



Closing the College Access Gap

Supporting Underrepresented Students on the Path to
Postsecondary Education

Superintendent Leadership Forum

Managing Your Screen



2

Questions:

To ask the presenter a question, please type into the question panel and press send.

Questions panel

A screenshot of the GoToWebinar interface. At the top is a menu bar with 'File', 'View', and 'Help'. Below it is a sidebar with three icons: a red arrow, a blue square, and a green circle. The main window has a title bar 'File View Help' and standard window controls. The 'Audio' section is expanded, showing 'Audio Mode' with radio buttons for 'Use Telephone' (selected) and 'Use Mic & Speakers'. Below this, it displays 'Dial: +1 800 555 1212', 'Access Code: 227-984-025', and 'Audio PIN: 70'. A note says 'If you're already on the call, press #70# now. (and [additional numbers ...](#))'. The 'Questions' section is also expanded, showing a large text area with a placeholder '[Enter a question for staff]' and a 'Send' button. At the bottom, a banner reads 'How to Schedule a webinar? Webinar ID: 202-981-385' and the 'GoToWebinar™' logo.

Managing Your Audio



Use Telephone

The screenshot shows a window titled 'Audio' with a minus sign icon in the top-left corner. Under 'Audio Mode:', the 'Use Telephone' radio button is selected with a green dot, while 'Use Mic & Speakers' is unselected. Below this, the text 'Dial: +1 800 555 1212' is displayed, followed by 'Access Code: 141-607-114' and '(and additional numbers ..)' in parentheses. At the bottom, a green message states 'You are connected to audio'.

If you select the “use telephone” option, please dial in with the phone number and access code provided.

Use Microphone and Speakers

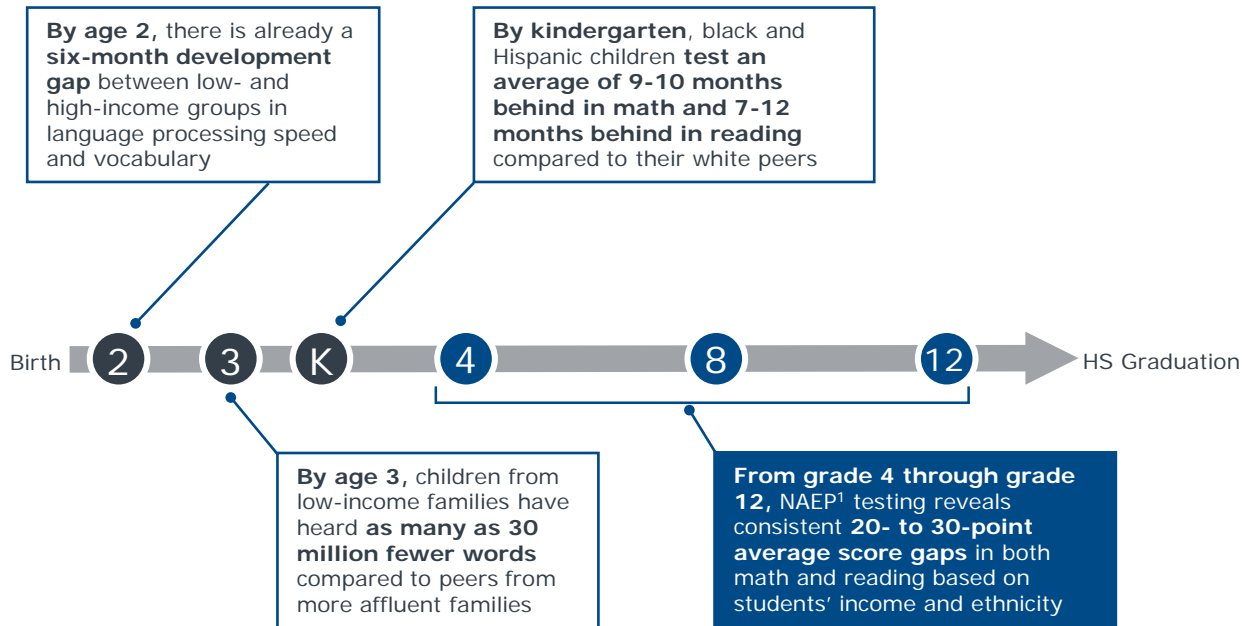
The screenshot shows a window titled 'Audio' with a minus sign icon in the top-left corner. Under 'Audio Mode:', the 'Use Mic & Speakers' radio button is selected with a green dot, while 'Use Telephone' is unselected. Below this, there is a status bar containing a microphone icon followed by the word 'MUTED' in red, and a speaker icon followed by ten zeros. At the bottom, there is a blue underlined link that says 'Audio Setup'.

If you select the “mic & speakers” option, please be sure that your speakers/headphones are connected.



Playing Catch Up From an Early Age

Inequities Begin Early and Persist Throughout K12



Sources: Hart, B., & Risley, T. R. (1995), "Meaningful differences in the everyday experience of young American children," Paul H. Brookes Publishing; Fernald, A., Marchman, V., and Weisleder, A., "SES differences in language processing skill and vocabulary are evident at 18 months," *Developmental science* 16.2 (2013): 234-248; Friedman-Krauss, A., Barnett, S.W., Nores, M., "How Much Can High-Quality Universal Pre-K Reduce Achievement Gaps?" Center for American Progress, April 2016, <https://cdn.americanprogress.org/wp-content/uploads/2016/04/01115656/NIEER-AchievementGaps-report.pdf>; National Center for Education Statistics reports (various); see Condition of Education reports, data from 1989-2017 available at: <https://nces.ed.gov/programs/coe/>; EAB interviews and analysis.

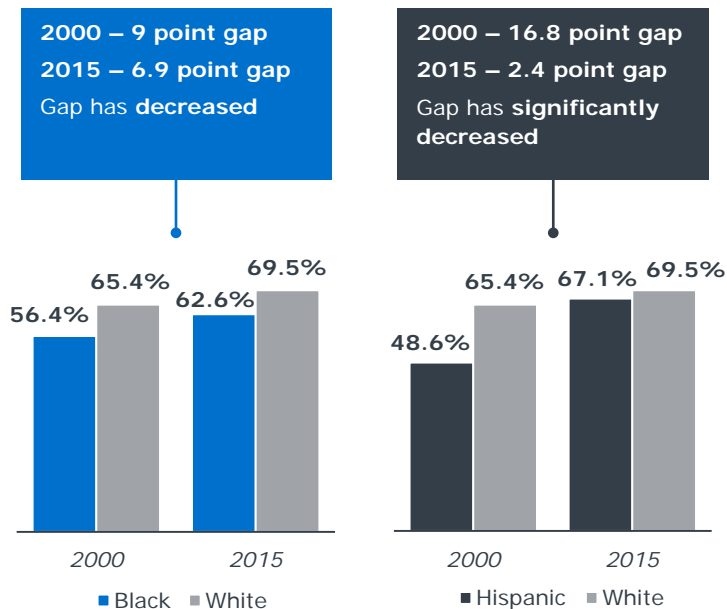


Despite Significant Gains, Gaps Still Exist

Enrollment Data Shows There is Still Work to Be Done

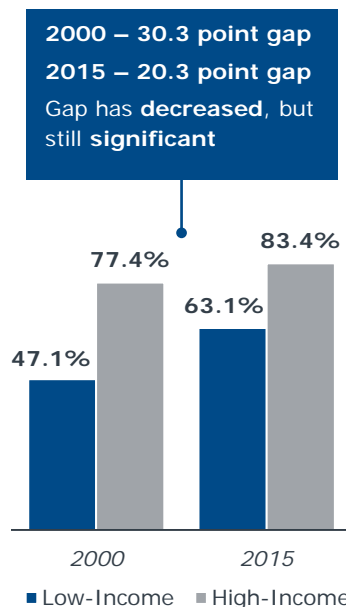
College Enrollment by Race

*% of Recent High School Completers
Enrolled in 2-Year and 4-Year Colleges*



College Enrollment by Income¹

*% of Recent High School Completers
Enrolled in 2-Year and 4-Year Colleges*



1) Low-income refers to the bottom 20 percent of all family incomes, high-income refers to the top 20 percent of all family incomes.

