



College Readiness Report

A Salute to
Relationships That
Serve Students

September 2010 – May 2011

Closing the Gap:

Working Together for Student Success

According to Ohio Tech Prep standards, consortium, career center and student performance is measured by the number of students who enter college prepared for college-level academics. Additionally, one criterion for successful student completion of the secondary education component of a Tech Prep program is a postsecondary-approved assessment indicating the student is college ready in English and mathematics.

The Greater Cincinnati Tech Prep Consortium has implemented a comprehensive testing and remediation initiative to support partners in meeting these measures.

College Readiness Summit

To focus the entire consortium on the challenge of college academic expectations and the opportunity to collaborate, the consortium gathered partners to a College Readiness Summit hosted September 17 by UC Raymond Walters College. Dean Cady Short-Thompson launched the Summit, setting a positive tone. Approximately 100 consortium partners participated in the day-long event to promote college readiness, preparation and success. Representatives from ACT, Ohio Board of Regents, and vendors of remediation software were presenters.

Also at the summit, the consortium announced plans for mini-grant opportunities and student assessment.

Student Assessment

In collaboration with Cincinnati State, the consortium offered COMPASS placement testing to high school junior and seniors. Almost 1000 students were tested in more than 50 sessions at Hamilton High School, Hughes Center, Taft High School, Grant Career Center, Western Hills Engineering High School, Woodward Career Technical High School, the

Zoo Academy, Ross High School/Butler Tech, Colerain High School/Butler Tech, and Northwest High School/Butler Tech Butler Tech.



Key facts

- Testing involved pre-test preparation and post-test individual student consultations. Results are shared with the students, teachers and administrators.
- To facilitate scheduling and remote test delivery, transition coordinators were assigned to individual school buildings.
- Juniors were tested prior to December to establish benchmark scores and allow schools to formulate communication and remediation strategies
- Senior testing began in January. Seniors completed the online Cincinnati State application and scores are used for course placement.
- In general, Cincinnati Tech Prep student test scores are aligned or trend slightly below national averages, with math scores showing the greatest deficiency.



Individual School Reports

Colerain Career Center

55 seniors tested in five sessions. Butler Tech is using scores to document college readiness and structure curriculum. The district received a \$5000 mini grant to support remediation and outreach activities.

Hamilton City Schools

137 juniors and seniors were tested in five sessions. Students were well-prepared for the test. The school has shared scores with teachers and administrators and the Perkins Advisory Committee. Individual teachers are developing strategies to improve scores. The school has also made an investment in remediation products for next year's classes and is continuing college readiness activities, implemented upon award of a consortium mini-grant.

Hughes High School

28 students were tested in two sessions. Based on scores and student confusion about the college prep process, the school is implementing a college readiness initiative, sustaining work supported by a consortium mini-grant.

Northwest Career Center

Six construction seniors were tested in one session (see Colerain for Butler Tech plan)

Ross High School

65 senior students were tested in four sessions. Several students need to complete the test (see Colerain for Butler Tech plan).

Taft High School

102 junior and senior students were tested in four sessions. Using a consortium mini-grant, Taft implemented in-class remediation for all juniors who tested below college readiness.

Western Hills High School

115 junior and senior students were tested in six sessions. A consortium mini-grant supported the employment of two college tutors to improve scores. Testing also helped the school meet dual enrollment program requirements.

Woodward High School

131 juniors and seniors tested in 11 sessions. Testing was used to prepare students for two Cincinnati State college classes that were taught on the Woodward campus. Students will receive grades and credits for the classes, which were supported by a consortium mini-grant.

Grant Career Center

127 junior and senior students tested in 10 sessions. The school used testing to establish benchmarks and identify students who need extra help in math and English—for college placement and also for college scholarships. Five career center students received full scholarships to Cincinnati State—after testing and remediation was implemented. A consortium mini-grant supported targeted remediation.

Zoo Academy

28 juniors and seniors tested in two sessions. Students who failed to achieve college-level scores participated in remediation, supported by the consortium.

