

# KU Summer Conference

Teaching in a New Era

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# Essential Question

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- *How can I* provide **all** Kansas children with equal access to a quality, high-level education that promotes student achievement and prepares all students for global success?

# ALL Children Can Learn



# Relationships Matter

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## **Positive teacher-student relationships are associated with:**

- Increasing student's feeling of **safety** at school ([Austin et al](#); [Basch](#); [Steinberg et al](#))
- Increasing academic **test scores** ([Basch](#); [CDC](#); [Comer](#))
- Increasing student **understanding and meaningfulness** of what is being taught ([Benard](#))
- Reducing **absenteeism** ([Basch](#); [CDC](#))
- Decreasing **student dropout** ([Benard](#))
- Decreasing **student-student conflict** ([Griggs et al](#))
- Improving school **climate** ([Cohen et al](#); [McClure et al](#))
- Improving **transition** to school ([Pianta et al](#))
- Decreasing **risk-taking** behavior ([Basch](#) ; [CDC](#); [Rudaskill et al](#))
- Developing **language skills** ([O'Connor et al](#))
- Improving **self-esteem** ([DeWit et al](#))
- Decreasing incidences of **depression**([DeWit et al](#))
- And has been highlighted as beneficial to learning by the major US educational associations, including the [Council of Chief State School Officers](#), [National School Boards Association](#), [American Association of School Administrators](#), [ASCD](#).

# Relational Capacity

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- ❑ What can I do with or say to you solely based on our relationship?
- ❑ Can we have the conversations we need to have without it becoming personal?
- ❑ What can I get you to do or what can you get me to do simply based on our relationship?
- ❑ Another person cannot “fix” a child when the problem is the relationship between another adult and the child!

# Relational Capacity

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**Not one rule we have at the beginning of school will cause good choices, grades and behavior in May.**

**Every** strong relationship you make will.

# AVID's Mission –

## My Purpose & Driving Force

- AVID's mission is to close the achievement gap by preparing **ALL** students for college readiness and success in a global society.

**"THERE ARE NO LEARNING GAPS IN CHILDREN,  
ONLY OPPORTUNITY GAPS.**

**IT IS OUR JOB TO CLOSE THE OPPORTUNITY GAPS."**

**– DEB GUSTAFSON  
PRINCIPAL OF WARE ELEMENTARY  
FORT RILEY, KAN.**





# Goal of Kansas DOE

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- It is the goal of the agency to provide **all** Kansas children with equal access to a quality, high-level education that promotes student achievement and prepares all students for global success.

Does *ALL* Mean *ALL*?



Does Every Mean Every?

# WHY it matters!

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# Give One – Get One

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- 1. One way you intentionally build relational capacity with students
- 2. A thought on the dollar demonstration
- 3. What is a take away or an a-ha you have in our brief time together?
- WICOR
  - Write
  - Inquire
  - Collaborate
  - Organize
  - Read

# What is our role?

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- Keeping the 1<sup>st</sup> thing 1<sup>st</sup>
- What is our first thing?
- It is the goal of the agency to provide **all** Kansas children with equal access to a quality, high-level education that promotes student achievement and prepares all students for global success.

Does *ALL* Mean *ALL*?



Does Every Mean Every?

# What Does “Ready” Mean?

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- “Readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.”
  - David Conley, “Redefining College Readiness”

# KS Degree Attainment

## How Kansas Compares to the Nation

Educational attainment in Kansas exceeds the national average, but work remains before it reaches 60 percent.

