

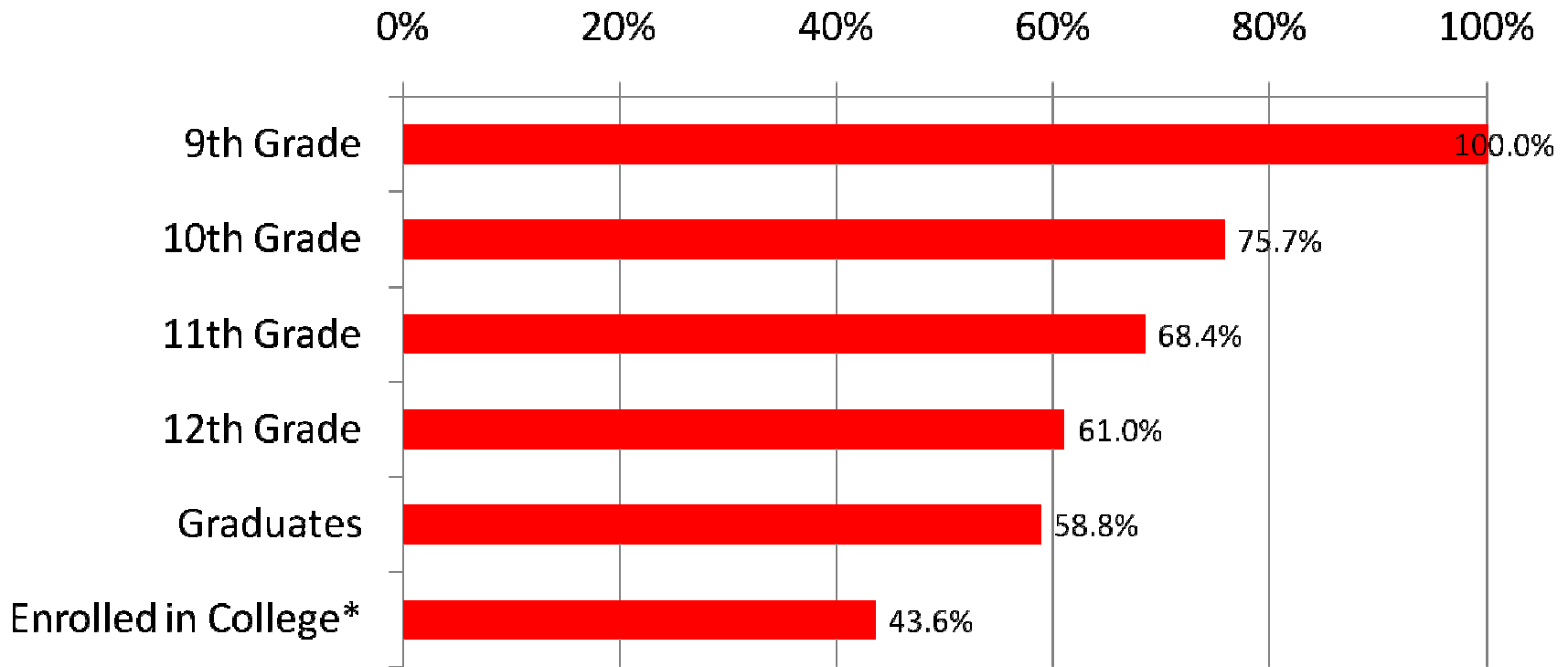
Texas Pathways Project



Colby J. Stoeber, Ph.D.
Senior Research Specialist

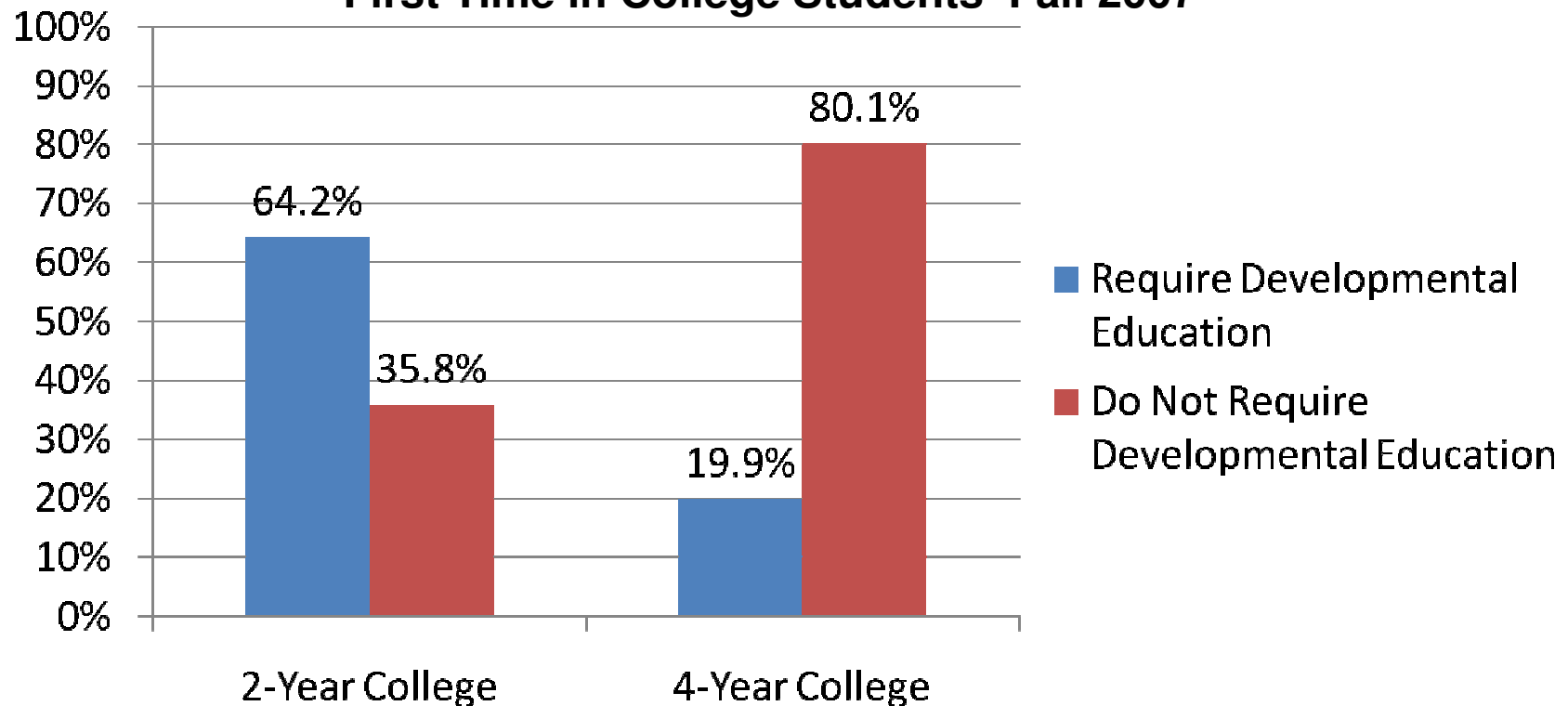
Identification of Problem

AY 2003-2004 9th Grade Cohort Statewide Student Flow



Identification of Problem

**Students Requiring Developmental Education Based on State Minimum Standards for College Readiness
First Time in College Students Fall 2007**



