

# Creating a Seamless System of College and Career Readiness

Use of a College and Career Framework,  
Measuring Progress, and Acting on the Data

Steven Gering, Chief Academic Officer  
Melissa Pettey, College and Career Readiness Director

Spokane Public Schools



# Landscape of Spokane Public Schools

Number Elementary Schools (K – 6)	34
Number Middle Schools (7 – 8)	6
Number High Schools (9 -12)	5
Number of Option Schools	8
Total Number of Students	30,125
Free and Reduced Lunch Rate	57.8%
Students of Color	30.8%



# Our T-2-4 Goal

Ensuring 100% of our students are READY, that they GET IN, and make it THROUGH their choice of higher education.

**T = Technical**

**2 = 2 year**

**4 = 4 year**

## T-2-4

Preparing students to successfully complete some form of higher education: technical, 2-year or 4-year

Spokane Public Schools believes that a great school system:

- builds on the strengths and gifts of each child,
- provides students from poverty the same opportunities for success after high school as students from non-poverty homes,
- instills in every student the belief that they can achieve more than they think possible, and
- assures that every adult in the system is committed to the successful completion of some form of higher education for every child.

We have moved the finish line past graduation to help ensure our students are ready, that they get in, and then make it through their choice of higher education.

# Goals and Objectives

- Discuss the development of how we have used a College and Career Framework to guide our strategic plan
- Demonstrate how we have used this strategic vision of College and Career Readiness to create an interactive data dashboard to measure our progress
- Show how the data was used in one specific instance to shape our work plan



KEY COGNITIVE STRATEGIES

# Think

To what extent do we provide students with an opportunity to engage in thinking required to be successful in the work place?

Problem Formulation  
Research  
Interpretation  
Communication  
Precision & Accuracy

KEY CONTENT KNOWLEDGE

# Know

What is the rigor and intensity of our curriculum?

What is the quality of our instruction?

Professional Development  
Instructional Quality  
Student Growth

Does my school develop a culture of achievement?

Student Effort  
Challenge Level  
Structure of Knowledge  
Experience with Technology  
Academic Value  
Academic Attribution

KEY LEARNING SKILLS & TECHNIQUES

# Act

Do we help students monitor their learning?

Growth Mindset  
Self-Efficacy  
Persistence

Do we teach students specific techniques to support their learning?

Test Taking Strategies  
Note Taking Strategies  
Technology Skills  
Time Management  
Study Skills  
Strategic Reading  
Information Retention  
Independent Learning  
Goal Setting

Do we equip students with the social skills and academic behaviors they need to succeed in college, career, and life?

Social Skills  
-Self-Management  
-Social Awareness  
-Self-Advocacy Skills  
Academic Behaviors

KEY TRANSITION KNOWLEDGE & SKILLS

# Go

To what extent does our school increase access to privileged knowledge around post-secondary pursuits?

Academic Awareness  
College Admissions Process  
College and Career Culture  
Tuition and Financial Aid

# Understanding the Four Keys

Demonstrate critical-thinking skills to make informed decisions = **THINK**

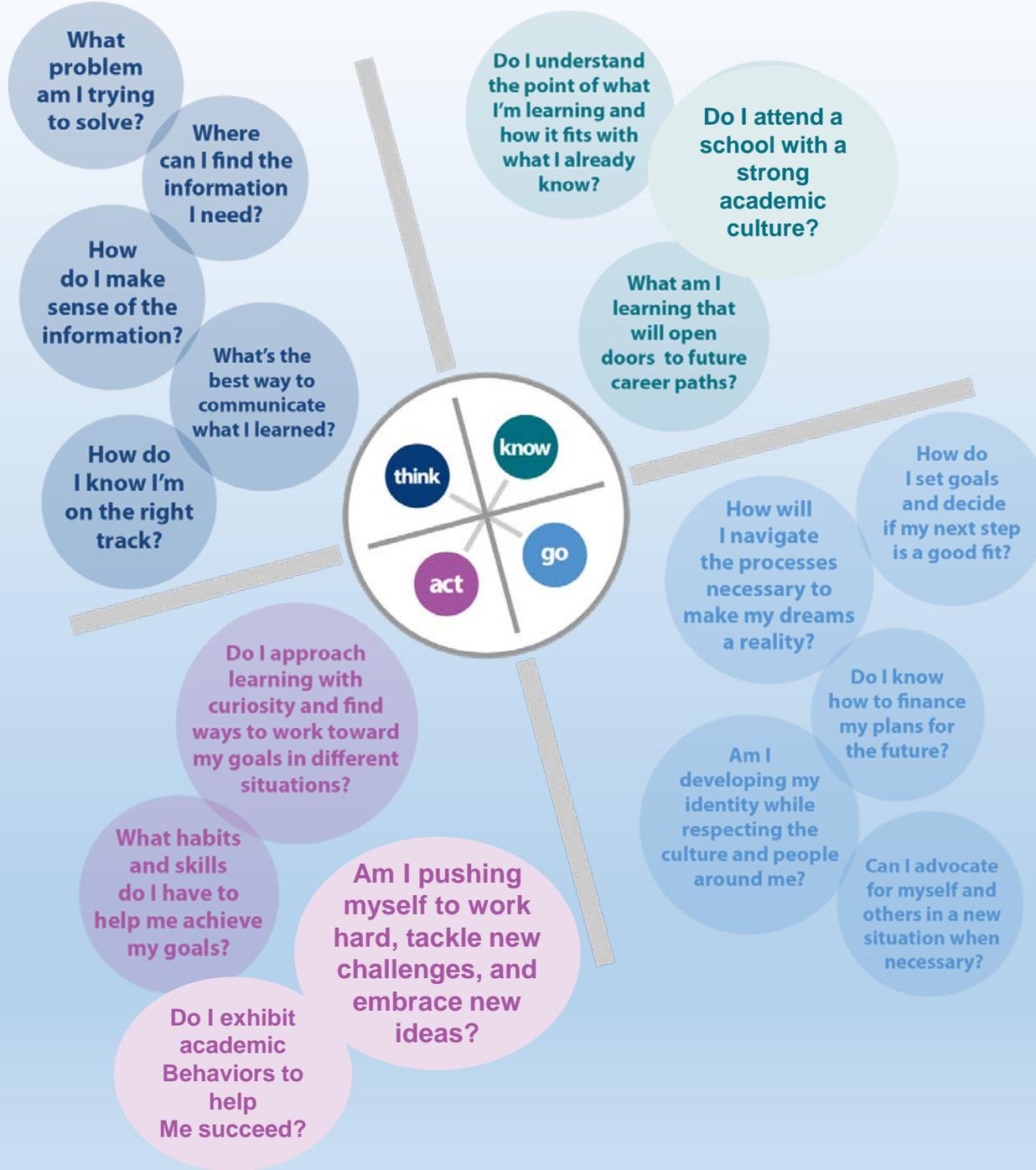
Actively engage in challenging coursework, master challenging content, and apply these to a range of different disciplines = **KNOW**

Demonstrate skills to monitor their learning, develop social skills to navigate academic settings, and develop academic behaviors to succeed in these settings = **ACT**

Demonstrate ability to manage transitions and adapt to changing situations and responsibilities = **GO**

# Assignment

- Find someone else in the room and partner up (groups of two)
  - Find someone with a different key than what you were assigned when you came into the room
  - Read the first two pages (front and back) of the packet that corresponds to your key
    - Page one is a summary of the key and page 2 are questions from a student perspective
    - Summarize to your partner what is the big idea of college and career readiness in this particular key
    - Questions:
      - If this was an important construct in your school or district what would be the implications?
      - Does your school or district value this key or portions of this key? If so, give an example of how this plays out in your district/school.
      - If this is not part of your district/school's work plan and vision, share one implication if something like this were adopted.





**What problem am I trying to solve?**

Students are consistently given the opportunity to independently develop hypotheses, know how to solve problems with more than one response, and can select strategies to solve a problem from among multiple possibilities.

**Where can I find the information I need?**

Students are taught throughout the school day how to collect information from multiple sources and can evaluate the quality of the sources.

**How do I make sense of the information?**

As students learn new content, they are also taught to efficiently organize, analyze, and evaluate the information they are learning.

**What's the best way to communicate what I learned?**

Students are taught to consider their audience when communicating what they have learned and are given the opportunity develop a variety of media products (i.e. memos, PowerPoint decks, videos)

**How do I know I'm on the right track?**

Students are taught how to complete multiple drafts and review their work for high quality.



**Do I understand the point of what I'm learning and how it fits with what I already know?**

Students are consistently given the opportunity to apply foundational knowledge in novel and non-routine ways. They are also given the opportunity to develop ways of knowing that help them retain information and generate ideas.

**Do I attend a school with a strong academic culture?**

Schools celebrate academics and create an overall academic culture that pushes students to succeed.

**What am I learning that will open doors to future career paths?**

As students learn foundational knowledge, they are taught how to apply it to a variety of contexts and disciplines.



**Do I approach learning with curiosity and find ways to work toward my goals in different situations?**

Students are given the opportunity to connect assignments to their interests, to set and pursue goals effectively, and to persist when given challenging tasks.

**What habits and skills do I have to help me achieve my goals?**

Students are taught throughout the school day to manage their time, use technology effectively, read strategically, work collaboratively with diverse partners, and to consciously monitor their learning effectiveness.

**Do I exhibit academic Behaviors to help Me succeed?**

Students are taught academic behaviors traditionally associated with being a “good” student – attendance, behavior, paying attention, participating and working independently.

**Am I pushing myself to work hard, tackle new challenges, and embrace new ideas?**

Students are taught to approach learning with an effort-based mindset.



**How do I set goals and decide if my next step is a good fit?**

Throughout their education, students have the opportunity to engage in planning for the future by aligning their choices for after high school to their own interests and aspirations.

**How will I navigate the processes necessary to make my dreams a reality?**

Students are presented with multiple college and career options and taught the necessary skills to apply successfully to programs that align with their aspirations.

**Do I know how to finance my plans for the future?**

Students are given opportunities throughout their education to become familiar with the admission process for postsecondary and financial aid options. This includes teaching them how to analyze cost and benefit differences between community colleges, state universities, and private institutions as well as aligning their financial aspirations with their career choices.

**Am I developing my identity while respecting the culture and people around me?**

Students are equipped with the knowledge and skills needed to approach new environments with purpose and also with understanding and respect for others in the environment.

**Can I advocate for myself and others in a new situation when necessary?**

Students are taught to advocate for themselves and others so they can proactively and strategically navigate within organizations as they make their college and career choices.

Elementary Schools

Middle Schools

High School

KEY COGNITIVE STRATEGIES

# Think

## Problem Formulation

- ? Hypothesize
- ? Strategize

## Research

- ? Identify
- ? Collect

## Interpretation

- ? Analyze
- ? Evaluate

## Communication

- ? Organize
- ? Construct

## Precision & Accuracy

- ? Monitor
- ? Confirm

KEY CONTENT KNOWLEDGE

# Know

## Rigor & Intensity

- # AP Program
- # PSAT & SAT
- # State Assessments
- # Benchmarks

## Quality of Instruction

- # Student Growth Percentiles
- # Walkthrough Frequency
- # Criterion Scores

## Culture of Achievement

- ? Academic Attribution
- ? Academic Value
- ? Student Effort
- ? Challenge Level
- ? Experience with Technology
- ? Structure of Knowledge

KEY LEARNING SKILLS & TECHNIQUES

# Act

## Self-Monitoring

- ? Goal Setting
- ? Persistence
- ? Self-Awareness

## Learning Strategies

- ? Test Taking
- ? Note Taking
- ? Collaborative Learning
- ? Time Management
- ? General Study
- ? Strategic Reading
- ? Information Retention

KEY TRANSITION KNOWLEDGE & SKILLS

# Go

## Academic Awareness

- ? College & Career Preparation
- ? College & Career Expectation

## College Admission Process

- ? College Selection
- ? College Application

## College & Career Culture

- # Graduation Rate
- # Going to Postsecondary
- # Continuing In College
- ? College Remediation
- ? College Awareness
- ? Career Awareness

## Tuition & Financial Aid

- # Completing FAFSA
- ? Tuition Awareness
- ? Financial Aid Awareness

KEY SUPPORT STRATEGIES

# Support

## Early Warning System & School Culture

- # Attendance
- # Behavior
- # Course Failures
- ? Academic Personalism
- ? Trust & Respect
- ? Perception of Safety

Using our framework for college and career readiness, we created an interactive dashboard to measure our progress.

This drives our entire strategic plan and work in our schools and district.

# The Five Principles Undergirding the Dashboard

- Data Interpretation
- Data Triangulation
- Signaling
- Data Integration
- Data Consolidation

# Data Interpretation



- As opposed to the old system of giving leadership teams a data point (e.g. 47.2), the tool interprets data to help them make sense of the data on a national, local, and comparative school scale.
- The data interpretation is run off of the last data point.
- Color coding works on a scale similar to other states and testing systems.

# Data Triangulation



- All relevant data points are placed on one dashboard side by side.
- This allows the school leadership teams to make sense of large volumes of data and reduces the likelihood that inaccurate conclusions will be made on one data point.
- Trend lines show data over a five year period (if available).

# Signaling

## College & Career Culture

## Basic

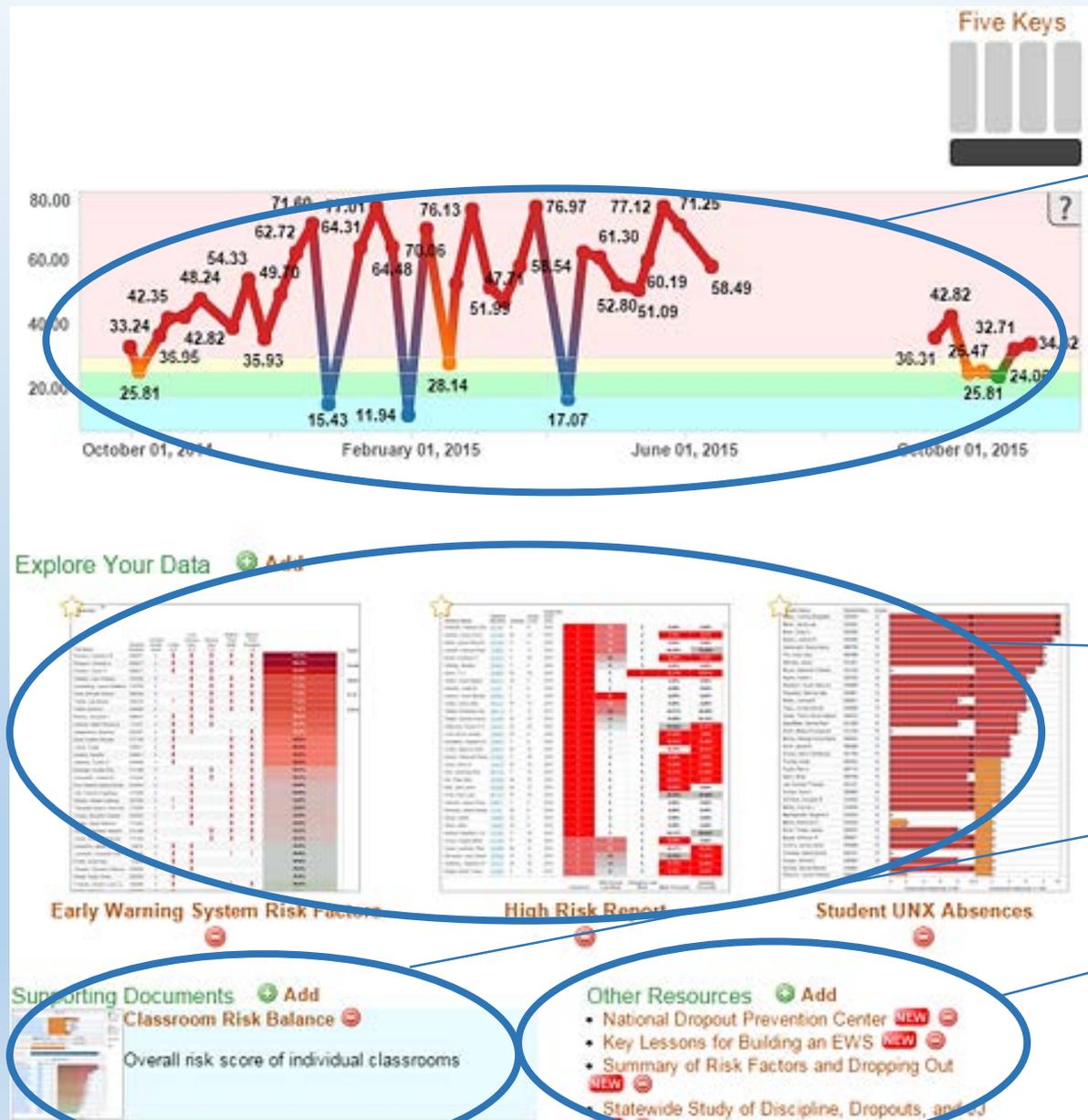
### Graduation & National Student Clearinghouse #



The interactive tool is used to signal important data points to school leaders.

