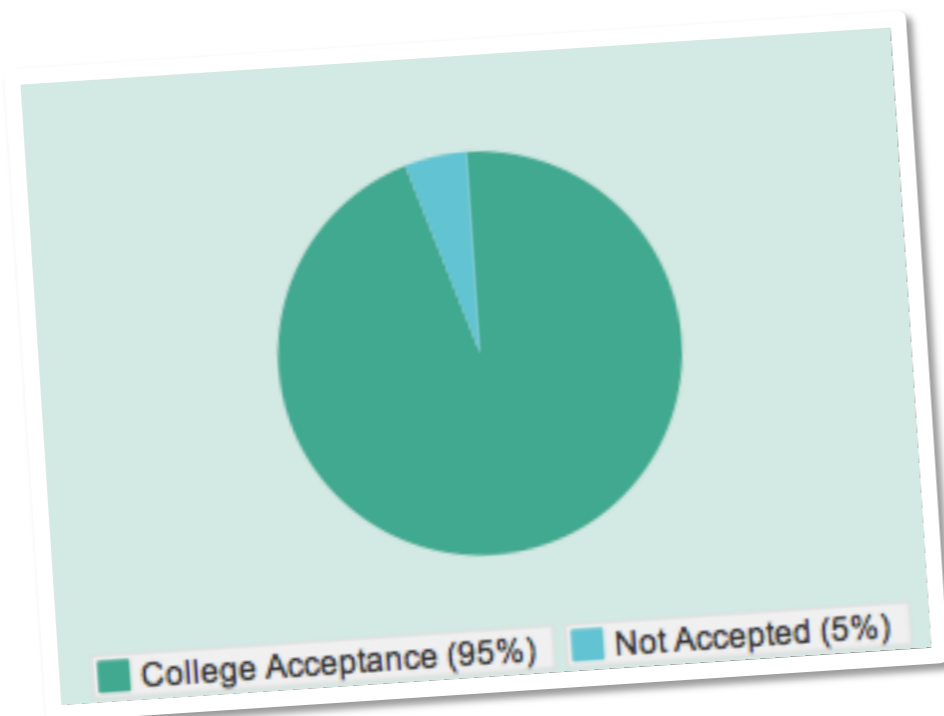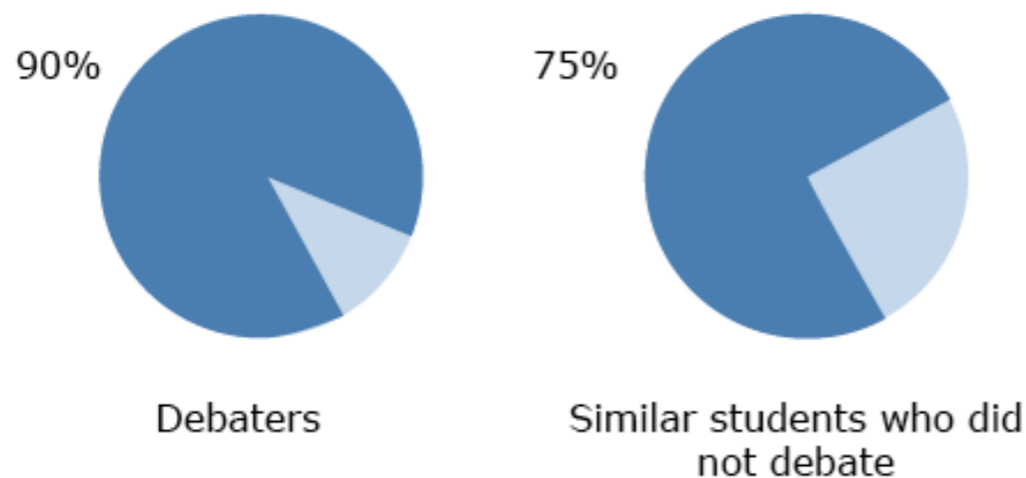