

Welcome!

NWEA's approach to developing and implementing college-ready indicators

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<http://www.slideshare.net/JFCronin/college-readiness-presentation>

The key questions



- Is college readiness really the goal?
- Do we define college readiness too narrowly?
- What can we do to monitor readiness, particularly in the earlier grades?

Is college readiness really the goal?



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College readiness aligns with parent and student aspirations



96% of minority parents and 92% of minority students believe that college completion is very important.

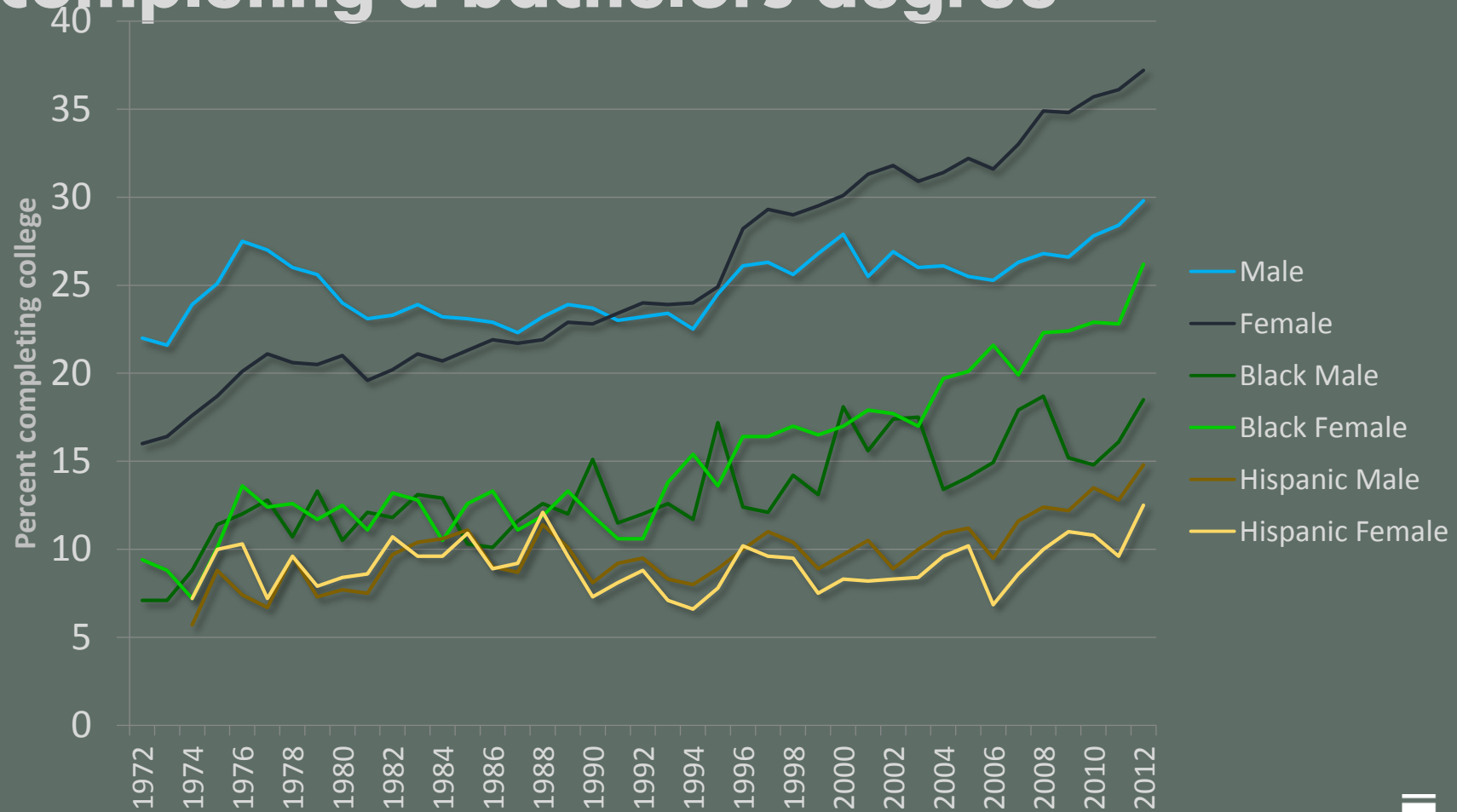
Source – 2004 United Negro College Fund Survey



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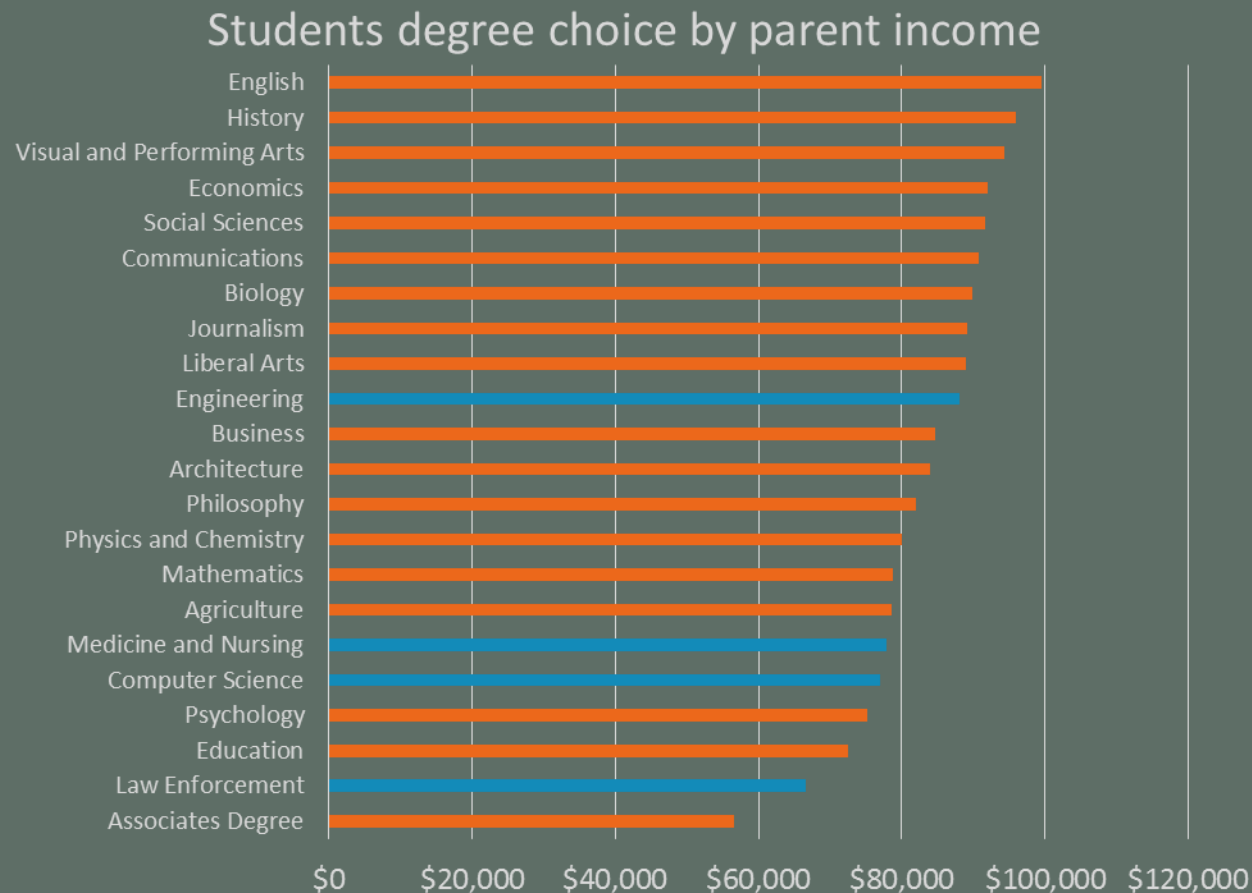
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Percent of adults 25 and older completing a bachelors degree