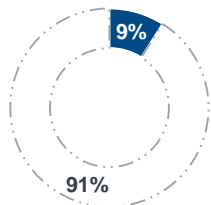
Most of Success in Quantity, not Quality

Higher Enrollment Does Not Translate to Degree Attainment

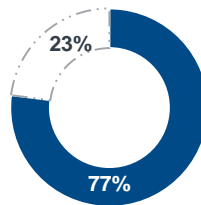
Low-income Students Less Likely to Graduate from College than Wealthier Peers

Bachelor's Degree Attainment by Age 24 for Dependent Family Members, by Family Income Quartile

Bottom income quartile



Top income quartile

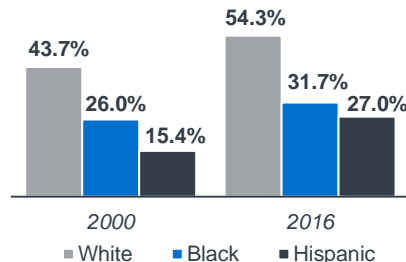


■ BA
□ No BA

Racial Minorities Also Far Less Likely to Obtain a Degree

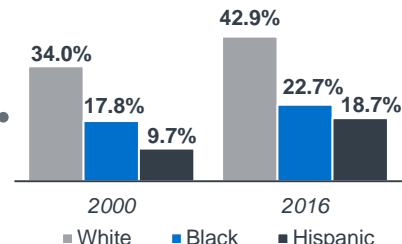
% of 25 to 29 Year-olds with Selected Levels of Educational Attainment

Associate's



Gap between black and white students **has grown**
Gap between Hispanic and white students has remained **virtually unchanged**

Bachelor's



Source: "Indicators of Higher Education Equity in the United States," The Pell Institute, 2015; "Percentage of persons 25 to 29 years old with selected levels of educational attainment, by race/ethnicity and sex: Selected years, 1920 through 2016," National Center for Education Statistics, https://nces.ed.gov/ipeds/data/ipeds_datacenter/ipeds_datacenter_tables.asp?table=104.20; EAB interviews and analysis.

Are Students Up to the Challenge?

Some Question if Underrepresented Students Should Go To College

Many Adults Attribute Access Gap to Ability, Believe It Cannot Be Addressed



**“We can’t fix
socioeconomics”**

Skepticism that schools can overcome the effects of students’ background on academic performance



**“College isn’t for
everyone”**

Notion that postsecondary education is not for everyone and some kids would be better off without it



“It’s always been like this”

Complacency with the status quo and lack of strong drive to change “traditional” student outcomes

”

“Some students come in with strikes already against them because their socioeconomics is such that they’re not prepared for college.”

Superintendent, CA

”

“There was a belief that these minority students could drop out, and should drop out in some cases, because then we will have the next generation of poultry workers.”

Superintendent, VA

”

“Because of our experiences traditionally, we’re just not as intentional as we need to be with kids from poverty. If we aren’t intentional, why do we expect children with no experiences from home would prepare for college by themselves? They’re not going to.”

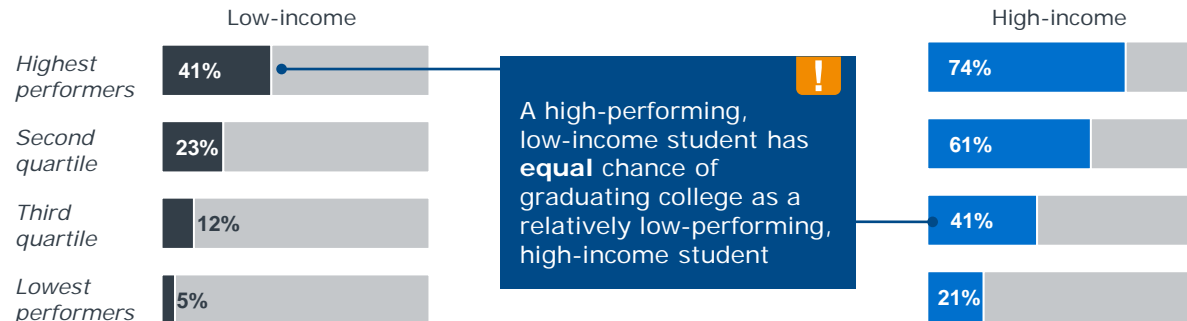
Superintendent, PA

Ability Alone Does Not Account for Success

Significant Disparity Between Graduation Rates of Equally Capable Students

Degree Attainment Strongly Correlated with Income

BA Completion Rate by Socioeconomic Group¹, Ranked in Four Groups of Test Scores²



Family Income More Important than Academic Ability

"Some [...] may wonder whether the poor children were simply overconfident, with aspirations outstripping their academic skills. Maybe the low-income children weren't completing college because they were not able.

[...] results show that the hypothesis is wrong: **educational achievement does not explain the gap in bachelor's degree attainment.**"

For the Poor, the Graduation Gap Is Even Wider Than the Enrollment Gap, The New York Times, 2015

1) Low-income refers to the bottom family income quartile, high-income refers to the top family income quartile.

2) As measured by standardized mathematics and reading assessments administered as part of the study.

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Source: "For the Poor, the Graduation Gap is Even Wider Than the Enrollment Gap," The New York Times, 2015, https://www.nytimes.com/2015/06/02/upshot/for-the-poor-the-graduation-gap-is-even-wider-than-the-enrollment-gap.html?_r=0&abt=0002&abg=1; EAB interviews and analysis.



A Host of Non-Academic Barriers to College

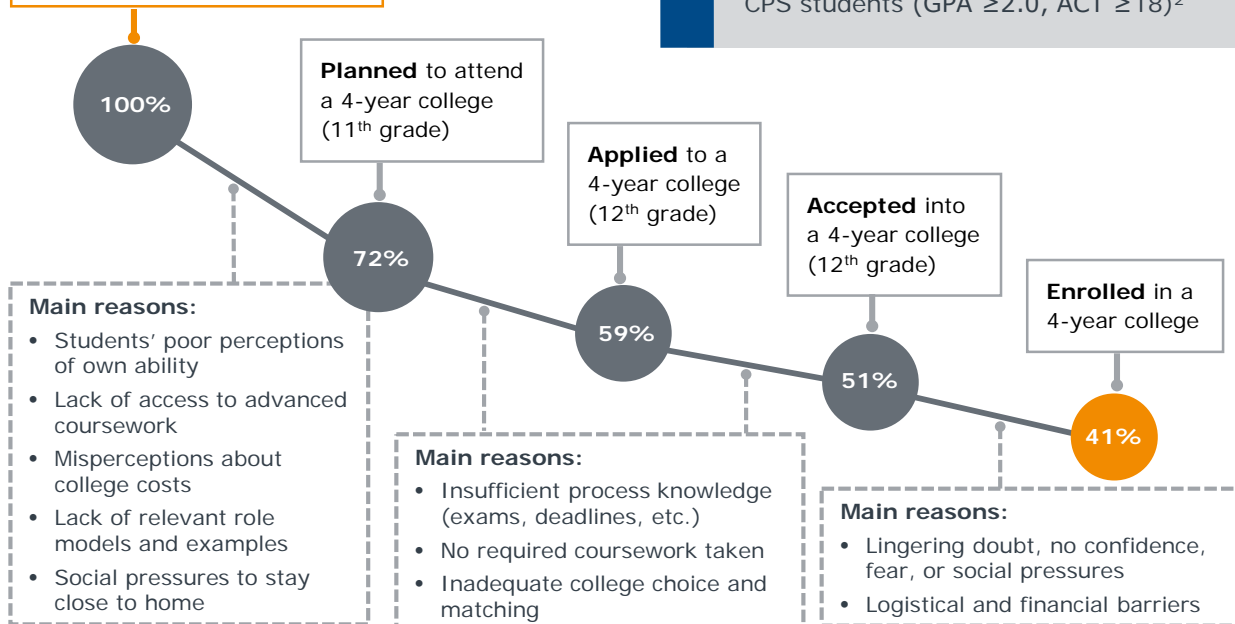
CPS¹ Study Demonstrates Obstacles to College Extend Beyond Academics

Aspired to complete a 4-year or graduate degree (9th grade)



Ability Not the Problem

Cohort chosen among college ready CPS students (GPA ≥ 2.0 , ACT ≥ 18)²



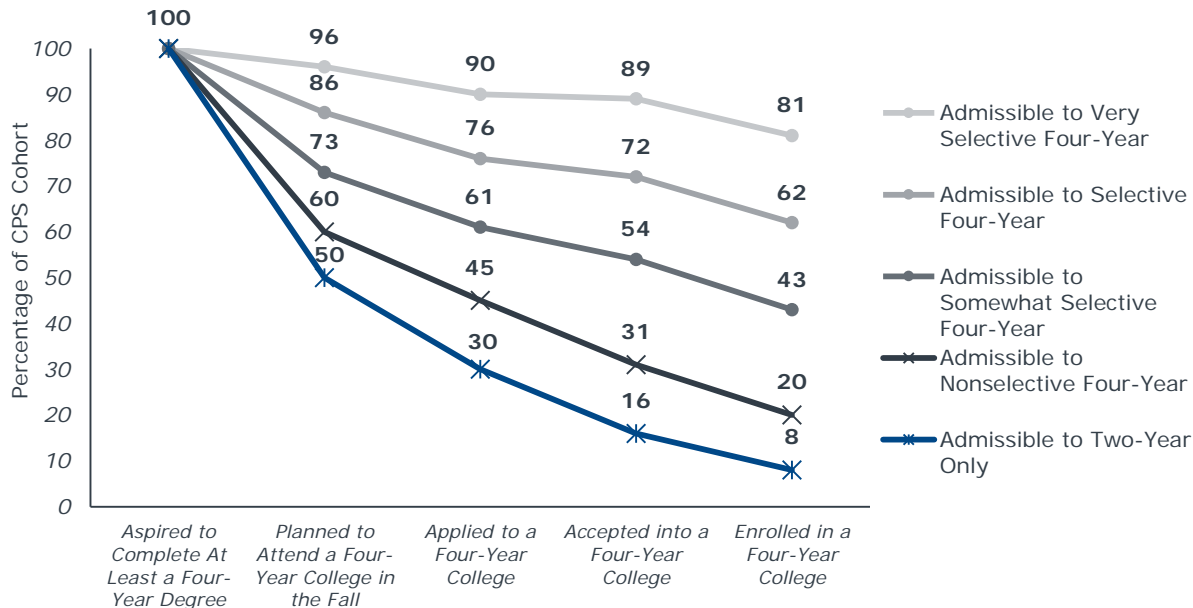
1) Chicago Public Schools.