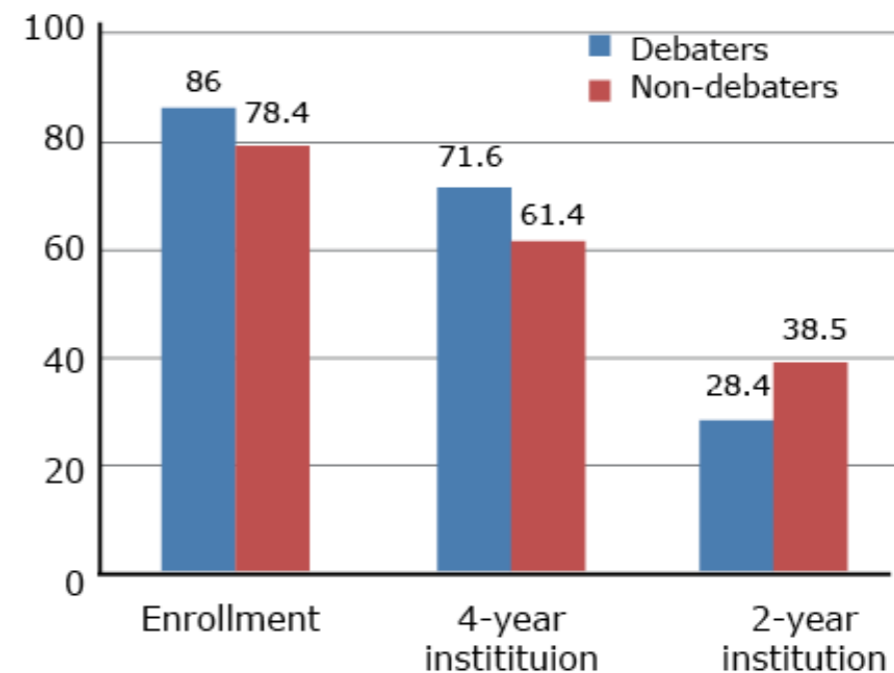
Evaluation Results

