

**West Sound Education Leadership Council
High School Junior Assessment Project**

Presented by:

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WESLC Goals

- Focus on the transition of students between high school and college
- Discover and collaborate on common interests and common challenges

Shared Challenge

- **57% of area high school graduates need at least one pre-college class**
- **Strong evidence of relationship between developmental need and dropout rate**

Junior Assessment Pilot Project (Year 1)

Our Goal:

To increase the number of high school seniors prepared for entry into college level mathematics and English

by

revealing college readiness mathematics and language gaps to high school students

to

influence students' senior year registration decisions.

Early Activities

- Assessed 42 Bremerton High School juniors
- OC advisors met individually with students to review results
- BHS counselors followed up with students

Junior Assessment Pilot Project (Year 2)

- Same goals as year 1

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Junior Assessment Pilot Project (Year 2)

- Same goals as year 1
- Expand project to assess 10% of all juniors represented by the WSEL
- Adjust project activities based on “lessons learned” in year one
- Determine if project goals are being met
 - Are students enrolling in “gap closing” courses their senior year?

Challenges of Scale



Junior Assessment Pilot Project (Year 2)

- **Testing Centers established at 7 high schools**
- **Over 500 Juniors assessed**
- **College/high school teams reviewed results with all students**
- **Assessments and review took place before senior-year registration activities**

Junior Assessment Pilot Project (Year 2)

- **Assessment results are being incorporated into senior-year and post high school planning processes**
- **Students' perceptions about project usefulness are currently being gathered**
- **Project awarded one of five Transition Math Project grant awards (\$15,000)**

Post-Assessment Group Advising

- Presented results as a class to the Juniors
- Revealed the gap between where students think they are and where they really are in terms of college readiness
- Shared individual results with individual students
- Distributed *Got Math?* brochures

What did we find out?

First-Generation Students

Neither parent has a bachelor's degree or higher.

- 64% across all 7 schools
- The range for individual schools was 50 – 100%.

Post-Secondary Plans

- **81% want to go to college**
 - 39% Community or Technical College
 - 42% Four-year school
- **74% are Very Certain or Fairly Certain**
- **15% Somewhat Certain**

Major influences

Who helps you make decisions about what classes to take?

- 35% said *nobody* helps them choose their high school courses

Pre-College Discussions

- **81% want to go to college**
- **64% come from families with little or no college experience**
- **35% say nobody helps them with course decision-making**

College English readiness

- 85% feel *prepared or somewhat prepared* for college level English courses
- 44% are ready for college level English right now; 34% are on track to be ready for college level English
- 7% are not as prepared as they think; 33% are under-prepared

College math readiness

- 66% of students feel *prepared* or *somewhat prepared* for college level math
- 22% are ready for college ready math right now; 37% are on track to be ready for college level math
- 7% are not as prepared as they think; 40% are under-prepared

Changes in behavior?

- 100 students not currently enrolled in math indicated they will take a math class during their senior year
- During post-assessment advising sessions, many more indicated a change in their senior year plans

What are students doing now?

High Schools have different plans for how their students will use their results

- Course fairs
- Student led conferences
- One-on-one sessions with counselors
- Advisory groups

Student Feedback

- Identified strengths and skills to improve
- 67% said need to improve skills
- 55% will use the information
- 67% plan to take math in senior year
- 29% said did use to select senior classes

Suggestions & Comments

- Take hard classes, study hard, and pay attention!
- Encourage next year's juniors to take the assessment *and* take it seriously
- “Offer a recovery class”
- “Set up study groups to work on areas that need improvement”

Staff Feedback

- Coordination & advising went well
- Students were willing to participate
- Liked that it was offered *in* their schools
- Identified strengths, areas to improve

Staff Feedback

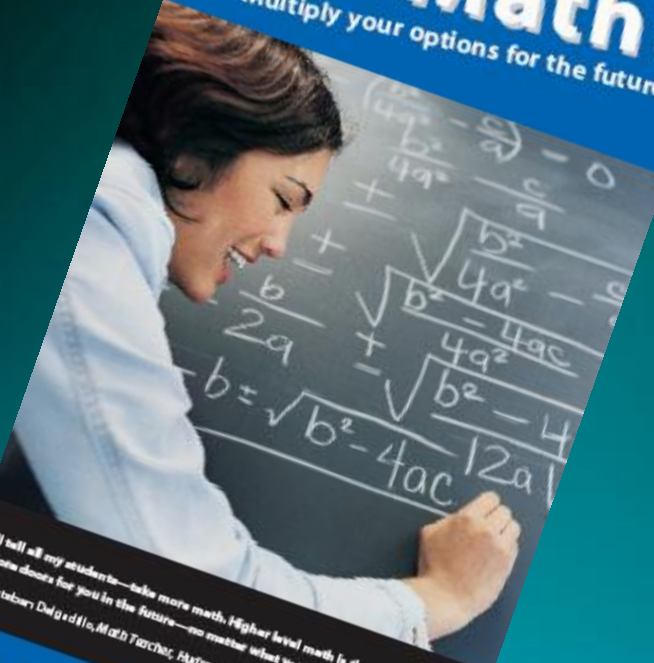
- Use for registration, parents, college advising
- Bolster rationale for students to stay in math
- Use for curriculum planning
- Want to participate again

Implications?

Implications?

- Communication?
- Information?
- Advising?
- Curriculum?
- Policy?

Resources



Got Math?
Multiply your options for the future

*"I tell all my students—take more math. Higher level math is the key to opening more doors for you in the future—no matter what you dream of becoming."
—Esther Delgado, Math Teacher, Hudson Bay High School, Vancouver School District*

Students and Parents:
Get the Facts!

www.partnership4learning.org

College Team

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Q & A