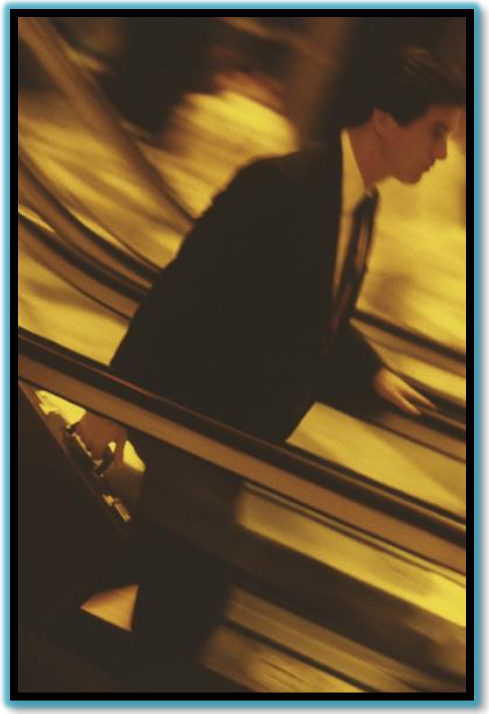
Academic Vertical Alignment Training and Renewal (AVATAR) Project:

Region 10 Final Summary

Fall 2011-Spring 2014

WHY: Workforce Needs

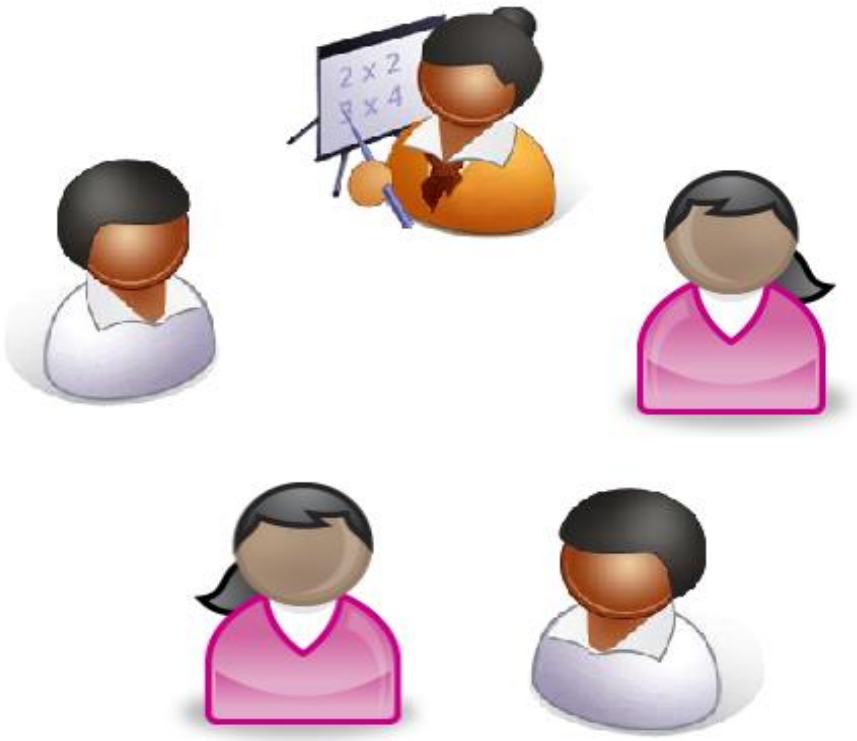


Global shifts to an information, service, and technology-based economy require a college-educated workforce.

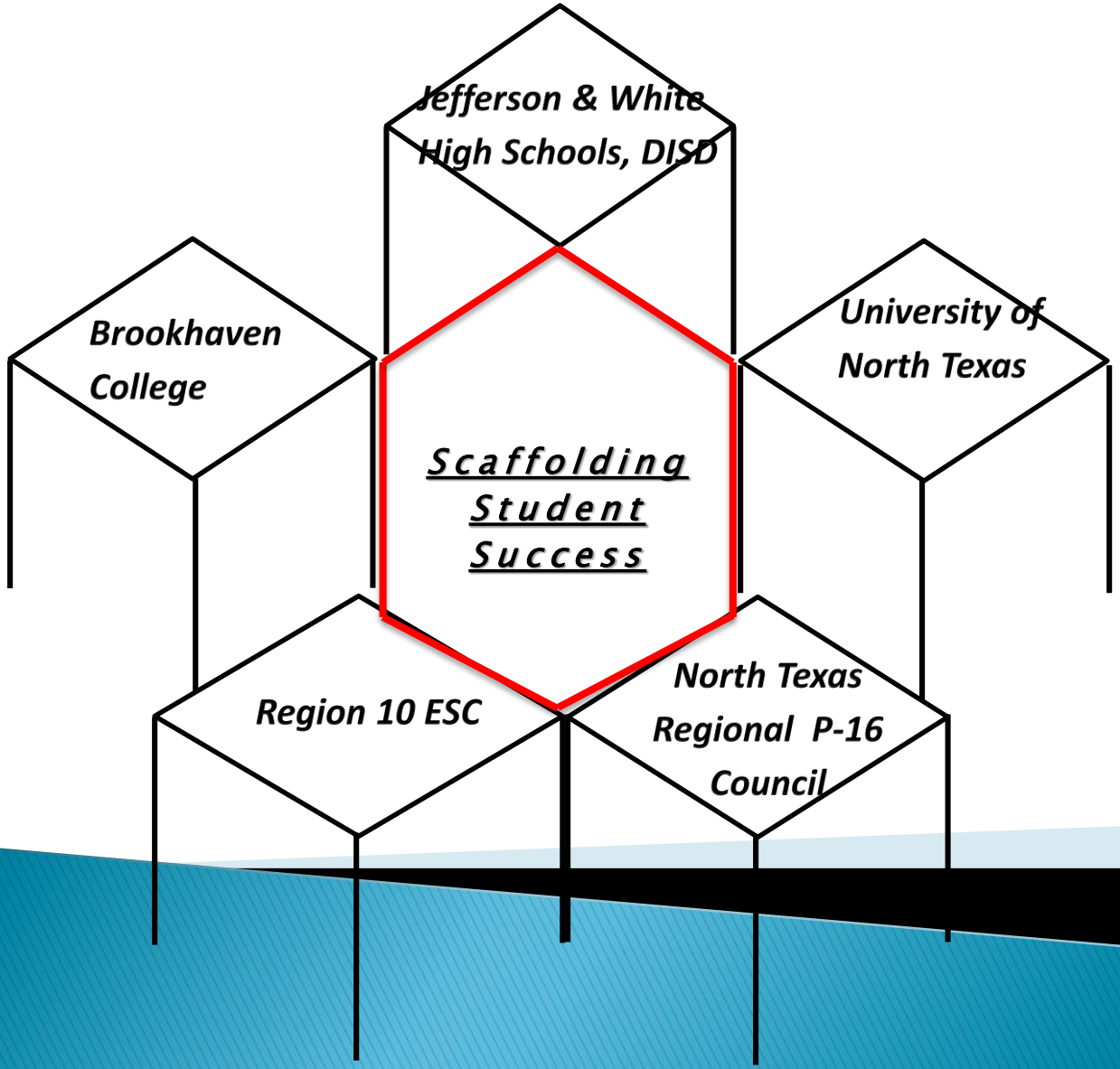
Seven out of every ten jobs depend on advanced skills gained through postsecondary education or training.