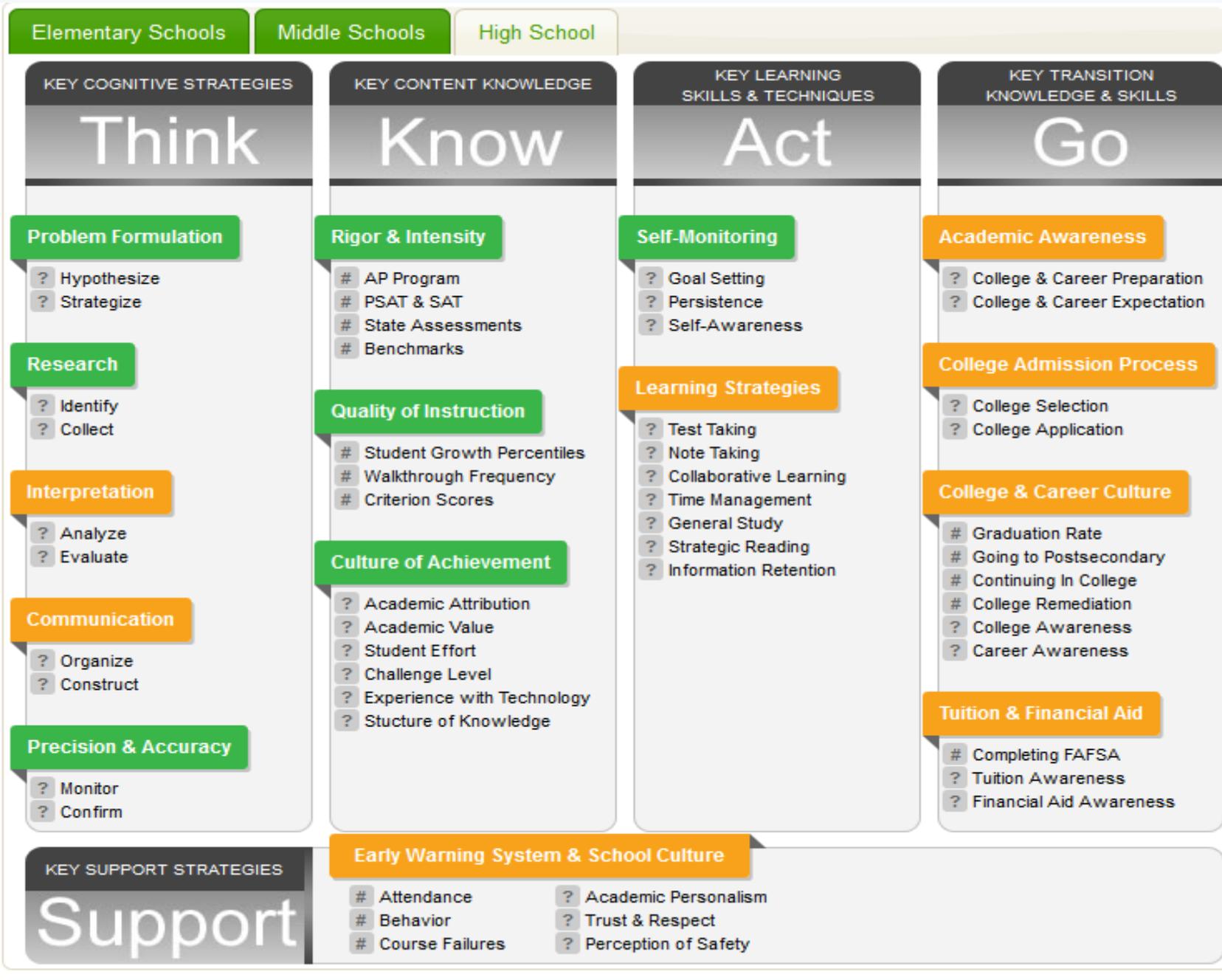
By providing clarity to school leaders that the data point is important to the system and the strategic plan, it increases our chances of gaining traction in that area.

# Data Integration and Consolidation



Links to current research and additional resources are on the same page so leadership teams will have the most current information without having to go to other locations.

All of this on one page and in one location.



These are all of the different areas that we measure for College and Career Readiness across our system. This is a view for high schools. Note the different constructs or ideas in each area of Think, Know, Act, Go

# Next Task

- Look at the artifacts from our Data Dashboard that are in your packets. These artifacts are screen shots of some of the data that school and district leaders have on Think, Know, Act, and Go.
- Look at some of the ways we measure this construct (3-2-1 protocol)
  - 3- Share 3 big ideas of ways data is measured in the materials that you were provided and connect it to Think, Know, Act, or Go.
  - 2- What are two ways that your district or school measures this area? Or what are two things you would aspire to measure in the future?
  - 1- What is one lingering question that you have about the way this is measured and how it connects to Think, Know, Act, or Go

# Think

## Problem Formulation NEW

- ? Hypothesize
- ? Strategize

## Research NEW

- ? Identify
- ? Collect

## Interpretation NEW

- ? Analyze
- ? Evaluate

## Communication NEW

- ? Organize
- ? Construct

## Precision & Accuracy NEW

- ? Monitor
- ? Confirm

Q

<b>Problem Formulation</b>	<b>Basic</b>
<b>Campus Ready ?</b>	
<b>Hypothesize</b> <span>NEW</span> 11/14	<b>Strategize</b> <span>NEW</span> 11/14
<b>Research</b>	<b>Proficient</b>
<b>Interpretation</b>	<b>Basic</b>
<b>Communication</b>	<b>Basic</b>
<b>Precision &amp; Accuracy</b>	<b>Proficient</b>

### Campus Ready Results

Student results are based on the following range:  
1 - 5 (Not at all like me to - Very much like me)

School Year  
2014-2015

Schools  
(All)

Dimension	Aspect	Component	School A	School B	School C	School D	School E	School F	School G
Key Cognitive Strategies (Think)	Problem Formulation	Hypothesize	3.82	3.93	3.68	3.71	3.64	3.46	3.75
		Strategize	3.75	3.84	3.66	3.67	3.71	3.54	3.81
	Research	Identify	3.98	4.04	3.81	3.85	3.78	3.64	3.85
		Collect	3.65	3.75	3.57	3.54	3.53	3.36	3.48
	Interpretation	Analyze	3.49	3.61	3.37	3.33	3.46	3.12	3.39
		Evaluate	3.54	3.68	3.44	3.43	3.41	3.23	3.62
	Communicati..	Organize	3.59	3.72	3.5	3.49	3.42	3.32	3.55
		Construct	3.48	3.61	3.34	3.29	3.3	2.98	3.6
	Precision/Accuracy	Monitor	3.77	3.86	3.62	3.64	3.5	3.42	3.6
		Confirm	3.87	3.92	3.71	3.77	3.69	3.6	3.78
Key Content Knowledge (Know)	Culture of Achievement	Academic Attribution	3.97	4.05	3.97	3.93	3.89	3.67	3.93
		Academic Value	3.49	3.64	3.44	3.36	3.36	3.03	3.81
		Challenge Level	3.67	3.79	3.62	3.48	3.51	3.28	3.78
		Experience with Technology	3.97	4.06	3.79	3.87	3.96	3.58	4.03
		Structure of Knowledge	3.95	4.03	3.84	3.81	3.7	3.64	3.9
		Student Effort	3.85	3.92	3.76	3.76	3.72	3.46	3.84
Key Learning Skills and	Self-Monitoring	Goal Setting Strategies	3.86	3.92	3.82	3.76	3.7	3.59	3.57
		Persistence Strategies	3.66	3.67	3.49	3.53	3.62	3.35	3.62

### Item Level Results (Click a Component to see its questions)

Question	School A	School B	School C	School D	School E	School F	School G
I break problems down into smaller pieces.	3.57	3.66	3.42	3.4	3.59	3.3	3.67
I can come up with many different ways to solve a problem.	3.67	3.8	3.65	3.62	3.73	3.55	3.71
I consider what information is available and what information is needed but missing.	3.76	3.85	3.62	3.57	3.6	3.42	3.63
I know how to create a hypothesis.	4.09	4.17	3.93	4.04	3.73	3.78	3.95
I know how to create multiple hypotheses and can figure out which one is the best to use to solve a specific problem.	3.72	3.89	3.57	3.63	3.55	3.28	3.52
I make a plan or come up with a strategy to solve a new problem.	3.78	3.87	3.7	3.72	3.77	3.53	3.76
I think about the purpose of a problem when coming up with a plan to solve it.	3.71	3.77	3.58	3.54	3.71	3.45	3.75
I think of different ways I could solve a problem and pick the best one.	3.76	3.84	3.69	3.75	3.72	3.6	3.78
I try something different if my first approach doesn't seem to be working.	3.84	3.9	3.7	3.75	3.7	3.58	3.85
I use my past experiences solving similar problems when formulating hypotheses.	3.82	3.97	3.71	3.74	3.63	3.38	3.92
When solving a problem, I think about how I've solved similar problems in the past and apply those strategies.	3.9	4	3.78	3.8	3.74	3.68	4.07

**Think:** We are measuring student perception of CCR higher order thinking strategies that we value.

We are currently measuring this on a yearly basis for grades 6-12 using the Campus Ready Tool from EPIC.

Data is displayed for schools to use as part of their strategic planning.

Sample student questions in the Think area for Problem Formulation



Each column is a separate school with their overall student responses.

I break problems down into smaller pieces.	3.05	2.41	3.40	3.43	3.54	3.14	3.90	3.36	3.71
I can come up with many different ways to solve a problem.	3.62	2.89	3.54	3.63	3.74	3.47	4.00	3.61	3.99
I make a plan or come up with a strategy to solve a new problem.	3.70	2.89	3.62	3.71	3.73	3.40	3.90	3.63	3.86
I think of different ways I could solve a problem and pick the best one.	3.57	2.67	3.57	3.67	3.75	3.50	4.10	3.67	3.95
I try something different if my first approach doesn't seem to be working.	3.68	2.52	3.56	3.62	3.79	3.45	4.00	3.59	3.92
When solving a problem, I think about how I've solved similar problems in the past and apply those strategies.	3.78	2.67	3.64	3.73	3.77	3.49	4.10	3.57	4.11

# Key Performance Indicators in Know

Rigor and Intensity of our Curriculum

Elementary		Middle School		High School	
Key Performance Indicator	Measured By	Key Performance Indicator	Measured By	Key Performance Indicator	Measured By
English Language Arts (ELA) Proficiency	-Smarter Balanced Passing Rates -Smarter Balanced Growth	ELA Proficiency	-Smarter Balanced Passing Rates -Smarter Balanced Growth -PSAT 8	ELA Proficiency	-Smarter Balanced Passing Rates -PSAT/NMSQT/SAT
Mathematics Proficiency	-Smarter Balanced Passing Rates -Smarter Balanced Growth	Mathematics Proficiency	-Smarter Balanced Passing Rates -Smarter Balanced Growth -PSAT 8	Mathematics Proficiency	-Smarter Balanced Passing Rates -PSAT/NMSQT/SAT
Science Proficiency	-Measurement of Student Progress (MSP)	Science Proficiency	-Measurement of Student Progress (MSP)	Science Proficiency	-End of Course Biology Exam
				Rigor of School Experience	AP Participation AP Passing Rates Transcript Analysis (Coming)

Key Performance Indicators:  
Advanced Placement Participation Rates  
Advanced Placement Passing Rates

KEY CONTENT KNOWLEDGE

# Know

## Rigor & Intensity <sup>NEW</sup>

- # AP Program
- # PSAT & SAT
- # State Assessments
- # Benchmarks

## Quality of Instruction <sup>NEW</sup>

- # Student Growth Percentiles
- # Walkthrough Frequency
- # Criterion Scores

## Culture of Achievement <sup>NEW</sup>

- ? Academic Attribution
- ? Academic Value
- ? Student Effort
- ? Challenge Level
- ? Experience with Technology
- ? Structure of Knowledge