Identification of Problem

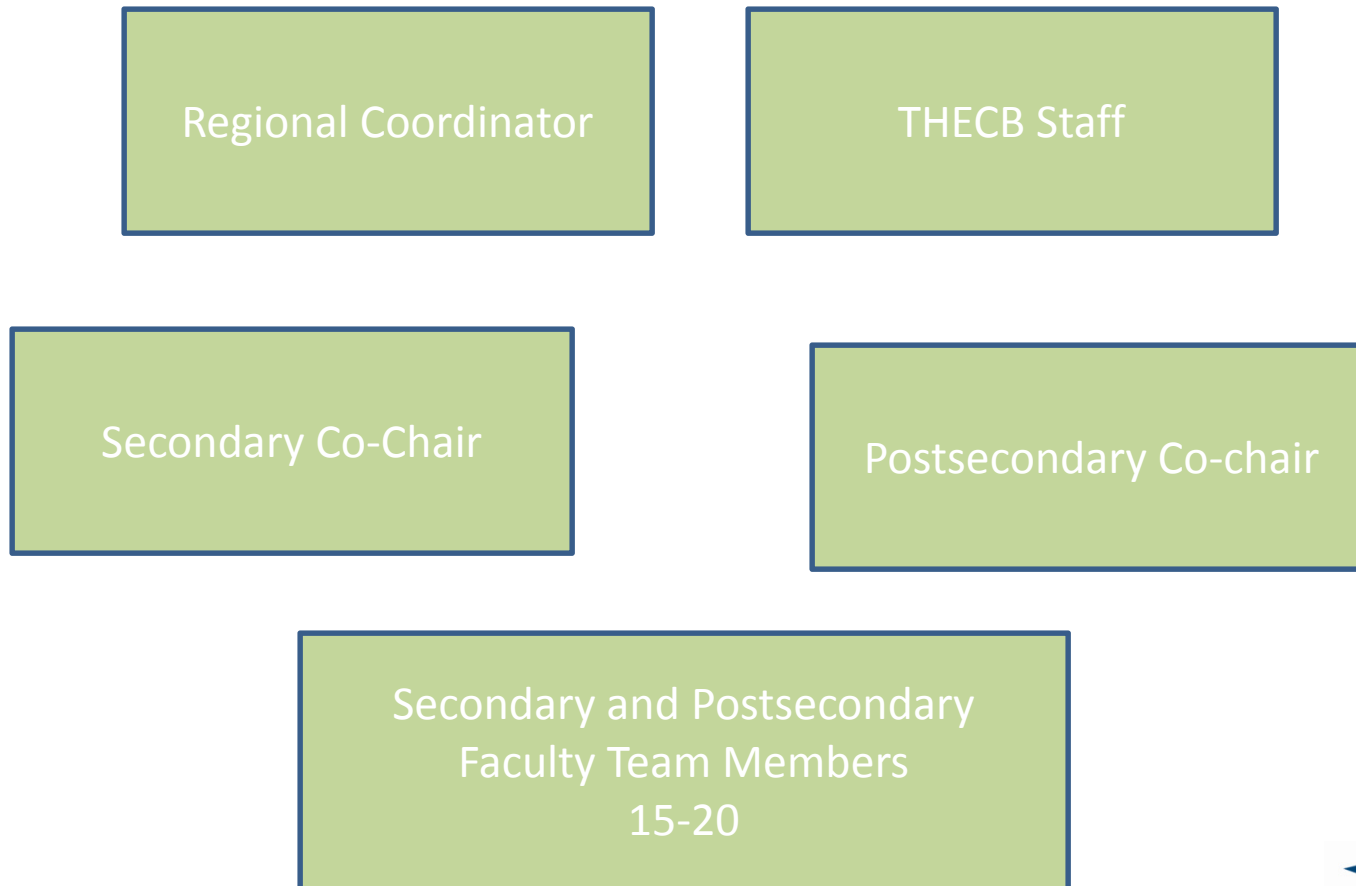
Pathways Project Goals

- Improve access to, analysis of, and use of data to inform decision-making at secondary and postsecondary levels.
- Improve coordination between secondary and postsecondary sectors through face-to-face collaborative learning teams.
- Improve successful transitions from secondary through postsecondary.

Implementation

- Overview of the Pathways project:
 - Secondary and postsecondary education partners agree to share student level data.
 - Partners assign faculty members to meet on a monthly basis.
 - The data is used to generate reports for faculty teams.
 - The faculty teams use the data to fuel interventions designed to increase student success.

Implementation (The Team)



Implementation (The Consortium)

Regions

- El Paso
- Houston 1
- Houston 2
- Houston 3 (possible)
- Rio Grande Valley
- San Antonio

Number of Institutions

- ISD's – 40
- Community colleges- 13
- Universities- 9

Consortium leaders are also a “Pathways” team.