From: Achieve, Inc./American Diploma Project
http://www.achieve.org/ADPNetwork

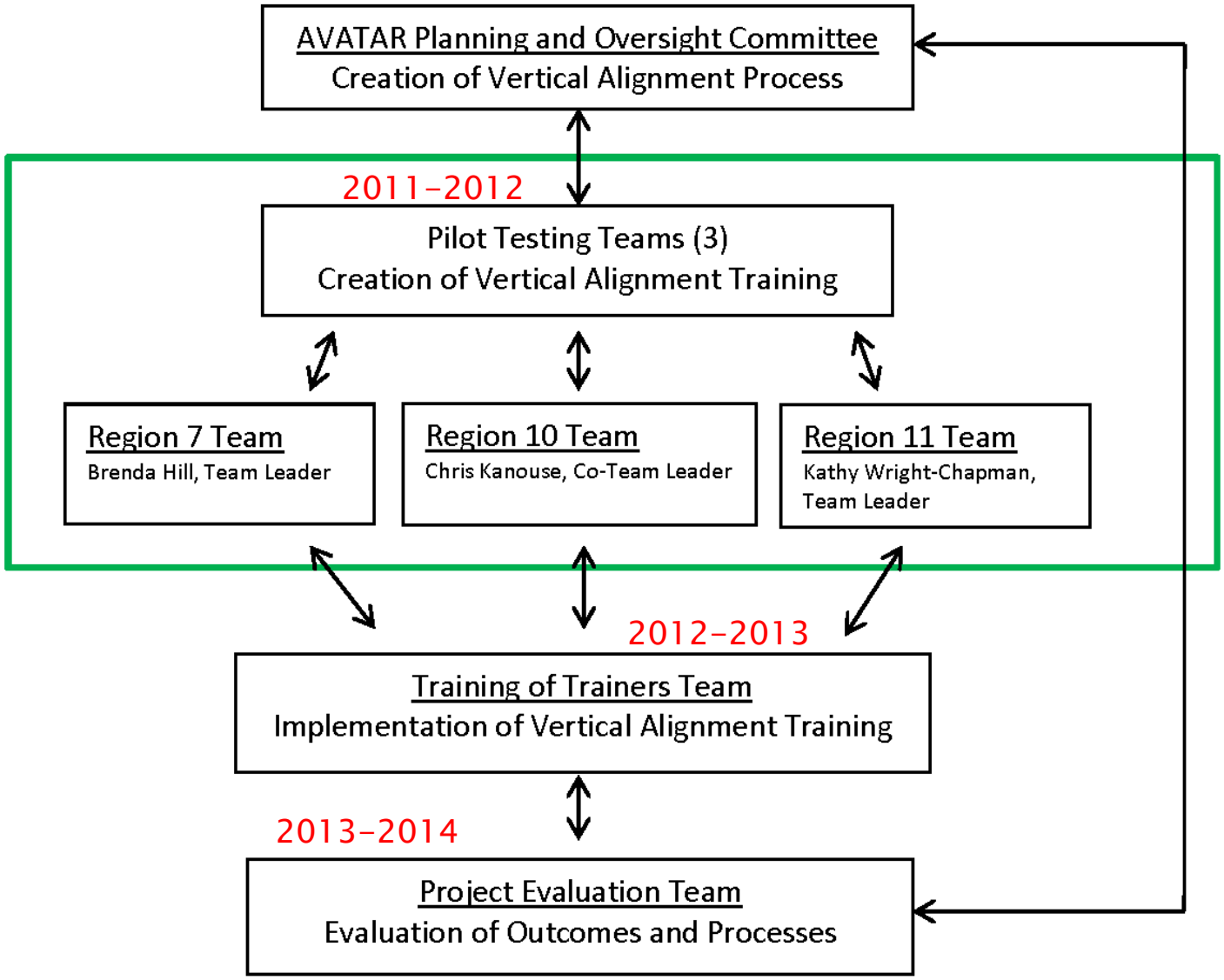
What Is AVATAR?



Region 10 AVATAR



AVATAR Model



AVATAR Statewide Partners

Coordinator/Facilitator Organization	City
University of Texas Pan America	Edinburg, TX
Coastal Bends Partners for College and Career Readiness	Corpus Christi, TX
ESC Region 6	Huntsville, TX
ESC Region 7	Kilgore, TX
ESC Region 9	Wichita Falls, TX
ESC Region 10	Richardson, TX
ESC Region XI	Fort Worth, TX
ESC Region 12	Waco, TX
ESC Region 13	Austin, TX
ESC Region 14	Abilene, TX
ESC Region 15	San Angelo, TX
ESC Region 16	Amarillo, TX
ESC Region 20	San Antonio, TX

AVATAR Project Goals

- Conduct a pilot vertical alignment training program with Dallas ISD, Brookhaven College, and University of North Texas
- Design scalable secondary and postsecondary training processes for vertical and horizontal curriculum (instructional and cultural) and align performance expectations that support successful transition and completion for students preparing for higher education and careers

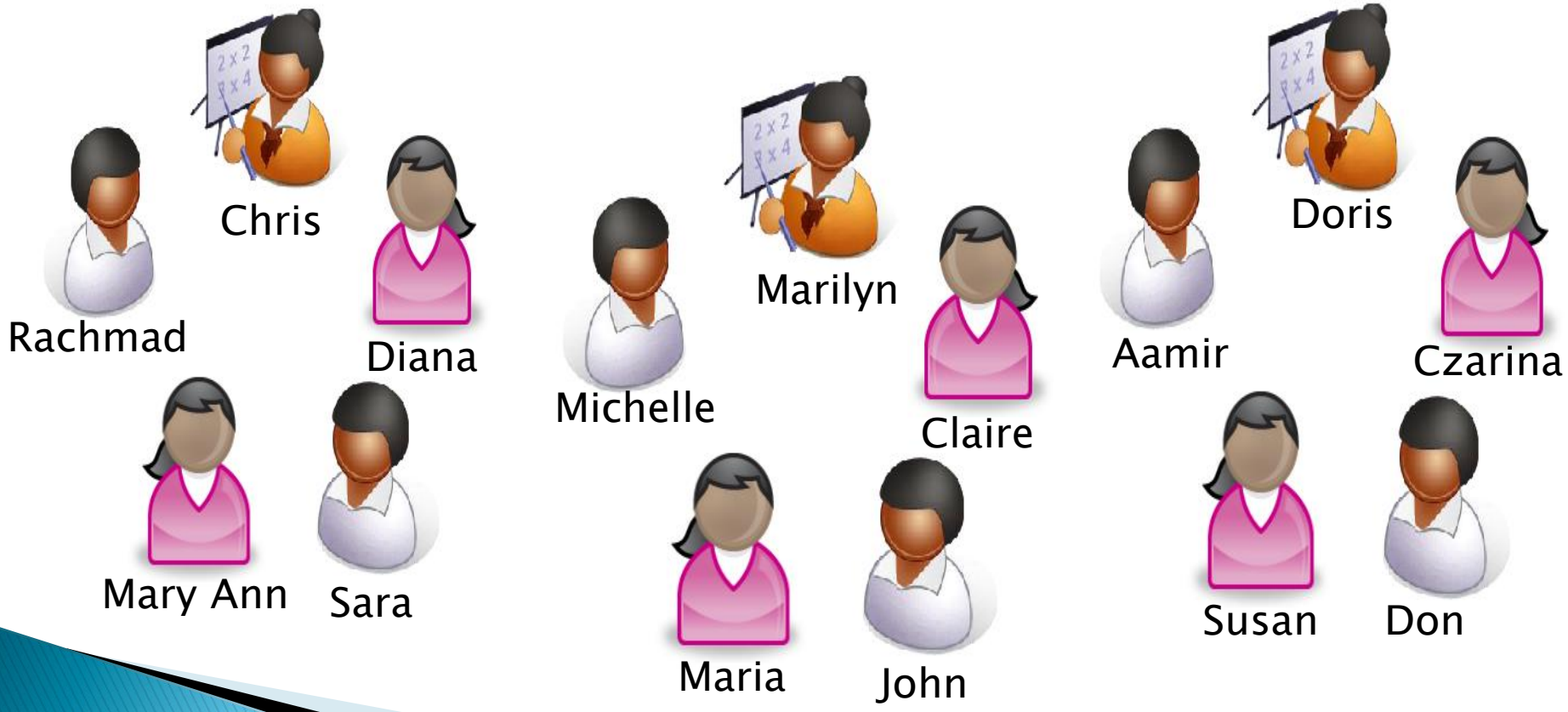
AVATAR Project Outcomes

- Enhance success of high school graduates
  - Decrease need for developmental education or additional job training
  - Provide college and career readiness opportunities
- Prepare smooth transitions to postsecondary education and the work place
  - Ensure course descriptions, content learning outcomes, instructional strategies, and student and instructor expectations are aligned and communicated
  - Ensure that secondary students are prepared to succeed in postsecondary education by providing bridging connections

AVATAR Project Outcomes

- Create secondary course templates to align courses in chemistry, English, language arts, and mathematics
  - Texas Essential Knowledge and Skills (TEKS)
  - State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) Assessments
  - Texas College and Career Readiness Standards (CCRS)
- Develop project training workshops
  - Deliver information to faculty, administrators, Education Service Center personnel, and P-16 leaders throughout the state
  - Provide technical assistance to help these participants replicate the vertical alignment processes and activities in their regions

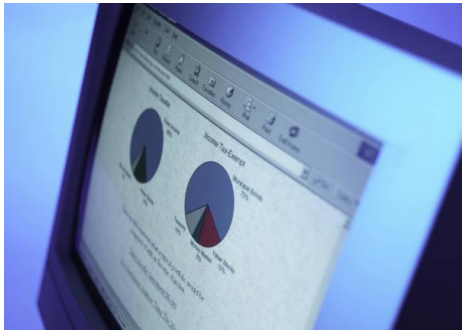
What Is AVATAR?