2) n=5,194 CPS students. Sample is 47% Black, 31% Hispanic, and 13% White.

Even High Ability CPS¹ Students' Prospects Decline

Significant Drop-offs Across Different Student Admissibility Tiers²

Tracking Students by Their Admissibility Into Various Schools



1) Chicago Public Schools.

2) Access category is based on GPA and ACT scores. For example, students in lowest category have no ACT scores and a GPA < 2.0, and students in highest category have an ACT of 24+ and an unweighted GPA of 3.5-4.0.

College Choice Reinforces Existing Inequity

Quality of Postsecondary Institution Impacts Likelihood to Succeed

Lower-Income Students More Likely to Undermatch...

... And Suffer the Consequences

Rates of Student Undermatch and Substantial Undermatch¹ by SES²

	Average	Higher-SES	Lower-SES
Undermatch (%)	40.9	34	49.6
Substantial Undermatch (%)	16.1	13.6	22.7



Crossing the Finish Line (2009)

Major longitudinal research of North Carolina graduates finds that **students who undermatch are 6-8% less likely to graduate** than their peers

Among the chief reasons cited are lower standards, fewer support services and less challenging environment



"Undermatches encounter a less challenging academic environment, report fewer gains in their learning and development, and have less satisfaction with their institution. Thus, it is not surprising that **undermatches are less likely to complete college.**"

Kevin Fossnacht, "Selectivity and the College Experience," 2014

1) Defined as attending institution of one selectivity band lower (undermatch) or two selectivity bands lower (substantial undermatch) than one's combination of GPA and test scores would suggest. Selectivity bands chosen from Barron's "Profiles of American Colleges."

2) Socioeconomic status. "Lower-SES" students are below the median SES as determined by an NCES index of parental income, education, and occupation; "higher-SES" refers to students above the median SES.

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Source: Fossnacht, K., "Selectivity and the College Experience: How Undermatching Shapes the College Experience Among High Achieving Students" Indiana University, Bloomington, April 2014, <http://cpr.indiana.edu/uploads/Fossnacht%20-%20Selectivity%20and%20the%20college%20experience%20-%20AERA14%20v3.pdf>; Smith, J., Matea, P., Howell, J., "The Full Extent of Student-College Academic Undermatch," The College Board, Oct 2012, https://drive.google.com/file/d/0B5c--a90k-_zdnRLc3MvTHZTY28/view; Jaschik, S., "(Not) Crossing the Finish Line," Inside Higher Ed, Sept 2009, <https://www.insidehighered.com/news/2009/09/09/finish>; EAB interviews and analysis.

Closing the College Access Gap

Supporting Underrepresented Students on the Path to Postsecondary Education

1

Create a Culture of High Expectations



1. College Access Accountability Dashboard
2. Parent University
3. Non-Cognitive College Identity Curriculum
4. Shared Experience Video Campaign

2

Build Student Confidence through Advanced Coursework



5. Advanced Course Placement Matrix
6. AP Summer Bridge Program
7. Teacher-Led AP Best Practice Training

3

Ensure College Choice Focuses on Likelihood of Success



8. Background-Conscious College Matching Tools
9. Success-Focused College Counseling
10. College Transition Partnerships

4

Remove Barriers to Application and Matriculation



11. Summer College Application Camp
12. Dedicated Financial Aid Support Expert
13. Just-in-Time Summer Text-Message Reminders
14. Transition-Targeted Microscholarships

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Coda: Building a More Integrated K-12—Higher Education Pipeline

Expectations Matter (A Lot)

College-Going Identity a Direct Result of High Expectations

Parents', Teachers', and Students' Own Aspirations Have Powerful Impact



Study Findings

It Takes a Village: The Effects of 10th Grade College-Going Expectations of Students, Parents, and Teachers Four Years Later (2013)

Percentage of variance in postsecondary enrollment as explained by different factors

15% > 9%

Student, teacher, and parent expectations

Student characteristics (race, gender, SES, etc.)

“

Expectations Could Even Overcome Risk Factors

Taken together, student, parent, and teacher expectations have been shown to be promotive of positive schooling outcomes for students, [...]—**they may promote a college-going trajectory regardless of student risk status.**”

Gregory, A., Huang, F.,
It Takes a Village, 2013

”

Teacher Expectations Influenced by Race

Teacher Biases Can Turn Into Self-Fulfilling Prophecies

Teacher Expectations Not the Same for Everyone

Leading to Tangible Differences in Student Outcomes

Same Student, Different Expectation

40%

Black teachers 40% more likely than white teachers to predict the same black student will finish high school

7%

Black high school students 7% more likely to graduate college if assigned to teachers with higher expectations

29%

Increased interest in pursuing college for low-income black boys¹ paired up with at least one black teacher

“

“Our study offers causal evidence that teacher expectations matter. Negative teacher biases can function like self-fulfilling prophecies that affect college-going.”

“Do Teacher Expectations Matter?” Brookings Institution, 2016

”

1) Grades 3-5. Low-income is defined as being eligible for free or reduced price lunch.

Source: Papageorge, N., Gershenson, S., “Do Teacher Expectations Matter?” Brookings Institution, Sept 2016, <https://www.brookings.edu/blog/brown-center-chalkboard/2016/09/16/do-teacher-expectations-matter/>; Gershenson, S., Hart, C., “The Long-Run Impacts of Same-Race Teachers,” Institute of Labor Economics, April 2017, <http://releases.jhu.edu/2017/04/05/with-just-one-black-teacher-black-students-more-likely-to-graduate/>; EAB interviews and analysis.

Parental Expectations a Powerful Influence

But Discrepancy Between Aspiration and Reality Ends Up Hurting Students

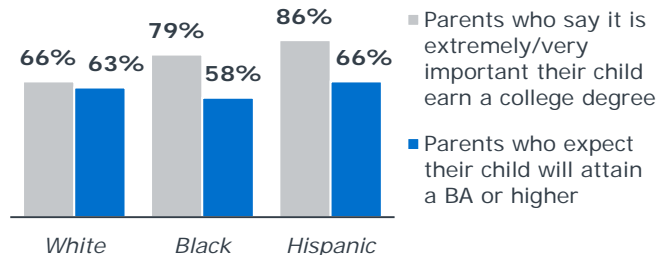
From Expectation to Achievement

"High parental expectations are [...] linked to student motivation to achieve in school, scholastic and social resilience, and aspirations to attend college.

Furthermore, **parents' academic expectations mediate the relation between family background and achievement.**"

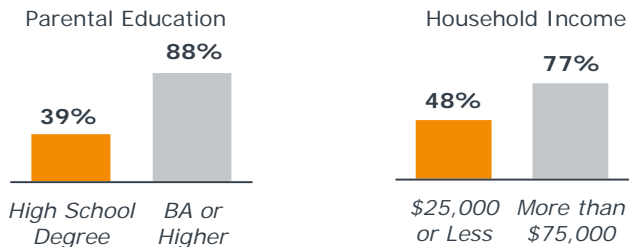
Yamamoto, Y., Holloway, S., *Parental Expectations and Children's Academic Performance in Sociocultural Context*, 2010

For Minority Parents, Belief in College Value Not the Same as Belief in College Attainability



Socioeconomic Status Significant Predictor of College Expectations

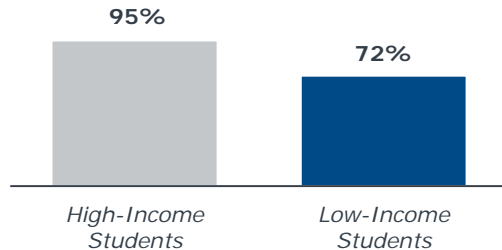
% of Parents Who Expect Their Child Will Attain a BA or Higher



Student Expectations Shaped by Self-Identity

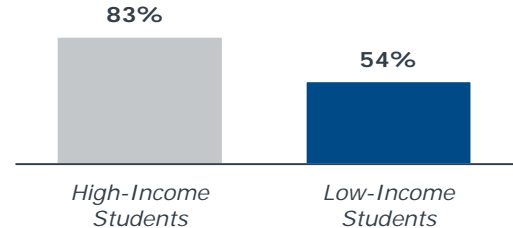
Low-Income¹ Students Less Likely to Desire to Attend College...

% of Students 12 to 18 Years of Age With College Aspiration²



...And Even Less Likely to Expect to Attend College

% of Students 12 to 18 Years of Age Who Expect to Attend College²



Personal Expectations Critical to College-Going

"Results [...] indicated personal, peer, and parent educational expectations all significantly predicted educational outcomes. [...] **Personal educational expectations were the greatest predictor of college attainment**, followed by peer and parent expectations."

