The Journey to Becoming a College and Career Ready School

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Welcome!

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Learning Targets

- **Explore** college and career readiness

- **Discover** ways to use value-added to address American School Counseling Association (ASCA) National Standards
  - Using student projection data to meet student academic and career development needs
What does it mean to be College and Career Ready?

The ability to succeed in entry-level credit bearing, academic courses and in workforce training programs. For college that means enrolling in either a two-year or four-year institution; for workforce training, that means enrolling in programs that prepare students for careers that offer competitive, livable salaries, that offer opportunities for career advancement, and that are in growing or sustainable industry.”

~ Rothman (2011), *Something in Common*
Readiness vs. Preparedness

Conley’s Keys to College and Career Readiness

The Four Keys to College and Career Readiness

Key Cognitive Strategies
Key Content Knowledge
Key Learning Skills & Techniques
Key Transition Knowledge & Skills

D. Conley (personal communication, July 31, 2011)
Transformative Delivery of the Eight Components of College and Career Readiness Counseling

Eight Components of College and Career Readiness Counseling

1. College Aspirations
2. Academic Planning for College and Career Readiness
3. Enrichment and Extracurricular Engagement
4. College and Career Exploration and Selection Processes
5. College and Career Assessments
6. College Affordability Planning
7. College and Career Admission Processes
8. Transition from High School to College Enrollment

Required elements for EACH component

- Context
- Cultural Competence
- Multilevel Interventions
- Data

Equitable Outcomes

College and Career Readiness for All Students

“Eight Components of College and Career Readiness Counseling”, College Board NOSCA, 2011
Ohio Appalachian Collaborative: 21 rural school districts focused on 3 Pillars of CCR

- **Academic Preparation**: This pillar identifies the academic knowledge and preparation students need for success in college and careers. It involves a rigorous preK-12 curriculum that incorporates college- and career-readiness opportunities in academic offerings.

- **Accessibility**: This pillar includes many logistical aspects around college- and career-readiness, which include preparation, financial considerations, and degree/career attainment. Even if students are academically prepared, they also must know how to access educational and career opportunities beyond high school.

- **Aspiration**: This pillar addresses how post-secondary education and workforce training opportunities are presented to students to ensure they are making appropriate and informed choices for opportunities beyond high school.
Value-Added and American School Counseling Association (ASCA) National Model: Common Goals

- **Accelerate student learning** (*Academic Development*)
  - How do school counselors know what students’ academic needs are?
  - How do you know if all students have opportunities for growth?

- **Maximize life opportunities for students** (*Career Development*)
  - What does it means to be college-ready?
  - Are your students on track for college or career success?
Goal #1: **Accelerate Student Learning**

- How do school counselors know what your students’ academic needs are?
  - *Class grades from previous year?*
  - *Previous year’s test scores?*
  - *Conversations with previous teachers?*

- *But...how do school counselors know what a student needs to succeed this year?*
Example: 8th grade OAA Reading Student Projection. We can use this report to see student’s probability for meeting different academic milestones.
Example: 8th grade OAA Math Student Projection

8th OAA Mathematics

Year (Grade or Subject Tested)

Projected State Percentile

<table>
<thead>
<tr>
<th>Projected State Percentile</th>
<th>Basic</th>
<th>Proficient</th>
<th>Accelerated</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>32.3%</td>
<td>1.6%</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>
School Projection Summary. This report shows the probability that students within all grades tested in school will score at or above Proficient in the next tested grade.