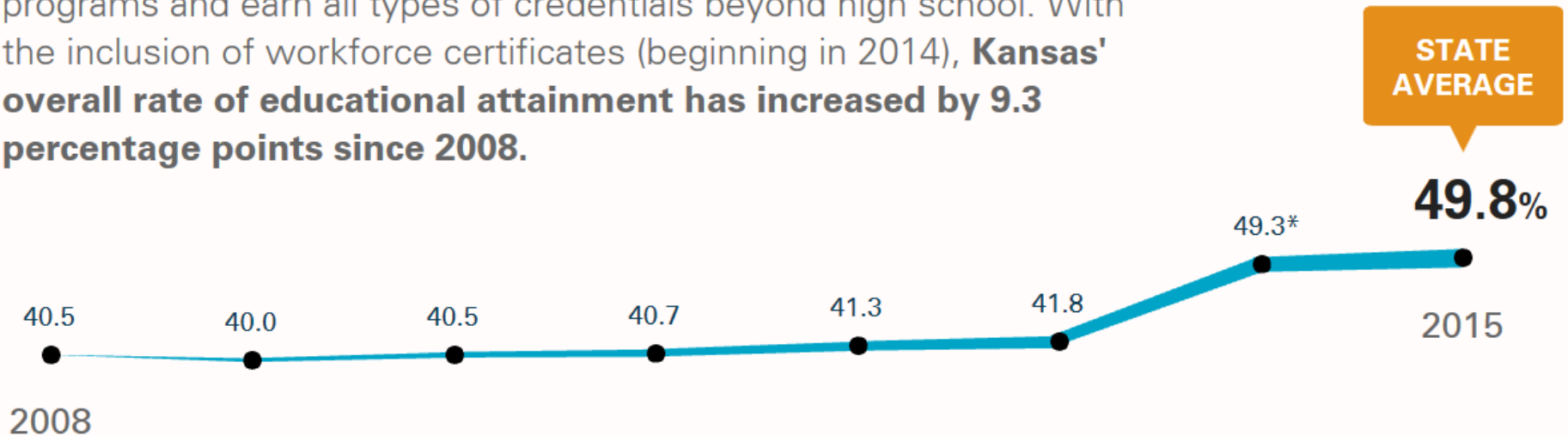




# KS Progress

## Kansas' Progress

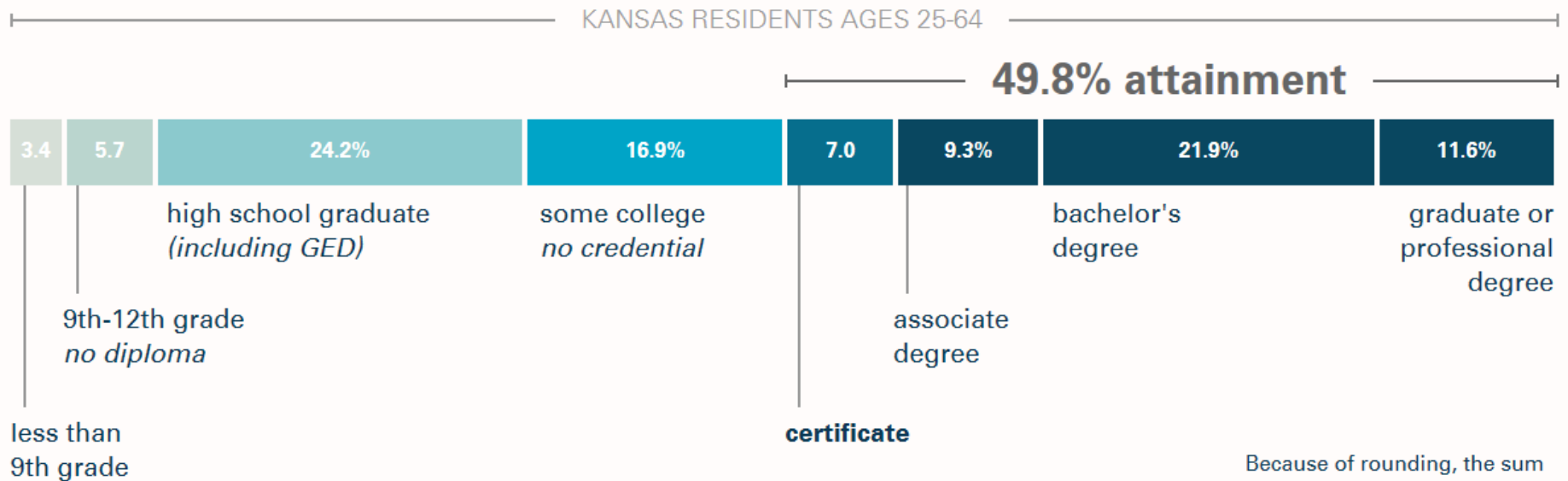
It is important that we measure progress. To reach state goals, the state will not only have to maintain current rates of attainment but also significantly increase the number of people who enroll in programs and earn all types of credentials beyond high school. With the inclusion of workforce certificates (beginning in 2014), **Kansas' overall rate of educational attainment has increased by 9.3 percentage points since 2008.**



\*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials.