Source: U.S. Census (2012) – Current Population Survey retrieved from
<http://www.census.gov/hhes/socdemo/education/data/cps/historical/index.html>

Kids from high income families choose career oriented majors less often.

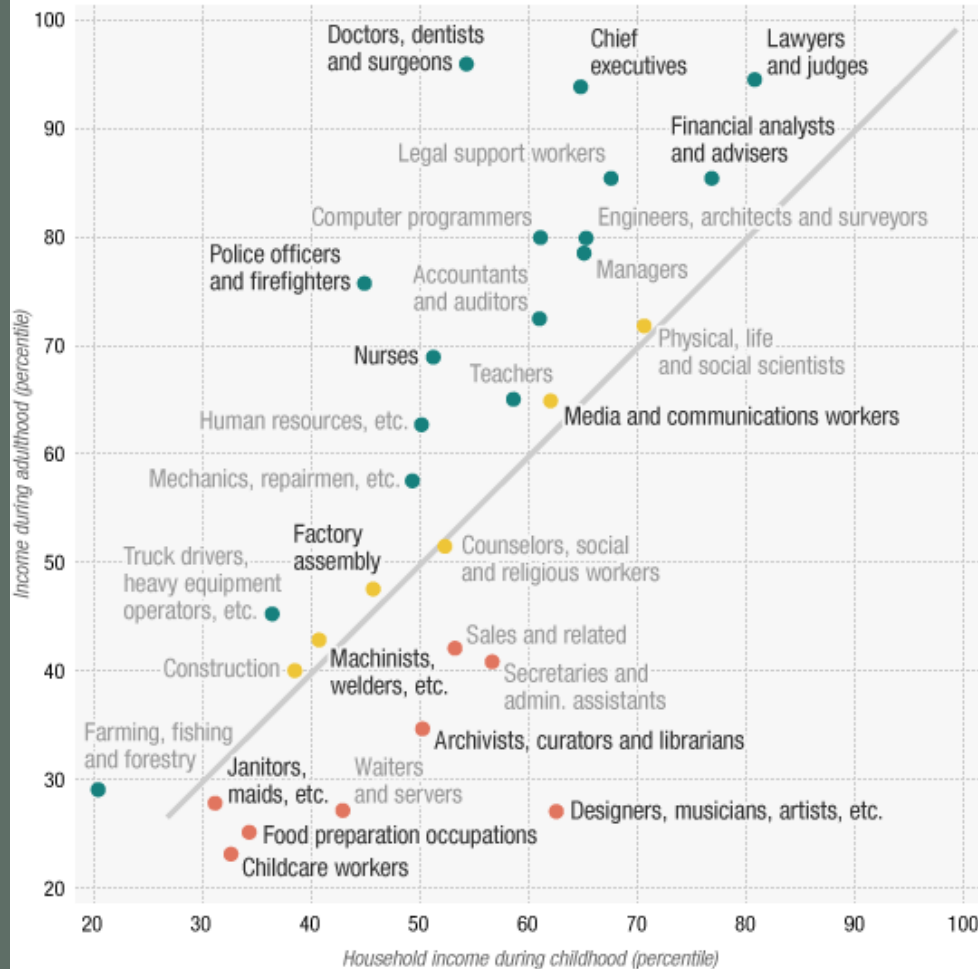


Source: Kim Weeden, National Center for Educational Statistics

The Big Picture

Household income during childhood vs. income during adulthood

● Did better than parents ● Did about the same as parents ● Did worse than parents



npr planet money - npr.org/money

What careers contribute to upward and downward mobility?



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Source – U.S. Department of Labor, National Longitudinal Survey 1979-2010

Graph is reference from [Money Matters, National Public Radio, March 19, 2014](#)

Consider this student's survey responses

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I find my classes engaging			X		
To be honest, you can't really change how intelligent you are				X	
I have difficulty maintaining my focus on projects that take more than a few months to complete					X
I plan to attend college				X	
College is a priority for my parents			X		
I have someone who can explain to me how the college process works		X			

What's your prediction for this student's success in college?

What do teachers nationwide rely on?

Outcome	Academic Preparedness	Academic Tenacity
Dropping out	37%	63%
College Readiness	52%	48%

