

Predictors of Postsecondary Success: Tools focused on Postsecondary Enrollment and Completion


June 2, 2014



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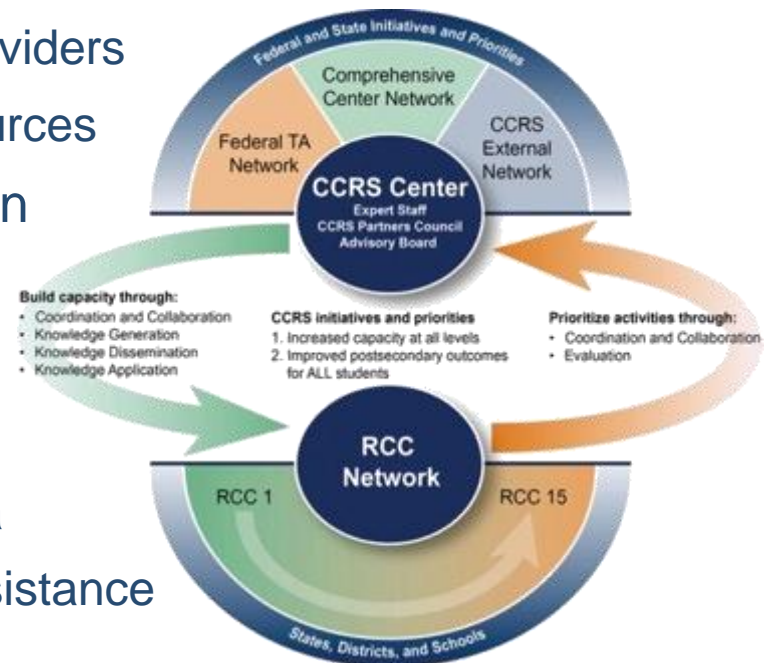
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- Coordination and Collaboration
 - Regional Comprehensive and Content Centers
 - Federal CCRS Technical Assistance Providers
 - External CCRS Stakeholders and Resources
- Knowledge Development and Application
 - New CCRS Center Products and Tools
 - CCRS Knowledge Database
 - Webinars and Symposia
 - CCRS Center Website and Social Media
 - Responsive and Proactive Technical Assistance
 - Networked Communities



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COLLEGE & CAREER READINESS & SUCCESS Center
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Predictors of Postsecondary Success
NOVEMBER 2013

IDENTIFY
the skills, behaviors, and characteristics that predict college and career success

BLOG | **CALENDAR** | **PUBLICATIONS**

Tuesday, November 19, 2013
New CCRS Center Resource: CCRS Interactive State Map

Wednesday, November 06, 2013
Online Database of College and Career Curriculum

Monday, November 04, 2013
Competency-Based Education in Higher Education Webinar Follow-Up Questions

Wednesday, October 30, 2013
Early Colleges Yield Improvements in High School and College Student Outcomes

Monday, October 28, 2013
New Research on College and Career Academies in California

CCRS at a Glance

ISSUE	DEFINITIONS	EXAMPLES
Core Content	Common Core State Standards Individual State Standards	Common Core State Standards Common Core State Standards
Performance Content	College and Career Knowledge and Skills College and Career Skills Advanced Content Standards	College and Career Knowledge and Skills College and Career Skills Advanced Content Standards
Learning Learning Skills	Social and Emotional Skills Higher Order Thinking Skills Academic Success and Engagement Skills Self-Management Skills	Social and Emotional Skills Higher Order Thinking Skills Academic Success and Engagement Skills Self-Management Skills

BLOG
View All

Today's Presenters

- Becky Smerdon, Deputy Director, CCRS Center at AIR
- MorraLee Keller, Director of Technical Assistance, National College Access Network
- Bill DeBaun, Program Analyst, National College Access Network
- June Giddings, Post-Secondary Coach & GCPASS Program Coordinator, Houston A+ Challenge