# KS Education Levels

## Kansas Education Levels



Because of rounding, the sum of these percentages may exceed 100.

# Results by Race & Ethnicity

## Results by Race and Ethnicity in Kansas



A growing proportion of today's learners are African-American, Hispanic, and American Indian; and data show persistent and troubling gaps between their attainment levels and those of their white peers. Addressing these gaps – and expanding post-high-school learning opportunities for all – is essential to reducing the inequality that influences much of American life.

Explore **Kansas' attainment rates across five racial and ethnic groups**, and compare how Kansas performs relative to other states. Attainment is shown here as the percentage of people 25 to 64 with at least an associate degree.\*

filter by RACE AND ETHNICITY

sort by STATE NAME ▼▲

Asian and Pacific Islander

Hispanic

African-American

White

American Indian

\*ATTAINMENT ▼▲

ENROLLMENT ▼▲



# Six Post-Secondary Pathways



Does *ALL* Mean *ALL*?



Does *EVERY* Mean *EVERY*?

# What is the Goal?

## Equality



# What is the Goal?

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## Equity



# Equality



# Equity





# Equity is....

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- Raising the achievement of **ALL students**
- **Narrowing the gaps** between the highest and lowest performing students
- **Eliminating the predictability** and disproportionality of which student groups occupy the highest and lowest achievement categories

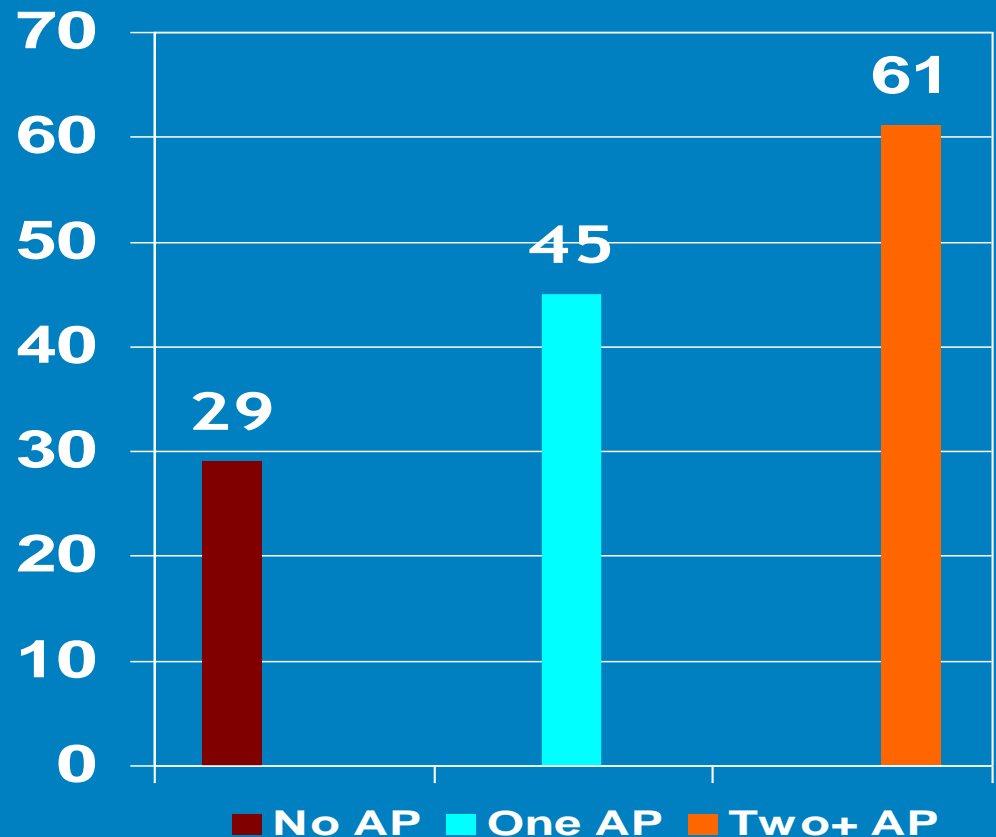
Pacific Educational Group January 2006

- Equity is defined in terms of outcome. No two students come to us at the same place. Our job is to ensure that ALL students leave us at a level of competence that gives them **a high predictability of success** in their next phase of life

