

Closing the Gap Between High School Graduation And College Readiness

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Preparing Students for College and Work

“...a strong positive relationship exists between the amount and kind of high school coursework students take and their readiness for college. The more courses students take and the more challenging those courses, the more likely these students will be college ready and will persist to a college degree.”

(Crisis at the Core; Preparing All Students for College.)

Research-based predictors of college-going behavior can be embedded in high school reform strategies.

Answers in the Tool Box

The impact of a high school curriculum of *high academic intensity and quality* on degree completion is far more pronounced—and positively—for African-American and Latino students than *any other* pre-college indicator of academic resources.

Cliff Adelman (1999)
Washington, DC: U.S. Department of Education

Answers in the Tool Box

Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than *doubles* the odds that a student who enters postsecondary education will complete a bachelor's degree.

Cliff Adelman (1999)
Washington, DC: U.S. Department of Education

Answers in the Tool Box

Academic Resources (the composite of high school curriculum, test scores, and class rank) produces a much steeper curve toward bachelor's degree completion than does socioeconomic status.

Cliff Adelman (1999)
Washington, DC: U.S. Department of Education

Answers in the Tool Box

Students from the *lowest* two SES quintiles who are also in the *highest* Academic Resources quintile earn bachelor's degrees at a higher rate than a majority of students from the top SES quintile.

Cliff Adelman (1999)
Washington, DC: U.S. Department of Education

Academic Momentum

“The threshold
for the contribution of math
to academic momentum
now lies solidly
beyond Algebra 2.”

U.S. Department of Education (2006)
p. xv

Florida DOE Data

2003-2004

Grade	Algebra I	Algebra 1a/ Algebra 1b	Geometry
6	0	<1%	0
7	2%	<1%	0
8	20%	2%	3%

Education Watch: 2004

Percentage of 8th grade students taking Algebra I for high school credit:

- Utah 53%
- Median among the five top performing states 35%
- Florida 19%

Education Watch: 2004

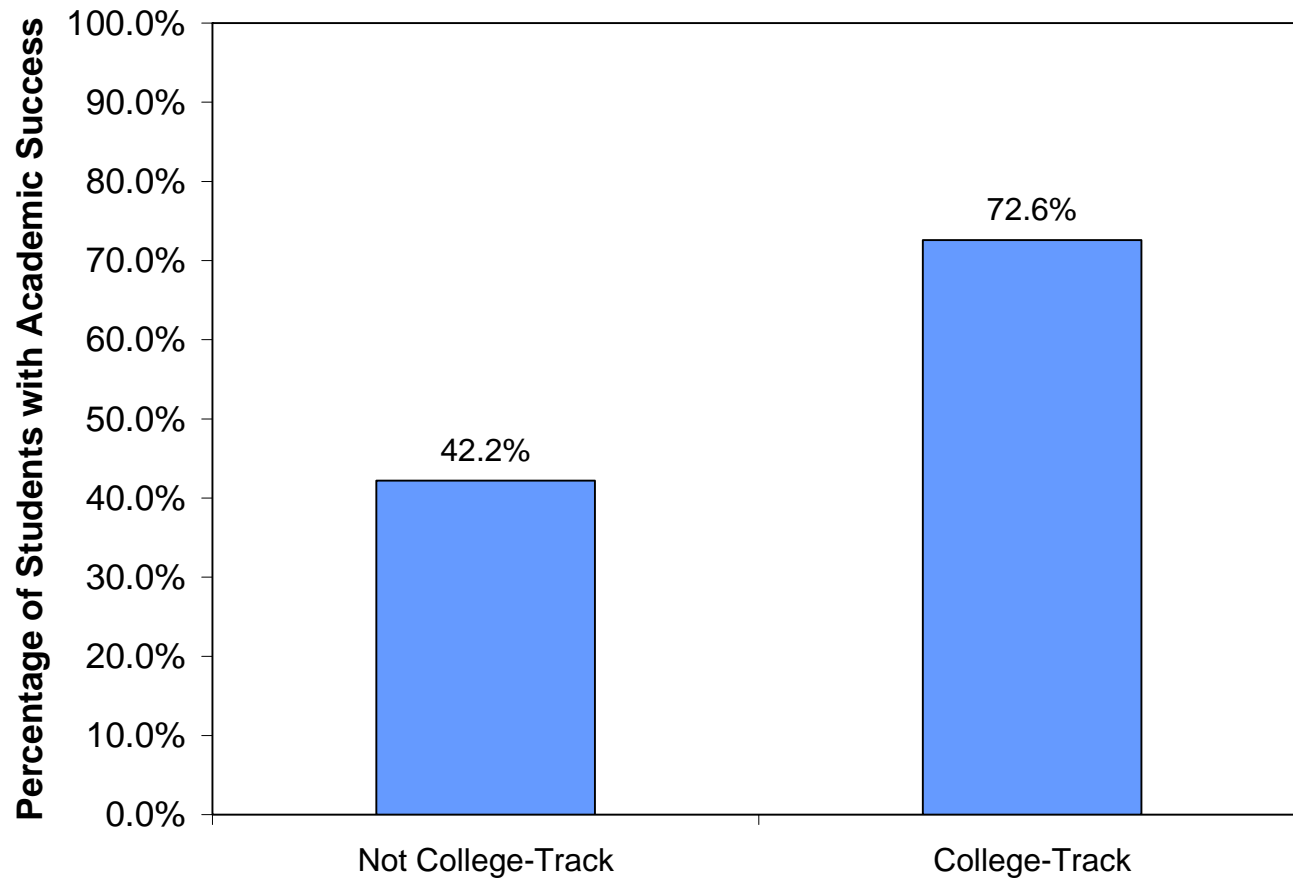
- Percentage of students in grades 9-12 taking at least 1 higher level math:
- Median among the five top performing states 59%
- Florida 38%