## Rigor & Intensity

Basic

9th Grade

10th Grade

11th Grade

12th Grade



### Seniors Taking an AP Exam <sup>NEW</sup>

### Seniors Passing an AP Exam <sup>NEW</sup>

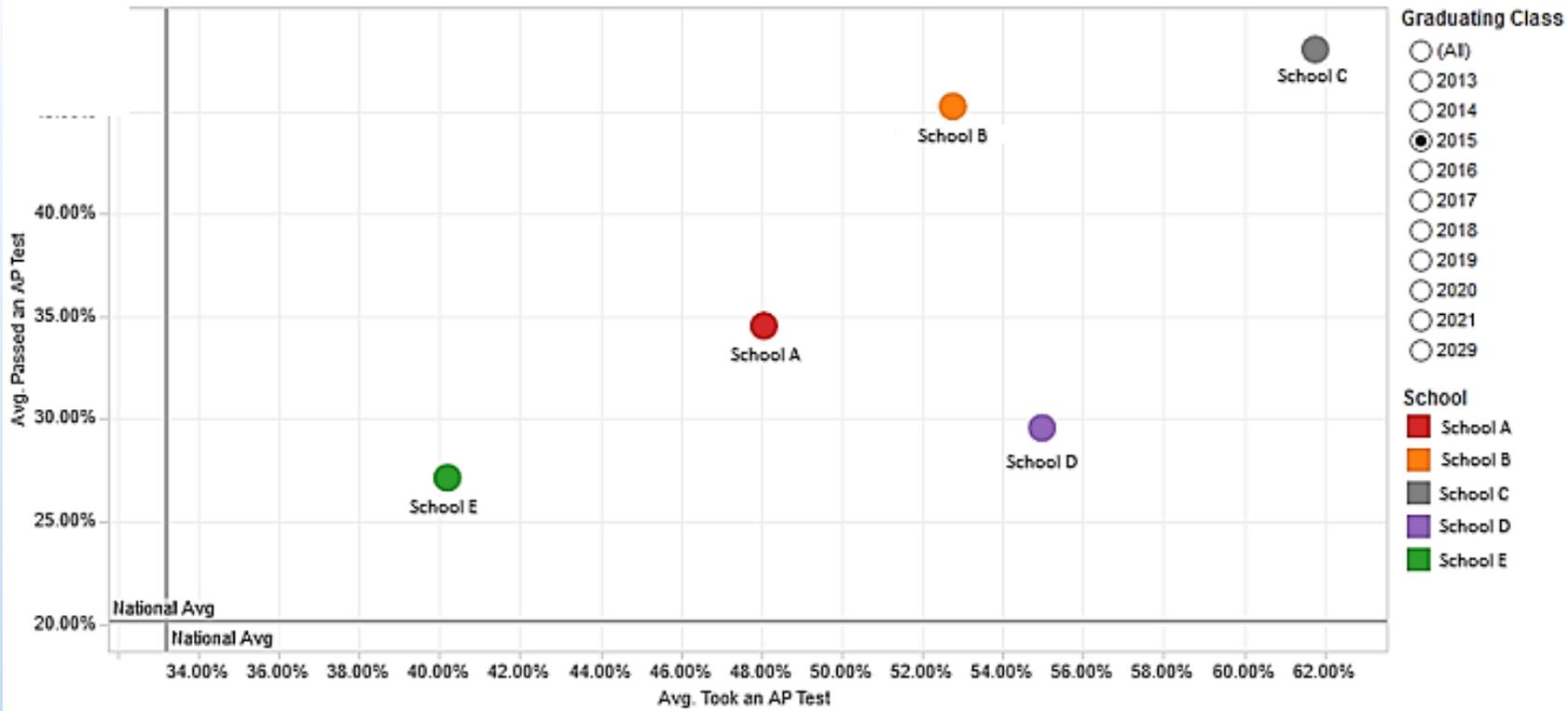


Quality of Instruction

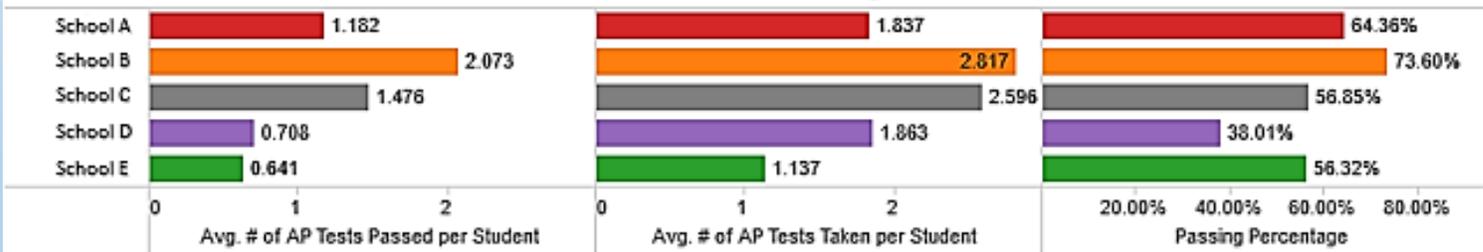
Proficient

Culture of Achievement

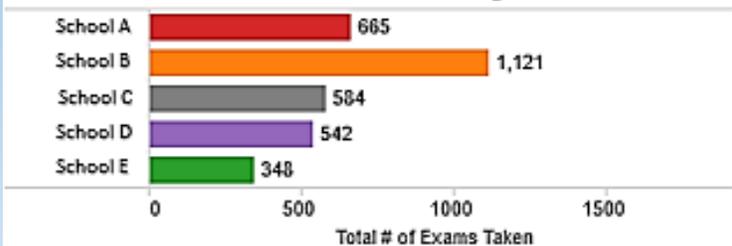
Proficient



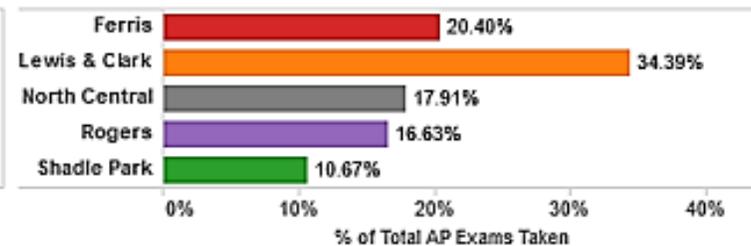
**School Student Averages**



**Total Tests for Graduating Class**

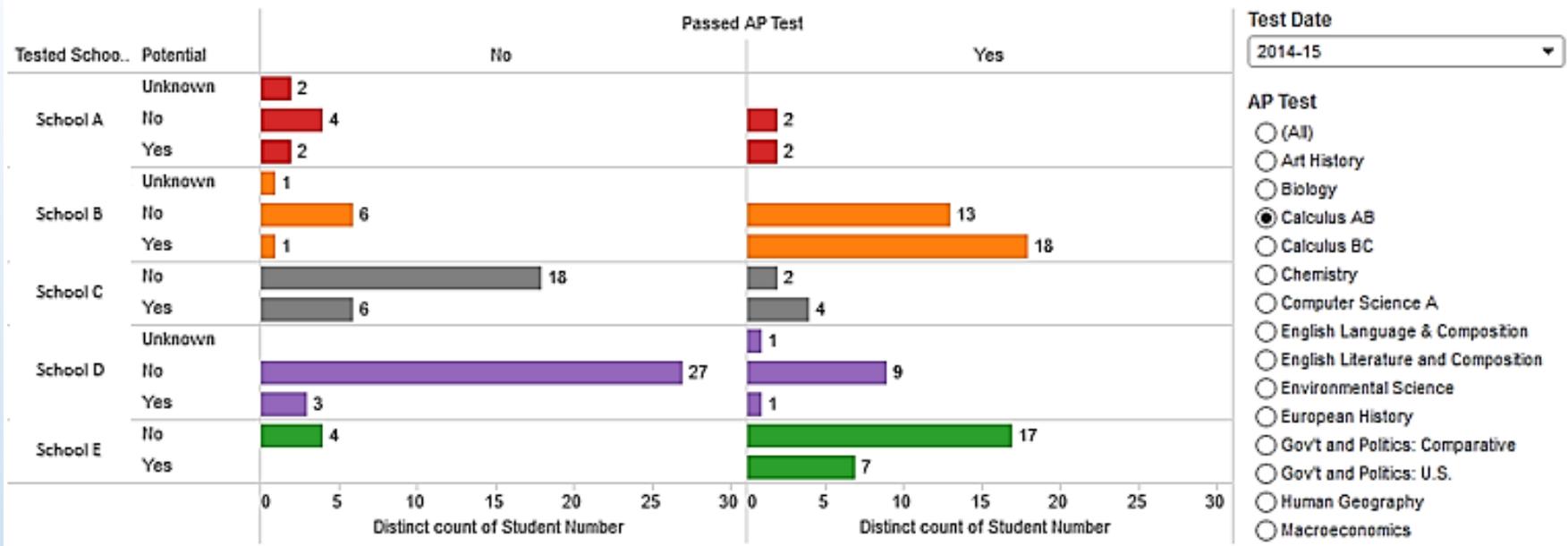


**% of AP Tests for SPS**



**KNOW:** We measure state tests, national tests, AP tests, quality of instruction, and school academic climate.

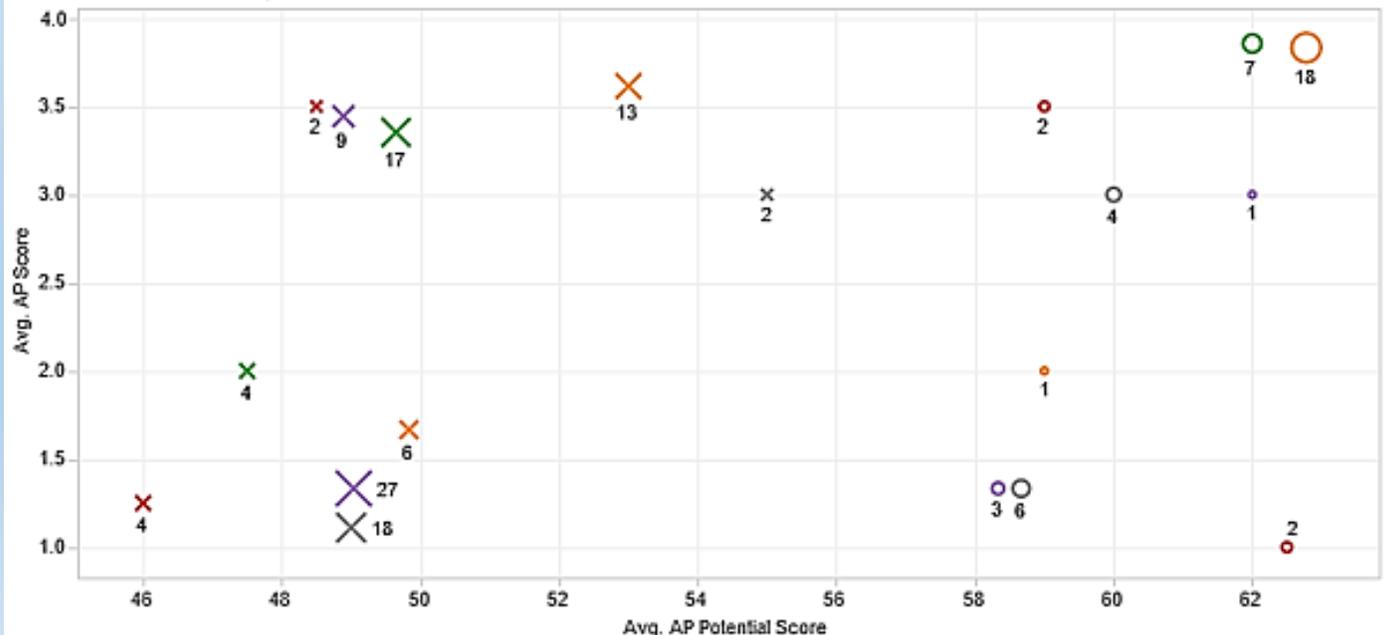
These slides represent sample dashboards from our Advanced Placement dashboard which are a proxy for rigor and intensity of our curriculum.



Test Date: 2014-15

- AP Test
- (All)
  - Art History
  - Biology
  - Calculus AB
  - Calculus BC
  - Chemistry
  - Computer Science A
  - English Language & Composition
  - English Literature and Composition
  - Environmental Science
  - European History
  - Gov't and Politics: Comparative
  - Gov't and Politics: U.S.
  - Human Geography
  - Macroeconomics
  - Physics C - Electricity & Magnetism
  - Physics C - Mechanics
  - Psychology
  - Statistics
  - U. S. History
  - World History

AP Test Scores Compared to Predicted Potential



- Potential
- (All)
  - Unknown
  - No
  - Yes
- Potential
- Unknown
  - No
  - Yes

## KNOW:

This sample dashboard does two things:

- shows which teachers are able to get students to pass an AP exam even when students do not have PSAT scores predicting this

- shows which teachers have students failing exams when the prediction is they would pass

# President Obama's Goal For Higher Education

...to have the highest proportion of students graduating from college in the world by 2020.

The president believes that regardless of educational path after high school, all Americans should be prepared to enroll in at least one year of higher education or job training to better prepare our workforce for a 21<sup>st</sup> century economy.

# Why Measure Rigor and Intensity of Curriculum

- “The impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced—and positively—for African-American and Latino students than any other pre-college indicator of academic resources.” (Summary from Answers in the Tool Box - 1999)
- “The academic intensity of the student’s high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor’s degree.” (Answers in the Tool Box Revisited - 2006)

# AP Equity & Excellence

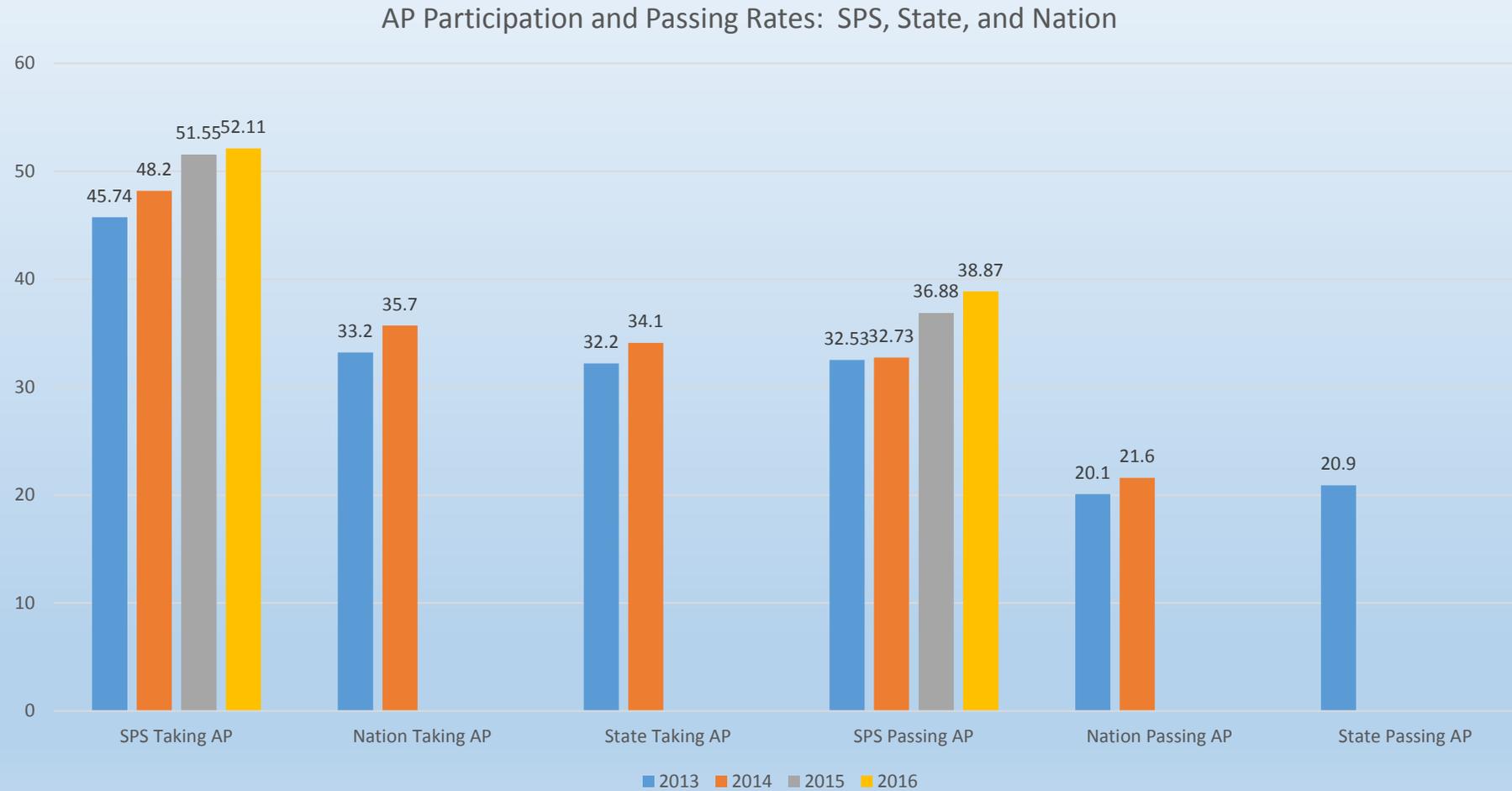
*Combining Participation and Performance*

“The percent of a school’s students who take and pass AP exams is the best AP-related indicator of whether the school is preparing increasing percentages of its students to graduate from college.”

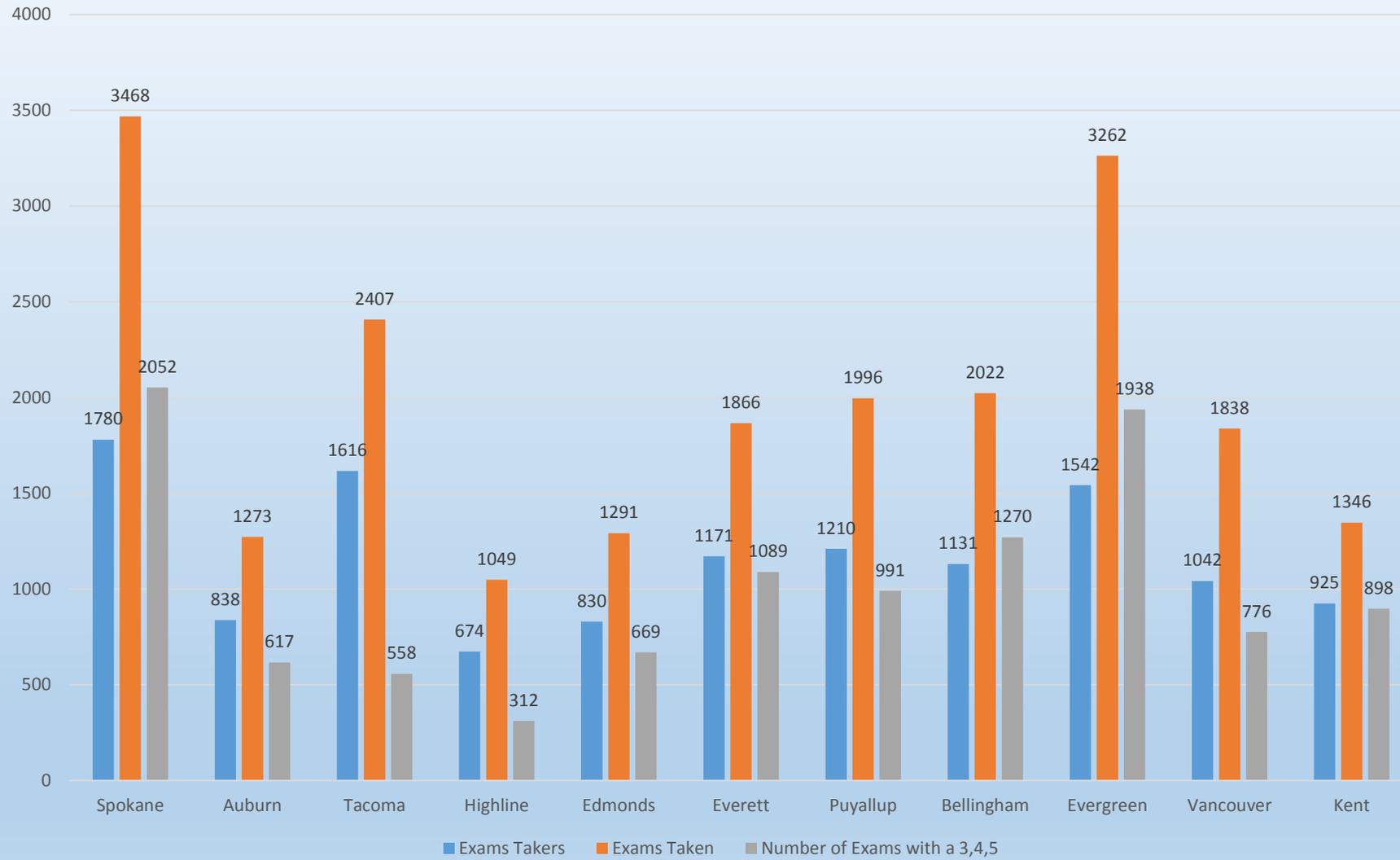
**Source:** Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability, 2006)

# AP Participation and Passing Rates: SPS, State, and Nation

(Percent of Graduating Senior Class  
Taking and Passing at Least One Exam)



## 2016 AP Exam Participation and Passing Between SPS and Similar Districts in Washington State



Screen Shots from our Dashboard. This screen shot is what a school principal would see for their school on how they are scoring on the Learning Strategies construct.

KEY LEARNING SKILLS & TECHNIQUES

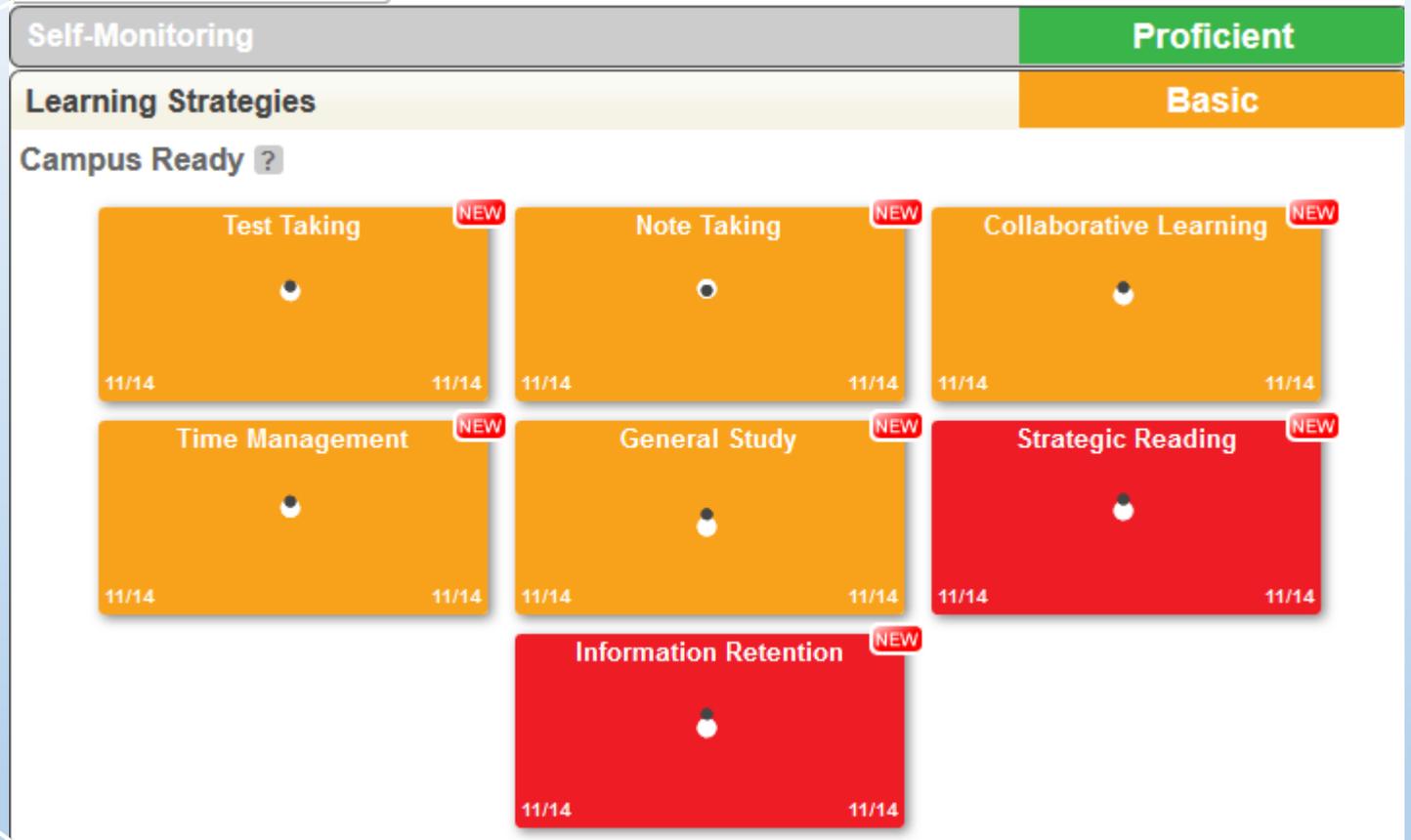
# Act

**Self-Monitoring** NEW

- ? Goal Setting
- ? Persistence
- ? Self-Awareness

**Learning Strategies** NEW

- ? Test Taking
- ? Note Taking
- ? Collaborative Learning
- ? Time Management
- ? General Study
- ? Strategic Reading
- ? Information Retention



# Sample ACT Key Performance Indicators

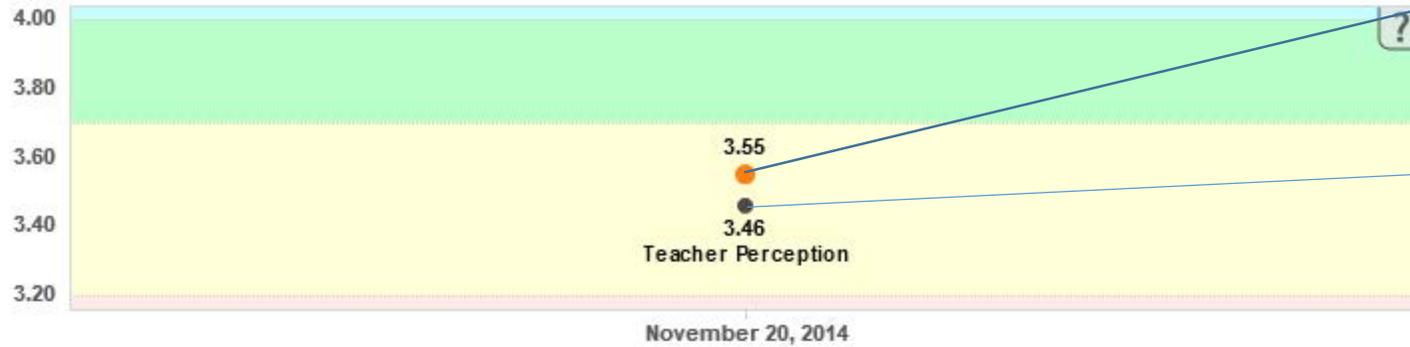
Each column is a separate school's data of students and staff responses.