Sommerfeld, A., *Education as a Collective Accomplishment*, 2015

1) Low-income refers to a household income of less than \$18,256; High-income refers to a household income of greater than \$84,016.

2) As measured on the Child Development Supplement (CDS) to the Panel Study of Income Dynamics (PSID)

Common Strategies to Promote College Identity

Events, Policies, and Physical Space Reinforce the College-Going Message



District-Sponsored SAT/ACT For All

- District pays for exam, offers exam on-site during the school day
- Removes access barriers for students: registration, fees, travel



Banners and Classroom Decorations

- College-themed door decorations, bulletin boards, pennants and posters displayed to promote the goal of college attendance



College Signing Day

- Ceremony to publically celebrate all high school seniors who have made the commitment to go to college
- Students, parents, school staff, and community members rally in support of the commitment to postsecondary education



College Fairs and Local College Tours

- College visits start in middle school, encourage aspirations and enable students to see themselves on a college campus
- Regional institutions host booths at K12 schools to expose students to multiple options and encourage those who otherwise might not be able to visit

Good Intentions Rarely Achieve Desired Results

Metrics and Accountability Mechanism Needed to Bridge Outcomes Divide

Crossing the Chasm



Planned Initiatives

Physical Space

- Classrooms Decorated for Teachers' Colleges

Academic Policies

- Mandatory AP Course Credit
- Mandatory Standardized Tests

Events

- College Signing Day
- AP Night for Students and Parents



Missing Accountability Process to Connect Efforts to Outcomes

- What Do We Measure?
- Who Owns the Goal?
- How Do We Ensure Accountability?
- What Are the Concrete Steps?
- Who Performs These Steps?

Desired Outcomes

College Readiness

- Increase in College Matriculation
- Increase in Persistence in College
- Parity in College Enrollment for Historically Underrepresented Students

What Gets Measured Gets Managed

Goals Must Be Quantified, Tactical, and Within a Set Timeframe

Various Methods of Translating Goals Into Metrics



Small Rural District, TN

State-Level Mandates

Integrates Early Postsecondary Opportunities Into State-Wide ESSA Accountability Model

Metrics

- 4 AP Courses or Dual Enrollment for All Students by 2010
- 2 AP Courses and Industry Certification
- 2 AP Courses and Armed Services Vocational Aptitude Battery



Glenbard HSD #87, IL

District Stakeholders

District and Community Task Force Defines Priorities for Closing Achievement Gap

Metrics

- % of Students Who Pass Their Classes
- % of Students Who Earn 20+ ACT or 1030+ SAT Score
- % of Students in Algebra II by 11th Grade
- % of Student in Physics by 11th Grade
- % of Seniors Who Took At Least One AP Exam and Earned a 3 or Higher



Medium-Sized¹ High School, MA

School-Level Analysis

School Administrator-Initiated Data Analysis of AP Course Enrollment

Metric

- Every Student Takes an AP or Dual Enrollment Course by Graduation

1) Size of school about 1100 students.

Hardwiring Higher Expectations

Concrete Objectives and Clear Ownership Create Accountability

Translating Aspirations into Action

Profiled Institution:

Glenbard HS District #87, Glen Ellyn, IL



VISION & DIRECTION ►

PLANNING ►

EXECUTION ►

Define District-Wide Goals

Owners:
**District +
Community Task Force**

Identify district-wide expectations and targets for student achievement

- *Ensure all graduates are college and career ready*
- *Close achievement gaps for all of our students*
- *Encourage all students to "level up" to more challenging coursework*

Translate goals into measurable, multi-year objectives

Develop School-Level Work Plans

Owners:
**District +
School Administrators**

1 _____→

Detail school-level metrics, individuals responsible, and timelines for completing tasks

2 _____→

Include individual goals in all multi-year employment contracts for administrators

3 _____→

Clarify tactics and tasks for department chairs' subject-area and grade-level work

Create Accountability Mechanism

Owners:
**School Administrators +
Department Chairs**

Principals

- Progress on metrics accounts for **30% of performance review**
- **Check-in meetings held quarterly** with central administrators
- Principals **report to board annually** on their progress

Department Chairs

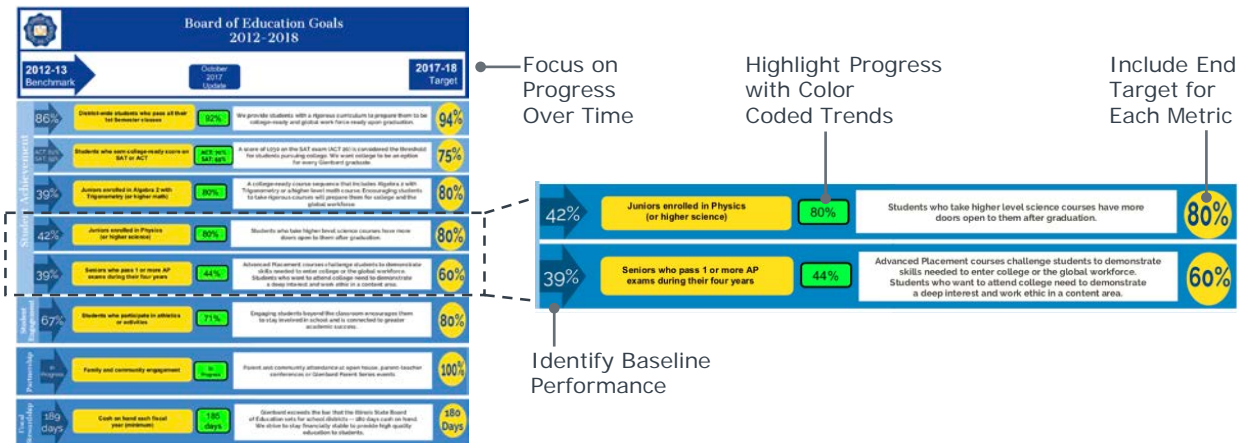
- Work areas identified in the Board goals drive **performance review¹**

1) Department chairs get evaluated in their role as department chair separately from their teaching role. Evaluation on accountability metrics does not factor in their role as teachers.

Dashboard Focuses on Progress, Not Perfection

Progress Towards Goal Visible at a Glance

Annotated Glenbard Accountability Dashboard



41%

Increase in Students Taking Algebra II by 11th Grade¹

38%

Increase in Students Taking Physics by 11th Grade

5%

Increase in Seniors Who Scored 3+ on At Least One AP Exam

8%

Increase in Students Who Score 20+ on ACT or 1030+ on SAT

¹ All cited numbers are percentage point increases from 2012 to 2017.

Lack of Parent Knowledge a Barrier to Enrollment

Districts Face Challenges Engaging the Most At-Risk Parents

Lack of Accurate Information on Cost a Key Barrier

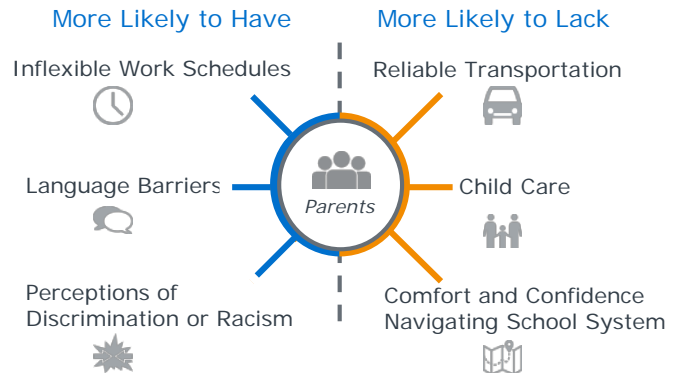
Parents without basic college knowledge **overestimate costs by**

228%

64%

Of minority¹ parents say they need more information about how to pay for college

Schools Face Unique Barriers to Connecting with Low-Income and Minority Parents



Misperception Among Low-Income and Minority Parents Contributes to Roadblocks and Uncertainty Around College-Going

58% Of low-income² families rule out colleges on the basis of sticker price alone

57% Of working class adults think college will result in debt and low likelihood of a good-paying job

¹ Refers to Black and Hispanic parents.

² Refers to a family income of less than \$60,000.

