College & Career Readiness

CampusReady™ Results & Insights

Prepared for the Oregon Quality Education Commission
11 June 2014

Today we will be discussing…

- **Matched Pairs Study**
- **CampusReady Results**
- **Insights**

Matched Pairs Study

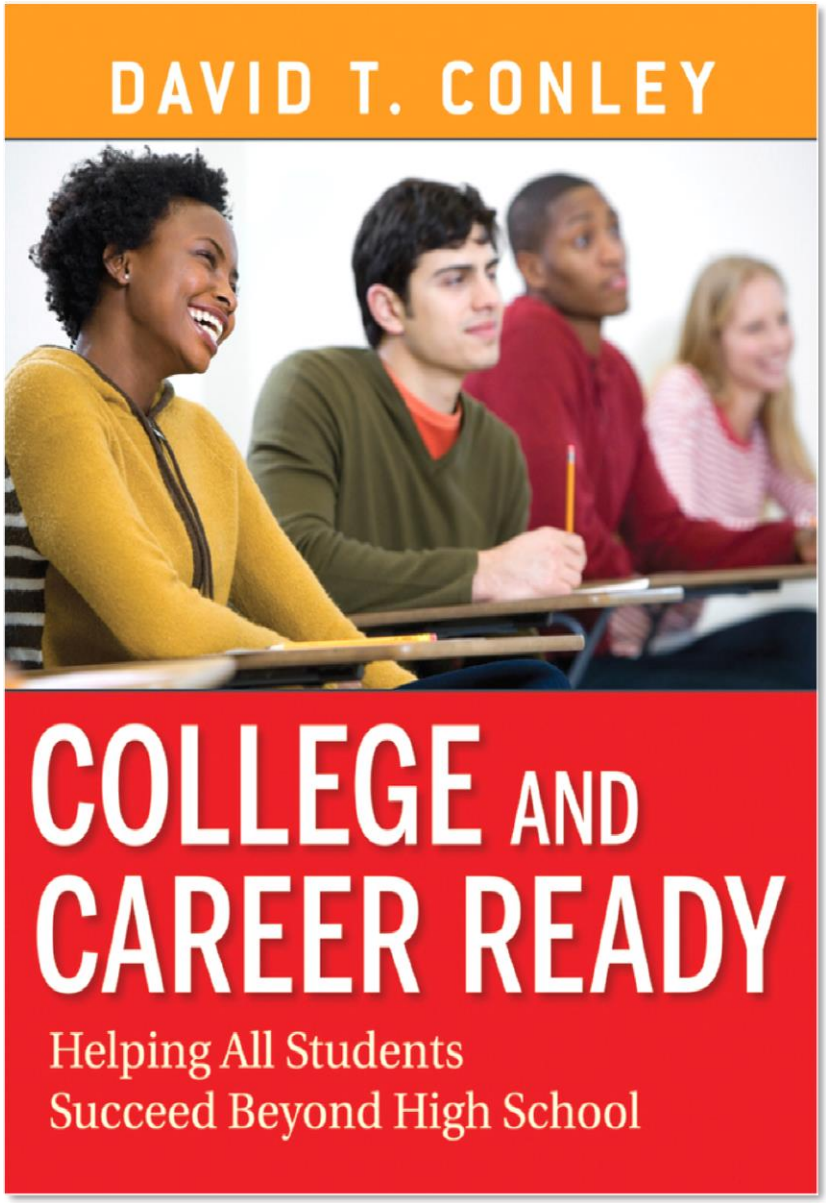
- Phase 1 Identification of 5 Pairs
  - Regression analysis to estimate school impacts on postsecondary enrollment
  - School matching variables
    - Locale
    - Size
    - Demographics
    - Performance (differentiator)
  - Exclusion of very small schools, schools with poverty rates well below average, charter schools, alternative schools, and other atypical programs

Matched Pairs Study

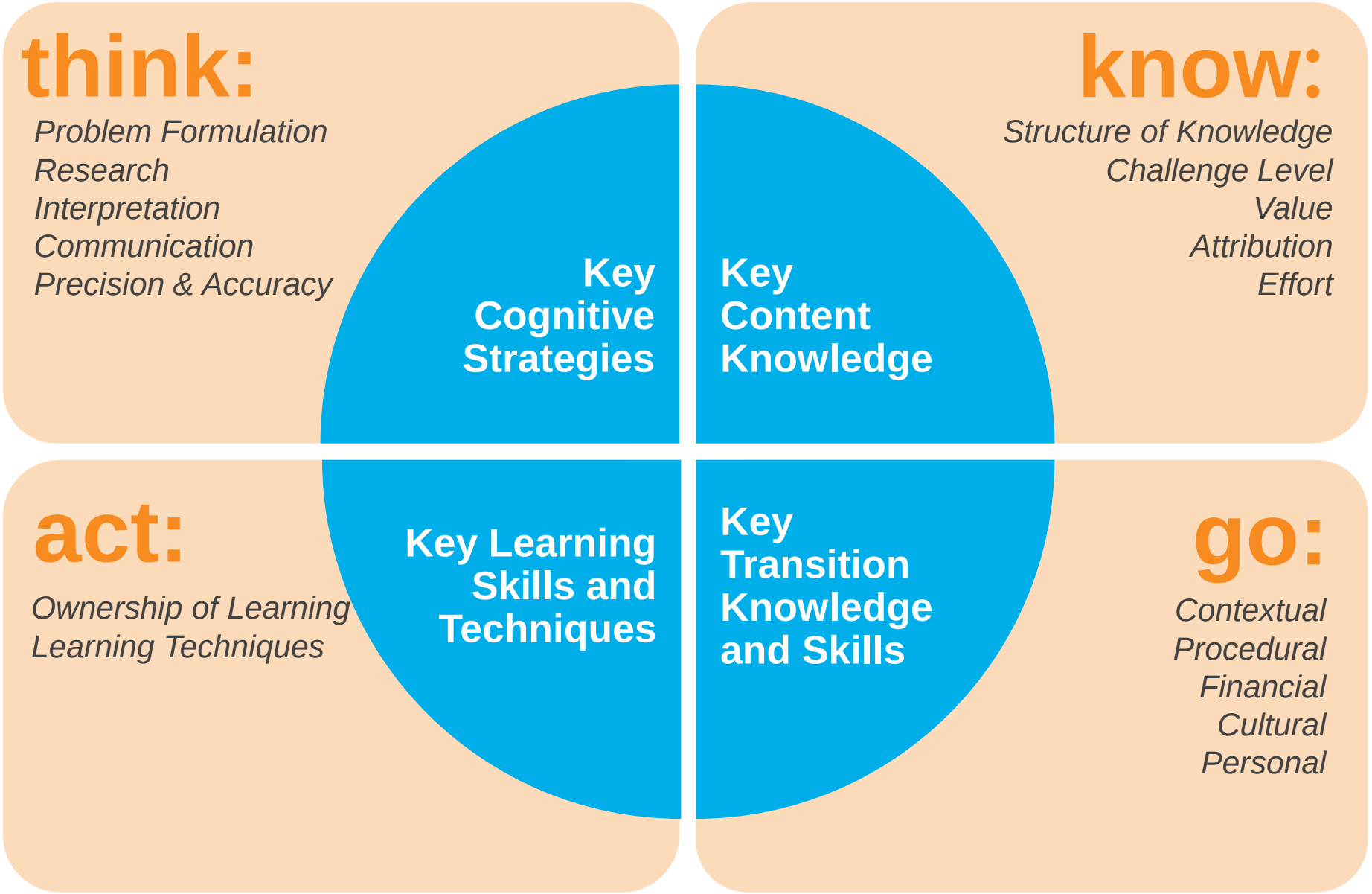
- Phase 2 Administration of College and Career Readiness Diagnostic
  - 10 schools invited to participate in study
  - 5 schools agreed to participate
  - 2 matched pairs
- Timeline delayed, which could have limited number of schools agreeing to participate
- Opportunity for 3 more matched pairs

The Four Keys and CampusReady™

- Four Keys model has evolved over time
- CampusReady most aligned with Four Keys model as refined in Dr. David Conley's 2010 book, *College and Career Ready: Helping All Students Succeed Beyond High School*



FOUR KEYS *to* **College & Career Readiness**

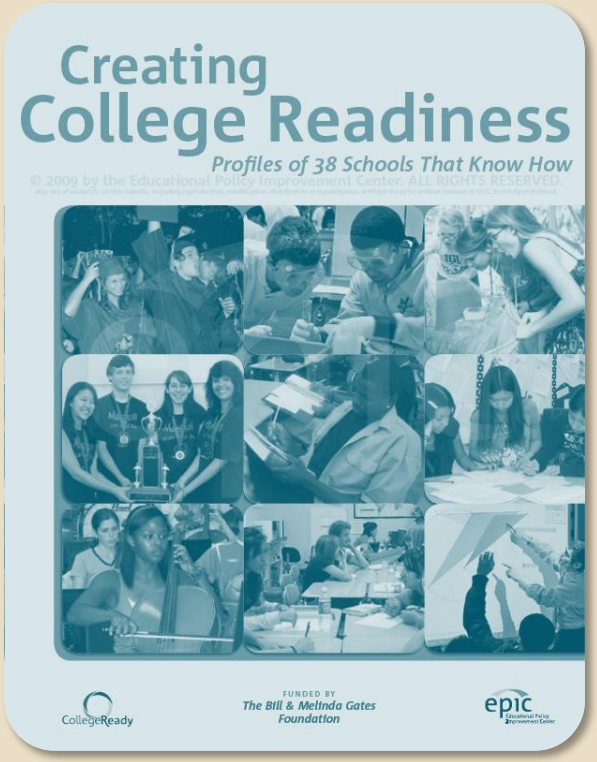


Development of CampusReady

- **Built on the Four Keys Model**
  - Dimensions, aspects, and components designed to be actionable for schools

- **Research Methodology**
  - Site visits with 38 outperforming high schools varying in size, demographics, and location
  - Focus groups and interviews with administrators, counselors, teachers, students, and parents
  - Classroom observations
  - Analysis of school documents

- **Item Development**
  - More than 3,400 programs and practices coded into 50 categories
  - 1,200 diagnostic items developed to assess what worked in each category in all four user groups
  - Items assessing a range of constructs



EVIDENCE-BASED

Key Cognitive Strategies	
Problem Formulation	Hypothesize
	Strategize
Research	Identify
	Collect
Interpretation	Analyze
	Evaluate
Communication	Organize
	Construct
Precision / Accuracy	Monitor
	Confirm

Key Learning Skills and Techniques	
Ownership of Learning	Goal-Setting Strategies
	Persistence Strategies
	Self-Awareness Strategies
Learning Strategies	Test-Taking Strategies
	Note-Taking Strategies
	Information Retention Strategies
	Collaborative Learning Strategies
	Time Management Strategies
	Strategic Reading Strategies
	General Study Strategies

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

Key Transitional Knowledge and Skills	
Academic Awareness	College and Career Preparation
	College and Career Expectations
College Admissions Process	College Selection
	College Application
College and Career Culture	College Awareness
	Career Awareness
Tuition and Financial Aid	Financial Aid Awareness
	Tuition Awareness

What gets **measured**

Item Response Scales

Students
1 = Not at all like me
2 = A little like me
3 = Somewhat like me
4 = A lot like me
5 = Very much like me
Don't know/NA

Teachers
1 = Not at all
2 = I rarely or never do this
3 = I sometimes do this
4 = I do this often
5 = I do this very often
Don't know/NA

Administrators
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree
Don't know/NA

Counselors
1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree
Don't know/NA

43,000 students

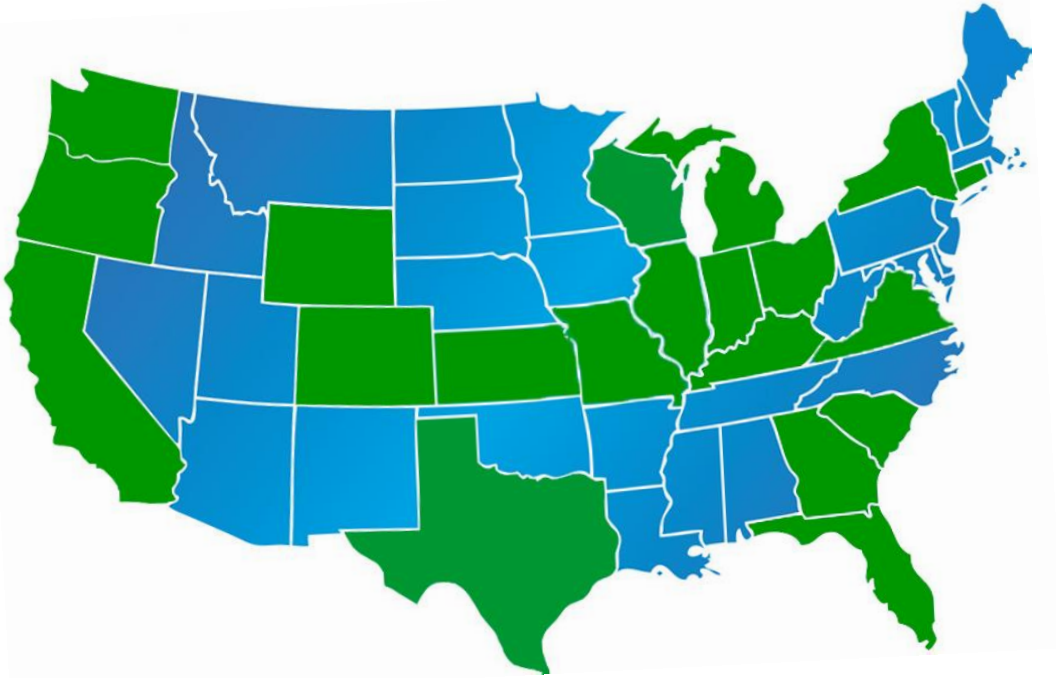
3,700 teachers

300 administrators

270 counselors

20 states

148 schools



CampusReady participation as of Fall 2013

Matched Pairs: Participating Schools

Yellow Cedar & Red Alder

- Fairly large
- Located in small cities
- Below average poverty

Yellow Cedar HS has had higher proportions of students graduate and continue to postsecondary institutions than has Red Alder HS.

