Take A Deep Dive Into Advanced Academics

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Statewide Coordinator for Advanced Academics
https://tea.texas.gov/advancedacademics
Kay Humes, BS, MS, MEd

- Statewide Coordinator for Advanced Academics
- District Specialist for Advanced Academics
- Community College Adjunct
- Campus Leader and Administrator
- Teacher
- Teaching Certificate Endorsements
Session Objectives

1. Think Through Advanced Academics Definitions
2. Consider a Suite of Dual Credit Opportunities
3. Identify Strategies For Rigorous Thinking
4. Write a Plan for Next Steps
Introduction
Turn to the person next to you and tell them why you chose to “answer the call.”

Shake the hand of the person next to you.

Shake their hand and tell them, “I am so glad you are here.”
Every child, prepared for success in college, a career or the military.

**Strategic Priorities**

- Recruit, support and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

**Enablers**

- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)
Who is Here Today?
In your conference Program, find the page, “Ideas that I connect with”...
What is Advanced Academics?

Think:
What are one or two-word phrases you might use to define or describe what is meant by advanced academics. Please write your thoughts on your notes page.

Pair:
Discuss your ideas with your elbow partner.

Next, each pair will meet with another pair to put their words and phrases together to write a description of Advanced Academics.

Share:
Separate and find someone you don’t know, then share your advanced academics description.
Meet Someone New

Find someone you don’t know, then share your group’s advanced academics description.
Advanced Academics includes courses, programs, assessments, services and supports that provide opportunities for students to demonstrate college and career readiness and earn postsecondary credit.
Advanced Academics Courses
Advanced Academics Courses

Advanced Academics courses include, but are not limited to:

• Dual Credit (any grade)
• Concurrent Enrollment (any grade)
• Dual Enrollment (9-12)
• PSAT/SAT/ACT Prep Courses (one semester, grades 6-12)
• Advanced Placement courses (8-12)
Advanced Academics Programs

include, but are not limited to:

• AVID
• Advanced Placement
• International Baccalaureate
Advanced Academics Assessments
Advanced Academics assessments include, but are not limited to:

- ACT/Pre-ACT/Aspire
- SAT/PSAT – NMSQT/PSAT 8/9/10
- TSIA
- CLEP
- AP Exams
- IB Exams
Advanced Academics Services
Advanced Academics services include, but are not limited to:

- School Day testing
- Saturday testing
- Providing resources
- Parent nights
- Communication/PSAs
- Test Review Sessions
- Transportation to test site
Advanced Academics Support
Advanced Academics Support Systems include but are not limited to:

- Academic Advising
- Mentoring
- Financial scholarships
- Structured tutorials based on data
Consider the courses, programs, assessments, services and supports your campus currently offers;

Share with your Elbow Partner

name your strongest element and one that needs to be more developed.
Suite of College Credit Opportunities
# ASSESSMENT LEVELS CHARTS

## Reading

<table>
<thead>
<tr>
<th>TEST</th>
<th>LEVEL 1 DEVELOPMENTAL (R1)</th>
<th>LEVEL 2 DEVELOPMENTAL (R2)</th>
<th>LEVEL 3 COLLEGE (R3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI Assessment</td>
<td>341 and Below</td>
<td>342-350</td>
<td>351+</td>
</tr>
<tr>
<td>ACT (Reading)</td>
<td>0-14</td>
<td>15-18</td>
<td>19+</td>
</tr>
<tr>
<td>SAT taken prior to March 2016 (Reading)</td>
<td>200-419</td>
<td>420-499</td>
<td>500+</td>
</tr>
<tr>
<td>SAT taken on or after March 5, 2016 (Evidence Based Reading and Writing)</td>
<td>200-402</td>
<td>403-479</td>
<td>480+</td>
</tr>
</tbody>
</table>