Education Watch: 2004

- Percentage of students in grades 9-12 taking at least 1 higher level science:
- Median among the five top performing states 41%
- Florida 26%

Rigor in H.S. Courses

Taking more rigorous high school courses leads to greater academic success



Source: Fall 1997 FTIC Cohort followed through 2001-02.

Percentage of Community College Students Passing the Math or Reading Sections of the CPT by FCAT Level

FCAT Levels	CPT Section	
	Mathematics ¹	Reading ²
1	5.50%	12.90%
2	15.00%	44.00%
3	31.10%	74.80%
4	60.10%	92.50%
5	90.40%	94.70%

Source: Student Data Base and Education Data Warehouse, 2004.

1CPT passing score for mathematics is 72.

2CPT passing score for reading is 83.

FCAT and CPT

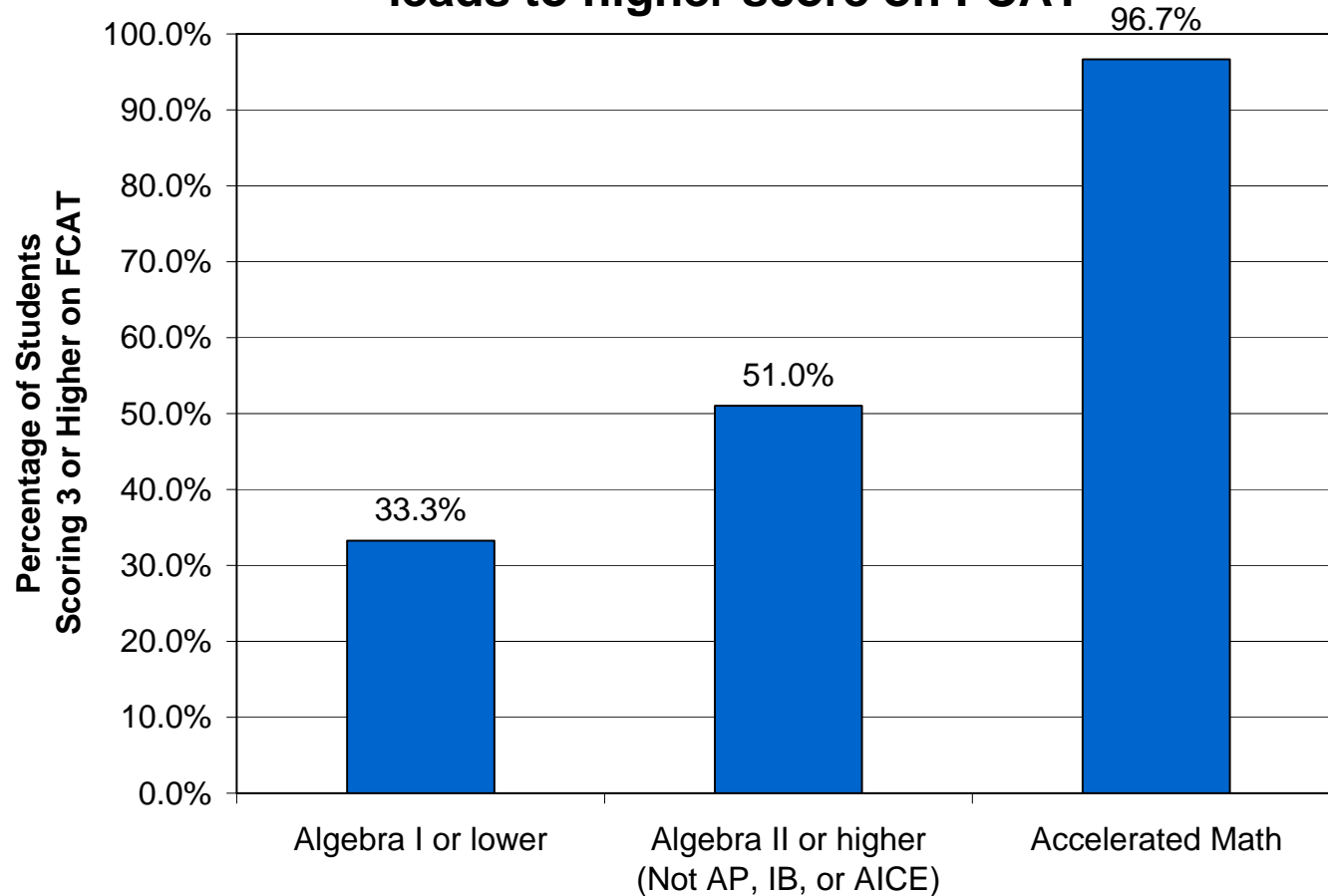
- **FACT:** Students must earn a Level 3 or better in Reading to have better than a 50% chance of scoring “college-ready” on the CPT.
- **FACT:** Students must earn a Level 4 or better in Math to have better than a 50% chance of scoring “college-ready” on the CPT.

Communicating these Facts:

- Sends the message that a Level 2 FCAT score does **NOT** indicate college readiness! (In fact, only 15% of students scoring Level 2 range on FCAT Math would test “college-ready” on CPT).
- Reinforces the message that a Level 2 score of 300 is the **MINIMUM** for graduation with a standard diploma, and that a student graduating at Level 2 will probably need a year of non-credit, remediation before qualifying to take college-level classes at a community college.

