Demystifying Selective College Admissions

PRESENTER
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@ACCESS101KCH #PCOSI
Earnings and unemployment rates by educational attainment

Unemployment rate in 2014 (%)

2.1 Doctoral degree
1.9 Professional degree
2.8 Master's degree
3.5 Bachelor's degree
4.5 Associate's degree
6.0 Some college, no degree
6.0 High school diploma
9.0 Less than a high school diploma

Median weekly earnings in 2014 ($) all workers: $839

1,591 Doctoral degree
1,639 Professional degree
1,326 Master's degree
1,101 Bachelor's degree
792 Associate's degree
741 Some college, no degree
668 High school diploma
488 Less than a high school diploma

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Six-Year Bachelor’s Degree Completion Rate of 2007 Cohort at Four-Year Institutions by Acceptance Rate of Institution

SOURCE: The College Board, Trends in College Pricing 2015, Figure 29B
STUDENT APPLICATION TRENDS

HIGH-INCOME STUDENTS’ PORTFOLIOS OF COLLEGE APPLICATIONS

- Relatively few high-income students apply to non-selective schools.
- High-income students’ applications are well-distributed among reach, match, and safety schools.

LOW-INCOME STUDENTS’ PORTFOLIOS OF COLLEGE APPLICATIONS

- The bulk of low-income students’ applications go to non-selective schools.
- Low-income students are less likely than their high-income counterparts to apply to a mix of reach and match schools.

Source: Brookings

https://www.brookings.edu/interactives/key-findings-from-the-hidden-supply-of-high-achieving-low-income-students/
COMPARING OUT-OF-POCKET COSTS

Source: Brookings

https://www.brookings.edu/interactives/key-findings-from-the-hidden-supply-of-high-achieving-low-income-students/
POTENTIAL BASED ON EVIDENCE

Is student academically prepared?
- HS Transcript
- Profile (context)
- External Academic
- SAT/ACT/SAT Subject Scores/AP & IB Scores
- Recommendations

Will student contribute to the life of the college/university?
- Evidence of Contribution to School Community
- Evidence of Contribution to Home Community (including family)

Meta Cognitive Variables (Social Capital)
- Motivation
- Perseverance
- Goal Setting
- Navigating System
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Building and Sustaining a Successful AP Program
• Took an AP course?
• Taught AP?
• Current or Former AP Coordinator?
• Proctored an AP exam?
School counselors promote equitable treatment of all students by:

- Using **data to identify gaps** in achievement, opportunity and attainment
- **Advocating for rigorous course and higher education** for underrepresented groups.
- Maintaining professional knowledge of the ever-changing and complex world of students’ culture
- Maintaining knowledge and skills for working in a diverse and multicultural work setting
- Informing school staff of changes regarding different groups within the community
- **Promoting the development of school policies leading to equitable treatment of all students and opposing school policies hindering equitable treatment of any student**
- **Promoting access** to rigorous standards-based curriculum, academic courses and learning paths for college and career for all students
- **Developing plans to address over- or underrepresentation of specific groups in programs such as special education, honors, Advanced Placement and International Baccalaureate**
- Creating an environment that encourages any student or group to feel comfortable to come forward with problems
- Collaborating with families in seeking assistance services for financial literacy, job skills and placement and free services (such as childcare assistance) as well as **providing parents educational opportunities to assist them in supporting their students’ education**
- Acting as a liaison between home and school **promoting an understanding and encouraging creating solutions for students handling multiple responsibilities beyond a typical load**
Advanced Placement®: High Expectations, Higher Rewards

All students can benefit from taking AP
1. The learning standards and curricular requirements for an AP course are developed by a committee of college faculty and expert AP teachers.

2. The achievement expectations for an AP Exam are informed by national experts in the field and validated by studies of how well AP students do in subsequent college courses.

3. AP Exams measure student knowledge and skills using rigorous psychometric standards.

4. AP Exams are scored by college faculty and AP teachers led by tenured higher education faculty members from across the country.
We respect the policy decision that eight heads of Washington, D.C. area independent schools shared in their recent opinion piece.