Key Learning Skills and Techniques (Act)	Learning Strategies	Collaborative Learning Strateg..	3.05	2.30	3.35	3.28	3.25	2.81	3.01	3.19	3.28
		General Study Strategies	2.99	2.47	3.21	3.19	3.21	2.98	3.19	3.11	3.18
		Information Retention Strategi..	2.57	2.04	2.93	2.99	2.99	2.57	2.61	2.89	2.82
		Note Taking Strategies	3.20	2.39	3.36	3.44	3.67	3.03	3.58	3.45	3.24
		Strategic Reading Strategies	2.66	2.26	3.02	2.96	3.17	2.83	2.98	2.91	3.13
		Test Taking Strategies	3.02	2.43	3.36	3.43	3.56	3.03	3.18	3.33	3.26
		Time Management Strategies	3.05	2.20	3.26	3.27	3.38	2.78	3.14	3.20	3.07
	Self-Monitoring	Goal Setting Strategies	3.38	2.58	3.57	3.60	3.69	3.26	3.56	3.50	3.61
		Persistence Strategies	3.47	2.48	3.52	3.47	3.58	3.14	3.30	3.42	3.53
		Self-Awareness Strategies	3.99	2.63	3.74	3.82	3.84	3.41	3.81	3.75	3.79

# Sample Student Questions Associated with Note Taking Construct

Each column is a separate school's data of students responses.

I make sure to include in my notes any information that is repeated or explained, because it is likely to be important.	3.33	2.34	3.58	3.61	3.73	3.10	3.75	3.59	3.32
I refer to my notes when completing assignments.	3.45	2.38	3.52	3.67	3.75	3.21	3.55	3.66	3.44
I take notes during class.	3.65	2.55	3.75	3.87	4.17	3.14	4.25	3.88	3.45
When I read for class I highlight or make note of what I think are the important points.	2.93	2.41	3.16	3.15	3.58	2.95	3.55	3.18	3.04
When studying, I make lists of important terms and memorize their definitions.	2.60	2.28	2.97	3.03	3.22	2.61	3.05	2.92	2.89
When taking notes, reading, or studying for school, I look up vocabulary or concepts that I don't understand.	3.23	2.38	3.16	3.30	3.55	3.18	3.35	3.49	3.30



Note the discrepancies between student and teacher perceptions on this CCR skill set

Classroom Tools Add

Explore Your Data Add

School	Applied	Communication	College and Career Readiness	Critical Thinking	Problem Solving	Self-Management	Teamwork
Albany High School	3.55	3.55	3.55	3.55	3.55	3.55	3.55
Albany High School	3.55	3.55	3.55	3.55	3.55	3.55	3.55

Campus Ready Results

School	Applied	Communication	College and Career Readiness	Critical Thinking	Problem Solving	Self-Management	Teamwork
Albany High School	3.55	3.55	3.55	3.55	3.55	3.55	3.55
Albany High School	3.55	3.55	3.55	3.55	3.55	3.55	3.55

Campus Ready Aspirations



Student-Teacher Perceptions

Add

Other Resources Add

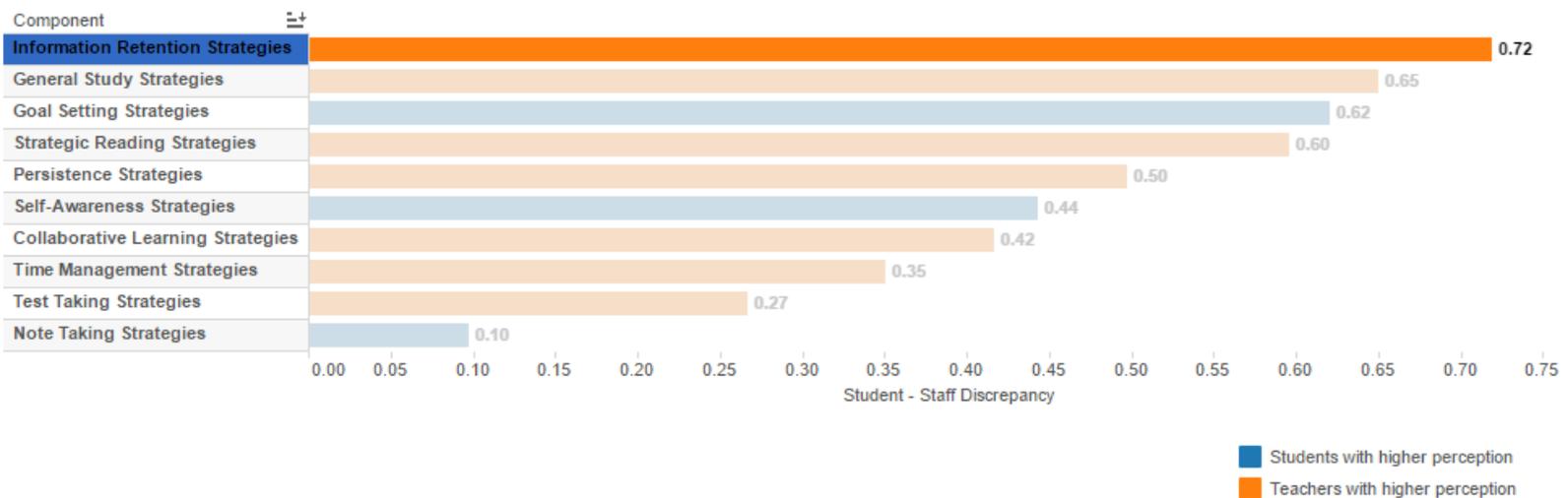
- Handout: Cornell Notes for Students **NEW**
- Cornell Notes: Blank Template **NEW**
- AVID Module: Cornell Notes (11 min)

**ACT:** We are measuring student perception of CCR higher order thinking strategies that we value.

We are currently measuring this on a yearly basis for grades 6-12 using the Campus Ready Tool from EPIC.

Data is displayed for schools to use as part of their strategic planning.

## Student-Staff Discrepancy



This shows a school when there are large discrepancies between staff perceptions and student perceptions. In this particular school, the largest discrepancy is on Information Retention Strategies. At the very bottom of this slide, you can see a few of the staff questions. In this case staff indicate that they teach students these strategies frequently. However, students responses (shown in the middle of this slide) indicate different perceptions than staff.

## Student Responses

Question	Not at all like me	A little like me	Somewhat like me	A lot like me	Very much like me
I know how to identify what needs to be memorized for class.	5%	11%	30%	35%	19%
I look for patterns or other ways to break material into groups of three to four familiar elements.	23%	20%	28%	18%	11%
I quiz myself, or have others quiz me, to make sure I remember what I've studied.	16%	17%	24%	22%	21%

## Staff Responses

Question	Not at all	I rarely or never do this	I sometimes do this	I do this often	I do this very often
I give students tips and guidance on how to identify important terms, vocabulary, and facts to memorize.		9%	28%	47%	16%
I teach students how to differentiate important factual information that should be memorized from less important factual information that they should only be familiar with.	5%	14%	29%	42%	11%

This is useful for schools in their long-term planning as areas to focus on – particularly when there are areas of discrepancy.

KEY TRANSITION KNOWLEDGE & SKILLS

# Go

**Academic Awareness** NEW

- ? College & Career Preparation
- ? College & Career Expectation

**College Admission Process** NEW

- ? College Selection
- ? College Application

**College & Career Culture** NEW

- # Graduation Rate
- # Going to Postsecondary
- # Continuing In College
- # College Remediation
- ? College Awareness
- ? Career Awareness

**Tuition & Financial Aid** NEW

- # Completing FAFSA
- ? Tuition Awareness
- ? Financial Aid Awareness



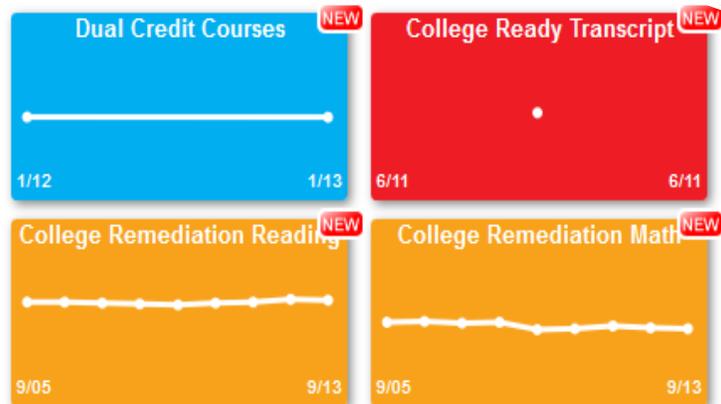
The column to the left shows all of the different areas of Go that we measure for our high schools in our dashboard.

**College & Career Culture** **Basic**

**Graduation & National Student Clearinghouse #**



**College Preparedness #**



**Campus Ready ?**



**High Schools**

Click one or more High Schools below to see colleges attended by graduates from the selected school

School	Graduating Class	College Direct	College Direct %
Lewis and Clark	369	224	60.7%
Ferris	343	199	58.0%
Shadle Park	261	134	51.3%
Rogers	254	121	47.6%
North Central	219	133	60.7%
On Track	147	27	18.4%
The Community School	63	13	20.6%
<b>Grand Total</b>	<b>1,656</b>	<b>851</b>	<b>51.4%</b>

We track a number of different aspects of GO. On the left is a screen shot from a high school on nine different areas (e.g. high school graduation, post-secondary enrollment, and student career awareness). Above is a screen shot of one particular construct (Going to Postsecondary) with the actual percentage of their graduating class who enrolled in a technical school, two year college, or four year college the year after graduation.

# High Schools

Click one or more High Schools below to see colleges attended by graduates from the selected school(s).

School	Graduating Class	College Direct	College Direct %	Persistence % *
Lewis and Clark	369	224	60.7%	0.0%
Ferris	343	199	58.0%	0.0%
Shadle Park	261	134	51.3%	0.0%
Rogers	254	121	47.6%	0.0%
North Central	219	133	60.7%	0.0%
On Track	147	27	18.4%	0.0%
The Community School	63	13	20.6%	0.0%
<b>Grand Total</b>	<b>1,656</b>	<b>851</b>	<b>51.4%</b>	<b>0.0%</b>

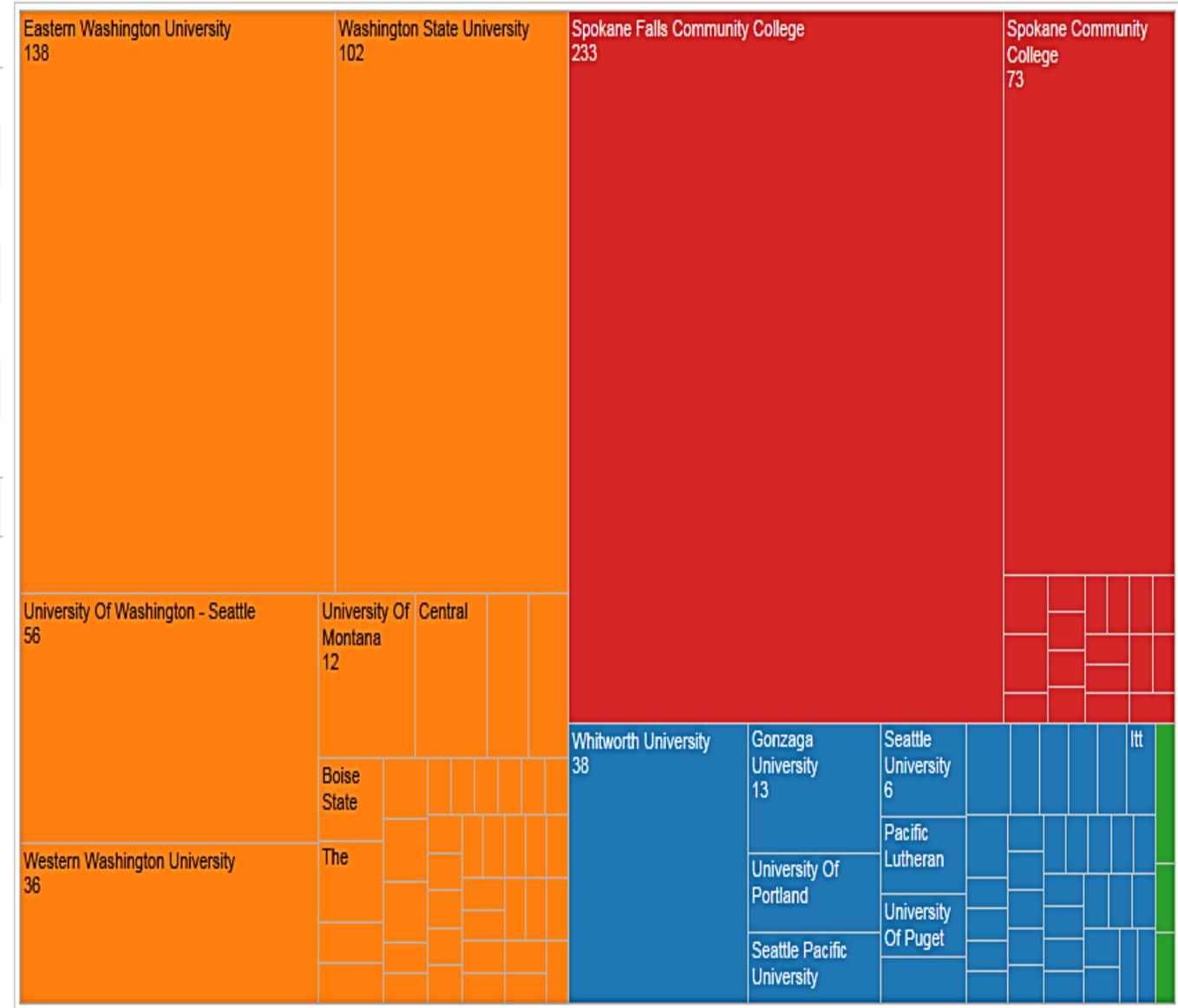
*College Direct* is the % of graduates who enrolled in college in the year following their graduation.

*Persistence* is the % of students who came back for a second year of college.

\* *Note: 2014's persistence rate has not been calculated because calculating it requires 2015 college enrollment figures.*

# Colleges

Click one or more colleges to see graduates from high school(s) attending those colleges below.



Class Of

### School Type

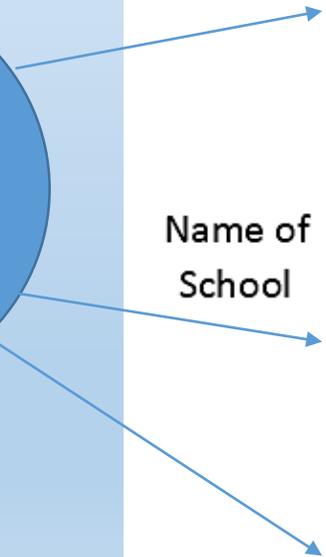
- Four year Private
- Four year Public
- Two year Private
- Two year Public

This is where all of our students enrolled the year immediately after graduation. We track which technical, two year, and four year schools they enroll in and if they stay enrolled past the first year. Schools can click on a school and it shows them the students from their school enrolled.

# Are our students aspiring to post-secondary?

		Aspirations	
		Based on 7th grade results	
Elementary	Total Students	T-2-4	Non T-2-4 Path
	51	76%	24%
	55	75%	25%
	54	80%	20%
	41	83%	17%
	68	65%	35%
	52	77%	23%
	53	70%	30%
	64	88%	13%
	45	69%	31%
	52	69%	31%
	31	65%	35%
	72	74%	26%
	36	58%	42%
	77	75%	25%
	59	66%	34%
	85	75%	25%
	41	49%	51%

These are elementary schools



We also go all the way down to our elementary schools to ensure students have post-secondary aspirations.

# GO

**To what extent does our school increase access to privileged knowledge?**

Students can thoughtfully explore their options, identify and obtain the necessary resources, complete the numerous steps necessary to pursue T-2-4. Students know how to get where they want to

**GO**

## Elementary School

- Students will visit a 2 and 4 year college in 5<sup>th</sup> & 6<sup>th</sup> grade
- Hallways will reflect T-2-4 Aspirations
- College T-shirt Days
- Adopt a college per classroom
- Teach FAFSA Vocabulary
- Financial Literacy Lessons
- Make connections between grades & attendance and college eligibility
- Define college key terms (AA, BA, Majors)
- Career Exploration and Inventories

## Middle School

- College Bound Scholarship Sign Up
- College and Career Exploration through CCLR/AVID
- Attend Community Career Events
- Create 4 year HS plans based on T-2-4 and career aspirations
- Readistep
- Campus Visits (AVID)
- AVID School wide – culture of college readiness

## High School

- High School and Beyond Plan that ensures students have a clear vision for their T-2-4 and all of the steps complete to get there
- FAFSA Completion
- AVID school wide
- College Ready Transcripts
- Celebrate Student T-2-4 Success
- Summer Melt Program
- Naviance College and Career Research
- Financial Literacy/Scholarship sign up
- PSAT Day, SAT Day
- Rolling Admissions Fair

## Strategic Goal 1: Increase Student Achievement

Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.

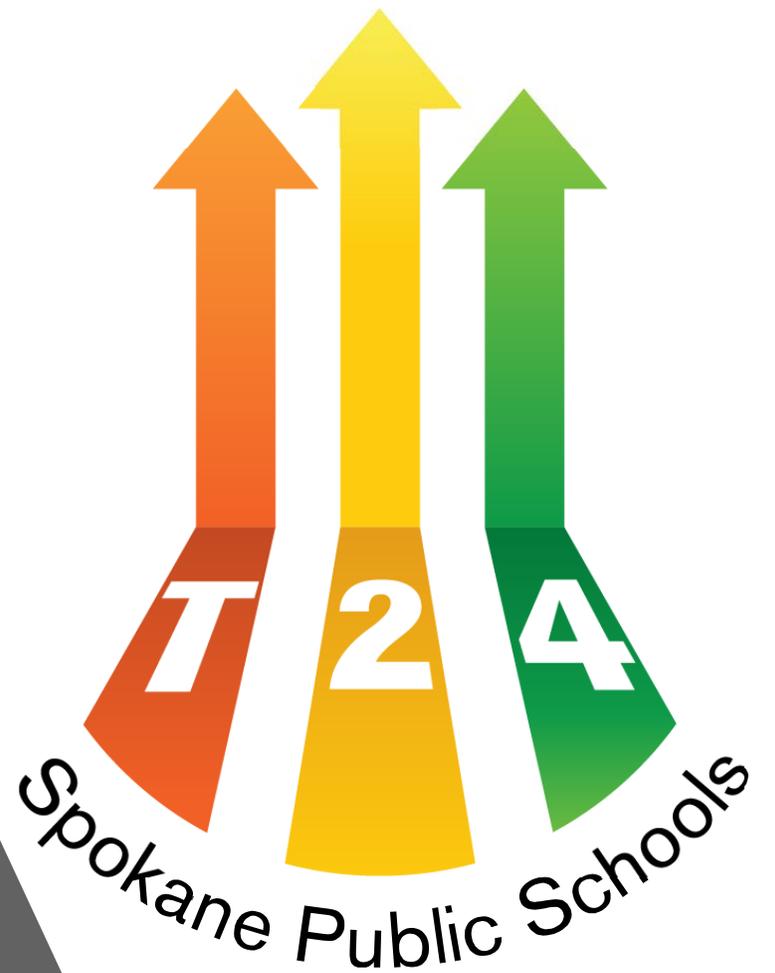
**T 2 4**

# Summer Melt

---



What would you do different if you were accountable for kids until their first day of college?