Resources Explored

- Conley, D. T. (2010). ***College and Career Ready: Helping all Students Succeed Beyond High School***. (Abstract)
- Conley, D.T. (2007). **Redefining College Readiness**
- Conley, D.T. (2005). **College Knowledge: Getting in only half the battle**
- **Texas Essential Knowledge and Skills** (TEKS)
- **College and Career Readiness Standards** (CCRS)
- **State of Texas Assessments of Academic Readiness** (STAAR)
- **End-of-Course** (EOC) High School Assessment
- **ACCUPLACER**
- **TEA Initiatives that Support Student Success**
- **The Higher Education Coordinating Board Data Sources**
- **Campus AEIS Reports/now TX Academic Performance** (TAPR)
- **Course Syllabi**

Region 10 AVATAR Data

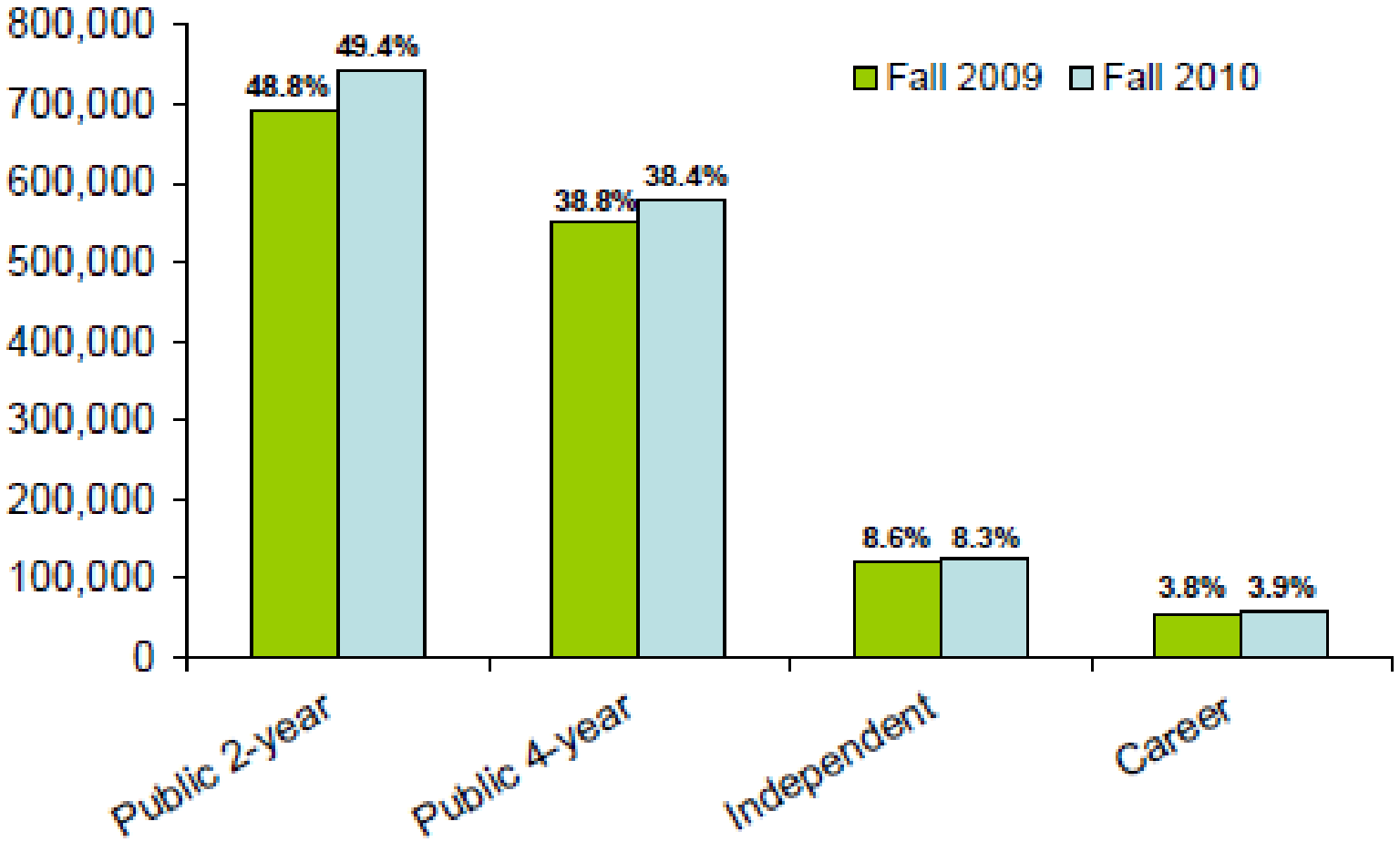


Educational Attainment and Rank Among States – Texas 2005 & 2012

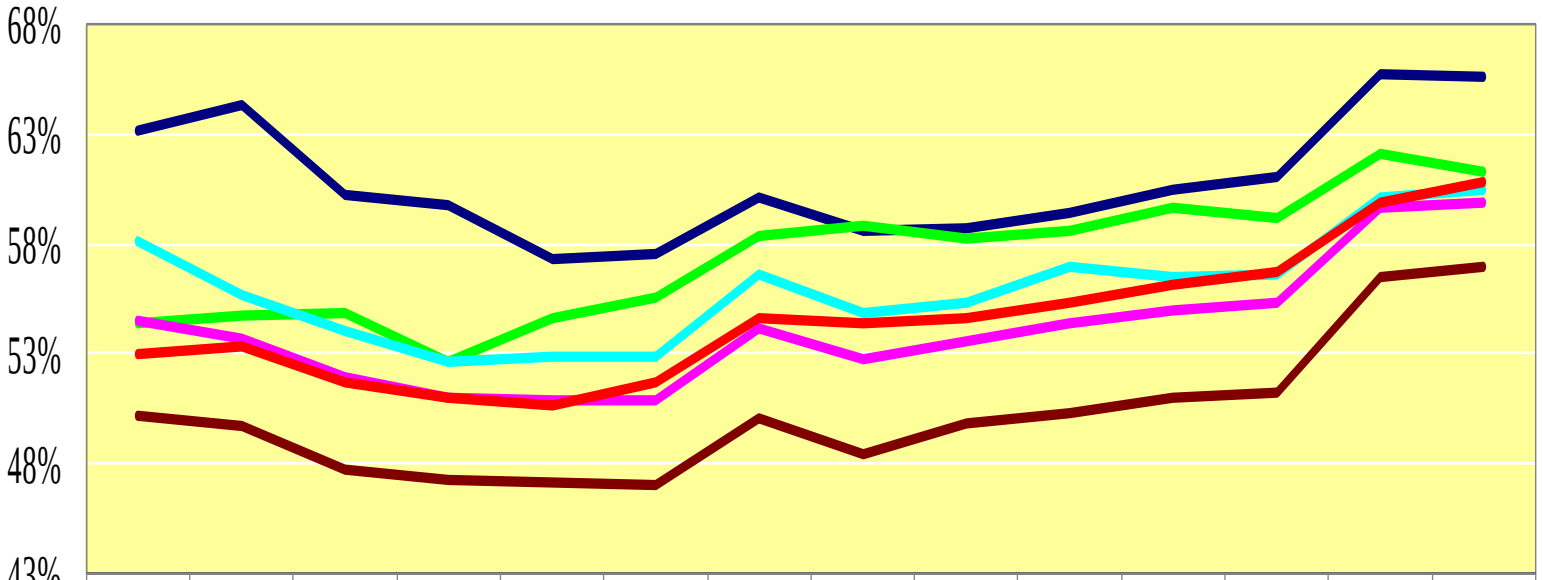
46th	• Ages 18–24 with HS diploma	?th
50th	• Ages 25–64 with HS diploma	50th
46th	• Ages 25–64 with Associate	40th
34th	• Ages 25–64 with Bachelor's or Higher	30th
34th	• Ages 25–64 with Graduate/Professional	33rd

