National Excellence in Urban Education Symposium
College and Career Readiness for ALL
May 2015

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How can I ensure college and career readiness for ALL?
ALL Children Can Learn
Positive teacher-student relationships are associated with:

- Increasing student's feeling of safety at school (Austin et al; Basch; Steinberg et al)
- Increasing academic test scores (Basch; CDC; Comer)
- Increasing student understanding and meaningfulness of what is being taught (Benard)
- Reducing absenteeism (Basch; CDC)
- Decreasing student dropout (Benard)
- Decreasing student-student conflict (Griggs et al)
- Improving school climate (Cohen et al; McClure et al)
- Improving transition to school (Pianta et al)
- Decreasing risk-taking behavior (Basch; CDC; Rudaskill et al)
- Developing language skills (O'Connor et al)
- Improving self-esteem (DeWit et al)
- Decreasing incidences of depression (DeWit et al)
- And has been highlighted as beneficial to learning by the major US educational associations, including the Council of Chief State School Officers, National School Boards Association, American Association of School Administrators, ASCD.
Relational Capacity

- What can I do with or say to you solely based on our relationship?
- Can we have the conversations we need to have without it becoming personal?
- What can I get you to do or what can you get me to do simply based on our relationship?
- Another person cannot “fix” a child when the problem is the relationship between another adult and the child!
Not one rule we make at the start of school will cause good grades, choices, and behavior in May. Every strong relationship you make will.
AVID's mission is to close the achievement gap by preparing **ALL** students for college readiness and success in a global society.
“THERE ARE NO LEARNING GAPS IN CHILDREN, ONLY OPPORTUNITY GAPS. IT IS OUR JOB TO CLOSE THE OPPORTUNITY GAPS.”

– DEB GUSTAFSON
PRINCIPAL OF WARE ELEMENTARY
FORT RILEY, KAN.
Our Theme

College and career readiness for all.
Our Vision
Our Values
Our Strategic Goals
Oaklawn Motto
Does ALL Mean ALL?

Does EVERY Mean EVERY?
What Parents Say

- Unwelcoming (school/class) environment
- Feelings of intellectual inferiority
- School/teacher is racist.
- “They” won’t listen to me.
- Don’t really want my input
- I trust the school to educate my child.
- Parents are doing what they know how to do!
- My personal experiences going to school…
- Time of meetings
- Condescending comments from educators
- I don’t know how to help.
- They only call when my child is in trouble.
Getting Parents to the Table

• Intentionally reaching out to your parents
• Empowering and acknowledging their voice
• Teaching parents how to navigate the school system

What will we do this year to ensure ALL parents receive unprecedented support?
WHY it matters!
Quick Write (Choose ONE)

- What is your role in achieving our mission?
- What is resonating with you from our brief time together?
- What are your thoughts about supporting ALL students after the video?
Give One – Get One

1. One way you intentionally build relational capacity with students
2. A thought on “I Choose C”
3. Where did you attend college AND why?

WICOR
- Write
- Inquire
- Collaborate
- Organize
- Read
What is our role?

- Keeping the 1\textsuperscript{st} thing 1\textsuperscript{st}
- What is our first thing?
- Leadership Through Innovation
Does ALL Mean ALL?

Does EVERY Mean EVERY?
Importance of College Readiness

For every 100 ninth graders...

- Graduate from high school: 64 (U.S.) vs. 69 (Texas)
- Enter college: 55 (U.S.) vs. 52 (Texas)
- Return for their sophomore year of college: 33 (U.S.) vs. 28 (Texas)
- Earn a bachelor's degree in 4 years: 5 (U.S.)
What Does “Ready” Mean?

“Readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.”