However, we would like to correct their assertion that because AP enrollment has grown to almost 40 percent of U.S. students, “AP courses on high school transcripts are of diminished significance to college admissions officers.”

This is not the case in our experience. The expansion of AP across the country, from the Rio Grande Valley to Chicago, has increased, rather than diminished, our ability to find and enroll students from a wide range of backgrounds who have challenged themselves with college-level coursework in high school. We know that taking rigorous courses in high school is the best way students can prepare for admission to and success in college, and we encourage students to take advantage of the honors and college-level opportunities available to them.

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Dean of Undergraduate Admissions and Financial Aid  
Columbia University

Stu Schmill  
Dean of Admissions and Student Financial Services  
Massachusetts Institute of Technology

Richard H. Shaw  
Dean of Undergraduate Admission and Financial Aid  
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Vice Provost for Admissions & Financial Aid  
Washington University in St. Louis

Kedra Isop  
Vice Provost for Enrollment Management  
University of Michigan

By Eight Heads of Washington-Area Private Schools

June 18
College Admission Officers Recognize AP Quality

AP Course Participation Consideration in College Admissions Decisions

- **Public Colleges and Universities**
  - Selective: 100%
  - Less Selective: 86%

- **Private Colleges and Universities**
  - Selective: 89%
  - Less Selective: 94%
“Due to the research and results mentioned above, BYU is very comfortable offering extra consideration in our admission evaluation for each AP or IB class appearing on a student’s high school transcript. While we do not extend the same consideration for honors, college prep, or concurrent enrollment classes, the evidence supports the admission bonus for AP/IB enrollment.”
Advanced Placement Credits (AP)

Clemson University strongly endorses the College Board’s Advanced Placement (AP) Program and consistently ranks among the top colleges and universities in the nation in the number of students reporting AP grades. Students who have participated in AP are attracted by, and in turn contribute to, the superior academic environment at Clemson. Clemson University credit is awarded for grades of 3, 4 or 5 on AP examinations.
AP students have higher average college first-year GPAs than dual enrollment students, a strong predictor of longer-term outcomes.

Access to AP

Research shows the benefits of AP for all students.

AP students with an average AP Exam score of:

1. are 2–6 percentage points higher
2. are 7–11 percentage points higher
3. are 12–16 percentage points higher
4. are 17–22 percentage points higher
5. are 23–27 percentage points higher

in expected on-time college graduation rate compared to academically matched peers who don’t take an AP Exam.
States Agree: Students Deserve Credit for AP
More Statewide and Systemwide Credit Policies Than Ever Before

2014

2019

+99%

Over 99% of colleges have an AP Credit Policy in place.

CollegeBoard
What is an AP Program®
Developing an AP Program or Offering AP Courses

- Do you believe you have an AP program or do you simply offer a set of AP courses?
- Does your school culture support an open access AP Program?
- What do we mean by an AP Program?
Complete the assessment...

**AP Program vs. Offering AP Courses**

**An Informal Assessment**

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
<th>DON'T KNOW</th>
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</thead>
<tbody>
<tr>
<td><strong>SCHOOL CULTURE AND LEARNING ENVIRONMENT</strong></td>
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<tr>
<td>Do all of your teachers believe that all students can and must learn at high levels of achievement?</td>
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<tr>
<td>Do teachers in your school collaborate with colleagues, students, and parents to achieve student access and success in an open access AP program?</td>
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<tr>
<td>Do most of your teachers work to create an environment in classrooms that result in a high level of student performance and open access for all students to AP?</td>
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<tr>
<td><strong>CURRICULUM COHERENCE</strong></td>
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<tr>
<td>Do teachers in non-AP courses grades 6-11 explicitly introduce AP skills, strategies, and concepts?</td>
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<td>Does each department feel ownership for results of the AP courses it offers?</td>
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<td>Does each AP teacher have the requisite academic background to teach their course at a college level?</td>
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<tr>
<td>Have you identified AP courses that serve as access courses to the AP Program?</td>
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<tr>
<td>Are AP course offerings spread across the day to maximize enrollment possibilities?</td>
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<td>Are assurances made for trouble-free AP testing situations each May?</td>
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<td>Are approved AP Audit syllabi monitored annually by the principal to assure proper teacher preparation?</td>
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<tr>
<td><strong>ASSESSMENTS THAT INFORM</strong></td>
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<td>Are AP instructional planning reports used as a tool to inform instruction?</td>
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<td>Is AP Potential used as a tool for student placement?</td>
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<tr>
<td>Does your school have an AP data system that includes information from the College Board?</td>
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<tr>
<td>Are you monitoring the number of students who take AP based on the PSAT/NMSQT correlations in AP Potential?</td>
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<tr>
<td>Are AP course grades distribution compared to AP Exam results to evaluate consistency or instructional rigor?</td>
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**STAFF PROFESSIONAL DEVELOPMENT**