Implementation

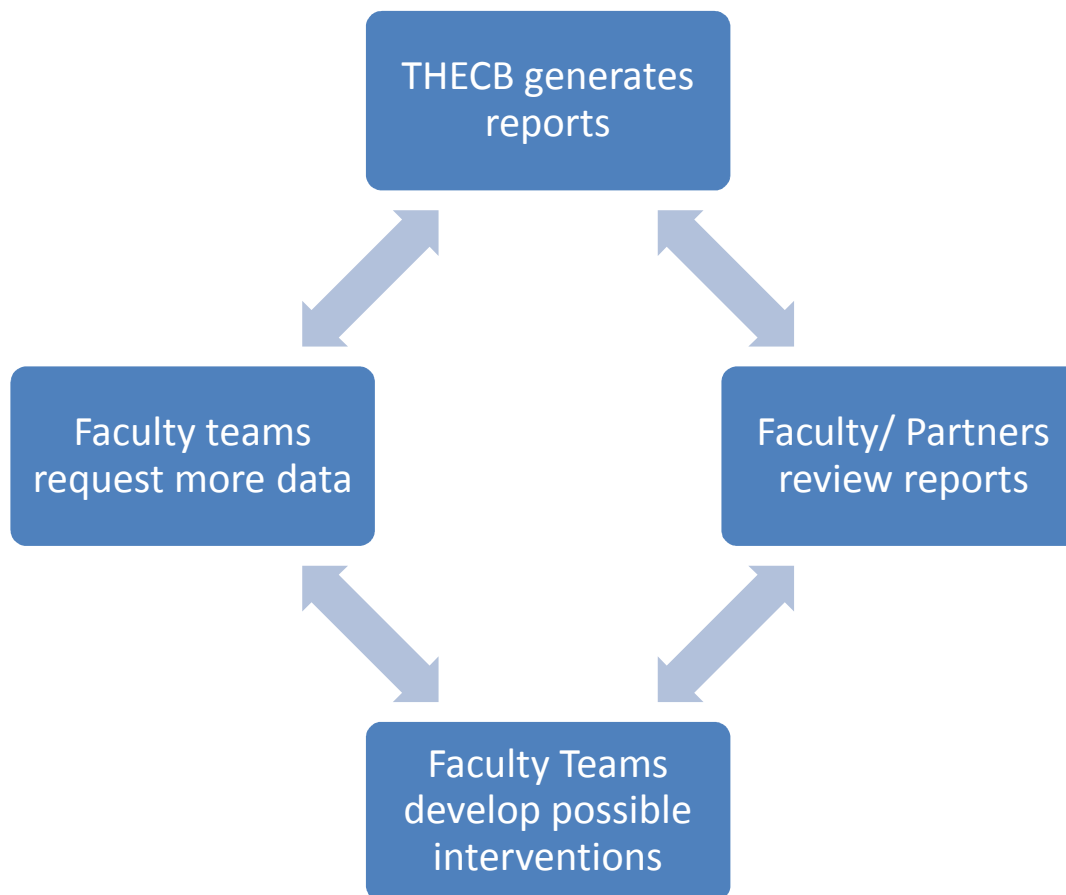
- Faculty Teams
 - Faculty Teams are the core of the Pathways project.
 - Faculty Teams identify local road blocks to successful transition from secondary to post-secondary.
 - Faculty teams are often encouraged to focus on local vertical alignment issues and student transition issues.
 - Faculty Teams are organized by content areas.
 - Faculty Teams are trained and being trained to reach the projects goals.
 - Faculty teams contain some “higher” level staff.

Implementation (The Data)

- Large scale data collection from secondary and post-secondary institutions
 - Enrollment
 - Course (grades included)
 - Graduation Data
 - 5-7 Years of Data at start of project
 - Using all data at the THECB
 - New Statewide Longitudinal Data System (SLDS)

Implementation

Faculty Report Cycle

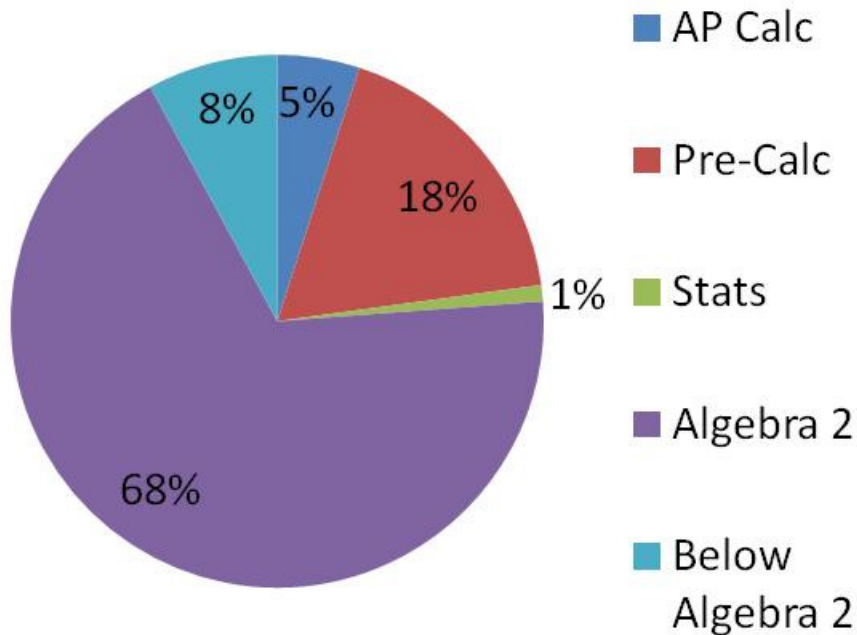


Implementation

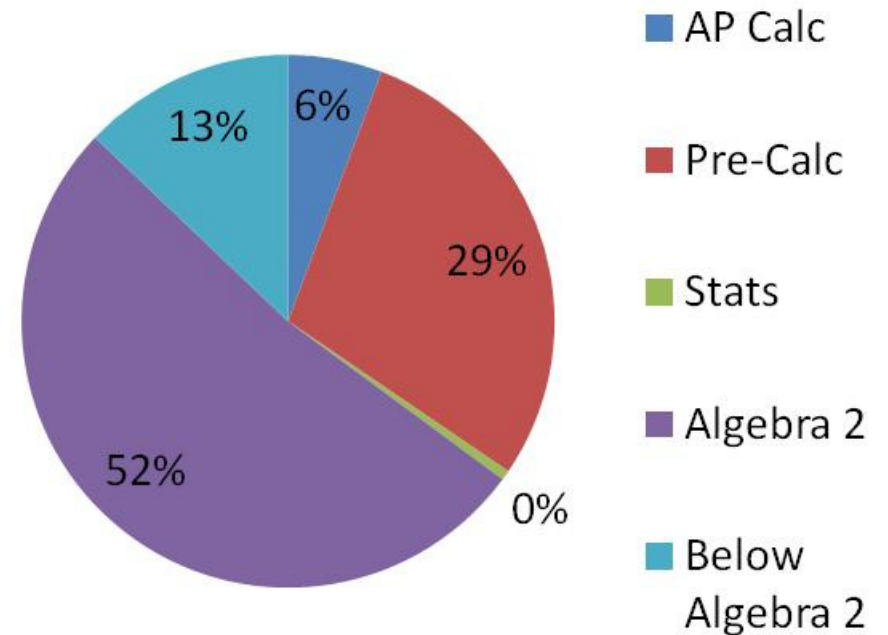
- Reporting Data
 - Alignment reports are designed to illustrate possible gaps in secondary/ post-secondary alignment.
 - Cohort Studies
 - Predictive modeling
 - Special Topic Reports
 - Study Skills
 - Dual Credit
 - Developmental Education
 - Researching possible interventions
 - Evaluation reports
 - Survey results