Teachers are actually very good at measuring these things

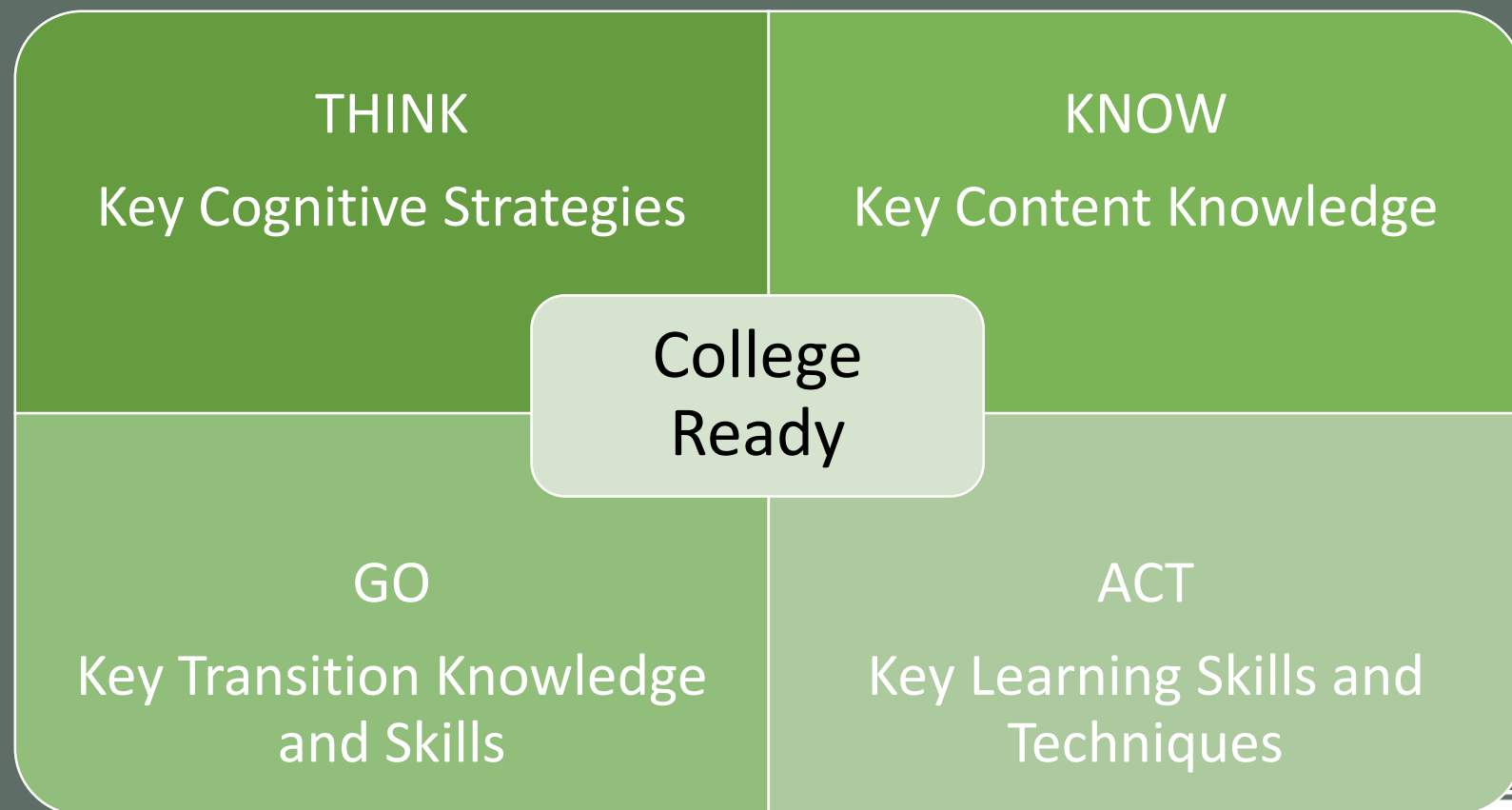
Outcome	Teacher	Model
Dropout		
% Correct	82	88
% Incorrect	11	12
% Unsure	7	0

Biggest risk relying on teacher judgment is bias

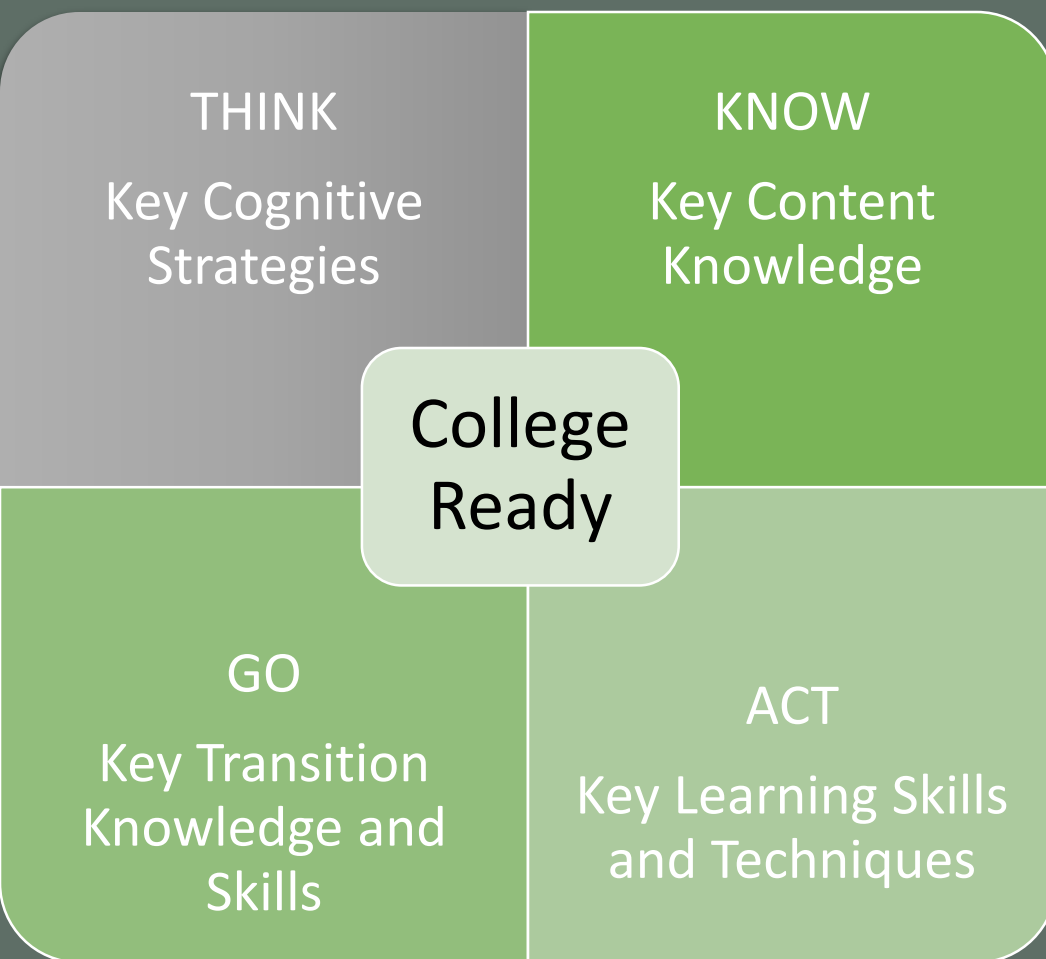
Teacher 1 (Math/Science) College Predictions by Race and Experience

College Going	Correct	Incorrect		Unsure	Total (100%)
		Predict Go	Predict Not Go		
Student race					
Pacific Islander	78.1%	1.2%	6.8%	13.9%	512
Hispanic	52.4%	4.1%	23.0%	20.4%	926
African American	55.5%	3.3%	24.2%	16.9%	726
White	63.0%	3.7%	17.5%	15.8%	5558
American Indian	50.0%	4.9%	28.0%	17.1%	82
Missing	45.6%	6.3%	31.6%	16.5%	79
Total	61.7%	3.6%	18.3%	16.3%	7883
Teacher experience					
1–3 years	57.5%	5.4%	17.5%	19.4%	864
4–6 years	60.6%	5.3%	17.2%	16.8%	757
7–9 years	62.2%	3.7%	20.5%	13.6%	624
10+ Years	62.5%	3.1%	18.4%	16.1%	5638
Total	61.7%	3.6%	18.3%	16.3%	7883

