Connecting K-12 and Higher Education Through the Use of Performance Assessments

July 21, 2020
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Connecting K-12 and Higher Education Through the Use of Performance Assessments

July 21, 2020
Moderator

Monica Martinez
Director of Strategic Initiatives
Learning Policy Institute

@drmonie | @LPI_Learning
The Reimagining College Access Initiative

June 2017
1st Convening
Tested & Validated the Vision

2017-2018
Task Forces
- Recognition
- Technology
- Leading Places

May 2018
2nd Convening
Feedback on the Task Forces’ Recommendations

2018-19
Work Strands
- Criteria
- Transfer of student info
- Pilots

May 2019
3rd Convening
Workshopping the Work Strands

2019-2020
Pilot RCA
K-12 & IHE learning community to increase quality, equity, and access
Assessing College Readiness Through Authentic Student Work

How the City University of New York and the New York Performance Standards Consortium Are Collaborating Toward Equity

Michelle Fine and Karyna Prylomka
The Public Science Project at the Graduate Center, City University of New York

Available at learningpolicyinstitute.org/rca-cuny
Panelists

Monica Martinez
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David Hawkins
Executive Director for Educational Content and Policy
National Association for College Admission Counseling
@NACACWonk

Khalia Joseph
Manager of College Readiness
Internationals Network for Public Schools
@intlsnetwork

Chris White
Director of College Counseling & Educational Coach
High Tech High Graduate School of Education
@hthgse

Reimagining College Access
Schools and classrooms are heterogeneous and use collaborative structures that build on the strengths of each member of the school community to optimize learning.

Expansion of the 21st century schools beyond the four walls of the building motivates adolescents and enhances their capacity to successfully participate in modern society.

Strong language skills develop most effectively in context and emerge most naturally in a purposeful, language rich, interdisciplinary, and experiential program.

Linking autonomy and responsibility at every level within a learning community allows all members to contribute to their fullest potential.

All members of our school community work in diverse, collaborative groups on hands-on projects; put another way, the model for adult learning and student learning mirror each other.
### 4 Design Principles

| Personalization  | ○ 6 high schools  
|                  | ○ 2,700 9th-12th total in network  
<table>
<thead>
<tr>
<th></th>
<th>○ 16 to 1 student to staff ratio</th>
</tr>
</thead>
</table>
| Equity           | ○ 49.5% Pell Eligible/Free-Reduced lunch  
|                  | ○ 47% First Generation College Bound  
|                  | ○ Majority students of Color: 44% Latinx/10% Black  
|                  | ○ Culturally responsive teaching pedagogies  
|                  | ○ Abolitionist Teaching Network (Dismantling White Supremacist Culture) |
| Authentic Work   | ○ Students engage in projects that matters to them, their teachers, and the world outside of class  
|                  | ○ Students connect their studies to the world through fieldwork, community service, internships, and consultation with outside experts |
| Collaborative Design | ○ Teachers collaborate to design curriculum and projects while seeking student experience and voice in each of these areas |

High Tech High  
K-12 Public Charter School Network  
Founded in 2000  
San Diego, CA
### Deeper Learning Competencies

<table>
<thead>
<tr>
<th>Master Core Academic Content</th>
<th>Think Critically &amp; Solve Complex Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Collaboratively</td>
<td>Communicate Effectively</td>
</tr>
<tr>
<td>Learn How to Learn</td>
<td>Develop Academic Mindsets</td>
</tr>
</tbody>
</table>

### Current Assessment Practices

<table>
<thead>
<tr>
<th>Qualitative Comments</th>
<th>Letter Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations of Learning</td>
<td>Student Led Conferences</td>
</tr>
</tbody>
</table>
## TABLE 7. PERCENTAGE OF COLLEGES ATTRIBUTING DIFFERENT LEVELS OF IMPORTANCE TO FACTORS IN ADMISSION DECISIONS: FIRST-TIME FRESHMEN, FALL 2017

