

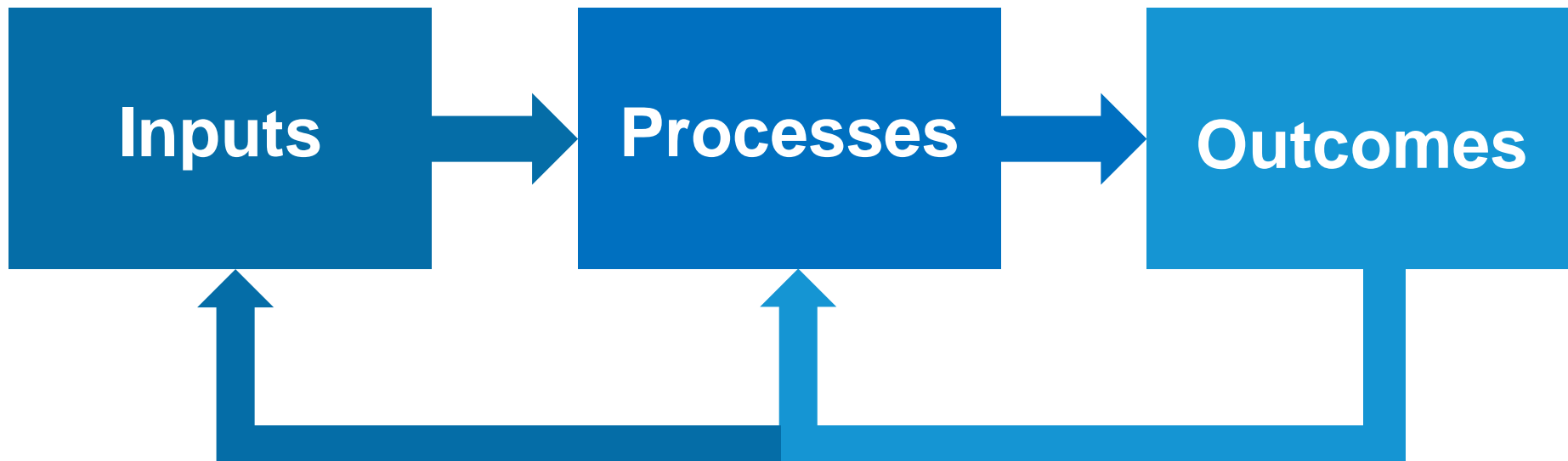
Ready for College and Career VisionCard 2016

Theresa Battle - Assistant Superintendent
Jon Peterson – Executive Director of the Office of College and Career Readiness

SPPS Board of Education Meeting March 22, 2016



Continuous Improvement (TeamWorks model)



To improve Outcomes, VisionCards focus on Outcomes and Processes





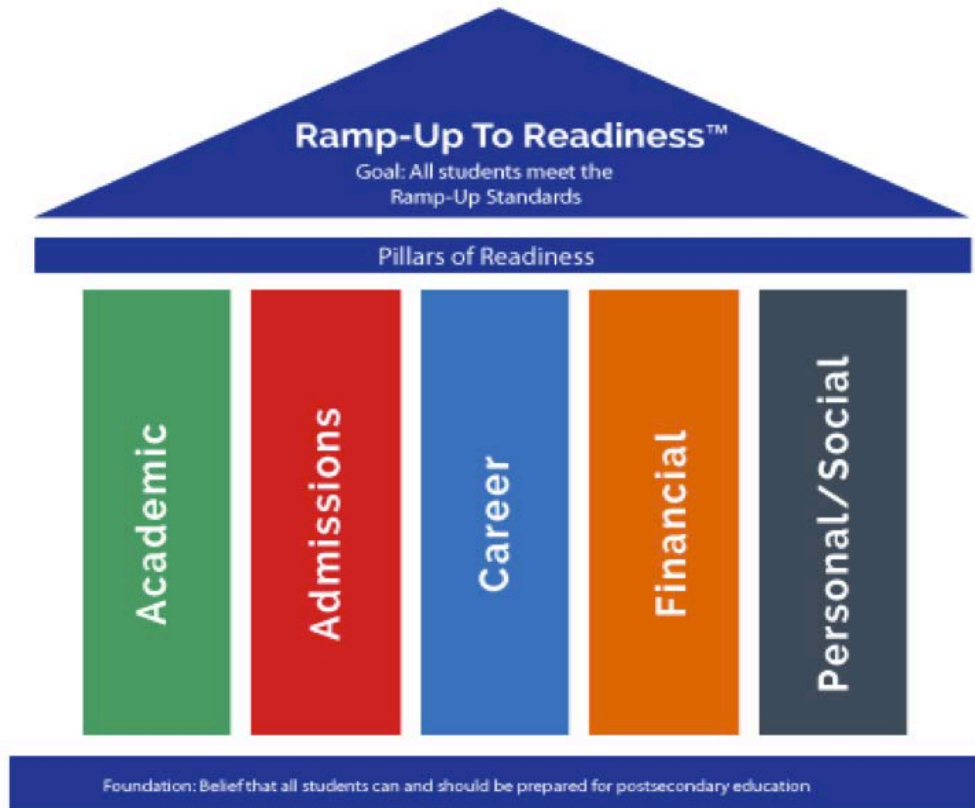
SSSC 2.0 Focus Area: Ready for College and Career