U.S. Census Bureau, 2005/2012 ACS

Enrollment and Percent of Statewide Total by Type of Institution

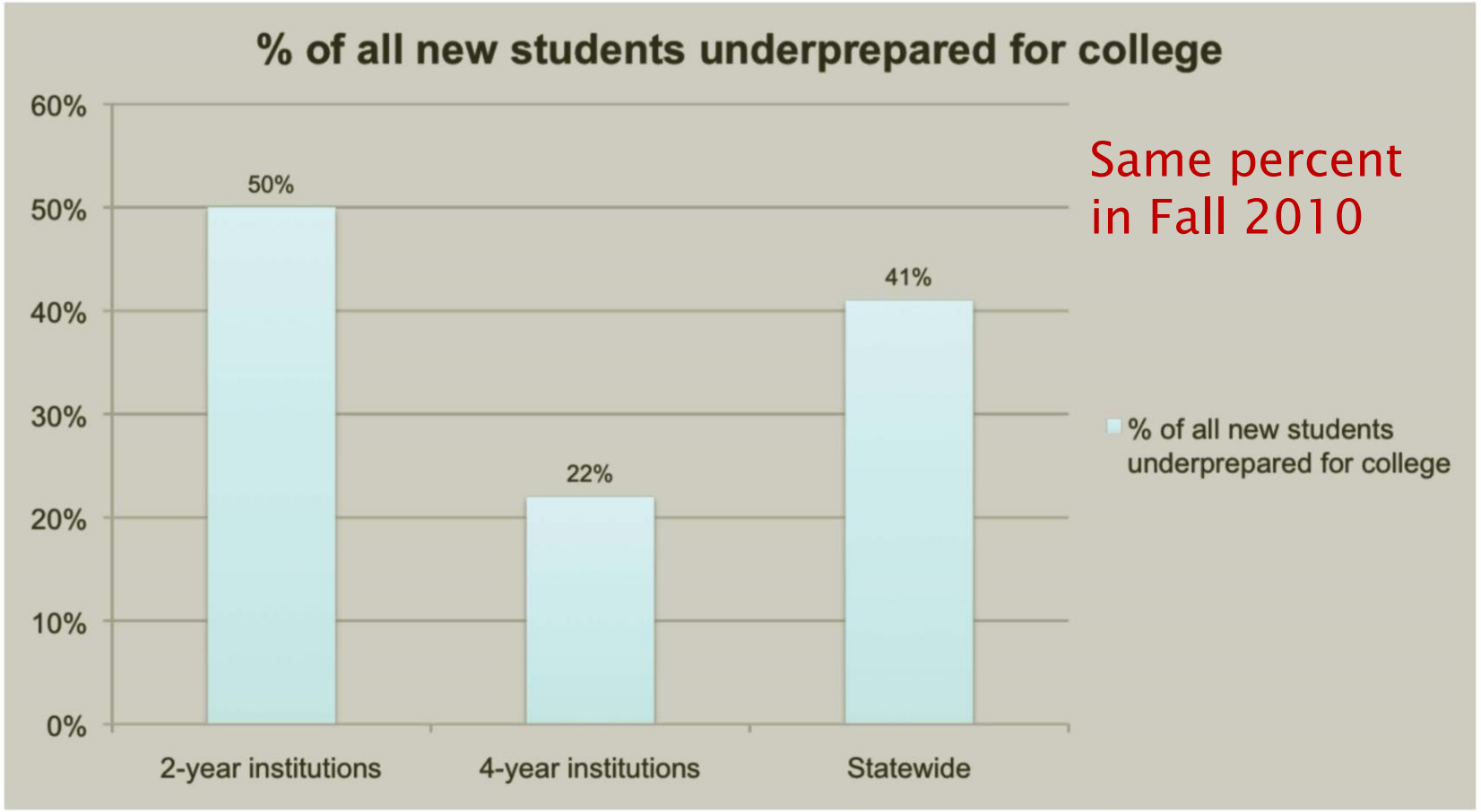


Percent of Postsecondary Enrollment for the High School Graduates in the Four North Texas Counties from 1996 to 2009



	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Collin	63.1%	64.3%	60.2%	59.8%	57.3%	57.5%	60.1%	58.6%	58.8%	59.4%	60.5%	61.1%	65.8%	65.7%
Dallas	50.2%	49.7%	47.7%	47.3%	47.1%	47.0%	50.0%	48.4%	49.9%	50.2%	51.0%	51.2%	56.4%	57.0%
Denton	54.3%	54.7%	54.9%	52.7%	54.6%	55.5%	58.4%	58.8%	58.2%	58.6%	59.6%	59.2%	62.2%	61.3%
Tarrant	58.1%	55.6%	54.1%	52.6%	52.9%	52.8%	56.6%	54.9%	55.3%	57.0%	56.5%	56.6%	60.1%	60.4%
North Texas Counties	54.5%	53.7%	51.9%	50.9%	50.8%	50.8%	54.1%	52.7%	53.5%	54.4%	55.0%	55.3%	59.6%	59.9%
State	53.0%	53.3%	51.7%	50.9%	50.7%	51.7%	54.7%	54.4%	54.6%	55.3%	56.1%	56.7%	59.9%	60.8%

Over 40% of all new Texas students in 2005 required developmental education.