Partners in Preparation

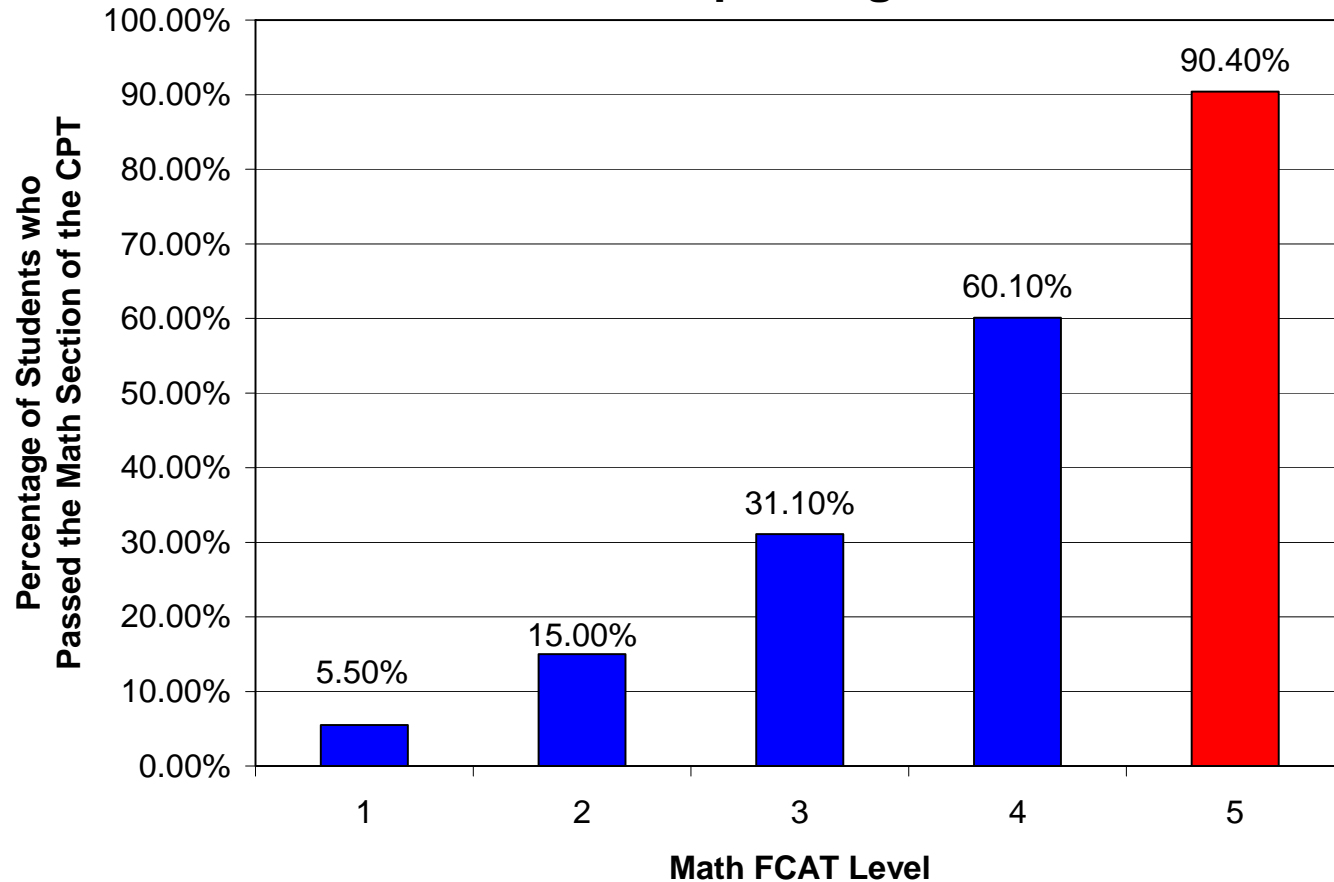
**Taking more rigorous coursework
leads to higher score on FCAT**