Creating a K-12 culture focused on college and career throughout all SPPS schools results in providing all students with the academics, resources and experiences to prepare them to be successful in college and their careers

- Ensure middle school students start planning for high school and beyond
- Increase the opportunities for students to earn post-secondary credit
- Expand existing and develop new CTE programs

Ready for College and Career

5 Pillars



(College Readiness Consortium at the University of Minnesota)

Academic Pillar

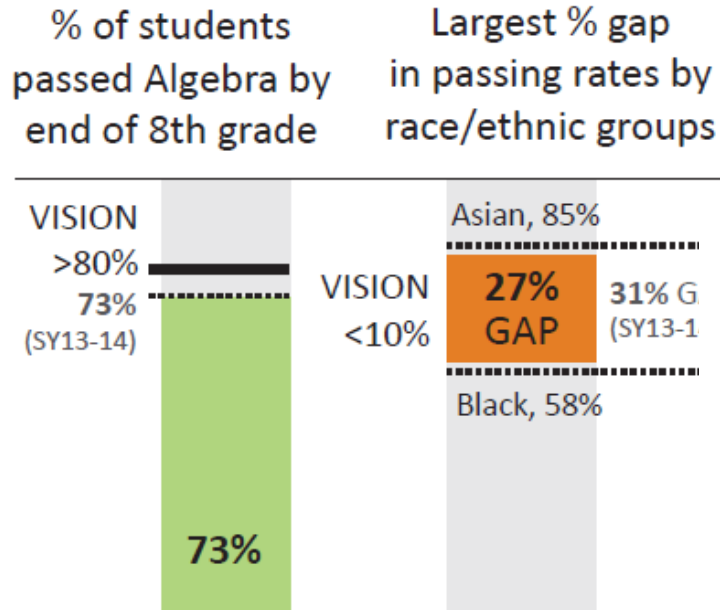
The student has the knowledge and skills to succeed in first-year, credit bearing courses at a technical college, a community college or a four-year college or university

(University of Minnesota's Ramp-Up to Readiness)

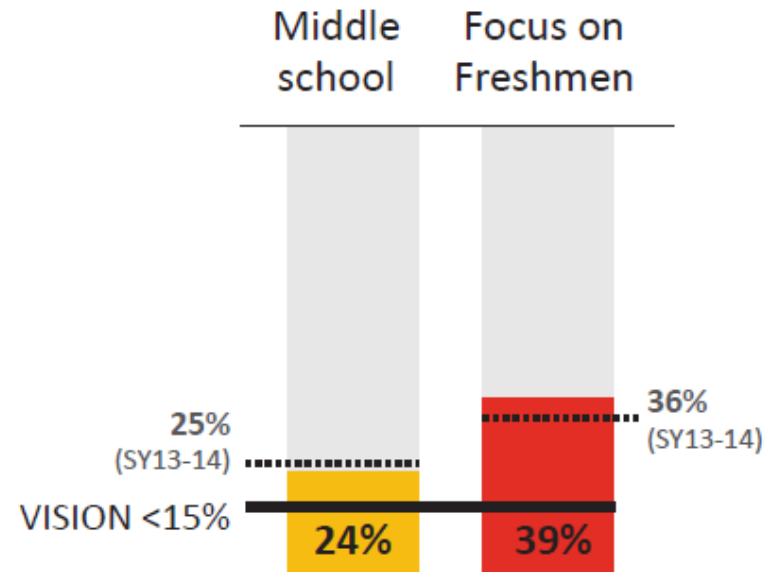


Academic Pillar

Passing 8th Grade Algebra



% of students with two or more failed core classes...