Predictors of Postsecondary Success

Becky Smerdon, Deputy Director

**COLLEGE & CAREER
READINESS & SUCCESS** Center
at American Institutes for Research ■



American Youth
Policy Forum

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Organization of Brief

- Measures grouped by age/education levels:
 - Early childhood
 - Elementary
 - Middle
 - Secondary
 - Postsecondary
- Measures divided into types:
 - Indicators
 - Predictors
 - Other factors

Highlights: Early Childhood

Table 1. Early Childhood Correlates of School Readiness and Elementary Performance

Early Childhood		
Indicator	Predictor	Other Potential Factor
	<ul style="list-style-type: none"> ■ Participation in child care and early education^a ■ Early approaches to learning^b ■ Positive “school readiness risk profile”^c 	<ul style="list-style-type: none"> ■ Cognitive understanding and cognitive control^d ■ Positive play interaction behaviors at home and school^e ■ Emergent literacy^f ■ Working memory skills^g ■ Social-emotional learning^h ■ Attention span persistenceⁱ

^aMagnuson, Meyers, Rhum, & Waldfogel, 2004; ^bLi-Grining et al., 2010; ^cHair et al., 2006; ^dLeerkes, Paradise, O’Brien, Calkins, & Lange, 2008; ^eCoolahan et al., 2000; Dilalla et al., 2004; Fantuzzo & McWayne, 2002;

^fDoctoroff, Greer, & Arnold, 2006; ^gGathercole et al., 2003; ^hDenham & Brown, 2010; ⁱMcClelland et al., 2012

Highlights: Elementary

Table 2. Elementary School Correlates of Elementary and Middle Grades Success and Secondary Readiness

Elementary School		
Indicator	Predictor	Other Potential Factor
<ul style="list-style-type: none"> ■ Reading by the third grade^a ■ < 10 percent absenteeism in elementary school^b 	<ul style="list-style-type: none"> ■ Being rated highly by teachers on attention span and classroom participation^c ■ High scores on the Social Skills Rating System^d 	<ul style="list-style-type: none"> ■ Social competence^e

^aThe Annie E. Casey Foundation, 2010; Hernandez, 2012; ^bChang & Mariajose, 2008; ^cAlexander, Entwisle, & Dauber, 1993; ^dMalecki & Elliot, 2002; ^eWelsh, Parke, Widaman, & O'Neil, 2001

Highlights: Middle

Table 3. Middle Grades Correlates of Secondary Success and Postsecondary Readiness

Middle Grades		
Indicator	Predictor	Other Potential Factor
<ul style="list-style-type: none"> ■ < 20 percent absenteeism in the middle grades^a ■ Remaining at the same school through the middle grades^b ■ Receiving no unsatisfactory behavior grades in sixth grade^c ■ Passing all ELA and mathematics courses and meeting benchmarks on state exams^d ■ Passing Algebra I in the eighth grade^e ■ NAEP mathematics score of > 292 in eighth grade^f ■ Meeting the following benchmarks on college preparatory exams: ACT EXPLORE test scores of English 13, mathematics 17, science 20 and reading 15^g; SAT-9 score > 50th percentile^h 	<ul style="list-style-type: none"> ■ Taking rigorous coursework in the middle gradesⁱ ■ High scores on the Grit-S and Grit-O scales^j 	<ul style="list-style-type: none"> ■ Social-emotional and decision-making skills^k

^aBalfanz, 2009; Balfanz, Herzog, & Mac Iver, 2007; Rumberger, 1995; Rumberger & Larson, 1998; ^bMac Iver, Durham, Plank, Farley-Ripple, & Balfanz, 2008; Rumberger & Larson, 1998; ^cBalfanz et al., 2007; ^dBalfanz et al., 2007; Cumpton, Schexnayder, & King, (2012); ^eKurlaender, Reardon, & Jackson, 2008; Wimberly & Noeth, 2005; ^fLee, 2013; ^gACT, 2008; ^hSilver & Saunders, 2008; ⁱAtanda, 1999; Wimberly & Noeth, 2005; ^jDuckworth & Quinn, 2009; ^kFleming et al., 2005