Highest H.S. Math Course Taken by Students Entering Community College

Location A

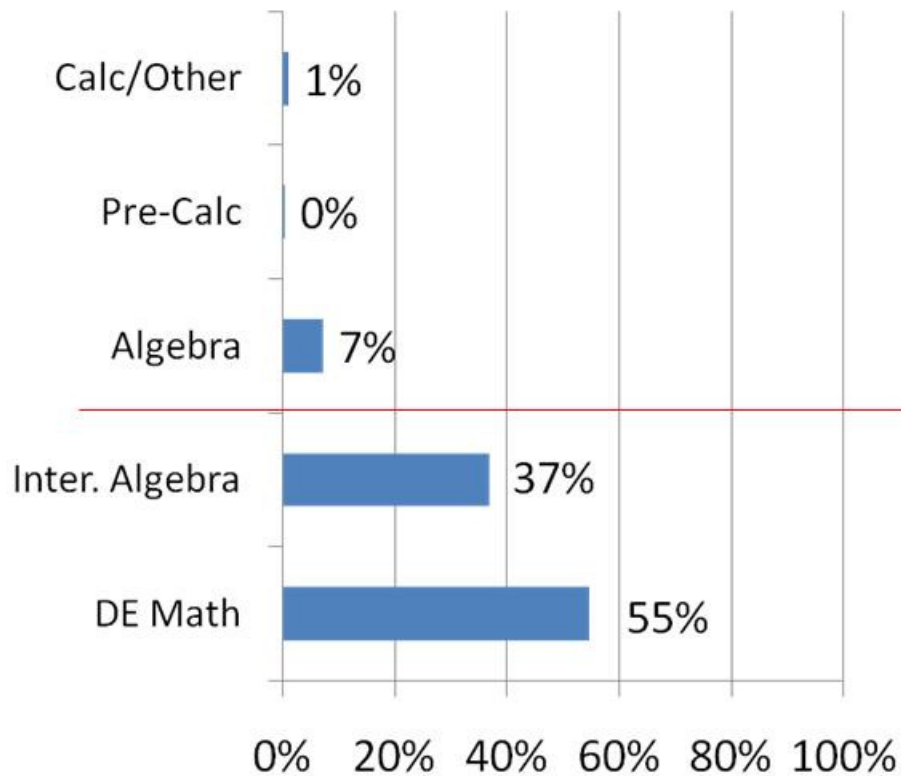


Location B

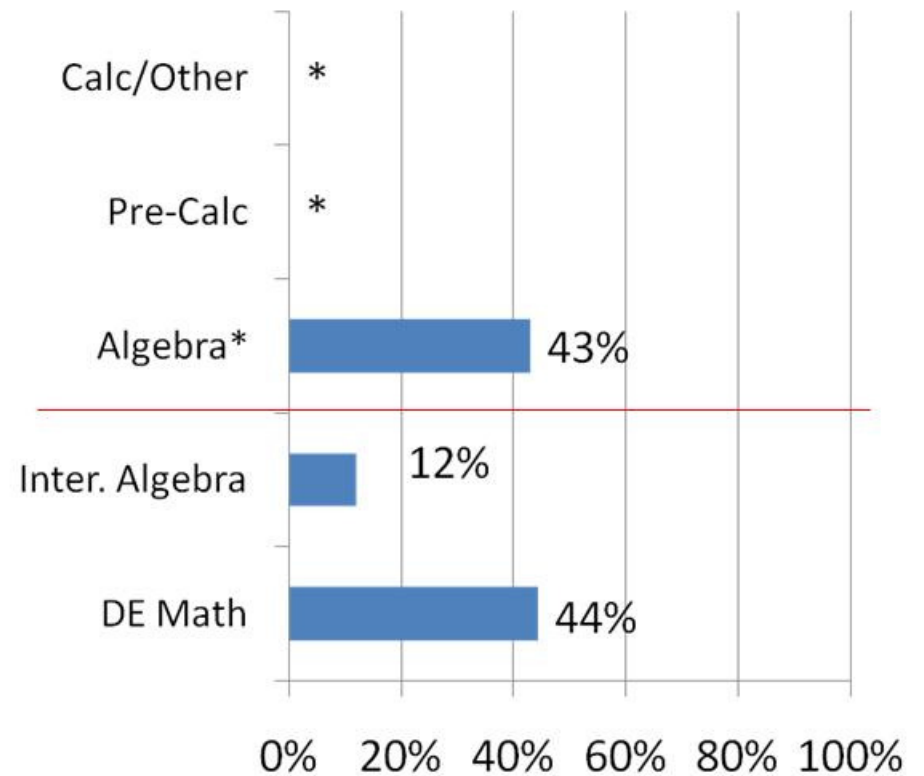


First College Math Course At A 2-year Institution Students Who Passed Algebra 2 In High School H.S. Graduates 3 Years Of Cohort Data