- David Conley, “Redefining College Readiness”
Six Post-Secondary Pathways

1. Enrollment 2 & 4 year College
2. Enlistment in U.S. Armed Forces
3. Employment in U.S. Workforce
4. Unemployment
5. Incarceration
6. Death

Website: youngmenofcolor.collegeboard.org
The US Census Bureau found that high school graduates working full-time, year-round, earned $1.3 million less over a lifetime than individuals with a college master’s degree.
Employment

Unemployment Rates by Education

The Bureau of Labor Statistics [BLS] shows that unemployment levels coincide strongly with levels of education. Data are 2009 annual averages for persons age 25 and over.

- High School Diploma: 9.7
- Bachelor’s Degree: 5.2
- Master’s Degree: 3.9
- Doctoral Degree: 2.5
- Professional Degree: 2.3
Research findings from the Wharton School at the University of Pennsylvania: happiness is highest (and rising) for college graduates, but lower and falling for high school graduates, and declining more steeply for high school dropouts.
I’m going to be in the NFL, NBA, etc.

According to recruit757.com, only 0.01 of high school football players will actually become NFL players with at least four years in the league. The math might be discouraging, but it also shows that making it into college and the opportunities excelling at the sports brings to a young person, regardless of if he’s good enough to make it into the league, which is why focusing on the educational part of the university years is the most important thing.

There are about 1.086 million high school players who take part of the football team. However, by senior year, only 310,465 are left (28.6% remaining).

From that, we drop to 70,147 who begin an NCAA football career, and of them 20,042 are Freshmen. That brings us to only 6.5% of high school players actually taking their trade and carrying on with it in the next level.

There are 15,538 seniors in College Football. There are players who leave to the NFL sooner, but those are very few when compared to the numbers beginning the journey. About 6500 players are scouted by the NFL, and of them only 350 are invited to the combine. So the math is, more or less: 50,105 players who are eligible to enter the league, and of them only 12.9% get scouted by the NFL. The chance of being eligible for the NFL and getting a combine invite? 0.69%.

So 256 players get drafted, and NFL teams have 300 rookies on them. So only 1.6% of NCAA players make the NFL, but there are only 150 players, as we mentioned earlier, who make it to year four. The minimum salary in the NFL is $420,000, which after taxes comes to about $252,000. Million can be made, but by very few.
The HOW of Readiness?

- Teaching strategies and methodologies to:
  - Raise the Rigor of ALL classes for ALL students
  - Engage ALL students to take ownership of their own learning

- RIGOR IS using inquiry-based, collaborative strategies with increasingly complex content (using WICOR).
Does ALL Mean ALL?

Does EVERY Mean EVERY?
KWLA

- K – One thing I KNOW about equity
- W – One thing I WANT to know about equity
- L – One thing I LEARNED about equity
- A – One way I will apply what I learned about equity
Let’s hear from a student
What is the Goal?

Equality
What is the Goal?
Equity is....

- Raising the achievement of **ALL students**
- **Narrowing the gaps** between the highest and lowest performing students
- **Eliminating the predictability** and disproportionality of which student groups occupy the highest and lowest achievement categories

Pacific Educational Group January 2006

- Equity is defined in terms of outcome. No two students come to us at the same place. Our job is to ensure that **ALL students leave us at a level of competence that gives them a high predictability of success in their next phase of life**

Mike Neece – AVID Director of Systemic Initiatives
Students who take AP courses and exams are much more likely than their peers to complete a bachelor’s degree in four years or less.

### Impact of AP on 5-Year College Graduation Rates

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AP Exam Grade of 3, 4, 5</th>
<th>AP Exam Grade of 1, 2</th>
<th>Took AP course, but not exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>28% higher</td>
<td>22% higher</td>
<td>16% higher</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28% higher</td>
<td>12% higher</td>
<td>10% higher</td>
</tr>
<tr>
<td>White</td>
<td>33% higher</td>
<td>22% higher</td>
<td>20% higher</td>
</tr>
<tr>
<td>Low-Income</td>
<td>26% higher</td>
<td>17% higher</td>
<td>12% higher</td>
</tr>
<tr>
<td>Not Low-Income</td>
<td>34% higher</td>
<td>23% higher</td>
<td>19% higher</td>
</tr>
</tbody>
</table>