Turning Parents into Partners

Increased Relevance and Flexible Scheduling Engage Minority Parents

Parent University Provides Transparency into Key Aspects Across K-12 System



Centralizes recruitment and delivery of parent engagement initiatives



Transforms lengthy handbook into six-week learning modules



Translates modules into major languages of the district



Scaffolds information on college going into grade-relevant milestones



Links families to district and community resources to build capacity

Profiled Institution:

Fresno Unified School District, Fresno, CA



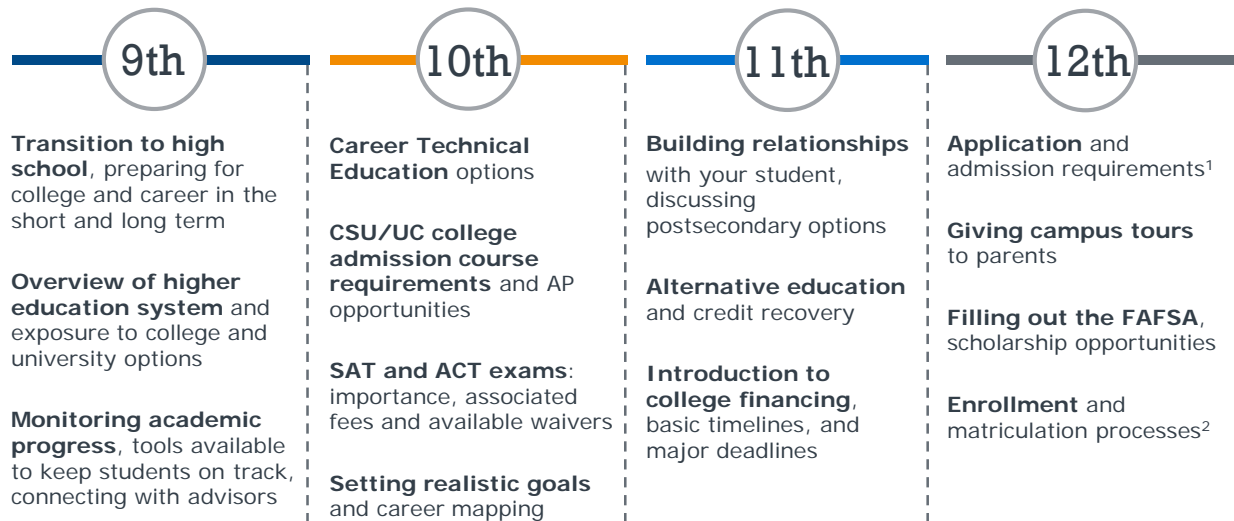
Six Tenets of Successful Parent Engagement

- 1 Targeted Content**
Parents will attend sessions if content tailored to their needs
- 2 Flexible Scheduling**
Sessions available at times convenient for parents
- 3 Cultural Sensitivity**
Meetings conducted in parents' primary language
- 4 Community Partnerships**
Familiar community based organizations increase parent comfort
- 5 Personal Outreach**
Phone calls and home visits connect with most disengaged parents
- 6 Content and Strategy Alignment**
Content supports strategic goals of individual school departments

Scaffolded Approach to College Knowledge

College Modules Focus Parents on Specific Challenges at Each Grade Level

Targeted College Engagement Modules



1) Separate modules with targeted information for community college, state public institutions, and private institutions.

2) Including expected deposits and fees, placement testing, student orientation.

Parents More Likely to Support College Ambition

Empowering Parents With the Right Tools Gets Students to the Finish Line

38,000+ 

Parents served through
Parent University

+24% 

Increase in awareness
of available parent
learning opportunities

+16% 

Average increase in high
school parent knowledge
after module completion

“

“It’s common for parents in our community to feel uneasy about college and even discourage their children from attending due to fear. Fear they’re unable to afford college, fear of allowing them to leave home, and even fear of losing the person who connects them to the community.

Connecting our families to a live experience of where their children will eat, sleep, and study and empowering parents with the resources to pay for college **has allowed them to embrace the pathway towards their child’s future.**”

Zuleica Murillo, Executive Director, Community and Family Services

FRESNO UNIFIED SCHOOL DISTRICT

”

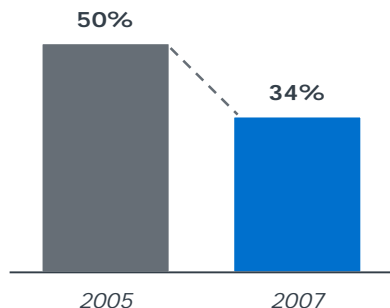
Higher Ed Preparation Not Just About Academics



Students Not Ready for Non-Academic and Financial Hurdles

College Graduation Rate by Year¹

YES Prep Public School Graduates



Pre-2007 College Preparation Program Focused Exclusively on Academics

- ✓ Consistent Rigorous Academic Preparation (15% Remedial vs. 50% of Texas HS Graduates)
- ✗ Non-Cognitive Preparation (e.g., self-concept, support system, etc.)
- ✗ Financial Resourcefulness and Resilience (e.g., financial literacy training, support during FAFSA submission, etc.)

“If you see yourself as college material, if you believe that you belong there and you see it as a stepping stone to something you want to do later in life, you can activate a variety of skills and resources to address the financial and situational barriers. **If you don’t envision yourself in college, if you don’t plan for that to happen, then none of that stuff matters.**”

*Rhiannon Killian, Former Director of College Initiatives
YES Prep Public Schools*

1) Six-Year college graduation rate.

Building a Non-Cognitive College Prep Curriculum

Ensure Students Have A College-Going Identity and Will to Persevere

YES Prep's Principles of College Prep

- 1 Analyze Personal Strengths and Weaknesses
- 2 Develop a Growth Mindset
- 3 Practice Realistic Goal Setting and Planning
- 4 Complete Bulk of College Application Materials
- 5 Receive SAT and ACT Preparation

Profiled Institution:

YES Prep Public Schools, Houston, TX



College Assessment Portfolio Project

Non-Cognitive Skills to Develop Across Curriculum

- 1 **Self Concept**
Possesses Confidence, Strong Self-Determination
- 2 **Realistic Self-Appraisal**
Ability to Assess One's Strengths and Weaknesses
- 3 **Understands How to Handle Racism**
Ability to Deal with Systemic Barriers
- 4 **Develop Long-Range Goals**
Understand the Link Between Effort and Success
- 5 **Strong Support Person**
Utilize A Person of Strong Influence for Advice
- 6 **Leadership**
Ability to Organize and Influence Others
- 7 **Community**
Involvement In A Group That Provides Support
- 8 **Non-Traditional Knowledge Acquisition**
Ability to Learn Outside of School/Classroom

Non-Academic Skills Build Across Grade Levels

Substantial Impact on College Success Since Introduction

College Preparatory Curriculum Goals by Grade

9th

- ❖ *College Aspiration Cultivation*
- ❖ *Non-Cognitive Skill Development*

10th

- ❖ *College Aspiration Cultivation*
- ❖ *Non-Cognitive Skill Development*
- ❖ *Planning for Extracurricular Experiences*

11th

- ❖ *SAT/ACT Preparation*
- ❖ *College Application Preparation*

12th

- ❖ *College Application*
- ❖ *Financial Literacy*
- ❖ *Study Skills*

College Prep Curriculum Impact Highlights



Increase in **First-Year Retention** Between 2007 and 2010



Increase in **Four-Year Retention** Between 2007 and 2010



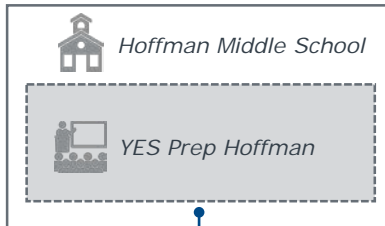
Increase in **Six-Year Graduation Rate** Between 2007 and 2010

Making Charter School Idea Work in a Public HS

Partnership Adds College Seminar to Public HS Advance Coursework Track

Aldine ISD's Partnership with YES Prep

1 YES Prep Co-located Within Aldine ISD in Exchange for Curriculum



Feeder schools into Eisenhower HS, which offers the "iAspire" program



2 Block Schedules and CTUs¹ Leveraged to Add College Curriculum

- 90-minute elective class used for college seminar
- Students in program commit to AP/IB/Dual Enrollment to maintain rigor and develop college and career readiness
- Allocate one CTU to teach seminars (grades 9-12)

Ideal Candidate:

Teachers with English certification and college counseling background

3 Principal Tracks Metrics on College Access and Success

Key Metrics:

- SAT/ACT Exam Scores
- Acceptance/ Enrollment Rates
- Scholarships Awarded
- First-Year Persistence (If Available)

Profiled Institution:

Aldine Independent School District, Harris County, TX



1) Classroom teaching unit.