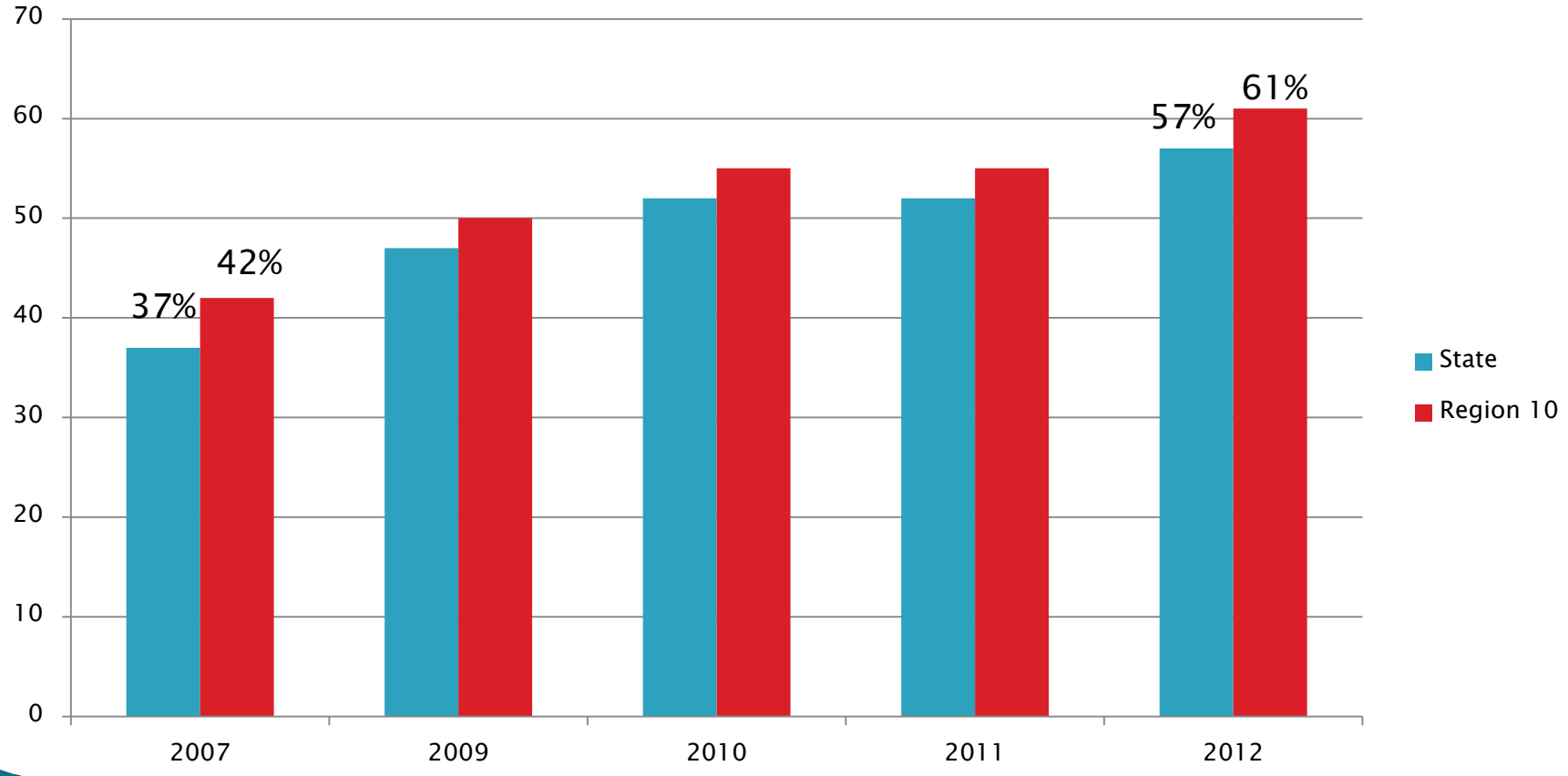


Same percent in Fall 2010

Source: THECB Developmental Education Data Profile 2005

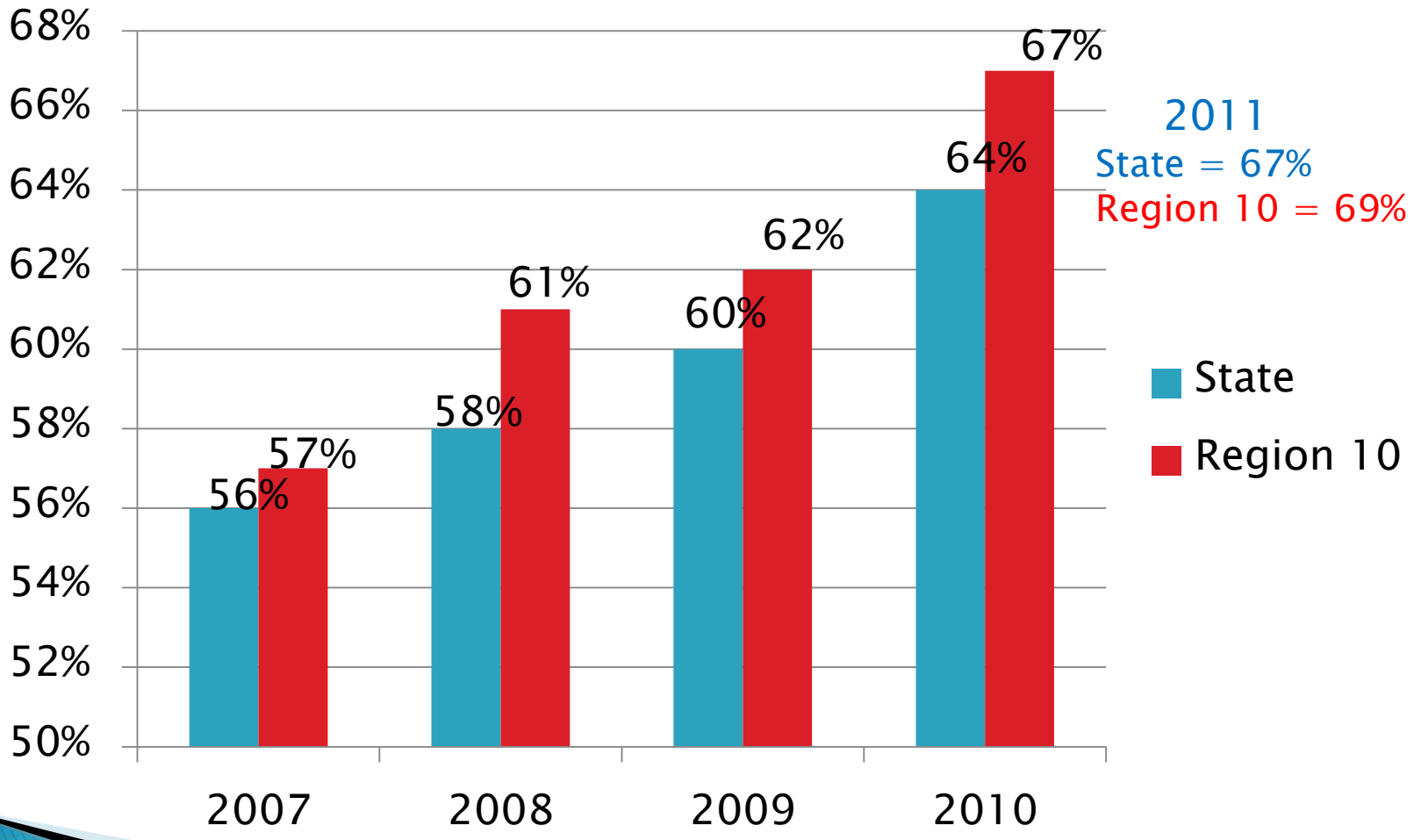
English and Math College Ready Graduates

Texas Education Agency Academic Excellence Indicator System Report (AEIS) and Texas Academic Performance Report (TAPR)



College Ready Graduates in Mathematics: State and Region 10

Texas Education Agency (TEA) Academic Excellence Indicator System Report (AEIS)



2010 & 2011 TEA AEIS Data
T. Jefferson HS and W. T. White HS

Student Groups	Number at Jefferson	Number at White
TOTAL	1344/1399	2264/2414
Grade 9	499/451	695/759
Grade 10	361/373	597/624
Grade 11	296/294	503/544
Grade 12	238/281	469/487
Graduating class	214/216	480/466
% Minimum curriculum	14.5/14.8	10.0/26.2
% Recommended curriculum	85.5/85.2	90.0/73.8

State Comparison:

2011 Minimum	19.9%
2010 Minimum	17.2%
2011 Recommended	80.1%
2010 Recommended	82.8%

2009-12 TEA AEIS Data

AP/IB Tested	Year	All	Afr-Am	Hispanic	White	Asian	Met or Better
Jefferson	2011-12	36.7	8.0	37.7	-	-	28.0
White	2011-12	45.4	37.2	42.4	66.7	85.7	34.6
Jefferson	2010-11	39.6	50.0	39.7	*	-	29.2
White	2010-11	44.9	40.7	39.1	73.6	68.8	35.3
Jefferson	2009-10	34.1	45.5	33.6	*	-	28.4
White	2009-10	47.5	39.3	41.6	82.1	66.7	39.5

2010-11 Graduates Enrolled in Higher Education			
Jefferson	46.6 %	DISD=51.6%	Texas=58.3%
White	54.7%	DISD=51.6%	Texas=58.3%

T. Jefferson HS, Dallas ISD Graduates College Enrollment

Institution	2010	2011	2012
Brookhaven College	30	61	57
University of North Texas	8	6	5

W. T. White, HS Dallas ISD Graduates College Enrollment

Institution	2010	2011	2012
Brookhaven College	108	114	93
University of North Texas	17	17	18

The Higher Education Coordinating Board P-16 Data

Dual Credit Enrollment	Number of Students	Dual SCH	Dual SCH Per Dual Student
Brookhaven College (2012)	410	2,318	5.65
Brookhaven College (2011)	526	2,524	4.8
Brookhaven College (2010)	256	1,387	5.42
University of North Texas (2012)	0	0	0
University of North Texas (2011)	0	0	0
University of North Texas (2010)	0	0	0

Success Data from THECB
University of North Texas, 2011

Developmental Education, Fall 2008 Cohort Tracked for 2 years

FTIC Students Not Needing Dev. Ed.	N	% Attempting College Courses	% Attempting and Completing
University of North Texas	3,410		
Math	3,086	72.1%	83.3%
Reading	3,086	82.9%	87.9%
Writing	3,086	71.3%	90%

Requiring Dev. Ed.		College Courses	and Completing
Math	152	82.2%	89.6%
Reading	80	98.8%	93.7%
Writing	37	89.2%	87.9%

Success Data from THECB
University of North Texas, 2011
Graduation Rate of First-time, Full-Time Degree-seeking Students

- Student Baccalaureate Success Rate

	4-year rate	5-year rate	6-year rate
UNT	24.7%	49.5%	57.4%
Same institution	22.1%	42.9%	48.3%
Other institution	2.6%	6.6%	9.1%

Gaps—Content is ALIGNED!