Noble Fir & Sugar Pine

- Small schools
- Located in small towns some distance from postsecondary institutions
- Above average poverty
- High proportion of non-white students

Noble Fir HS has had higher proportions of students graduate and continue to postsecondary institutions than has Sugar Pine HS

Participation by school

	Yellow Cedar HS			Red Alder HS			Noble Fir HS			Sugar Pine HS		
	Sample	School	%	Sample	School	%	Sample	School	%	Sample	School	%
Students	423	1292	33%	407	1339	30%	441	502	88%	279	397	70%
9th	102	311	33%	104	361	29%	117	126	93%	79	97	81%
10th	120	321	37%	99	373	27%	115	135	85%	68	93	73%
11th	101	317	32%	102	284	36%	105	118	89%	81	107	76%
12th	100	343	29%	102	321	32%	104	123	85%	51	100	51%
Teachers	28	52	54%	14	57	25%	27	27	100%	9	21	43%
Core content	25	30	83%	9	38	24%	16	16	100%	8	9	89%
Administrators	3	3	100%	2	3	66%	2	2	100%	1	2	50%
Counselors	3	3	100%	4	4	100%	1	1	100%	1	1	100%

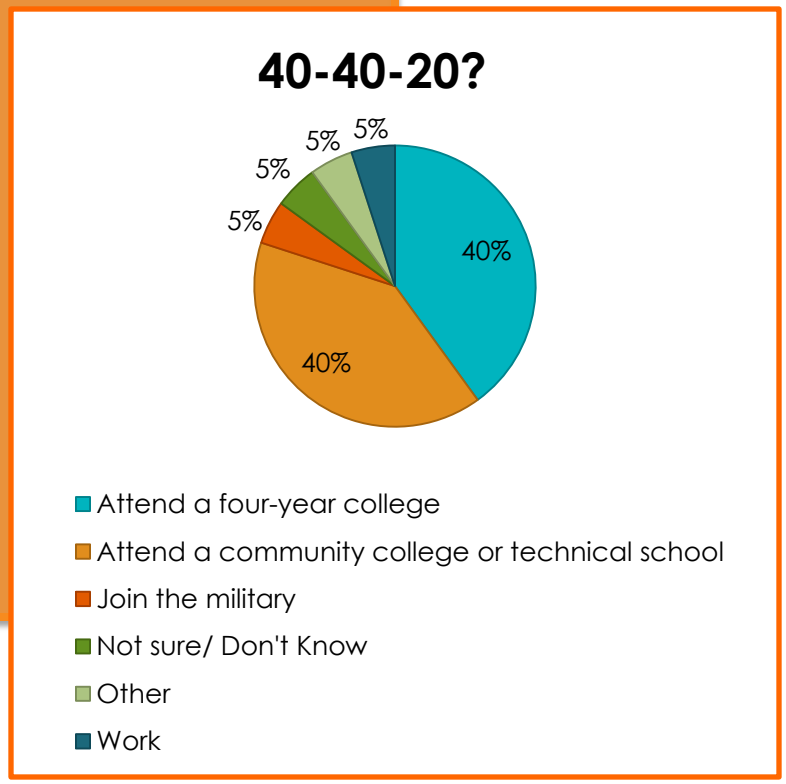
Representative Sample of Students

Student Demographics by school	Yellow Cedar HS		Red Alder HS		Noble Fir HS		Sugar Pine HS	
	Sample	School	Sample	School	Sample	School	Sample	School
Race/Ethnicity								
Asian or Pacific Islander	4%	1%	2%	1%	1%	1%	1%	0%
African American	1%	1%	2%	1%	0%	1%	1%	2%
American Indian/Alaska Native	1%	1%	1%	1%	2%	53%	1%	1%
Hispanic/Latino	7%	10%	13%	11%	49%	54%	63%	61%
White	77%	86%	71%	77%	39%	46%	29%	36%
Multiple Categories/Mixed Race	7%	1%	8%	8%	7%	0%	5%	0%
Prefer not to answer	3%		3%	0%	2%	0%	0%	0%
Gender								
Male	50%		53%		51%		47%	
Female	50%		47%		49%		53%	
Grade Level								
9th	24%	24%	26%	27%	27%	25%	28%	24%
10th	28%	25%	24%	28%	26%	27%	24%	23%
11th	24%	25%	25%	21%	24%	24%	29%	27%
12th	24%	27%	25%	24%	24%	25%	18%	25%
Potential first generation college student	59%		61%		67%		73%	
English not first language	5%		7%		29%		30%	
SES								
Free or reduced price lunch	31%		29%		61%		66%	
Not free or reduced price lunch	65%		66%		33%		24%	
Don't know	4%		5%		6%		10%	

Student ***ASPIRATIONS***

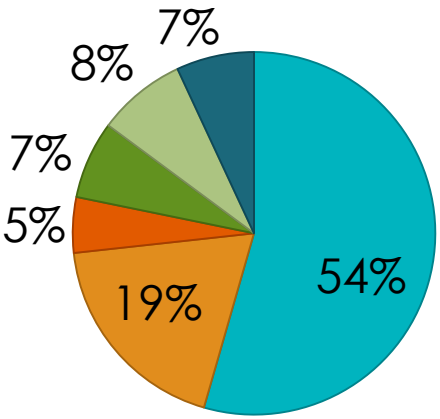
Our research with more than 20,000 low-income students in schools with a high ethnic minority concentration leads us to the following conclusions:

- Student aspirations are closely related to their performance levels on the Four Keys.
- Student aspirations for the least privileged students steadily decrease.
- Students are not likely to perform higher than their aspirations require.

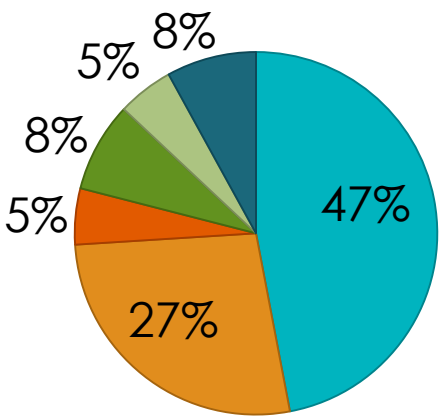


Student Aspirations

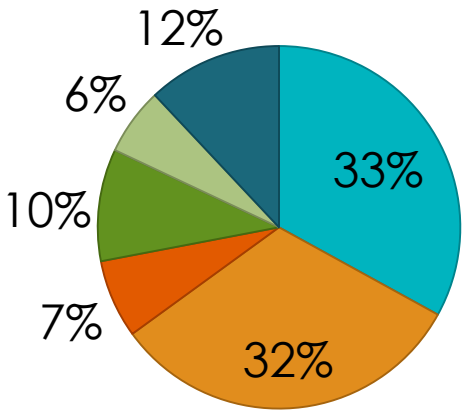
Yellow Cedar HS



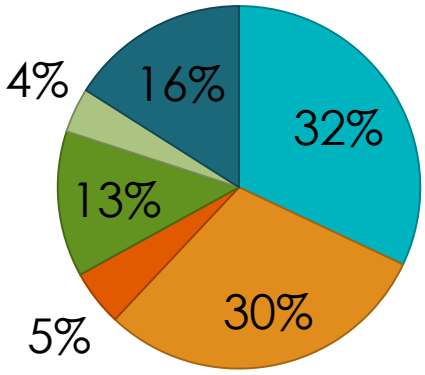
Red Alder HS



Noble Fir HS



Sugar Pine HS



Students were asked what they intend to do after completing high school.

- Attend a four-year college
- Attend a community college or technical school
- Join the military
- Not sure/ Don't Know
- Other
- Work

Key Cognitive Strategies

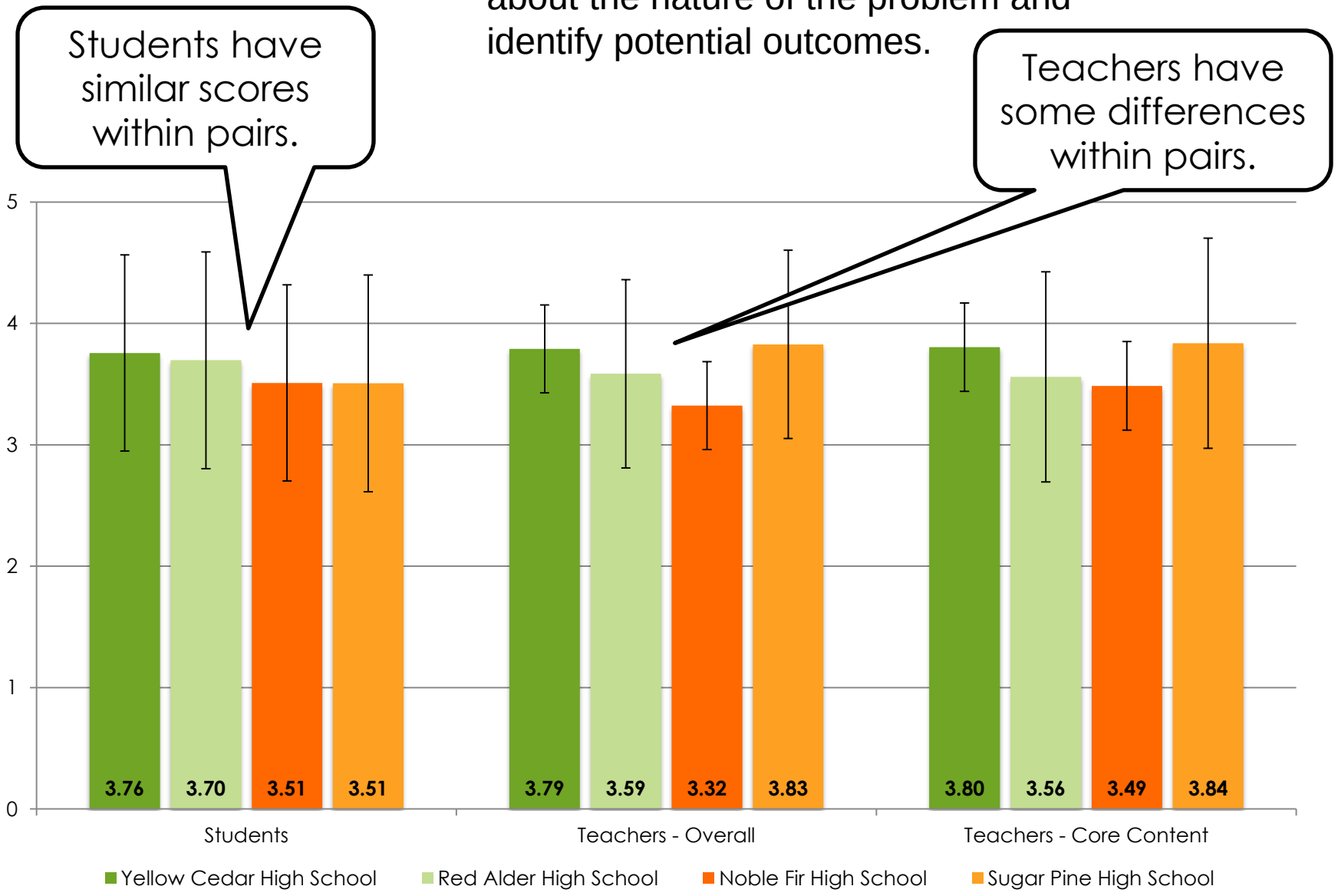
Key Cognitive Strategies are mental techniques for processing and organizing information.

Findings:

- Both schools in both pairs had average scores.
- Students at the larger schools reported more focus on KCS than those at the small schools.
- Research a component of note for all schools.
- Teachers at Sugar Pine reported emphasizing these strategies more frequently than teachers at Noble Fir.
- Neither Yellow Cedar or Red Alder emerged as having consistently higher scores.

Key Cognitive Strategies

Problem Formulation: students demonstrate clarity about the nature of the problem and identify potential outcomes.

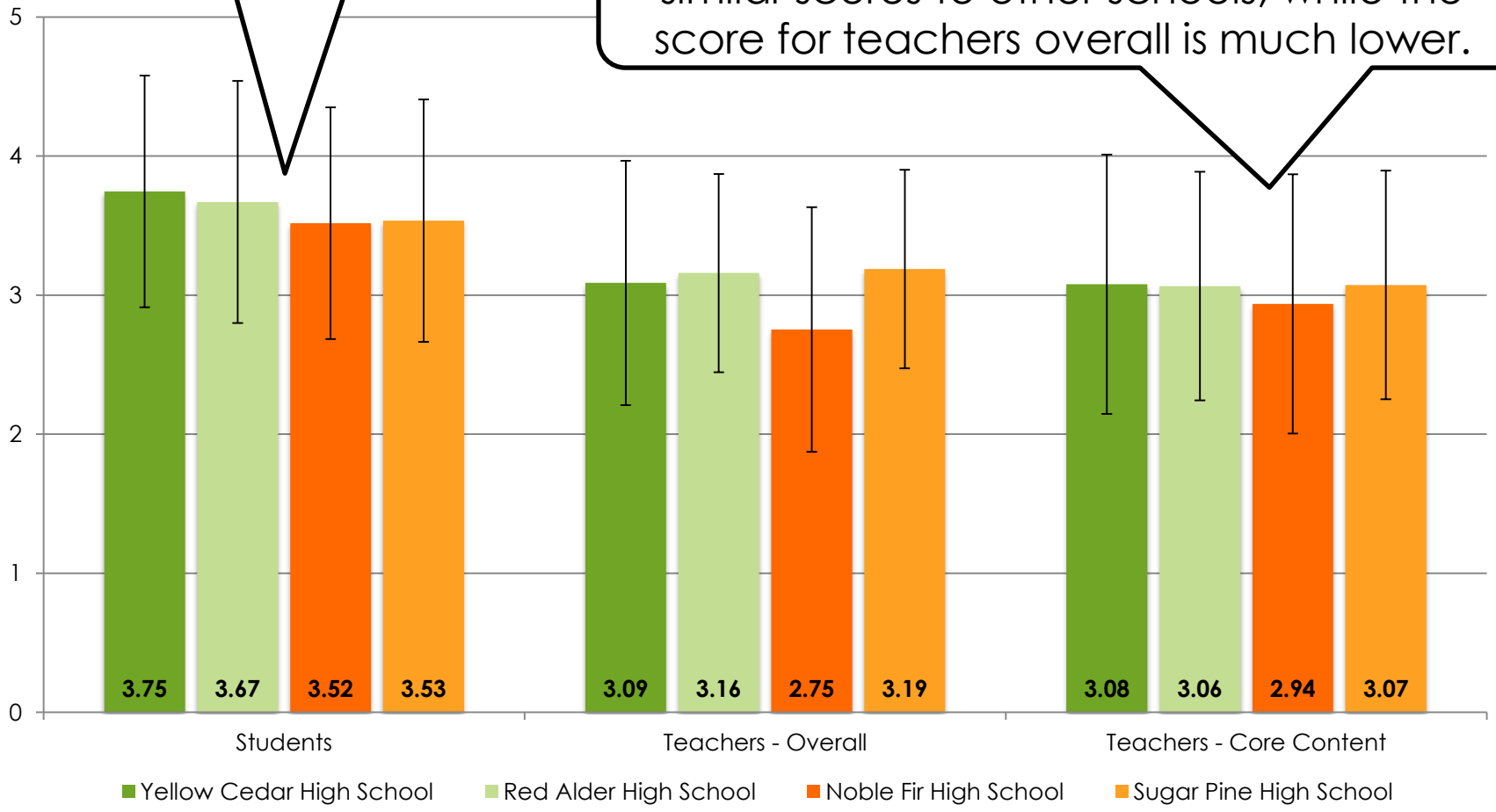


Key Cognitive Strategies

Research: students explore a full range of available resources and collection techniques and make judgments about the sources of information or quality of the data.

Student scores much higher than teacher scores at all schools.

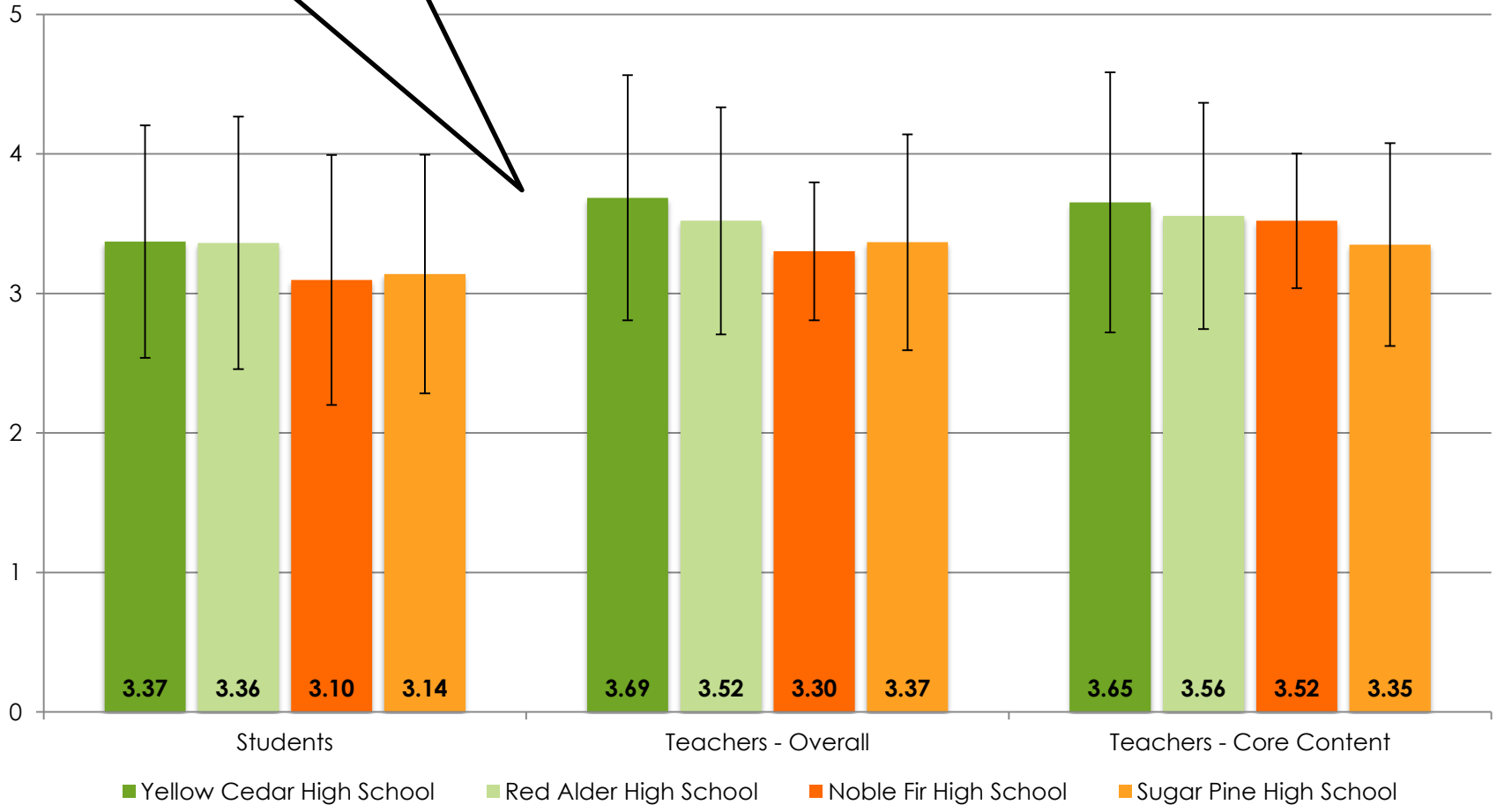
Core content teachers at Noble Fir have similar scores to other schools, while the score for teachers overall is much lower.



