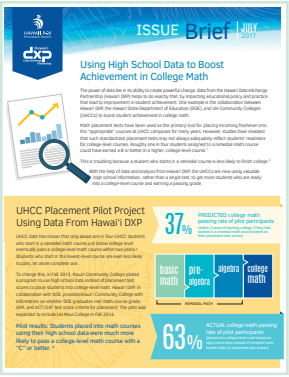
STATEWIDE LONGITUDINAL DATA SYSTEMS GRANT PROGRAM

HAWAI'I

COLLEGE & CAREER

Improved College Placement and Preparation Lead to Greater Student Achievement


ISSUE Brief | JULY 2017

Using High School Data to Boost Achievement in College Math

UHCC Placement Pilot Project Using Data From Hawai'i DXP

37% PREDICTED college math passing rate of pilot participants

basic math | pre-algebra | algebra | college math

63% ACTUAL college math passing rate of pilot participants

More incoming students are passing college-level math courses when placed with high school achievement data rather than a traditional placement test.

Learn more

hawaiidxp.org

https://nces.ed.gov/programs/slds/state.asp?stateabbr=HI

FY 2015 SLDS Grant College & Career Priority Area

$3,477,365

nces.ed.gov/programs/slds

Studies have revealed that standardized placement tests may not accurately place incoming college students, underestimating their ability to succeed in college-level courses and assigning them into unnecessary remedial classes. In the past, only 1 in 4 community college students in Hawai'i who enrolled in remedial courses passed a college-level math course within 2 years, causing a significant roadblock on their path to earn a degree.

Working with its K12 and postsecondary partners, Hawai'i P-20 Partnerships for Education (Hawai'i P-20) explored new methods for placing college students in courses based on their high school academic performance. The state's analyses also have led high schools to alter their curricula and instruction to better prepare students for college-level work.

High school achievement data result in better college placement for new students

In 2013, Kaua'i Community College launched a 3-year pilot project to place incoming students in math courses based on their high school math grades, grade point averages, and college entrance exam scores. The project used data from the Hawai'i Data eXchange Partnership (DXP), which governs the state's P-20W+ (early childhood through workforce) SLDS. Students in the pilot were more likely to pass a college-level math course when placed using their high school data rather than a traditional placement test.

Hawai'i P-20 summarized the findings from the pilot program in an issue brief and promoted them to stakeholders including K12 teachers, postsecondary instructors, state agency leaders, and legislators.

The findings led the University of Hawai'i (UH) community colleges to revise their policy for placing students in math and English courses to include the use of high school achievement data. At the same time, UH and the Hawai'i State Department of Education (HIDOE) collaboratively created a new math transition course to further prepare 12th graders for college-level coursework. As a result of these combined efforts, the percentage of public high school graduates who enroll immediately in college-level math at UH institutions rose from 29 percent in 2012 to 39 percent in 2017.

SLDS partners expand programs to prepare students for college

Hawai'i P-20 continues to encourage uses of data that go beyond compliance reporting in order to spark new inquiries that promote student success. Informed by the analyses on the relationship between high school math and college readiness, UH and HIDOE have begun to focus on creating a middle-to-high school math transition course to support students even earlier in the education pipeline. UH and HIDOE math faculty recognize that strong alignment of curriculum, student support, and interventions are key to increasing student performance in math.

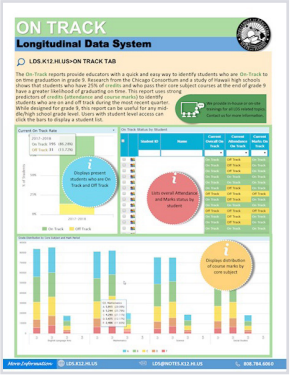
Hawai'i P-20 and its partners have implemented additional projects to improve student outcomes. Findings are shared with stakeholders through user-friendly briefs, engaging stories from educators and school leaders, and outreach to news media.

STATEWIDE LONGITUDINAL DATA SYSTEMS GRANT PROGRAM

HAWAI'I

INSTRUCTIONAL SUPPORT

Data Dashboards Help Hawai'i Educators Keep Students On Track



With the On Track Dashboard, educators spend less time compiling data to identify struggling students and more time providing those students support.

Learn more

www.hawaiipublicschools.org

https://nces.ed.gov/programs/slds/state.asp?stateabbr=HI

FY 2015 SLDS Grant Instructional Support Priority Area

$3,164,645

nces.ed.gov/programs/slds

Hawai'i's K12 educators know how to intervene to support students struggling to meet high school graduation requirements—once they know who those students are.

The Hawai'i Department of Education (HIDOE) uses its longitudinal data system to create the On Track Dashboard, which highlights the factors most strongly correlated with on-time high school graduation. Educators can see at a glance which students are or are not on track to graduate based on their attendance and grades in core academic courses.

On Track Dashboards focus on critical information for on-time graduation

Building on a University of Chicago study of long-term outcomes for Chicago ninth-graders, HIDOE and the University of Hawai'i analyzed ninth-grade cohort data from six Hawai'i high schools to identify the factors most closely associated with on-time graduation. Similar to Chicago, HIDOE's study showed that Hawai'i students who earned one-quarter of credits required for graduation and who did not fail a core course during their first year of high school were significantly more likely to graduate on time than students who did not. Moreover, students' attendance in ninth grade was closely correlated with whether they earned one-quarter of their high school credits.

HIDOE worked with a team of local instructional leaders and data management staff to design and pilot test interactive tables and charts to help educators identify at-risk students based on these critical data. The resulting On Track Dashboard was released statewide in April 2018.

Educators save time identifying students and can focus on supporting them

With the On Track Dashboard, educators spend less time compiling data to identify struggling students and more time providing those students support. The dashboard shows educators at a glance which students are "on track" or "off track" based on their current grades and attendance. Educators also can generate lists of students earning a specific letter grade in a course. With this information, classroom teachers and instructional teams can plan intervention strategies for individual students to help more students graduate on time.

Additionally, the On Track Dashboard is designed to help school leaders to compare student performance across core subjects. In the past, similar data revealed classroom-level differences in grading that prompted administrators to look more closely at instructional factors such as the impact of substitute teachers or grading policy differences between teachers. The new dashboard presents these data in an easier to use format.

After its launch, the On Track Dashboard quickly became one of the most-used data tools in HIDOE's SLDS. The dashboard is now available to educators at all grade levels at which student attendance and grades are recorded. Preliminary feedback has been positive, with several users saying the tool is "exactly what we need."