STUDENT ACHIEVEMENT INITIATIVE (SAI) 3.0 CRITERIA

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Darby Kaikkonen, Policy Research Director

dkaikkonen@sbctc.edu

AGENDA

- Purpose of the presentation
- Overview of implementation technical workgroup
- Focus populations
- Point criteria and changes
- Funding categories
- Resources
- Questions

TECHNICAL WORKGROUP (RECOMMENDATION 4)

- IC: Charlie Crawford (Edmonds), Allison Stevens (Shoreline)

- WSSSC: Jose DeSilva (Walla Walla), Damon Bell (Olympic)

- BAC: Larry Clark (Clover Park), Kay Ash (Olympic)

- ATC: Christian Bruhn (Centralia), Peter Williams (Clark)

- CBS: Carla Gelwick (Whatcom), Jenna Pollock (Renton)

- WEC: Sachi Horback (Pierce), Darren Greeno (Skagit)

- ARC: Steve Ashpole (SPSCC) and Patrick Brown (RTC)

- MSSDC: Lori Hunt (Spokane)

- RPC: Sally Jackson (Spokane Falls), Jason Engle (Columbia Basin), Sean Gehrke (Everett), Fia Eliasson-Creek (Green River)

IMPLEMENTATION WORK PLAN

- Workgroup Meeting: November 15, 2017
  - Technical English/Communication courses,
  - Criteria definitions for historically underserved groups,
  - Accelerated outcomes courses
- Workgroup Meeting: December 19, 2017
  - Precollege math and English designators,
  - Course survey process for technical English/Communication list
- Workgroup Meeting: February 7, 2018
  - Finalize technical English/communication course survey process
  - Basic skills points criteria under HS21+
- Final item: points per student criteria (via email)

FOCUS POPULATIONS

The 2016-17 SAI advisory committee made the following recommendations to increase focus on completions and historically underrepresented students:

Recommendation 1: Revise the principles to reflect an increased focus on degree and certificate attainment and closing the achievement gap for historically underrepresented students

Recommendation 2: Revise the achievement metric framework to emphasize success in transitioning from basic skills and precollege to college-level, college English/Communication attainment, and retention and completion for historically underrepresented students

FOCUS POPULATIONS

- Basic skills
  - Current or prior basic skills (within the previous 2 years) as designated by federally reportable in WABERS

- Historically underserved (HU) low-income
  - Socioeconomic status at the lowest quintile as designated by census block group mapping

- Historically underserved (HU) student of color
  - Reported race/ethnicity as American Indian/Alaska native, black/African American, Hispanic, or Pacific Islander

POINTS CRITERIA AND CHANGES

Each point is designed in the following section as:

- Definition change

- Focus area change

- New point

- No change

BASIC SKILLS POINTS: DEFINITION CHANGES

In SAI 2.0, basic skills points were awarded based on 2 areas; "significant" gains and high school or GED completion. SAI 3.0 points are now awarded on the basis of 4 areas:

1. Federal level gain: point awarded when student advances to a higher order rank from their lowest pre-test as compared to their highest post-test in the same subject area. This point can be earned multiple times, once for each federal level gain in each subject areas.

2. High school credit option:
    1. two points awarded when student advances from ABE 5* to ABE 6;
    2. two points awarded for ABE 6 students who complete requirements

3. High school completion or GED: exit code 6 or 7

4. Successful completion of six college-level credits: transcripts for college-level coursework for basic skills students

*ABE 5 = student enters with more than 3 credits needed for graduation

WHAT TO EXPECT IN THE DATA: BASIC SKILLS POINTS

The largest area of basic skills points are in the CASAS testing gains. Moving from significant gains to federal level gains for points means **significantly less total points for the basic skills area as a whole.** The new areas that reflect the high school testing and six college-level credits are relatively small (at this time), so across the board every college will see a large reduction (about 50% for the system) in point totals compared to SAI 2.0.

PRECOLLEGE MATH AND ENGLISH: CHANGES

In SAI 3.0 no points are awarded for the completion of a precollege course or sequence. Rather, prior precollege coursework is used to award an *extra* point after a student successfully completes a college-level math or English/communication course.

English/communication:

One point is awarded if:
 a) student earned the English/communication point and
 b) in the current or prior year took precollege English as designated by CIP codes 330102, 330103, 330104, 330105, 330106, 330108

Math:

One point is awarded if:
a) student earned the quantitative point and
b) in the current or prior year took precollege math as designated by CIP 330101

Accelerated outcomes courses also capture by UA codes !1,!2,!3,!4

WHAT TO EXPECT IN THE DATA: PRECOLLEGE POINTS

The point calculation for precollege is no longer completion of the precollege sequence but rather is only awarded once the student completes the college-level course. This means there are **significantly less points for precollege math and English as compared to SAI 2.0.** This was the area with the largest decrease in SAI 3.0 with 70% fewer precollege English points and 80% fewer precollege math points.

FIRST 15 CREDITS: FOCUS AREA CHANGE

No change to the point definition.