Key Cognitive Strategies

Interpretation: students identify and consider the most relevant information or findings to make connections and draw conclusions.

Student scores are lower than teacher scores for all schools.

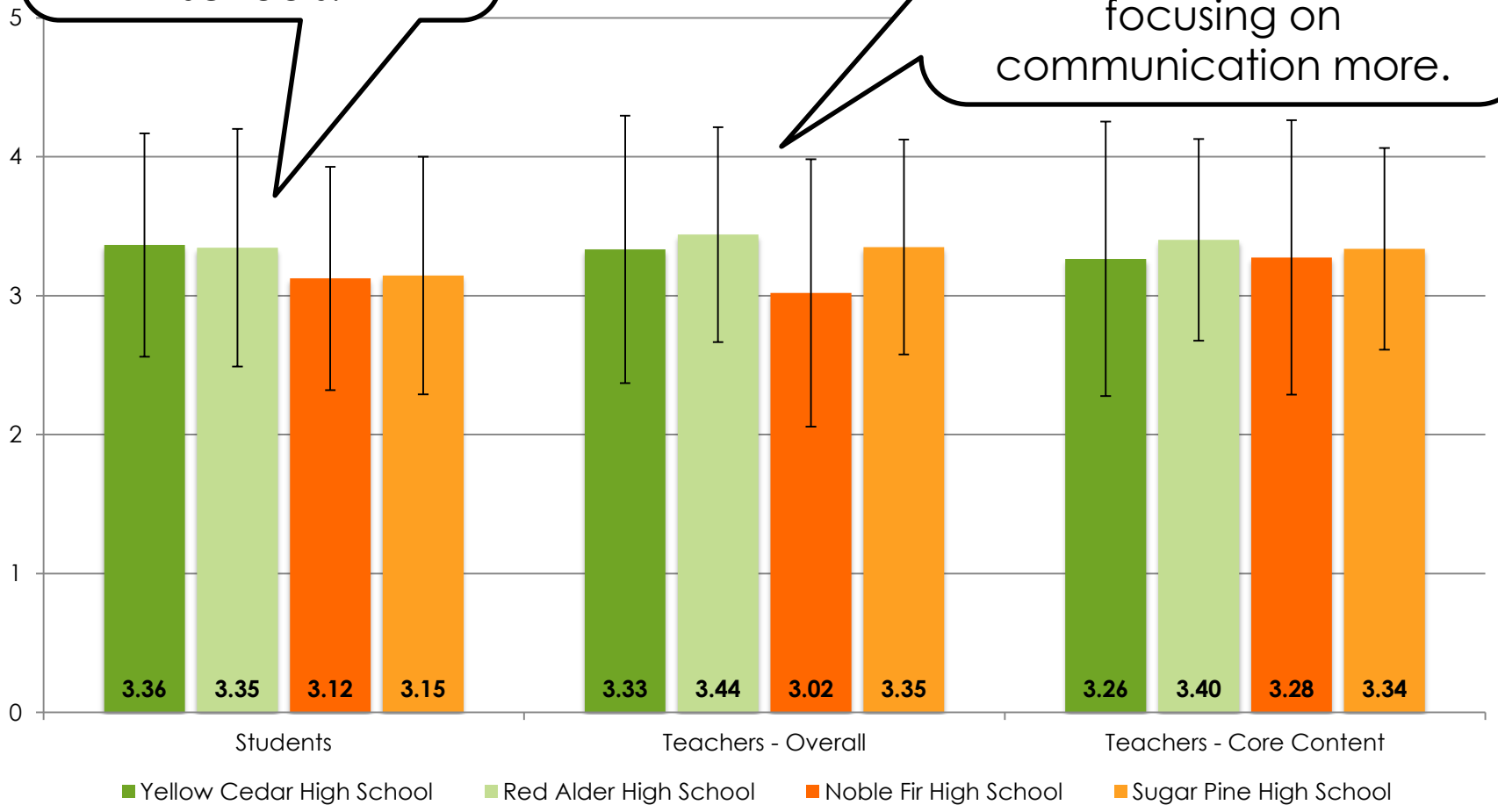


Key Cognitive Strategies

Communication: students organize information and insights into structured lines of reasoning.

Similar scores within pairs, higher scores at the larger schools.

For both pairs, the teachers at the lower-performing schools report focusing on communication more.

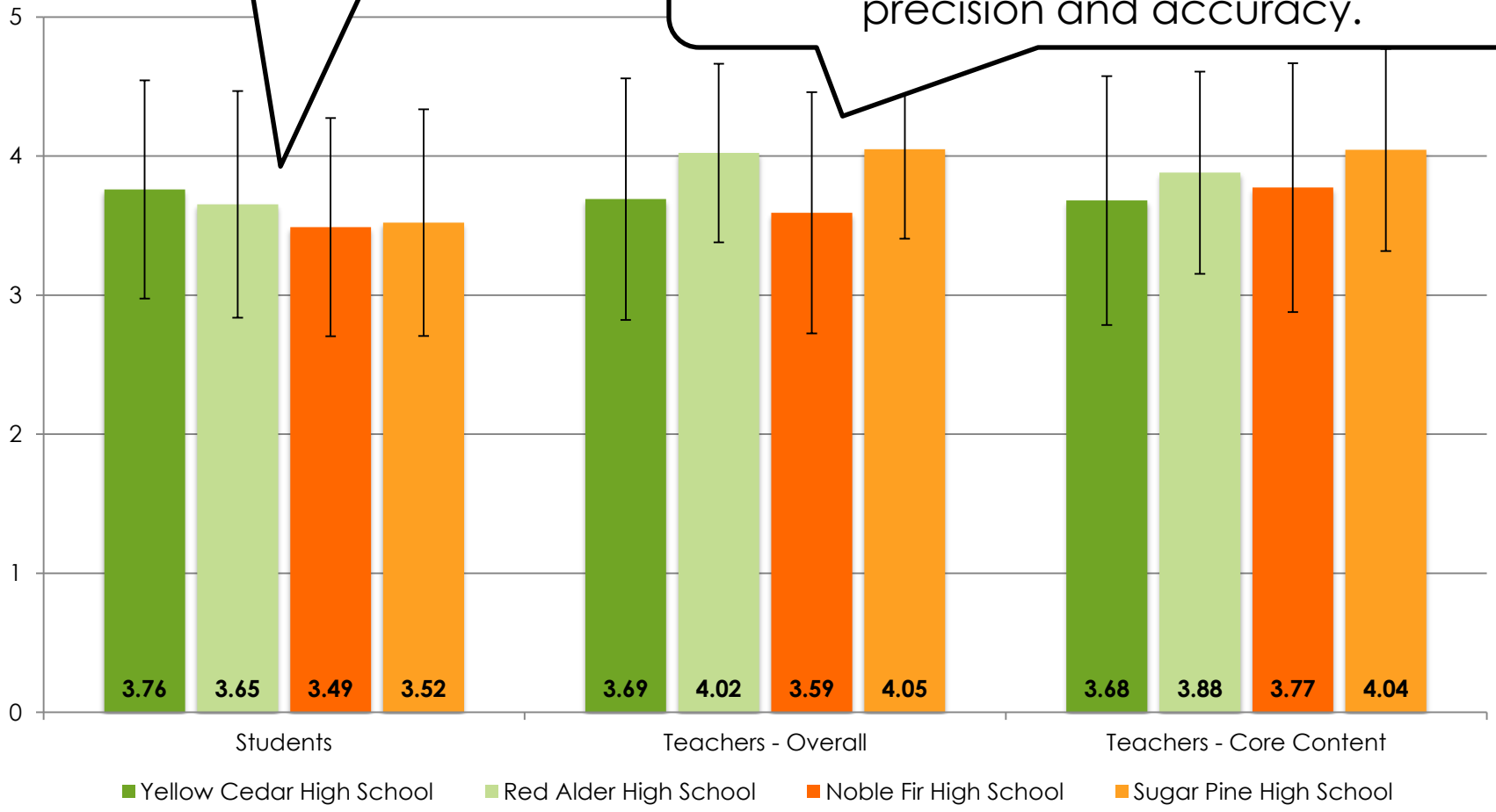


Key Cognitive Strategies

Precision and Accuracy: students determine and use language, terms, expressions, rules, terminology, and conventions appropriate to the subject area and proble

Students at the larger schools report high scores.

For both pairs, at the lower performing school teachers report greater focus on precision and accuracy.



Key Content Knowledge

Key Content Knowledge measures the ways in which students interact with content knowledge, its perceived value to them and the effort they are willing to expend to learn necessary content.

Findings:

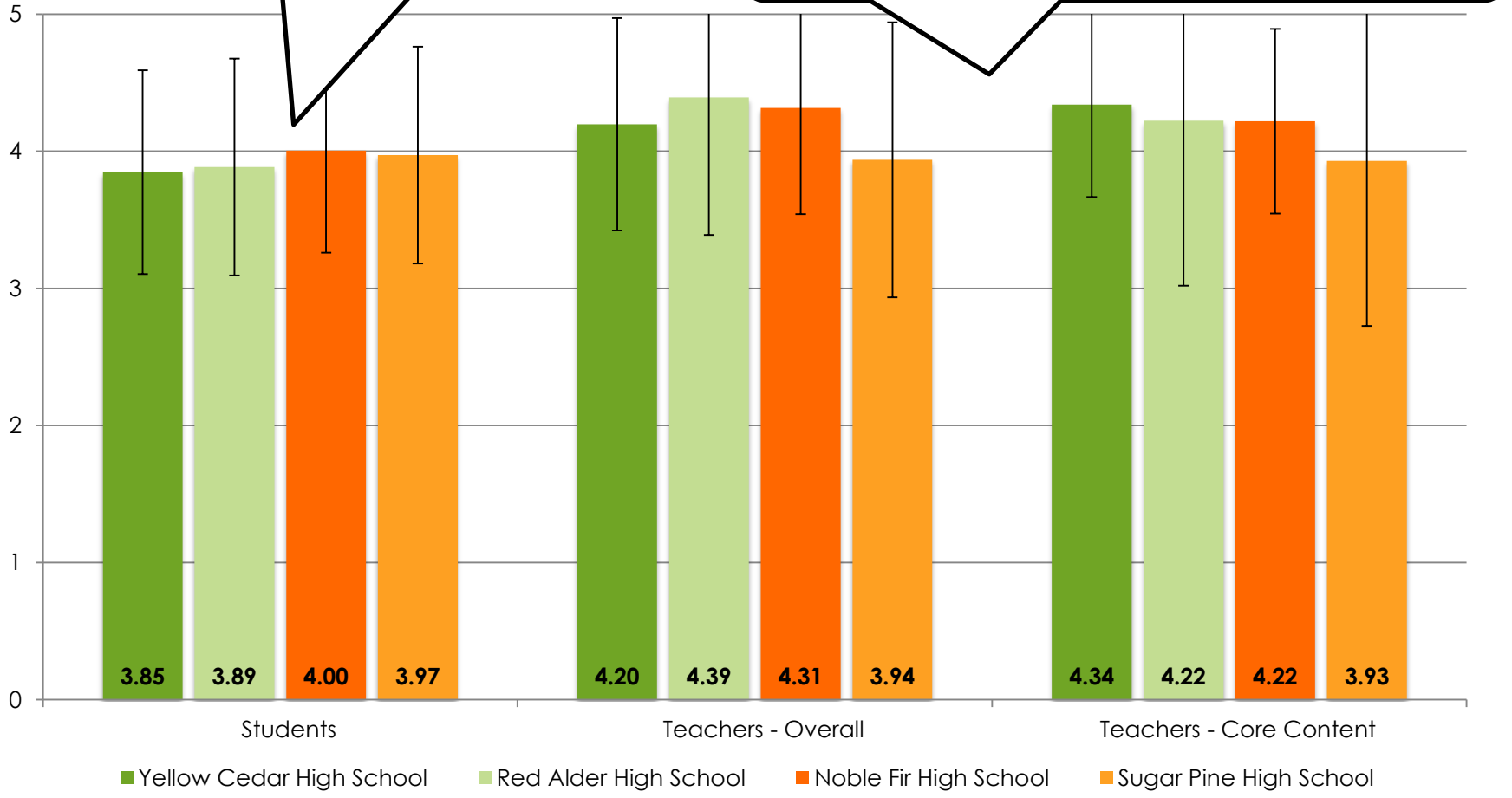
- Both schools in both pairs had higher than average scores.
- Highest rated Key dimension for all schools.
- High scores on Academic Attribution.
- Large student/teacher discrepancy on Academic Value.

Key Content Knowledge

Academic Attribution: students know that hard work determines how well they do, not whether they are "good" or "bad" at something.

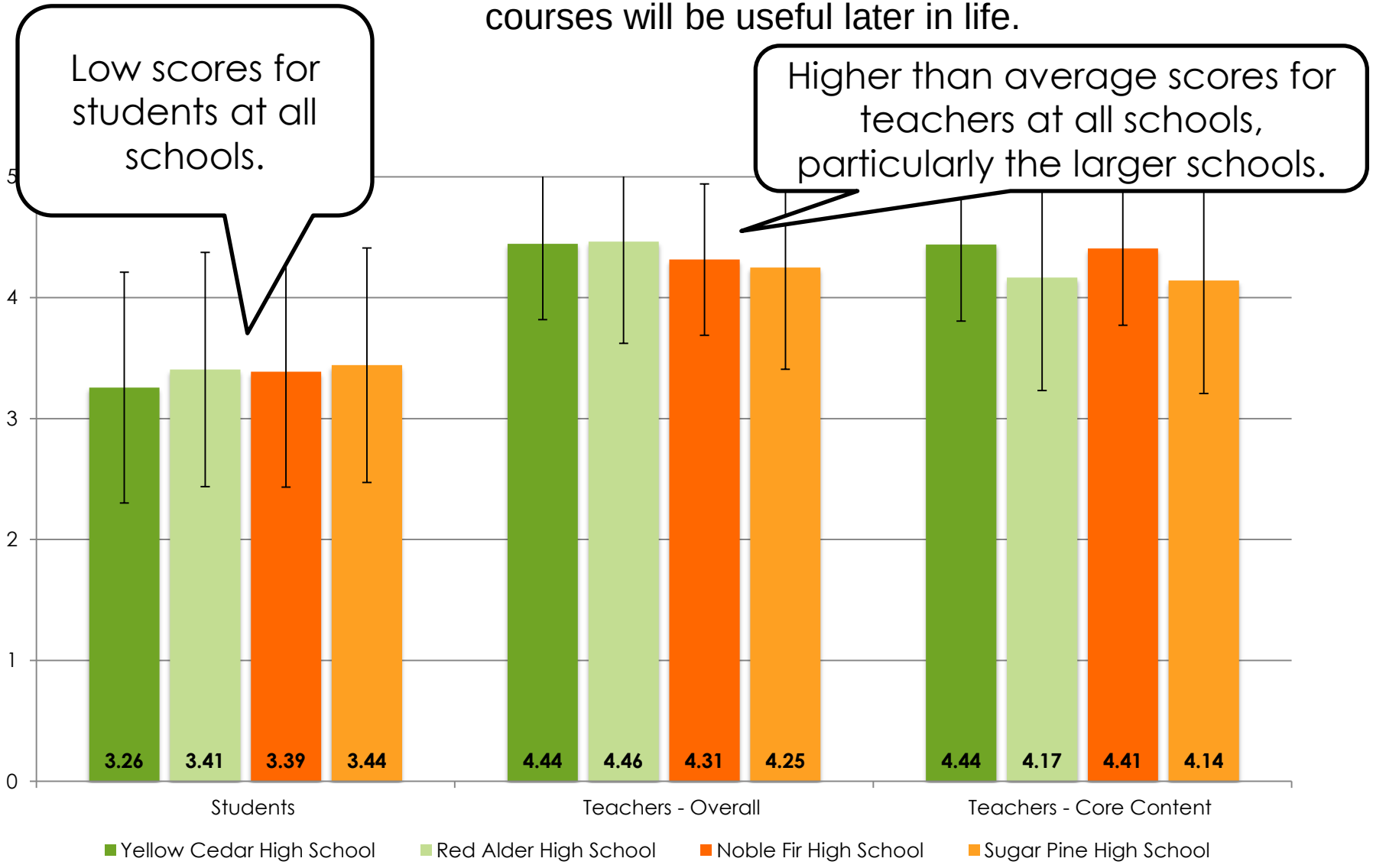
Similar scores within pair – students at small schools rated themselves higher.

