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

June 2, 2014
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  – Federal CCRS Technical Assistance Providers
  – External CCRS Stakeholders and Resources
• Knowledge Development and Application
  – New CCRS Center Products and Tools
  – CCRS Knowledge Database
  – Webinars and Symposia
  – CCRS Center Website and Social Media
  – Responsive and Proactive Technical Assistance
  – Networked Communities

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Today’s Presenters

• Becky Smerdon, Deputy Director, CCRS Center at AIR

• MorraLee Keller, Director of Technical Assistance, National College Access Network

• Bill DeBaun, Program Analyst, National College Access Network

• June Giddings, Post-Secondary Coach & GCPASS Program Coordinator, Houston A+ Challenge
Predictors of Postsecondary Success

Becky Smerdon, Deputy Director
Organization of Brief

- Measures grouped by age/education levels:
  - Early childhood
  - Elementary
  - Middle
  - Secondary
  - Postsecondary

- Measures divided into types:
  - Indicators
  - Predictors
  - Other factors
## Highlights: Early Childhood

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

<table>
<thead>
<tr>
<th>Early Childhood</th>
<th>Predictor</th>
<th>Other Potential Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in child care and early education&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Cognitive understanding and cognitive control&lt;sup&gt;d&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Early approaches to learning&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Positive play interaction behaviors at home and school&lt;sup&gt;e&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Positive “school readiness risk profile”&lt;sup&gt;c&lt;/sup&gt;</td>
<td>Emergent literacy&lt;sup&gt;f&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working memory skills&lt;sup&gt;g&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social-emotional learning&lt;sup&gt;h&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attention span persistence&lt;sup&gt;i&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>Magnuson, Meyers, Rhum, & Waldfogel, 2004; <sup>b</sup>Li-Grining et al., 2010; <sup>c</sup>Hair et al., 2006; <sup>d</sup>Leerkes, Paradise, O’Brien, Calkins, & Lange, 2008; <sup>e</sup>Coolahan et al., 2000; Dilalla et al., 2004; Fantuzzo & McWayne, 2002; <sup>f</sup>Doctoroff, Greer, & Arnold, 2006; <sup>g</sup>Gathercole et al., 2003; <sup>h</sup>Denham & Brown, 2010; <sup>i</sup>McClelland et al., 2012

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Predictor</th>
<th>Other Potential Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading by the third grade&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Being rated highly by teachers on attention span and classroom participation&lt;sup&gt;c&lt;/sup&gt;</td>
<td>Social competence&lt;sup&gt;e&lt;/sup&gt;</td>
</tr>
<tr>
<td>&lt; 10 percent absenteeism in elementary school&lt;sup&gt;b&lt;/sup&gt;</td>
<td>High scores on the Social Skills Rating System&lt;sup&gt;d&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>The Annie E. Casey Foundation, 2010; <sup>b</sup>Chang & Maria Jose, 2008; <sup>c</sup>Alexander, Entwisle, & Dauber, 1993; <sup>d</sup>Malecki & Elliot, 2002; <sup>e</sup>Welsh, Parke, Widaman, & O’Neil, 2001
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## Highlights: Middle

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Predictor</th>
<th>Other Potential Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 20 percent absenteeism in the middle grades(^a)</td>
<td>Taking rigorous coursework in the middle grades(^l)</td>
<td>Social-emotional and decision-making skills(^k)</td>
</tr>
<tr>
<td>Remaining at the same school through the middle grades(^b)</td>
<td>High scores on the Grit-S and Grit-O scales(^l)</td>
<td></td>
</tr>
<tr>
<td>Receiving no unsatisfactory behavior grades in sixth grade(^c)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing all ELA and mathematics courses and meeting benchmarks on state exams(^d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing Algebra I in the eighth grade(^e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAEP mathematics score of &gt; 292 in eighth grade(^f)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting the following benchmarks on college preparatory exams: ACT EXPLORE test scores of English 13, mathematics 17, science 20 and reading 15(^g); SAT-9 score &gt; 50th percentile(^h)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{a}\)Balfanz, 2009; Balfanz, Herzog, & Mac Iver, 2007; Rumberger, 1995; Rumberger & Larson, 1998; \(^{b}\)Mac Iver, Durham, Plank, Farley-Ripple, & Balfanz, 2008; Rumberger & Larson, 1998; \(^{c}\)Balfanz et al., 2007; \(^{d}\)Balfanz et al., 2007; Cumpton, Schexnayder, & King, (2012); \(^{e}\)Kurlaender, Reardon, & Jackson, 2008; Wimberly & Noeth, 2005; \(^{f}\)Lee, 2013; \(^{g}\)ACT, 2008; \(^{h}\)Silver & Saunders, 2008; \(^{i}\)Atanda, 1999; Wimberly & Noeth, 2005; \(^{j}\)Duckworth & Quinn, 2009; \(^{k}\)Fleming et al., 2005
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## Highlights: Secondary