Location A

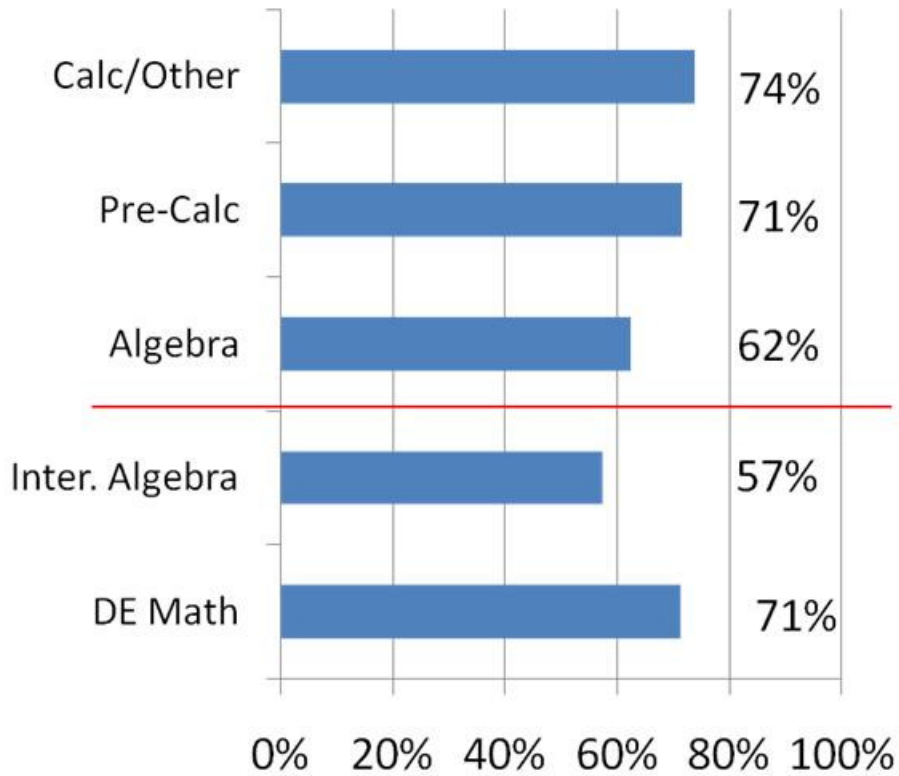


Location B

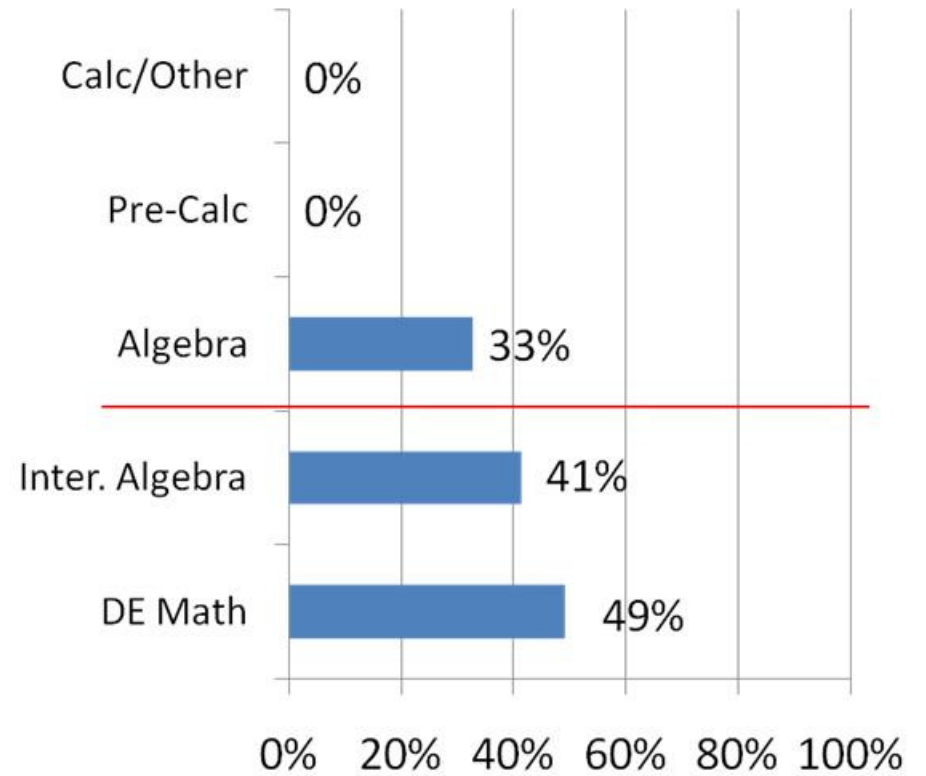


First College Math Course At A 2-year Institution Pass Rates Students Who Passed Algebra 2 In High School H.S. Graduates 3 Years Of Cohort Data

