

Frontier School District

February 22, 2016

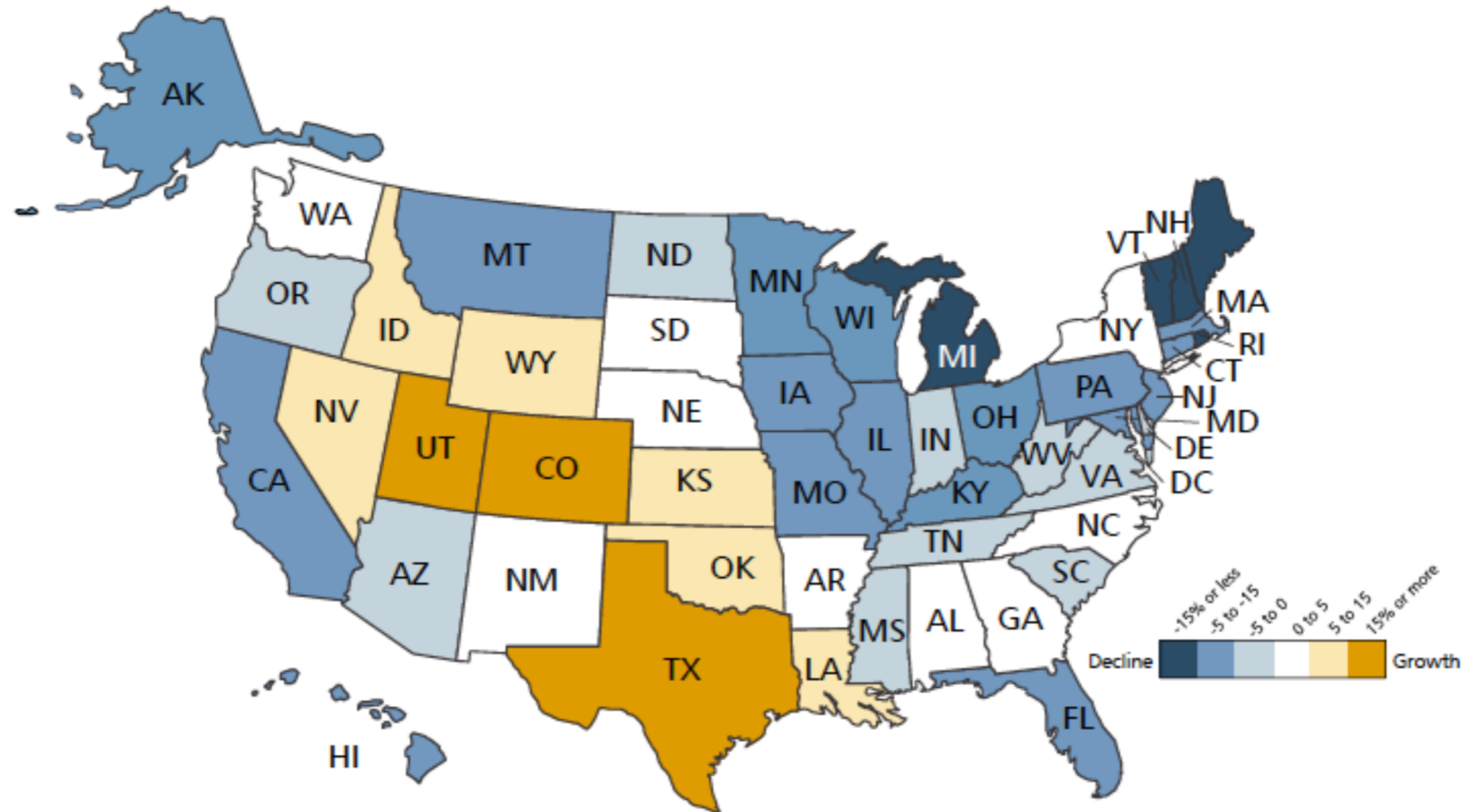


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Overview

- Context
 - Demographic trends
- What matters in College Success?
- What matters in College Admissions?
- Redesigned SAT - Opportunities

Percent Change Between 2008-09 and 2019-20 in Total High School Graduates, by State