National Urban Debate League statistics:

- 90% graduate on time
- 72% with the highest risk of dropping out graduate on time
- 86% enroll in college
- 80% more likely to graduate from college

Graduation Rates

90% Debaters
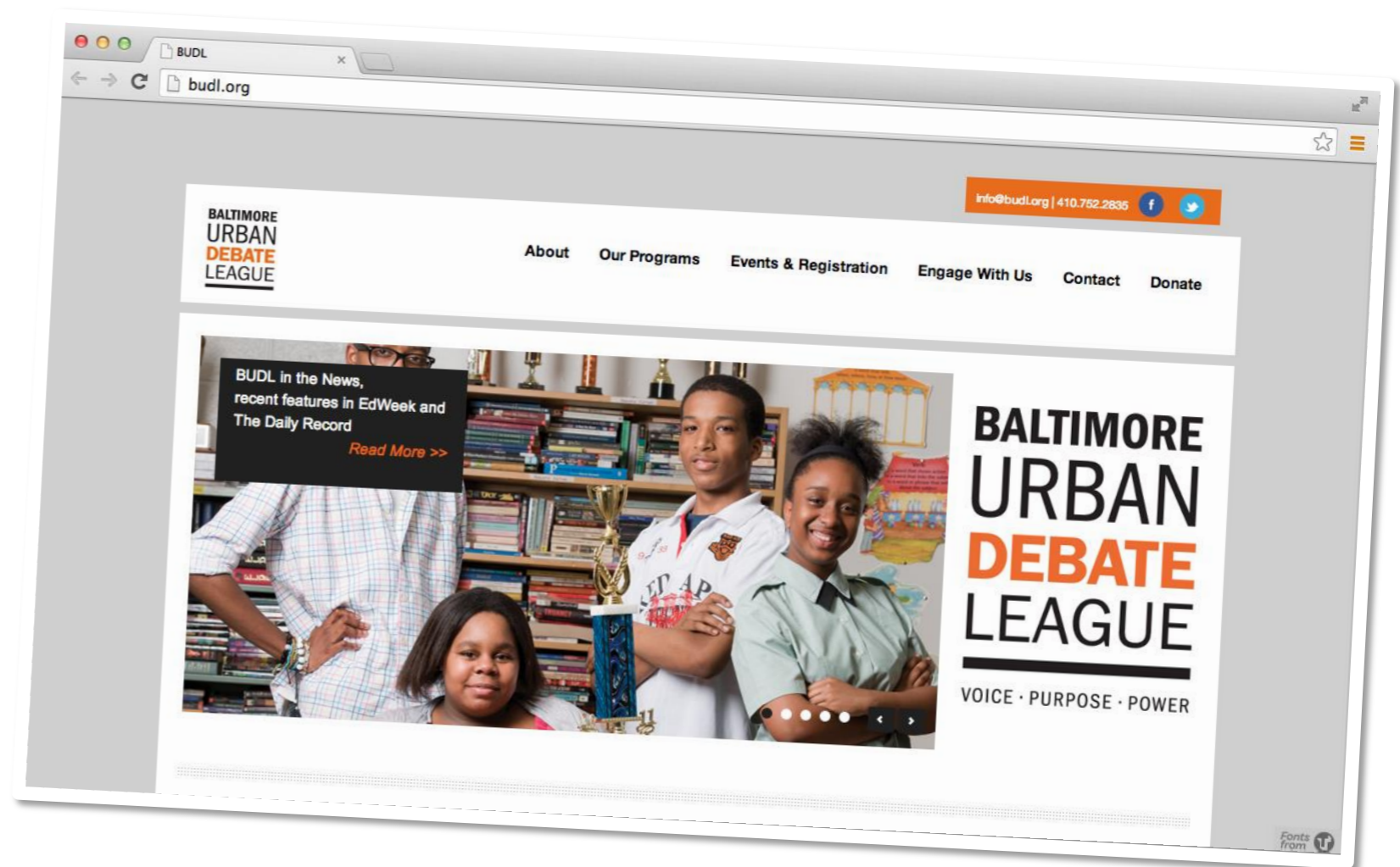
75% Similar students who did not debate

College Enrollment

Resources

- BUDL on the web: www.budl.org

- Interactive Goals Page:
  www.budl.org/competitivedebate

- National Urban Debate League on the web:
  http://urbandebate.org/

Raising Expectations Inc.
youth development program

Serving Children & Youth in Atlanta's Westside Neighborhoods

Where Challenges Become Opportunities.

The Role of Afterschool and the Common Core Standards

Purpose:

Provide a high level overview about how Raising Expectations works in partnership with Kennedy Middle School to support Common Core efforts during the OST (Out of School Time) space.

What is Raising Expectations?

- 501c 3 Nonprofit organization founded in 1995 by Maria E. Armstrong & Tangee Allen
- Youth Development organization that provides supplemental and holistic support services to children and youth that reside in distressed communities in the city of Atlanta
- Served over 1000 youth since inception
- Support over 75 RE youth that are currently enrolled in college or graduated as first generation students
- Atlanta neighborhood's served: Decatur, East Lake, Vine City, Pittsburgh, English Avenue, Washington Park
- Ages: 9yrs – 21 yrs (3rd – 12th grade)
- Long standing partnerships with colleges & universities in the city core
- Operate 3 signature programs year-round:
  - Project DREAM, STEMWARE & RISE

What we are doing differently?