Testing Recommendations

- Assigning a coordinator in each building significantly improved efficiency and enhanced communications. A \$1500 stipend was well worth the investment.
- Remote testing requires considerable technical support. Even with building coordinators, expertise should be available to handle glitches that occur in the school and in the ACT system.
- ACT is developing a pen and paper test to accommodate testing of large numbers of students at one time. Scoring logistics are being worked out.
- Licensing will be required for anyone proctoring tests related to Ability to Benefit. Guidelines have been issued.
- Student preparation for the test is essential for a successful testing experience. A test proctor cannot take the time to argue test merits with unmotivated students. Each school should set expectations. Students who refuse to seriously take the test face consequences when scores are required for college course placement.
- Test results, in many instances, are solid indicators of readiness. A best practice is the use of junior scores to schedule senior classes.
- Students in upper-level math courses are advised to take a math refresher before COMPASS testing.

Test Outcomes

Cincinnati Tech Prep student test scores are aligned or trend slightly below national averages, with math scores showing the greatest deficiency.

- 42% of freshmen entering postsecondary two-year institutions require remedial education.

- 48% of students under age 20 entering two-year institutions fail to meet the COMPASS college readiness benchmark in Writing Skills
- 66% of students under age 20 entering two-year institutions fail to meet the COMPASS college readiness benchmark in Reading of 88
- 91% of students under age 20 entering two-year institutions fail to meet the COMPASS college readiness benchmark in Mathematics of 65



Mini-grants Support Readiness

The consortium facilitated partner collaboration targeted to academic readiness. Competitive mini-grants, totaling almost \$40,000 were offered to partners who agreed to implement strategies focusing on the following priorities:

- Increase Tech Prep student and parent access to information and resources that facilitate transition to and success in college.
- Increase math and English academic preparedness for college-level work. Target Tech Prep high school juniors and/or seniors.
- Support student readiness and success in college through innovative approaches or “best practice” replication.

High school career planning districts and comprehensive schools submitted and were awarded grants to achieve their partnership goals. Each secondary school had to partner with a college to achieve their mutual goals.

Twelve transition projects, supported by consortium mini-grants, are underway involving Butler Tech, Hamilton High School, Taft High School, Western Hills Engineering, Woodward Career Tech, Grant Career Center, Southern Hills Career Center/Southern State Community College, UC Raymond Walters College, Miami University Hamilton and Cincinnati State.



Projects and Insights

College & Career Readiness is Essential for Success

[Butler Technology and Career Development Schools](#)

Abbie Cook, Ed.D, Curriculum Director

All juniors within the Health Technologies Academy took the Compass placement and diagnostics test to determine their current math levels. A course of remediation will be prescribed, including Advancer and other college awareness strategies. In order for students and parents to understand the importance of these activities, DRL hosted a parent, student, and teacher information session with details of the importance of career and college readiness. This will allow students and parents the opportunity to interact with

staff from a local college and visit a college campus.

Tech Prep Transition/Remediation
Southern State Community College/Southern Hills Career Center
Carry DeAtley, Ed.D., MBA, CMA (AAMA) & Karyn J. Evans

Southern State Community College collaborated with Southern Hills Career Center to increase Tech Prep student and parent access to information and resources that facilitate transition to and success in college. Further, the project supported student readiness and success in college through innovative approaches or "best practice" replication in the "Let's Start a Movement" project. Although some of these activities and services were offered to all students enrolled in articulated programs, the career area focus will be Diversified Health/Allied Health, specifically, Medical Assisting.

Insights

Students were introduced to a typical college class. A number of logistical issues impacted the project-including classroom set-up and multi-district scheduling.

- After the first exam, it was apparent that students did not know how to take notes. Test-taking skills and note-taking basics were introduced. College staff also encouraged student responsibility in obtaining notes from friends when absent, studying their notes after class to verify understanding of what they had written, as well as group studying.
- The results of the second test were improved with positive feedback from the students regarding note taking, test taking skills, preparation for exams, etc.