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability)
Degree Attainment

- Highest income quartile – over 2 Xs
- Parents have a Bachelor’s – 38%
- Girls – Every race (percentage varies)
- Algebra II/Trigonometry – 40%
- Pre-Calculus/Calculus – 93%
- College Credit in HS – 39%
- SAT/ACT takers – 52%
- Public college – 59%
- Begin at a 4 year college – 63%
- Met with advisor – 30%
- School Club – 39%
- Did NOT work – 19%
- Full time – over 2 Xs
- Did not “Stopout” – 60%
- Declared Major upon entry – 25%
- Remediation

National Center for Educational Statistics
August 2012
Equity IS NOT Equal

Equity is moving students from a different place to a common place
Does ALL Mean ALL?

What is an acceptable level of casualties?
One Pager

- ONE Word
- ONE Phrase
- ONE Sentence
- A Nonlinguistic Representation
Think About It

- Who or What encouraged you to go to college?
- How would your life be different had you not obtained your Bachelor’s Degree?
- What do our students not know about college that you could tell them?
- What is a skill I needed in college that I did not get from middle or high school?
Relevant Teaching

- Learning environments that are authentic, and that build upon the language, experiences, learning styles, and strengths of all students.
“(Some) children come to school everyday and have their culture validated and (other) children have theirs invalidated, even berated, daily.”
Achievement Gap?
Achievement Gap – Achievement Gap

- ALL 9 went on to attend college and most have Master’s Degrees
- ALL of the boys have either a Master’s Degree or a Master’s AND a Doctorate
Possible SAT Score - 2400

- 1707 Students who had taken relevant AP/honors courses
  - 1702 Students reporting family incomes of more than $200,000
- 1623 Asians
- 1581 Whites
- 1551 Students who took core curriculum
- 1523 Boys
- 1509 National Average
  - 1506 Students reporting family incomes of $60K to $80K
  - 1496 Girls
  - 1448 American Indian or Alaskan natives
  - 1416 Students who did not take core curriculum
  - 1414 Students who did not take relevant AP/honors
- 1364 Latinos (Not Mexicans and Puerto Ricans)
- 1362 Mexican and Mexican Americans
- 1345 Puerto Ricans
- 1321 Students reporting family incomes < $20,000
- 1276 Blacks
States of Emergency

- Graduation Rates Below 50%
- Graduation Rates Between 50% and 59%
- Graduation Rates Between 60% and 69%
- Graduation Rates 70% and Above
- Inadequate Data for Analysis
WHO'S BEHIND BARS

A sampling of incarceration rates by various demographics.

According to data analyzed for this report, as of Jan. 1, 2008 more than 1 in every 100 adults is behind bars.

For the most part, though, incarceration is heavily concentrated among men, racial and ethnic minorities, and 20- and 30-year olds. Among men the highest rate is with black males aged 20-34. Among women it's with black females aged 35-39.

**MEN**

White men ages 18 or older **1 in 106**

All men ages 18 or older **1 in 54**

Hispanic men ages 18 or older **1 in 36**

Black men ages 18 or older **1 in 15**

Black men ages 20-34 **1 in 9**
WOMEN

White women ages 35-39 1 in 355

Hispanic women ages 35-39 1 in 297

All women ages 35-39 1 in 265

Black women ages 35-39 1 in 100
Does ALL Mean ALL?

What is an acceptable level of casualties?
Academic Preparation

Transcript Study:

“The single biggest predictor of college success is the quality and intensity of students’ high school curriculum.”

Meeting the Challenge

RIGOR + SUPPORT EQUALS ACADEMIC SUCCESS!
WHY it matters!

