

**Proficient**

**MEANS**

**Prepared**

**TOOLS**

## **Additional Resources**

**Following are additional resources you can use for data and examples of what other states already are doing to support college- and career-ready standards and tests, so you don't need to start from scratch. If you have additional resources you find particularly useful, please email [info@higheredforhigherstandards.org](mailto:info@higheredforhigherstandards.org) so we can share them with your colleagues.**

### **IN THIS SECTION**

**Additional Resources for Data  
Communications Resources From:**

- **National Organizations**
- **State Campaigns**

## **DATA**

### **Proficiency in High School and College Readiness**

- National Assessment of Educational Progress (NAEP), percentage of students meeting standards, by state and subject, [www.nationsreportcard.gov/reading\\_math\\_2013/#/state-performance](http://www.nationsreportcard.gov/reading_math_2013/#/state-performance)
- Honesty Gap, Achieve and Collaborative for Student Success, gaps between NAEP's college-ready scores and states' own scores, [www.honestygap.org](http://www.honestygap.org)
- ACT, percentage of students meeting college readiness benchmarks in reading, writing, math, and science, [www.act.org/research/policymakers/cccr14/states.html](http://www.act.org/research/policymakers/cccr14/states.html)
- Why Proficiency Matters, Foundation for Excellence in Education, proficiency gap by state, [www.whyproficiencymatters.com](http://www.whyproficiencymatters.com)

### **Transition to and Success in College**

- National Center for Higher Education Management Systems, percentage of 9th graders who transition directly to and complete college, [www.higheredinfo.org/dbrowser/index.php?submeasure=119&year=2010&&level=nation&mode=map&state=0](http://www.higheredinfo.org/dbrowser/index.php?submeasure=119&year=2010&&level=nation&mode=map&state=0)
- Complete College America, multiple state-by-state indicators about students' readiness for college and their success on campus, <http://completecollege.org/college-completion-data>

### **Skills Gap**

- National Skills Coalition, a broad-based coalition that uses organizing, advocacy, and communications to advance state and federal policies to ensure that every worker and every industry has the skills to compete and prosper, [www.nationalskillscoalition.org/state-policy/states](http://www.nationalskillscoalition.org/state-policy/states)

## **NATIONAL ORGANIZATIONS**

### **Higher Ed for Higher Standards**

[www.higheredforhigherstandards.org](http://www.higheredforhigherstandards.org)

Higher Ed *for* Higher Standards (HE/*f*HS) is a growing coalition of college presidents, trustees, chancellors, and state system leaders committed to the implementation of college- and career-ready standards. The goal of the coalition is to elevate the voices of higher education leaders and support them in the adoption of aligned policies that leverage more ambitious K–12 standards and assessments.

### **Collaborative for Student Success/Honesty Gap**

<http://forstudentsuccess.org>

[www.honestygap.org/how-is-your-state-closing-the-honesty-gap](http://www.honestygap.org/how-is-your-state-closing-the-honesty-gap)

The Collaborative for Student Success aims to support the efforts of state education agencies and local education organizations responsible for educating and informing all stakeholders — parents, students, teachers and community leaders — about the Common Core State Standards and assessments. The website includes resources for communicating with parents, teachers, business leaders, and policymakers.

The Collaborative's Honesty Gap website provides information on the gap between proficiency levels on your state's previous test and the NAEP. These data will provide a good indication of the level of rigor of your state's previous standards compared to the national NAEP benchmark.

### **The Hunt Institute**

[www.hunt-institute.org](http://www.hunt-institute.org)

The Hunt Institute's *re:VISION, The Role of Strategic Communications in the Transition to New Academic Standards and Assessments: Case Studies of Tennessee and Kentucky* examines the impact that a clear vision and

strong leadership played in both states in successfully rolling out new standards and assessments.

### **U.S. Chamber of Commerce**

[www.businessforcore.org/state-assessment-primers](http://www.businessforcore.org/state-assessment-primers)

State Assessment Primers provide state-specific information on why each state's college- and career-ready standards are important and how they connect with the new state assessments. The primers also contain state-specific answers to frequently asked questions, such as what impact test scores will have on students and teachers.

## **STATE CAMPAIGNS**

These state resources focus on communicating with educators, parents, community stakeholders, and others to explain and build support for college- and career-ready standards and tests. If you want help connecting with a local advocacy campaign that is working on these issues, please contact [info@higheredforhigherstandards.org](mailto:info@higheredforhigherstandards.org), and we can help make the introductions. Many states have active efforts, such as Advance Illinois, Kentucky's Prichard Committee, Higher Achievement NY, Tennessee SCORE, Washington Partnership for Learning, etc. — and higher education's participation would be especially welcomed.

### **Idaho**

[www.sde.idaho.gov/site/common/toolkit.htm](http://www.sde.idaho.gov/site/common/toolkit.htm)

The Idaho State Department of Education created the Idaho Core Standards Communications Toolkit to assist superintendents, principals, teachers, and other school district officials in communicating to parents and other stakeholders about the Idaho Core Standards, why Idaho adopted them, and how they will be implemented at the local level. The resources, which include sample presentations, parent guides, FAQs, and more in English and Spanish, may be used for hosting a community meeting or parent night, encouraging teachers to speak with parents about how classrooms might be different, communicating with local members of the media, and getting factual information out to parents and others.