Closing the College Access Gap

Supporting Underrepresented Students on the Path to Postsecondary Education

1

Create a Culture of High Expectations



1. College Access Accountability Dashboard
2. Parent University
3. Non-Cognitive College Identity Curriculum
4. Shared Experience Video Campaign

2

Build Student Confidence through Advanced Coursework



5. Advanced Course Placement Matrix
6. AP Summer Bridge Program
7. Teacher-Led AP Best Practice Training

3

Ensure College Choice Focuses on Likelihood of Success



8. Background-Conscious College Matching Tools
9. Success-Focused College Counseling
10. College Transition Partnerships

4

Remove Barriers to Application and Matriculation



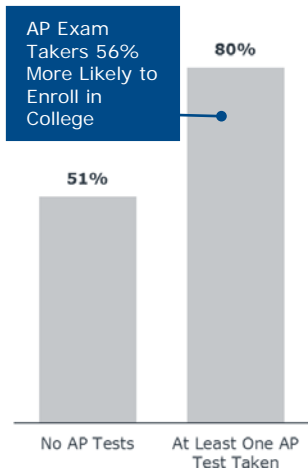
11. Summer College Application Camp
12. Dedicated Financial Aid Support Expert
13. Just-in-Time Summer Text-Message Reminders
14. Transition-Targeted Microscholarships

Exposure to AP Courses Predicts Enrollment

Study Skills and Comfort With Rigor Appear More Important Than Score

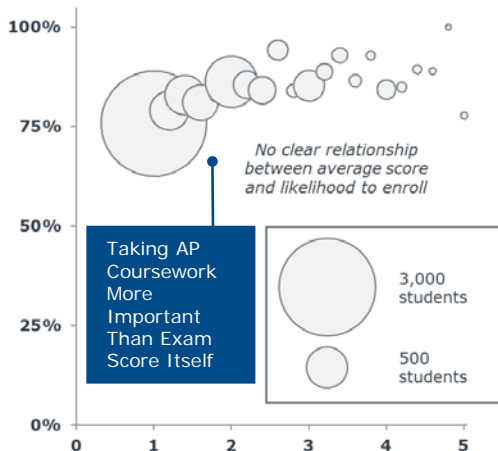
Likelihood to Enroll in College

N = 18,599 HS Graduates



Enrollment Rate by Average AP Score

Average of All AP Tests Taken, N = 5,043 Students



AP Course Benefits Extend Beyond the Academic

50%+

Of surveyed AP exam takers 'Agree' or 'Strongly Agree' that **AP courses positively increased desire to attend college**

8 in 11

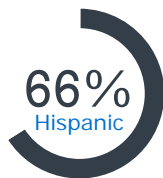
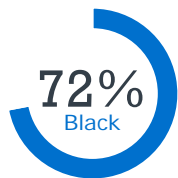
First-year students felt confident in their ability to complete that term's course work **due to prior AP, IB, or dual enrollment coursework**

Equal Ability Does Not Mean Equal Access

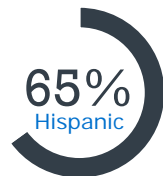
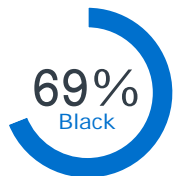
Even Academically Capable Underrepresented Students Not On College Path

Administrators Overlook Students with Demonstrated Potential

*% of Students with PSAT Score Suggesting Success in **AP Math** Who Were Left Out of Program*



*% of Students with PSAT Score Suggesting Success in **AP Science** Who Were Left Out of Program*



”

Missing from Advanced Courses...

“More than **half a million** low-income students and students of color¹ are “missing” from AP and IB participation — students who would benefit from these advanced opportunities if they participated at the same rate as other students.”

Finding America's Missing AP and IB Students,
The Education Trust and Equal Opportunity Schools,
2013

”

...and from College Exams

“For every **100** poor students² taking a college entrance exam and scoring at a college-ready level, there are nearly **50** poor students who would score college-ready, but do not take the exam.”

ACT for All: The Effect of Mandatory College Entrance Exams on Postsecondary Attainment and Choice,
Education Finance and Policy, 2017

1) Refers to Black, Hispanic, and Native American students.

2) Refers to students eligible for free or reduced priced lunch.

How Should Districts Begin Expanding Access?

Common Initiatives for Broadening Access to Advanced Courses

Remove Barriers to Participation



Remove stringent prerequisites for entry

(e.g., minimum GPA, course prerequisites, end of course grade cutoffs)

Repurpose teacher recommendations to encourage underrepresented student participation, rather than restrict access

Offer PSAT for All and Leverage *AP Potential* Data



Identify and recruit all students with demonstrated “AP Potential” to pass AP exam in a given subject

Recruit parents to school events using AP potential data
(e.g., AP parent information nights, college nights)

Align AP course offerings and staffing with subjects in which students display the most potential

Build in Access Points and Develop Pipeline



Build “entry courses” into subject area departments as first time AP access points

(e.g., *Environmental Science, Psychology, Spanish Language, Human Geography*)

Create vertical teams to coordinate the progression of skills and concepts from middle school into high school and gradually accelerate learning

Organization in Brief: Equal Opportunity Schools (EOS)



- Collaborates with school districts to increase equitable enrollment¹ in AP and IB classes while maintaining or increasing the success of these programs
- Selects partner schools and districts from a competitive pool of applicants²
- Gathers context, examines data from students and staff, and creates a set of strategies for engagement and advocacy over multiple years to enroll diverse students in AP and IB classes

1) Focuses on enrollment of low-income students and students of color (Black, Hispanic, and Native American students).

2) To date EOS has worked with more than 450 schools.

Advanced Courses for Some

Qualified Students Not Placed Despite Commitments to Equitable Access

Common Reasons for Restricted Access to Advanced Coursework



Limited Data Points

Counselors consider only one or two data points to identify qualified students



Too Much Discretion

Teachers and counselors often make placement decision based on personal opinion



Inconsistent Follow-through




No accountability to ensure all qualified students get placed in the right classes



"We randomly encourage kids depending on whether they have a relationship with a teacher or their parent knew some other parent whose kid was in AP. We can't do that anymore. There has to be a highly identified system where every kid who has potential to do this gets contacted, is encouraged, is supported. **It shouldn't be by chance that they even get asked in the first place.**"

*Former Superintendent,
Mid-sized urban district*

Orange County Public Schools Removed Many Barriers to Advanced Courses...

-  Analyzed AP participation data
-  Removed stringent prerequisites
-  Increased communication with parents and the community



...But Capable Students Were Still Missing the Opportunity to Enroll

4,100+

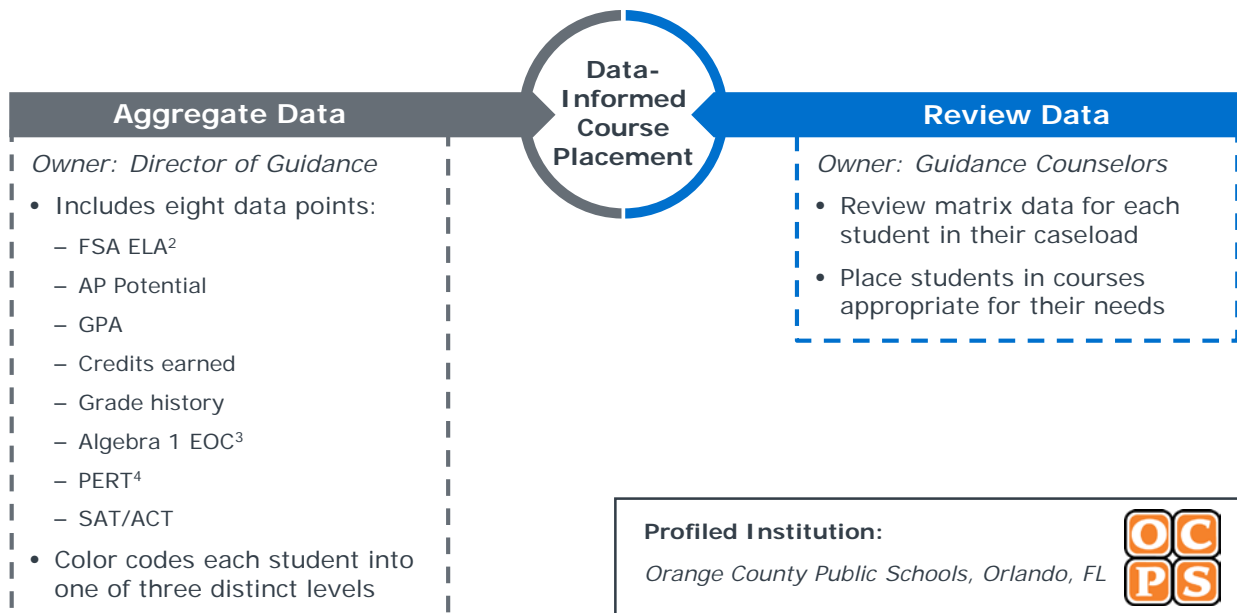
Qualified students still missing from college-level courses



Leveraging Data to Improve Course Placement

Matrix Equips Staff with Objective Data to Inform Course Placement

OCPS¹ Data-Driven Approach Allows Counselors to Make More Informed Decisions



1) Orange County Public Schools, FL.

2) Florida Standards Assessment English Language Arts.

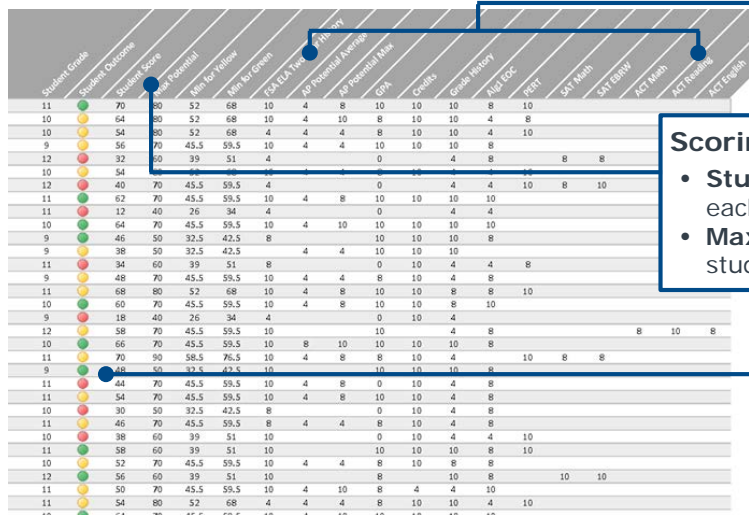
3) End of Course Assessment.