# Summer Melt Definition

- “**Summer melt** is the phenomenon of prospective college students' motivation to attend college "melting" away during the summer between the end of high school and beginning of college. This phenomenon is especially prevalent in low-income minority communities, where students who qualify for college and in some cases even register for classes ultimately end up not attending college because they lack resources, support, guidance, and encouragement. Causes include the costs associated with college and a lack of support. Support programs, particularly by colleges, have been found to reduce summer melt.”



# Spokane Schools' Journey

Implementing a Summer Melt Program

## Summer Melt Counselor

### Goal:

To support our students transition from high school to their chosen post-secondary enrollment

### Tactics and Responsibilities:

- Facilitate and gather information from our seniors before they leave us (make sure you have student contact information and post high school plan)
- Work closely with EWU, SCC and SFCC
- Use data to make interventions (who has completed what, help with follow through)
- Document work and caseload
- Communicate with your senior class regularly to check in and provide support
- Meet with students on the college campus when necessary
- Help collect summer melt data to help guide and define the work with future students
- Collaborate with counseling team members and college and career readiness leaders to support our students.
- Meet 2-5 times throughout the summer with the district team
- Support FAFSA completion and financial aid issues
- Support the collegebound scholarship process over the summer

### Duration/Time Commitment

- The gathering of information requires teams of people. The Summer Melt counselor will help facilitate conversations amongst counselors and CCR leaders to ensure the work is ready to launch over the summer.
- 1 planning day in June
- Approximately 45 hours from June – August (there will be some overlap with the start of the new school year as many colleges do not start until the end of August/beginning of September)

Stipend: \$1350

Year 1:  
Hired 1 Counselor Per  
High School

# What We Did:

- FAFSA Completion
- Student Check Ins
- College Office Hours
- Community College Events
- General Documentation
- Google Voice



# What We Learned:

- We take kids word that they are “all good”
- Students are hard to engage with after they graduate
- Texting is key
- Partnership with our post secondary feeders in planning is key
- Gather student cell information before they graduate
- Advertise our service to students and families prior to graduation
- Start Summer Melt Efforts earlier



## Year 2:

### Do We Have A Problem?

---

- Post secondary partners and Community ask if there is a summer melt problem
- Do we have data to reflect the problem
- Do we know where every single senior plans to go after high school

# What We Did

- Asked counselors to report every seniors plan beyond high school
- District created the central document and put into the cloud to share

Last Name	First Name	High School	Cumulative GPA	Credits Earned	College bound Scholar	Home Phone or Good Contact #	Email	Post Secondary Category	Specific Institution/Pursuit
-----------	------------	-------------	----------------	----------------	-----------------------	------------------------------	-------	-------------------------	------------------------------

Technical	
2 Year/Community College	
4 Year	
Military	
Workforce	
Mission Trip	
Apprenticeship	
Unknown	
Not Graduating	
Other	
Images/Step	

# Year 2 Expectations for Summer Melt Counselor

## Expectations:

1. Everything is filled out – we need to know what every student's plan is
2. We make an intervention at each place where there is a No and the intervention is documented for SCC, SFCC, EWU
3. For students attending post-secondary outside of EWU, SCC, SFCC we should get a firm feeling where they are in the process and what support they need. Follow up!
4. A good phone number and/or email for each student documented on the spreadsheet so we can follow up in the fall
5. FAFSA should be complete and submitted
6. We fill everything out the same so we can collect data at the end
7. Progress will documented in dropbox
8. Communicate regularly with post secondary partners and each other
9. Meet 3-4 times as a group throughout the summer
10. Communicate regularly with students – at school, public places, college campus, phone, email

# What We Did

- Worked together with EWU and Community College of Spokane to report student progress to ensure they made it to the first day of school.
- Continued FAFSA Completion
- Documented intervention
- Events

# Example of Counselor Interventions

Pathway	School	Placement Test	Contact/Notes	NSO
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, called 8/1	
2 Year/Co	SFCC	x	texted 6/30, 7/7, 7/14, 7/18 says it's scheduled	x
2 Year/Co	SFCC	x	texted 6/30	x
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, called and left message 8/1	
2 Year/Co	SFCC	x		
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/26 says it's scheduled for 8/9	
2 Year/Co	SFCC	x	texted 6/30	x
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, called and left message 8/1	
2 Year/Co	SFCC	x	texted 6/30	
2 Year/Co	SFCC	-	texted 6/30, 7/7, 7/14, 7/18 says he is going to the NAVY	
2 Year/Co	SFCC	x	texted 6/30	x
2 Year/Co	SFCC	x	texted 6/30	
2 Year/Co	SFCC	x	texted 6/30, 7/7, 7/14, 7/18, 7/25, called and left message 8/1	x
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18 says it's scheduled	
2 Year/Co	SFCC	x	texted 6/30 going to EWU	
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, called and left message 8/1	
2 Year/Co	SFCC	x	texted 6/30	
2 Year/Co	SFCC	x	texted 6/30	x
2 Year/Co	SFCC	x	texted 6/30	
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18 says he is going spring quarter	
2 Year/Co	SFCC	(spring 2017)	texted 7/7, emailed 7/7	
2 Year/Co	SFCC	x	texted 6/30	x
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18 says it's scheduled	
2 Year/Co	SFCC	x	texted 6/30, 7/7, 7/14, 7/18, 7/25 says his SAT scores waived his testing and M	
2 Year/Co	SFCC	x	texted 6/30, 7/7, 7/14, 7/18, 7/25, called 8/1 she says it's scheduled	
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25 doing online Southeastern University/Nort	
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, called 8/1 and left message	
2 Year/Co	SFCC	x	texted 6/30	x
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, called 8/1 and left message	
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, 8/1 called and he says he is joining the Nav	
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, called 8/1 and left message	
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18 says it's scheduled	
2 Year/Co	SFCC	x	texted 6/30	
2 Year/Co	SFCC		texted 6/30, 7/7, 7/14, 7/18, 7/25, called 8/1 and left message	

# First-Steps

*Enrolling at SCC is easy!*

**August 29 | 7:30 am to 5 pm | Building 15**

## *Services available*

- Admissions
- Financial Aid
- Account Activation
- Test Scheduling
- Cashiering
- Tours
- Career Assessments
- Workforce Education Funding

**Attendees are encouraged to bring the following if they have them:**



- Any H.S. or College Transcripts
- SAT/ACT scores
- AP and/or Smarter Balance Test scores
- 2015 Tax information
- Parents 2015 tax information *if under 24 and no dependents.*

Sign up for  
**New Student Orientation**

**Sept  
7**



Example of  
Community College  
Event

# Example of the Data College Provided

Application Stat	Application	App Fee Re	Missi	Test Sc	Latest Decision	firstSTEP da	Took Aleks Math Te	Applied Financial Ai
Decision Made	Y	null	Y	Y	Undergrad Formal Admit	null	null	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	06/17/2016	null	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	null	null	Y
Decision Made	Y	null	Y	Y	Undergrad Formal Admit	null	null	Y
Decision Made	Y	null	null	Y	Deny - Undergraduate	null	null	null
Decision Made	null	SAT Waiver	Y	Y	Undergrad Formal Admit	null	null	Y
Decision Made	Y	null	Y	Y	Undergrad Formal Admit	null	null	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	null	null	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	null	null	Y
Decision Made	Y	null	Y	Y	Undergrad Formal Admit	null	null	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	null	null	null
Decision Made	null	EWU Running	Y	Y	Invalid Application	null	null	null
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	07/08/2016	Y	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	null	null	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	null	null	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	null	null	Y
Decision Made	Y	null	Y	Y	Confirmed Intent to Enroll	null	null	Y
Decision Made	Y	null	Y	Y	Undergrad Formal Admit	null	null	Y
Decision Made	Y	null	Y	Y	App Withdrawn After Admission	null	null	Y
Incomplete items outstanding	Y	null	Y	Y	null	null	null	null
Incomplete items outstanding	Y	null	Y	Y	null	null	null	Y

# What We Learned

- We need a texting tool
- High School and Beyond Plan over time is key
- Barriers can be simple issues, yet gigantic to overcome
- The handoff to the college needs to start in January
- We need a data sharing tool

# What's Next: Do We Have a Summer Melt Problem?

Why didn't 182 students register?

Initially, 426 students indicated plans to attend SFCC. Of those, 382 applied and so far 200 are registered or will be after their upcoming New Student Orientation. That's 52% of applicants registered."

- Lori Williams, SFCC

What happened to the students who did not apply?



**SFCC**

**We have a place for you!**

Seniors... We can help you reach your dreams of college and a career.

Spend a morning at **Spokane Falls Community College** to explore our programs and courses, learn about support resources, and experience student life.

You might just find your place...

Contact your counselor to sign up or for more information.  
See you there!

October 5, 20  
10am-Noon  
Explore cours  
and careers w  
offer, meet o  
expert faculty  
Find out abou  
student resour  
that support y  
success!  
BBQ, live mus  
student clubs  
prizes, picture  
with Skitch!



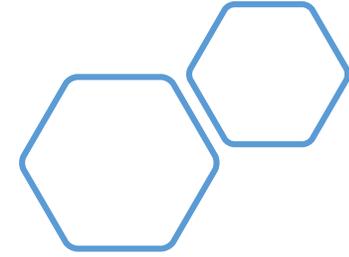
# Event Resulting from Summer Melt Data

- We CANNOT do this work without our community and post secondary partners!!!!

# What's Next:

- Match up National Clearinghouse Data with High School and Beyond Plans
- Make phone calls to students who did not show up
- Partner with main feeders to survey students who did not make it
- Create a data tool for counselors and post secondary partners
- Work with our community
- Summer Melt Volunteers and Centers
- Continue to monitor the data in our dashboard and use the data to guide our work plan





Questions?

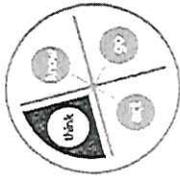
## THINK

### To what extent do we provide students with an opportunity to engage in thinking required to be successful in their post-secondary studies and the work place?

Students need to do more than retain or apply information; they have to process and manipulate it, assemble and reassemble it, examine it, question it, look for patterns in it, organize it, and present it. They need intentional patterns of thinking to draw on as they complete work after high school.

Without strategies for how to proceed when they encounter a problem, ineffective learners repeat the same mistakes, not because they are not cognitively capable of learning but because they do not know what to do next or how to approach the task from another direction. Based on Dr. Conley and EPIC's analysis of college course syllabi, assignments, and feedback from instructors, they identified five **key cognitive strategies** representing these intentional patterns of thinking:

- **Problem formulation:** students demonstrate clarity about the nature of the problem, identify potential outcomes, and develop strategies for exploring all components of the problem.
- **Research:** students explore a full range of available resources and collection techniques or generate original data. They also make judgments about the sources of information or quality of the data, and determine the usefulness of the information or data collected.
- **Interpretation:** students identify and consider the most relevant information or findings. In order to make connections and draw conclusions, they need to use structures and strategies that contribute to the framework for communicating a solution. Reflecting on the quality of the conclusions drawn is an important part of this strategy.
- **Communication:** students organize information and insights into a structured line of reasoning and construct a coherent and complete final version through a process that includes drafting, incorporating feedback, reflecting, and revising.
- **Precision and accuracy:** students apply this strategy throughout the entire process. They maintain precision and accuracy during all stages of the process by determining and using language, terms, expressions, rules, terminology, and conventions appropriate to the subject area and problem.



What problem am I trying to solve?

Students are consistently given the opportunity to independently develop hypotheses, know how to solve problems with more than one response, and can select strategies to solve a problem from among multiple possibilities.

Where can I find the information I need?

Students are taught throughout the school day how to collect information from multiple sources and can evaluate the quality of the sources.

How do I make sense of the information?

As students learn new content, they are also taught to efficiently organize, analyze, and evaluate the information they are learning.

What's the best way to communicate what I learned?

Students are taught to consider their audience when communicating what they have learned and are given the opportunity to develop a variety of media products (i.e. memos, PowerPoint decks, videos)

How do I know I'm on the right track?

Students are taught how to complete multiple drafts and review their work for high quality.

# Think

## Problem Formulation NEW

- ? Hypothesize
- ? Strategize

## Research NEW

- ? Identify
- ? Collect

## Interpretation NEW

- ? Analyze
- ? Evaluate

## Communication NEW

- ? Organize
- ? Construct

## Precision & Accuracy NEW

- ? Monitor
- ? Confirm



### Problem Formulation

Campus Ready ?

Hypothesize NEW

WORD

Strategize NEW

WORD

Basic

### Research

Proficient

### Interpretation

Basic

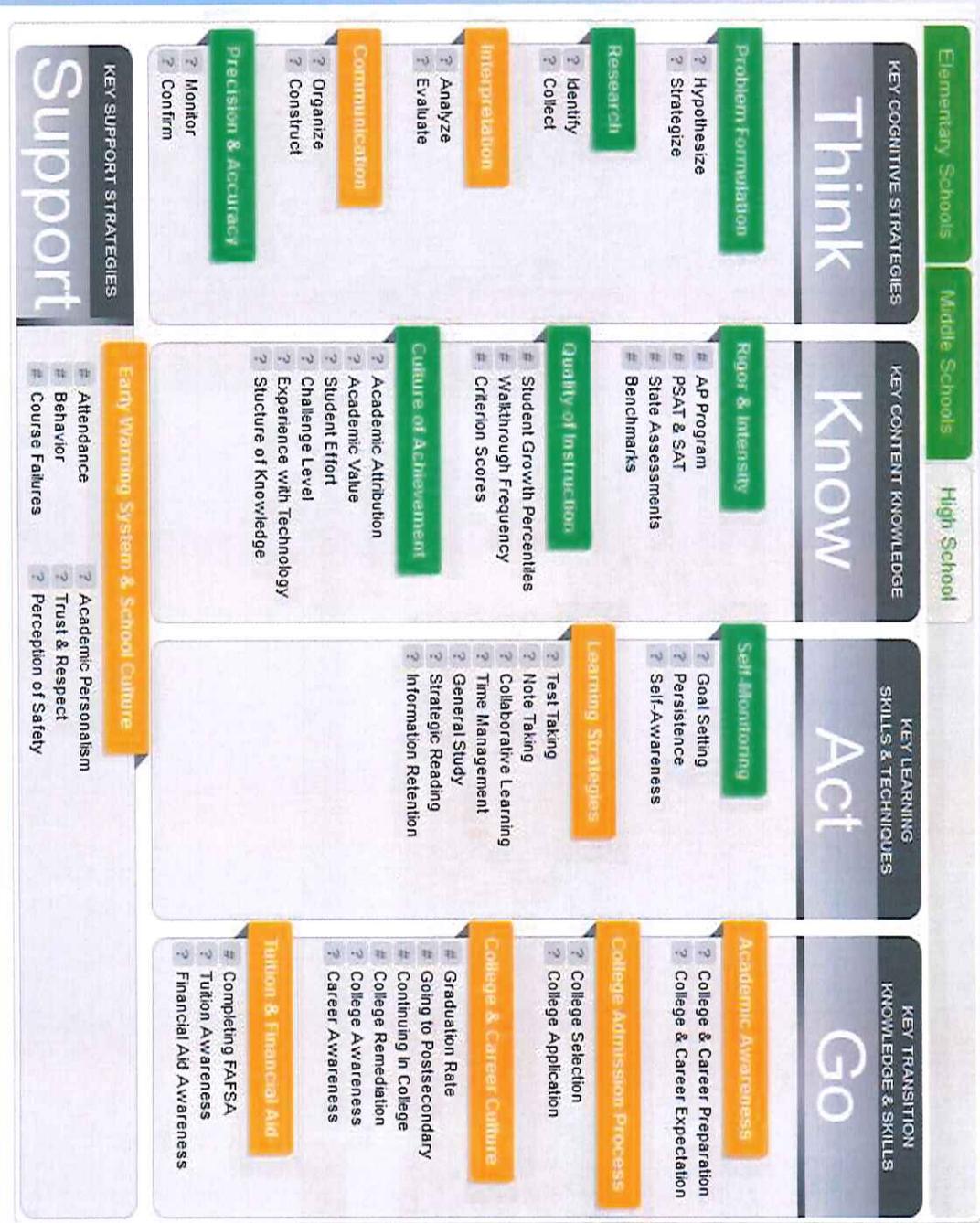
### Communication

Basic

### Precision & Accuracy

Proficient





These are all of the different areas that we measure for College and Career Readiness across our system. This is a view for high schools. Note the different constructs or ideas in each area of Think, Know, Act, Go

Sample student questions in the Think area for Problem Formulation

Each column is a separate school with their overall student responses.