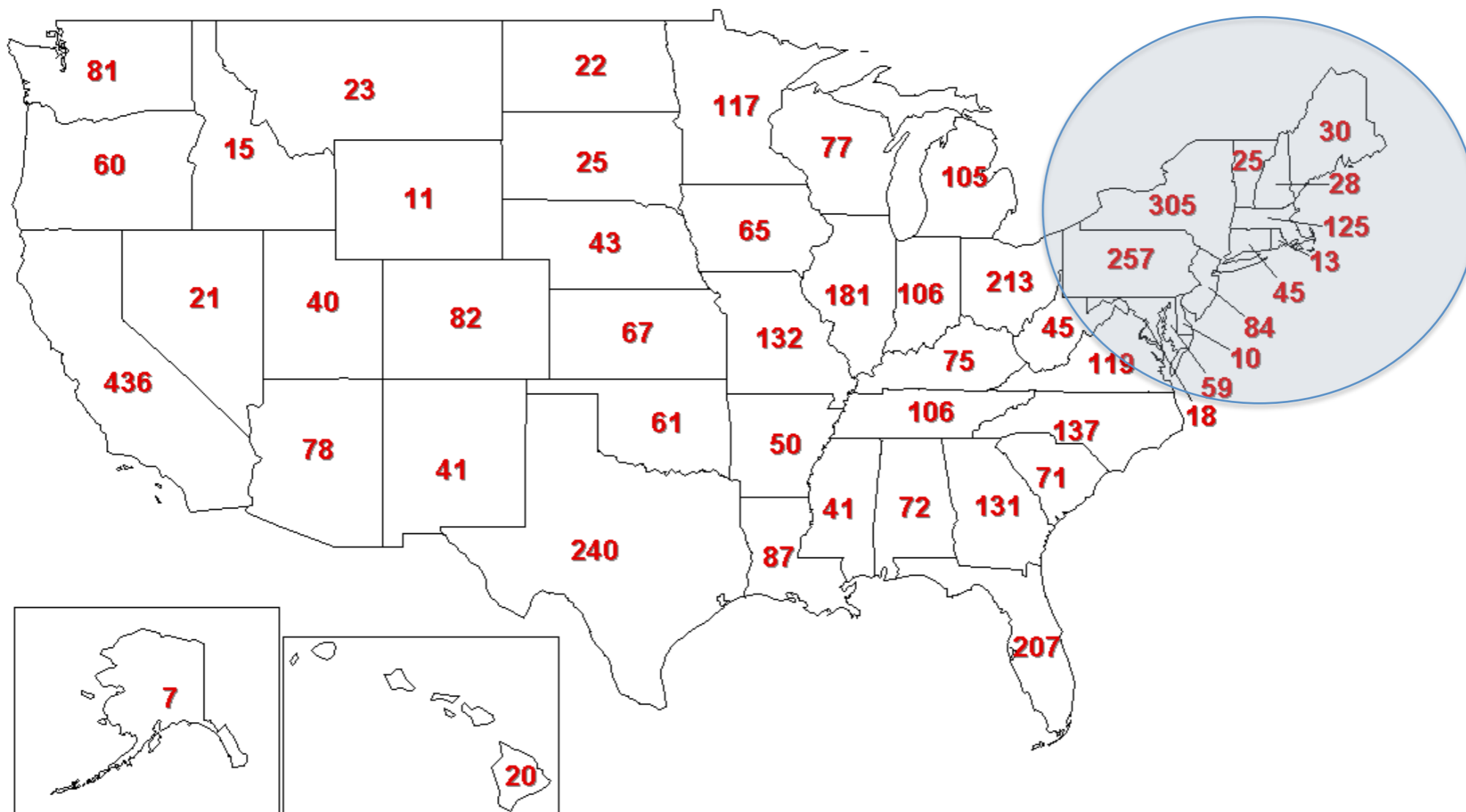


Knackring

WICHE



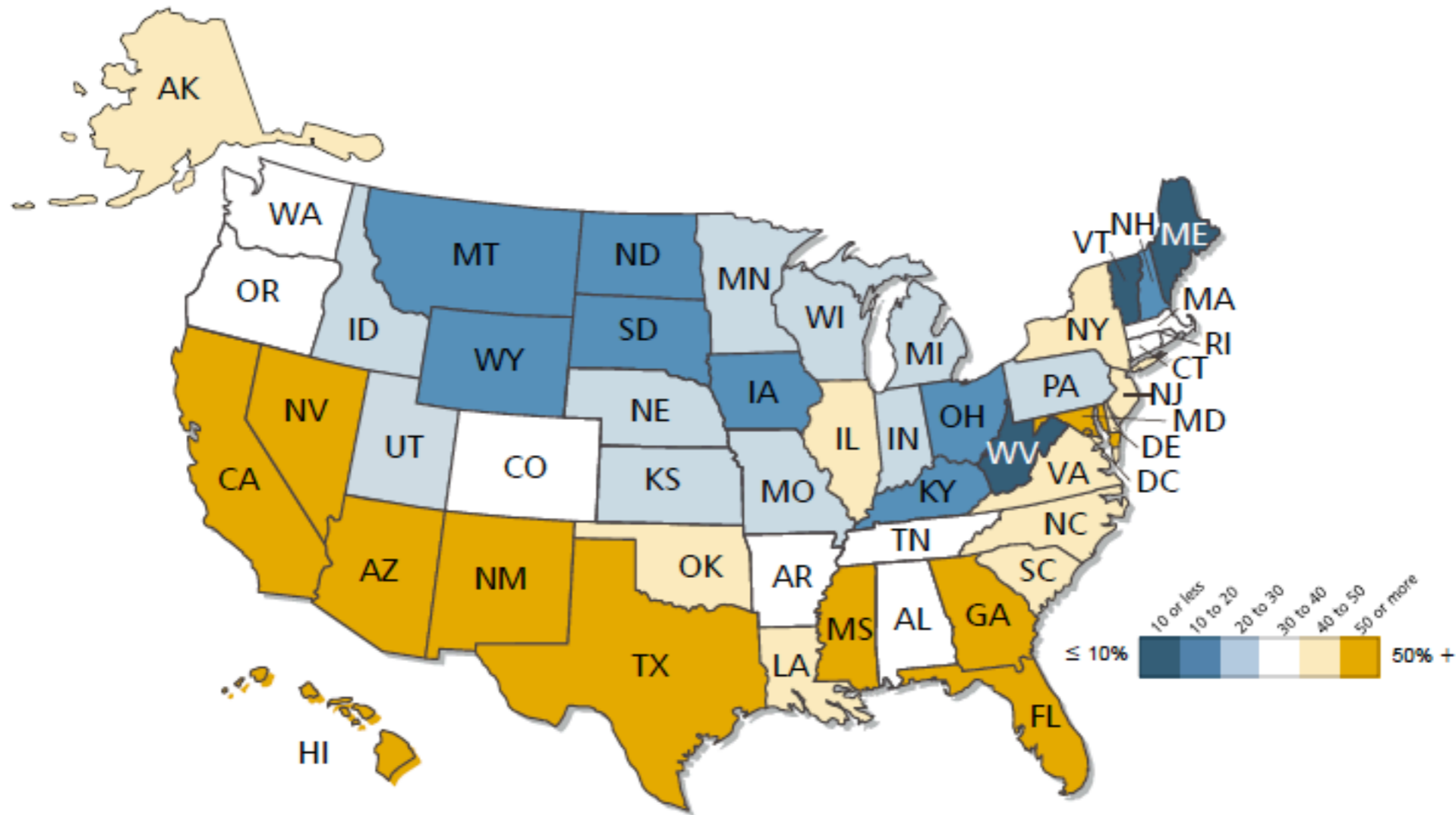
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Rapid Diversification



Proportion of Minority Public High School Graduates, 2019-20 (Projected)