4) Postsecondary Education Readiness Test.

Advanced Course Placement Matrix Snapshot

Color-Coded System Simplifies Complex Data Analysis and Decision Making

Key Features of the Data Matrix



Student Grade	Student Outcome	Student Score	Potential	Min for Yellow	Min for Green	ESE/ELA	AP Potential Average	AP Potential Max	GPA	Credits	Grad History	Avg ECC	PERT	SAT Math	SAT EBRW	ACT Math	ACT Reading	ACT English
11		70	80	52	68	10	4	8	10	10	10	8	10					
10		64	80	52	68	10	4	8	10	10	10	4	8					
10		54	80	52	68	4	4	8	10	10	10	4	10					
9		56	70	45.5	59.5	10	4	4	10	10	10	8						
12		32	35	31	4	4	0	0	0	0	4	8						
10		54	70	45.5	59.5	10	4	4	10	10	10	8						
12		40	70	45.5	59.5	4	0	0	0	4	4	10	8	10				
11		62	70	45.5	59.5	10	4	8	10	10	10	10						
11		12	40	26	34	4	0	0	0	4	4							
10		64	70	45.5	59.5	10	4	10	10	10	10	10						
9		46	50	32.5	42.5	8		10	10	10	8							
9		38	50	32.5	42.5	4	4	10	10	10								
11		34	60	39	51	8		0	10	4	4	8						
9		48	70	45.5	59.5	10	4	4	8	10	4	8						
11		68	80	52	68	10	4	8	10	10	8	8	10					
10		60	70	45.5	59.5	10	4	8	10	10	8	10						
9		18	40	26	34	4	0	0	10	4								
12		58	70	45.5	59.5	10		10	10	10	8					8	10	8
10		66	70	45.5	59.5	10	8	10	10	10	10	8						
11		70	90	58.5	76.5	10	4	8	8	10	4		10	8	8			
9		48	50	32.5	42.5	10		10	10	10	8							
11		44	70	45.5	59.5	10	4	8	0	10	4	8						
11		54	70	45.5	59.5	10	4	8	10	10	4	8						
10		30	50	32.5	42.5	8		0	10	4	8							
11		46	70	45.5	59.5	8	4	4	8	10	4	8						
10		38	60	39	51	10		0	10	4	4	10						
11		58	60	39	51	10		10	10	10	8	10						
10		52	70	45.5	59.5	10	4	4	8	10	8	8						
12		56	60	39	51	10		8	10	8				10	10			
11		50	70	45.5	59.5	10	4	10	8	4	4	10						
11		54	80	52	68	4	4	4	8	10	10	4	10					

Eight Unique Data Elements

- Each data element assigned a score from 0 to 10 points

Scoring

- Student Score:** actual points awarded to each student
- Maximum Potential Score:** total points a student can earn based on available data

Color Categorization

Calculated based on Student Score as a percentage of Maximum Potential Score:

- Green: 85% or above
- Yellow: 65-84%
- Red: 64% or below

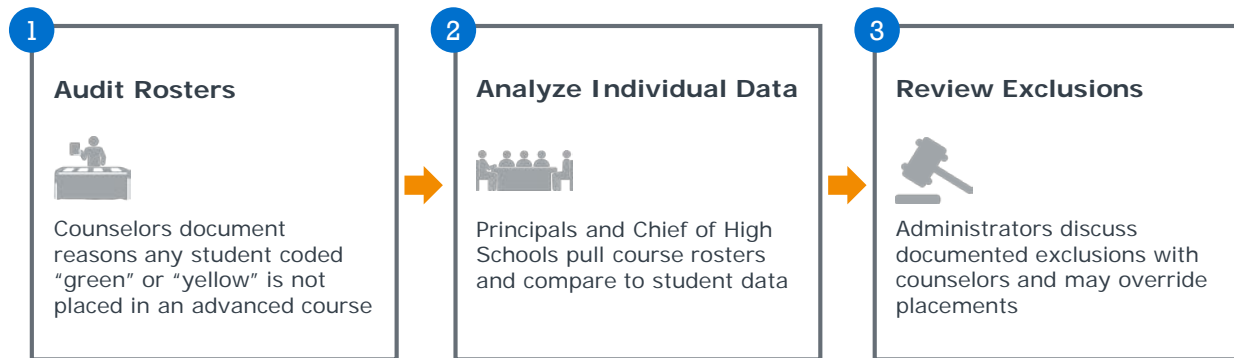
Data Availability

If no data are available for an element, no points are awarded and the student is not penalized. The Student must have at least two data points to be assessed.

Access Is About More than Just Course Placement

Accountability Mechanism Institutionalizes Desired Outcomes

OCPs Administrators Review Course Rosters To Confirm Matrix Implementation



“We believe every capable child belongs in advanced courses. If you’re in red and you have high test scores and a low GPA, it doesn’t mean you are going into AP immediately. It means you’re going into an honors course first, and the following year you’re going to be in an AP class.”

Our counselors are trained to have conversations with students and parents. Counselors document the discussion as a measure of accountability. **Saying that a capable student is not in the course because he/she didn’t want the course is not an excuse. The accountability allows us to have honest conversations.”**

Jesus Jara, Deputy Superintendent, Orange County Public Schools, FL

Uncovering Hidden Potential

District Sees Major Increase in Advanced Course Participation and Success

Improved Processes Reduce Missing Students

3,000+ Additional qualified students identified and placed in advanced courses from one year to the next

“

“We continue to remind schools that we act in the capacity of *in loco parentis* because we don't want 15 and 16 year olds to make decisions that will negatively impact rest of their lives.”

We talk with each student to let them know ‘we believe in you, we are behind you, and we are here to help you because you can do this.’

These conversations motivate them to believe in themselves.”

Jesus Jara, Deputy Superintendent

ORANGE COUNTY PUBLIC SCHOOLS, FL

+78.9%

AP class participation among Black students (2011-12 to 2016-17)

+63.7%

AP class participation among Hispanic students (2011-12 to 2016-17)

+38.5%

AP exam participation (2011-12 to 2016-17)

+26.5%

AP scores of 3+ (2011-12 to 2016-17)

Expanding Access Not Without Challenges

Rigorous Courses Place New Demands on Underrepresented Students

Success Not Guaranteed, and Underrepresented Students are Often the Most Underprepared



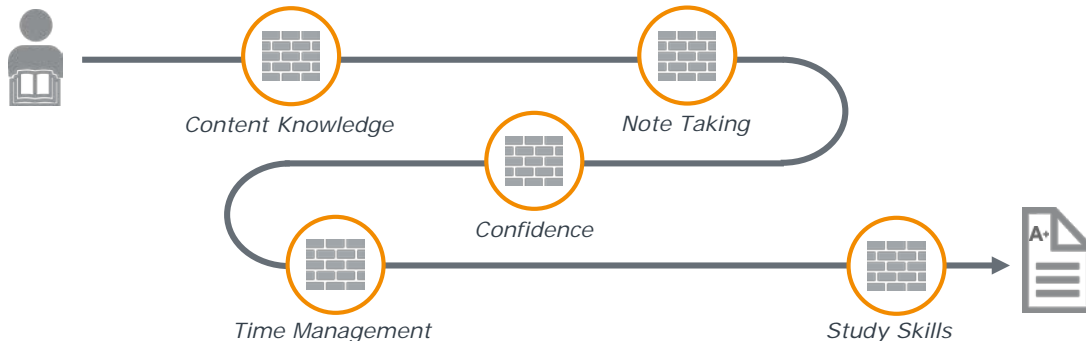
“Lots of these new test takers are from socioeconomic backgrounds where college is far from a given—the **level of preparation entering the AP classes is not the same as their colleagues** who have always been on what we might call an advanced placement track.”

Jeff Livingston, Senior Vice President

McGraw-Hill Education



Multiple Roadblocks for Students Experiencing College-Level Classes for the First Time



Source: Fox Business, 2012, “Why 50% of Students Fail AP Exams and How to Change That,” <http://www.foxbusiness.com/features/2012/04/25/why-50-students-fail-ap-exams-and-how-to-change-that.html>; EAB Interviews and analysis.

