Presentation Objectives

Participants will:

✓ Learn how to **plan** and **facilitate** a school-wide administration of the PSAT with **support** from a variety of funding sources;

✓ Explore how PSAT data can help schools make **informed decisions** on growing their AP programs and increase student enrollment in AP courses;

✓ Identify ways in which schools can **strengthen** parent and community partnerships to support both the administration of the PSAT and the growth of AP programs school-wide.
Who’s here learning today?
You just created *Super Wednesday Presentation*, an Event on GoSoapBox.

When you are ready for students to join, here's what to do:

1. Tell students to browse to [app.gosoapbox.com](http://app.gosoapbox.com) on their own computer, tablet, or smartphone.
2. Students should type in 754-616-861 in the Access Code field.
3. If names are required in your Event (and they are by default), students will be prompted to enter their name prior to joining.

**Access Code: 754-616-861**
Parking Lot
Burlington-Edison High School

1067 Students

- White: 58%
- Hispanic: 36%
- African Am, Native Am, Asian: 6%
Burlington-Edison High School

Graduation Rate (2017)*
- 84% 4-yr
- 92% 5-yr

* B-EHS only

Free & Reduced: 40%
Special Education: 14%
English Learners: 12%
Migrant: 3%
Burlington-Edison High School

A bit more about us…

School Motto

*Preparing All Students for College – 1, 2, 4 or More.*

College-going data

- 66% Attend college*
  - 25% Public 4-yr
  - 65% Public 2-yr

What about the other 34%?

*College is defined as a 2- or 4-yr institution.*
MISSION STATEMENT
The B-ESD’s mission is to educate each student for lifelong success.
• Each student aspires to learn
• Each student practices thoughtful citizenship
• Each student is equipped to pursue life options, including career and college

DISTRICT ROAD MAP

Progress Measures 4th-8th
• Percent students will be high school ready as measured by report card
• Percent students proficient in 8th grade reading as measured by state assessment and MAP
• Percent students proficient 8th grade mathematics as measured by state assessment and MAP
• Eighth Grade Students Survey

Progress Measures PreK-3rd
• Percent students are 1st grade ready as measured by DRA
• Percent students proficient in 3rd grade reading as measured by state assessment and DRA
• Percent students proficient in 3rd grade mathematics as measured by state assessment and MAP
• Third Grade Students Survey

Progress Measures 9th-12th
• Percent students are proficient on state assessments
• Percent students who graduate high school
• Percent students who have post-secondary ready transcript
• Co-curricular participation rate
• Percent students who enroll in post-secondary education

Targeted Strategies (Short-Term - 18 month - High Leverage Work)
• Diverse and Exceptional Learners: Language Learner Emphasis
• Deeper Learning
• Career and College Readiness
• Student, Family and Community Engagement

Foundational Elements (Long Term High Leverage Elements)
• Create and sustain a climate of culture that supports learning
• Ensure that students achieve beyond the standard with a focus on communication, collaboration, critical thinking, and creativity
• Implement high-quality instruction that closes opportunity/achievement gaps and accelerates learning for all students.
• Ensure that equity and access are at the heart of our practices.
• Value the unique assets and culture that each student and family bring to our schools.
• Engage families and community members in achieving student success.

OUR PROMISE
Respected  Empowered  Engaged  Valued  Collaborative
Responsible  Connected
Theory of Action

Increase Students Accessing Post-secondary education
“…[Students who take an AP exam] are more likely to enroll in a four-year institution compared with similar students who do not take any AP exams.”

Research shows that students who succeed in rigorous course work such as Advanced Placement are developing college-level knowledge and skills while still in high school. These students are more likely than their peers to earn college degrees on time, providing an opportunity to save significant amounts of money.