### Table 4. High School Correlates of Secondary and Postsecondary Success

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Predictor</th>
<th>Other Potential Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 10 percent absences&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Few school transfers between grades&lt;sup&gt;f&lt;/sup&gt;</td>
<td>Participation in SEL intervention&lt;sup&gt;n&lt;/sup&gt;</td>
</tr>
<tr>
<td>No more than one failure of ninth-grade subjects&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Early Assessment Program (EAP) and Preliminary Scholastic Aptitude Test (PSAT) completion&lt;sup&gt;m&lt;/sup&gt;</td>
<td>Meeting with academic advisor&lt;sup&gt;o&lt;/sup&gt;</td>
</tr>
<tr>
<td>Completing the following mathematics sequence: Algebra II (ninth grade),</td>
<td></td>
<td>ACT Work Keys&lt;sup&gt;p&lt;/sup&gt;, NWRC based on equipped for the Future standards,</td>
</tr>
<tr>
<td>geometry (10th grade), Algebra III and trigonometry or higher (11th</td>
<td></td>
<td>and the CASAS Workforce</td>
</tr>
<tr>
<td>grade), precalculus or calculus (12th grade)&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
<td>Skills Certification System&lt;sup&gt;q&lt;/sup&gt;</td>
</tr>
<tr>
<td>3.0+ HS GPA&lt;sup&gt;d&lt;/sup&gt;</td>
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<td></td>
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<tr>
<td>AP Exam: 3 or higher; IB Exam: 4 or higher&lt;sup&gt;e&lt;/sup&gt;</td>
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<tr>
<td>Dual enrollment participation&lt;sup&gt;f&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing state exams&lt;sup&gt;g&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAFSA completion&lt;sup&gt;h&lt;/sup&gt;</td>
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<tr>
<td>Meeting the following benchmarks on national assessments: 10th grade</td>
<td></td>
<td></td>
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<tr>
<td>NELS&lt;sup&gt;7&lt;/sup&gt; Scale Score &gt; 54; 12th grade NAEP Score &gt; 320; 12th</td>
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<td></td>
</tr>
<tr>
<td>grade ECLS&lt;sup&gt;8&lt;/sup&gt; Score &gt; 141&lt;sup&gt;i&lt;/sup&gt;</td>
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</tr>
</tbody>
</table>
### Highlights: Postsecondary

**Table 5. Postsecondary Correlates of Subsequent Postsecondary Success**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Postsecondary and Beyond</th>
<th>Predictor</th>
<th>Other Potential Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Two- and Four-Year Institutions</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Completion of mathematics and English gateway courses and career exploration course&lt;sup&gt;a&lt;/sup&gt;</td>
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</tr>
<tr>
<td>15 credits per quarter&lt;sup&gt;b&lt;/sup&gt;</td>
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<tr>
<td>Experience and orientation program</td>
<td></td>
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<tr>
<td>&gt; 3.0 GPA&lt;sup&gt;c&lt;/sup&gt;</td>
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<tr>
<td><strong>Adult Education</strong></td>
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<tr>
<td>GED; &lt; 256 on mathematics, reading, and listening on CASAS&lt;sup&gt;d&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>Moore & Shulock, 2009; <sup>b</sup>Leinbach & Jenkins, 2008; <sup>c</sup>Moore & Shulock, 2009; <sup>d</sup>Wachen et al., 2010; <sup>e</sup>Leinbach & Jenkins, 2008; <sup>f</sup>Aud et al., 2011; <sup>g</sup>Conley, 2007

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Recommendation #1

Continue building comprehensive, user-friendly state, district, and school data systems that allow data linkages across prekindergarten to workforce in order to identify indicators for readiness and success that are applicable across grade levels and in both career-related and academic postsecondary environments.
Recommendation #2

Create measures that correlate with postsecondary success and other proximal outcomes, and test the measures with multiple cohorts of students to ensure measures are contextually valid. Examine potential differences, by student subgroups, to make sure the measures work for all students, and adjust as necessary if there are subgroup differences.
Integrate measures of readiness and success into data systems, and use these measures and data systems to identify and intervene with struggling students and to evaluate the effectiveness of interventions and school reform initiatives.
COMMON MEASURES

College Access & Success Indicators:

Measuring Impact & Evaluating Effectiveness
Why Manage Data?