Testing and Advancer Follow-Up US Grant Career Center

Earl Bradley

Earl Bradley, Grant Career Center piloted the A+ Advancer software with three different groups of students. In the first group were students in Allied Health Science and Engineering Design who were working to improve their compass scores to qualify for Cincinnati State Honors program. Engineering Design juniors needed to improve their math scores to be successful. The third group of students included the Auto Technology seniors who were trying to improve their compass scores to prevent them from having to take remedial math classes in college.

Insights

- The students in the first group were extremely motivated and did all their Advancer work at home on their time. We assigned math, reading and writing to various students. All the students in this group thought the Advancer program worked really well and brought up their scores, although at some point the students needed extra help from their teachers to get past an unknown area.
- Students in the second group used the Math Advancer mainly during class time. These students felt that the Advancer helped them to improve their math scores. This was especially true of students from a home school that has a weaker math program. Again, these students sometimes needed extra help from their math teachers.
- Students in the third group used the Advancer as part of their math class. This group of students did not have math as juniors and needed the extra review. They felt the Advancer helped, but not as strongly as the other two groups. These students were much weaker in math than the other two groups. In this situation, there probably was a need for classroom instruction both before and during the use of the Advancer program.
- Overall, we are satisfied with the results of our pilot programs. Next



year, we'll use the Advancer in Allied Health, Engineering Design and Automotive Technology next year. We also will use Advancer software with students in other programs on a case-by-case basis.

Increasing College-level English Readiness in High School UC Raymond Walters College

Pat Frese & Marlene R. Miner, Ph.D.

One reason for poor English scores on college placement tests could be a lack of student exposure to and practice with the kinds of writing that will be required in college and in the workplace. In addition, students and teachers need a way to use feedback on placement tests to develop strategies to improve performance both on the tests and in students writing.

Working with high school teachers, students, business partners and RWC faculty, the project will review the current level of the students' writing skills, identify strategies for English success, and focus on writing needed for success in college and in the workplace.

Insights

UC Raymond Walters College modified its original proposal for greater impact. Rather than targeting a select group of students, the college will focus on teacher training. In September 2011, a one-day interactive workshop will focus on college readiness in writing and the attendant critical thinking challenges. College English faculty (from RWC

and possibly UC and Cincinnati State) will share information on the college English placement process and curriculum, including sample essays.

Participants will consider the articulation between secondary and higher education curricula and practice developing assignments to address it. Through faculty presentations, small group collaboration, and whole group discussions, teachers at technical and other area high schools will share concerns and explore effective classroom methods to move students toward readiness for college writing. Participants will leave with strategies, activities, and assignments they can implement in their own classrooms.

Each One, Teach One Academic Readiness Project

Gilbert A. Dater High School

Stephen Sippel & TJ Bates

The project consisted of two phases:

- Ninth grade students explored career fields, participated in-class instruction, math/English review, daily group discussions and were responsible for creating lesson plans for the second half of the program. Students took part in social skill building and a dining etiquette lesson dealing with casual and formal dining taught by Chef Myatt, Pastry Chef at Cincinnati State.
- In Phase 2, eighth grade students were tutored and mentored by ninth grade students. While the full goal of 10 students was not achieved, the ninth grade students remained positive and enthusiastic about working with the younger students. The ninth graders divided into two groups and team taught each day during the three-week period. The ninth grade students created lesson plans, study exercises, flashcards and other materials to encourage the eighth grade students.

The program finale included a celebration dinner, student presentations, awards, and a Cincinnati State campus tour.

Insights

- Recruiting and retaining eighth grade students was the greatest challenge. Teacher recommendations were used to select students. The teachers specifically identified students who

needed intervention based on test results as well as those exhibiting a need for social skills intervention. These students were not totally receptive to the idea of receiving extra assistance or making a three-week after-school commitment.

- In addition, it was a challenge working with students who were not at appropriate academic levels to be able to complete a pre-test. While materials were selected from OAA state testing materials for eighth grade, the students were often functioning at several grade levels lower than expected.
- The project clarified career interests of ninth grade students who expressed interest in becoming teachers
- It more clearly defined ideas of how high school courses lead to college
- Positive changes in behavior and improved self-esteem resulted from the development of bonding and mentoring relationships between students, improving social skills
- Most importantly, the project demonstrated that students can and do want to make a difference when given an opportunity. Students have already expressed interest in participating in a similar program in the future if given the opportunity.