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<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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<tr>
<td>Is there a non-AP teacher assigned to serve as an AP coordinator for your school?</td>
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<tr>
<td>Do you have a plan to identify and prepare teachers to teach AP courses?</td>
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<tr>
<td>Do AP teachers regularly discuss student support and program needs?</td>
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<tr>
<td>Have all of your AP teachers attended an AP Summer Institute in the courses they are teaching?</td>
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<tr>
<td>Are any of your AP teachers AP exam readers for the College Board?</td>
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<td>Do administrators and department chairs regularly observe AP courses and provide feedback?</td>
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<tr>
<td>Is the AP Course Description consulted to make informed content judgments when doing classroom observations?</td>
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</tbody>
</table>

**QUESTIONS**

| | YES | NO | DON'T KNOW |
| **STUDENT ACADEMIC SUPPORT** | | | |
| Do your teachers differentiate instruction in the AP classroom to enable all students to be successful? | | | |
| Do you have support mechanisms or academic interventions in place for students who are struggling or need additional assistance in the AP class? | | | |
| Do you monitor implementation of student academic interventions? | | | |
| Have you identified academic skills students should possess prior to entering the AP classroom? | | | |
| Do you have a strategy to prepare for first-time AP students for the rigor of AP? | | | |
| Do counselors intervene to help connect struggling AP students with academic support? | | | |
| **CULTURE AND COMMUNITY SUPPORT** | | | |
| Do you actively communicate about the AP program to all parents and community members? | | | |
| Do you communicate to all parents the benefits of Advanced Placement coursework? | | | |
| Do counselors communicate to parents and students about how to prepare for and enroll in AP courses? | | | |
| Do you communicate to all parents the types of academic support for AP courses? | | | |
| Do counselors communicate the course taking patterns that lead to AP with parents of middle school and incoming 9th grade students? | | | |
| **ONGOING IMPROVEMENT CYCLE** | | | |
| Does your school leadership have a vision for its AP Program that is tied to increasing college readiness for all students? | | | |
| Is there an increase in the total number of AP examinations administered? | | | |
| Is there an increase in AP enrollment? | | | |
| Is the percentage of 3-5 scores monitored annually with a goal of annual increases? | | | |
| Does your school analyze disaggregated AP data by subgroup to ensure that AP participation is proportionate to student enrollment? | | | |
| Does your school analyze disaggregated AP data to ensure that AP exam scores are proportionate by subgroup? | | | |
| Are recruitment procedures in place to encourage all students to enroll in AP classes? | | | |

**Scoring Tool**

<table>
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<th>COMPONENT/CATEGORY</th>
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(180) (180) (160)
Informal Assessment Totals

> 35 points: AP Program

26-34 points: Emerging AP Program

< 25 points: Offering AP Courses
Policies that Promote Equal Access
- Every school offers at least 4 AP courses - OPPORTUNITY
- Required component of IGP meeting - AWARENESS
- Exercise diverse formulas to identify potential: AP Potential, successful completion of prerequisites, INTEREST
- Culture of high expectations
- Strong HE credit policies

Incentive
- GPA weighting
- Student and teacher celebrations
- School and district rewards/recognition

Capacity Building
- Increase AP Readers!!!
- Teacher training through the pipeline
- Student academies, boot camps, and wraparound supports
Expanding Access
Untapped Potential
Each year, more than 300,000 students don’t sign up for an AP class for which they have the potential.