I break problems down into smaller pieces.	3.05	2.41	3.40	3.43	3.54	3.14	3.90	3.36	3.71
I can come up with many different ways to solve a problem.	3.62	2.89	3.54	3.63	3.74	3.47	4.00	3.61	3.99
I make a plan or come up with a strategy to solve a new problem.	3.70	2.89	3.62	3.71	3.73	3.40	3.90	3.63	3.86
I think of different ways I could solve a problem and pick the best one.	3.57	2.67	3.57	3.67	3.75	3.50	4.10	3.67	3.95
I try something different if my first approach doesn't seem to be working.	3.68	2.52	3.56	3.62	3.79	3.45	4.00	3.59	3.92
When solving a problem, I think about how I've solved similar problems in the past and apply those strategies.	3.78	2.67	3.64	3.73	3.77	3.49	4.10	3.57	4.11

### Campus Ready Results

Student results are based on the following range:  
1 - 5 (Not at all like me to - Very much like me)

School Year  
2014-2015

Schools  
(AB)

Dimension	Aspect	Component	School A	School B	School C	School D	School E	School F	School G
Key Cognitive Strategies (Think)	Problem Formulation	Hypothesize	3.62	3.93	3.68	3.71	3.64	3.46	3.75
		Strategize	3.75	3.64	3.66	3.67	3.71	3.54	3.81
		Identify	3.60	3.72	3.67	3.69	3.66	3.58	3.61
		Collect	3.69	3.65	3.67	3.72	3.66	3.58	3.61
Key Content Knowledge (Knows)	Culture of Achievement	Academic Value	3.69	3.64	3.64	3.64	3.64	3.64	3.64
		Challenge Level	3.69	3.64	3.64	3.64	3.64	3.64	3.64
		Experience with Technology	3.69	3.64	3.64	3.64	3.64	3.64	3.64
		Structure of Knowledge	3.69	3.64	3.64	3.64	3.64	3.64	3.64
Key Learning Skills and	Self-Monitoring	Student Effort	3.69	3.64	3.64	3.64	3.64	3.64	3.64
		Goal Setting Strategies	3.69	3.64	3.64	3.64	3.64	3.64	3.64
		Persistence Strategies	3.69	3.64	3.64	3.64	3.64	3.64	3.64
		Academic Attribution	3.69	3.64	3.64	3.64	3.64	3.64	3.64

### Item Level Results (Click a Component to see its questions)

Question	School A	School B	School C	School D	School E	School F	School G
I break problems down into smaller pieces.	3.67	3.66	3.42	3.4	3.59	3.3	3.67
I can come up with many different ways to solve a problem.	3.67	3.8	3.65	3.62	3.73	3.55	3.71
I consider what information is available and what information is needed but missing.	3.76	3.85	3.62	3.57	3.6	3.42	3.63
I know how to create a hypothesis.	4.09	4.17	3.93	4.04	3.75	3.78	3.95
I know how to create multiple hypotheses and can figure out which one is the best to use to solve a specific problem.	3.72	3.69	3.57	3.63	3.55	3.28	3.52
I make a plan or come up with a strategy to solve a new problem.	3.78	3.87	3.7	3.72	3.77	3.63	3.76
I think about the purpose of a problem when coming up with a plan to solve it.	3.71	3.77	3.68	3.64	3.71	3.45	3.75
I think of different ways I could solve a problem and pick the best one.	3.76	3.84	3.69	3.75	3.72	3.6	3.78
I try something different if my first approach doesn't seem to be working.	3.64	3.9	3.7	3.75	3.7	3.68	3.85
I use my past experiences solving similar problems when formulating hypotheses.	3.62	3.97	3.74	3.74	3.63	3.38	3.92
When solving a problem, I think about how I've solved similar problems in the past and apply those strategies.	3.9	4	3.78	3.6	3.74	3.68	4.07

Remember my changes Edit



Download

**Think:** We are measuring student perception of CCR higher order thinking strategies that we value.

We are currently measuring this on a yearly basis for grades 6-12 using the Campus Ready Tool from EPIC.  
Data is displayed for schools to use as part of their strategic planning.

# KNOW

## What is the rigor and intensity of our curriculum?

Students need strong foundational knowledge in core academic subjects, and they also need to have an understanding of the structure of knowledge (the big ideas and how those ideas frame the study of the subject). However, it is not enough to have students learn high-quality content. They need to understand that success at learning content is a function of effort much more than aptitude.

### Structure of Knowledge

The brain organizes and retains bits of information into structures – what psychologists call schema. Without a structure, it's difficult to retain key terms. Without the terms and terminology, it's tough to do much with the big ideas. When the brain has the overarching structures in place and has mastered key terms and terminology, it can manage factual information much more efficiently and effectively.

To summarize, students need to learn **key content knowledge** effectively and efficiently by

- organizing the content well;
- identifying key ideas;
- believing that effort has value in the learning process; and
- regarding the content as worth learning.

---

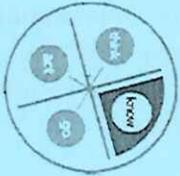
Students' ability to access a rigorous and intense curriculum is affected by two main areas: quality of instruction and the overall academic culture of the school.

## What is the quality of instruction?

Teacher quality and instructional strategies as outlined in our Marzano framework allow for student content knowledge and acquisition and is a critical component.

## Does my school develop a culture of achievement?

A strong academic culture create a culture of academic press. Academic press is a normative environment of a school or classroom that creates an academic culture. Strong academic press leads students to work harder (effort), challenge themselves, and value academics. Successful school leaders pay purposeful attention to creating a strong academic culture, celebrating and rewarding success, and encouraging students to stretch themselves academically and take risks



**Do I understand the point of what I'm learning and how it fits with what I already know?**

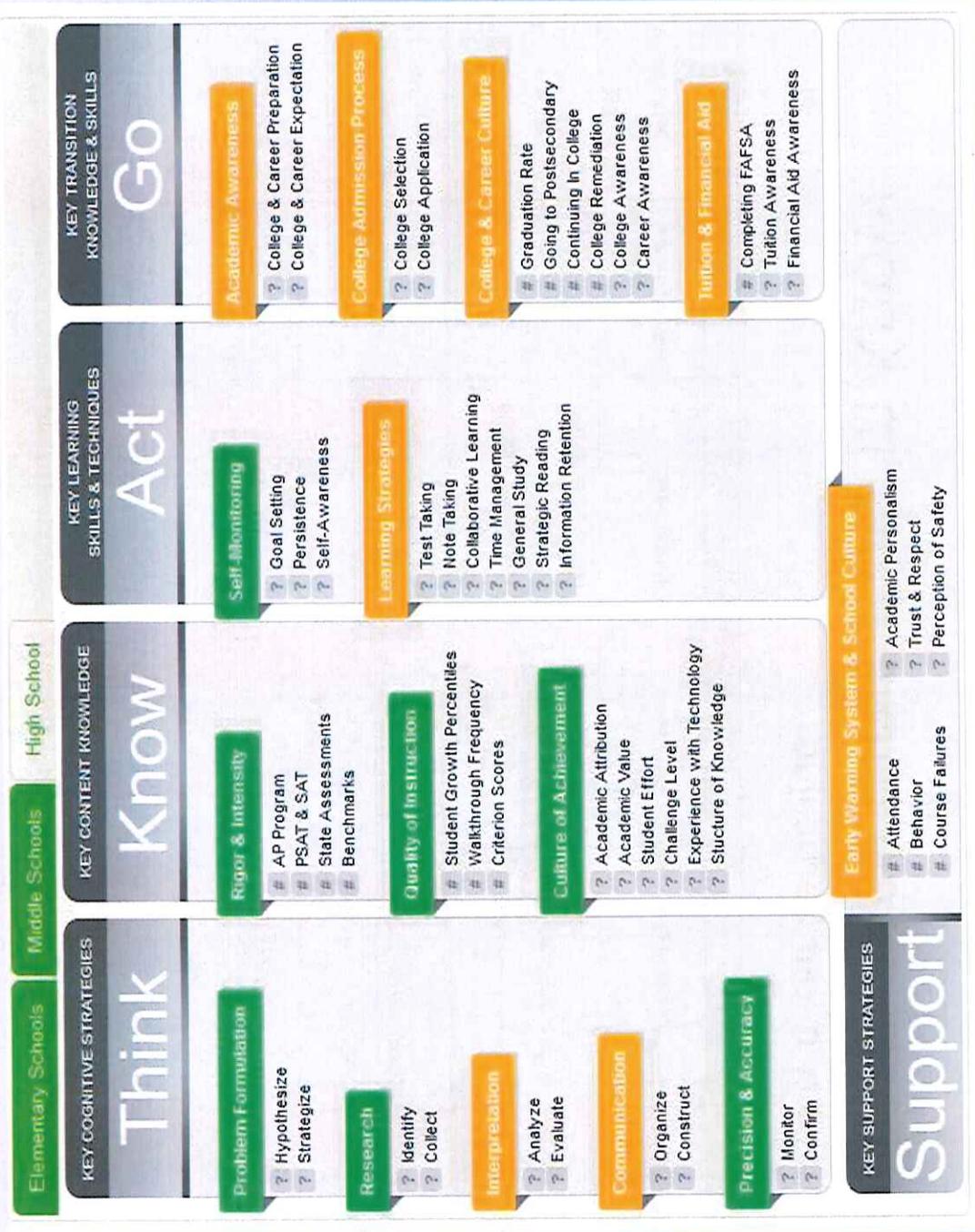
Students are consistently given the opportunity to apply foundational knowledge in novel and non-routine ways. They are also given the opportunity to develop ways of knowing that help them retain information and generate ideas.

**Do I attend a school with a strong academic culture?**

Schools celebrate academics and create an overall academic culture that pushes students to succeed.

**What am I learning that will open doors to future career paths?**

As students learn foundational knowledge, they are taught how to apply it to a variety of contexts and disciplines.



These are all of the different areas that we measure for College and Career Readiness across our system. This is a view for high schools. Note the different constructs or ideas in each area of Think, Know, Act, Go

# Key Performance Indicators in Know

Rigor and Intensity of our Curriculum

Elementary		Middle School		High School	
Key Performance Indicator	Measured By	Key Performance Indicator	Measured By	Key Performance Indicator	Measured By
English Language Arts (ELA) Proficiency	-Smarter Balanced Passing Rates -Smarter Balanced Growth	ELA Proficiency	-Smarter Balanced Passing Rates -Smarter Balanced Growth -PSAT 8	ELA Proficiency	-Smarter Balanced Passing Rates -PSAT/NMSQT/SAT
Mathematics Proficiency	-Smarter Balanced Passing Rates -Smarter Balanced Growth	Mathematics Proficiency	-Smarter Balanced Passing Rates -Smarter Balanced Growth -PSAT 8	Mathematics Proficiency	-Smarter Balanced Passing Rates -PSAT/NMSQT/SAT
Science Proficiency	-Measurement of Student Progress (MSP)	Science Proficiency	-Measurement of Student Progress (MSP)	Science Proficiency	-End of Course Biology Exam
				Rigor of School Experience	AP Participation AP Passing Rates Transcript Analysis (Coming)

Key Performance Indicators:  
Advanced Placement Participation Rates  
Advanced Placement Passing Rates

KEY CONTENT KNOWLEDGE

# Know

**NEW**  
Rigor & Intensity

- # AP Program
- # PSAT & SAT
- # State Assessments
- # Benchmarks

**NEW**  
Quality of Instruction

- # Student Growth Percentiles
- # Walkthrough Frequency
- # Criterion Scores

**NEW**  
Culture of Achievement

- ? Academic Attribution
- ? Academic Value
- ? Student Effort
- ? Challenge Level
- ? Experience with Technology
- ? Structure of Knowledge



## Rigor & Intensity

9th Grade

10th Grade

11th Grade

12th Grade

**NEW**  
Seniors Taking an AP Exam



**NEW**  
Seniors Passing an AP Exam



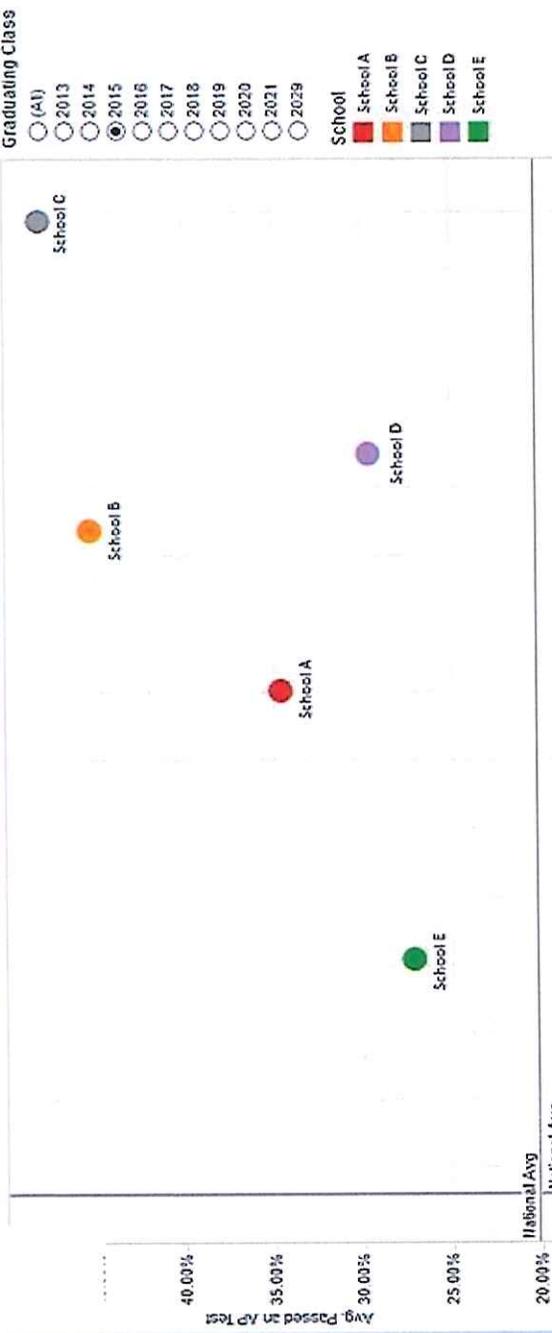
Basic

Quality of Instruction

Culture of Achievement

Proficient

Proficient

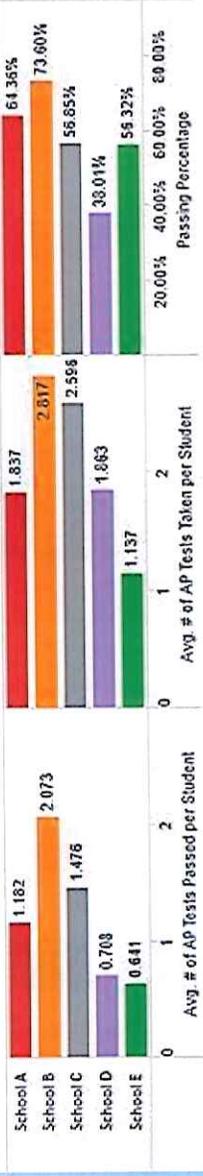


Graduating Class

- (All)
- 2013
- 2014
- 2015
- 2016
- 2017
- 2018
- 2019
- 2020
- 2021
- 2023

- School
- School A
  - School B
  - School C
  - School D
  - School E

### School Student Averages

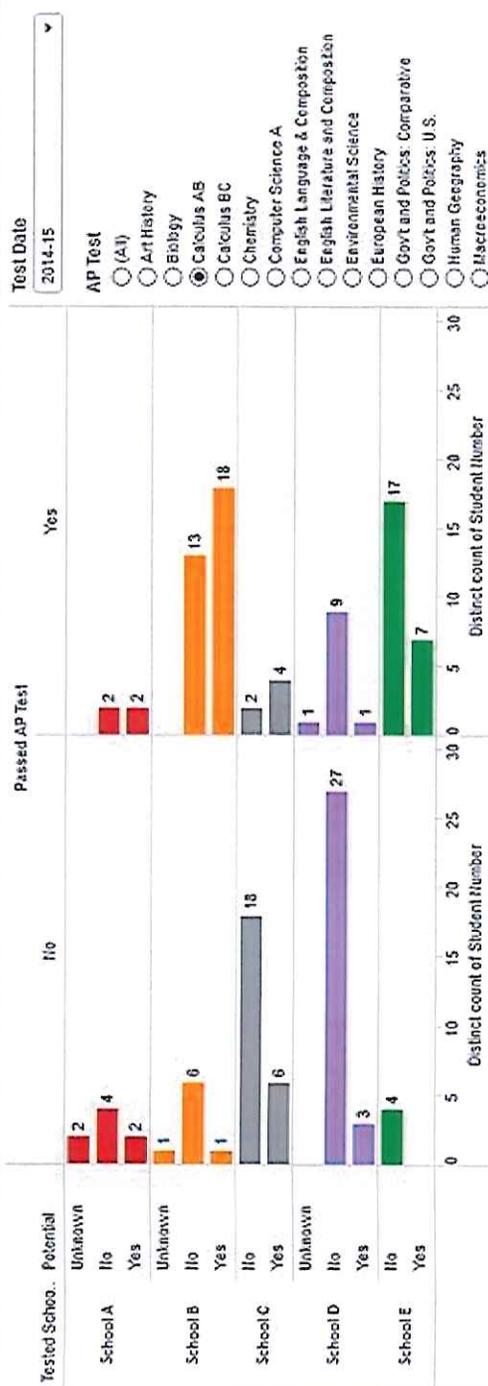


### % of AP Tests for SPS



**KNOW:** We measure state tests, national tests, AP tests, quality of instruction, and school academic climate.

These slides represent our Advanced Placement dashboard which are a proxy for rigor and intensity of our curriculum.



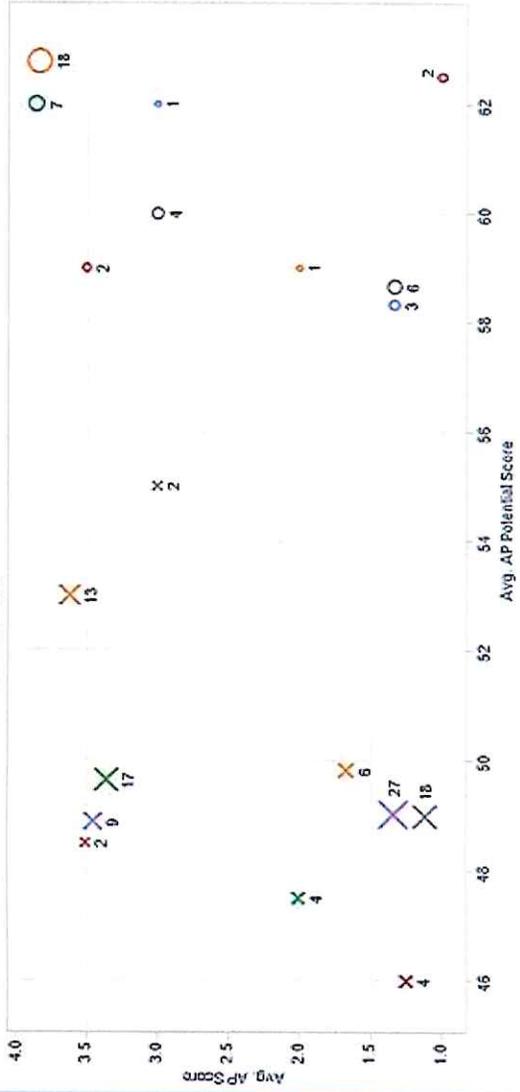
# KNOW:

This sample dashboard does two things:

- shows which teachers are able to get students to pass an AP exam even when students do not have PSAT scores predicting this

- shows which teachers have students failing exams when the prediction is they would pass

AP Test Scores Compared to Predicted Potential



# President Obama's Goal For Higher Education

...to have the highest proportion of students graduating from college in the world by 2020.

The president believes that regardless of educational path after high school, all Americans should be prepared to enroll in at least one year of higher education or job training to better prepare our workforce for a 21<sup>st</sup> century economy.

# Why Measure Rigor and Intensity of Curriculum

- “The impact of a high school curriculum of high academic intensity and quality on degree completion is far more pronounced—and positively—for African-American and Latino students than any other pre-college indicator of academic resources.” (Summary from Answers in the Tool Box - 1999)
- “The academic intensity of the student’s high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor’s degree.” (Answers in the Tool Box Revisited - 2006)

# AP Equity & Excellence

*Combining Participation and Performance*

“The percent of a school’s students who take and pass AP exams is the best AP-related indicator of whether the school is preparing increasing percentages of its students to graduate from college.”