STEM Roadmap to College Access

Hughes STEM High School

Melissa Sherman, M.Ed.

The STEM Roadmap to College Access is a project designed to create an interactive online experience for students using the Blackboard interface. STEM teachers using a Project-Based learning format for unit development will develop the Blackboard course. The Blackboard course will be the major component of the STEM College Access course. Additionally, a series of both student and parent workshops will be held to share how to effectively use this new interactive tool. Participation in the course will be mandatory for all Hughes STEM 9th and 10th graders.

Insights

- One of the greatest benefits of the grant is that we are really taking the time to think through what college readiness means. We have taken considerable time to digest our PLAN results and to organize what this data can tell us and use this information to think about PD on the ties between the PLAN data and curriculum. We have also taken more time to look at the Blackboard Rubric we have been developing as a school to drive the design of our College Readiness course.
- Finally we have really revamped our thinking around the course itself and recognizing our own staff's lack of knowledge in this area, we strongly feel the need to create a unified course so that all 10th and 11th grade teachers are providing the same experience to our students. The students have already provided feedback that not all advisors are sharing the same information.
- The most important lessons we have learned are that planning and developing a course in Blackboard are two completely different things. We also have learned how important student input is to achieving our goals. As we continue to move to the development stage and put our activities into blackboard, we plan to use our student's feedback as well as parents to provide meaningful activities the will guide our students through the process.
- Unfortunately, timing for us is a big issue. We are launching a new gateway project through which the 10th grade will select/defend their major (pathway choice) and that has consumed much of our time. It would have been helpful to have more teachers on board with this grant, especially those who serve on the advisory committee. Our plan is to meet with them during Summer PD on June 1st.



Let's Start a Movement-Breaking Down Barriers to College **Hamilton High School/Miami University** **Hamilton**

Zellene Miller & Katie Bauer

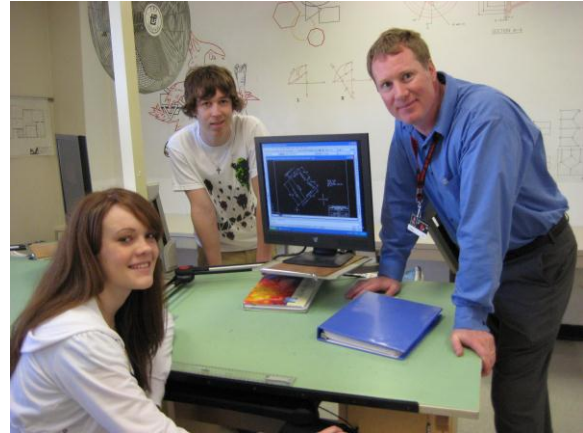
The project developed a process to reduce barriers to college by focusing on academic deficiencies and the lack of college prep awareness. The project surveyed students to identify barriers that students face when trying to go to college. Once the barriers were identified an action plan was implemented to tear down the barriers.

Insights

Great strides were made to achieve the original goals of the College Tech Prep Grant. Some accomplishments were:

- Creation and implementation of a College Interest Survey that was given to both juniors and seniors. It also served as a pre and post survey.
- The COMPASS test was administered to every Engineering & Information Support Services student and an on-line application to Cincinnati State was submitted by each student.
- 54 units of A+dvancer, a remediation tool were purchased for the students who need additional support in areas identified by the COMPASS Test.
- College Tech Prep students completed a Miami University College Search Worksheet with a listing of the most requested colleges and websites.

- College Tech Prep students participated in three field trips to Cincinnati State, Miami University Hamilton and Wright State. These field trips exposed students to college life.
- The Hamilton Community Foundation sponsored a school-wide FAFSA Day beginning at 7:30 a.m. until 8:00 p.m. We participated by helping students get pin numbers and answer questions parents may had.
- We helped parents with a financial checklist during the FAFSA Day.
- Hispanics cannot receive financial aid if they are undocumented. They can still attend college— however tuition is more than doubled.
- Many students return to their home country after high school graduation because of the financial aid situation.
- Many students do not communicate with their parents regarding important information.
- Some students would only talk openly with their teachers because of the comfort level. However, notations were made and given to the teachers for follow-up.
- The middle majority has a total lack of reality. Verbally they are all going to college. Realistically, they have done very little to nothing to prepare for college.
- Some students would qualify for FAFSA, but parents will not give out their information. Some parents believe FAFSA is a scam.
- First generation high school is their focus. Their parents are pushing them to complete high school, but college is not discussed. Just getting through high school is a goal for many.