Location A

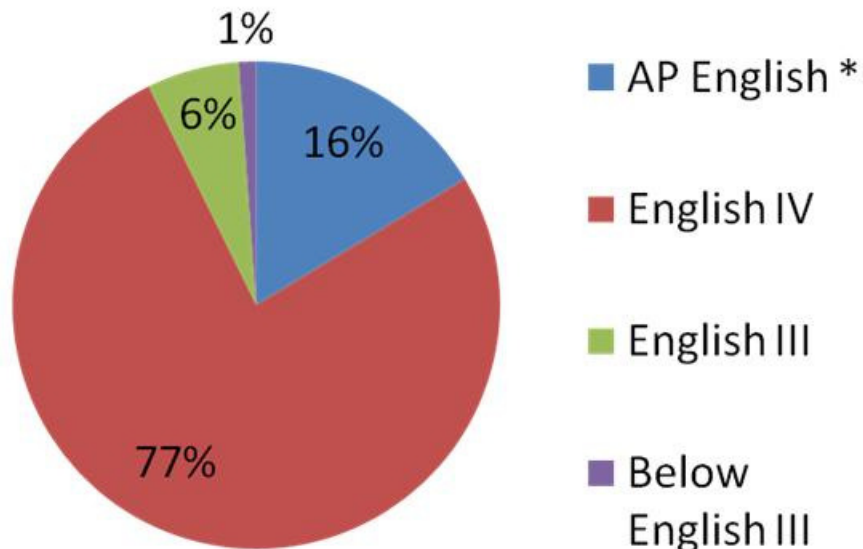


Location B

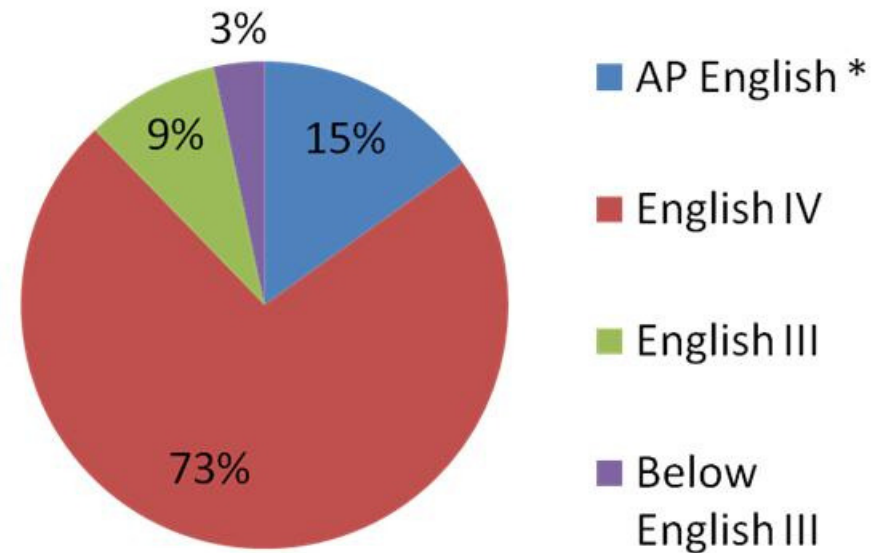


Highest H.S. English Course Taken By Students Entering Community College

Location A

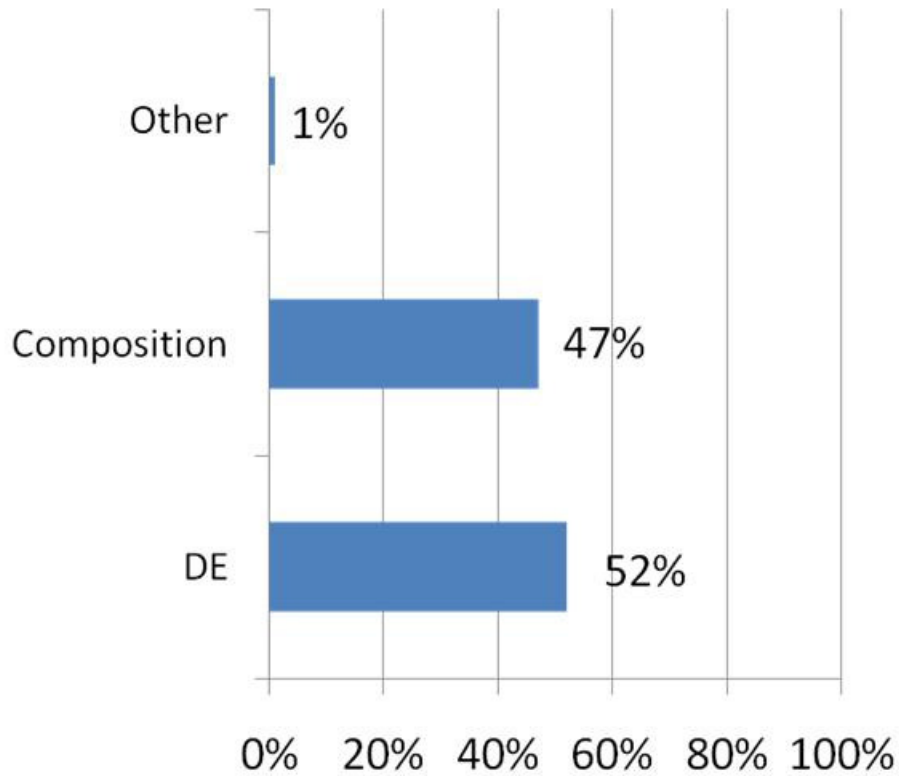


Location B

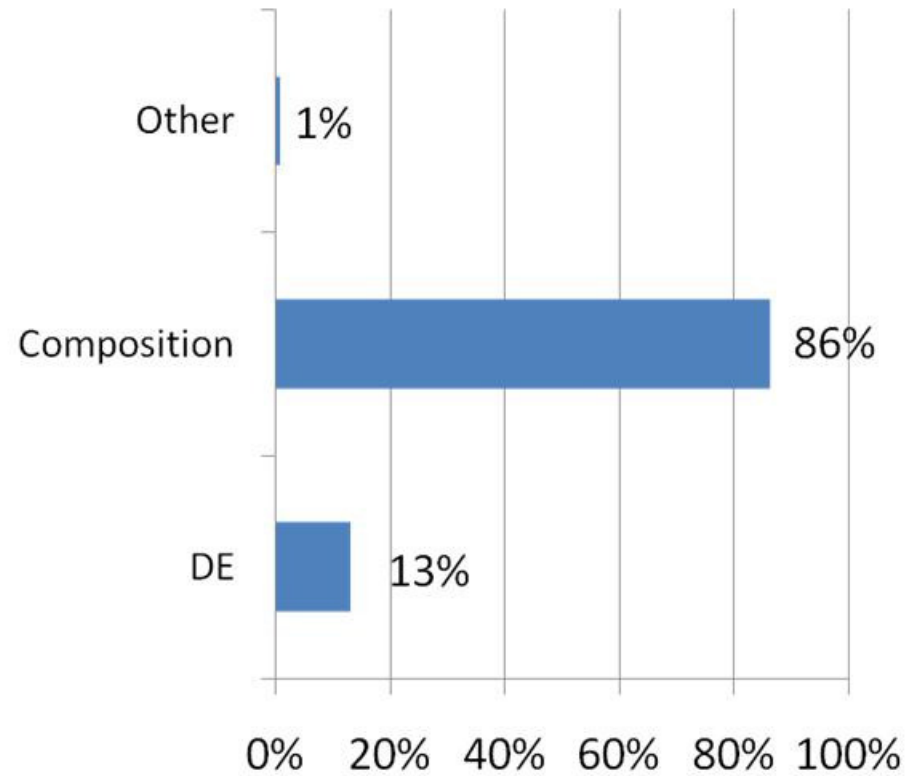


First College English Course At A 2-year Institution Students Who Passed English IV In High School H.S. Graduates FY 2005-2007