EPIC – Four Dimensions of college readiness



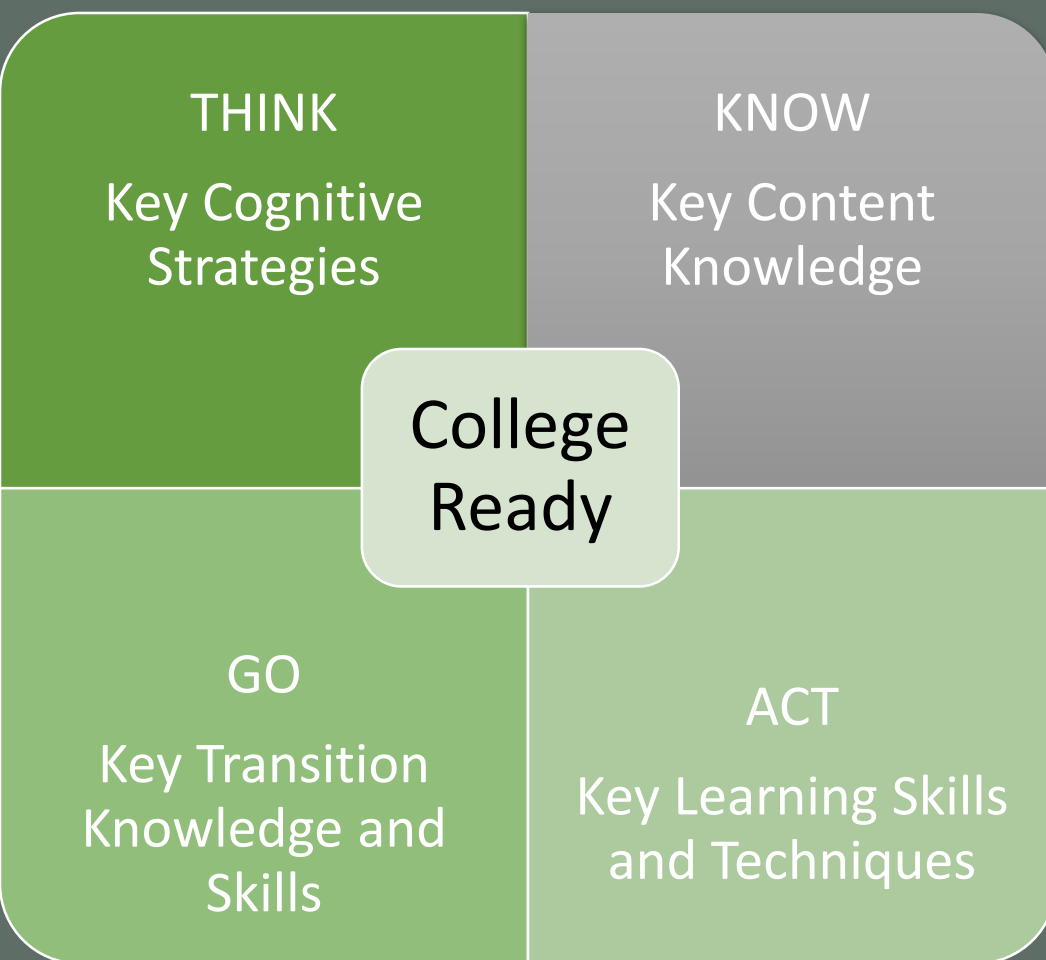
EPIC – Four Dimensions of college readiness



- Problem Formulation
- Research
- Interpretation
- Communication
- Precision and Accuracy

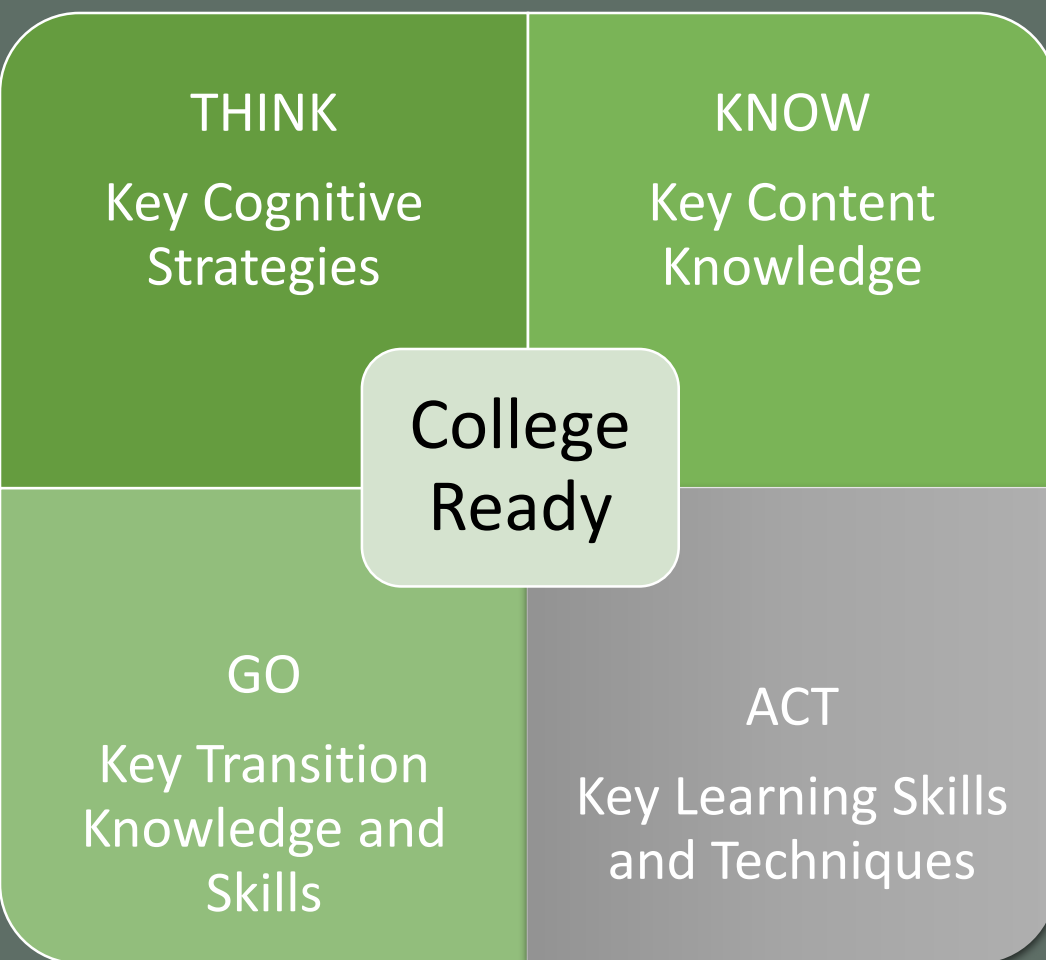
Adapted from EPIC – The Solution Equipping Students with the Four Keys . Retrieved from <https://www.epiconline.org/issues/college-career-readiness/the-solution/>