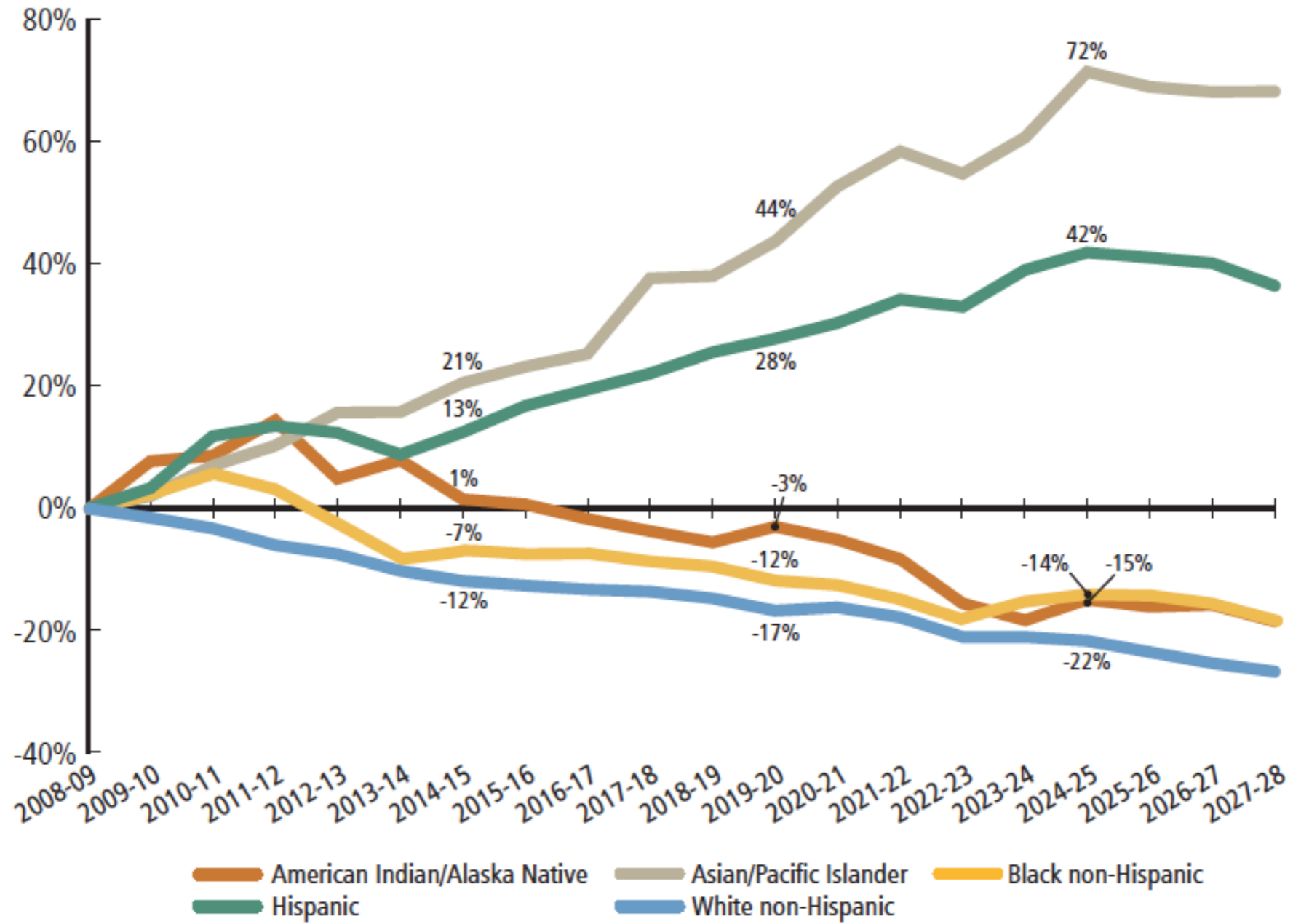


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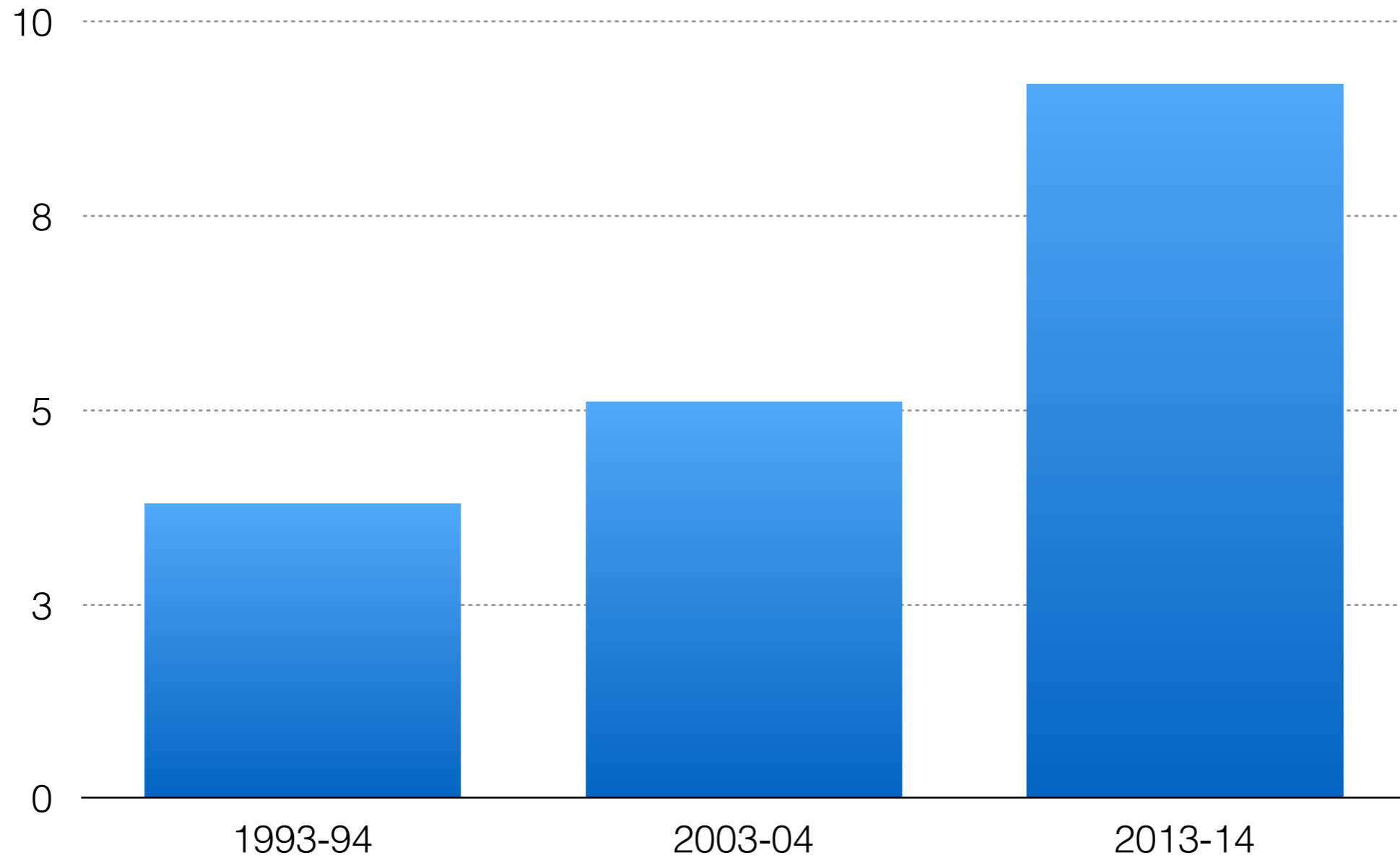