- Mathematics and Chemistry Standards are appropriate for college readiness
- Performance in high school Algebra II is the most predictive course for success in postsecondary education
  - Mastery of Algebra II TEKSs prepare students with the ability to succeed in entry level pre-calculus college-level mathematics
  - Success in Algebra II also predicts success in freshman chemistry

Gaps—Culture differences

- **High School Expectations: effort based**
  - Can retake any test below 70%
  - Make-up work is required, if absence excused
  - Extra-credit available (per teacher)
  - Attendance required (per State)
- **College Expectations: performance based**
  - No re-takes
  - No make-up labs (dropped lab possible)
  - No extra-credit
  - No attendance requirements in lecture
    - Limited number of labs can be missed

Gaps

- Student and Instructor Expectations
- High School Teacher responsibility
  - Limited failure rate
  - Documentation for parent contact, grades, failure rates, tutoring, absences, tardies, disciplinary referrals, etc.
  - Risk of disciplinary action for non-compliance
  - Primary responsibility of learning lies with the teacher and not the student (e.g, state mandated test scores, student success rates, district definition of “good teaching”)
  - Mandated number of grades per student per grading period

Gaps Continued

- College Instructor Responsibility
  - Required to adhere to departmental course description
  - Guideline of grade evaluation to follow (typically: 15% non-proctored and 85% proctored)
  - Relevant lectures with accurate, current data
  - Standardized course content within confines of academic freedom
  - Primary responsibility of learning lies with the adult student and not the instructor

Gaps Continued

- High School is teacher led learning
  - Daily and personal interaction with students
  - Smaller class sizes (for the most part)
  - Lessons are not lectured based
  - Students required to do class work in groups
  - All learning styles must be addressed in lesson delivery
  - Accommodations for individual situations (e.g., pregnancy, special education, illness, absences, etc.)
  - Required to provide hard copy of all documents to students

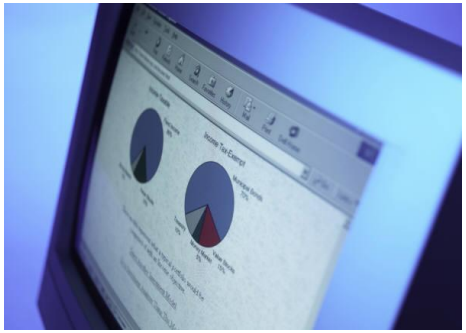
Gaps Continued

- College students are primarily responsible for their own learning
  - Lecture format
  - Independent study
  - Textbook reading required
  - Investigative learning use of online resources (e.g, MyMathLab, MyLabsPlus, ALEKS, Web Assign, ecampus, etc.)
  - Pre-lab preparation
  - In depth class discussion on outside class preparation
  - Variety of student learning resources (Math Lab, tutoring, etc.)
  - All documents and materials provided online (e.g., syllabi)

Systemic/Culture Changes

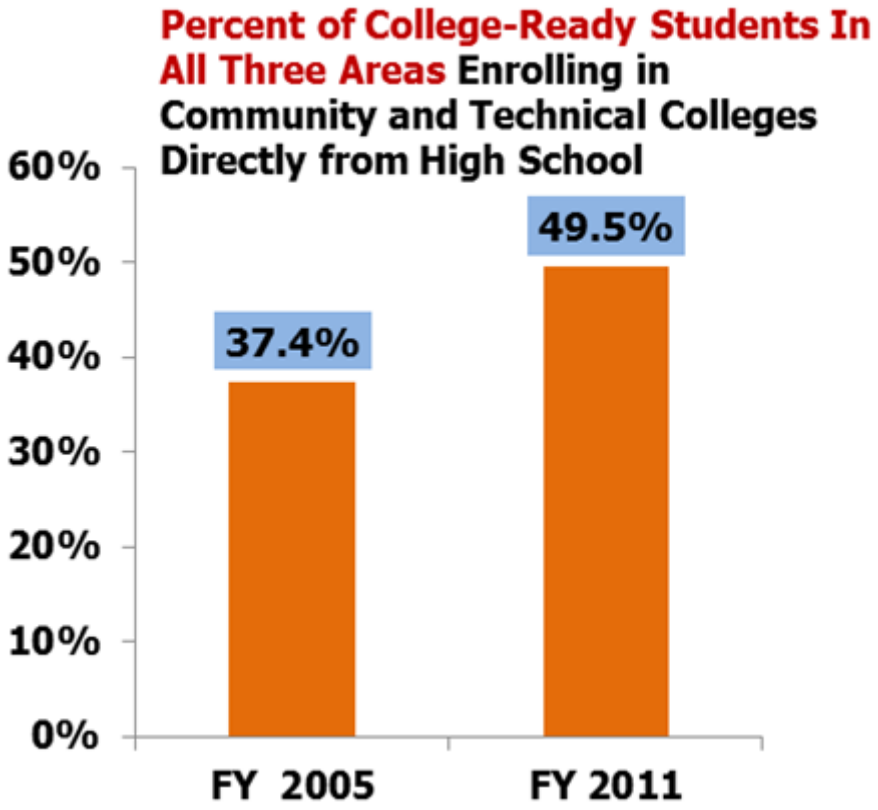
- Maintain and/or initiate academic rigor
  - Enforce prerequisites
  - Teach developmental courses with college-level expectations
  - Limit the use of student evaluations of courses/professors until graduation; institute a capstone evaluation of degree programs
- Identify Paradigm Shifts that prepare for Global Shift
  - Teach as part of daily instructional expectations
  - Characteristics of college graduates assumed by employers
    - Diligence
    - Persistence
    - Reliability
    - Intellectual ability
      - Problem-solving skills
      - Logical thinking

Data Updates



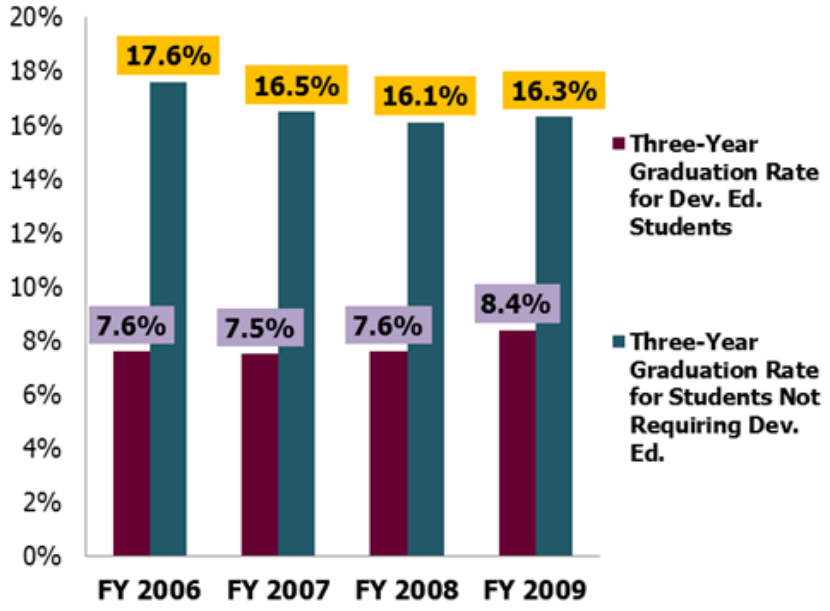
TSI and Developmental Education Updates

November 2012

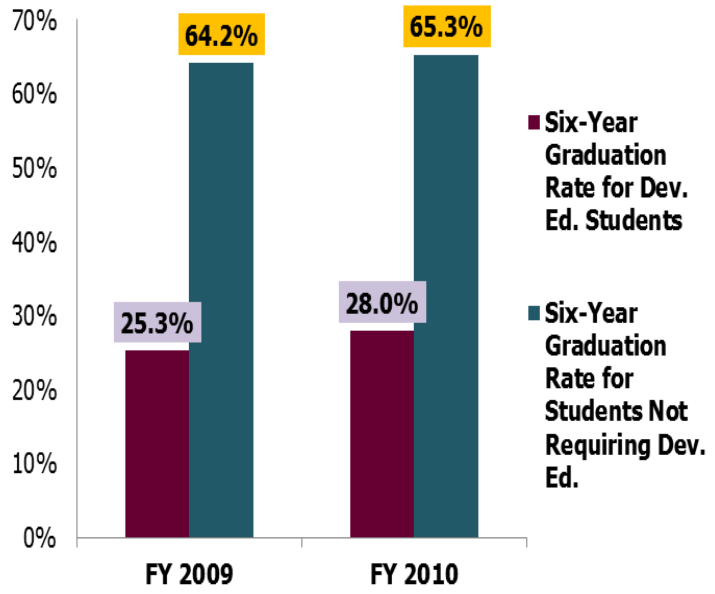


2012 Data

Percent of First-Time, Full-Time Students Enrolled in Community Colleges Who Graduated After Three Years
Developmental Education Students vs. Students Not Requiring Developmental Education