- http://www.youtube.com/watch?v=dY2mRM4i6tY&feature=share
Critical Reading Strategies

- Number the paragraphs
  - # 1 – As a former ...
  - # 8 – Everybody wants to be ...

- Write in the margins
  - After reading each paragraph, please write your take away from that paragraph
Essential Question

How can I make sure that ALL means ALL?
Relevant Teaching

- CRT is not changing what you are doing but changing how you are doing it – change the delivery... and provide scaffolding ... tools to get there

- Create lesson plans to allow for inclusion of all learning styles ...left-brain and right-brain instruction

- Include movement, interaction with peers, and collaboration to make connections to the curriculum
Address both in: Curriculum, Instruction and Assessment

<table>
<thead>
<tr>
<th>Left Brain</th>
<th>Right Brain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical</td>
<td>Random</td>
</tr>
<tr>
<td>Sequential</td>
<td>Intuitive</td>
</tr>
<tr>
<td>Rational</td>
<td>Holistic</td>
</tr>
<tr>
<td>Analytical</td>
<td>Synthesizing</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Looks at parts</td>
<td>Looks at wholes</td>
</tr>
</tbody>
</table>
Relevant Teaching

- Overcome value judgments based on appearance and speech
- Activate prior background knowledge to increase long term memory
- Teach time management
- Identify & develop talents
Relevant Teaching

- Teacher’s role is to convert potential energy to kinetic energy
- Teacher has high expectations of ALL learners
- Invite male role models into classrooms
Relevant Teaching

- Show connections between classroom and real world – relevancy, why?
- Equip learners with identity/pride
- Offer advice based on the present reality (not traditional advice). Be honest, sensitive to the reality, and assertive in our views
- Do not give a choice on attending activities such as: music lessons, academic clubs, cultural groups, etc...
Relevant Teaching

- Provide positive reinforcement for things other than sports, music, entertainment
- Limit TV/video games – the 2\textsuperscript{nd} most influential thing after peers
- Price-Williams and Ramirez (1971) and Hillard (1992)
  - Students view environment as a whole rather than parts
  - Prefer intuitive over inductive/deductive reasoning
  - Attend to people stimuli over object stimuli
  - Rely on non-verbal as well as verbal communication
Essential Question

How can I make sure that ALL means ALL?
One One Two Minute Partner Share

- Quick Write – One thing you want to remember from our session
- Pair up with someone you do not speak to very often or know well
- Label yourselves A and B
  - A – Tell B your one thing for 1 minute (B only listen)
  - B – Tell A what they just said for 30 seconds
  - B – Tell A your one thing for 1 minute (A only listen)
  - A – Tell B what they just said for 30 seconds
- A & B - Dialogue
“When students, the ultimate consumer of quality teaching, are asked what this means to them, they are unequivocal in their answer; a caring teacher who accepts “no excuses” and who refuses to let them fail!”

Closing The Achievement Gap: A Vision For Changing Beliefs And Practices 2006
My teachers respect me, for who I am, where I come from, and where I am going.
Mr. Brandon Cobb
Let’s hear from some students!
Leadership for College Readiness
Data Analysis Training
AVID’s National Conference

- San Diego, CA
  - December 10-12, 2015

- www.avid.org

- Link on Homepage
AVID Showcase
Want more on Culturally Relevant Teaching?

- AVID Summer Institutes will offer the Culturally Relevant Teaching strand!
- 14 HOURS of intensive training and professional development in CRT lessons and strategies!
- Does culture matter?
We can whenever, and wherever we choose, teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.
Essential Question

How can I ensure leadership through innovation and bring an innovative approach to core academics, project-based learning, and hands-on experiential learning?
Why are you here?

