

BRIEF SUMMARY: DEEP DIVE PROJECTS and PARTICIPANT REFLECTIONS

FVTC DATA AND INNOVATION SUMMIT

June 1, 2, 10, 11 – July 8, 2015

Appleton West High School Team

Kelly Barkovich, Lisa Carlsburg, and Paul Endter

Research Question: *Which general studies Dual Credit courses (written communication, college tech math and psychology) are associated with student success at FVTC?*

Data Sources: METTE and FVTC data files containing demographic and status variables for the 69 students who completed these DC courses from 20 high school (beginning in 2012-13) and subsequently enrolled at FVTC.

Selected Findings:

- 95% completed these courses
- 1st year average GPA at FVTC was 2.99
- 1st year Spring Enrollment at FVTC was 94.7%
- Higher Accuplacer-Algebra score is related to better first-year FVTC course completion rate.
- More cumulative dual credits, not counting the four targeted dual credit courses, are related to better first-year FVTC course completion rate.
- Chilton HS grads tend to have better first-year FVTC course completion rates than AWHS grads. Grads from Kimberly and Menasha HS may have a higher FVTC course completion rate when fewer factors are considered in the analysis.

Conclusion:

Completion of some General Studies Dual Credit courses is associated with early student success at FVTC, including high Algebra placement test results. Completion of these DC courses, along with other DC courses, will most likely improve overall student success rates at FVTC. Three high schools (Chilton, Kimberly and Menasha) offering General Studies Dual Credit courses have high early FVTC success rates, and serve as potential benchmarks/resources for identifying promising curriculum, teaching and assessment practices.

Brillion High School Team

Peter Kittel and Jeff Vandehay

Research Questions:

*Where are we now and where do we want to be in terms of FVTC attendance?
What do we need to change, adjust or emphasize to improve this?*

Data Sources:

FVTC College Success Reports for Brillion High School, plus locally developed data files for examining the relationship between HS GPA, 12th grade English GPA, and FVTC GPA. The UW System/ACT's High School-to-College Success Report for the 2009-11 Freshman from BHS (n=62) was analyzed. Additionally, an online survey was conducted with recent BHS graduates.

Selected Findings:

1. Both the 12th Grade English and overall BHS GPA were significantly correlated with students' FVTC GPA ($p < .02$, $p < .001$ respectively). For those with an English GPA above 2.5, their predicted FVTC GPA is 2.79. Good grades throughout high school are critical, since they forecast good early success at FVTC.
2. Over a 5-year period (2008-12) 125 BHS students completed DC (excluding CNA) and enrolled at FVTC. Those with high school DC had a 5.5% higher course completion rate.
3. The percentage of BHS graduates transferring on to other institutions (7.1%) seems low, as does the length of time BHS students are taking to complete college degrees.
4. Nineteen of 23 (83%) recent BHS graduates indicated on a survey that the Peters' Scholarship Funds had an extremely important impact on their post high school success. The next more important factors reported by the students were: high quality instructors (39%) and dual credit college courses (35%).

Conclusions:

BHS leaders will offer both General Studies and Technical Studies DC courses that are closely aligned with the greatest number of FVTC programs and which transfer to the broadest segment of local postsecondary institutions. FVTC's Written Communications course could become the BHS's 12th grade English course, which would give every senior the additional opportunity to leave high school with a college credit transcript.

Kaukauna High School Team

Michelle Feucht, Dan Vanboxtel, Kelly Wilhelm, Stephanie Gordee

Research Question:

1. Do transition activities delivered at the high school, such as early ACCUPLACER testing and dual credit courses, impact student success at FVTC?

Data Sources:

In addition to the METTE Project data file for 2008-11 KHS graduates attending FVTC, a file was generated examining the FVTC status of KHS students who had completed an ACCUPLACER assessment in high school. The National Student Clearinghouse data for the KHS 2008-12 graduation cohorts were ordered.