Different trends emerge for core content vs. overall teachers.



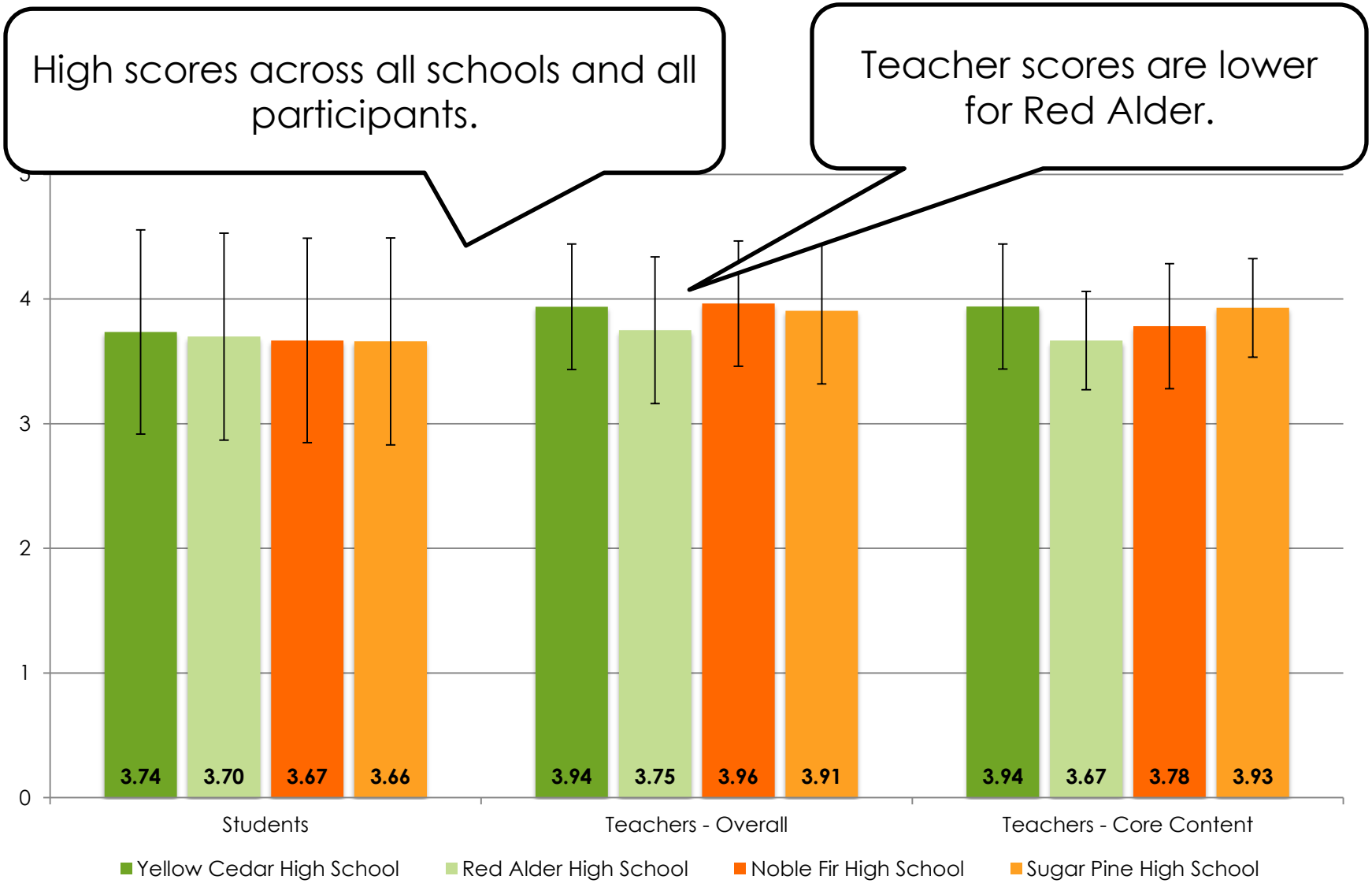
Key Content Knowledge

Academic Value: students see the value in coursework and how learning information taught in courses will be useful later in life.



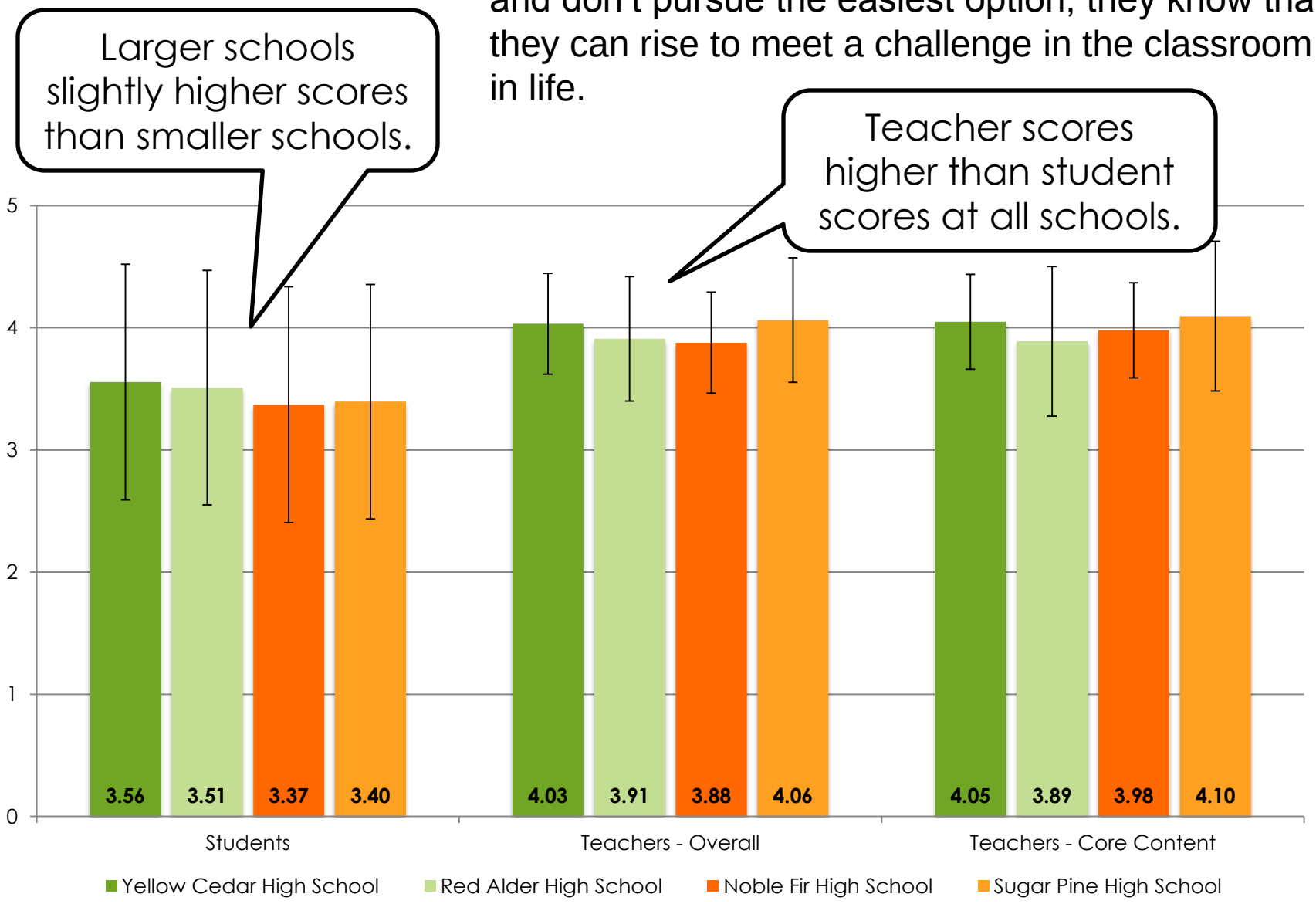
Key Content Knowledge

Student Effort: students are motivated to do well and know that hard work produces satisfying results.



Key Content Knowledge

Challenge Level: students enjoy being challenged and don't pursue the easiest option; they know that they can rise to meet a challenge in the classroom or in life.

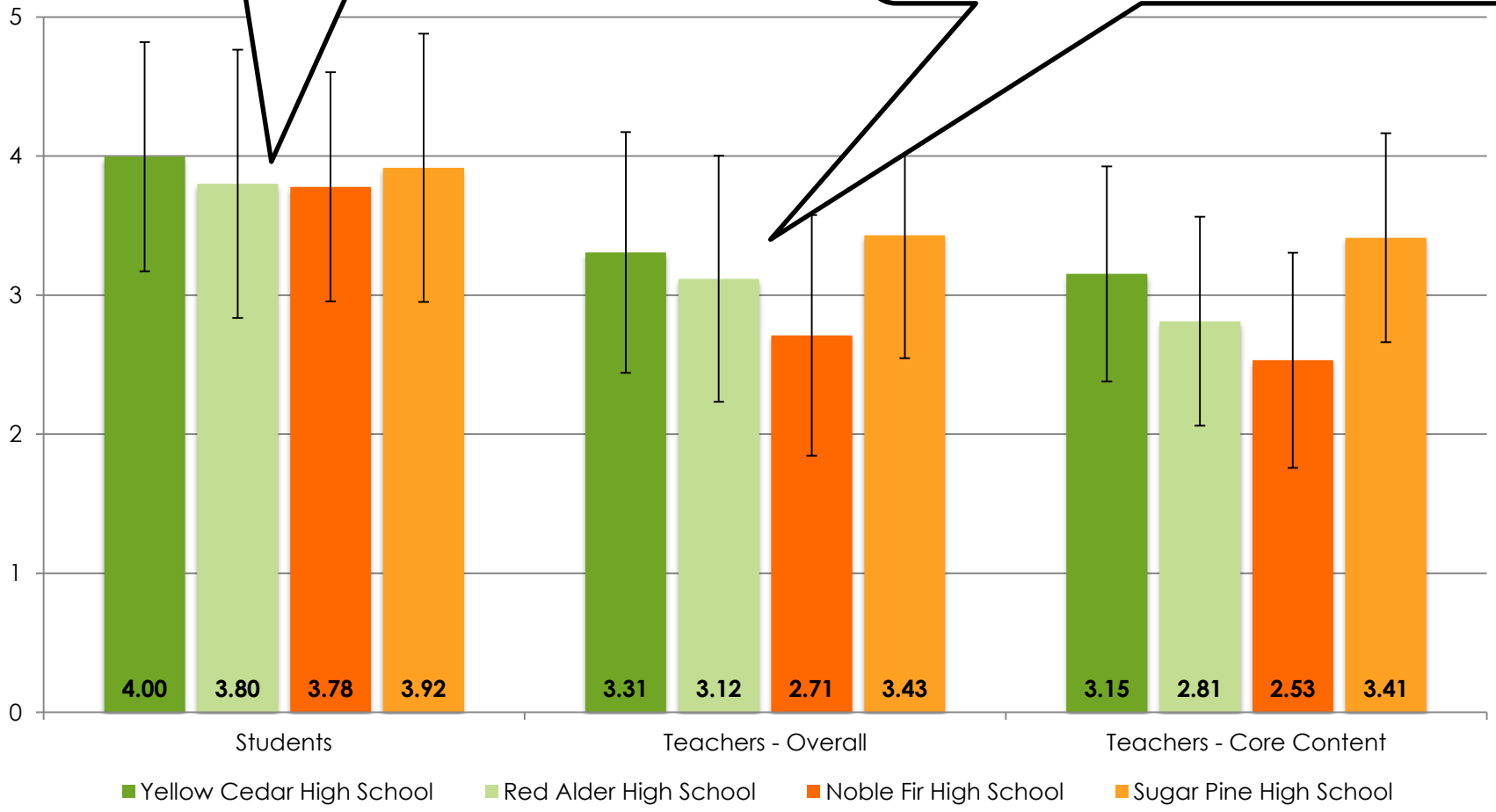


Key Content Knowledge

Experience with Technology: students understand how to use technology for schoolwork and daily tasks.

Students feel confident in using technology.

Teachers are not emphasizing technology in the classroom.

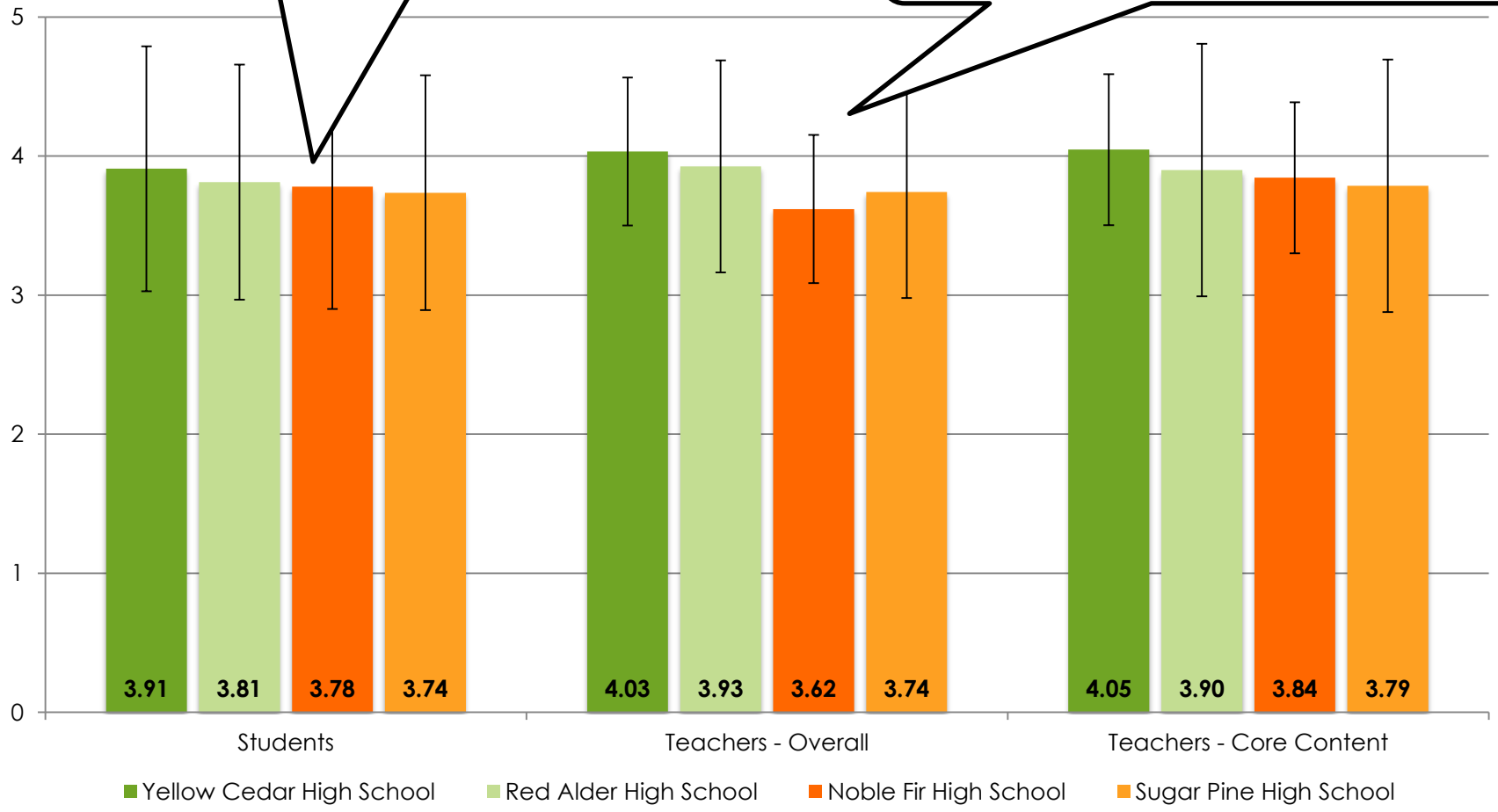


Key Content Knowledge

Structure of Knowledge: students know the structure of knowledge and are familiar with the methods used within core disciplines.