## Writing and English

<table>
<thead>
<tr>
<th>TEST</th>
<th>LEVEL 1 DEVELOPMENTAL (E1)</th>
<th>LEVEL 2 DEVELOPMENTAL (E2)</th>
<th>LEVEL 3 COLLEGE (E3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI Assessment</td>
<td>Essay 0-3 and 353 and Below</td>
<td>Essay 0-3 and 354+</td>
<td>Essay 4 and 340+ or Essay 5 and ABE Diagnostic of 4+</td>
</tr>
<tr>
<td>ACT (English)</td>
<td>0-14</td>
<td>15-18</td>
<td>19+</td>
</tr>
<tr>
<td>SAT taken prior to March 2016 (Reading)</td>
<td>200-419</td>
<td>420-499</td>
<td>500+</td>
</tr>
<tr>
<td>SAT taken on or after March 5, 2016 (Evidence Based Reading and Writing)</td>
<td>200-402</td>
<td>403-479</td>
<td>480+</td>
</tr>
</tbody>
</table>

## Mathematics

<table>
<thead>
<tr>
<th>TEST</th>
<th>(M0)</th>
<th>(M1)</th>
<th>(M2)</th>
<th>(M3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSI Assessment</td>
<td>335 and Below</td>
<td>336-345</td>
<td>346-349</td>
<td>350+</td>
</tr>
<tr>
<td>ACT (Mathematics)</td>
<td>0-12</td>
<td>13-15</td>
<td>16-19</td>
<td>20+</td>
</tr>
<tr>
<td>SAT taken prior to March 2016 (Mathematics)</td>
<td>200-310</td>
<td>311-459</td>
<td>460-499</td>
<td>500+</td>
</tr>
<tr>
<td>SAT taken on or after March 5, 2016 (Mathematics)</td>
<td>200-329</td>
<td>330-486</td>
<td>487-529</td>
<td>530+</td>
</tr>
</tbody>
</table>

Source: https://www.delmar.edu/offices/testing/assessment-requirements.html
Leverage Dual Credit Eligibility

Example:

**SPAN 1411.** BEGINNING SPANISH I (3-2-4) Fundamental skills in listening comprehension, speaking, reading and writing, including basic vocabulary, grammatical structures and culture within a Hispanic cultural framework. Emphasis on developing speaking skills.

Assessment Levels: R3, E3, M1.

# Exemptions for the Texas Success Initiative Assessment (TSIA)

<table>
<thead>
<tr>
<th>TEST</th>
<th>EXEMPT FROM READING AND WRITING</th>
<th>EXEMPT FROM MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT taken within 5 years from the testing date</td>
<td>Must be exempt from ALL parts with a composite of 23+, English 19+, AND Mathematics 19+</td>
<td></td>
</tr>
<tr>
<td>SAT (taken prior to March 2016) taken within 5 years from the testing date</td>
<td>Must be exempt from ALL parts with a score of Reading 500+, Mathematics 500+, AND a combined total of 1070+</td>
<td></td>
</tr>
<tr>
<td>SAT (taken on or after March 5, 2016) taken within 5 years from the testing date</td>
<td>Evidence-Based Reading and Writing (EBRW) 480+</td>
<td>Mathematics 530+</td>
</tr>
<tr>
<td>11th Grade TAKS within 5 years from the testing date</td>
<td>ELA 2200+ with writing sample 3+</td>
<td>Mathematics 2200+</td>
</tr>
<tr>
<td>STAAR (EOC) for Graduates</td>
<td>Level 2 ENGL 3 Writing 2000+ Reading 2000+</td>
<td>Level 2 Algebra 2 4000+</td>
</tr>
<tr>
<td>Earned Degrees</td>
<td>A student who has graduated with an associate or baccalaureate degree from an accredited institution of higher learning</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Placement and College Success

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.

OnRamps-The University of Texas at Austin

35,500
Student Enrollments
To date, OnRamps has seen more than 35,500 student enrollments with some 30,000 individual students in our 2018-2019 cohort. More than 50% of current OnRamps students are first-generation.

11,700
Transferable Credit
As of May 2018, OnRamps students have earned more than 11,700 semester credit hours combined from UT Austin and Texas Tech University in courses that count toward the Texas Core Curriculum courses.

13
Quality Courses
13 high-quality courses across 11 disciplines are designed and overseen by UT Austin Faculty and OnRamps instructional innovation team—with an emphasis on innovative pedagogy, a technology-enhanced education, and aligned college experiences.