Gap closing in 8th grade Algebra passing rates.
More support needed to keep students from failing classes.

Admissions Pillar

The student has the ability to meet admissions requirements at a range of postsecondary institutions that are a match for his or her goal and interests

(University of Minnesota's Ramp-Up to Readiness)



Admissions Pillar

Naviance: % of students completed recommended components for grade level (grades 9 - 12)

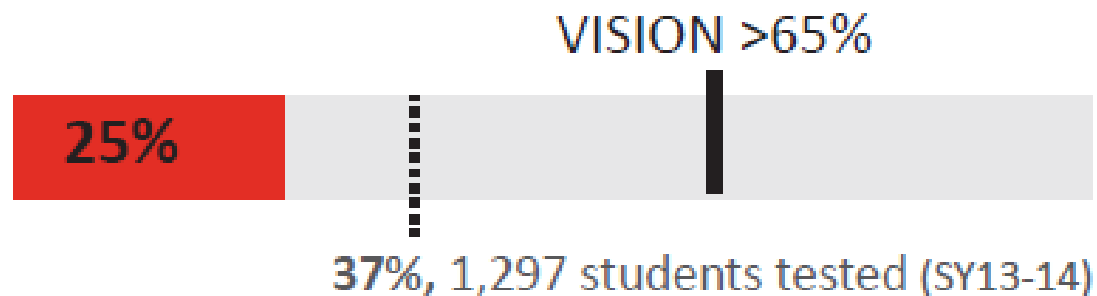
VISION >90%



We've added more training for counselors and greater accountability regarding progress monitoring and reporting

Admissions Pillar

ACT: % of students with a composite score of 21 or higher (2,146 students tested)



SY14-15 was the first year for universal testing. Dips in scores are typical nationally and statewide. Recovery expected in 3 years.

Spotlight: Princeton Review ACT Prep



ACT Prep Class



- Program introduced in 2015
- Curriculum created and published by The Princeton Review (TPR)
 - Teachers certified in teaching the ACT Prep Courses
 - Teachers were recruited through the high schools and also the College Access Programs
- Courses
 - Three course options: 3 hours, 9 hours, and 18 hours
 - Operated on Saturdays in the AM and early PM at Central and Washington



2015 ACT Prep Course Evaluation

- Used a matched comparison for the evaluation.
 - Matched students according to GPA, race, gender, and income status
 - Compared TPR prep course participants and non-participants
- The 2015 TPR prep course produced significant test score increases for TPR participants (698 students)

2015 ACT Prep Course Results

Point difference between participants and non-participants (matched comparisons)

Course	English	Mathematics	Reading	Science	Composite
3-hour	3.00	1.55	2.31	2.26	2.31
9-hour	3.38	2.57	2.84	2.98	2.98
18-hour	4.85	3.32	4.34	3.97	4.14
Overall	3.51	2.23	2.90	2.84	2.91

Significantly higher composite scores (2.31 pts to 4.14 pts) by participants vs. non-participants

Career Pillar

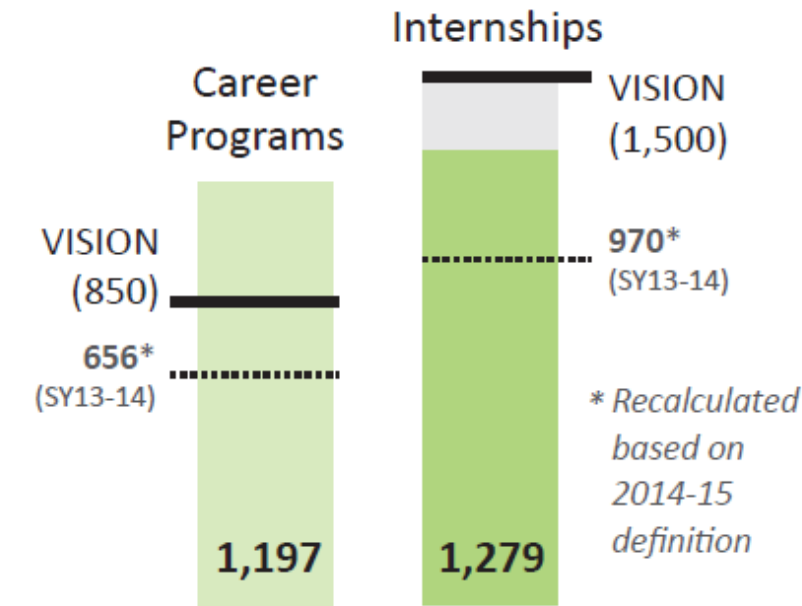
The student has the ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers

(University of Minnesota's Ramp-Up to Readiness)



Career Pillar

Career and Technical Education (CTE): Students participating in...



VISION and PROGRESS levels. Numbers increasing due to strong partnerships and solid programming

Personal and Social Pillar

The student knows how to set educational goals and monitor progress toward them, and create relationships with peers and adults that support academic success

(University of Minnesota's Ramp-Up to Readiness)



Personal and Social Pillar

Senior Survey: % feeling supported and encouraged by teachers



This metric is a composite of three survey questions:

- 1.) The teachers at this school believe that all students can do well.
- 2.) There is at least one adult in this school that I can talk to, that knows me well.
- 3.) The adults in this school care about students.

Financial Pillar

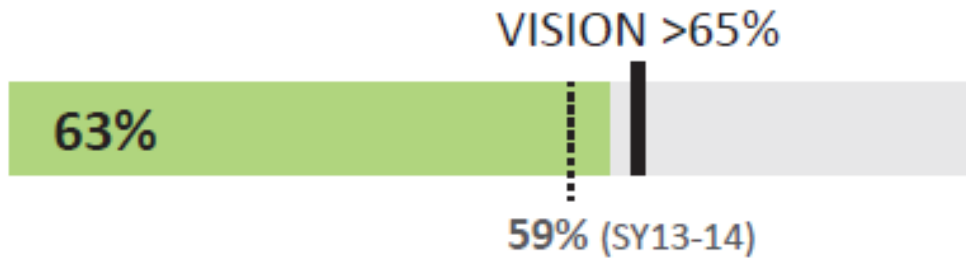
The student is able to cover the cost of the first term of study at a postsecondary institution through savings, loans, work-study and financial aid

(University of Minnesota's Ramp-Up to Readiness)



Financial Pillar

Financial Readiness: % of graduating class who completed a FAFSA



Seeing good improvement in student FAFSA completion



Proportionality Ratios: Definition

How does this student group's participation in a given program compare to their share of the total student population?

Proportionality Ratio = $\frac{\% \text{ of program participants who are Asian}}{\% \text{ of enrolled students who are Asian}}$
(Asian)

- A Proportionality Ratio of 1.0 means that a student group is represented in exactly the same proportion as in the overall student population.
- Less than 1.0 means the group is underrepresented.



Proportionality Ratios: Example

How does Asian student participation in Career & Technical Education (CTE) compare to Asian students' share of total enrollment (grades 6-12)?

$$\begin{aligned} \text{CTE Proportionality Ratio (Asian)} &= \frac{\% \text{ of CTE participants who are Asian}}{\% \text{ of enrolled students who are Asian}} \\ &= \frac{35.9\% \text{ of CTE participants are Asian}}{39.0\% \text{ of enrolled students are Asian}} = \frac{35.9\%}{39.0\%} = \mathbf{0.92} \end{aligned}$$

Asian students are **slightly under-represented** in CTE courses in grades 6-12. This is still within the **Vision** level.

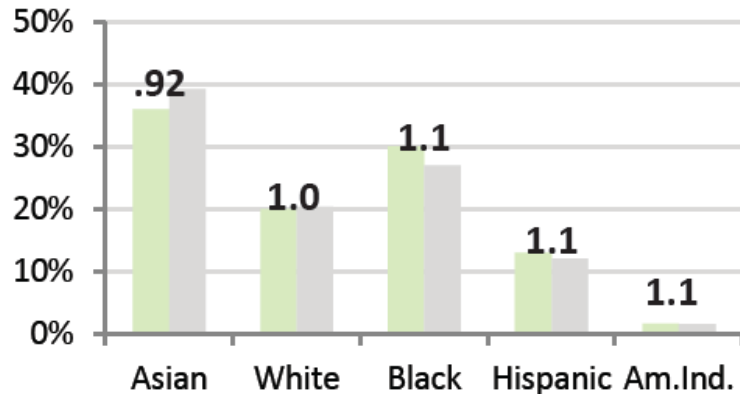


Advanced Courses

Advanced Courses Proportionality Ratios by Race [student group % of those enrolled (or passing) classes / % of student group in district] VISION = >.75 representation by all groups