- College Board, 02/11/14

(https://www.collegeboard.org/releases/2014/class-2013-advanced-placement-results-announced)
“…students who take AP courses and earn AP grades of 3 or higher are more likely to graduate from college than students who take the course but do not take the exam, who in turn are more likely to graduate than students who do not participate in an AP course at all.”

http://www.ets.org/Media/Research/pdf/PIC-ACCESS.pdf
Theory of Action

Increase AP Enrollment

Increase Students Accessing Post-secondary education
Parking Lot
Why administer the PSAT®?

- Testing experience models college admissions exams
- National Merit Scholarship program
- Connect to millions of dollars in scholarship opportunities
- My College Quickstart
- Free & personalized SAT preparation through Khan Academy
- Analysis of individual academic strengths
- AP® Potential
- Supports our motto of preparing all students for college - 1, 2, 4 or more
Theory of Action

- AP Potential Data
- Increase AP Enrollment
- Increase Students Accessing Post-secondary education
Guiding Questions

How do we connect ALL students to post-secondary education?

How do we increase access for ALL students to take the PSAT?

How do we use this information to make informed decisions on how to effectively grow our AP program?
Barriers to the PSAT®

- Cost
- Weekend date (or had to miss school to take at another school)
- Limited amount of fee waivers
- Limited # of tests ordered
- Promoting the test
- Stereotype around who needs to take the test (only if you’re going to college)
Barriers to the PSAT®

What barriers exist to students within your system?
Barriers to the PSAT®

- **Cost**
  
  Use grant, Building and/or District funding for the tests.

- **Weekend date**
  
  Offer it during the school day.

- **Limited amount of fee waivers**

  Petition for additional fee waivers.

- **Limited # of tests ordered**

  Match orders to expected enrollment.

- **Promoting the test**

  Employ communication plan and engage families.

- **Stereotype around who needs to take the test**

  Everyone takes the test = dispel myths about PSAT.
PSAT
(All 10th & 11th)
AP Potential
Data
Increase AP
Enrollment
Increase Students
Accessing Post-secondary education
Super Wednesday!
All 10th and 11th graders will take the PSAT during school hours in October.
Planning *Super Wednesday*

Where to begin…

- Spring of previous school year
- Ongoing meetings with key stakeholders
- Support from District-level
- Test ordering – June
- Identify schedule – 3 hour testing schedule
- Coordinate 9th and 12th grade activities
- Training Proctors
- Funding
Funding Super Wednesday

RISE UP (GEAR UP) – University of Washington
- Rural Initiative in STEM Education and Undergraduate Programs
- Increase % of students enrolling in 4-yr institutions
- Follows 2 cohorts of students (2017 & 2018, 2023 & 2024)

Building $$
- Support of District
- Aligns with Building and District Vision

Fee Waivers
Planning *Super Wednesday*

What will all students do on “Super Wednesday”?

10th & 11th grade –
- PSAT® testing

9th grade –
- Advisory activities
- Career Research
- High School and Beyond Plan

12th grade –
- Variety of activities…
Planning Super Wednesday

What will all students do on “Super Wednesday”?

12th grade –
• SAT
• FAFSA Part 1
• College Applications
• College Essay Writing
• “Unsure Group”
• Scholarships
• Resume Writing
• Personal Finance
• Fit Factors / College Knowledge
• College Fair
• FAFSA Night – *evening event*
Communicating Super Wednesday

- Brand the event
- Facilitate parent meetings
- Advertise and promote it as an “event”
- Message within Advisory
- Send letters, emails, and autodialers
- Present on student morning show
- Tweet and post on other social media – #superweds
- Build a buzz…
Enter this number

Students and parents use this number to join your class. Your personal number is never shared.