In some cases, these students who have what it takes, lack the confidence or support to choose AP.

In other cases, these students attend schools that do not offer the AP course or enough sections of the AP Course.

What can you do?

Ensure all students have access to the AP courses for which they show potential.
AP® Potential

AP Potential is a free, web-based tool that allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP Exam.

With AP Potential, schools, districts, and states can:

- **Support access** to AP for all academically prepared students
- **Develop robust AP programs** by identifying whether a school should expand its course offerings and/or increase the number of sections of AP courses already offered
- **Reduce time** to recruit new AP students
- **Meet college and career readiness accountability** measures

Access AP Potential: [professionals.collegeboard.com/k-12/prepare/appotential](professionals.collegeboard.com/k-12/prepare/appotential)
AP Score Reports for Educators

A secure, web-based platform that delivers AP data and reports to schools and districts.

Allows authorized teachers, AP coordinators, principals and other school and district administrators to view, print, and download AP reports from one central place.

Multiple years of data available

Provides administrators with basic administrative functions such as the ability to submit report corrections online (i.e. student has an incorrect grade level), and request updates to their schools’ name and address.

Available AP reports include PII and non-PII reports:

- Subject Score Rosters
- Instructional Planning Reports
- Downloadable Student Datafile
- Score Summary Reports
- Demographics Reports
- Scholar Award Rosters

Learn more about these available reports at AP Score Reports and Data.

https://scores.collegeboard.org
Think Different
Students do not need any previous computer science experience to take this course.

AP Computer Science Principles introduces students to the essential concepts of computer science and challenges students to explore how computing and technology impact the world around them. Along with the fundamentals of computing, students learn:

- Creative problem solving through programming
- How the internet is built and issues of cybersecurity
- Global impacts of computing and present-day innovations

Expansion and Success in South Carolina

- In SC, **1050 students took the CSP exam in May 2019** (up from 665 in 2018). This was in addition to 373 students taking Computer Science Principles A
- **69%** of exams scored 3+
- **34%** of participants were **female**

Expansion Opportunities in South Carolina

- Supports statewide initiatives for computer science
- Connect to CTE programs and non-traditional and/or underperforming AP students

Of the more than 9 million STEM jobs available in the next decade, half will require computing experience.
AP Capstone

Students choose their own research topics

In AP Seminar and AP Research students conduct college-level research in areas of personal interest including:

- Food waste solutions
- Gene therapy
- Juvenile justice reform
AP Capstone™ is based on two courses

**Courses equip students with independent research, teamwork, and communication skills valued by higher ed**

---

**AP Seminar (Year 1)**
- **Critical thinking skills**
  - Evaluate sources and bias
  - Develop evidence-based arguments
- **Communication skills**
  - Presentations: individual and team
  - Written reports: research and argument

**AP Research (Year 2)**
- **Critical thinking skills**
  - Students design and conduct individual research project
- **Communication skills**
  - Academic paper
  - Multimedia presentation
  - Oral defense
AP Capstone

AP Capstone is a diploma program focused on research and critical reasoning through an Authentic Performance Assessment.

Skills emphasized in these courses include:

- Analyzing sources for credibility and bias
- Building an evidence-based argument
- Researching a topic of interest
- Presenting and defending research projects (4,000-5,000 word academic paper)

Apply or learn more at: collegeboard.org/apcapstone
AP Teachers

Powerful resources support teachers with engaging resources and more opportunities for meaningful feedback to help students develop the skills they’ll need to be successful.

- Unit Guides
- Personal Progress Checks
- AP Question Bank
- Progress Dashboard
Pre-AP Program

Pre-AP is a program designed for ALL students.

Pre-AP courses are designed to give ALL students the opportunity to learn the foundational knowledge and skills they need to be successful in AP and other college-level coursework.