EPIC – Four Dimensions of college readiness



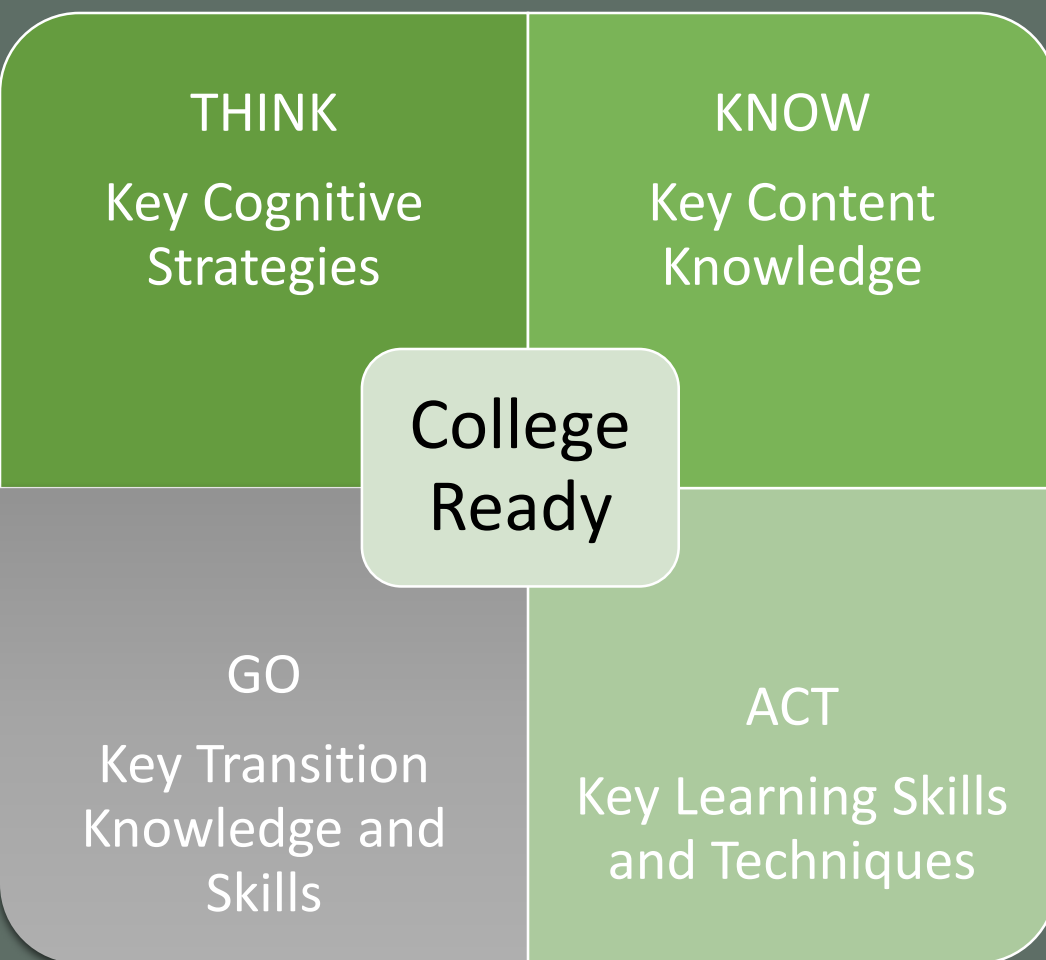
- Key terminology
- Factual information
- Linking ideas
- Organizing concepts

EPIC – Four Dimensions of college readiness



- Time management
- Study skills
- Goal setting
- Persistence
- Collaborative learning
- Technological proficiency
- Ownership of learning
- Learning techniques

EPIC – Four Dimensions of college readiness



- Post-secondary career awareness
- Post-secondary costs
- Financial aid
- College culture
- Self-advocacy
- Admissions requirements

Adapted from EPIC – The Solution Equipping Students with the Four Keys . Retrived from <https://www.epiconline.org/Issues/college-career-readiness/the-solution/>



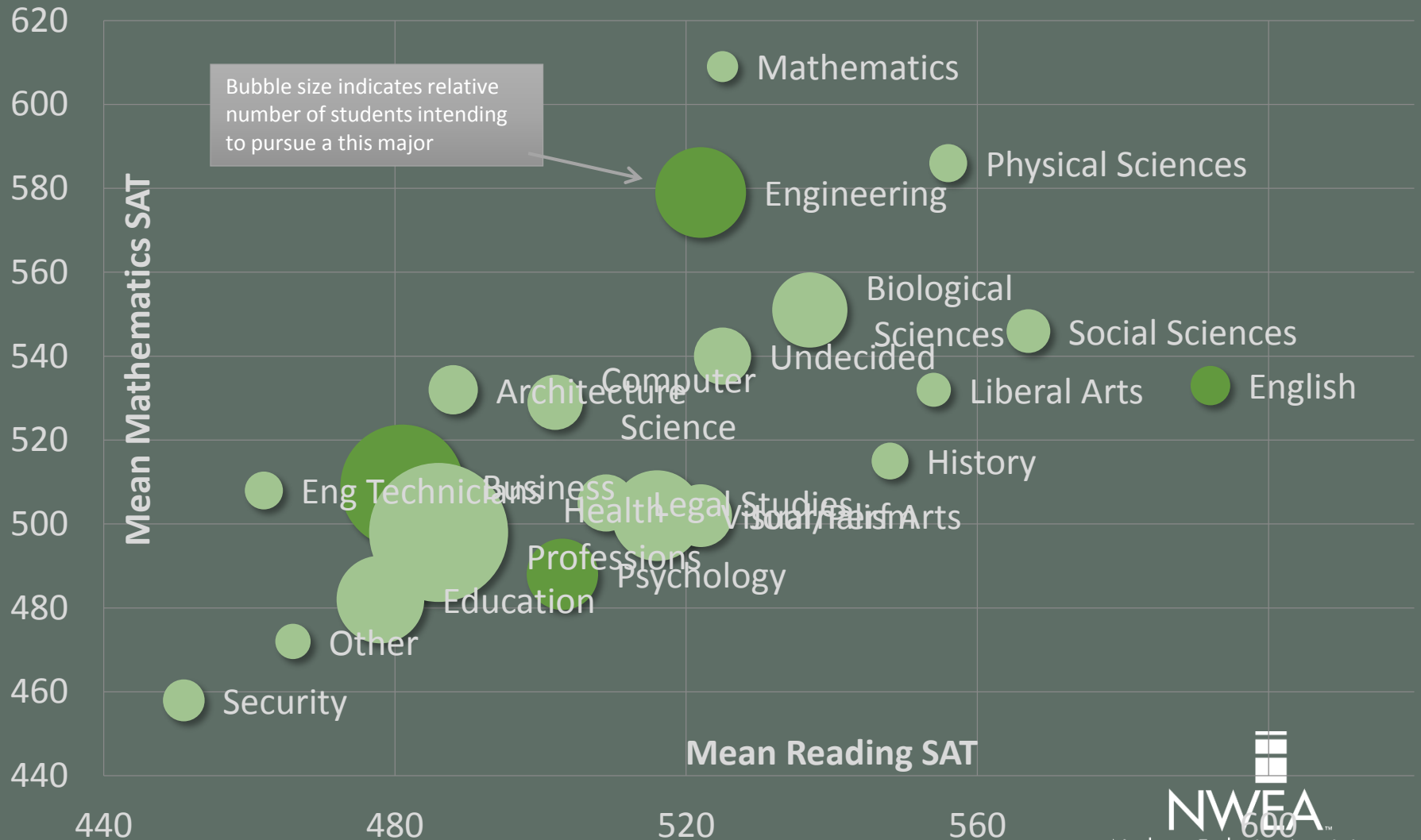
College readiness
should NOT be defined
by a single test score
associated to a single
cut score.