<table>
<thead>
<tr>
<th>Factor</th>
<th>N</th>
<th>Considerable Importance</th>
<th>Moderate Importance</th>
<th>Limited Importance</th>
<th>No Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades in All Courses</td>
<td>220</td>
<td>74.5</td>
<td>15.0</td>
<td>5.5</td>
<td>5.0</td>
</tr>
<tr>
<td>Grades in College Prep Courses</td>
<td>220</td>
<td>73.2</td>
<td>16.8</td>
<td>5.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Strength of Curriculum</td>
<td>219</td>
<td>62.1</td>
<td>21.9</td>
<td>8.7</td>
<td>7.3</td>
</tr>
<tr>
<td>Admission Test Scores (SAT, ACT)</td>
<td>221</td>
<td>45.7</td>
<td>37.1</td>
<td>12.2</td>
<td>5.0</td>
</tr>
<tr>
<td>Essay or Writing Sample</td>
<td>220</td>
<td>23.2</td>
<td>33.2</td>
<td>24.1</td>
<td>19.5</td>
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<tr>
<td>Student’s Demonstrated Interest</td>
<td>218</td>
<td>16.1</td>
<td>23.9</td>
<td>28.0</td>
<td>32.1</td>
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<tr>
<td>Counselor Recommendation</td>
<td>218</td>
<td>15.1</td>
<td>40.4</td>
<td>26.6</td>
<td>17.9</td>
</tr>
<tr>
<td>Teacher Recommendation</td>
<td>219</td>
<td>14.2</td>
<td>40.2</td>
<td>26.5</td>
<td>19.2</td>
</tr>
<tr>
<td>Class Rank</td>
<td>220</td>
<td>9.1</td>
<td>29.1</td>
<td>34.1</td>
<td>27.7</td>
</tr>
<tr>
<td>Extracurricular Activities</td>
<td>219</td>
<td>6.4</td>
<td>42.9</td>
<td>32.0</td>
<td>18.7</td>
</tr>
<tr>
<td>Portfolio</td>
<td>219</td>
<td>6.4</td>
<td>11.9</td>
<td>26.9</td>
<td>54.8</td>
</tr>
<tr>
<td>Subject Test Scores (AP, IB)</td>
<td>219</td>
<td>5.5</td>
<td>18.3</td>
<td>35.2</td>
<td>41.1</td>
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<tr>
<td>Interview</td>
<td>219</td>
<td>5.5</td>
<td>16.4</td>
<td>28.3</td>
<td>49.8</td>
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<tr>
<td>Work</td>
<td>217</td>
<td>4.1</td>
<td>28.6</td>
<td>36.9</td>
<td>30.4</td>
</tr>
<tr>
<td>State Graduation Exam Scores</td>
<td>218</td>
<td>2.3</td>
<td>8.7</td>
<td>18.8</td>
<td>70.2</td>
</tr>
<tr>
<td>SAT II Scores</td>
<td>216</td>
<td>1.9</td>
<td>5.6</td>
<td>14.8</td>
<td>77.8</td>
</tr>
</tbody>
</table>

I am better prepared to talk about some of the challenges and differences coming to Gettysburg, PA from San Diego, CA.

“They are strong at doing research and problem solving.”

“They are strong at doing research and problem solving.”

“I understand their background, their growth, their capabilities, and their contributions…”

“…really helped me understand more about the actual structure and curriculum provided especially the strength and focus on project-based learning and how this comes across on their transcripts.”

“…learn so much more depth to their stories than an application or essay prompt could ever convey.”

<table>
<thead>
<tr>
<th>Essays</th>
<th>Interviews</th>
<th>Recommendations</th>
<th>Resiliency Statements</th>
<th>Digital Portfolios</th>
</tr>
</thead>
</table>

HTH Elevate College Partners Comment on Performance Assessments
Recommendations

For K-12

- Help students **create and curate meaningful work that can be submitted to higher education during their junior year.**

- Develop a **school profile that follows the best practices guidelines from NACAC to contextualize your school as well as how your students learn and how they are assessed.**

- Develop **partnerships with a set of higher education institutions** that understand the learning and assessment practices at your school and can develop a pipeline for admissions while also creating a seamless transition to the application process and a student’s first year in college.

- Provide **one-on-one support** to juniors and seniors for college counseling through the use of advisories, counselors, tutors, and non-profit college access organizations.
Recommendations

For Higher Education

• Partner with high school systems that use performance assessments to better understand how students are prepared for postsecondary pathways.

• Identify a specific set of knowledge, skills, and abilities that you want to know about students, and the best sources for this information, as part of your holistic information process.

• Identify what recruitment and admissions processes you have in place that expand college access and success to diverse students, especially first-generation college students.
Thank you for joining!

Learn more about RCA  
learningpolicyinstitute.org/rca

Report  
learningpolicyinstitute.org/rca-cuny

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