Enrolled Grades 6-8 Projected to Next Tested Grade

Reading

<table>
<thead>
<tr>
<th>Probability of Proficiency</th>
<th>No. of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Target: 90% or Greater</td>
<td>206</td>
<td>58%</td>
</tr>
<tr>
<td>At Risk: 50% or Greater, but 89.9% or Less</td>
<td>92</td>
<td>26%</td>
</tr>
<tr>
<td>Not Likely To Score Proficient: 49.9% or Less</td>
<td>57</td>
<td>16%</td>
</tr>
<tr>
<td>Students who lack sufficient data</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

- **On-target (90-100% probability)**: Students with a high likelihood of scoring proficient, and should be provided with advanced enrichment activities and instruction.
- **At-risk (50-89.9% probability)**: Students that are likely to score proficient, but are at-risk and should be a focus.
- **Not likely to score proficient (0-49.9% probability)**: Students that are not likely to score proficient and need extensive intervention.
- **Students who did not take the test and therefore do not have a projection due to a lack of sufficient data**.
**Students At Risk Report.** This list shows all students in the projection group chose with a Probability of Proficiency less than or equal to 40% as projected to 5th grade Math.

### Student(s) with a Probability of Proficiency
Less than or equal to 40%
Projected to 5th EOG Math (Level III)

<table>
<thead>
<tr>
<th>Student</th>
<th>District</th>
<th>School</th>
<th>Sex</th>
<th>Race</th>
<th>Enrolled Grade</th>
<th>SWD</th>
<th>LEP</th>
<th>AIG (Math)</th>
<th>AIG (Read)</th>
<th>Achievement Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student-WJd</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>F</td>
<td>B</td>
<td>5</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>24.5</td>
</tr>
<tr>
<td>2. Student-WMr</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>M</td>
<td>B</td>
<td>5</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>10.2</td>
</tr>
<tr>
<td>3. Student-WNW</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>M</td>
<td>W</td>
<td>5</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>3.9</td>
</tr>
<tr>
<td>4. Student-WNg</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>F</td>
<td>B</td>
<td>5</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>17.2</td>
</tr>
<tr>
<td>5. Student-WOZ</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>F</td>
<td>B</td>
<td>5</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>21.8</td>
</tr>
<tr>
<td>6. Student-WQk</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>F</td>
<td>B</td>
<td>5</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>35.8</td>
</tr>
<tr>
<td>7. Student-WVf</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>F</td>
<td>W</td>
<td>5</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>11.6</td>
</tr>
<tr>
<td>8. Student-WYY</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>M</td>
<td>B</td>
<td>5</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>38.0</td>
</tr>
<tr>
<td>9. Student-WYc</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>M</td>
<td>H</td>
<td>5</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
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<tr>
<td>10. Student-Wbf</td>
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<td>Carson Elementary</td>
<td>F</td>
<td>B</td>
<td>5</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>19.9</td>
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<tr>
<td>11. Student-WdG</td>
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<td>Carson Elementary</td>
<td>F</td>
<td>B</td>
<td>5</td>
<td>N</td>
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<td>N</td>
<td>N</td>
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<tr>
<td>12. Student-Wdj</td>
<td>Beta</td>
<td>Carson Elementary</td>
<td>M</td>
<td>W</td>
<td>5</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>2.4</td>
</tr>
</tbody>
</table>
Goal #2: Maximize Life Opportunities for Students

- What does it mean to be college- and career-ready? (Career Development)
  - Proficiency on state tests not enough
  - Nationally, one third of 1\textsuperscript{st} year college students take at least one remedial course

- Are your students on track for college and career success?
  - A majority of students who enroll in a remedial course at a 4-year college fail to earn a college degree
  - For many students, the first measure of college and career readiness occurs when they take the ACT or SAT
**Student Projection – ACT Math.** These projections are based on a student’s past testing history in all subjects and predict where he/she is likely to score assuming progress at a rate similar to the Growth Standard.
Student Search. Use this feature to identify and review sub-groups of students.
### Student Search. 8th grade students projected ready for Algebra I.