Students at larger schools have slightly higher scores. Large variation.

Teachers at larger schools have slightly higher scores.



Key Learning Skills & Techniques

Ownership of Learning

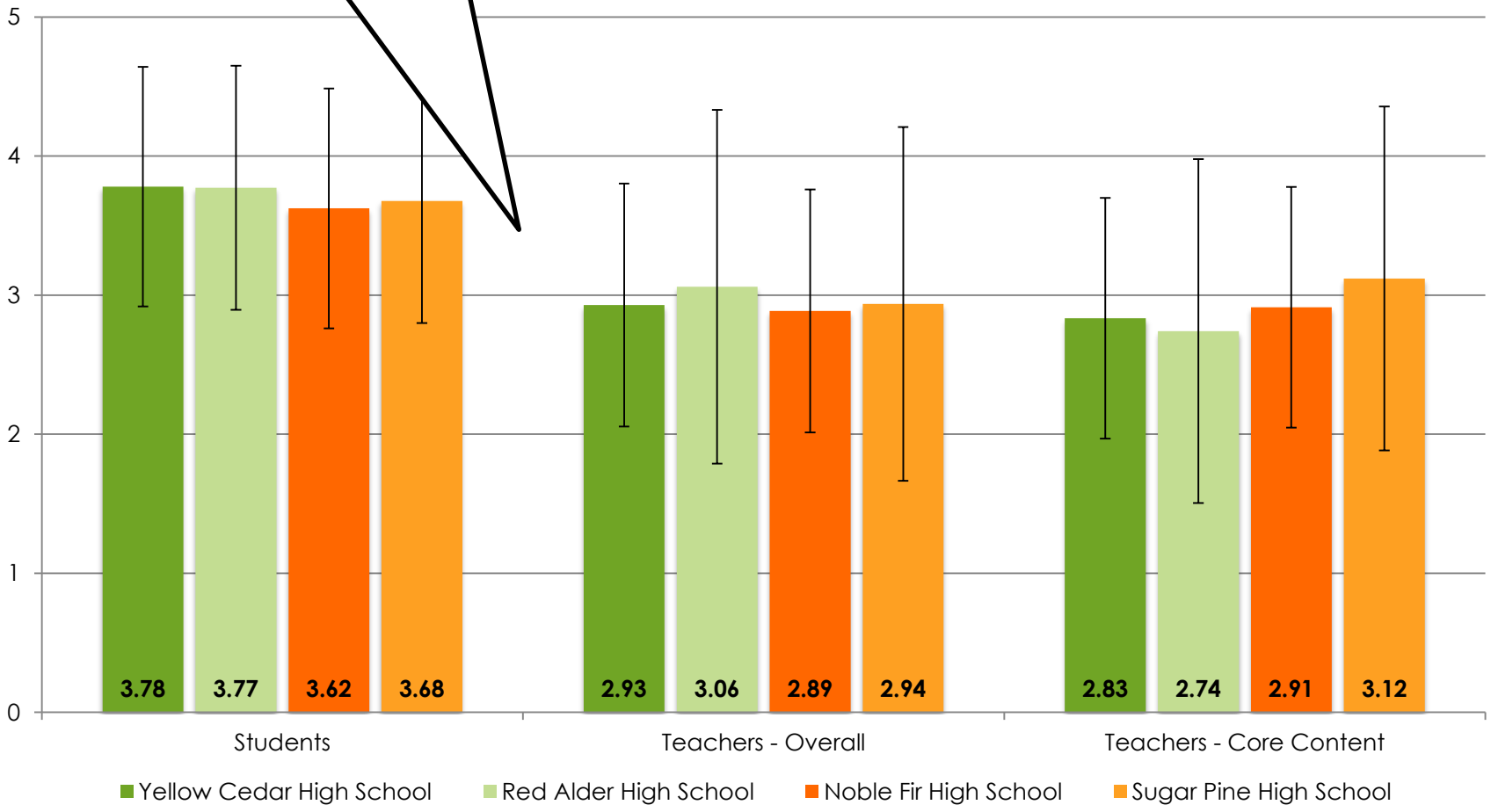
Traits that help students monitor and increase their learning.

Findings:

- Across all schools, teachers rate Persistence as an area of focus. Students have lower scores than teachers.
- For Goal-Setting and Self-Awareness, students have higher ratings than teachers.

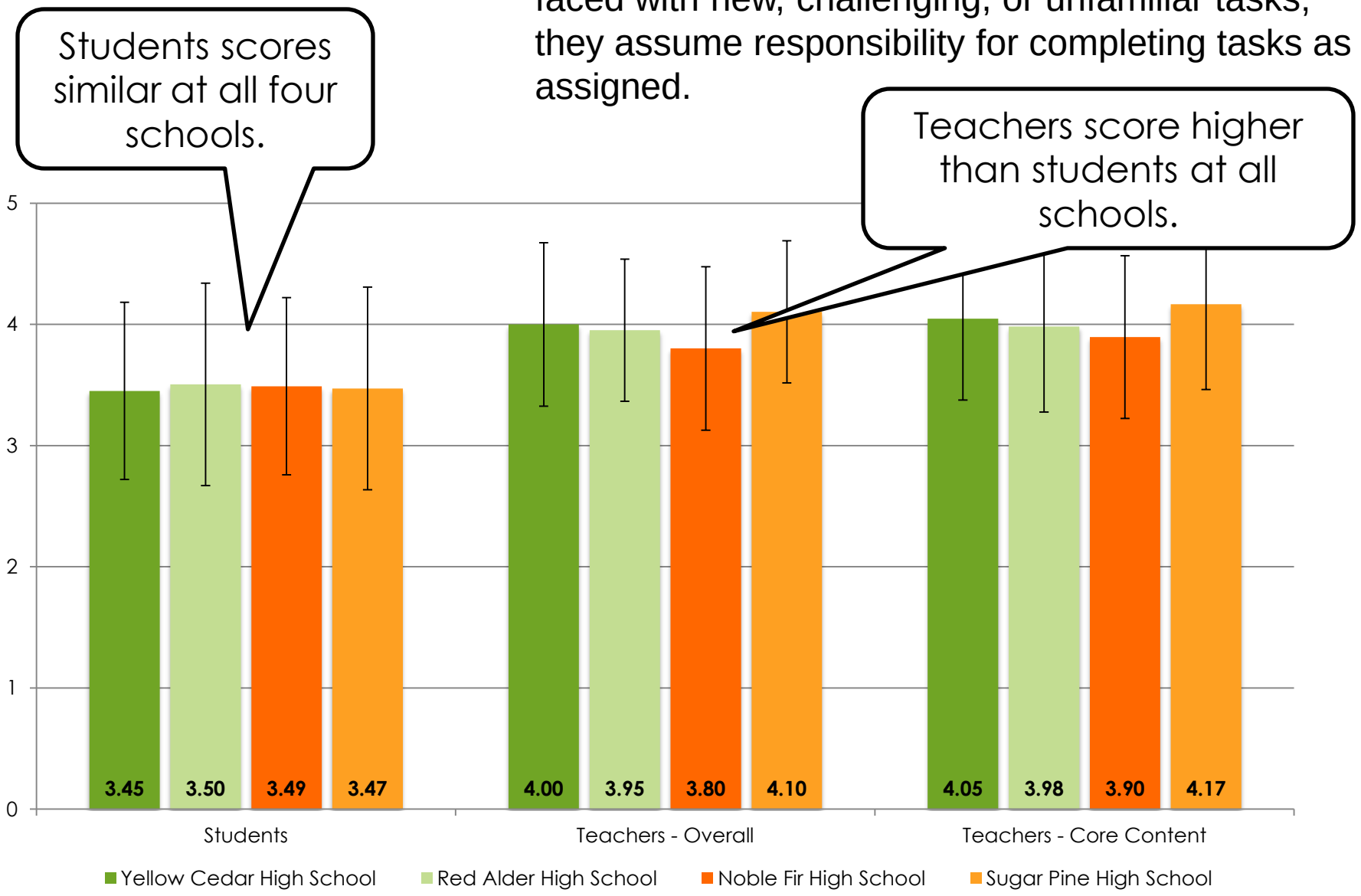
Goal-Setting Strategies: students identify short- and long-term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.

Students score this higher than do teachers at all schools.



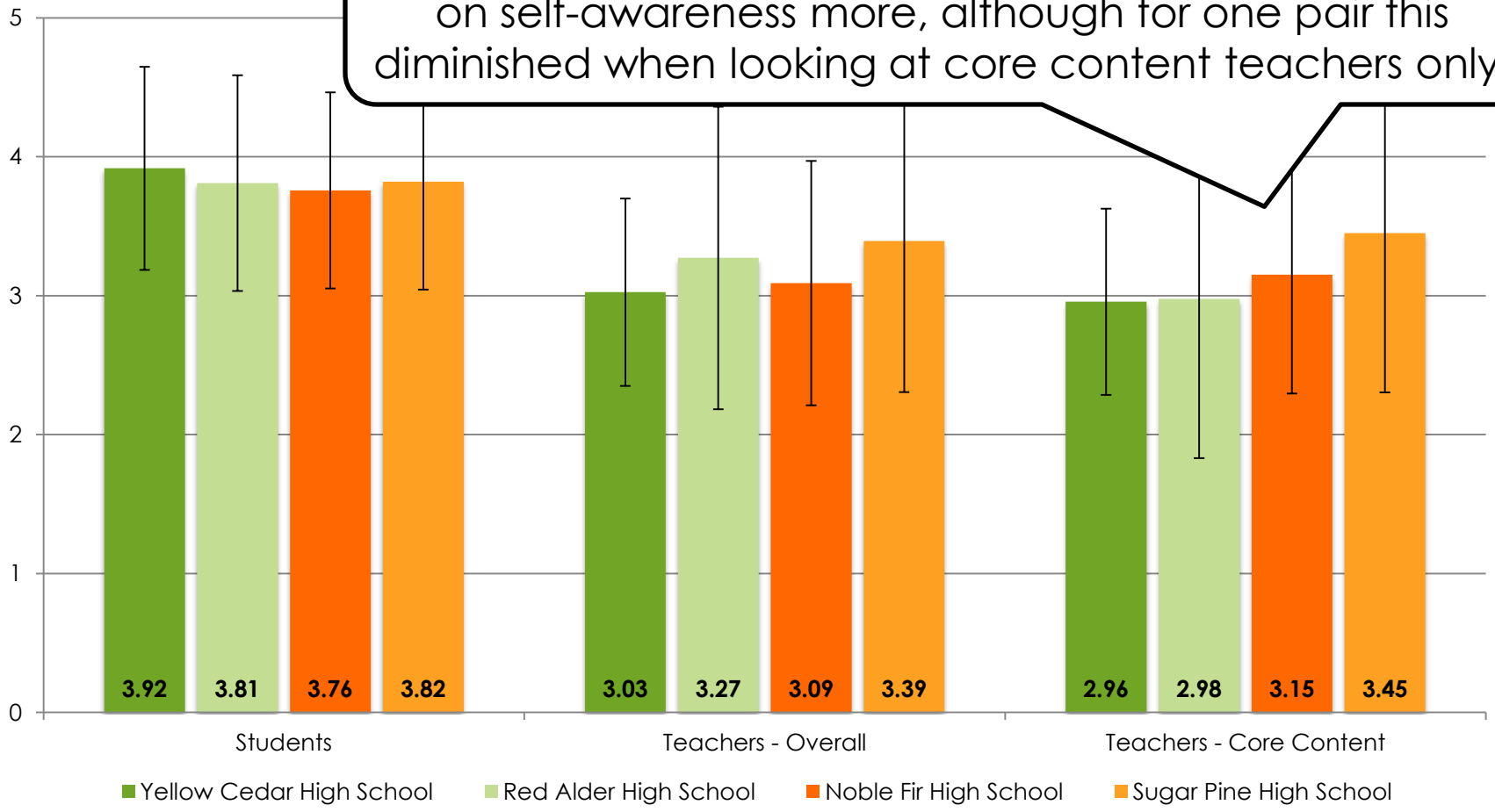
Key Learning Skills & Techniques

Persistence Strategies: students persevere when faced with new, challenging, or unfamiliar tasks; they assume responsibility for completing tasks as assigned.



Self-Awareness Strategies: students monitor their strengths, weaknesses, and interests; they work toward improving weaknesses and aligning goals to strengths and interests.

Teachers at lower performing schools report focusing on self-awareness more, although for one pair this diminished when looking at core content teachers only.



Key Learning Skills & Techniques

Learning Techniques

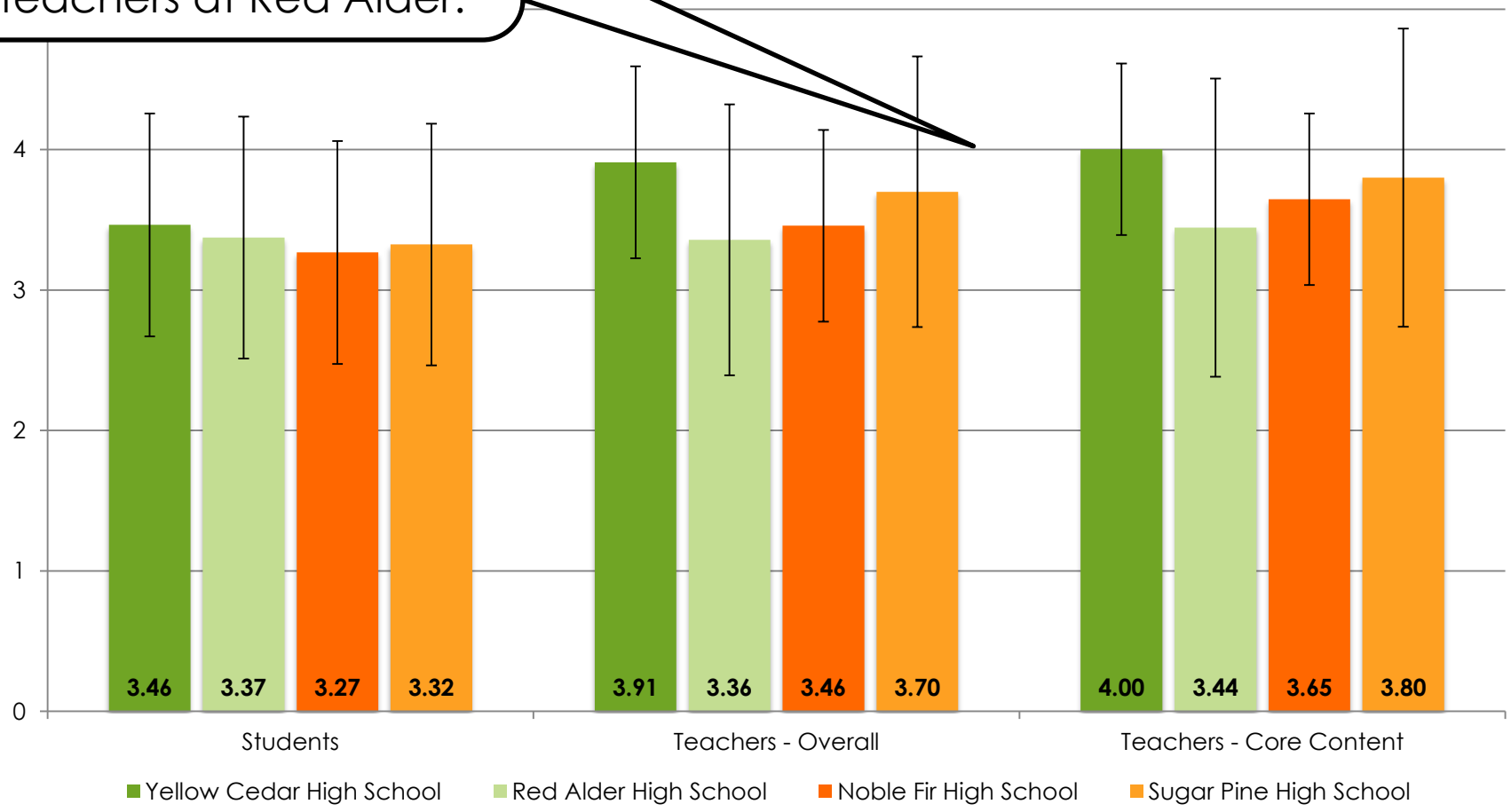
Academic learning involves the exercise of specific methods and techniques that can be learned.