Percent of First-Time, Full-Time Undergraduate Students Enrolled in Universities Who Graduated After Six Years
Developmental Education Students vs. Students Not Requiring Developmental Education



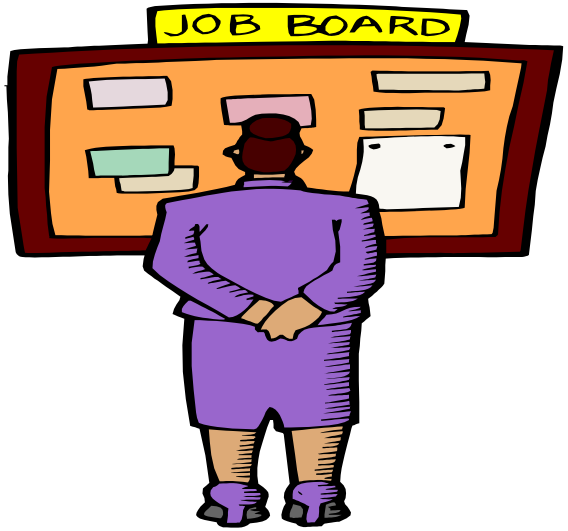
2008 BA Median Time = 52 months;
44% in 48 months; 23% in 60 months; 9% in 72 months

Working Together Counts

- **Texas ranks 24th in educational attainment among the world's most competitive economies**
- *As measured by percentage of 25- to 34-year-olds with an associate degree or higher, 2010*

"By 2018, more than 63 percent of prime age workers will need some type of postsecondary instruction."

Help Wanted: Projections of Jobs and Education Requirements Through 2018, Center on Education and the Workplace, 2010



Recovery 2020 finds that:

55 million job openings through 2020: 24 million openings from newly created jobs and 31 million openings due to baby boom retirements

35 percent of the job openings will require at least a bachelor's degree,
30 percent of the job openings will require some college or associate's
36 percent of the job openings will not require education beyond HS

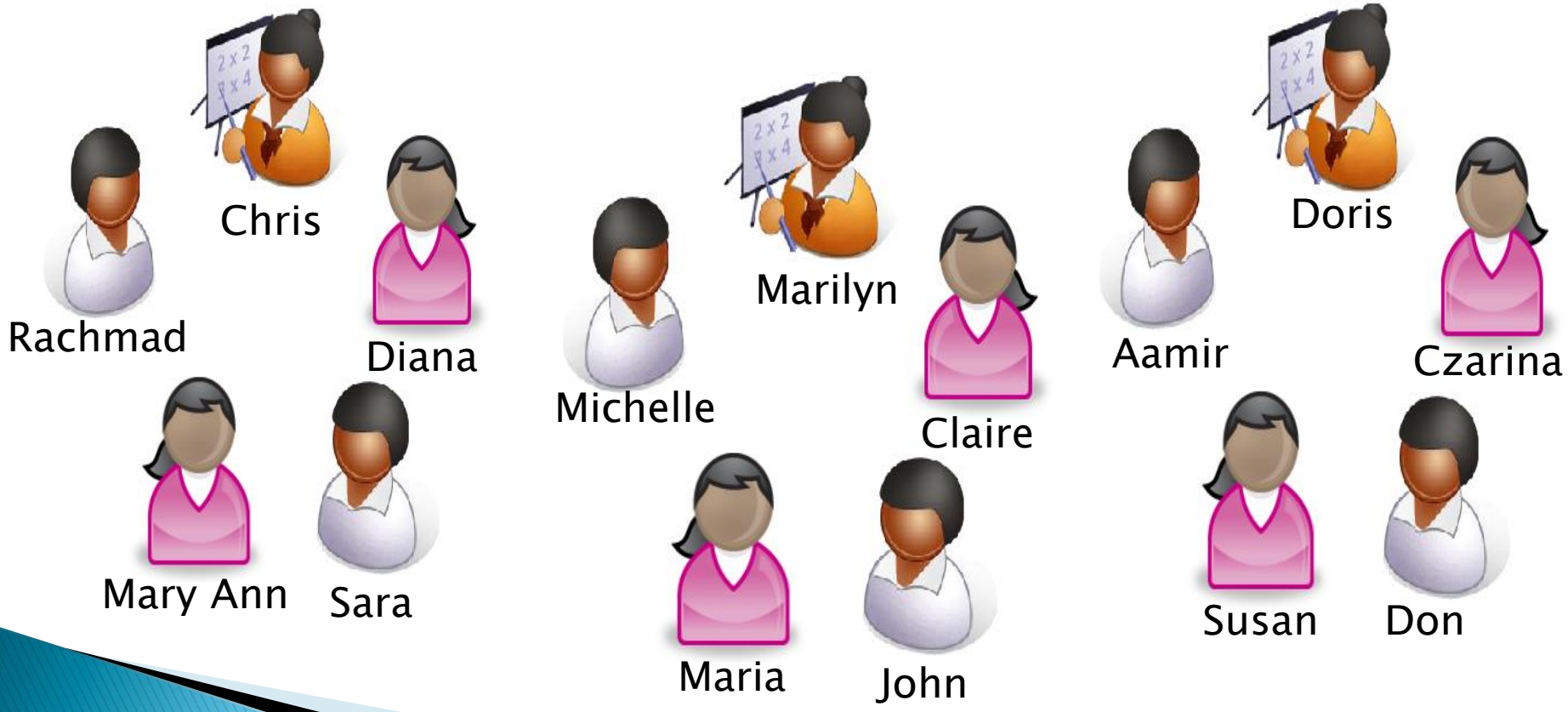
STEM, Healthcare Professions, Healthcare Support, and Community Services will be the fastest growing occupations, but also will require high levels of post-secondary education

Most jobs will require some type of post-secondary education
Fewer employment options for individuals with only high school diploma

Employers will seek cognitive skills such as communication and analytics from job applicants rather than physical skills traditionally associated with manufacturing

By 2020, the United States will fall short by 5 million workers with postsecondary education (at the current production rate)

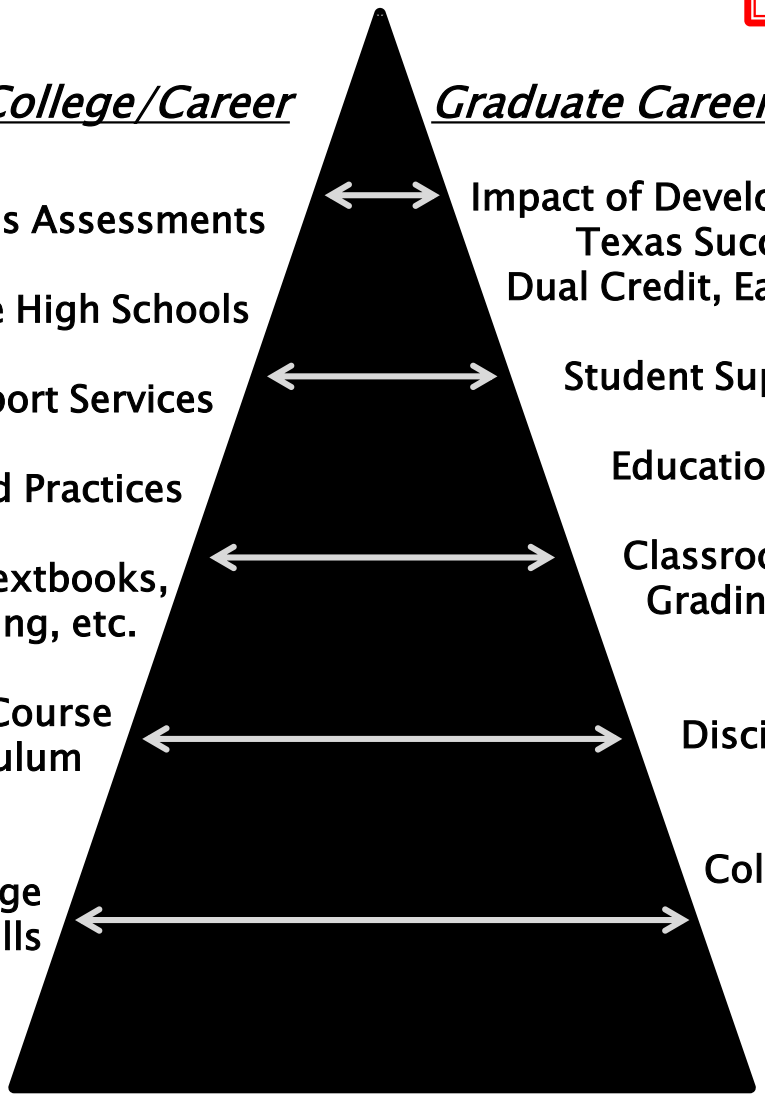
What Is AVATAR?