Shared employee (Parent Liaison)

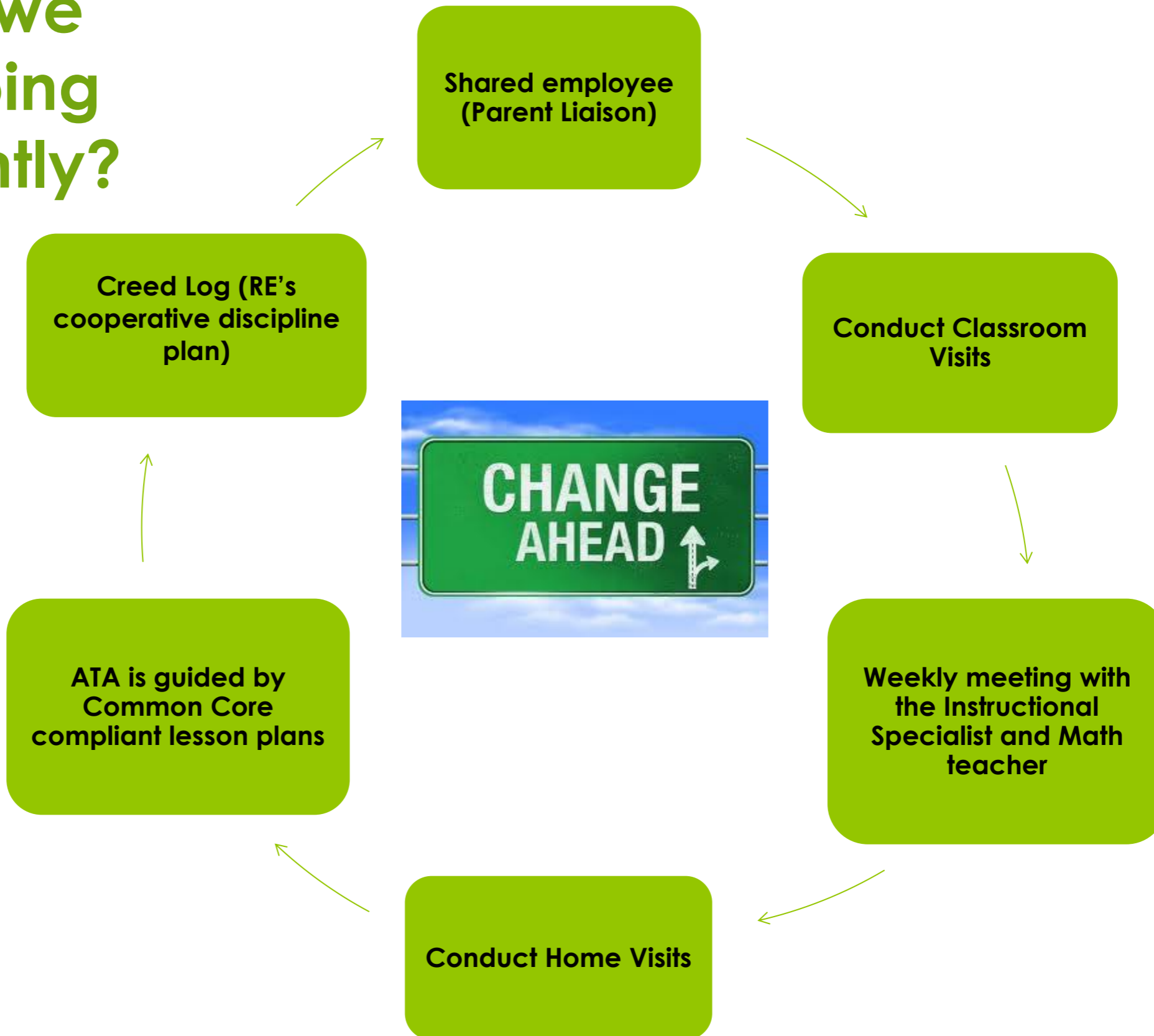Creed Log (RE's cooperative discipline plan)

Conduct Classroom Visits

ATA is guided by Common Core compliant lesson plans

CHANGE AHEAD

Weekly meeting with the Instructional Specialist and Math teacher

Conduct Home Visits

"There can be no keener revelation of a society's soul than the way it treats its children." – Nelson Mandela

Q & A

To learn more about Raising Expectations and to stay abreast of program happenings you can:

Like us: **www.facebook.com/RE 100 Strong**

Tweet us: @RE_1995

View our videos, check out our pictures and learn more at: **www.raisingexpectations.org**

View our video at: **http://vimeo.com/54871567**