Findings:

- Students perceive their strategic reading and information retention strategies as weaker than most other skills.
- Teachers at higher performing schools focus more on developing time management skills than their peers.

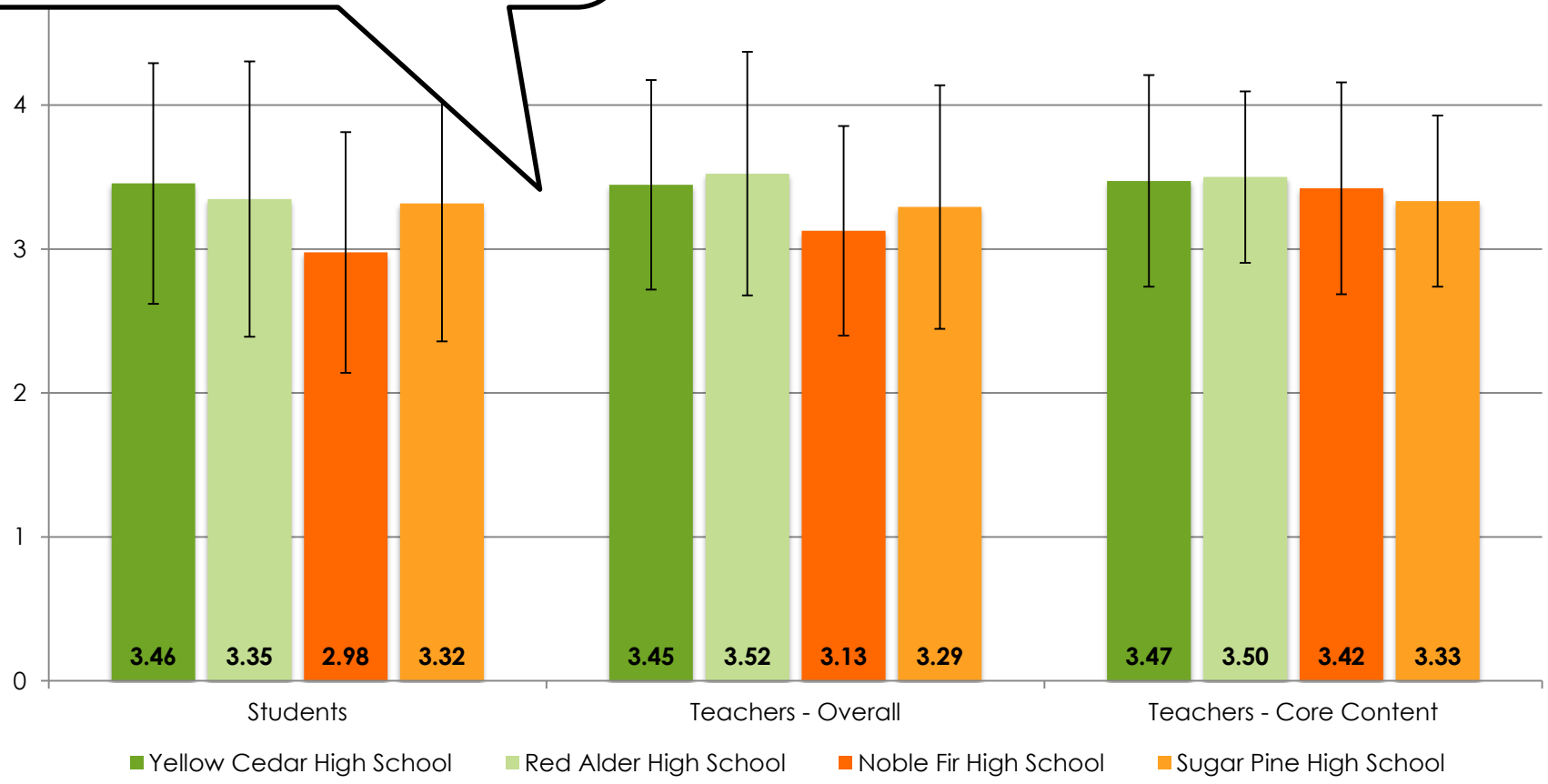
Test-Taking Strategies: students are able to prepare for assessments of their knowledge and proficiencies; they are able to recall and apply information in real time and in a variety of academic and applied assessment and evaluation contexts.

Teachers at Yellow Cedar had the highest scores, much higher than teachers at Red Alder.



Note-Taking Strategies: students possess the strategies and skills necessary to prioritize, attend to, and record important information from texts, lectures, meetings, and tasks; they refer back to notes as needed to more effectively complete future tasks.

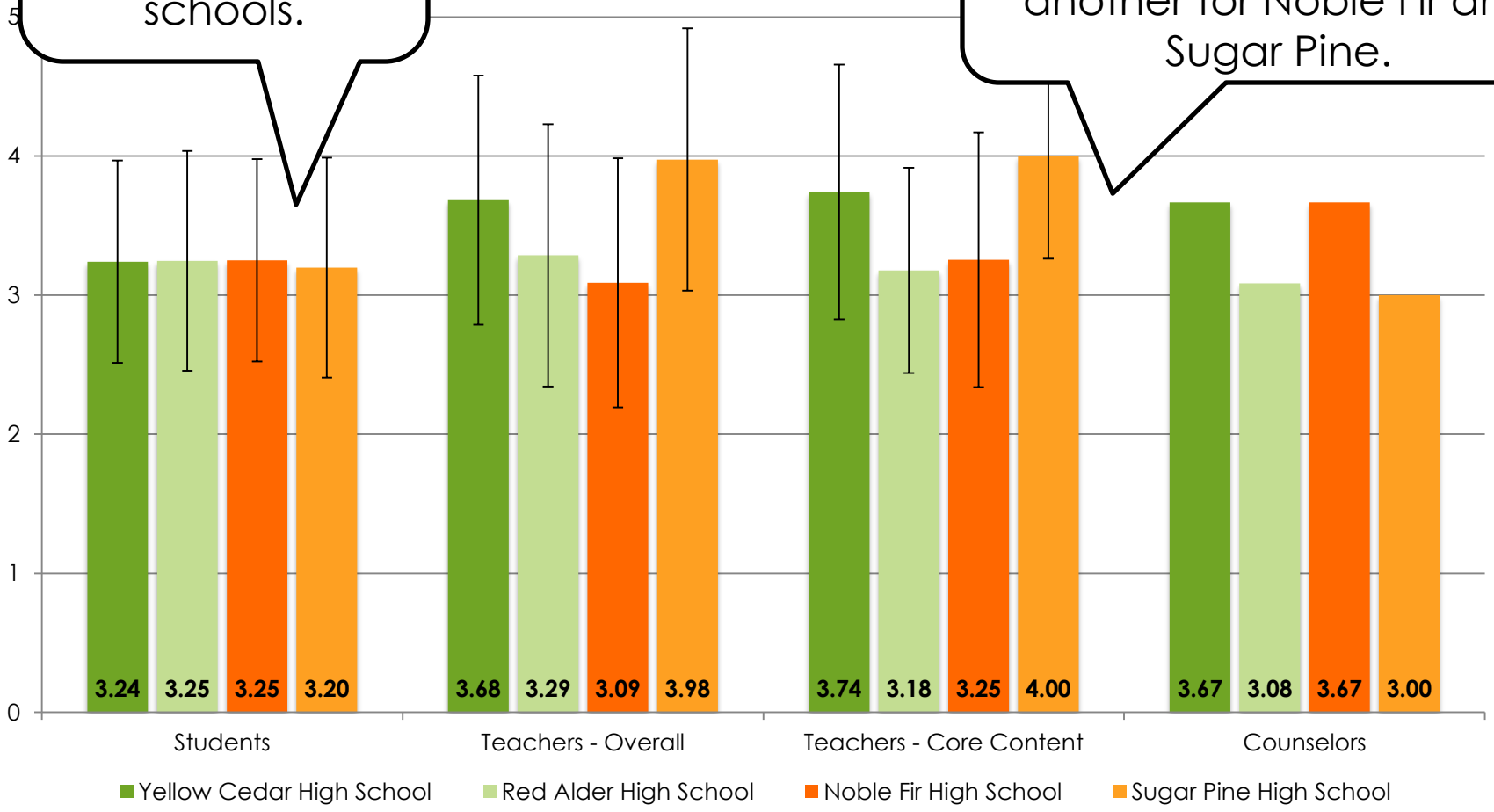
For both teachers and students, larger schools had high scores than smaller schools.



Collaborative Learning Strategies: students develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet spe

Students had similar scores across all schools.

Teacher and counselor scores complement one another for Noble Fir and Sugar Pine.

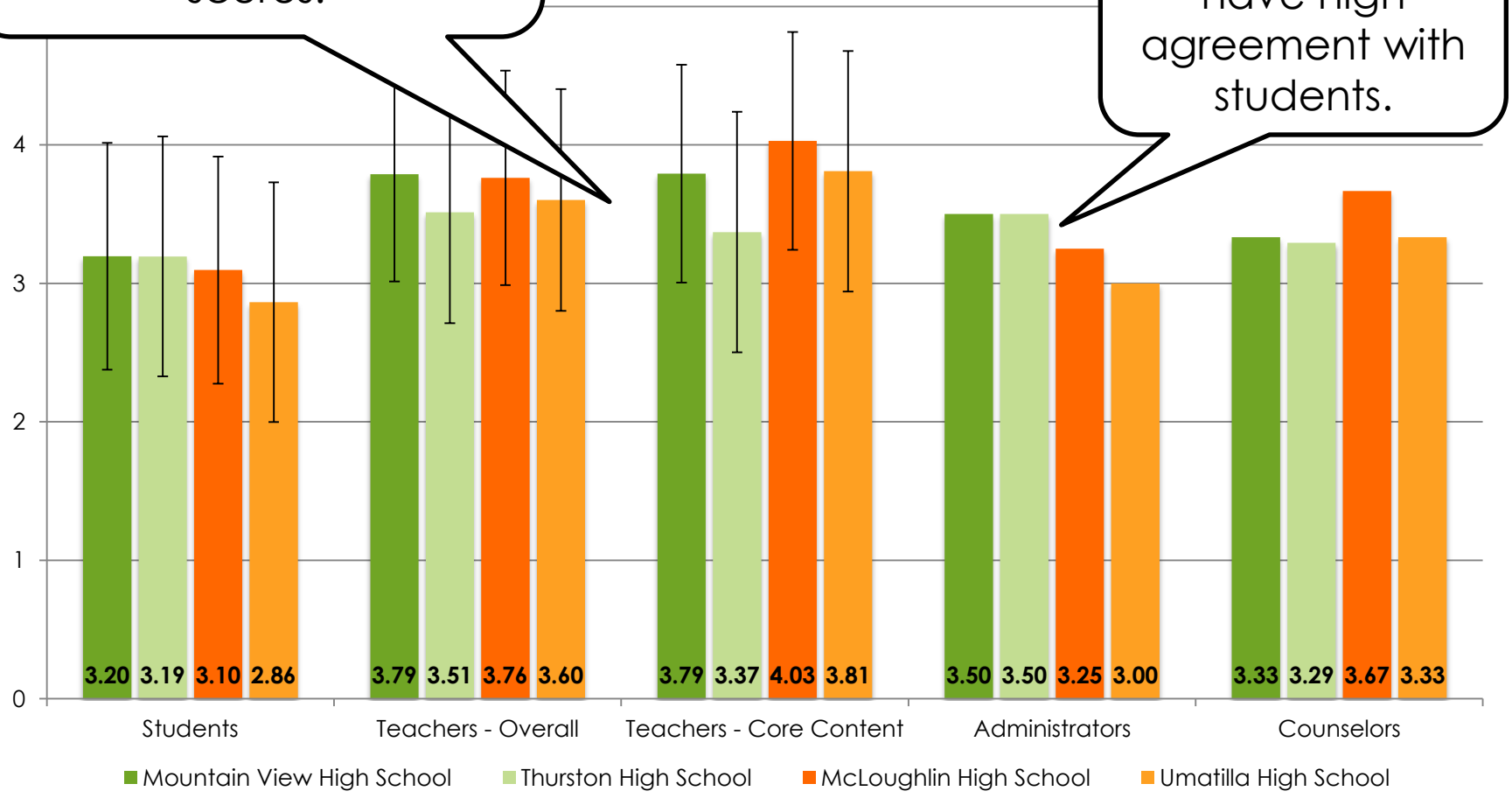


Key Learning Skills & Techniques

Time Management Strategies: students apply skills and strategies necessary to prioritize, plan, and sufficiently focus their attention to get expected tasks completed on time.

Teachers at the higher performing school in each pair have higher scores.

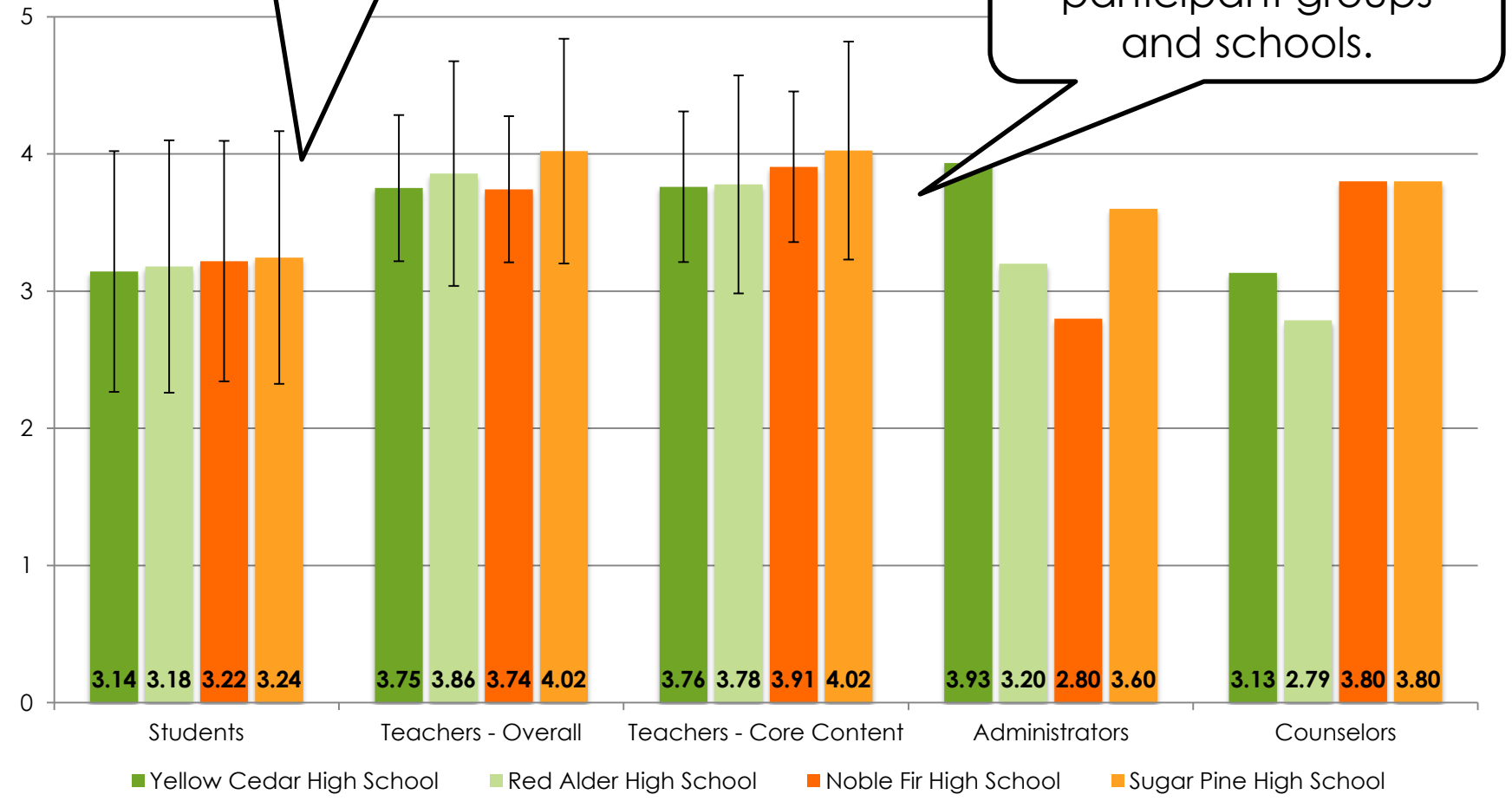
Administrators have high agreement with students.