Text this message

Students and parents use this unique code to join and receive messages from B-EHS.
During *Super Wednesday*

- All hands on deck – certificated and classified
- School assessment protocols
- Procedures for late students, discipline issues, etc.
- Test collection procedures
- Testing security
- Valuing the time
After Super Wednesday

- Interpreting the data
- Results were shared in small groups during our Advisory period
- Voice-over PowerPoint facilitated by the counselors
- Handouts with how to interpret results
- PSAT Interpretation night - engaging family stakeholders
“I agree with much of what you’re saying, mostly the brief silent parts between the words.”
The Super Wednesday Effect

- **2012-2013**
  - 23% - 10th (n = 67)
  - 28% - 11th (n = 78)

- **2013-2014**
  - 19% - 10th (n = 56)
  - 27% - 11th (n = 76)

- **2014-2015**
  - 93% - 10th (n = 277)
  - 85% - 11th (n = 239)
  - 90% of all 10th and 11th

- **2015-2016**
  - 82% - 10th (n = 234)
  - 68% - 11th (n = 193)
  - 77% of all 10th and 11th

- **2016-2017**
  - 88% - 10th (n = 263)
  - 90% - 11th (n = 233)
  - 89% of all 10th and 11th

- **2017-2018**
  - 85% - 10th (n = 224)
  - 70% - 11th (n = 193)
  - 78% of all 10th and 11th

- **2018-2019**
  - 92% - 10th (n = 239)
  - 87% - 11th (n = 205)
  - 89% of all 10th and 11th
  - AP® Potential results

71 Seniors took the SAT!
AP® Potential Data

- Identifies courses that could be offered
- Identifies individual students who should be enrolled into your current courses
- Assists in growing programs
- Provides opportunities to engage with stakeholders (i.e. AP Parent Night)
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<th>Subject</th>
<th>2017 Potential AP Students</th>
<th>2016 AP Students</th>
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<td>Statistics</td>
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<td>US Gov’t &amp; Politics (24)</td>
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## Current State of AP® at B-EHS

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<th>Year</th>
<th>Individual Students</th>
<th>Number of Exams</th>
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<td>99 (8%)</td>
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<tr>
<td>2012</td>
<td>121 (10%)</td>
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<td>2013</td>
<td>132 (11%)</td>
<td>185</td>
</tr>
<tr>
<td>2014</td>
<td>137 (12%)</td>
<td>201</td>
</tr>
<tr>
<td>2015</td>
<td>168 (14%)</td>
<td>244</td>
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<tr>
<td>2016</td>
<td>213 (18%)</td>
<td>294</td>
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<tr>
<td>2017</td>
<td>245 (23%)</td>
<td>362</td>
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<tr>
<td>2018</td>
<td>217 (21%)</td>
<td>324</td>
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# B-EHS 2018-2019 Master Schedule

## AP® Course Enrollment

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<td>AP CALCULUS AB</td>
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<td>AP CHEMISTRY A</td>
<td>25</td>
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<td>AP COMP SC PRIN</td>
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<tr>
<td>AP COMP SCI A</td>
<td>11</td>
</tr>
<tr>
<td>AP ENGL LANG</td>
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<td>AP ENGL LANG</td>
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<td>AP GOV POL COMP</td>
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<td>AP MUSIC THEORY</td>
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<td>AP SPAN</td>
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## Current State of AP® at B-EHS

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<td>137</td>
<td>168</td>
<td>213</td>
<td>245</td>
<td>217</td>
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</table>
AP® courses at B-EHS

- English Literature & Comp
- English Language & Comp
- Statistics
- Studio Art
- Calculus AB & BC*
- Physics C: Mechanics
- Chemistry
- US History
- World History
- Spanish
- Human Geography
- Psychology
- Computer Science Principles
- Music Theory
- US Gov’t & Politics
Next Steps for B-EHS

- Refine, refine, refine “Super Wednesday”
- Identify additional 12th grade activities
- Continue growth of AP program – use AP Potential data
- Seek out opportunities for teacher growth and professional learning
- Continue to work to close the rigor gap for students
• Identify goal and plan backwards
• Brand and communicate
• Engage parents as partners = information is key
• Utilize Collegeboard.org for resources
• Consistently seek out opportunities for students!
Preparing All Students for College – 1, 2, 4 or More
Thank you

Todd Setterlund
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tsetterlund@be.wednet.edu
@behsprincipal