Selected Findings:

1. Nearly half (41-47%) of the 2008-11 KHS graduates attending FVTC had completed dual credit.

2. DC students choosing a Manufacturing pathway had a better chance to graduate than those in non-STEM and non-Health programs.
3. Students with Transcribed Credit tended to have higher annual wages than people without such credit history.
4. Of the 276 students completing the ACCUPLACER in high school, 55% attended FVTC directly or within 2 years. Their average Reading scores were well above the cut score, but their performance was under the cut score by 1.5-4.0 points on three assessments: Algebra, Sentence Skills, and Arithmetic.

Conclusions:

1. Professional development opportunities will be offered to KHS content teachers to acquaint them with the ACCUPLACER measures.
2. KHS plans to develop and offer an Advisory section to juniors planning to attend FVTC. Advisory activities will be tailored to meet the needs of FVTC admission/enrollment, including application and financial aid support, ACCUPLACER completion, field trips, class shadows, and networking.

Neenah High School Team

William Peterson, Chad Buboltz, Susan Neenig, Marcy Bauman, Mike Elkin, Tina Winters, Lori Uvaas

Research Questions:

1. What are benefits of career academies at Neenah High School?
2. Which postsecondary education and career paths are NHS graduates pursuing after graduation?

Data Sources:

The METTE Project data file for 2008-11 NHS graduates attending FVTC was reviewed. Additionally, a file matching FVTC student success data was generated for the 160 NHS students who completed Health Academy dual credits in 2010-11. The National Student Clearinghouse (NSC) data for the NHS 2008-12 graduation cohorts were ordered. The Health Academy data analysis served as a potential prototype for data analyses to be completed once the NSC data files are received.

Selected Findings:

1. On average, NHS's 2009-11 graduates who attended FVTC entered with more than 1.5 dual credits. By 2013, the average number of dual credits had declined to less than 0.5 credits. Along with other factors, the transition from a trimester to semester calendar in 2011-12 appears to have limited student opportunities for obtaining dual credit at NHS.
2. During a 4-year period (2008-12), seniors enrolled in the Health Academy (n=201) had a 100% high school graduation rate, compared to a 90-95% graduation rate for all other NHS seniors in the same period. These findings are consistent with the National Association of State Directors of Career Technical Education Consortium data indicating that CTE concentrators are more likely to graduate from high school than the average student.

3. From 2009-2012, continuous improvement was noted in the rate of course completion at FVTC for both male and female NHS graduates.

Conclusions:

Once the NSC data set is available, additional team meetings will be held to examine the patterns of NHS career academy concentrators, graduates' college pathway choices (2-year vs. 4-year college and transfer between) and student success data (e.g., completion of credentials). These analyses will document the extent to which gender, race/ethnicity, family income, disability and ELL status, and other factors are associated with students' career academy and post high school success. The findings will be used to create parent and student information resources and videos, and to develop targeted professional development for NHS instructors and staff.

Little Chute High School Team

Dan Valentyn, Kevin Pratt, Jon Larson, Jason LaVigne, and Tiffany Scheeler

Research Questions:

1. What data-based information resources can be developed to create a systemic process for understanding the college and career readiness of LCHS graduates, in particular how can the success stories of FVTC attendees be shared?

Data Sources:

The National Student Clearinghouse (NSC) data for 2008-09 LCHS graduates (n=267) were analyzed, along with the METTE project data file for 2008-11 graduates attending FVTC. The NSC data were linked the LCHS student school records to determine the correlation between two post-high school outcomes: (a) graduates' choice of: 2-year college, 4-year college, or no college enrollment and (b) completion of college credentials, and several independent indicators: (c) math credits completed, (d) science credits completed, (e) CTE credits completed, and (f) students' overall HS GPA.

Selected Findings:

1. For both LCHS cohorts who attended 4-year and 2-year colleges, GPA is highly correlated with graduation by 2014-15. Looking independently at the value of completing more math, science, and CTE credits, there was no association between completing higher levels of course credit concentrations and increased rates of college graduation in either college pathway for either cohort. Clearly, additional individual, institutional, or contextual factors are more influential in documenting whether our graduates complete college degrees and certificates.