Highlights: Secondary

Table 4. High School Correlates of Secondary and Postsecondary Success

High School and Career and Technical Education		
Indicator	Predictor	Other Potential Factor
<ul style="list-style-type: none"> ■ < 10 percent absences^a ■ No more than one failure of ninth-grade subjects^b ■ Completing the following mathematics sequence: Algebra II (ninth grade), geometry (10th grade), Algebra III and trigonometry or higher (11th grade), precalculus or calculus (12th grade)^c ■ 3.0+ HS GPA^d ■ AP Exam: 3 or higher; IB Exam: 4 or higher^e ■ Dual enrollment participation^f ■ Passing state exams^g ■ FAFSA completion^h ■ Meeting the following benchmarks on national assessments: 10th grade NELS⁷ Scale Score > 54; 12th grade NAEP Score > 320; 12th grade ECLS⁸ Score > 141ⁱ 	<ul style="list-style-type: none"> ■ Few school transfers between grades^l ■ Early Assessment Program (EAP) and Preliminary Scholastic Aptitude Test (PSAT) completion^m 	<ul style="list-style-type: none"> ■ Participation in SEL interventionⁿ ■ Meeting with academic advisor^o ■ ACT Work Keys^p, NWRC based on Equipped for the Future standards, and the CASAS Workforce ■ Skills Certification System^q

Highlights: Postsecondary

Table 5. Postsecondary Correlates of Subsequent Postsecondary Success

Postsecondary and Beyond		
Indicator	Predictor	Other Potential Factor
<p>Two- and Four-Year Institutions</p> <ul style="list-style-type: none"> Completion of mathematics and English gateway courses and career exploration course^a 15 credits per quarter^b Experience and orientation program > 3.0 GPA^c <p>Adult Education</p> <ul style="list-style-type: none"> GED; < 256 on mathematics, reading, and listening on CASAS^d 	<p>Two- and Four-Year Institutions</p> <ul style="list-style-type: none"> Enrollment in a baccalaureate transfer program^e Immediate enrollment after high school graduation Working less than 15 hours per week Participation in extracurricular activities; high educational expectations for self^f 	<p>Adult Education</p> <ul style="list-style-type: none"> Vocational intent^g

^aMoore & Shulock, 2009; ^bLeinbach & Jenkins, 2008; ^cMoore & Shulock, 2009; ^dWachen et al., 2010;

^eLeinbach & Jenkins, 2008; ^fAud et al., 2011; ^gConley, 2007

Recommendation #1

Continue building comprehensive, user-friendly state, district, and school data systems that allow data linkages across prekindergarten to workforce in order to identify indicators for readiness and success that are applicable across grade levels and in both career-related and academic postsecondary environments.

Recommendation #2

Create measures that correlate with postsecondary success and other proximal outcomes, and test the measures with multiple cohorts of students to ensure measures are contextually valid. Examine potential differences, by student subgroups, to make sure the measures work for all students, and adjust as necessary if there are subgroup differences.

Recommendation #3

Integrate measures of readiness and success into data systems, and use these measures and data systems to identify and intervene with struggling students and to evaluate the effectiveness of interventions and school reform initiatives.



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COMMON MEASURES

College Access & Success Indicators:

Measuring Impact & Evaluating Effectiveness

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Why Manage Data?

- Feedback for Program/District Enhancement/Utilization/Effectiveness of Services
- Service Gap Identification
- Reporting to Stakeholders/Administrators
- Reporting to Resource Providers
- Evaluations

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Which Data to Track?