Using Career Technology & Science Journals to Increase Literacy & Math Skills

Woodward Career Technical High School

Tracy Greeley Howard

Data shows the school needs support in vocabulary to increase scores on summative assessment tests utilized by teachers district, state, and nationally. Woodward has determined vocabulary is the weak point. To alleviate their poor skills, students read a wide variety of science and career technology journals articles to acquire and understand new vocabulary specific to the unit currently taught (presently) in the career technology and science classrooms concurrently.

- Instructors developed three lessons in current science journal articles that are relative to OGT and ACT standards. The articles are *from Science Illustrated Magazine, Our World Magazine, and Scholar Weekly*.
- Instructors developed pre and post assessments for vocabulary terms learned from reading the current articles.
- Activities to enhance literacy learning during the reading of these articles were introduced in 9th grade Physical Science, Biology, Anatomy and Physiology and Biotechnology classes.

Insights

- The learning objective in designing the preliminary lessons for recent science articles was met. These lessons have had more student engagement than the textbook as students seemed to be

more interested in current events than presented in the science textbooks.

- ALL students received at least an 80% on the post-test (with the average of a 45 on the pretest). In receiving the science OGT scores back, more 10th grade students passed the science OGT than any other time since 2005.

Increasing College Readiness Taft IT High School

Michael D. Turner

This project involved a concerted effort to increase COMPASS (and consequently ACT) scores for 11th graders. All 11th graders took the COMPASS during the week of October 25, 2010. Students were then be exposed to the Advancer program to address deficient areas.

Tutoring for Success: A Two-Pronged Approach Western Hills Engineering High School

Dan Neeley

The main goal of the project was to have seniors be college-ready by the time they graduate. A second goal is that at least 75% of the students in the dual enrollment classes and 30% of the students in the PLTW engineering classes earn college credit while in high school. After students have had an initial opportunity to take the Compass test, the school provided remediation in areas of weakness using Peterson's Student Edge software to help with this remediation, as well as prepare first-time Compass takers for a successful experience. College-level instructors worked with junior and senior math and English classes in one-on-one and small group tutoring sessions. We believe students respond well to individual attention.

Insights

- Junior and seniors were COMPASS-tested. Those who scored remedial and were enrolled in the dual credit English course (English Comp. 1& 2) had an opportunity to work twice weekly with a Cincinnati State tutor. Each session was 50 minutes.
- Student progress in writing was most certainly impacted (very positively!). Students' writing portfolios demonstrated significant growth as a

result of feedback and conferencing with the tutor. All but one of the students who worked with the tutor on a regular basis earned credit for English Composition 2.

- The school will continue to offering tutoring to select students if possible. This was a very valuable experience, both for the students, the classroom teacher and the tutor. Future partnerships will be explored.

Building Tech Academies Woodward Career Tech—Cincinnati State

Alan Cruser & Larry Feist & John Buttelwerth

The project engaged students in COMPASS testing, followed by appropriate remediation and the opportunity to take engineering courses from Cincinnati State Technical and Community College.

Insights

- The school had fair success at meeting grant goals. Eighty percent of the juniors took the COMPASS assessment. During the second semester, the juniors and some seniors participated in Work Keys to improve their scores.
- 21 students completed the first course in the Cincinnati State weatherization dual credit course.
- 25 students are signed up to take construction estimation thru Cincinnati State. Students are finding that they are capable of successfully completing college courses and are more willing to attend college.
- An unanticipated outcome was the increase number of students willing to participate in the second course as they talked to students who completed the first course. Students will step up to the challenge if they understand what is expected.
- The school will continue to offer college courses as dual credit to encourage students to improve on assessment scores. As students see they are capable of succeeding college, they are more willing to set their goals higher than before

Advancer Collaboration

Amy Williamson, trainer for American Education Corporation in Oklahoma, returned during the winter for three days to conduct targeted training for schools using this management system and remediation program. Approximately 25 educators attended representing Butler Tech, Grant Career, Hamilton City, Woodward Career Tech, Zoo Academy, Taft Technology and Purcell High School. Software was purchased for schools that formulated remediation plans to improve or increase academic achievement in math or English skills.