Advanced CTE Courses (grades 9-12)

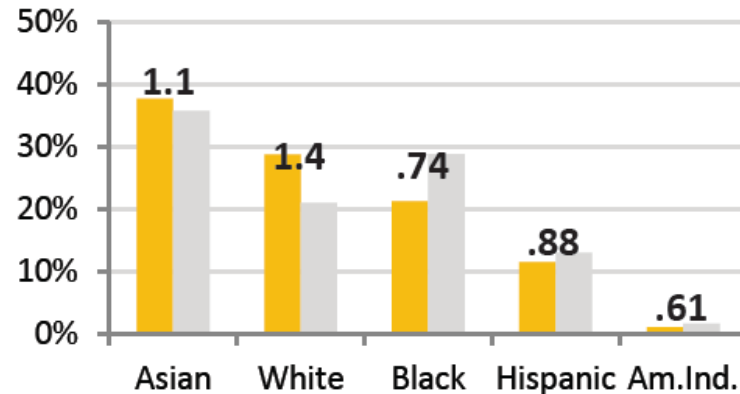
■ % Enrolled ■ % in SPPS (grades 9-12)



SY13-14 = .85 1.3 .86 1.2 1.3

Advanced Courses (grades 6-12)

■ % Passing ■ % in SPPS (grades 6-12)

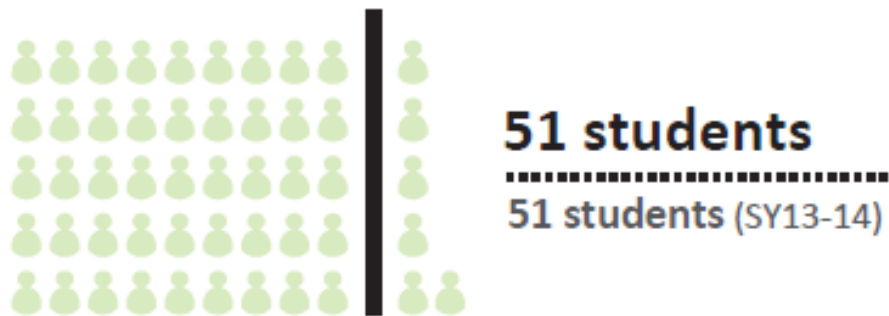


SY13-14 = 1.0 1.4 .76 .84 .73

Last year our students earned **\$2.6 million** worth of post-secondary credits while still in High School.

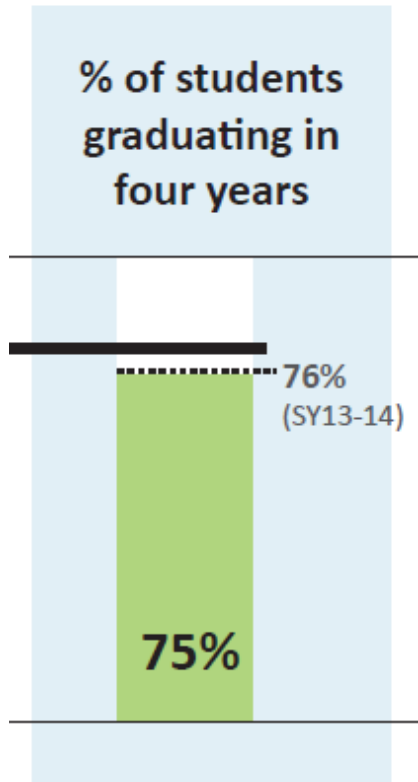
Drop-out Prevention

Drop-out prevention: Students entering Gateway to College program each year. VISION >45 students

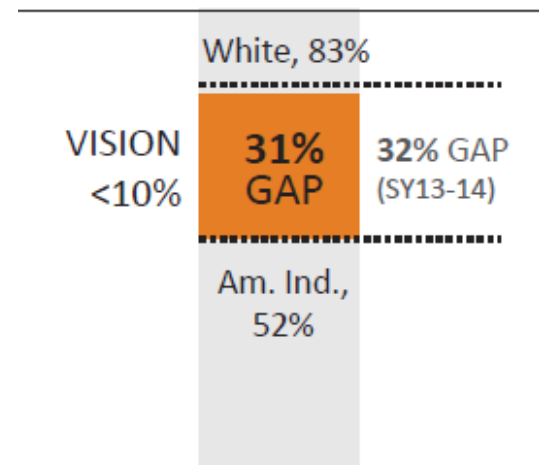


In the past two years, Gateway to College has served over 100 students at risk of dropping out.