- Based on Goals & Objectives
- Supports Access and/or Success Work
- Promised in a Grant
- Data Sources/Sharing Agreements



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Types of Data to Track

ACCESS DATA	SUCCESS DATA
ACADEMIC	PRE-ENROLLMENT
TESTING	ENROLLMENT PATTERNS
ADMISSIONS	ACADEMIC
FINANCIAL AID	PERSISTENCE
PROGRAM/STATE SPECIFIC	FINANCIAL AID

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TWO PRIMARY OUTCOMES

Postsecondary Enrollment

---ACCESS

Degree Attainment

---SUCCESS



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Academic Indicators

- Primary Data Source=School District
- May require data sharing agreement
- May need modifications to tracking system





ACADEMIC INDICATORS

Essential Indicators:

- Percent of students on track to/completing common core/rigorous college prep curriculum as defined by their state

If Available Indicators:

- Percent of eligible students enrolled in AP courses
- Percent of students earning greater than a 3 on AP tests
- Percent of students enrolled in dual credit courses
- Percent of students with Algebra II (or higher) mastery
- Average High School GPA
- Percent of on-time high school graduates

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TESTING INDICATORS

Essential Indicators:

- Percent of students taking SAT
- Percent of students taking ACT

If Available Indicators:

- Percent of students taking PSAT/PLAN
- Percent of students exceeding national 'college-ready' benchmark scores

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ADMISSIONS INDICATORS

Essential Indicators:

- Percent of students completing college admissions applications, by school type

If Available Indicators:

- Average number of applications completed per student
- Percent of students visiting a college campus applied to
- Percent of students accepted into at least one higher education institution

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FINANCIAL AID INDICATORS

Essential Indicators:

- Percent of students who complete and submit a FAFSA form
- Percent of students awarded financial aid

If Available Indicators:

- Amount of total financial aid awarded (total and per student), by aid type
- Percent of students that complete supplementary scholarship applications

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SUCCESS INDICATORS



- Require more student self-reported data
- Data Need From Higher Ed Institutions/Information Releases

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PRE-ENROLLMENT & ENROLLMENT

Pre-Enrollment

If Available Indicators:

- Percent of students participating in college orientation programs
- Percent of students participating in summer bridge programs

Enrollment

Essential Indicators:

- Percent of students who enroll within six months of high school graduation
- Student enrollment by institution type and status (full time vs. part time)

If Available Indicators:

- Percent of students who enroll within 12 months of high school graduation



ACADEMIC INDICATORS

Essential Indicators:

- Percent of students placed into remedial courses (English/Math)

If Available Indicators:

- Percent of students completing remedial coursework within one academic year
- Percent of students completing college level math course
- Percent of courses attempted compared to courses successfully completed
- Percent of students completing more than 20 credits in first academic year
- Average college GPA



PERSISTENCE INDICATORS

Essential Indicators:

- Year to year student persistence

If Available Indicators:

- Term to Term student persistence (community colleges)
- Percent of eligible students transferring from 2-year to 4-year programs with or without Associate's Degree



FINANCIAL AID INDICATORS

Essential Indicators:

- Percent of students who complete and submit renewal FAFSA form
- Percent of students awarded financial aid

If Available Indicators:

- Amount of financial aid awarded (total and per student)
- Percent of students working greater than 20 hours per week



DEMOGRAPHICS

- 1ST Generation

Free & Reduced Lunch/Pell
Grant Eligible

- Race
- Gender
- ESL Status

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RESEARCH SUPPORT

- Supports general concepts
 - Broad studies
 - Much more out there
- Doesn't include head counts
 - Many other indicators

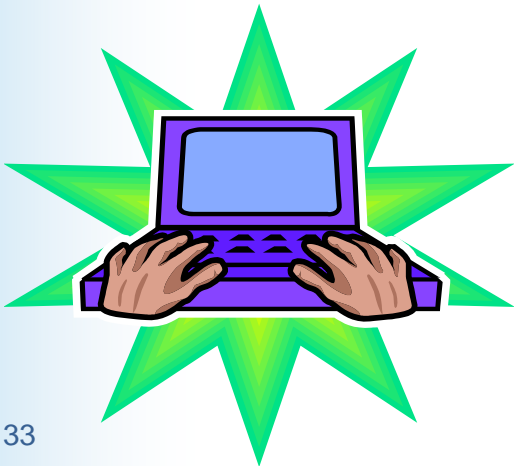


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DATA SOURCES

- School Districts
- Higher Education Institutions
- The Higher Education Agency
- National Student Clearinghouse
- College Access Programs
 - ACT/College Board
 - Self-Reported