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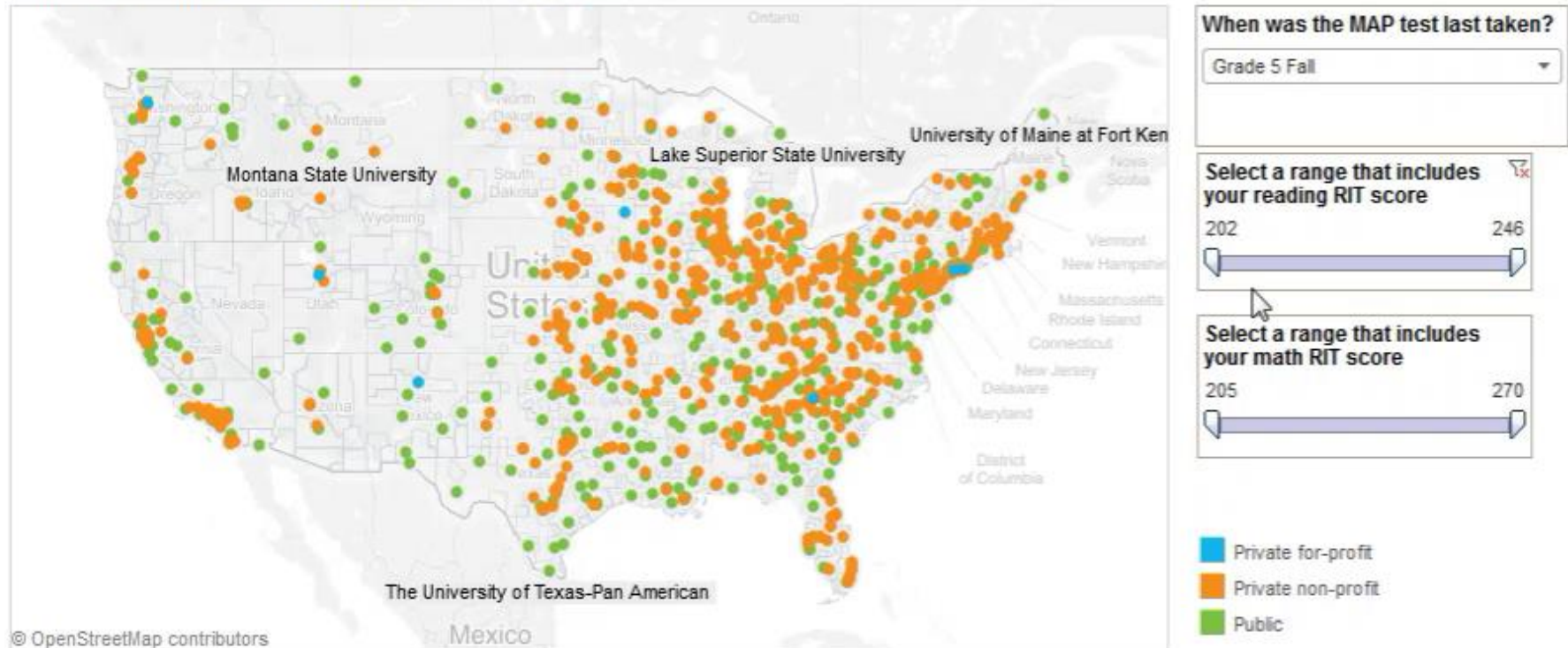
College major by SAT score



Using the college explorer tool

Scenario 1 - Selecting locations on the map and finding schools that are a good academic fit for the student.

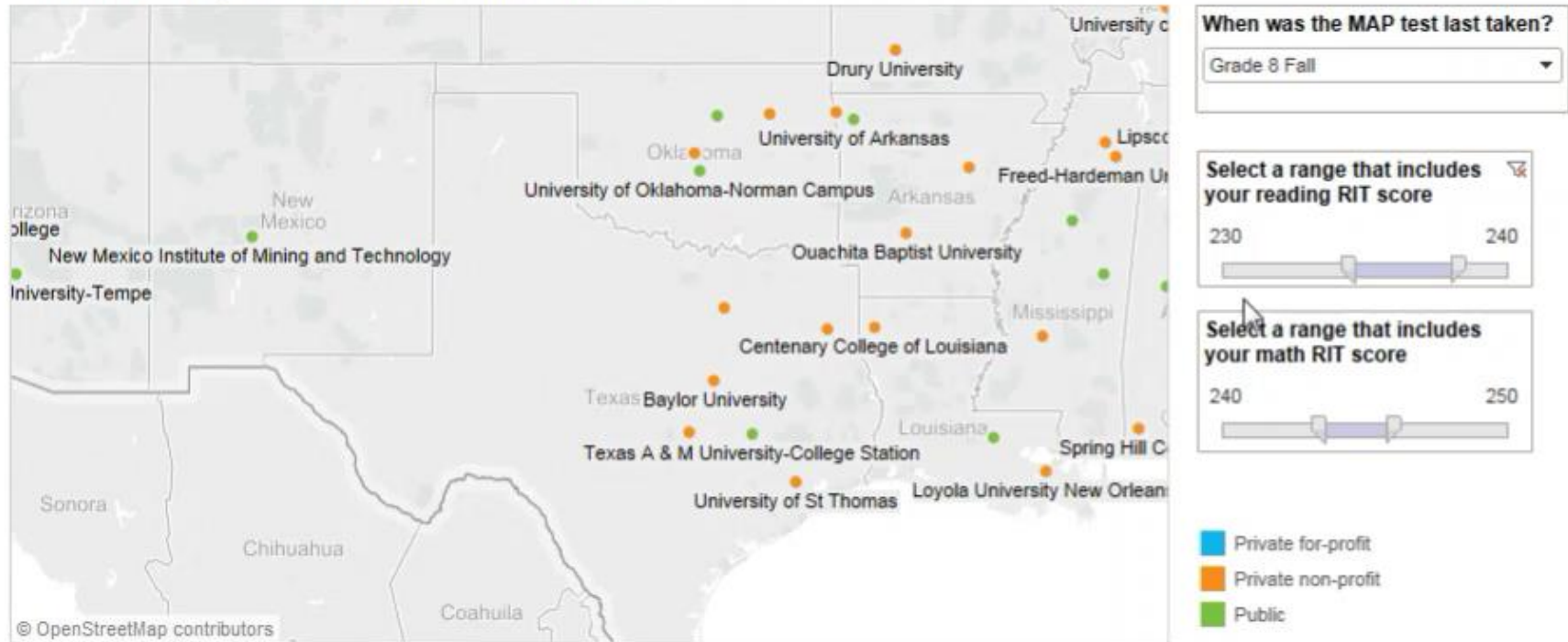
Click on a college to learn more about that school.