### **Illinois**

<http://realllearningil.org>

Real Learning for Real Life is a campaign run by Advance Illinois, an organization that reports on how well the state's education system is performing and supports research- and evidence-based policies to drive student achievement. The campaign provides detailed information to help parents, educators, and others understand the new state standards and assessments and why they are important. Videos of teachers, parents, school administrators, and business leaders underscore the benefits for students, their families, and their communities.

### **Kentucky**

<http://education.ky.gov/comm/UL/Pages/default.aspx>

In 2009, Kentucky passed Senate Bill 1, which shifted the focus of the state's educational improvement efforts from student proficiency to readiness to ensure student success at the next level. The bill mandated new, more rigorous standards aligned with college readiness expectations, new assessments based on those standards, and a new, balanced accountability system. In 2010, the Kentucky Board of Education, Council on Postsecondary Education (higher education), and Education Professional Standards Board (teacher certification) unanimously agreed to adopt the Common Core State Standards in English language arts and mathematics — known as the Kentucky Core Academic Standards. The new standards were implemented in Kentucky classrooms in 2011–12, and the new assessments were given in the spring of that year. When Kentucky released the first round of scores in November 2012, the effort was widely considered a success. The state department of education attributes the success to several factors:

- Clear legislative authority and support;
- A proactive, multipronged communications and outreach effort that included:
  - A dedicated and frequently updated webpage,
  - Multiple advance presentations across the state to all the key stakeholders,
  - Articles in *Kentucky Teacher*, which is a professional development tool for teachers,

- Frequent webcasts, e-blasts, and blog postings, and
- Embargoed advance media briefings, featuring the commissioner and other key leaders;
- Strong and vocal support from teachers and other educators who were involved in helping revise the standards, assessments, and accountability system; and
- Business and civic support, mainly the statewide Chamber and the Prichard Committee, a well-respected nonprofit advocacy group. Each launched parallel campaigns to support the state education agency’s (SEA) outreach efforts.

SEA leaders say the new system’s brand, Unbridled Learning, helped reinforce messaging coherence and consistency, which were essential, along with the commissioner’s commitment to transparency. “The main lesson from this data release was that communications does not start once the data are released to the public. It takes much groundwork, public discussion, sharing of information and a little talent in prediction to make the release go smoothly — even if the data do not show positive results for every school or district,” the agency says in a summary document available at <http://education.ky.gov/comm/UL/Documents/UNBRIDLED%20LEARNING.pdf>.

Since 2012, the state has continued to host two webcasts each year for media and school communications personnel prior to that year’s data release to review any changes in the system and preview results.

For more information on the Kentucky campaign, see The Hunt Institute’s *re:VISION, The Role of Strategic Communications in the Transition to New Academic Standards and Assessments: Case Studies of Tennessee and Kentucky*.

### **Nevada**

<http://nevadaready.gov/Home>

Nevada Ready! is a statewide initiative led by the Nevada Department of Education and the Nevada Board of Education, partnering with the Nevada System of Higher Education, local school districts, and public and private organizations and agencies. The Nevada Ready! website provides information to help educators, students, parents, community leaders, and others understand the new state standards; the new state tests that will be given to assess student and teacher performance; and ways to use those results to help students, educators, schools, and school districts reach these new, rigorous standards. An online toolkit provides resources for hosting a community meeting or parent night about standards and assessments, encouraging teachers to speak with parents about how classrooms might be different, communicating with local

members of the media, and getting factual information to parents and constituents.

### **New York**

[www.highachievementny.org](http://www.highachievementny.org)

High Achievement New York is a broad-based coalition of teachers, parents, school administrators, civil rights advocates, community leaders, and some of New York’s biggest businesses who share a common passion for the importance of high-quality schools in the state and a belief that the Common Core State Standards can help put every child on a path to success. The website invites users to share videos and infographics that support the standards as well as submit their own videos.

### **Tennessee**

<http://expectmoretn.org>

Tennessee’s Expect More, Achieve More campaign used a series of news conferences, TV and radio spots, social media, and its website to provide information and resources on why the state was raising standards and implementing new tests — and to prepare citizens for lower test scores. The website features videos of educators, business and military leaders, students, and others talking about what the standards will mean to them, plus customized information about the standards and tests for parents, teachers, and community members.

For more information on the Tennessee campaign, see The Hunt Institute’s *re:VISION, The Role of Strategic Communications in the Transition to New Academic Standards and Assessments: Case Studies of Tennessee and Kentucky*.

[www.tnscore.org](http://www.tnscore.org)

The State Collaborative on Reforming Education (SCORE) collaboratively supports Tennessee’s work to prepare students for college and the workforce. Through outreach, research, programming, and media, they seek to ensure that Tennessee is the fastest improving state in the country on key student outcomes that will lead to college and career preparedness.

### **Washington**

[www.readywa.org](http://www.readywa.org)

Ready Washington, a coalition of state education agencies, associations, and advocacy organizations, provides videos, parent guides, FAQs, and more in multiple languages to build awareness and support among families for the Common Core State Standards, the Next Generation Science Standards, and the Smarter Balanced assessments. The coalition also has assembled a group of Washington teachers to serve as leading voices on the importance of the state’s new college- and career-ready standards and assessments.