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DATA TOOL

- Available to NCAN Members
- Has customized options
- Produces Dashboard or Written Summaries

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Questions?

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NCAN's Common Measures Learning Community

- 3 year project
- 20 NCAN members
- Representing different shapes, sizes, parts of the countries, services provided
- Improve outcomes, expand use of data, scale program capacity

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Common Measures Adoption

- Difficult to ascertain; growing anecdotally
- Survey shows a large percentage are familiar with Common Measures
- Metrics tracked vary by program according to mission, model, and services provided.



How Are the Common Measures Being Used?

- District-wide dashboard of postsecondary readiness indicators
- Driving conversations between NCAN members and their partners



Common Measures Impacts

- Focuses attention on outcomes rather than just inputs
- Emphasis on disaggregation to see gaps (and encourage differentiated interventions)



Common Measures Impacts

- Research-backed indicators dovetail with funder interests
- Changing the platforms programs use to manage data



Lessons Learned

- Possession of data is not enough
- It's okay to start small



Lessons Learned

- Dig deeper to better define metrics
- Context is key

Gulf Coast Partners Achieving Student Success

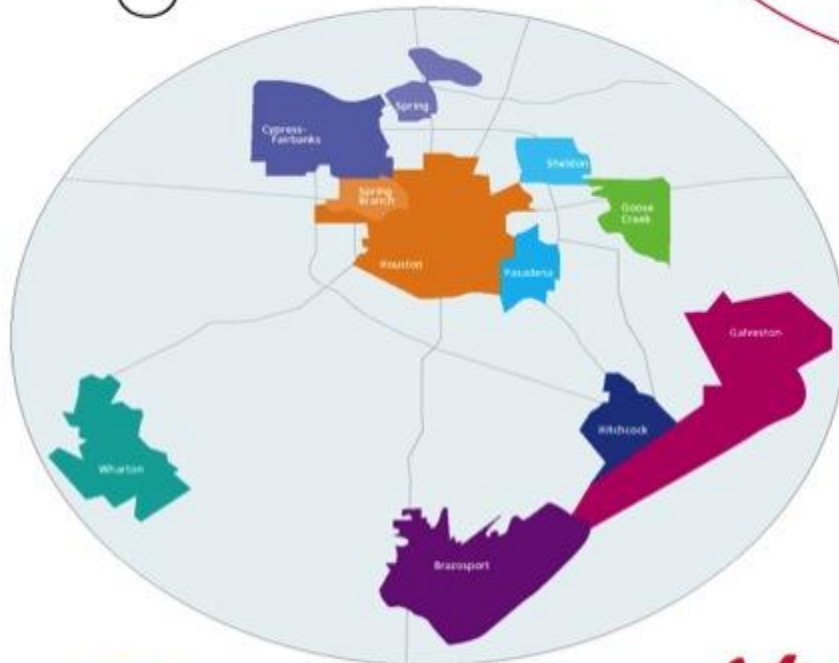
June Giddings, M.Ed (Grant Coordinator)



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GULF COAST PARTNERS ACHIEVING STUDENT SUCCESS

*Initiative Launched 2012 by
UT-Austin's Student Success Initiatives,
Houston A+ Challenge and
the Institute for Evidence-Based Change*