**Source:** Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability, 2006)

# AP Participation and Passing Rates:

## SPS, State, and Nation (Percent of Graduating Senior Class Taking and Passing at Least One Exam)

AP Participation and Passing Rates: SPS, State, and Nation



## 2016 AP Exam Participation and Passing Between SPS and Similar Districts in Washington State





# ACT

## **Do we teach students specific techniques to support and monitor their learning? Do we equip students with the social skills and academic behaviors they need to succeed in college, career, and life?**

This area encompasses both learning strategies and areas referred to in the literature as social-emotional learning. In the past, we focused on self-monitoring and learning strategies. With the recent advances in SEL research and literature, we are expanding and modifying our definitions. SPS is now defining ACT strategies in four separate areas: Self-Monitoring, Learning Strategies, Social Skills and Academic Behaviors. (However, later in this packet you will see that our data dashboard measured our older definitions of ACT strategies).

**Self Monitoring:** Self-Monitoring includes three separate aspects: self-efficacy, academic perseverance, and growth mindset.

Academic Perseverance refers to a student's tendency to complete school assignments in a timely and thorough manner, to the best of one's ability, despite distractions, obstacles, or levels of challenge. Academic perseverance is the difference between doing the minimal amount of work to pass a class and putting in long hours to truly master course material and excel in one's studies.

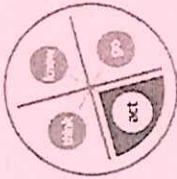
Self-efficacy is the belief in one's ability to success in achieving an outcome or reaching a goal. High self-efficacy reflects confidence in the ability to exert control over one's motivation, behavior, and environment.

Growth Mindset is the belief that one's abilities can grow with effort. Students with a growth mindset believe that they can develop their skills through effort, practice, and perseverance. These students embrace challenges, see mistakes as opportunities to learn, and persist in the face of setbacks.

**Learning Strategies** are processes and tactics one employs to aid in the cognitive work of thinking, remembering, or learning. Effective learning strategies allow students to leverage academic behaviors to maximize learning. These include strategies to help one recall facts (e.g. mnemonic devices); strategies for monitoring one's own comprehension, and strategies to self-correct when one detects confusion or errors in one's thinking. Learning strategies also include goal-setting and time management, both of which help students manage the process of learning. AVID school-wide is our approach to bring a unified approach to this area of ACT.

**Social Skills:** This area includes non-cognitive factors such as cooperation, assertion, responsibility and empathy. Social skills are acceptable behaviors that improve social interactions, such as those between peers or between student and teacher. Social skills include the following: self-management, social awareness, and self-advocacy.

**Academic Behaviors** are those behaviors commonly associated with being a "good student." These include regularly attending class, arriving ready to work (with necessary supplies and materials), paying attention, participating in instructional activities and class discussions, and devoting out-of-school time to studying and completing homework. Academic behaviors also encompass the concepts of executive function and self-regulation.



**Do I approach learning with curiosity and find ways to work toward my goals in different situations?**

Students are given the opportunity to connect assignments to their interests, to set and pursue goals effectively, and to persist when given challenging tasks.

**What habits and skills do I have to help me achieve my goals?**

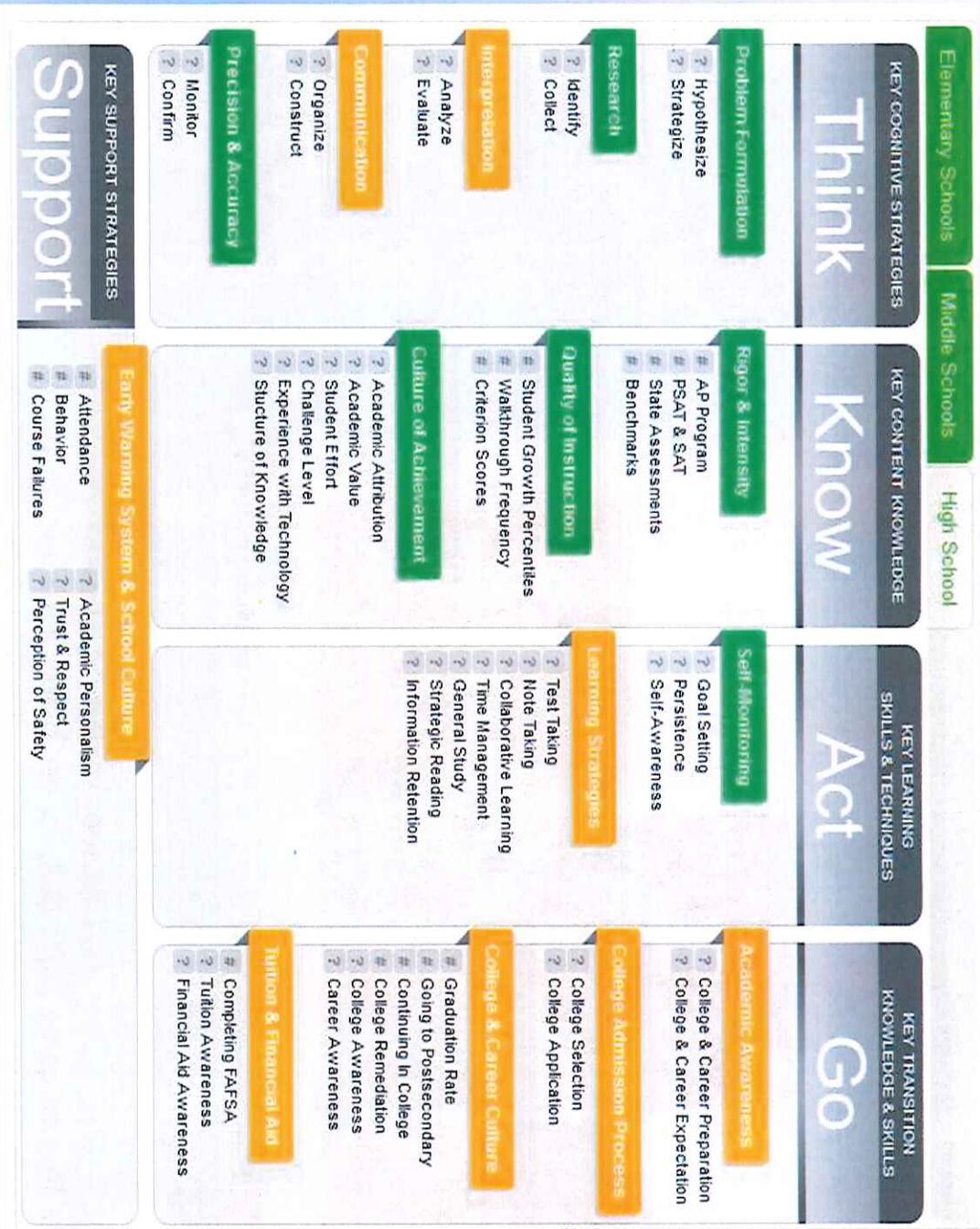
Students are taught throughout the school day to manage their time, use technology effectively, read strategically, work collaboratively with diverse partners, and to consciously monitor their learning effectiveness.

**Do I exhibit academic Behaviors to help Me succeed?**

Students are taught academic behaviors traditionally associated with being a "good" student – attendance, behavior, paying attention, participating and working independently.

**Am I pushing myself to work hard, tackle new challenges, and embrace new ideas?**

Students are taught to approach learning with an effort-based mindset.



These are all of the different areas that we measure for College and Career Readiness across our system. This is a view for high schools. Note the different constructs or ideas in each area of Think, Know, Act, Go

KEY LEARNING SKILLS & TECHNIQUES

# Act

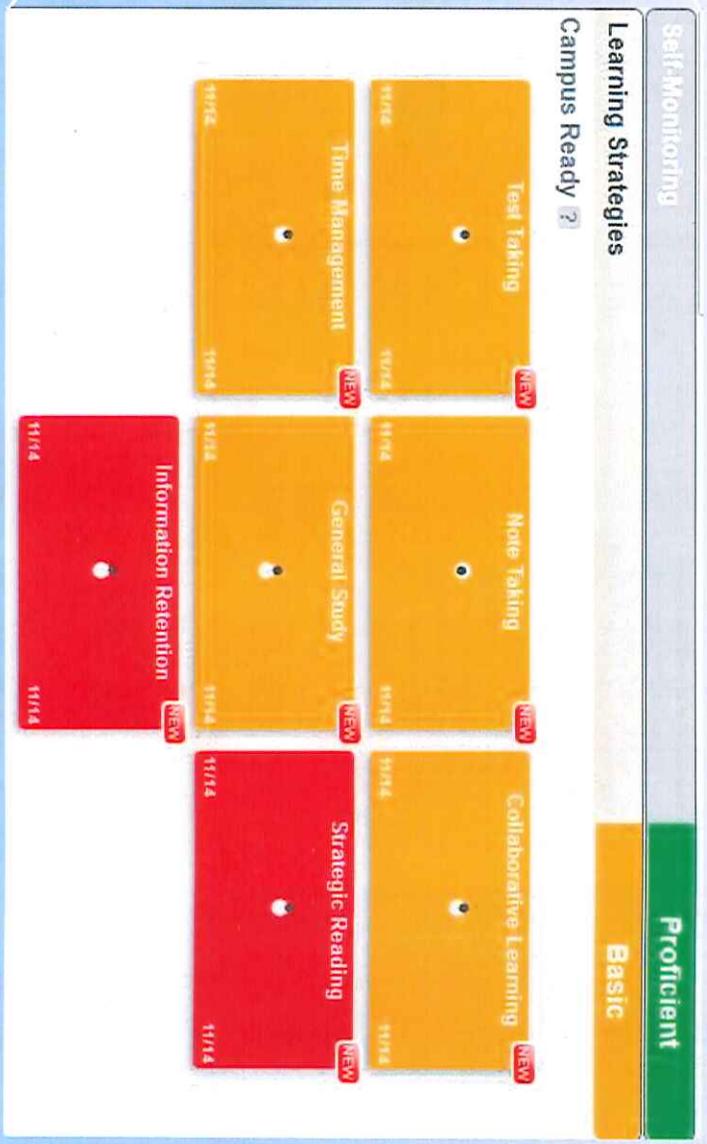
**NEW** Self-Monitoring

- ? Goal Setting
- ? Persistence
- ? Self-Awareness

**NEW** Learning Strategies

- ? Test Taking
- ? Note Taking
- ? Collaborative Learning
- ? Time Management
- ? General Study
- ? Strategic Reading
- ? Information Retention

Screen Shots from our Dashboard. This screen shot is what a school principal would see for their school on how they are scoring on the Learning Strategies construct.



# Sample ACT Key Performance Indicators

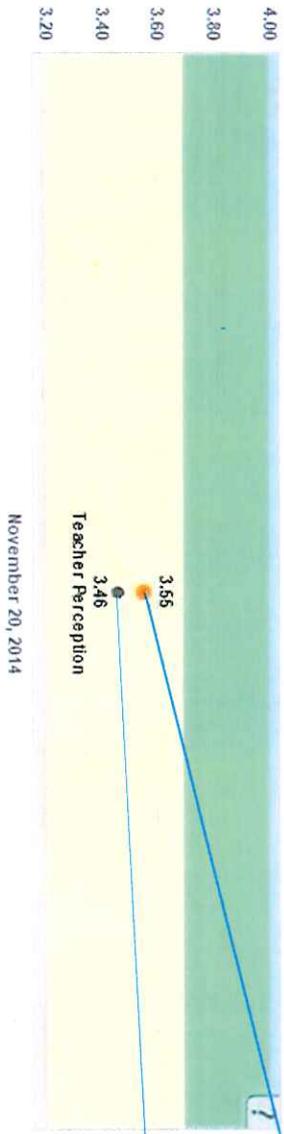
Each column is a separate school's data of students and staff responses.

Key Learning Skills and Techniques (Act)	Learning Strategies	Collaborative Learning Strateg.	General Study Strategies	Information Retention Strategi.	Note Taking Strategies	Strategic Reading Strategies	Test Taking Strategies	Time Management Strategies	Self-Monitoring	Goal Setting Strategies	Persistence Strategies	Self-Awareness Strategies
		3.05	2.30	3.35	3.28	3.25	2.81	3.01	3.19	3.28	3.28	3.28
		2.99	2.47	3.21	3.19	3.21	2.98	3.19	3.41	3.18	3.18	3.18
		2.57	2.04	2.93	2.99	2.99	2.57	2.61	2.89	2.82	2.82	2.82
		3.20	2.39	3.36	3.44	3.67	3.03	3.58	3.45	3.24	3.24	3.24
		2.66	2.26	3.02	2.96	3.17	2.83	2.98	2.91	3.13	3.13	3.13
		3.02	2.43	3.36	3.43	3.56	3.03	3.18	3.33	3.26	3.26	3.26
		3.05	2.20	3.26	3.27	3.38	2.78	3.14	3.20	3.07	3.07	3.07
	Self-Monitoring	3.38	2.58	3.57	3.60	3.69	3.26	3.56	3.50	3.61	3.61	3.61
		3.47	2.48	3.52	3.47	3.58	3.14	3.30	3.42	3.53	3.53	3.53
		3.99	2.63	3.74	3.82	3.84	3.41	3.81	3.75	3.79	3.79	3.79

# Sample Student Questions Associated with Note Taking Construct

Each column is a separate school's data of students responses.

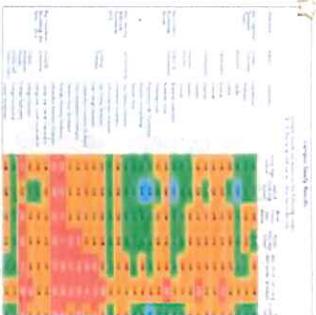
I make sure to include in my notes any information that is repeated or explained, because it is likely to be important.	3.33	2.34	3.58	3.81	3.73	3.10	3.75	3.59	3.32
I refer to my notes when completing assignments.	3.45	2.38	3.52	3.67	3.75	3.21	3.55	3.66	3.44
I take notes during class.	3.65	2.55	3.75	3.87	4.17	3.14	4.25	3.88	3.45
When I read for class I highlight or make note of what I think are the important points.	2.93	2.41	3.16	3.15	3.58	2.95	3.55	3.18	3.04
When studying, I make lists of important terms and memorize their definitions.	2.50	2.28	2.97	3.03	3.22	2.61	3.05	2.92	2.89
When taking notes, reading, or studying for school, I look up vocabulary or concepts that I don't understand.	3.23	2.38	3.16	3.30	3.55	3.18	3.35	3.49	3.30



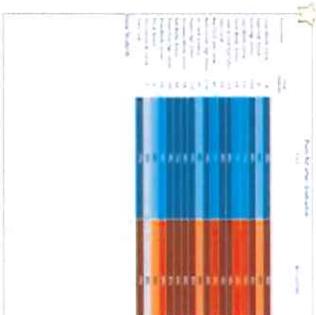
Note the discrepancies between student and teacher perceptions on this CCR skill set

Classroom Tools [Add](#)

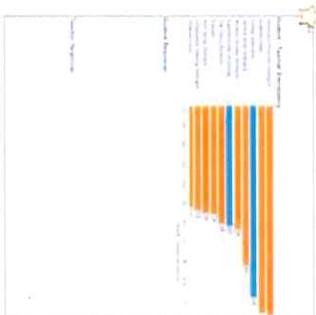
Explore Your Data [Add](#)



[Add](#)



[Add](#)



[Add](#)

Other Resources [Add](#)

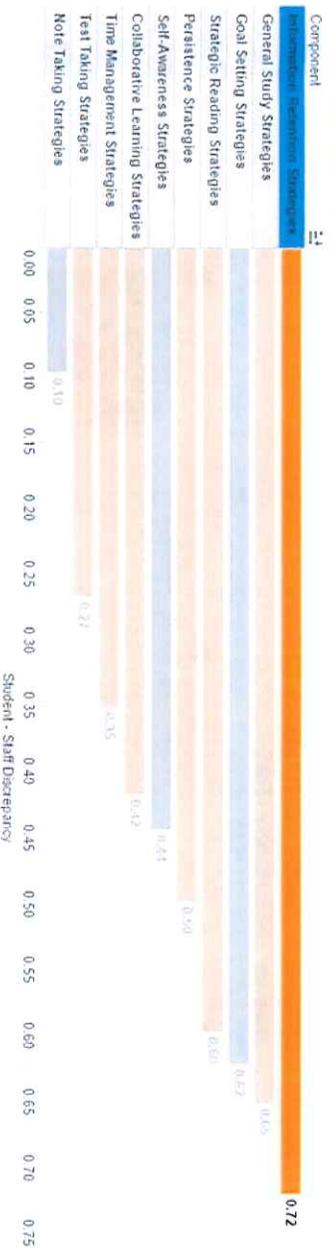
- Handout: Cornell Notes for Students [NEW](#)
- Cornell Notes: Blank Template [NEW](#)
- AVID Module: Cornell Notes (11 min)

**ACT:** We are measuring student perception of CCR higher order thinking strategies that we value.

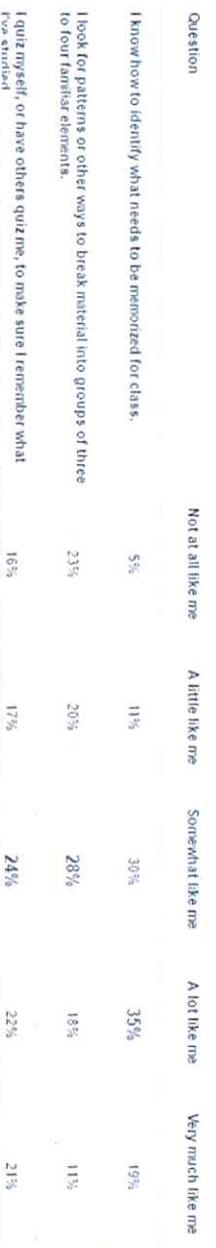
We are currently measuring this on a yearly basis for grades 6-12 using the Campus Ready Tool from EPIC.

Data is displayed for schools to use as part of their strategic planning.

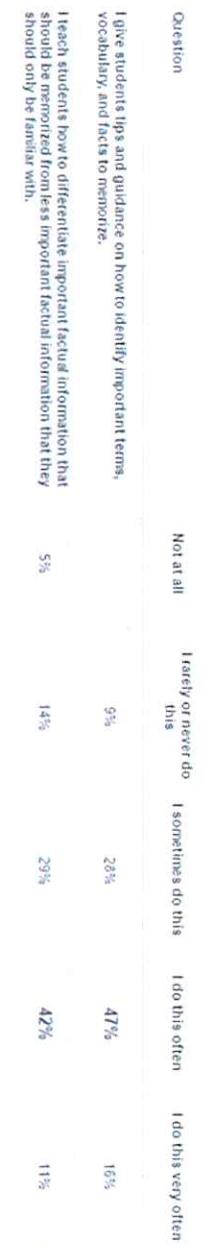
Student-Staff Discrepancy



Student Responses



Staff Responses



This shows a school when there are large discrepancies between staff perceptions and student perceptions. In this particular school, the largest discrepancy is on Information Retention Strategies. At the very bottom of this slide, you can see a few of the staff questions. In this case staff indicate that they teach students these strategies frequently. However, students responses (shown in the middle of this slide) indicate different perceptions than staff.