Using the college explorer tool

Scenario 2 – Selecting a school and interpreting the profile

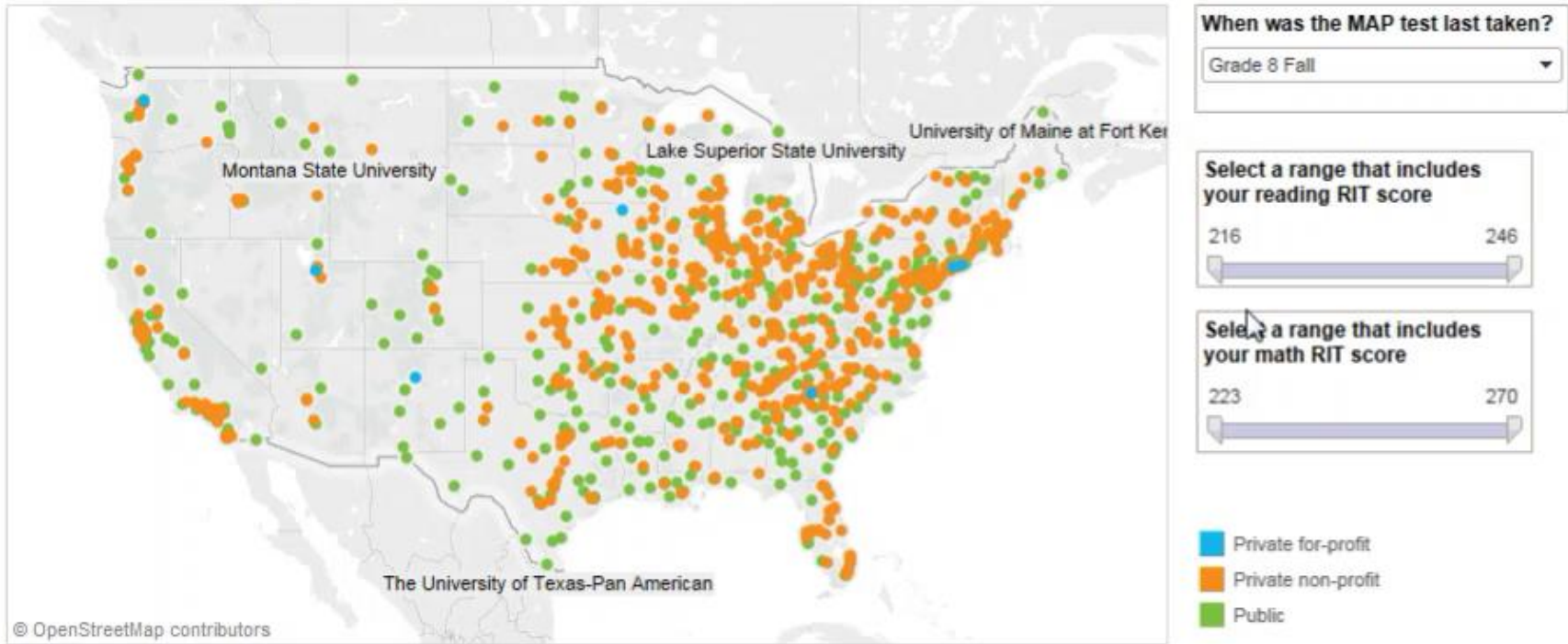
Click on a college to learn more about that school.



Using the college explorer tool

Scenario 3 - Selecting all schools for which a student's RIT score fits.

Click on a college to learn more about that school.

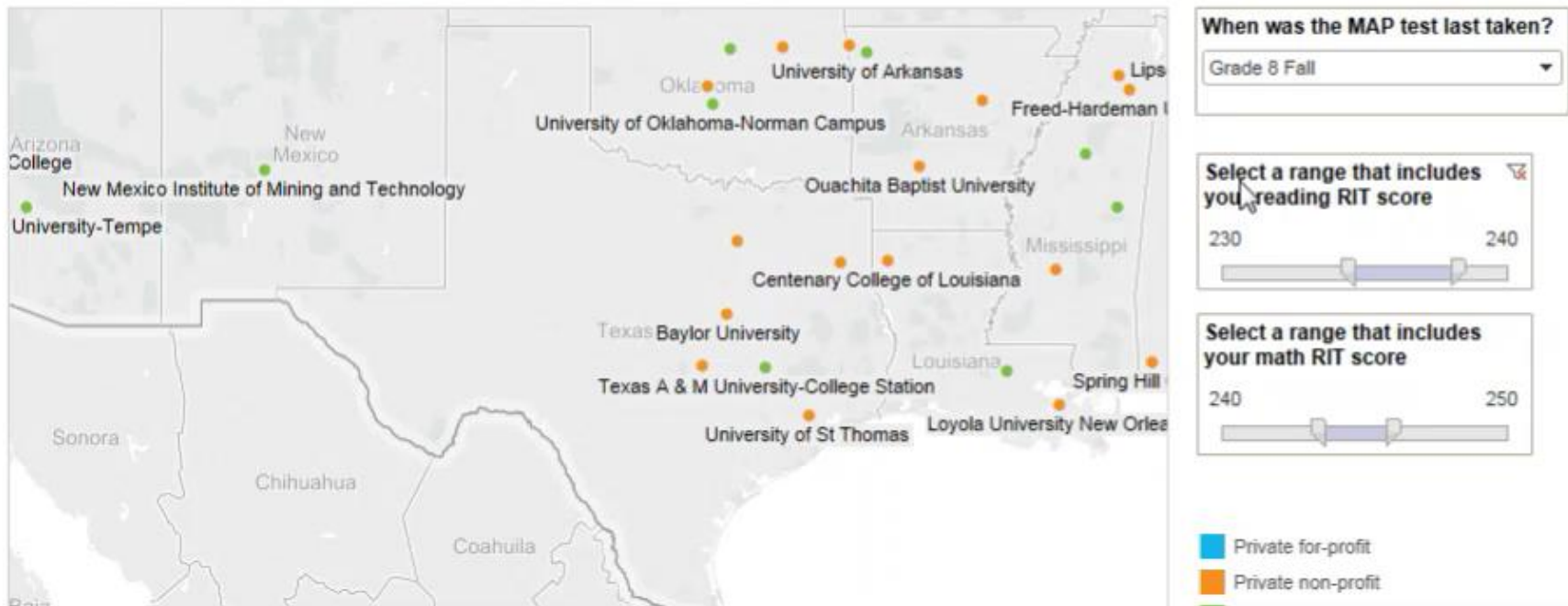


Using the college explorer tool

Scenario 4 – Using the explorer tool to find aspirational schools

ers to a range that includes your most recent MAP reading and math scores. After you've made your selections, check the map to see the colleges in which your scores are likely to be near the median scores of students admitted to these schools. Based on your score, you may have a good chance of getting into these schools.