Source: Data Trend 33 Cohort provided by Education Data Warehouse

Partners in Preparation

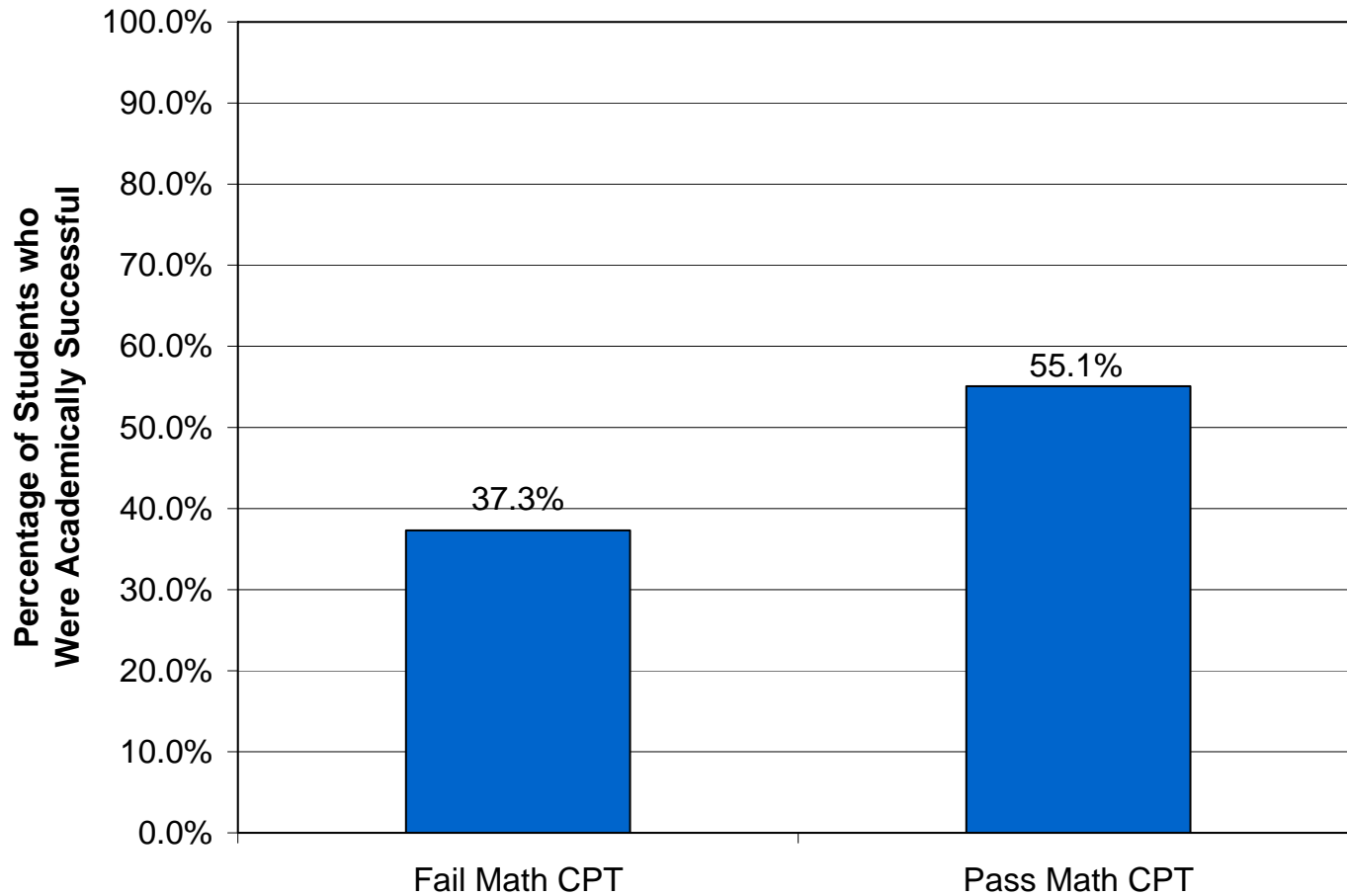
**Higher score on FCAT
leads to passing CPT**



Source: Data Trend 33 Cohort provided by Education Data Warehouse

Partners in Preparation

**Passing CPT leads
to academic success**



Source: Data Trend 33 Cohort provided by Education Data Warehouse

Preparation = Success

Status	Original Cohort	Academic Success	
		Number	Rate
College Ready	10,114	6,119	60.5%
Need Mathematics remediation	7,726	3,223	41.7%
Need Reading remediation	1,346	724	53.8%
Need Writing remediation	541	282	52.1%
Need Mathematics and Reading remed.	4,114	1,666	40.5%
Need Mathematics and Writing remed.	1,735	615	35.4%
Need Reading and Writing remed.	1,318	660	50.1%
Need all three areas remediation	8,930	3,304	34.0%
Needing any remediation	25,710	10,204	39.7%
Total Cohort	35,824	16,323	45.6%

Results based upon information contained in the Student Data Base for 1999-00 through 2003-04 and various PBPB files created from the SUS SDCF.

Summary

- Students who take higher level reading and math courses more often score 3 or higher on the FCAT.
- Students who score 3 or higher on FCAT Reading and 4 or higher on FCAT Math, have a 50% or greater chance of passing the math and reading sections of the CPT.
- Students who pass the math and reading sections of the CPT are more successful academically than their college developmental education counterparts.

Next Steps (* = already begun)

- Research/review “cut” scores on CPT*
- Collaboratively review alignment of point ranges and Level scores on FCAT*
- Collaboratively review current data on FCAT/CPT concordance*
- Pilot use of appropriate FCAT scores as “college-ready” indicator for Dual Enrollment students*
- Review results of pilot study
- Set/Announce FCAT Math and Reading scores which will “guarantee” entrance into college-level classes at community colleges
- Follow-up on subsequent student success rates

Next Steps...

- Enhance feedback report to high schools on student readiness and expand faculty-faculty dialogue on curriculum alignment and competencies needed for postsecondary success.
- Adopt recommendations of High School Reform Task Force in regard to increasing Math credits required for h.s. graduation and the identification of “majors” of interest.
- Encourage dual enrollment in College Success Skills courses (“SLS prefix”) which have been shown to dramatically increase postsecondary success rates for all students.
- Explore performance outcomes required for possible “common high school exit/college readiness” assessment.