Location A

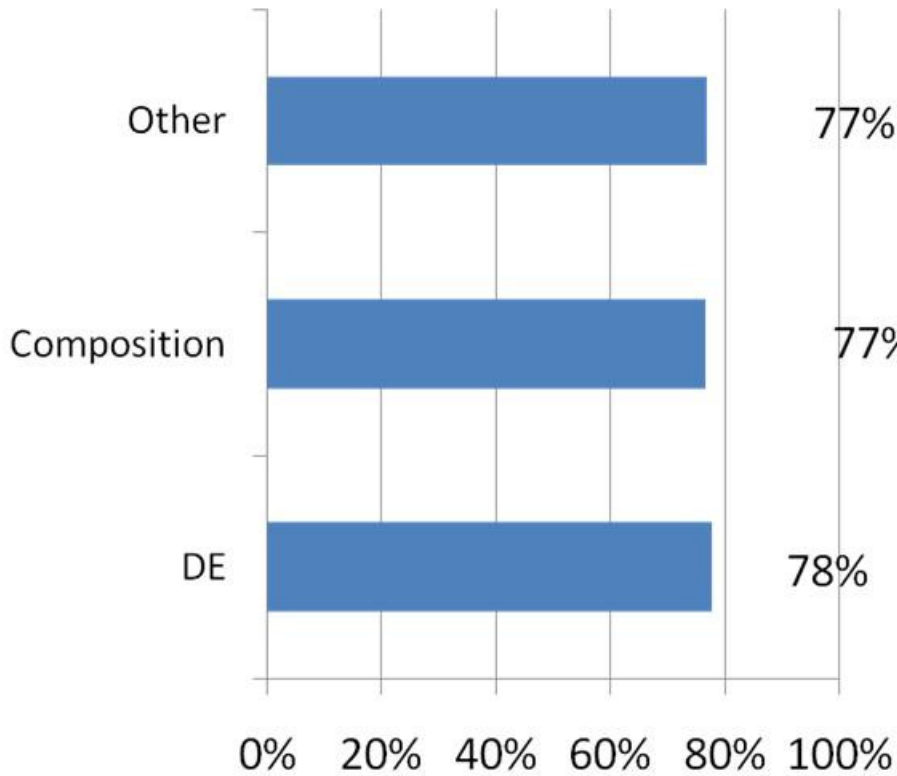


Location B

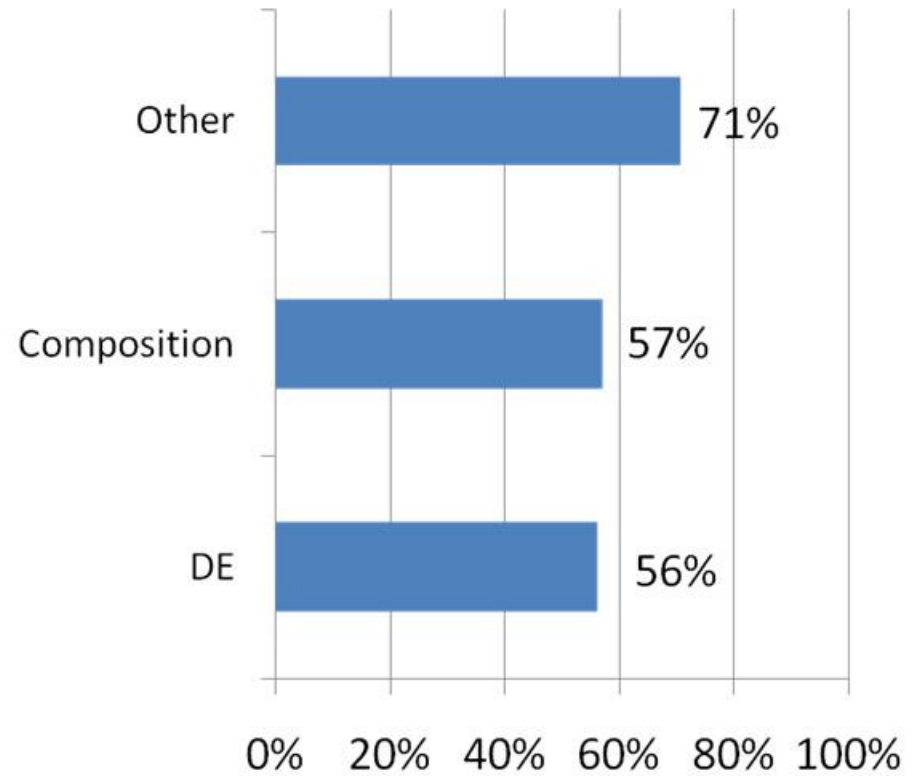


First College English Course At A 2-year Institution Pass Rates Students Who Passed English IV In High School H.S. Graduates FY 2005-2007

Location A



Location B



Pathways Interventions

- Learn more about the secondary or postsecondary system.
 - Visit each other's classes
 - Participate in curriculum modification
 - Faculty share syllabi.
 - Learn about policy differences between the educational segments.
- Learn how to use P-16 data.
 - Making Data-Driven Decisions Professional Development
 - Understanding P-16 Data Professional Development
 - Learning how to request data from the THECB and institutional researchers
 - Using data from multiple sources (articles, websites...)
- Learn to be effective team members.
 - Learning how to communicate with other team members
 - Learning how work on interventions as a team
 - Learning how to make decisions as a team
- Learn how the secondary/ postsecondary systems affect their students.
 - Take college readiness assessments and secondary assessments
 - Develop surveys to learn more about their students and institutions
 - Learn about expectations of students in other segments

Pathways Interventions

- Learn from other team members.
 - Discuss effective programs at their institutions
 - Discuss possible solutions to problems
 - Learn to communicate across educational segments
- Learn how to communicate to a wider audience.
 - Write executive summaries
 - Deliver speeches to peers and leaders about pathways information
 - Learn to write grants
- Learn how to solve problems (with limited resources).
 - Learn to how create systemic policy change
 - Learn how create projects/programs
 - Learn how to operate within the current educational system
 - Learn how to objectively evaluation solutions