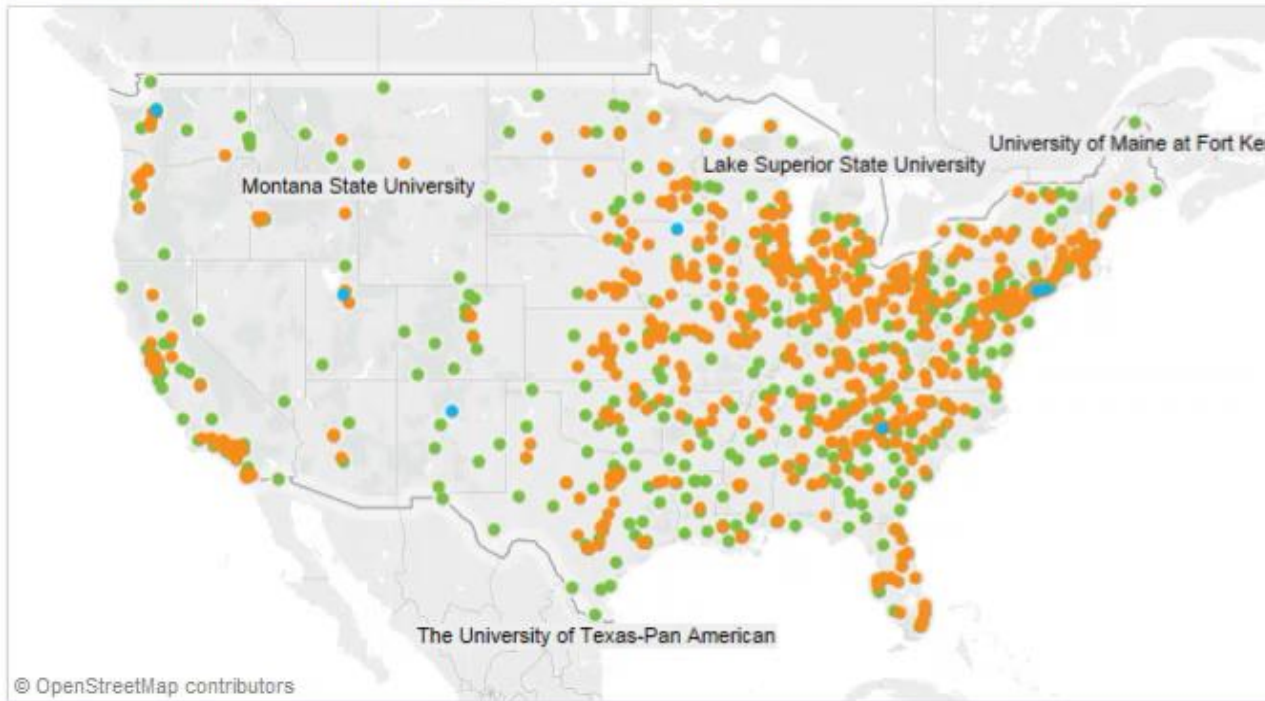
Click on a college to learn more about that school.



Using the college explorer tool

Scenario 5 – Using the explorer to find a particular school.

Click on a college to learn more about that school.



When was the MAP test last taken?

Grade 8 Fall

Select a range that includes your reading RIT score

216 246

Select a range that includes your math RIT score

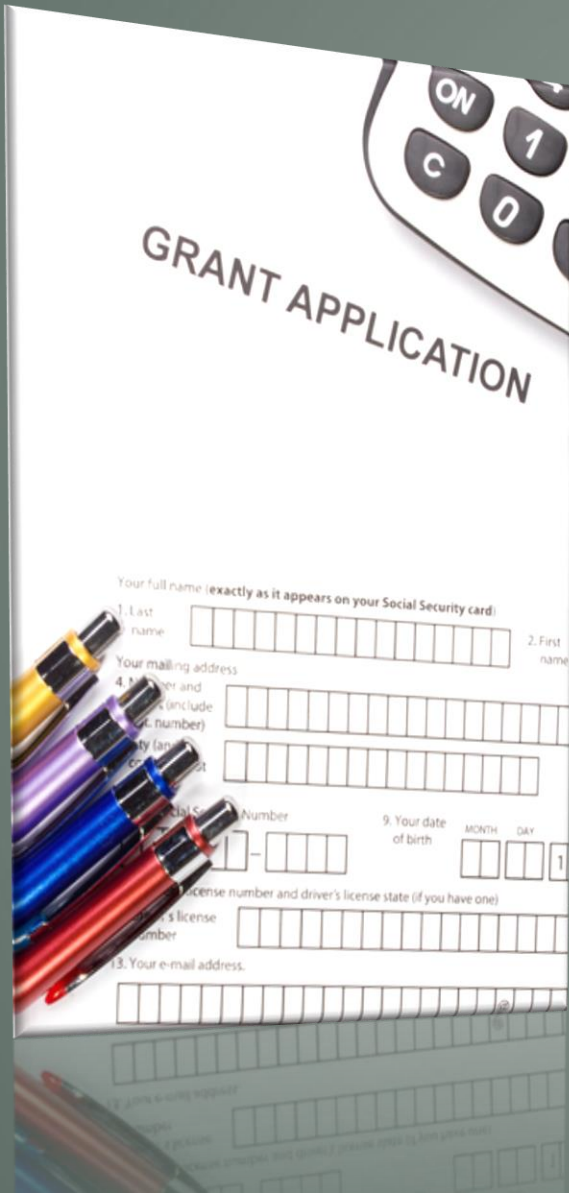
223 270

- Private for-profit
- Private non-profit
- Public

The importance of simplification

The FAFSA Experiment

Treatment – Low-Income families (under \$45,000 per year) filing taxes through H & R Block were offered support in filling out and submitting the FAFSA paperwork. Enrollment and financial aid rates were compared for this group relative to control groups that received “aid eligibility information” and “general information on college costs and aid”



The importance of simplification

The FAFSA Experiment Results

Treatment group families showed a 25% increased rate of college enrollment (34.8% vs. 26.5%)

Treatment group families received Pell grants at a 33% higher rate than control families (39.6% vs. 29.8%)

Concluding thoughts

- Precise measurements and predictions can support students academically on their path to the college of their choice
- Academics isn't enough
 - Getting a complete picture of each student is important
- College Knowledge is important and is relatively easy to address

Thank you!

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