2. A small, representative set of successful recent graduates pursuing FVTC, UW College, and UW 4-Year Institution pathways have been identified. Once mini-case study interviews are completed and permissions obtained, these graduates' stories will be presented in info-graphics, posters and videos to be featured at parent nights and on the LCHS website.

Conclusions:

1. The majority of the 2008-09 graduates entered 4-year colleges (39%), while only 11% entered 2-year colleges. Graduation rates from 4-year colleges for LCHS grads were above the national average. Since many high-wage, middle-level skill jobs are available for students who complete two-year college pathways, info-graphic information and graduate case studies are needed to help parents and students better understand the benefits of these pathways.

Local Media Exposure

In early August, 2015, the Appleton Postcrescent published a brief article describing the Summit. See:

<http://www.postcrescent.com/story/news/education/2015/08/05/fox-valley-education-summitt/31181469/>

Selected Statements from the End-of-Summit Reflective Essays

As we looked into the data and found ways that we feel will help our students and parents, it was the conversations about what we are choosing to do in the future to increase the education about the college and career readiness that were powerful.

This has been a very reflective process for me and my colleagues, and has sparked dozens of amazing conversations about the students of LCHS and what we are doing to prepare them for life after they leave us. Those conversations have led me to looking into my practices as a teacher and what my department can do to better help our students.

Our data showed that students who left high school and moved directly into FVTC were much more likely to complete a program. The students who changed paths regardless whether they started on a 4-year or a 2-year path, were not as successful. Thus, we need to find a way to more easily track students working backwards from post-secondary results (through National Clearinghouse and FVTC data) to their courses, grades, etc. in high school. Our district will be changing over to Infinite Campus for our student information system, and we will need to explore how to do this with the company.

Another element that we need to incorporate is the tool developed by the METTE Project that allows students and parents to dig into the METTE Team data easily. Our team agreed that this will be something valuable for our 9th grade Career Skills classes to explore. In the words of Jeff VandeHey (Brillion High School) "It's another way to start the conversation about (post-secondary) options."

The Summer METTE Data and Innovation Summit has been a great way to discuss with the other schools in our area about what is going on in Career and Technical education and see how I can improve what we do for our students at LCHS.

As we move forward, we need to tackle a multiple issues. We have a new generation of students with a new set of issues, yet they will ultimately need to be prepared to

engage in the world of work. On the other hand, we have a business community eager for a new workforce. Luckily, we have educators and administrators coming together to address the current challenges in education with curriculum revisions and skills training. Additionally, we have conversations like the ones we had this summer with the additional players who will be necessary to help us tackle the problems that persist, need to be addressed, and will need to be solved. I enjoyed the opportunity of coming together as a group and look forward to tackling the challenges collectively as we move forward.

I will market the information I have learned from this data and innovation summit to my students, parents, and fellow colleagues. I will continue to collect data and share with my building administration that will allow for future analysis and tracking. Now that the foundation has been established it's exciting to think of what can be built from this information. This experience has been quite beneficial to me. I was apprehensive to analyze the numbers but the research has ignited a curiosity and stressed how important it is to share what we already know to parents and students if we want them to buy into the dual credit benefits. Looks like I have more work to do.

The 2015 Summer METTE Data and Innovation Summit was an extremely valuable professional development opportunity for Little Chute High School and the Little Chute Career Pathways Academy. The high school team (Jon Larson, Jason LaVigne, Kevin Pratt, Tiffany Scheeler, and Dan Valentyn) was able to gain knowledge in a wide-range of practices and research. We were able to analyze our own local data as well as that of other local schools and national trends using Fox Valley Technical College (FVTC) data, Wisconsin Department of Public Instruction (DPI) data, National Clearinghouse (Student Tracker) data, and school district sets. The METTE Dual Credit Research Project was especially enlightening in this area because the discussions were held collaboratively with four other school districts who had partnered in the study. Additionally, the team was able to work with local business leaders to gain insight into their hiring practices and priorities when filling positions in today's business climate. It was instructive to hear how much of what they are looking for in potential employees centers on specific job skills and how much centers on 21st Century Skills (soft skills).