- You are a highly qualified professional educator!
- You have the permission to do what is right for kids.
- Don’t do what is prescribed because that is the rule when it doesn’t work.
- Trust in your judgment and yourself.
- You are here because we believe in you and we know you will do what is right for all students.
Follow us on Twitter

Patrick Briggs

@pbriggs728
My Advice To You

- NEVER give up!
- What you do here matters (A Lot)!
- Strict means I care that you do well!
- WHY this matters (A lot)!
- LeBron shoots in all the quarters!
- The time is NOW!
- College & Career Ready starts NOW!
- Literacy at ALL times! Your teachers know!
- I do my work does not mean you are learning or experiencing rigor.
My Advice To You

- This is where you practice in thought, word, and deed (even dressing).
- Take advantage of EVERY opportunity.
- Social Media follows you EVERYWHERE and NEVER goes away.
- Don’t settle for good enough. Good is the enemy of great.
- Confidence. Whether you think you can or you think you can’t --- You’re Right!
AVID

Advancement Via Individual Determination

[L. avidus]: eager for knowledge
Finding America’s Missing …

- AP and IB courses are a powerful means of disrupting high-end achievement gaps, but too many low-income students and students of color are missing out.

- Expanding access to more schools is needed, but if every school with an existing AP program focused on finding its own “missing students,” we could almost entirely eliminate participation gaps.

- Many schools have successfully eliminated inequitable patterns in students taking advanced courses. Their stories offer lessons for others ready and willing to take action.
**2-Year Colleges**

51.0% of freshmen enrolled in remediation. Of those ...

<table>
<thead>
<tr>
<th></th>
<th>Complete remediation</th>
<th>Complete remediation and associated college-level courses in two years</th>
<th>Graduate within 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>22.7%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>28.4%</td>
<td>14.2%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>22.1%</td>
<td>14.6%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>45.0%</td>
<td>24.6%</td>
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<tr>
<td>17-19</td>
<td>31.5%</td>
<td>15.2%</td>
<td></td>
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<tr>
<td>20-24</td>
<td>24.1%</td>
<td>13.0%</td>
<td></td>
</tr>
<tr>
<td>25+</td>
<td>28.9%</td>
<td>13.1%</td>
<td></td>
</tr>
<tr>
<td>Low-income</td>
<td>28.2%</td>
<td>12.9%</td>
<td></td>
</tr>
</tbody>
</table>

**4-Year Colleges**

22.5% of freshmen enrolled in remediation. Of those ...

<table>
<thead>
<tr>
<th></th>
<th>Complete remediation</th>
<th>Complete remediation and associated college-level courses in two years</th>
<th>Graduate within 6 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>48.5%</td>
<td>29.8%</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>46.2%</td>
<td>29.9%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>55.1%</td>
<td>35.6%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>58.6%</td>
<td>44.2%</td>
<td></td>
</tr>
<tr>
<td>17-19</td>
<td>50.0%</td>
<td>32.8%</td>
<td></td>
</tr>
<tr>
<td>20-24</td>
<td>34.5%</td>
<td>19.1%</td>
<td></td>
</tr>
<tr>
<td>25+</td>
<td>30.0%</td>
<td>19.0%</td>
<td></td>
</tr>
<tr>
<td>Low-income</td>
<td>45.0%</td>
<td>29.4%</td>
<td></td>
</tr>
</tbody>
</table>

Disaggregated data for this cohort are not yet available.
Importance of College Readiness

- Admission Offices Identify Top Factors Affecting College Admissions Decisions:
  
  1. Grades in college preparatory courses (eg: AP/IB)
  2. Strength of high school curriculum (eg: AP/IB)
  3. Standardized admission test scores
  4. Overall high school grade point average

National Association of College Admissions Counselors, 2010 Survey Data
http://www.nacacnet.org/AboutNACAC/PressRoom/Documents/SoCA2010.pdf

collegeready.rice.edu
Six Postsecondary Pathways

1. Enrollment in a two-year or a four-year college or a vocational school
2. Enlistment in U.S. Armed Forces
3. Employment in U.S. workforce
4. Unemployment
5. Incarceration in state or federal prisons, or in local jails
6. Death