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Cumulative Percent Projected in Public HS Graduates in Northeast

Number of Students Receiving Pell Grants



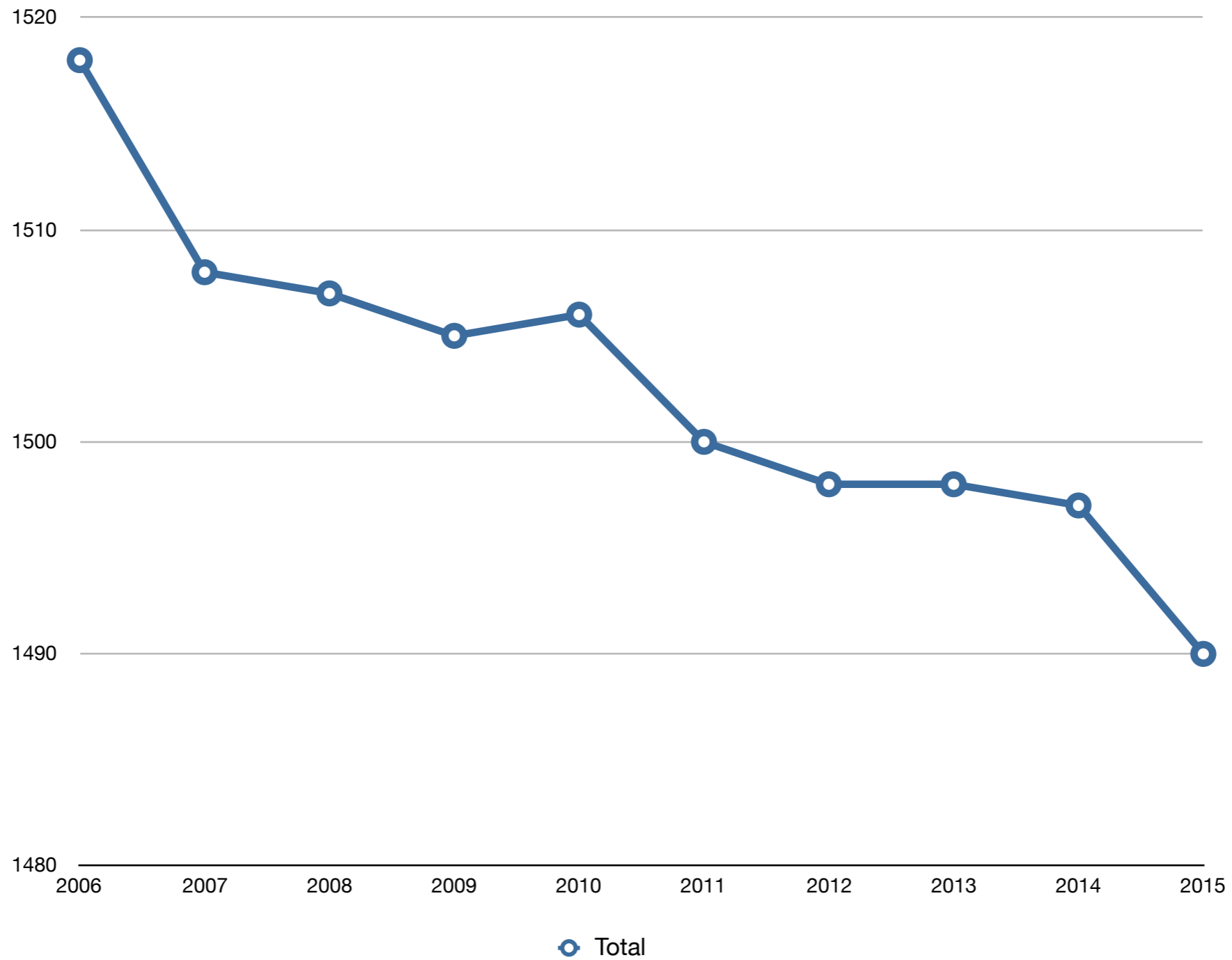
*measured in millions

(College Board, 2014)