#### Students 1 to 100 of 126

Students who are enrolled in the 8th Grade at Sandy Middle with a 70% to 100% achievement probability for Algebra I (Proficient)

<table>
<thead>
<tr>
<th>Student</th>
<th>System</th>
<th>School</th>
<th>Sex</th>
<th>Race</th>
<th>Grade</th>
<th>ELL</th>
<th>SpED</th>
<th>Gift</th>
<th>ED</th>
<th>Mig</th>
<th>FD</th>
<th>CTS</th>
<th>PA1</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAKRE, CLAUDE</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>M</td>
<td>Y</td>
<td>8</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>98.6</td>
</tr>
<tr>
<td>ALLSBROOK, HERSCHEL</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>M</td>
<td>N</td>
<td>8</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>87.7</td>
</tr>
<tr>
<td>ASBILL, LOUISA</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>F</td>
<td>W</td>
<td>8</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>95.2</td>
</tr>
<tr>
<td>ASKEY, NOELLE</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>F</td>
<td>W</td>
<td>8</td>
<td>N</td>
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<td>N</td>
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<td>W</td>
<td>8</td>
<td>N</td>
<td>N</td>
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<td>N</td>
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<td>N</td>
<td>N</td>
<td>92.6</td>
</tr>
<tr>
<td>BARNAS, ALECIA</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>F</td>
<td>W</td>
<td>8</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
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<tr>
<td>BEUTH, MANDY</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>F</td>
<td>W</td>
<td>8</td>
<td>N</td>
<td>N</td>
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<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>94.0</td>
</tr>
<tr>
<td>BLOOMINGDALE, TRUMAN</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>M</td>
<td>B</td>
<td>8</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>92.0</td>
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<td>BOCCHINO, FREDRIC</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>M</td>
<td>W</td>
<td>8</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>92.2</td>
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<tr>
<td>BONEY, CECIL</td>
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<td>Sandy Middle School</td>
<td>M</td>
<td>W</td>
<td>8</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>86.4</td>
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<tr>
<td>BOUND, SANTOS</td>
<td>Delta School District</td>
<td>Sandy Middle School</td>
<td>M</td>
<td>W</td>
<td>8</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>96.9</td>
</tr>
<tr>
<td>BOVE, JAMEY</td>
<td>Delta School</td>
<td>Sandy Middle</td>
<td>M</td>
<td>W</td>
<td>8</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>70.1</td>
</tr>
</tbody>
</table>

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Ideas – Academic Development

- Effectively schedule students
  - Use projections and school summaries to effectively schedule students for classes
    - Make decisions about whether students need additional support to be successful in a particular class, how students should be placed to ensure their success

- Evaluate effectiveness of support courses
  - Raise proficiency from 49% to 74%
  - Use projections and school summaries to effectively schedule students for classes
    - Make decisions about whether students need additional support to be successful in a particular class
    - Make decisions about how students should be placed to ensure their success

- Ensure student progress through inclusion and individualized attention
  - Student-Centered Philosophy
Ideas - Career Development

- **Career Adaptability (4 C’s):** Prepare students to have the appropriate readiness and resources for handling tasks, transitions, traumas in their future work roles (Savickas, 1997)
  - Grade 1/5/9: Are students *concerned* about their college and career future?
  - Grade 2/6/10: Are students taking *control* of trying to prepare for their college and career future?
  - Grade 3/7/11: Do students display *curiosity* by exploring possible selves and future scenarios?
  - Grade 4/8/12: Have students strengthened their *confidence* to pursue their aspirations?

- Increasing a student’s career adaptability can be a central goal in career development

- **Possibility that individuals with higher levels of career adaptability will also exhibit higher levels of subjective well-being (happiness), work engagement, and job satisfaction** (Leong, 2008).
Ideas - Career Development

- **Life Design: A Paradigm for Career Intervention** (Savickas, 2010)
  - **Construction** of self, identity, and career by composing stories to organize a life sequence
  - **Deconstruct** stories by accessing different meanings and new knowledge to open up the possibility and restart stalled initiatives
  - **Co-Construct** the life portrait by clarifying priorities, mobilize central tendencies, and increase possibility of transformation and development
  - Through **action**, not verbal expressions of decidedness, students engage the world (Krieshok et al., 2009)

- Compare student projections with career inventories to investigate career options as compared to personality type as compared to academic achievement.
  - Holland’s Self-Directed Search (SDS)
  - Strong Interest Inventory (SII)
  - Myers-Briggs Type Inventory (MBTI)
Next Steps

- What knowledge, skills, and other attributes do you expect your students to leave when they leave your building or district?