The first 15 credits is a focus area for historically underserved populations as it represents a key matriculation milestone. Students who meet the criteria of HU low-income or HU student of color receive an extra point when they earn the 15 credit point (basic skills receive extra point for all college-level point categories). The points are duplicative if a student is a member of more than one focus group.

While the definition of the point itself has not changed, overall there are a **greater number of 15 credit points as compared to 2.0** because of the extra points for these populations.

FIRST 30 CREDITS: NO CHANGE

ENGLISH/COMMUNICATION: NEW POINT

The English/communication point is new in SAI 3.0. This point reflects the system focus on college-level key milestone course attainment and serves as the extra point signifier for students coming into college-level through developmental and basic education courses.

One point is awarded for completion of **ENGL&101** OR completion of a course that satisfies the **communication requirement for a professional-technical program**. The list of prof-tech courses is determined by each individual college under specified criteria from the state board.

45 TRANSFER OR WORKFORCE CREDITS: NO CHANGE

QUANTITATIVE POINT: NO CHANGE

# COMPLETIONS: FOCUS AREA CHANGE

No change to the point definition.

Completion of apprenticeships and associate degrees is a focus area for historically underserved populations as the data shows an equity gap. Students who meet the criteria of low-income or HU student of color receive an extra point if they earn one of these types of awards (basic skills receive extra point for any type of completion). The points are duplicative if a student is a member of more than one focus group.

While the definition of the point itself has not changed, overall there are a **greater number of completion points as compared to 2.0** because of the extra points for these populations.

FUNDING CATEGORIES

WHO COUNTS FOR FUNDING?

Colleges receive a portion of their state allocation based on their share of performance in three areas; total points (less completions), completions, and points per student. In SAI 3.0, every student with an enrollment record is processed and included in the metric tracking database. However, **only points generated by state-funded students count for funding calculations.** Further, only award-seeking and basic education students are counted in the **points per student** funding metric. This primarily excludes students who are taking job upgrade classes, apprenticeship work not leading to a credential, and community education courses.

All students in database

Funding formula eligible

Funding formula eligible AND Points per student eligible
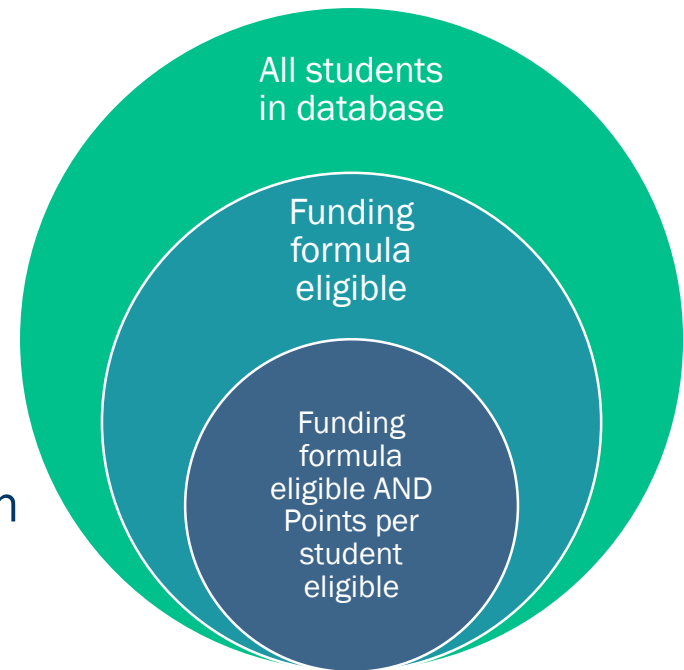
Only students in blue will be counted in SBCTC allocation reports

FUNDING INDICATORS

Funding_Formula_Eligible_flag: (counts for total points and completions)

- Fund_source_priority_category = 1 (state-funded),

- International_student = N, (no international) and,

- Dual_enroll = is null or 6,7,8 (no Running Start/CHS/alternative HS)

PPS_Funding (counts for points per student)

- Funding_Formula_Eligible_Flag = Y, and

- Kind_of_basic_skills = not null, or

- Last_intent = A,B,F,G,I, or M

FUNDING DISTRIBUTION

Recommendation 3: Keep the amount of funding for SAI at 5% of the total allocation. Revise the current funding metric distribution within the 5% as follows:

Funding Metric	SAI 2.0	SAI 3.0
Total points (less completions)	45%	40%
Points per Student	45%	40%
Completions	10%	20%

Five percent of the total allocation is first divided into the 3 categories. From there, colleges earn the funding based on their share of points in each category.

RESOURCES

- [Student Achievement Initiative website](#)

- [Point summary dashboard](#) (currently 2.0)

- SAI 3.0 Data Dictionary

  SAI 3.0 data dictionary

- SAI 3.0 Changes and Criteria Documentation

  SAI 3.0 Criteria and Documentation

- [SBCTC research staff](#)

THANK YOU FOR ATTENDING!

Questions?