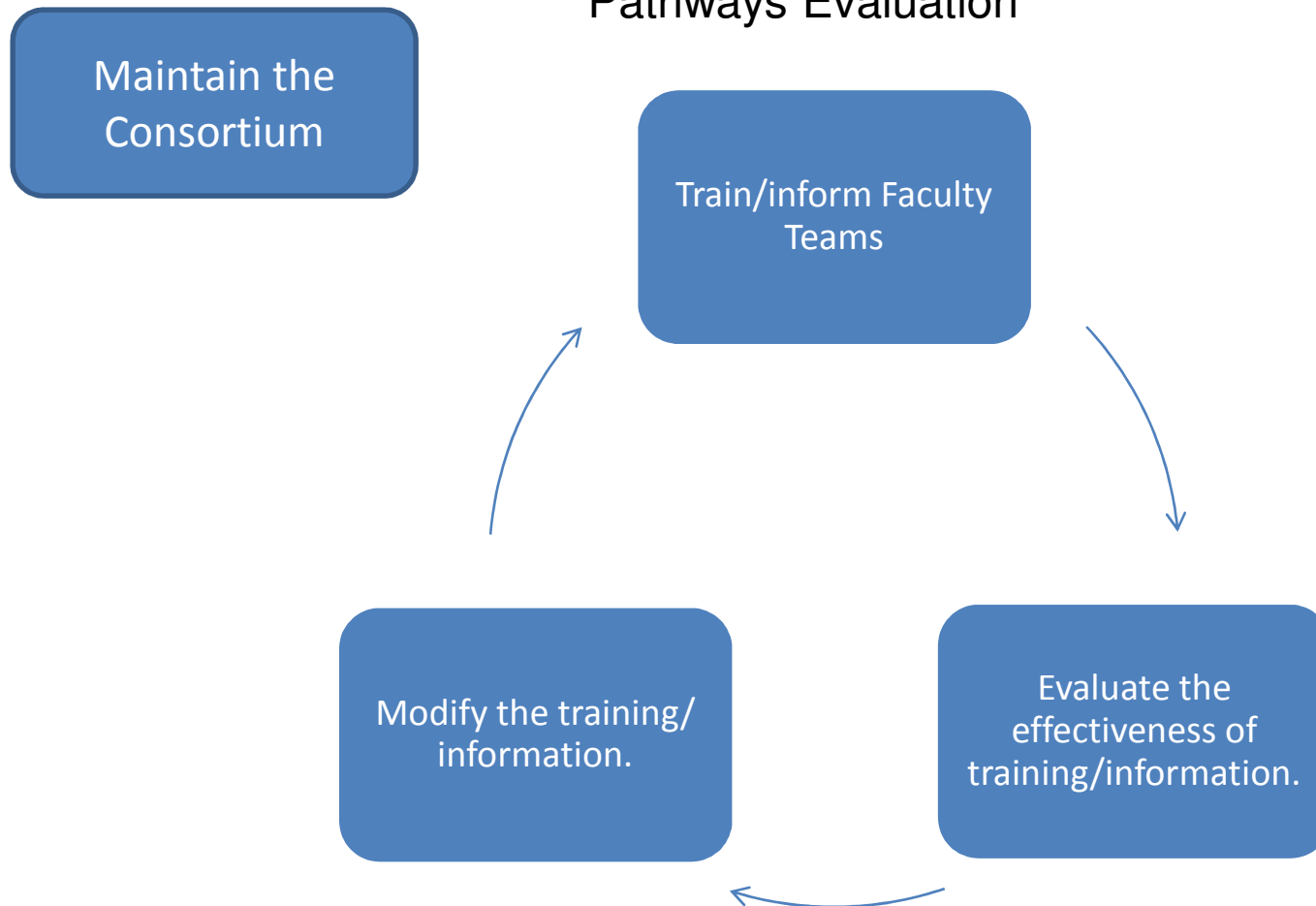
Interventions Due To Pathways

- Work on the development of a 4th Year H.S. Mathematics Intervention
- Work on a First Time In College Mathematic Orientation
- Writing Professional Development with Secondary and Post-Secondary Faculty
- STEM Field Boot Camp for FTIC Students
- Secondary and Postsecondary Curriculum Integration with the CCRS
- Changes to College Readiness Assessments
- Learning Strategies Professional Development
- Development of White Papers for institutional leadership
- Meeting with the Texas Higher Education Coordinating Board

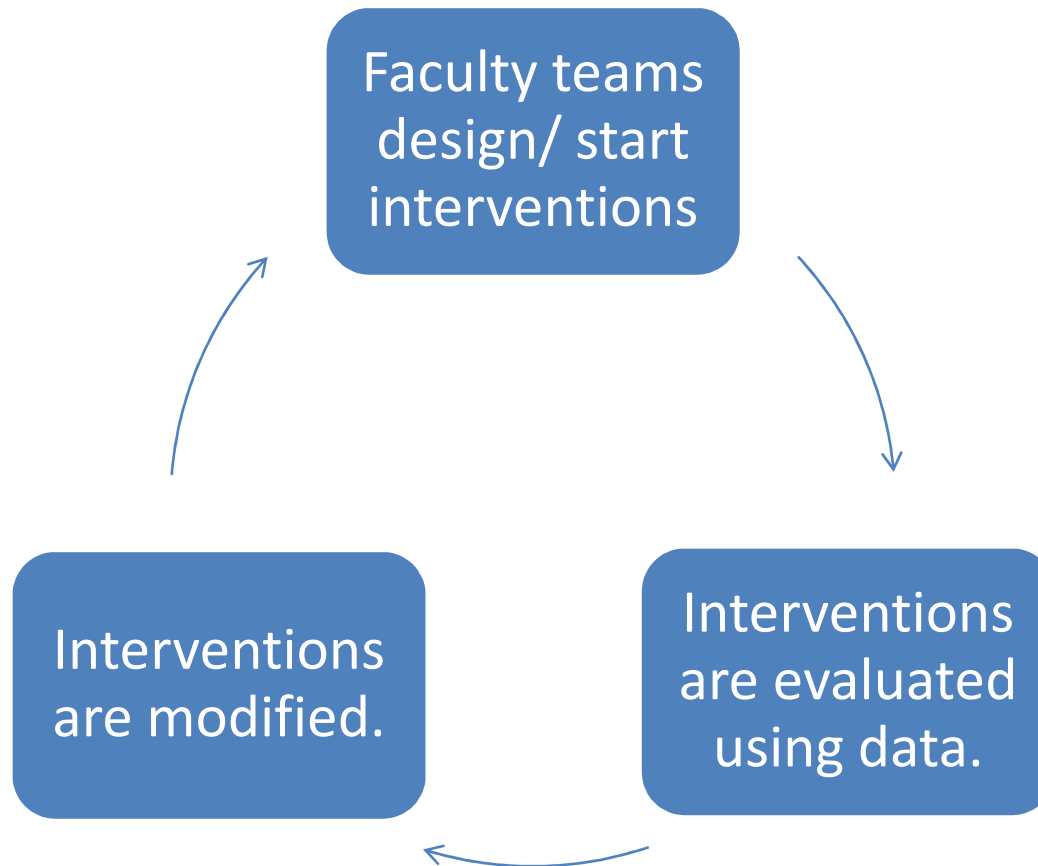
Monitoring Progress of Interventions

(Two Evaluations at Once)

Pathways Evaluation



Monitoring Progress of Interventions



Reaching Success in Pathways

- Teams prepared to do P-16 projects in 6 months to a year
- Greater understanding of secondary and post-secondary data
- Better communication between secondary and post-secondary institutions
- More cross-fertilization of good programs and policies
- Systematic policy change to improve student transition
- Teams becoming more independent
- Teams designing interventions and creating systemic policy changes
- Communication of the team findings and work spreads to a larger audience
- More informed decisions in the classroom

Reaching Success Beyond Pathways

- Better vertical and horizontal alignment
- More individuals accessing data to make data driven decisions
- Increase cooperation between secondary and postsecondary beyond pathways
- More students graduating from high school
- More students entering college
- More students entering college without the need for developmental education
- More students receiving postsecondary degrees or certificates