Mike Neece – AVID Director of Systemic Initiatives

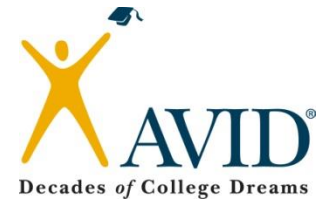
# AP and College Success

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.



Source: Camara, Wayne. College Persistence, Graduation, and Remediation. *College Board Research Notes (RN-19)*. New York, NY: College Board.

# Impact of AP on 5-Year College Graduation Rates



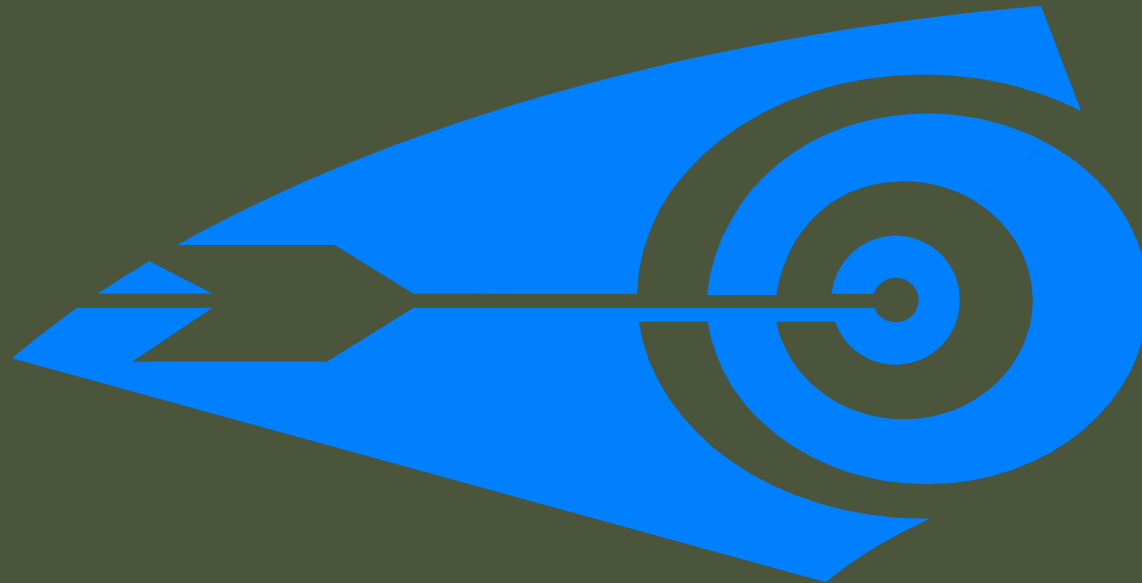
<b>Student Group</b>	<b>AP Exam Grade of 3, 4, 5</b>	<b>AP Exam Grade of 1, 2</b>	<b>Took AP course, but not exam</b>
<b>African-American</b>	<b>28% higher</b>	<b>22% higher</b>	<b>16% higher</b>
<b>Hispanic</b>	<b>28% higher</b>	<b>12% higher</b>	<b>10% higher</b>
<b>White</b>	<b>33% higher</b>	<b>22% higher</b>	<b>20% higher</b>
<b>Low-Income</b>	<b>26% higher</b>	<b>17% higher</b>	<b>12% higher</b>
<b>Not Low-Income</b>	<b>34% higher</b>	<b>23% higher</b>	<b>19% higher</b>

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability)

# Equity IS NOT Equal

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Equity is moving students from a  
different place  
to a common place



# Does *ALL* Mean *ALL*?



What is an acceptable level of casualties?

# Remember ...

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- Schooling is our business!
- Students are our customers!
- Our job is to insure is to provide **all** Kansas children with equal access to a quality, high-level education that promotes student achievement and prepares all students for global success. ?

# Ron Edmonds

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We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven't so far.

Follow me on Twitter

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