This is useful for schools in their long-term planning as areas to focus on – particularly when there are areas of discrepancy.

## GO

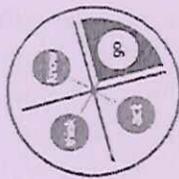
### To what extent does our school increase access to privileged knowledge around post-secondary pursuits?

Students preparing for a career or to further their education beyond high school must navigate numerous potential pitfalls if they wish to make a successful transition. They must cope with issues ranging from correctly submitting postsecondary applications to knowing when to seek help or advocate for their best interests.

There are a wide range of issues and changes they must make as they undertake one of the most significant life transitions they will ever face. These issues include:

- **Contextual issues:** students need to understand their motivations and options for educational programs after high school. This includes knowing the types of programs they want to attend and why they are a good match for them; knowing what it takes to qualify for the programs they are most interested in; identifying back-up options if their first choice does not work out; and having a sense of the probability that they are prepared to succeed in their program of choice.
- **Procedural issues:** students must be able to address the “how to” of the admissions process. Applying to institutions is not easy, often requiring multiple steps. Navigating through the steps in a timely manner is crucial to submitting a viable application.
- **Financial issues:** students and their parents must be aware of the actual costs and the options available to cover identified costs for their desired choice of programs. This requires much more than attending a single financial aid night where the Free Application for Federal Student Aid (FAFSA) is explained.
- **Cultural issues:** students need to understand the differences between the cultural norms in high school and postsecondary programs. They should be ready to be more independent, self-reliant learners, which includes self-monitoring their coursework and understanding why they are taking a particular course or are enrolled in a program.
- **Personal issues:** students should be able to advocate for themselves in complex environments and be prepared to pursue their interests assertively with a range of adults in positions of authority, including professors and instructors, financial aid officers, academic advisors, etc. They should learn to effectively challenge a decision that affects them negatively.

This privileged knowledge is particularly important for students who may not have access to families remembers with this type of information.



How do I set goals and decide if my next step is a good fit?

Throughout their education, students have the opportunity to engage in planning for the future by aligning their choices for after high school to their own interests and aspirations.

How will I navigate the processes necessary to make my dreams a reality?

Students are presented with multiple college and career options and taught the necessary skills to apply successfully to programs that align with their aspirations.

Do I know how to finance my plans for the future?

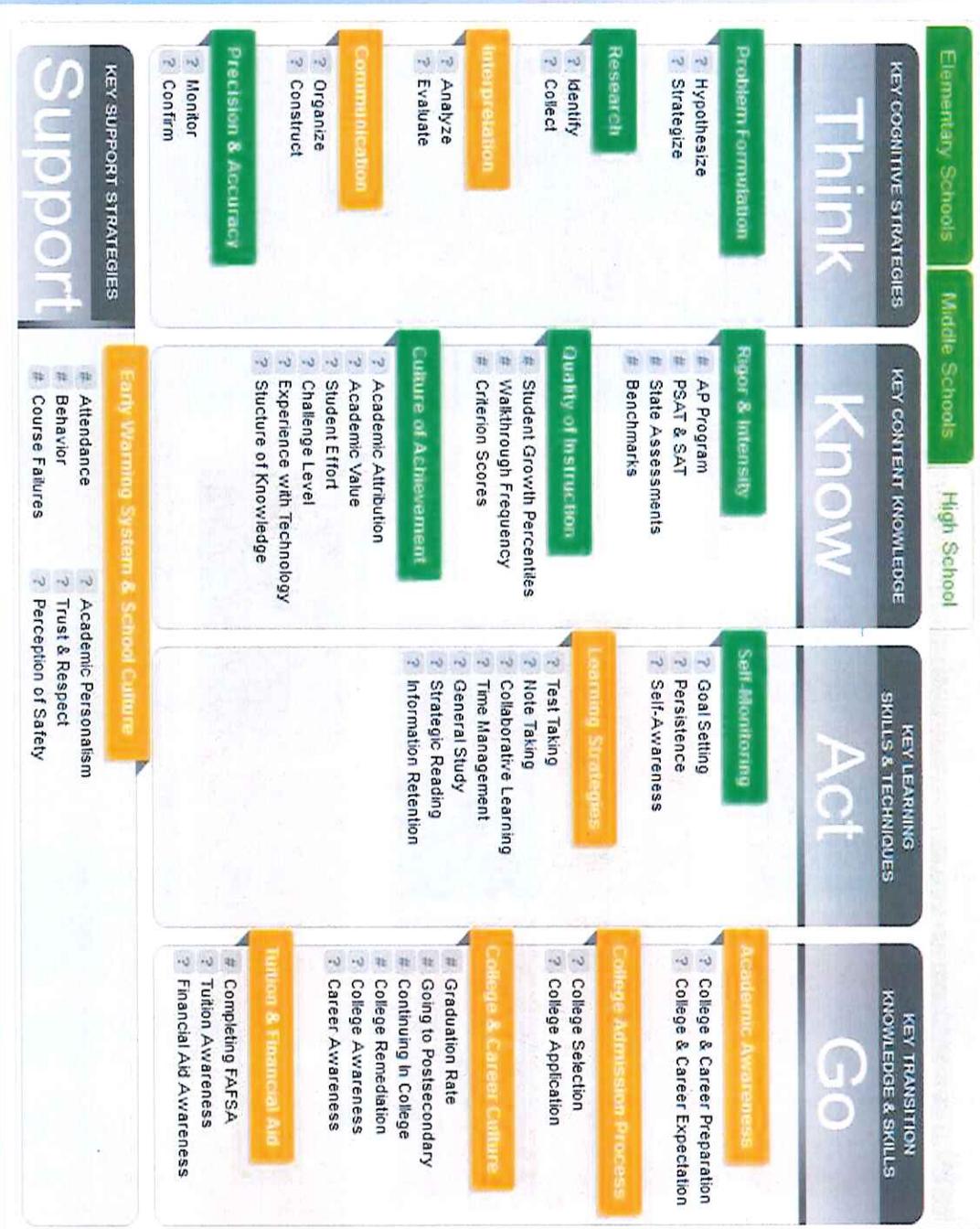
Students are given opportunities throughout their education to become familiar with the admission process for postsecondary and financial aid options. This includes teaching them how to analyze cost and benefit differences between community colleges, state universities, and private institutions as well as aligning their financial aspirations with their career choices.

Am I developing my identity while respecting the culture and people around me?

Students are equipped with the knowledge and skills needed to approach new environments with purpose and also with understanding and respect for others in the environment.

Can I advocate for myself and others in a new situation when necessary?

Students are taught to advocate for themselves and others so they can proactively and strategically navigate within organizations as they make their college and career choices.



These are all of the different areas that we measure for College and Career Readiness across our system. This is a view for high schools. Note the different constructs or ideas in each area of Think, Know, Act, Go

**KEY TRANSITION KNOWLEDGE & SKILLS**

# Go

- Academic Awareness** NEW
  - ? College & Career Preparation
  - ? College & Career Expectation
- College Admission Process** NEW
  - ? College Selection
  - ? College Application
- College & Career Culture** NEW
  - # Graduation Rate
  - # Going to Postsecondary
  - # Continuing In College
  - # College Remediation
  - ? College Awareness
  - ? Career Awareness
- Tuition & Financial Aid** NEW
  - # Completing FAFSA
  - ? Tuition Awareness
  - ? Financial Aid Awareness

**College & Career Culture**

Graduation & National Student Clearinghouse #

**Basic**

**College Preparedness** #

- Graduation Rate NEW (5/12 to 5/14)
- Going to Postsecondary NEW (5/12 to 5/14)
- Continuing in College (5/12 to 5/13)

**Dual Credit Courses** NEW (5/12 to 5/13)

**College Ready Transcript** NEW (5/11 to 5/11)

**College Remediation Readiness** NEW (5/12 to 5/11)

**College Remediation Mail** NEW (5/12 to 5/13)

**Campus Ready** ?

- College Awareness NEW (5/12 to 5/14)
- Career Awareness (5/12 to 5/13)

The column to the left shows all of the different areas of Go that we measure for our high schools in our dashboard.

## High Schools

Click one or more High Schools below to see colleges attended by graduates from the selected set

School	Graduating Class	College Direct	College Direct %
Lewis and Clark	359	224	60.7%
Ferris	343	199	58.0%
Shadle Park	261	134	51.3%
Rogers	254	121	47.6%
North Central	219	133	60.7%
On Track	147	27	18.4%
The Community School	63	13	20.6%
Grand Total	1,656	851	51.4%

We track a number of different aspects of GO. On the left is a screen shot from a high school on nine different areas (e.g. high school graduation, post-secondary enrollment, and student career awareness). Above is a screen shot of one particular construct (Going to Postsecondary) with the actual percentage of their graduating class who enrolled in a technical school, two year college, or four year college the year after graduation.



## High Schools

Click one or more High Schools below to see colleges attended by graduates from the selected school(s).

School	Graduating Class	College Direct	College Direct %	Persistence % *
Lewis and Clark	399	224	60.7%	0.0%
Feris	343	199	58.0%	0.0%
Shadle Park	261	134	51.3%	0.0%
Rogers	254	121	47.6%	0.0%
North Central	219	133	60.7%	0.0%
On Track	147	27	18.4%	0.0%
The Community School	63	13	20.6%	0.0%
Grand Total	1,656	851	51.4%	0.0%

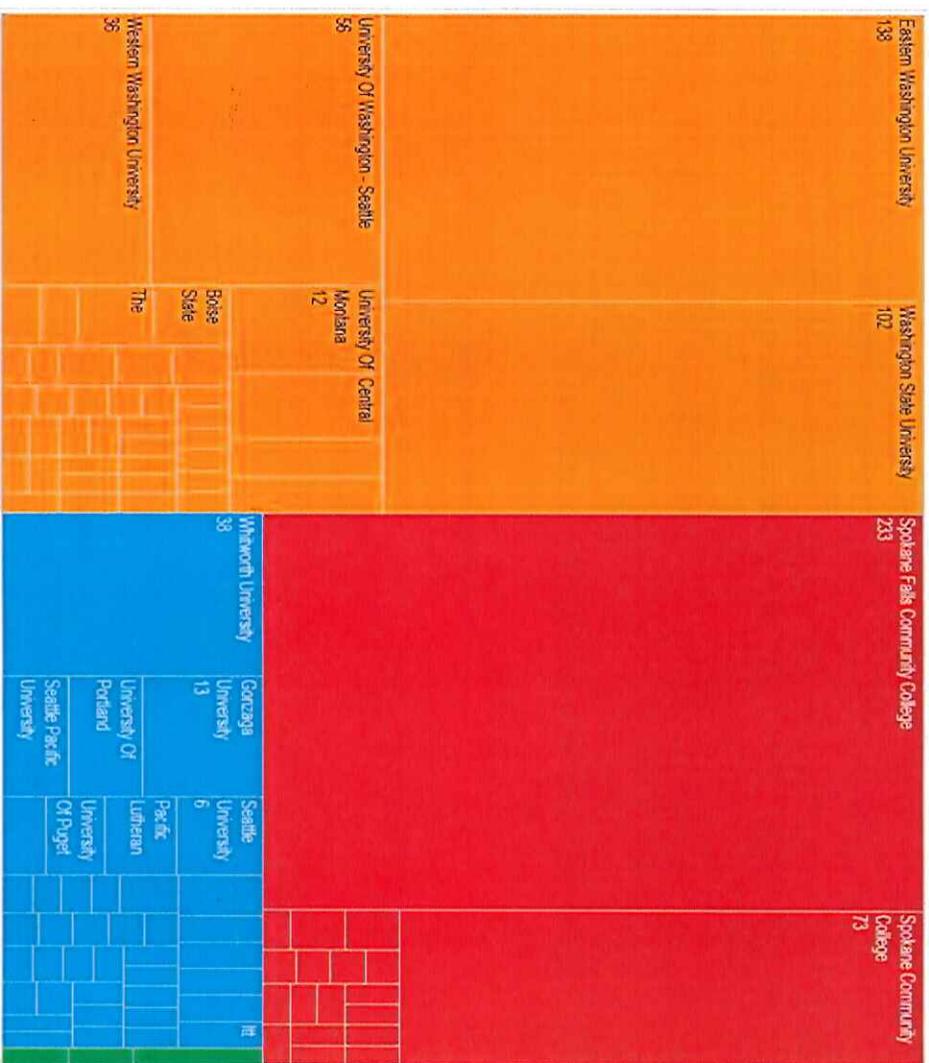
College Direct is the % of graduates who enrolled in college in the year following their graduation.

Persistence is the % of students who came back for a second year of college.

\* Note: 2014's persistence rate has not been calculated because calculating it requires 2015 college enrollment figures.

## Colleges

Click one or more colleges to see graduates from high school(s) attending those colleges below.



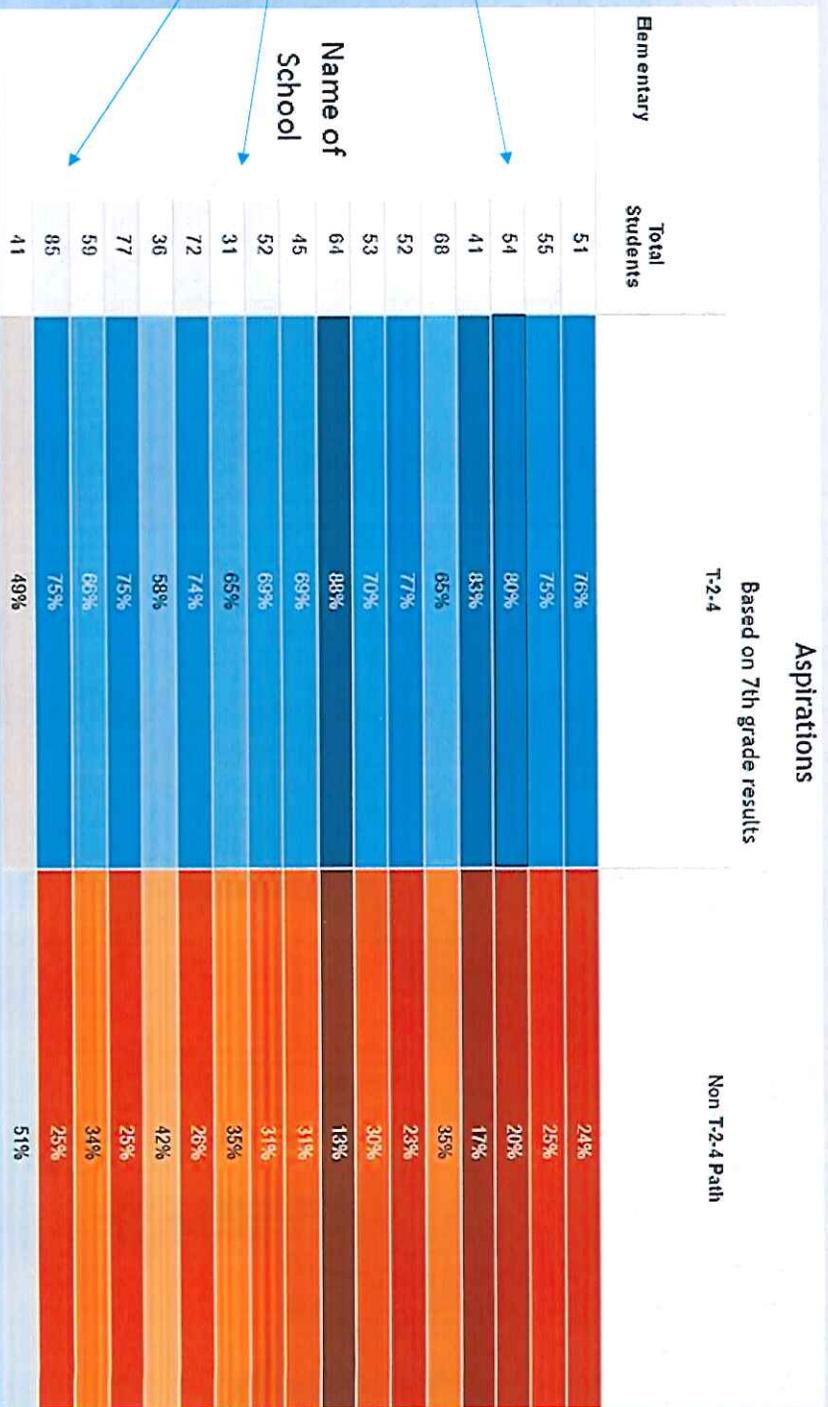
Class Of

School Type

- Four year Private
- Four year Public
- Two year Private
- Two year Public

This is where all of our students enrolled the year immediately after graduation. We track which technical, two year, and four year schools they enroll in and if they stay enrolled past the first year. Schools can click on a school and it shows them the students from their school enrolled.

# Are our students aspiring to post-secondary?



These are elementary schools

We also go all the way down to our elementary schools to ensure students have post-secondary aspirations.

# GO

**To what extent does our school increase access to privileged knowledge?**

Students can thoughtfully explore their options, identify and obtain the necessary resources, complete the numerous steps necessary to pursue T-2-4. Students know how to get where they want to

## GO

### Elementary School

- Students will visit a 2 and 4 year college in 5<sup>th</sup> & 6<sup>th</sup> grade
- Hallways will reflect T-2-4 Aspirations
- College T-shirt Days
- Adopt a college per classroom
- Teach FAFSA Vocabulary
- Financial Literacy Lessons
- Make connections between grades & attendance and college eligibility
- Define college key terms (AA, BA, Majors)
- Career Exploration and Inventories

### Middle School

- College Bound Scholarship Sign Up
- College and Career Exploration through CCLR/AVID
- Attend Community Career Events
- Create 4 year HS plans based on T-2-4 and career aspirations
- Readistep
- Campus Visits (AVID)
- AVID School wide – culture of college readiness

### High School

- High School and Beyond Plan that ensures students have a clear vision for their T-2-4 and all of the steps complete to get there
- FAFSA Completion
- AVID school wide
- College Ready Transcripts
- Celebrate Student T-2-4 Success
- Summer Melt Program
- Naviance College and Career Research
- Financial Literacy/Scholarship sign up
- PSAT Day, SAT Day
- Rolling Admissions Fair

## Strategic Goal 1: Increase Student Achievement

Students will be provided rigorous academic and real-life learning opportunities to become college and career ready.

# T-2-4