Timeline

- **NOW** - Course Guides and Frameworks available to every school
- **Fall 2018** - Program Pilot Launch with five new courses for ninth grade (Algebra I, ELA, Biology, World History & Geography, and the Arts),
- **2019-20** - 100 new schools will be added
- **2020-21** - All schools can participate

### Instructional Resources

- **Instructional resources:** High-quality texts and source materials paired with model lessons that illustrate effective teaching strategies, shared routines, and challenging classroom practice that offers teacher support for designing instruction.

### Professional Learning

- **Professional learning:** A four-day in-person Course Teacher Institute focused on getting teachers ready for day one of planning and instruction for their year and 4–8 hours of online learning modules focused on examining student work and assessments.

### Student Practice

- **Student practice:** Practice resources and tools to help students build, strengthen, and master content knowledge and skills.

### Assessments

- **Assessments:** Digital unit assessments (8 per course for non-Arts courses) and performance tasks (4 per course for non-Arts courses and 2 per course for Arts courses) to measure student learning and provide actionable feedback.

Final exams are in development and will be available in the 2019-20 school year.
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<tr>
<th></th>
<th>Build and Sustain Your AP Program</th>
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<tbody>
<tr>
<td>1.</td>
<td>Appoint an AP champion and leadership team at your school</td>
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<tr>
<td>2.</td>
<td>Review data and assess current course offerings</td>
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<tr>
<td>3.</td>
<td>Develop an AP Strategic Plan</td>
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<tr>
<td>4.</td>
<td>Set aggressive but attainable goals for increasing participation and performance</td>
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<tr>
<td>5.</td>
<td>Review AP program policies (entry and exit requirements, exam test-taking patterns)</td>
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Additional Resources
Online Resources: Start & Grow AP
https://apcentral.collegeboard.org/about-ap/start-grow-ap/outreach-support-resources
College Board for Counselors

Professional Learning
Earn free CEU credit through our professional learning opportunities for counselors.

Resources
Find our collection of handouts, guides, presentation, and more.

Programs
Find resources and information on College Board programs including the SAT® Suite of Assessments and Advanced Placement®.

Popular Topics
Get links to information on popular topics such as fee waivers and CEUs.

Visit collegeboard.org/counselors
One more thing...
College Board + CHE

South Carolina Connection

We worked together to customize CBOS for South Carolina educators and expand access to free personalized SAT Practice for all South Carolina students.

Aligning CBOS steps to existing state activities and best practices connects CBOS to the good work already taking place in South Carolina high schools.

- Integrate CBOS into IGP meetings
- Connect CBOS steps with CHE events and scholarship programs
  - College Application Month
  - College Goal South Carolina
  - College Decision Day
  - Palmetto Fellows
  - LIFE Scholarship

For information and resources, visit the CHE website at SCCANGO.org and cb.org/opportunityscholarshipresources
Connection to Over $350M in Scholarships
Fall 2019: Recognition Programs

- African American Student Recognition
- Hispanic Student Recognition
- Indigenous Student Recognition
- Rural Student Recognition
Score Week for Counselors
Do More with Students’ Scores

For Counselors

- Optimizing Educators Reports to Do More with PSAT/NMSQT Scores
- Do More with Your Students’ PSAT/NMSQT Score Report
- Connecting Students to Scholarships and Recognition with the PSAT/NMSQT Scores
- Personalized Student Career Exploration with the PSAT/NMSQT
- Do More with Your Students’ PSAT 8/9 Score Report

For Teachers and Administrators

- Discover Key Strategies for Principals to Do More with PSAT/NMSQT Scores
- Discover Key Strategies for Teachers to Do More than PSAT/NMSQT Scores
- Teachers and Counselors Teaming Up to Do More with PSAT/NMSQT Scores

Visit psat.org/scoreweek
Additional Online Resources

**Outreach Resources**
Use these resources to inform your school community about doing more with students’ PSAT/NMSQT scores.

**Lesson Plans**
Use the Five Lessons Plans with both students and educators to help you do more with students’ scores.

**Resource Kits**
Get a Resource Kits so you have access to one pagers, videos, presentations, and more at your fingertips.

**Short Videos**
Review the short videos to help you and your students’ access, understand, and do more with your student scores.
Next Steps: Create Opportunity for All Students Using the SAT® Suite of Assessments
Delve Deeper

Intentional Personalized Focused Practice

• A combination of how likely a topic is to show up on the SAT, and prior student performance, this is the skill that the student has the most potential to improve on.