General Study Strategies: students have awareness of how to study effectively, and they develop strategies for accomplishing assignments and projects.

Student had similar scores across all schools.

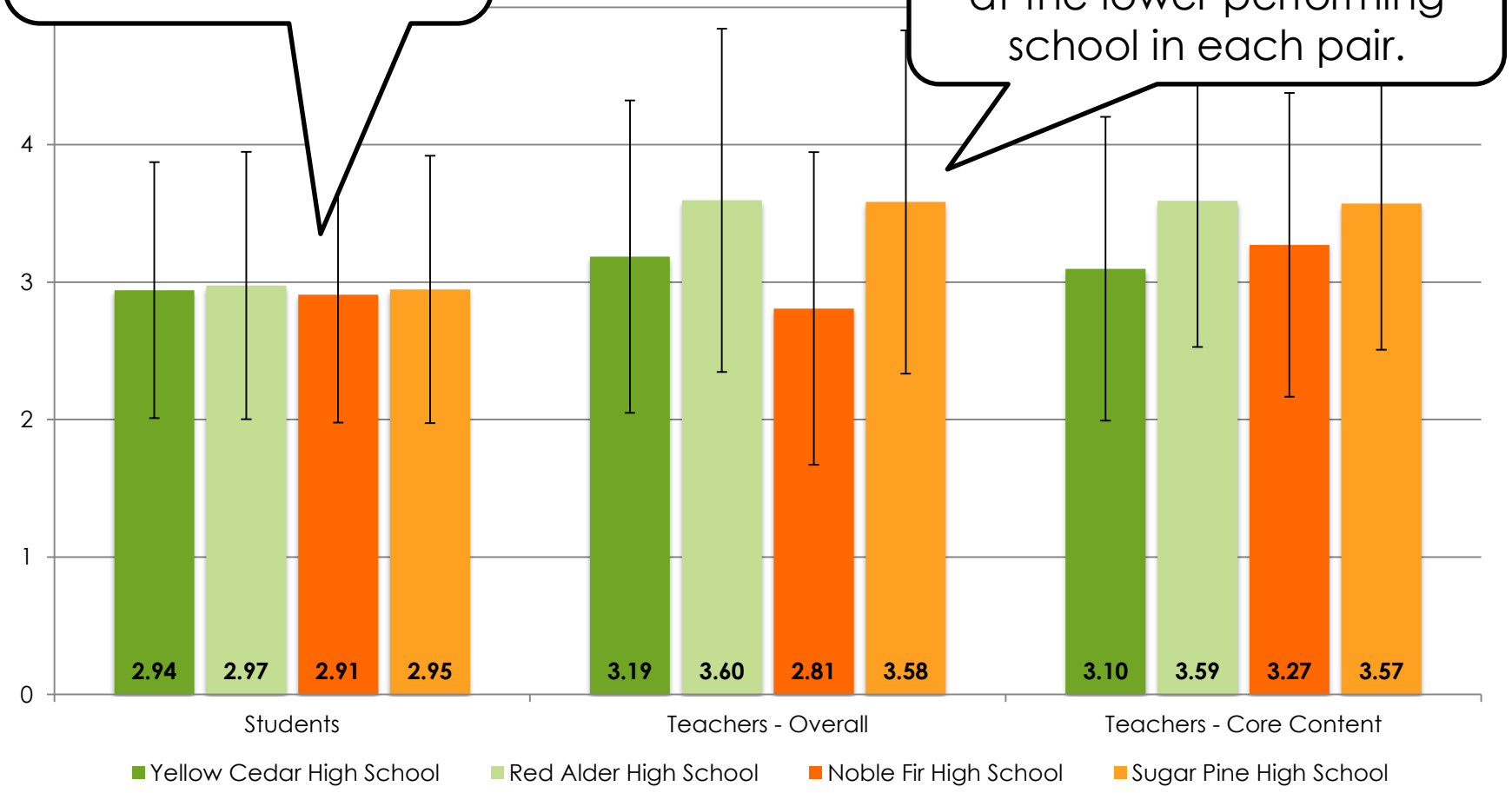
Wide variation across participant groups and schools.



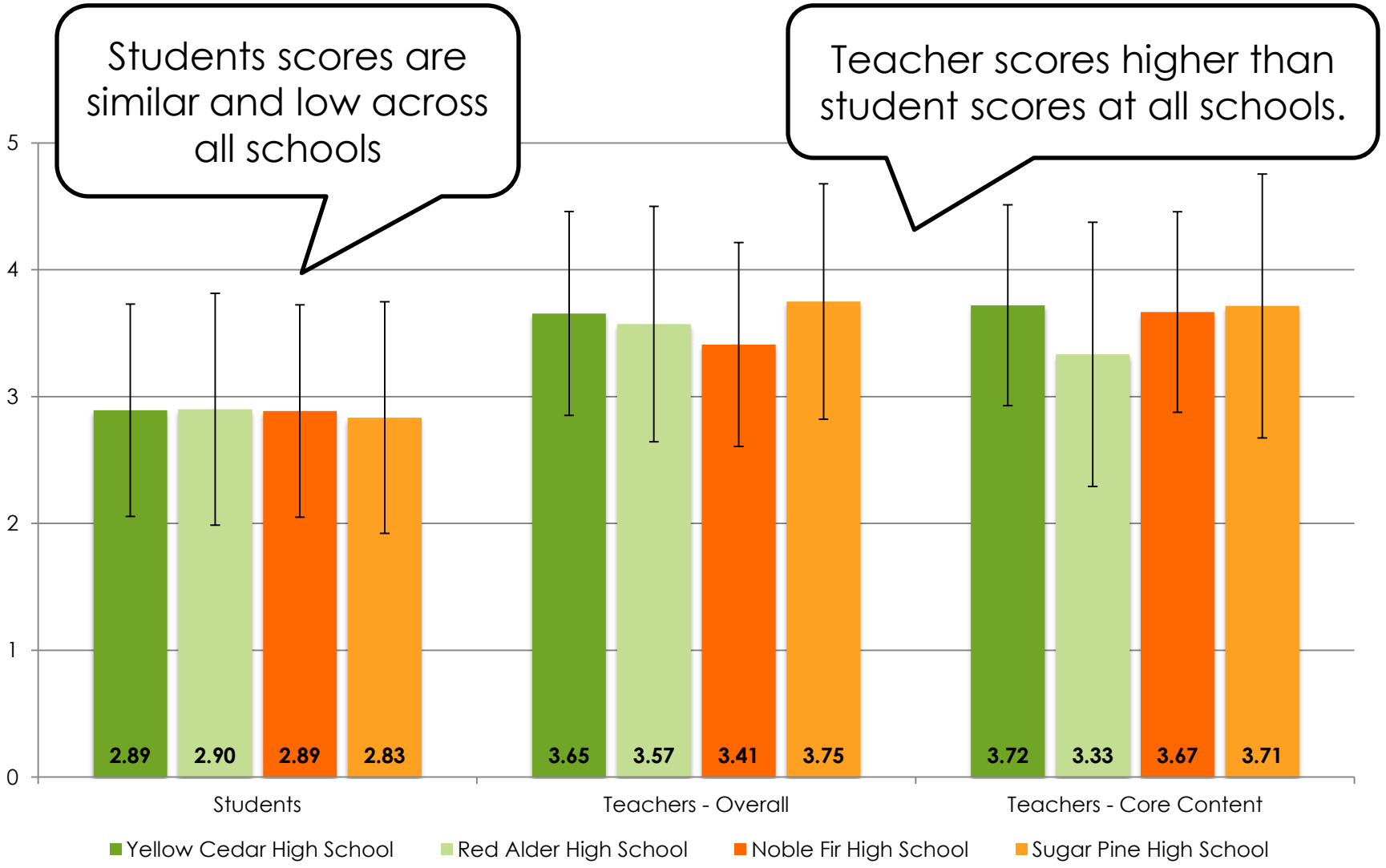
Strategic Reading Strategies: students are able to employ a variety of strategies to identify and extract relevant information from a variety of texts and formats specific to the chosen academic or career environm

Student scores are similar and low across all schools.

Teacher scores are higher at the lower performing school in each pair.



Information Retention Strategies: students possess multiple effective strategies and devices to memorize and recall facts and terms.



Key Transition Knowledge & Skills

Information and behaviors necessary to understand the norms, culture, expectations, and systemic processes for gaining entrance into and navigating the postsecondary environment that aligns to one's career or academic aspirations.

Findings:

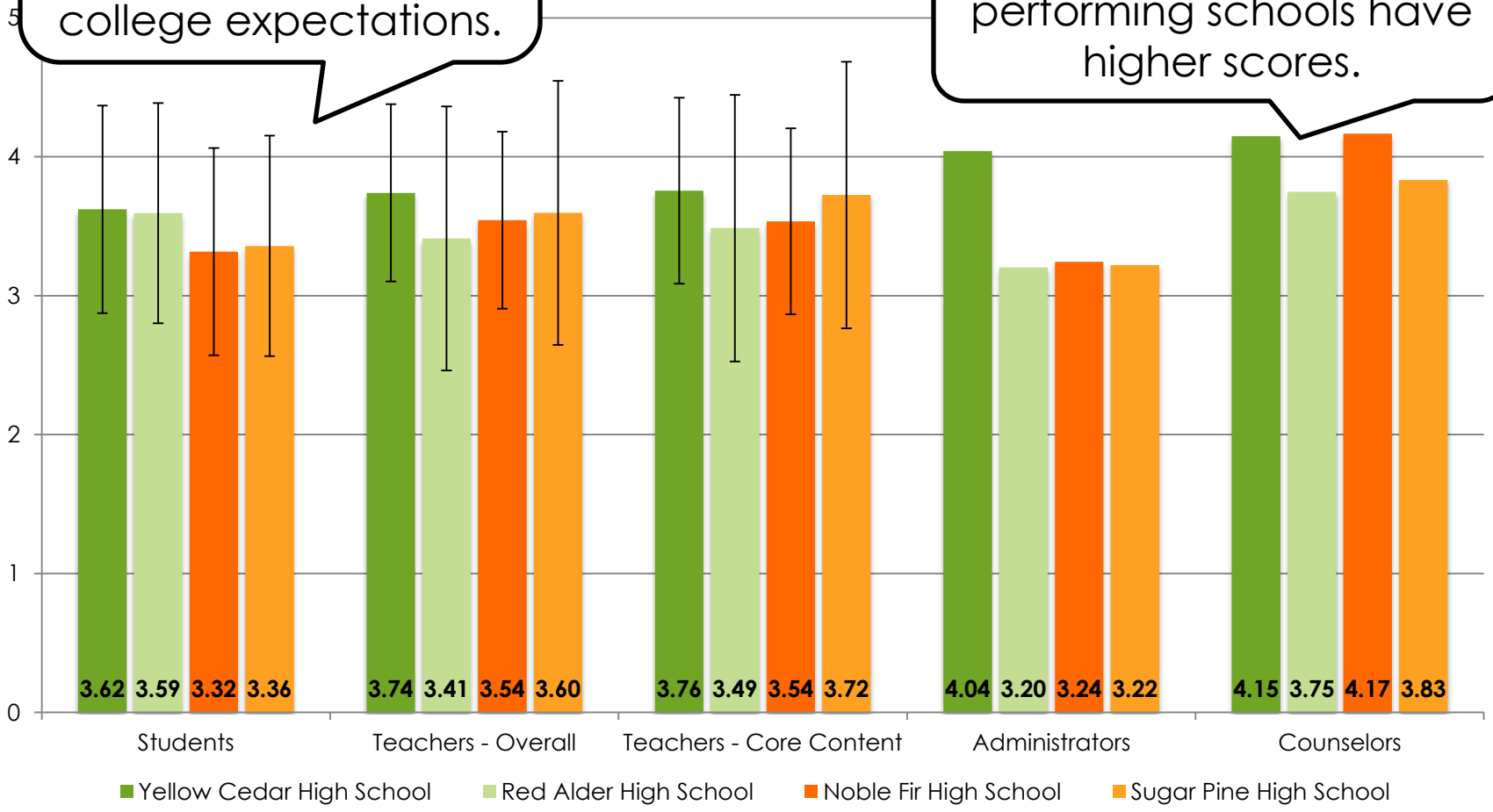
- Students scored themselves low on knowledge of Tuition and Financial Aid at all schools. Red Alder had the highest score but also highest proportion of 11th/12th grade respondents.
- Administrators at Yellow Cedar and Red Alder had higher scores than other groups at those schools.

Key Transition Knowledge & Skills

Academic Awareness: students understand the range of expectations and structure of college coursework. They engage in preplanning and get experiences needed to apply and be admitted to college.

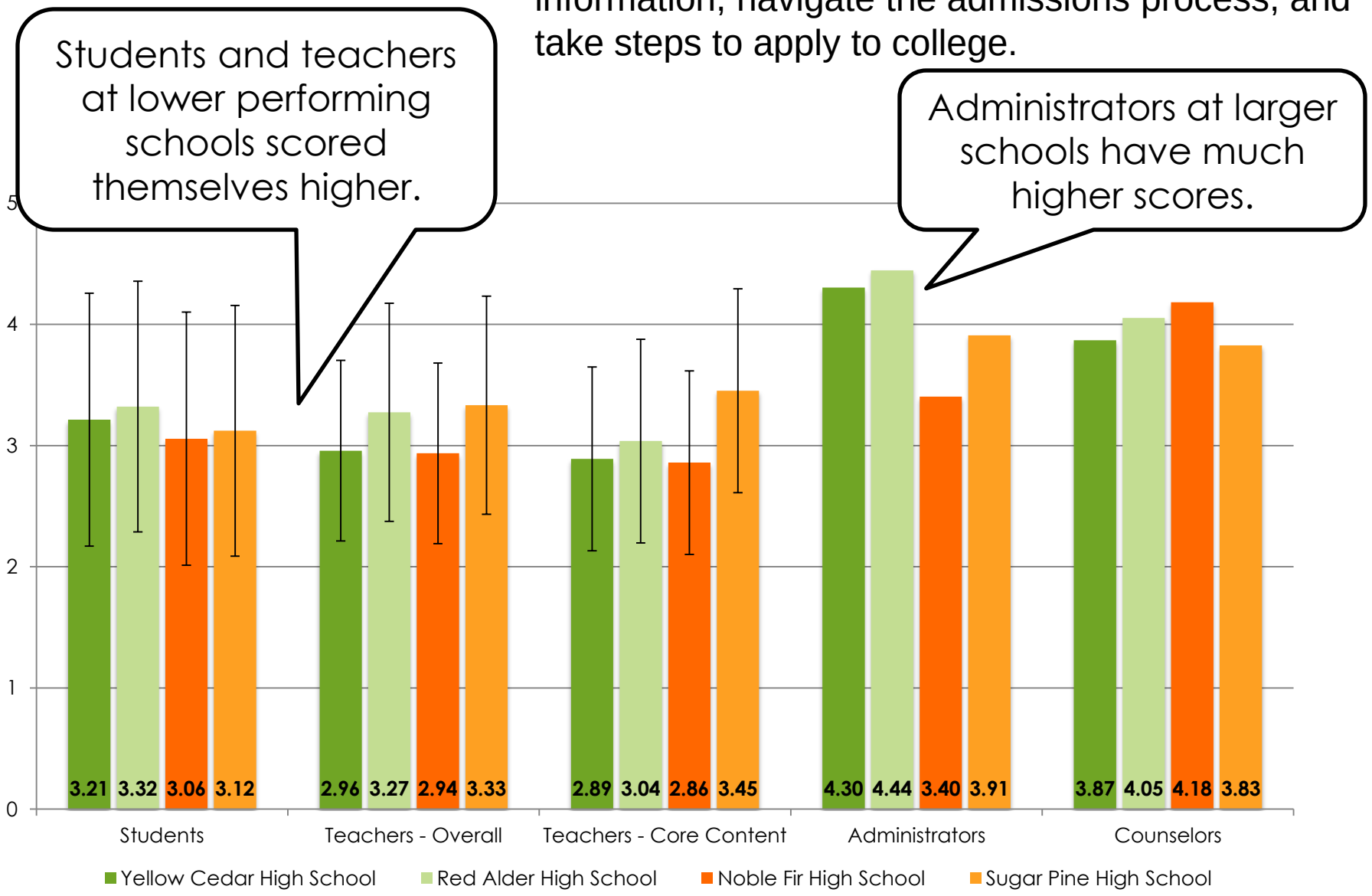
Students at larger schools have a more developed sense of college expectations.