Four Year Graduation Rates



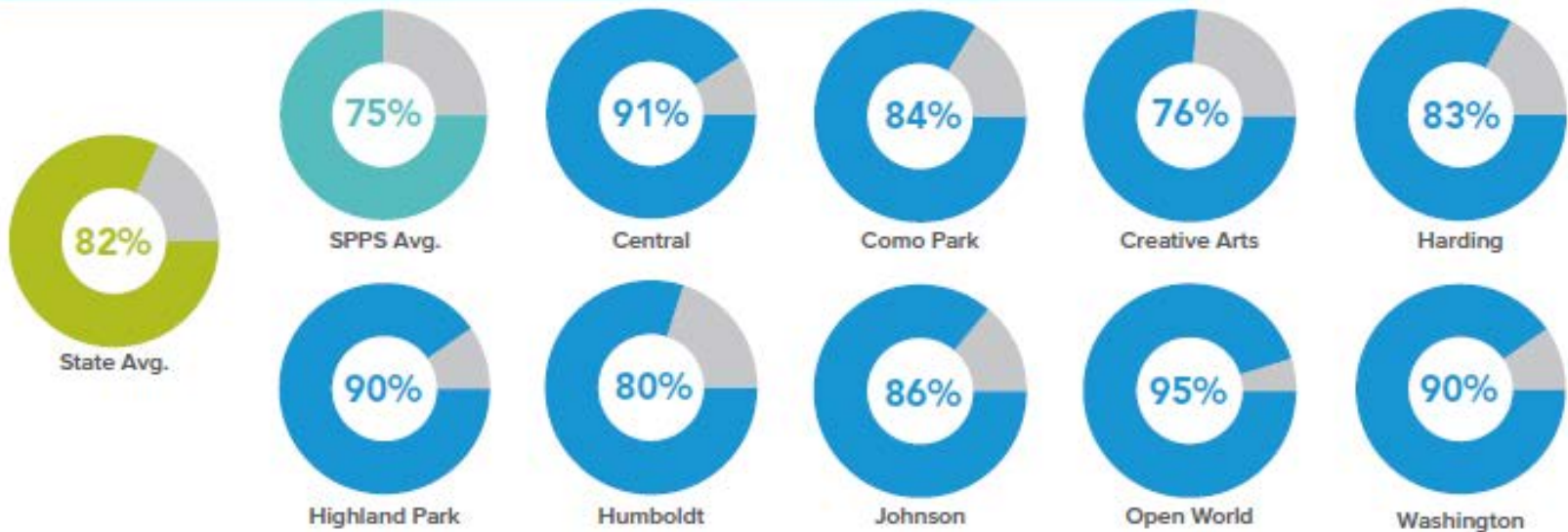
Largest % gap in four-year cohort rate between race/ethnic groups



Graduation rates hold steady with rates from year ago

Four Year Graduation Rates

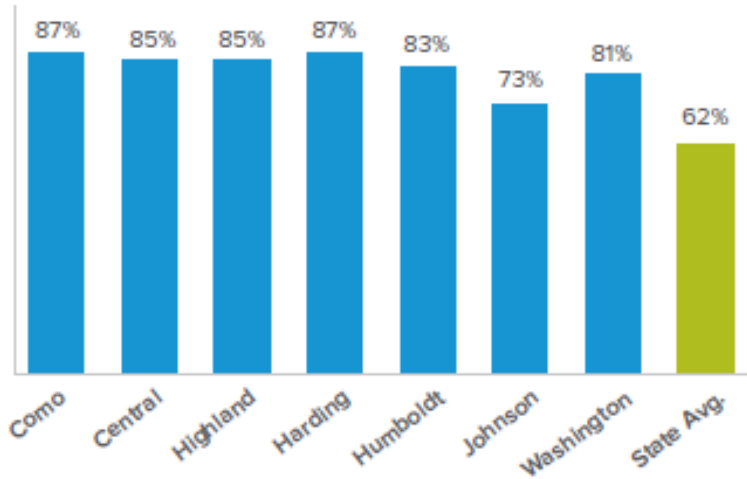
2015 SPPS Four-Year Comprehensive Graduation Rates*