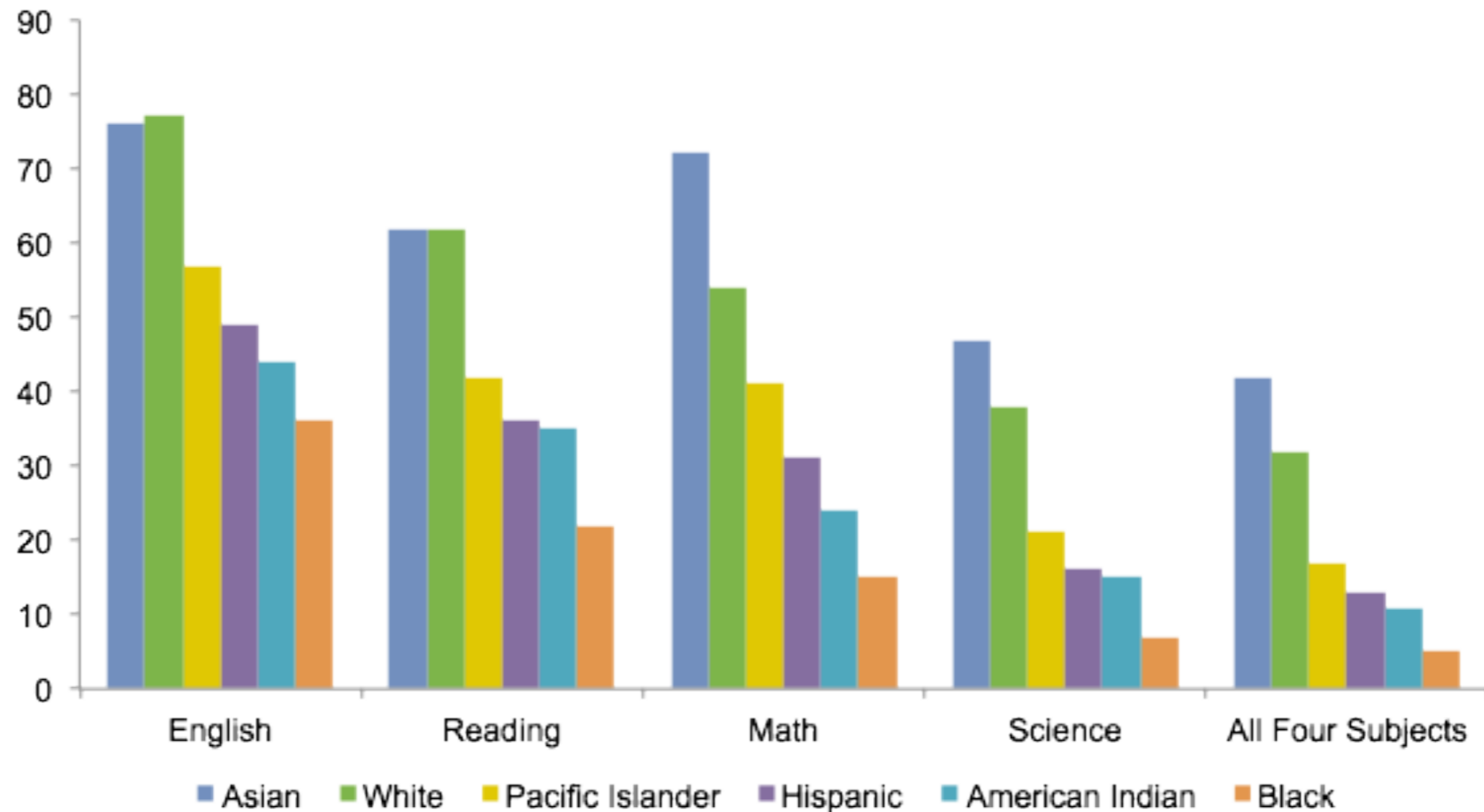


Trends in Preparation





SAT National Average 2006 - 2015



Percent Meeting ACT College Readiness Benchmark by Race / Ethnicity

Implications

“In regions or states facing substantial declines in White students, will institutions that have traditionally relied on these students seek to better serve students of color, particularly the growing Hispanic population? Or will they begin to search more vigilantly for students outside their current service area who are more like those they have traditionally served?”

- WICHE, 2013

What matters in College Success?



