Welcome!
NWEA’s approach to developing and implementing college-ready indicators

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NWEA

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?
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
Percent of adults 25 and older completing a bachelors degree

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

Source: Kim Weeden, National Center for Educational Statistics
What careers contribute to upward and downward mobility?

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

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

What’s your prediction for this student’s success in college?
What do teachers nationwide rely on?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Academic Preparedness</th>
<th>Academic Tenacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropping out</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>College Readiness</td>
<td>52%</td>
<td>48%</td>
</tr>
</tbody>
</table>
Teachers are actually very good at measuring these things

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Teacher</th>
<th>Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Correct</td>
<td>82</td>
<td>88</td>
</tr>
<tr>
<td>% Incorrect</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>% Unsure</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>
Biggest risk relying on teacher judgment is bias

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

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

THINK
Key Cognitive Strategies

KNOW
Key Content Knowledge

GO
Key Transition Knowledge and Skills

ACT
Key Learning Skills and Techniques

College Ready
EPIC – Four Dimensions of college readiness

- THINK
  - Key Cognitive Strategies

- KNOW
  - Key Content Knowledge

- College Ready

- GO
  - Key Transition Knowledge and Skills

- ACT
  - Key Learning Skills and Techniques

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

EPIC – Four Dimensions of college readiness

THINK
Key Cognitive Strategies

KNOW
Key Content Knowledge

College Ready

GO
Key Transition Knowledge and Skills

ACT
Key Learning Skills and Techniques

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

EPIC – Four Dimensions of college readiness

THINK
Key Cognitive Strategies

KNOW
Key Content Knowledge

College Ready

GO
Key Transition Knowledge and Skills

ACT
Key Learning Skills and Techniques

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

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

THINK
Key Cognitive Strategies

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College Ready

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Key Learning Skills and Techniques

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

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

Bubble size indicates relative number of students intending to pursue a this major.

- Mean Mathematics SAT
- Mean Reading SAT

- Mathematics
- Physical Sciences
- Engineering
- Biological Sciences
- Social Sciences
- Liberal Arts
- English
- Computer Science
- Architecture
- Undecided
- Undecided
- Psychology
- Education
- Health Professions
- Legal Studies
- Visual/Perf Arts
- Business
- Eng Technicians
- Other
- Security

NWEA
Northwest Evaluation Association
Partnering to help all kids learn.
Using the college explorer tool

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

Scenario 4 – Using the explorer to tool to find aspirational schools

Click on a college to learn more about that school.

When was the MAP test last taken?

Select a range that includes your reading RIT score

Select a range that includes your math RIT score

Private for-profit

Private non-profit

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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.

© OpenStreetMap contributors
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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