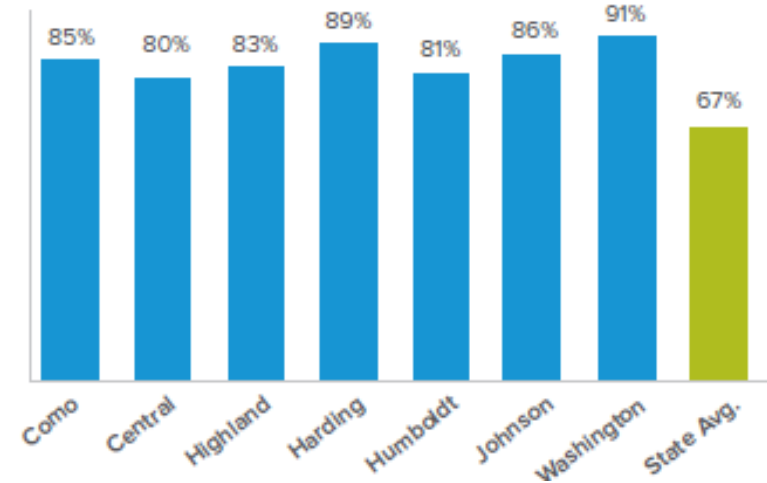
Graduation rates at seven SPPS schools surpass the state average at all schools

Four Year Graduation Rates

For the second year in a row, SPPS grad rates for **Black** students are higher than the state average at all schools

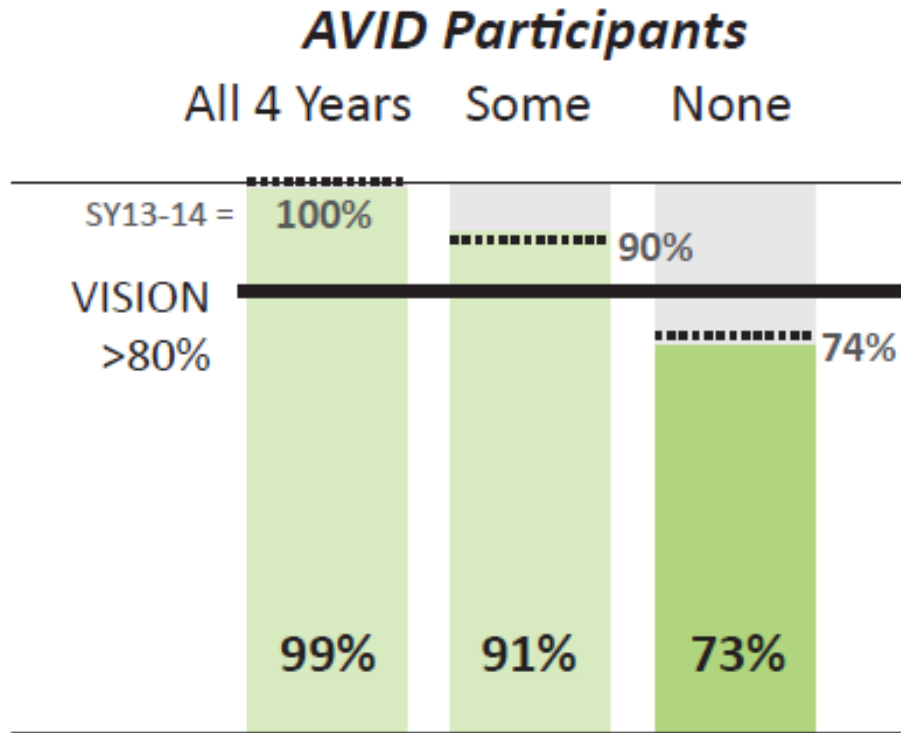


For the second year in a row, SPPS grad rates for **ELL** students are higher than the state average at all schools



Graduation rates for Black and ELL students surpass the state average at all schools

AVID Program



100% of students who took AVID all 4 years graduated on time

Spotlight: Washington Technology Magnet School

- Principal, Dr. Mike McCollor

Questions?