• There is also a full library of skills available for students who know exactly what they want to work on.
Score Improvements With Official SAT Practice

Average number of points gained from the PSAT/NMSQT to the SAT correlated to hours spent practicing on Khan Academy®.

- **No hours of Official SAT Practice**: 60 pts. increase
- **6–8 hours of Official SAT Practice**: 90 pts. increase
- **20–22 hours of Official SAT Practice**: 115 pts. increase

16,000 students saw gains of 200 points or more.

Based on 250,000 students from the Class of 2017.
Coach Tools

Allow teachers, counselors and other educators to see student progress and provide targeted help based on their practice.

✔ Lesson Plans
✔ Coach Tools FAQ
✔ Coach Tools Guide

Features include:

- **Recommended SAT® skills to focus on based on a class’s performance.**
  - Lesson plans created by teachers for teachers available for skills in Math, Evidence-Based Reading and Writing, and the SAT Essay.
  - Links to additional Khan Academy content and SAT content that can be assigned to the class based on the class’s greatest needs.

- **Student progress**
  - Their upcoming SAT test date.
  - Problems completed, time spent, and practice tests scheduled.
  - Notification if account is connected to their College Board account.

- **Recently completed activity**
  - The top recommended skills for practice.
  - Questions attempted, answer choices, and correct answers.
  - Practice test scores.
Topics covered include:

- Introduction to the SAT
- Establishing a Professional Account
- Understanding College Board Accommodations
- Accessing the K-12 Score Reporting Portal
- Using the K-12 Score Reporting Portal
- **Official SAT Practice Coach Tools**
- Empowering Students Using Student Score Reports
College Board Opportunity Scholarships

Turn Your Efforts Into Scholarships

The College Board has launched a new scholarship program with $5 million of scholarships each year, beginning with the class of 2020.

Get Started
The 6 Key Actions to Prepare for College

1. **Build Your College List $500** (700 Scholarships)
   Get started by exploring colleges you’re interested in with BigFuture™.

2. **Practice for the SAT $1,000** (1,500 Scholarships)
   Get ready for test day with Official SAT Practice on Khan Academy®.

3. **Improve Your Score $2,000** (150 Scholarships)
   Show how practice pays off by improving your SAT score.

4. **Strengthen Your College List $500** (300 Scholarships)
   Make sure your college list has a mix of safety, match, and reach schools.

5. **Complete the FAFSA $1,000** (800 Scholarships)
   Fill out the free government form to apply for financial aid.

6. **Apply to Colleges $1,000** (500 Scholarships)
   Apply to the colleges you want to attend.
Complete Your Journey Scholarship

Complete Your Journey $40,000 (25 Scholarships)
Complete all 6 actions to be eligible.
Between January – September 2019 there were **37 South Carolina CBOS winners** from the Class of 2020

The scholarships earned so far include:
- 15 Build Your College List - $500
- 13 Practice for the SAT* - $1000
- 2 Improve Your Score* - $2000
- 7 Strengthen Your College List* - $500

There are schools with **multiple winners:**
- Academy for the Arts Science and Technology
- Lancaster High School
- Nation Ford High School
- River Bluff High School
- Spring Valley High School
- Sumter High School
- Cyber Academy of School Carolina

The winners represent 19 school districts and 1 private school

**The program opens to juniors in the Class of 2021 in December**
College Board + CHE

South Carolina Connection

We worked together to customize CBOS for South Carolina educators and expand access to free personalized SAT Practice for all South Carolina students.

Aligning CBOS steps to existing state activities and best practices connects CBOS to the good work already taking place in South Carolina high schools.

• Integrate CBOS into IGP meetings
• Connect CBOS steps with CHE events and scholarship programs
  - College Application Month
  - College Goal South Carolina
  - College Decision Day
  - Palmetto Fellows
  - LIFE Scholarship

For information and resources, visit the CHE website at SCCANGO.org and cb.org/opportunityscholarshipsresources
Thank You.