Counselors at higher performing schools have higher scores.



Key Transition Knowledge & Skills

College Admissions Process: students gather information, navigate the admissions process, and take steps to apply to college.

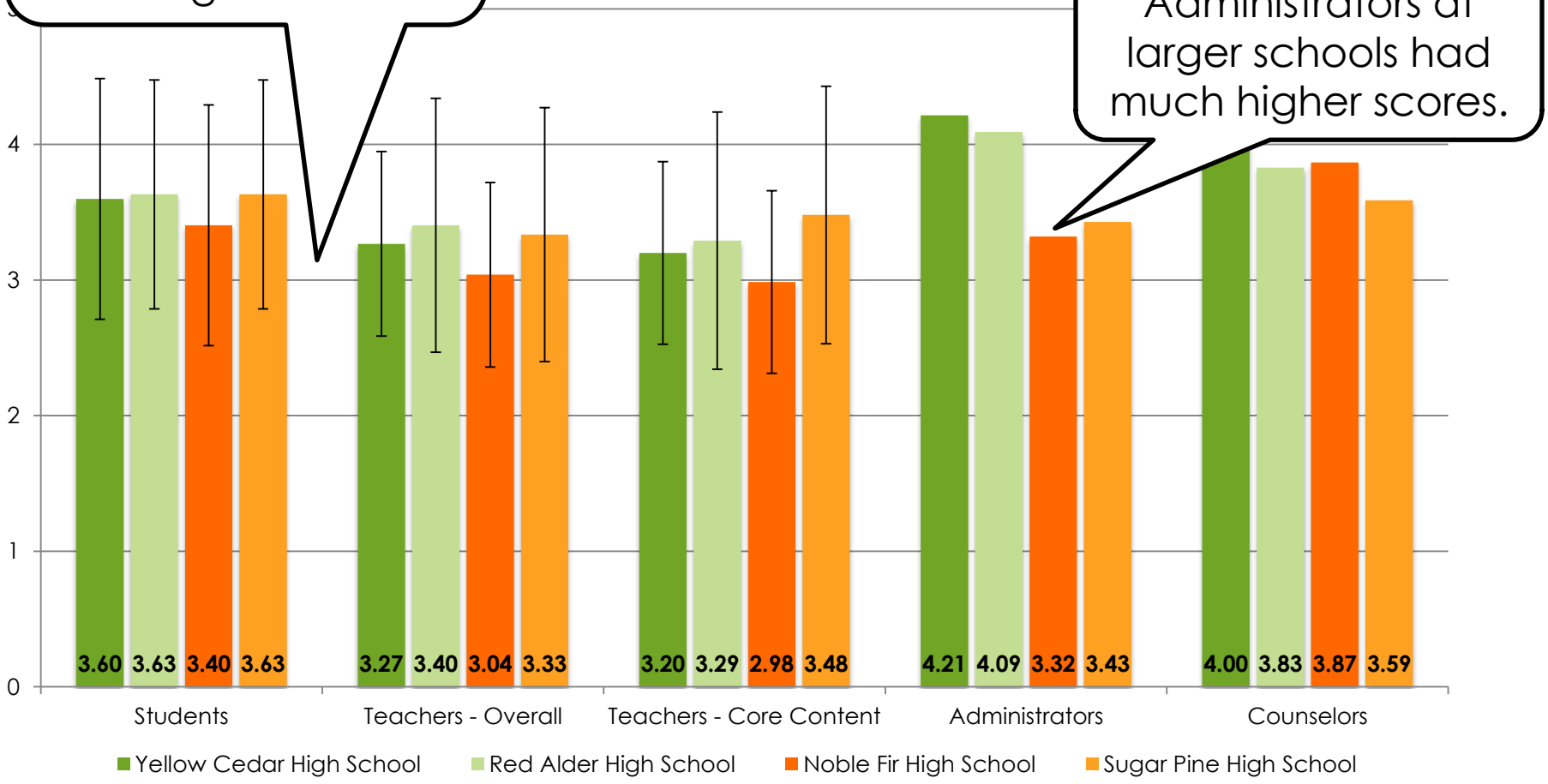


Key Transition Knowledge & Skills

College and Career Culture: students understand how to navigate the social environment of college and careers, including how to secure resources they need to manage emotionally, socially, and academically (e.g., writing center, health center, social organizations).

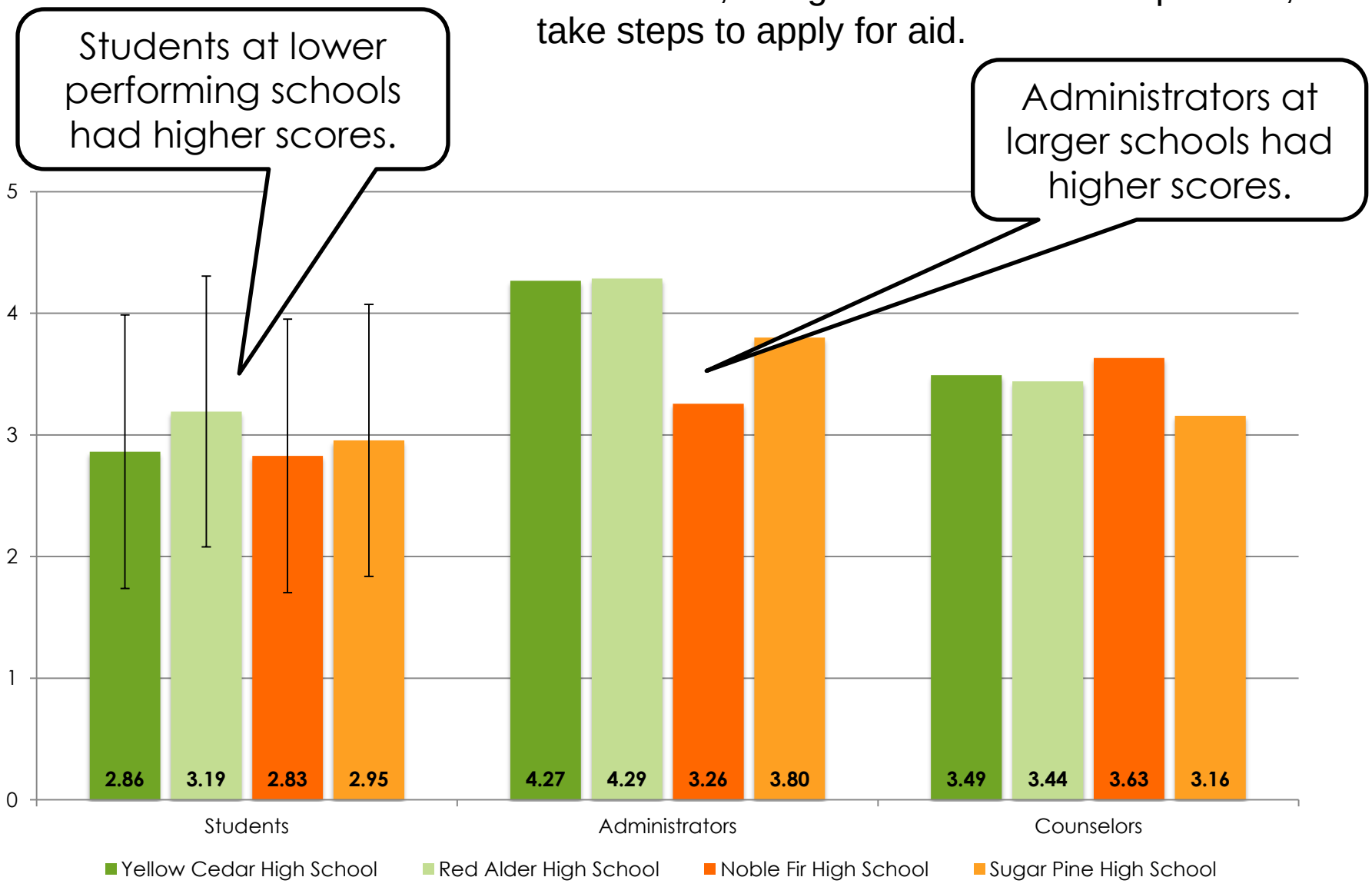
Students and teachers at lower performing schools had higher scores.

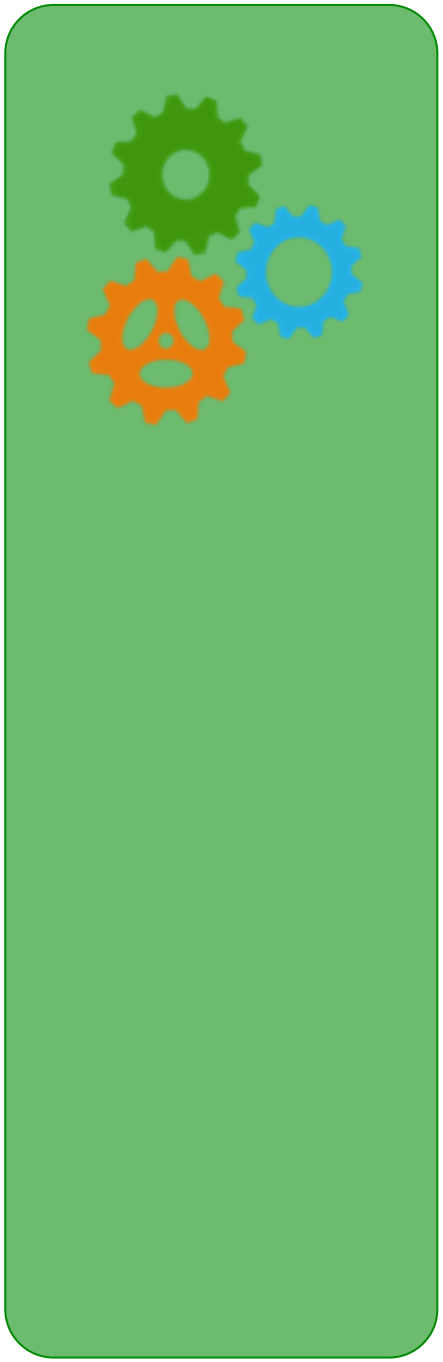
Administrators at larger schools had much higher scores.



Key Transition Knowledge & Skills

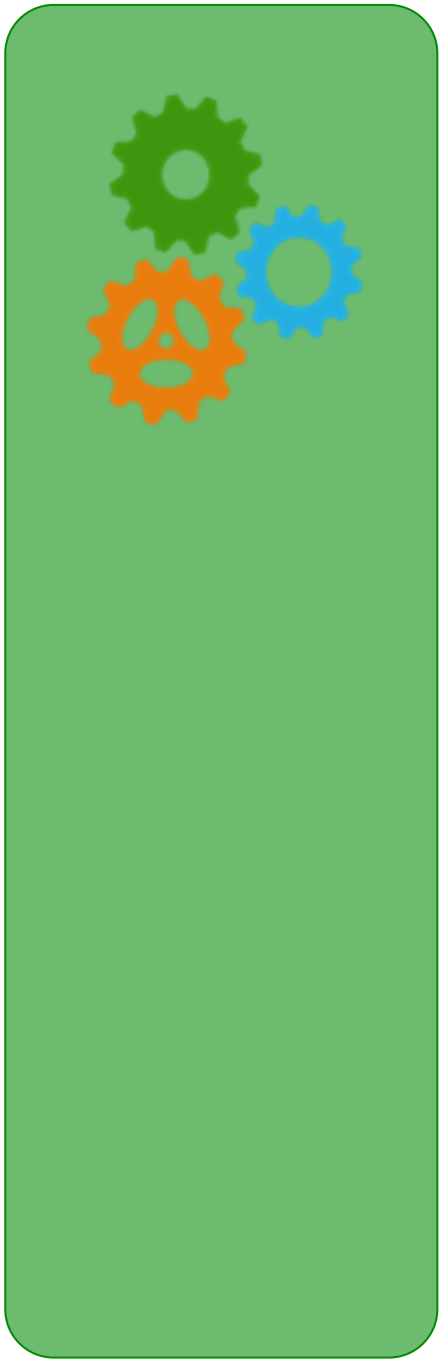
Tuition and Financial Aid: students gather information, navigate the financial aid process, and take steps to apply for aid.





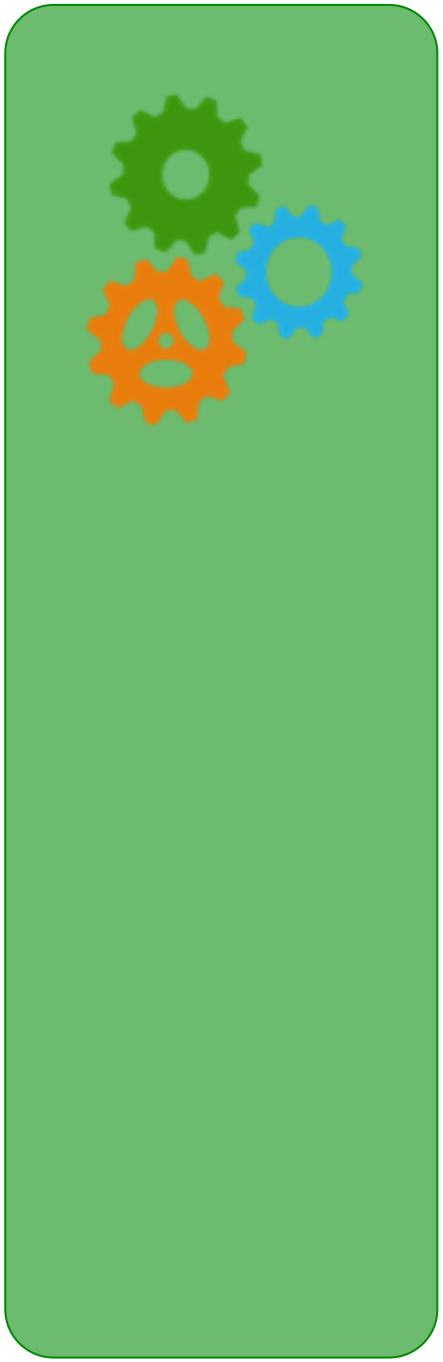
Insights

- Students and teachers often disagree on emphasis in classroom
  - Persistence, academic value, challenge level
  - Experience with technology, self-awareness strategies, goal-setting strategies
- High scores on components of Key Content Knowledge resonate with Carol Dweck's Academic Mindsets research
  - Stronger in higher performing schools
  - Growth mindset (Academic Attribution) strong
- Time management clearly emphasized at higher performing schools



Insights

- Inclusion of additional 3 school pairs will provide more robust data regarding differences between higher and lower performing schools
- The lower performing schools did not meet participation requirements
  - Nonresponse bias
  - More invested stakeholders respond?



Insights

- Potentially interesting differences between rural and urban schools worthy of case studies
  - Explore why Key Cognitive Strategies and Key Learning Skills & Techniques opposite from predicted in small rural schools
  - Examine Keys in school context including other important dimensions related to school performance (e.g., leadership, family involvement, instructional resources)
  - Take note of postsecondary aspiration differences between rural and urban
  - Explore Key components using mixed methods within the case study

Questions? Contact
Dr. Kristine Chadwick
kristine_chadwick@epiconline.org
541.246.2642