Critical Conversations

Secondary

Postsecondary



Graduate College/Career Ready

Student Success Assessments

Dual Credit, Early College High Schools

Student Support Services

Educational Policies and Practices

Classroom Instruction, Textbooks, Grading, etc.

Discipline Specific Course Curriculum

Texas Essential Knowledge and Skills

Graduate Career Ready

Impact of Developmental Education and Texas Success Initiative
Dual Credit, Early College High Schools

Student Support Services

Educational Policies and Practices

Classroom Instruction, Textbooks Grading, etc.

Discipline Reference Course Profiles

College & Career Readiness Standards

Focused on 21st Century Competencies

How do we start?

PERSONAL RESPONSIBILITY

Communication Skills

Empirical & Quantitative Skills

Teamwork

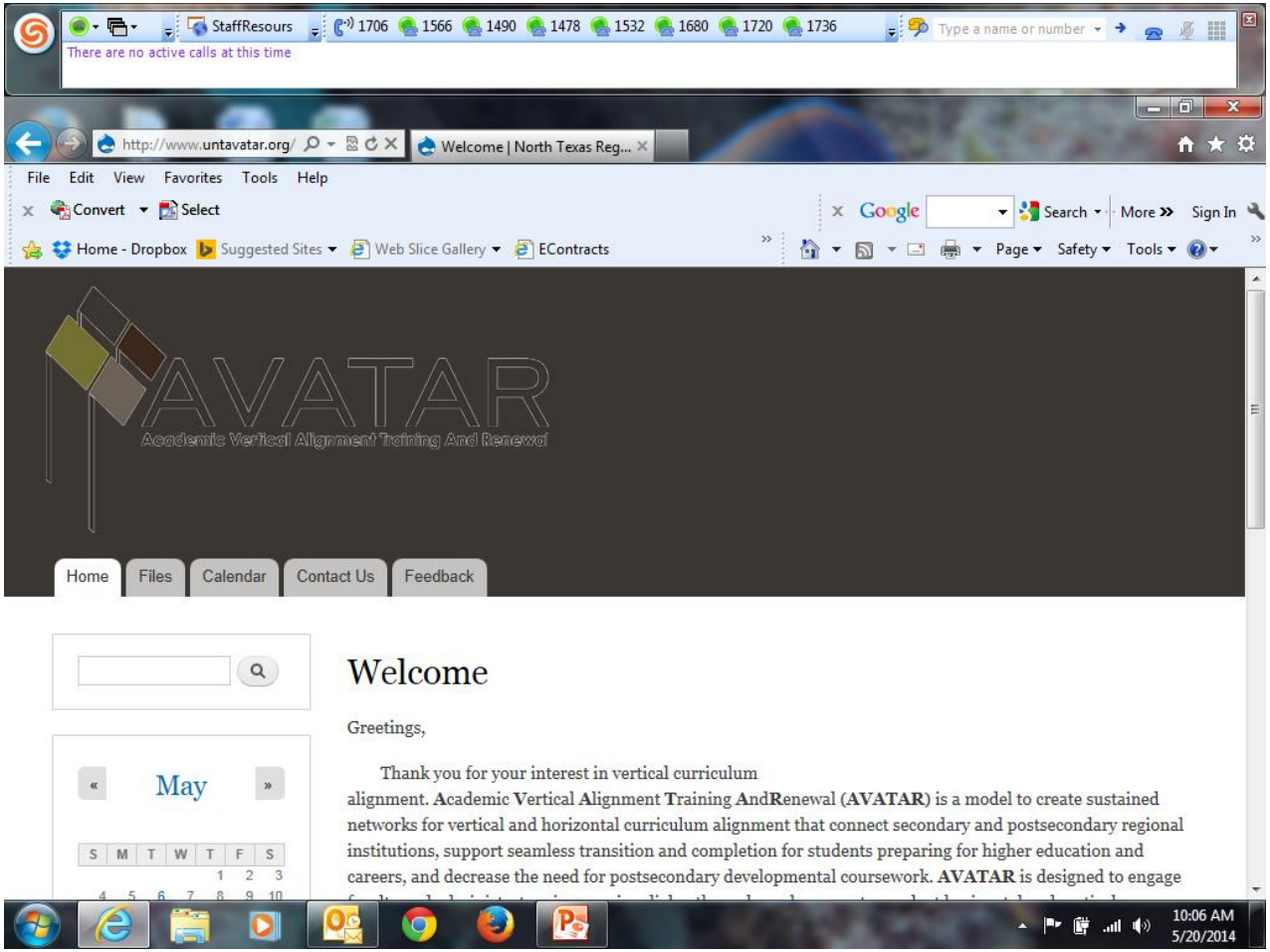
CRITICAL THINKING SKILLS

Social Responsibility

Why Do We Still Need AVATAR?

- Too many secondary and postsecondary leaders and educators still have not shared accurate information and gained understanding of what students needs to know and do in order to be successful in postsecondary education and careers;
- Too many students are still taking developmental education at the postsecondary level; and
- Too many students enter postsecondary and do not complete in a timely fashion

All AVATAR Artifacts : http://www.ntp16.notlb.com/avatar

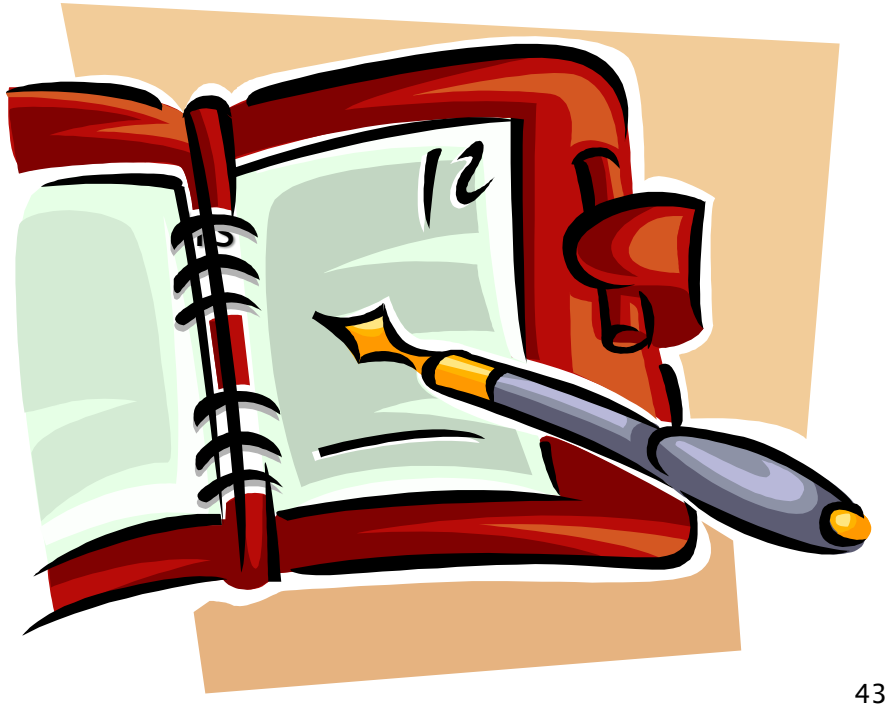


Personal AVATAR Action Plans

⛤⛤⛤Identify 2-3 action items:

What will I do this spring to create more vertical and horizontal curriculum alignment in both content and life skills?

- When
- Where
- ? How
- Anticipated Outcome



Thank YOU

AVATAR is only possible with YOU

http://www.ntp16.notlb.com/avatar

Resources for the Future

- North Texas Regional P-16 Council

http://www.ntp16.notlb.com/avatar

- Region 10 College and Career Readiness https://sites.google.com/site/r10collegecareerreadiness/