

## Southeastern Massachusetts Regional Readiness Conference

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The College Board

## The College Board

The College Board's mission is to connect students to post-secondary success and opportunity. We are a not-for-profit membership organization of schools and colleges committed to excellence and equity in education.

### ▶ Vision Project

*priorities and measurable goals for MA to assume a national leadership role in achieving excellence and equity in our public educational system*

### ▶ New Mass Frameworks

*P-12 reading, writing, and mathematics performance expectations, anchored by college readiness standards*

### ▶ Mobilization of MA educational leadership as part of a system-wide educational reform effort

- Points along P-16 continuum to focus special attention
- Assets, including people and organization in specific bridging roles
- New orientation to assessment, P-16 collaboration, system's affiliation to support collaboration

## College Qualified vs. College Ready

### ▶ Qualified

- Quantifiable factors
- Public higher education signals to K-12

### ▶ Readiness

- Construct (see for ex. David Conley)

## What is College and Career Ready?

### Southern Regional Education Board

- College Ready** means a high school graduate has the reading, writing and math knowledge and skills to qualify for and succeed in entry-level, credit bearing, college-degree courses with out the need for remedial classes.
- Career Ready** means that high school graduates **can read, comprehend, interpret and analyze complex technical materials, can use mathematics to solve problems in the workplace, and can pass a state-approved industry certificate or licensure exam in their field.**

Source: "The Next Generation of School Accountability: A Blueprint for Raising High School Achievement and Graduation Rates in SREB States, 2009."

## Comparative Graduation Rates

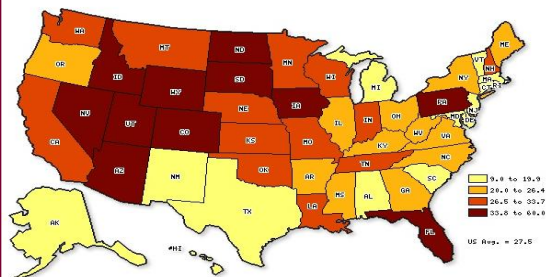
Graduation Rates Six-Year Graduation Rates of Bachelor's Students - 2008



NCHEMS Information Center  
National Center for Higher Education Research and Practice

## Comparative Graduation Rates

Graduation Rates Three-Year Graduation Rates for Associate Students - 2008



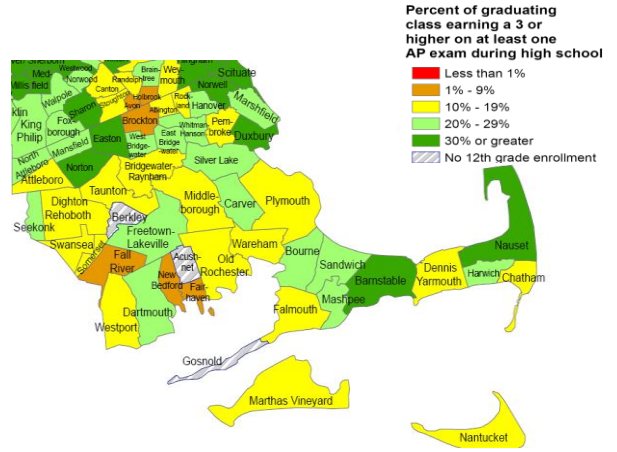
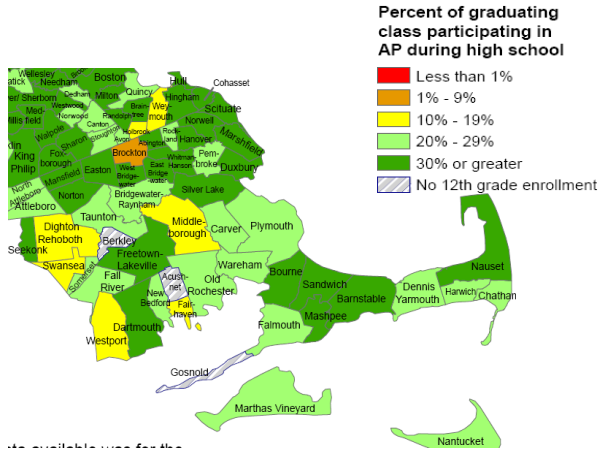
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## Impact of AP on 5-Year College Graduation Rates

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

Source: Chrys Dougherty, Lynn Mellor, and Shuling Jan, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability, 2005)

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### Critical Intersections

- ▶ Attending to the transition between the middle and high school years
- ▶ Engaging family and community resources
- ▶ Aligning curriculum and co-curriculum
- ▶ Ensuring that all students engage in bridging (AP, dual enrollment, IB) experiences g. 11-13

### Critical Intersections

- ▶ Teaching of reading, writing, and quantitative reasoning skills across subject matter and disciplines throughout h.s. and into early college years

AP Exam (1-5 scale)	PSAT/NMSQT Sections (20-80 scale)	Score Correlation	Sample
English Language	Critical Reading + Writing	.732	188,200
Biology	Critical Reading + Math	.656	120,388
US History	Critical Reading + Math + Writing	.603	231,889

Updating AP Potential Expectancy Tables Involving PSAT/NMSQT Writing Ewing; Camara; Millsap; Milewski, 2007

## Leadership for Next Level Change

Tendency	Re-orientation
Local concerns / disciplinary and departments affiliations dominate.	Regional coordination / collective orientation prevails (with special attention to small districts and those serving large numbers of low-income, first gen., LEP students)
CCR assessments - grades 11 & 12, perceived as fixed, results produced too late, info regarded as for admission to college.	CCR assessments - grades 8 & 10, early and clear, actionable feedback, info for K-16 educators, students and families.
K-12 defers to HE.	K-12 / HE function as critical peers Faculty have defined roles that support collaboration and work is recognized.
Separate academic and student affairs/teachers and counselors.	In order to accelerate student learning and tailor instruction must coordinate more effectively.

## AP®

- 3,4,5 / 4,5 = College credit in Mass State University & UMass Systems
- Resources
  - Curriculum frameworks and sample lessons
  - Vertical team guides
  - Released assessments
  - Anchor papers & scoring rubrics
- **Well developed methods to consider as levers for CCSS implementation**
  - **Course audit (syllabi vetted by college faculty committee);**
  - **Exam scoring (completed by hs/college faculty committee);**
  - **Colloquia (on-going feedback/reflective of current state of the field)**

## Who Participates in AP?

- 17,000+ secondary schools worldwide offer AP Exams
- More than 122,000 AP teachers worldwide are authorized to teach AP courses
- In 2009, over 1.7 million students took about 2.9 million exams
- 5,000+ college faculty develop and score the AP Exams ensuring college-level standards
- 3,600+ colleges receive AP Exam grades annually



Source: <http://www.collegeboard.com/html/aparts/tescmpld-CBF13-ED-1-aprn>

## Many Thanks!

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## Background...

- ▶ *Through its standards and assessments, Massachusetts has provided invaluable national leadership in advancing an educational agenda that upholds the twin goals of excellence and equity. With attention to these aims, what is required of us, collectively, to continue in this leadership role?*  
*Implementation of Common Core Standards and Vision*  
*Project objectives present critically important opportunities to engage K-12 and higher ed stakeholders in discussions that more clearly articulate college readiness expectations and practices that serve to eliminate achievement gaps. What resources, expertise, and coordinated efforts can we bring to bear on these discussions, so that they result in a stronger P-16 educational continuum for all students? And realistically, what challenges are we're likely to encounter, as we strive to achieve next level change, system-wide?*