COLLEGE	PUBLIC K-12 SCHOOL DISTRICT(S)
Brazosport College	Brazosport ISD
College of the Mainland	Hitchcock ISD
Galveston College	Galveston ISD
Houston Community College System	Houston ISD and Spring Branch ISD
Lee College	Goose Creek CISD
Lone Star College System	Cypress-Fairbanks ISD and Spring ISD
San Jacinto College District	Pasadena ISD and Sheldon ISD
Wharton County Junior College	Wharton ISD

Initiative Goals



- Graduate more students college-ready
- Improve transition from HS to Higher Ed, especially to partner community colleges
- Improve outcomes for students who are not college-ready (those who place into Developmental Education)

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Comments From the Field

- *It is gratifying to see positive results across the board. ... I was not expecting much the first year and am pleased to see that I was wrong. It seems to me that the list of successful practices includes data that suggests the second year results should be quite encouraging as well.*
- *This is a great tool with potential. But the question to ask is 'what data is important?'*
- *Good data to collect but our higher ups don't know it exists.*

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Challenges

- Defining the indicators
- Where do I find the data?
- Who completes the report?
- What do we do with the data?

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Questions?

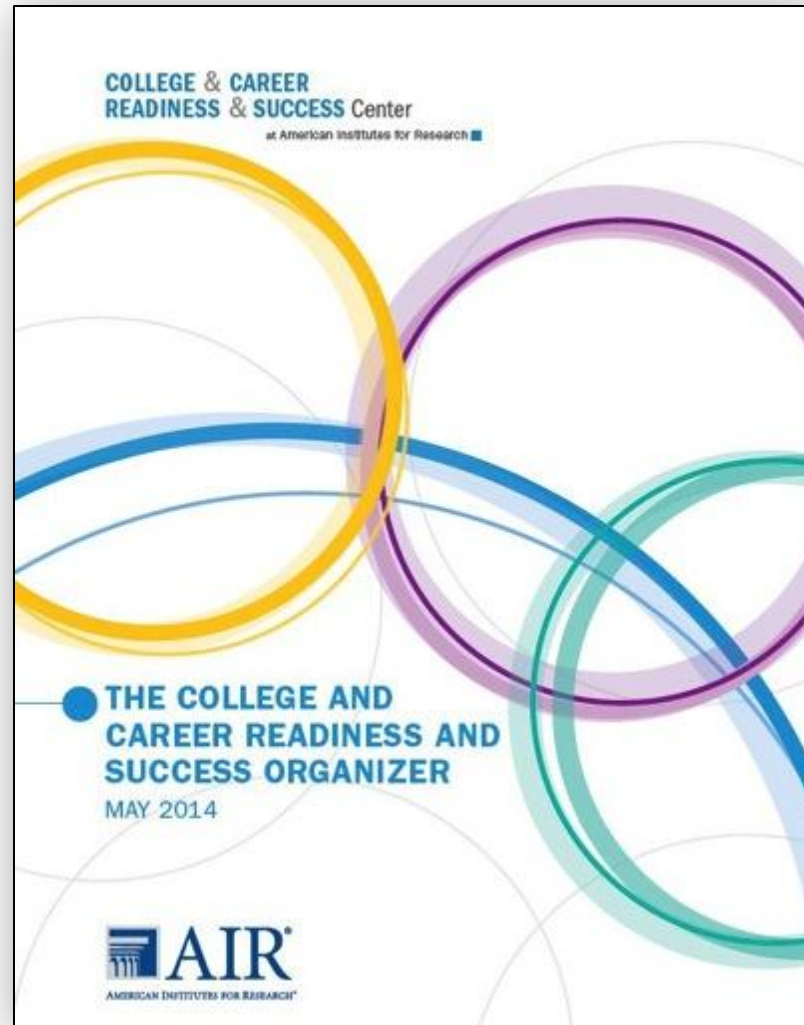
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College and Career Readiness and Success Organizer



Next webinar:

Thursday, June 26th from 2-3:30pm ET

**Predictors of Postsecondary Success:
Understanding the value of workforce
data in driving student success**

Register at

www.ccrscenter.org or www.aypf.org