42,844
Teacher Support
More than 925 OnRamps teachers have received approximately 42,844 hours of robust professional development, active learning, and online and in-person support. Each new OnRamps teacher receives more than 80 hours of training in a single year.

17,000,000
Statewide Cost Savings
OnRamps has saved Texas students more than $17 million in course fees—not including textbook and supplies (as based on average higher education institutions cost).

OnRamps by the Numbers

The University of Texas at Austin
OnRamps
Office of Strategy and Policy
The University of Texas at Austin
2616 Wichita St.
Austin, TX 78712
info@onramps.org
512-475-7877
View Map >

https://onramps.utexas.edu/about/
https://onramps.utexas.edu/impact/
Credit by Exam

Credit by Examination (CBE), Grades 6 – 12 (with or without instruction offered at least quarterly)

- AP Exam (3+)
- CLEP (50 +)
- District Approved CBE Assessment (80+)

CLEP – College Level Education Program

- Opportunity to earn college credit hours with an assessment
- 33 exams in 5 subjects
- Generally, college freshman and sophomore level courses
- No prior instruction required
- Cost approximately $80
- Didn’t pass the AP exam...review, then, take the CLEP
PROVEN ACHIEVEMENT. LIFELONG ADVANTAGE.

75% of AVID students are from a low socioeconomic status background, and 80% are underrepresented students. Nevertheless, they outperform their peers in crucial metrics nationwide.

94% complete four-year college entrance requirements
90% who apply are accepted into four-year colleges
85% persist into the second year of college

Source: https://www.avid.org/
College Ready Assessments Diagnostic Data

• TSIA

• K-12 SAT Suite of Assessments

• AP Instructional Planning Reports
Which new opportunity might you offer for your students to earn college credit?
Strategies For Rigorous Thinking
Bloom’s Taxonomy

Activity Example: English I
Research/Organizing and Presenting Ideas

TEKS Objective: (23)D
• **Use** a style manual

Add Rigor:
Move up one or two levels
• **Create** a style manual
Depth and Complexity

Depth:
- Language
- Details
- Patterns
- Rules

Complexity:
- Questions
- Ethics
- Big Ideas
- Trends

- Over Time
- Across Disciplines
- Multiple Perspectives

Envision Gifted
Differentiation for Gifted & Talented Learners
Rigor and Relevance Framework

Rigor/Relevance Framework

Knowledge/Taxonomy

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge/Awareness

Application Model

Knowledge in one discipline
Apply to discipline
Apply across disciplines
Apply to real-world predictable situations
Apply to real-world unpredictable situations

C
Assimilation

D
Adaptation

A
Application

B
Acquisition

1
Knowledge Assessment

2
Knowledge Application

3
Knowledge in One Discipline

4
Apply Across Disciplines

5
Apply to Real-World Predictable Situations

6
Apply to Real-World Unpredictable Situations
Share with your Elbow Partner

What strategy might you incorporate next year to move students toward life-long learning and adaptation?
Next Steps
Integrated Advanced Academics Planning

- Courses
- Programs
- Assessments
- Services
- Support Systems
- Rigorous Thinking
Strategic Priority Guide #3
Connect High School to Career and College

• State & Local
• Title 1: A,C,D, and 1003 (a)
• Title 2, A&B
• Title 3, A
• Title 4, A&B

Resource Links

- Advanced Academics Website
- AP-IB Incentive Program
- OnRamps
- Rigor & Relevance
- Depth & Complexity
- Blooms Taxonomy
- Priority #3 Funding Programs
Outline a 3-step plan to enhance student access to Advanced Academics using one or more of the activities, programs, or strategies presented today.

1. What will you do in the next 30 days?

2. What will you recommend to implement 2019-2020?

3. What do you want to learn more about for implementation 2020-2021?
Share your plan with a Partner
Stay Connected

- TEA Website
- **Sign up for**
  - CCMP Updates
  - Advanced Academics Updates

College, Career, and Military Preparation

Career and Technical Education

College and Career Readiness School Models
QUESTIONS?

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