



INSTITUTE for EVIDENCE-BASED CHANGE
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Texas Gulf Region Teachers Get New Tools to Help Students Make a Successful Transition from High School to College

(Encinitas, CA) – The Institute for Evidence-Based Change (IEBC) has just released English and math curriculum alignment guides to help K-12 educators and college faculty better address the challenges students face in making the transition from high school to college. Working through the [Gulf Coast Partners for Achieving Student Success](#) (GC PASS) project, faculty and school leaders in eight community colleges and 11 school districts will be able to use the [curriculum alignment guides](#) in their work.

Finding gaps

The guides are the culmination of three years of collaboration between high school teachers and college faculty who rarely have an opportunity to talk, much less closely analyze high school to college data in the state. “The process is always eye opening for both K-12 and college educators,” said Institute for Evidence-Based Change (IEBC) President/CEO Brad Phillips. IEBC facilitated the faculty-to-faculty work to create the guides and oversaw their production.

Together educators from both levels of education observed a disconnect in college level expectations and the preceding lesson plans covering various facets of English and math. The discoveries emerged after a review of the state’s standards, performance data (including remediation rates) and the kinds of assignments and work given to students at each segment.

Fixing the gaps

Upon identifying gaps, faculty worked together to build a seamless sequence of lesson plans, assignments and course materials that prepare students for success in college. For example, the guides include sample assignments and grading rubrics for each level of English and math that faculty can adapt and integrate into their planning for the year.

“The path from high school to college is messy at best,” said Phillips. “The Greater Houston region made a commitment to preparing all students for college success. We applaud them for recognizing the importance of providing teachers with the information and tools they need to help students meet higher standards.”

There is a clear imperative for high school and college-level faculty to connect their work to state standards and routinely monitor student performance to ensure they are on track for success. “Simply having a standard in place is no assurance that higher education and K-12 teaching are aligned to the standard and to the expectations for college-level work,” said Phillips.

Expected results

The guides are timely as our nation intensifies college readiness efforts and places more pressure on educators to reduce remediation and increase completion. Based on IEBC's experience working to achieve greater alignment between postsecondary education and K-12 education in a number of states, the results are well worth the effort. "The collective review of data and alignment, and application of data-based interventions leads to reduced remediation, increased college success rates and faster degree attainment," said Phillips. "It is exciting and immensely rewarding to watch it unfold."

"College readiness and college completion are clear priorities in our region," said Cynthia Ferrell, from the [Gulf Coast Partners for Achieving Student Success](#) (GC PASS) project and Director of Student Success Initiatives at The University of Texas at Austin. "IEBC's experience bringing together educators from high school and college was critical to the usefulness and success of the guides."

The project to develop the guides was funded by the Houston Endowment. The University of Texas at Austin's [Student Success Initiative](#) provided direction, coordination, and evaluation of the project. Houston [A+ Challenge](#) focused on supporting successful college transitions and hosted multiple convenings for participants. [IEBC](#) led data collection and analysis, developed web-based tools, facilitated curriculum alignment teams, and oversaw production of the guides.

THE INSTITUTE FOR EVIDENCE-BASED CHANGE (IEBC)

The Institute for Evidence-Based Change is a nonprofit organization dedicated to improving academic success for all students. IEBC helps education stakeholders use data and information to make informed decisions, improve practice, and increase student success. Learn more at www.iebcnow.org

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