College Readiness Gap

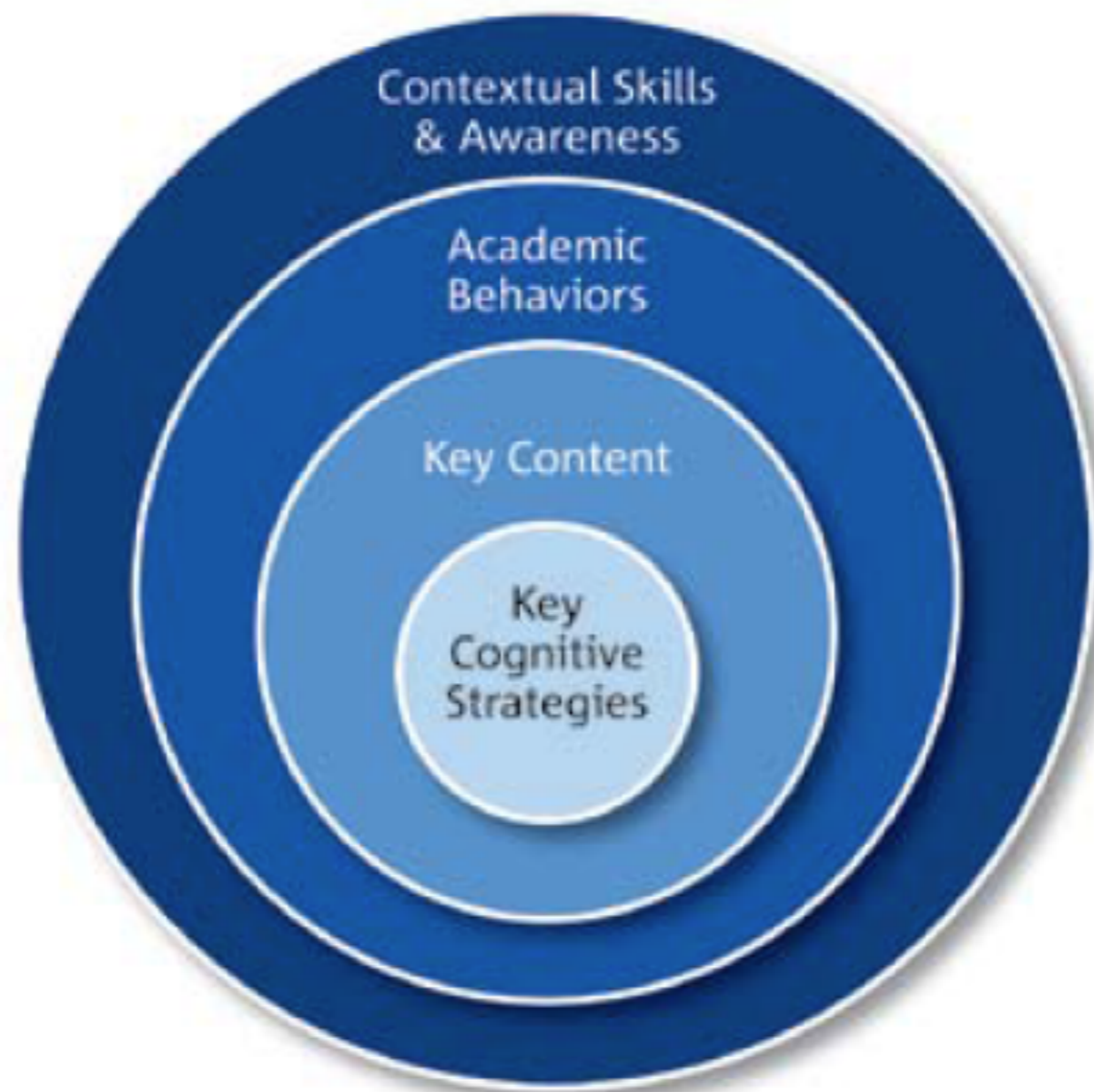
- 43% of the nation's graduating class benchmarked college ready (College Board, 2015)
- P-12 and postsecondary expectations are disconnected
- Courses / seat time vs competence
- Accountability - both in P-12 and Higher Education

Differences in HS vs College

(National Research Council, 2002)

- **Critical thinking is fundamental -**
 - Students must be able to draw inferences
 - Interpret results
 - Analyze conflicting explanations of phenomena
 - Support arguments with evidence
 - Solve complex problems with no obvious answer
 - Conduct research





Facets of College Readiness (Conley, 2007)



Key Cognitive Strategies

(Conley, 2007)

- Patterns of behavior that lead to development of cognitive strategies and capabilities necessary for college level work
 - Intellectual openness
 - Inquisitiveness
 - Analysis
 - Reasoning, argumentation, proof
 - Interpretation
 - Precision and accuracy
 - Problem solving



Content Knowledge

(Conley, 2007)

- Overacting academic skills
 - Writing
 - Research
- Core academic subject skills - **Rigor matters**
 - **English** - HS is literature based; college is writing based
 - **Math** - A thorough understanding of principles of Algebra; not just exposure but applications in many domains
 - **Science** - Applying scientific method; research; thinking in terms of models and systems
 - **Social Science** - interpreting sources, evaluating evidence and competing claims, understanding themes and overall flow of events
 - **Languages** - Broad based understanding of communication, understanding cultures, etc
 - **Arts** - appreciation of creation / creators in fine, performing, and visual arts

Key Academic Behaviors

(Conley, 2007)

- Self-awareness - identity in context of environment; in context of academics
- Self-monitoring - time management
- Self-control - balance in activity vs academics



Contextual Skills & Awareness (Conley, 2007)

- Ability to collaborate in a team - **Group Work**
- Ability to interact with professors / people from different backgrounds, cultures - **Diversity**
- Leadership skills - **Inter-dependence vs Independence**
- “College Knowledge” - **Social Capital**
 - Admissions process
 - College Choices
 - Tuition and financial aid
 - College cultures

What matters in College Admissions?