Preventing Roadblocks Before They Arise

Investing in the Summer Reaches At-Risk Students Before They Falter

Summer Bridge a Way to Identify and Address Issues Early



Summer Bridge Programs

- Acclimate students and build confidence before course begins
- Give teachers time to work with students on weak areas before there is pressure to move through content quickly



Providing the Foundations in a Relaxed Environment

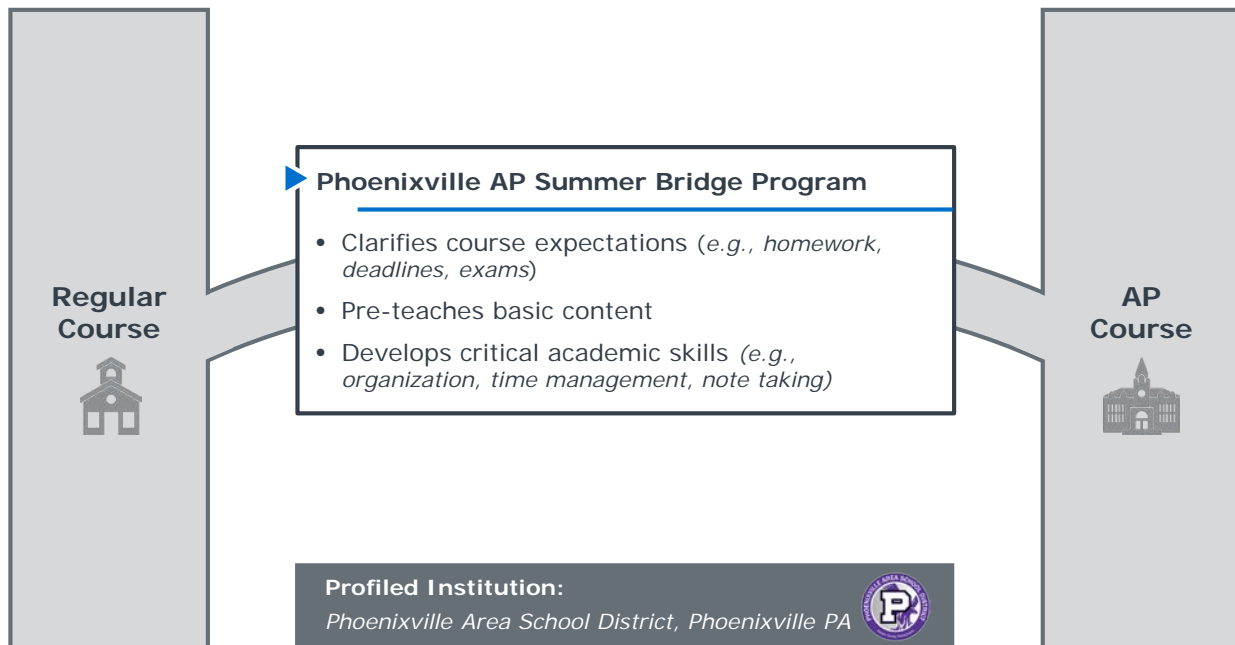
“The goal was to provide our students with an **opportunity to get ahead and develop the confidence to handle the rigors of an AP course**. One of the best ways we thought to do this was **in a non-threatening environment** where they are not being graded. It’s really an enrichment opportunity to explore the content, the teaching style of the teacher who will be leading the course, and to really build confidence.”

Craig Parkinson, Principal, Phoenixville High School, PA

Preparing Students for the Challenge Ahead

Summer Programming Equips Students With The Tools To Thrive

AP Summer Bridge Alleviates Student Apprehension and Develops Baseline Skills



Designing a Program for Underrepresented Students

Easy Access, Targeted Recruiting Key to Reaching Students Most in Need

Summer Bridge Program Implementation

PROGRAM LOGISTICS



Multiple Sessions Available

- 2-week sessions held throughout the summer
 - Monday through Thursday
 - 2 hours/day



Relevant Content

- Content specific to each AP class
- Taught by teacher teaching the class during the year
- Average of 4-5 different AP bridge classes per summer
- Require a minimum of 8-10 students to offer a bridge for a particular course

STUDENT RECRUITMENT



Targeted Personalized Recruitment

- Advertise signup aggressively during course scheduling with counselors
- Calls or home visits with parents made as needed to get most at-risk students to attend

ONLINE PORTAL



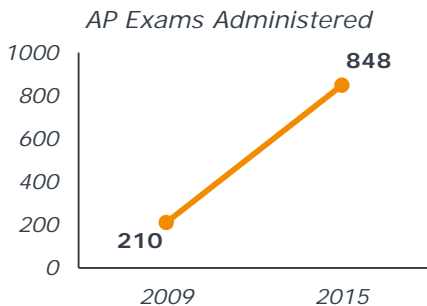
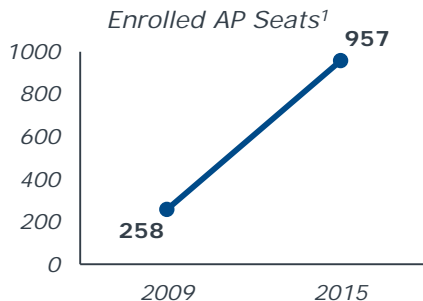
Maximized Access

- Offers some recorded videos and all supporting content covered during the Summer Bridge
- Provides alternative for students who can not attend due to personal or family obligations

Summer Support Leads to Student Success

AP Summer Bridge Participants Pass AP Exams at Higher Rates than Peers

AP Expansion in Phoenixville High School, 2009-2015



Impact of Summer Bridge Program on AP Exam Pass Rates

80%

Of students who enroll in AP Human Geography typically attend the Summer Bridge

+4.5%

AP Exam pass rate² for bridge participants versus non-participants

”

Supporting Student Success

“Kids are kids, and if you build them up with confidence **and you provide the necessary supports, you are going to see a high success rate**—and that’s really what we’ve done here.”

Craig Parkinson, Principal, Phoenixville High School, PA

1) 1,101 total students in Phoenixville Area High School.
2) 2016 data, pass rate refers to students scoring a 3 or higher on the AP exam.

Increased Access Changes Classroom Composition



Larger, More Diverse Classes Create New Instructional Challenges

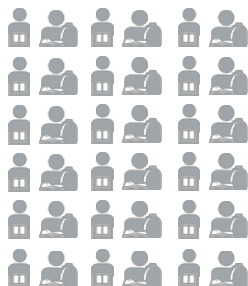
Expanded Access to Advanced Courses Alters Student Composition

"Traditional" AP Classroom



- Higher average GPA
- Students with strong college identity
- Students familiar with class expectations and rigor

Expanded AP Classroom



- Lower average GPA
- Students unsure about value of class and college plans
- Students unclear of course expectations and difficulty

Teachers Need to Adapt Teaching Methods to Accommodate Diversity



Challenges for Advanced Course Teachers

- Diverse student body requires new, differentiated teaching methods
- More students in need of support in and outside of class
- Less available time per student

Popular Training Programs an Incomplete Answer



Typical Approach Expensive and Rigid

Districts Looking to Outside Partners for Solutions...



...But Popular Choices Not Sufficient for Success

Common Issues with Widely-used Training Programs



Expensive to Scale

Districts unable to continuously send teachers to training without incurring massive costs



Standardized

Teaching methods and advice not tailored to district, school, and class' specific needs



Rigid

Outside programs usually not flexible enough to accommodate schedule changes and shifting priorities

1) National Math and Science Initiative.

Leveraging Internal Exemplars

Teachers Who Excel with Diverse Classes Tapped to Train Colleagues

District Finds Success Stories Amongst Its Best Teachers

Data-Driven Selection of High-Performing Teachers



Administrators analyze own AP data to identify and support high-performing teachers to lead district-wide AP training



Focusing on Diversity

Teacher choice based on demonstrated improvement with diverse populations



Providing Subject Expertise

Teacher leaders chosen in each AP field to ensure relevance



Supporting Successful Examples

Teacher leaders given additional training to best facilitate discussion with colleagues



Teacher-Led AP Professional Learning Communities (PLCs)

Full-day, subject-specific AP instruction training offered three times a year

Teacher leaders facilitate peer discussions on:

- Creating common assessments
- Differentiating lessons
- Adapting classroom strategies
- Using assessment data to identify individual needs and formulate plans
- Sharing resources to ensure rigorous curriculum

Profiled Institution:

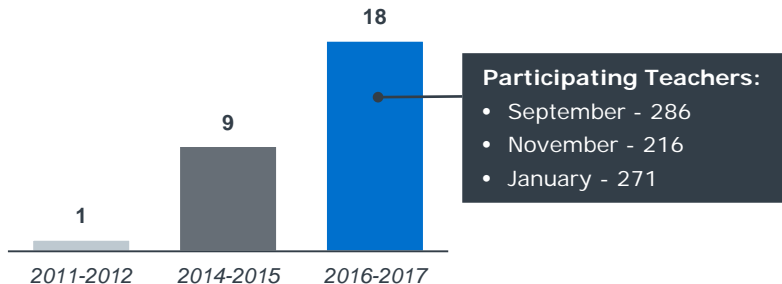
Orange County Public Schools, Orlando, FL



Model Grows as Teachers Recognize Value

AP PLCs Now Common Practice Across District

Increase in Number of AP PLCs Over the Years



PLCs Feed Into Wider District Success

2011-2012 to 2016-2017

+78.9%

AP class participation among Black students

+63.7%

AP class participation among Hispanic students

+38.5%

AP exam participation

+26.5%

AP scores of 3+

Teachers Eager to Learn from Peers

"Our teachers are eager to work with their colleagues to master their skills. They are extremely grateful for the opportunity to work with local content experts from the district. Teachers are grateful that the principal and district is investing in their practice to improve student outcomes...**there is a high level of excitement for student success.**"

Jesus Jara, Deputy Superintendent, Orange County Public Schools, FL



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