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

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Which Data to Track?

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

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# Types of Data to Track

<table>
<thead>
<tr>
<th>ACCESS DATA</th>
<th>SUCCESS DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC</td>
<td>PRE-ENROLLMENT</td>
</tr>
<tr>
<td>TESTING</td>
<td>ENROLLMENT PATTERNS</td>
</tr>
<tr>
<td>ADMISSIONS</td>
<td>ACADEMIC</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>PERSISTENCE</td>
</tr>
<tr>
<td>PROGRAM/STATE SPECIFIC</td>
<td>FINANCIAL AID</td>
</tr>
</tbody>
</table>
TWO PRIMARY OUTCOMES

Postsecondary Enrollment
---ACCESS

Degree Attainment
---SUCCESS

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Academic Indicators

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

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ACADEMIC INDICATORS

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

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

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TESTING INDICATORS

Essential Indicators:
- Percent of students taking SAT
- Percent of students taking ACT

If Available Indicators:
- Percent of students taking PSAT/PLAN
- Percent of students exceeding national ‘college-ready’ benchmark scores
ADMISSIONS INDICATORS

Essential Indicators:

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

If Available Indicators:

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

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FINANCIAL AID INDICATORS

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

If Available Indicators:
- Amount of total financial aid awarded (total and per student), by aid type
- Percent of students that complete supplementary scholarship applications
SUCCESS INDICATORS

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

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PRE-ENROLLMENT & ENROLLMENT

Pre-Enrollment

If Available Indicators:
- Percent of students participating in college orientation programs
- Percent of students participating in summer bridge programs

Enrollment

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

If Available Indicators:
- Percent of students who enroll within 12 months of high school graduation
ACADEMIC INDICATORS

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

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

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PERSISTENCE INDICATORS

Essential Indicators:
- Year to year student persistence

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

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FINANCIAL AID INDICATORS

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

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

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DEMOPGRAPHICS

- 1\textsuperscript{st} Generation
- Free & Reduced Lunch/Pell Grant Eligible
- Race
- Gender
- ESL Status

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RESEARCH SUPPORT

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

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DATA SOURCES

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

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DATA TOOL

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

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Questions?

Becky Smerdon
Deputy Director
College & Career Readiness & Success Center at AIR

MorraLee Keller
Director of Technical Assistance
National College Access Network
NCAN’s Common Measures Learning Community

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

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Common Measures Adoption

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

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

- Focuses attention on outcomes rather than just inputs

- Emphasis on disaggregation to see gaps (and encourage differentiated interventions)
Common Measures Impacts

• Research-backed indicators dovetail with funder interests

• Changing the platforms programs use to manage data
Lessons Learned

• Possession of data is not enough
• It’s okay to start small
Lessons Learned

• Dig deeper to better define metrics

• Context is key

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Gulf Coast Partners
Achieving Student Success

June Giddings, M.Ed (Grant Coordinator)

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GULF COAST PARTNERS ACHIEVING STUDENT SUCCESS

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

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Initiative Goals

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

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Comments From the Field

• It is gratifying to see positive results across the board. ... I was not expecting much the first year and am pleased to see that I was wrong. It seems to me that the list of successful practices includes data that suggests the second year results should be quite encouraging as well.

• This is a great tool with potential. But the question to ask is ‘what data is important?’

• Good data to collect but our higher ups don’t know it exists.

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Challenges

– Defining the indicators

– Where do I find the data?

– Who completes the report?

– What do we do with the data?

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Questions?

Bill DeBaun
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National College Access Network

June Giddings
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Houston A+ Challenge
Questions?

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College and Career Readiness and Success Organizer

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Next webinar:
Thursday, June 26\textsuperscript{th} from 2-3:30pm ET

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

Register at

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