Holistic Evaluation

According to the research, an evaluation for potential admission should be broadly based considering both academic and non-academic factors. **The highest correlation to student success exists when SES, HS GPA, and board scores are evaluated for admission along with non-cognitive variables identified in the research**

(ACT, 2014; Bowen et al., 2009; Buckley and Boeckenstedt, 2013; Camara, 2005; Duckworth, et al., 2007; Soares, 2011; Sedlacek, 2010; Sinha et al., 2011; Stemler, 2012;).

Passion and Perseverance

- Current research suggest that admissions must make assessments beyond academic measures (Camara, 2003)
- Selection research suggest that achievement of difficult goals **entails not only talent but also the sustained and focused application of talent over time** (Duckworth et al., 2007)
- Working steadily toward goals, despite obstacles and challenges along the way - Perseverance
- Deliberately set extremely long-term goals and do not swerve even in absence of positive feedback- Passion
- IQ has shown inversely related to GRIT (Duckworth, 2013)



Non-cognitive variables

- 30 years of research
- Non-academic variables that correlate positively to student success includes variables related to adjustment, motivation, and perception (Sedlacek, 2004)
- Optimized in practice - used both in college admissions and scholarship awarding e.g. **OSU**, DePaul, Tufts, Wake Forest, Delaware, **Gates Millennium Scholars**

Non-cognitive variables

- Positive self-concept
- Realistic self-appraisal
- Understands and knows how navigate systemic challenges
- Preference for long term vs short term goals
- Availability of strong support person
- Leadership
- Demonstrated community service
- Knowledge acquired in field

A rigorous review

- Grade point average / Class rank
- Courses taken vs. what is available at school - Course unit earns - 17 or more
 - 4 years English
 - 4 years of social studies
 - 3 years of college prep science
 - 3 years of college prep math
 - 3 years of second language
- Grade trends up, down, mixed
- Senior year schedule
- Qualitative review - non-cognitive attributes
- Preparation for major area of study should make sense

Re-designed SAT

<https://collegereadiness.collegeboard.org/educators/k-12>



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3 SECTIONS:

Evidence-Based
Reading and Writing
200-800 points

Math
200-800 points

Essay
Separate Score

3 Hours*

50 Minutes*

Why re-design the exam?





Words in Context.

Instead of being asked to define obscure and seemingly random words, commonly called “SAT words,” students will encounter relevant words and phrases that derive their meanings from the contexts in which they are used. These skills are broadly useful in numerous subjects and careers.



Command of Evidence

Students will analyze materials from a variety of content areas (literature and literary nonfiction, science, history, and social studies) and on career-related topics. Students will use textual evidence to support their answers, and they will apply an understanding of how authors make use of evidence.





Focus on Math that Matters Most

In keeping with the redesign's philosophy of deeper focus on fewer topics, the Math Test will focus on four areas essential for college readiness: Heart of Algebra, Problem Solving and Data Analysis, Passport to Advanced Math, and Additional Topics in Math.





Problems Grounded in Real-World Contexts

Students will engage with questions grounded in the real world and directly related to the work performed in college and career. Both the Reading Test and the Writing and Language Tests will include literature and literary nonfiction, and they will also feature charts, graphs, and passages similar to those that students are likely to encounter in science, social science, and other majors and careers. The Math Test will feature multistep applications to solve problems in science, social science, career scenarios, and other real-life contexts.





Analysis in Science and Analysis in History/Social Studies

Across all components of the exam, students will be asked to apply their reading, writing, language, and math skills to answer questions in science, history, and social studies contexts.





U.S. Founding Documents and the Great Global Conversation

The U.S. Founding Documents, including the Declaration of Independence, the Bill of Rights, and the Federalist Papers, have helped inspire a conversation that continues to this day about the nature of civic life. Over time, authors, speakers, and thinkers from the United States and around the world, including Edmund Burke, Mary Wollstonecraft, and Mohandas Gandhi, have broadened and deepened the conversation around such vital matters as freedom, justice, and human dignity. Every time students take the SAT, they will encounter a passage from one of the founding documents or from a text from the global conversation. Our hope is to inspire a close reading of these rich, meaningful, often profound texts not only as a way to develop valuable college and career readiness skills but also as an opportunity to reflect on and deeply engage with issues and concerns central to informed citizenship.



A College and Career Readiness System

- Practice opportunities for students through the College Board's partnership with Khan Academy—free, high-quality test practice materials for all, including the release of redesigned SAT practice tests.
- PSAT 8/9

“The ongoing, rapid diversification our projections portend will, ideally, cause policymakers, institutional leaders, and practitioners to recognize that the *status quo is no longer sustainable*. The time has come to deliver quality curricula; to provide the necessary support services; to ensure that financial barriers and fiscal realities do not derail students from reaching their goals; to find ways to scale up interventions that are proven effective; and to align the incentives embedded in state and institutional policies, especially finance policies, with student success goals.”

(WICHE, 2013)



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