Dear Partners of the Greater Cincinnati Tech Prep Consortium:

In September 2010, we convened at UC Raymond Walters College to participate in the College Readiness Summit with the theme: "Let's Start a Movement."

Now after an entire academic year of building systems, strategies, and relationships between secondary and postsecondary partners, we present in this report the outcomes, lessons learned, and resources to learn from each other.

This theme and summit are now more critically important than ever as the Greater Cincinnati Tech Prep Consortium discontinues operation and the Southwestern Ohio Tech Prep Service Center plans its processes and technical assistance for you and your students.

Please remember the importance of collaborating because none of us is as smart as all of us and in this day of true limited resources we all need to share.

On behalf of the staff and your Tech Prep Team, I wish to thank you for your industry, efforts, and dedication to not just designing a seamless pathway but more importantly assisting students to travel in it.

May you find this report affirming, informative, and representative of the true partners in Southwestern Ohio who believe in "not only starting a movement but achieving success for our students."

*Sincerely,
Timothy D. Nolan
Executive Director
Greater Cincinnati Tech Prep Consortium
June 30, 2011*

Appendix

2010 2011 HIGH SCHOOL TECH PREP COMPASS TESTING SUMMARY					
2010 2011 HIGH SCHOOL TECH PREP COMF	980				
Juniors=	521	Units Used=		2390.6	
Seniors=	459	Units Left=		7392.8	
<i>It should be noted that 55 students were not identified as either Juniors or Seniors.</i>					
READING			Score Range		
Total Reading Sections Taken=	771				
Tested into 2 DE Reading Classes=	213		0-60		
Tested into 1 DE Reading Classes=	300		61-80		
Tested Out of Reading=	258		81-100		
WRITING					
Total Writing Sections Taken=	769				
Tested into 3 DE Writing Classes=	222		0-21		
Tested into 2 DE Writing Classes=	215		22-54		
Tested into 1 DE Writing Class=	113		55-69		
Tested into ENG 1001=	219		70-100		
MATH					
Total Math Sections Taken=	855				
Tested into 3 DE Math Classes=	364		Palg 0-46		
Tested into 2 DE Math Classes=	75		Palg 47-100 & Alg 0-23		
Tested into 1 DE Math Class=	343		Alg 24-57		
Tested out of DE but not at College Level=	11		Alg 58-100		
Tested at or above College Level=	62		Alg 66-100 Calg 0-100 Trig 0-100		
Algebra=	1				
College Algebra=	28				
Trig=	33				
JUNIORS SUMMARY					
NUMBER OF TEST SECTIONS TAKEN=	521				
READING			Score Range		
Total Reading Sections Taken=	439				
Tested into 2 DE Reading Classes=	131		0-60		
Tested into 1 DE Reading Classes=	173		61-80		
Tested Out of Reading=	135		81-100		
WRITING					
Total Writing Sections Taken=	437				
Tested into 3 DE Writing Classes=	145		0-21		
Tested into 2 DE Writing Classes=	128		22-54		
Tested into 1 DE Writing Class=	64		55-69		
Tested into ENG 1001=	100		70-100		
MATH					
Total Math Sections Taken=	464				
Tested into 3 DE Math Classes=	222		Palg 0-46		
Tested into 2 DE Math Classes=	48		Palg 47-100 & Alg 0-23		
Tested into 1 DE Math Class=	175		Alg 24-57		
Tested out of DE but not at College Level=	6		Alg 58-100		
Tested at or above College Level=	7				
Algebra=	1				
College Algebra=	6				
Trig=	6				