



Strategic Plan Development Update

Making Waves Academy Board

Pre-read

March 19, 2020

Key components of the pre-read include...

- Barriers for students from low-income, 1st gen households
- MWA and CAP alignment (from “Good” to “Great”)
- Proposed strategic priorities and initiatives
- Estimated College Completion (ECC) as a “North Star” metric
- ECC schools and implications for not just “Fit” but “Match”

We know that extensive supports are needed to help low-income / first-gen students succeed in college and beyond

Major (often interconnected) barriers to accessing postsecondary opportunities

Academic	Social, Emotional, and Experiential	Financial	Logistical
Academic Qualifications / Readiness	College Exposure	Gap to Cost of Attendance	School Match
Organizational & Study Skills	Postsecondary Self-Image	Financial Aid Application	College Entrance Exams
High School Graduation	Career Aspirations	Financial Literacy	College Application
	Social Choices	Budgeting and money management	School Accessibility and transportation
	Family Support & Engagement		"Home Management" and caregiving
	Mindset and tenacity		

We are proud of the MWA and CAP “secret sauce”...

Academy

Dedicated to the community

Strong, respectful relationships: peer-to-peer and adult-to-peer

Rigorous and holistic college readiness-oriented programming

21st century educational environment

Deeply student-centered pedagogy, focused on their life vision

CAP

Structured coaching approach...

...Delivered by professionals

Personalized, long-term planning

Emphasis on financial fit and information (literacy)

...but recognize there is work to be done to bring the programs into better alignment and take them from “good” to “great”

Middle School			High School				Postsecondary						Career	
Academic foundations + habits of success			Readiness		Access		Persistence		Completion				Early Career	
5	6	7	8	9	10	11	12	Y1	Y2	Y3	Y4	Y5	Y6	-

Making Waves Academy equips students with the academic foundations and social-emotional readiness to explore / define their postsecondary and lifelong aspirations and then access their chosen pathways

The **College Advising Program** strengthens students' social-emotional toolkit – and provides ongoing logistics and financial support – to ensure postsecondary *and* long-term success

Family engagement is a differentiator throughout a student's journey

The fact that Making Waves invests across the continuum is unique; the challenge is that this makes it difficult to identify which elements of support are driving results (and with what resources/ investment) and which leaders should “own” each step

Emerging from this analysis and discussion, we see a **primary focus** for our next 2-3 years — **refining our college access and success program model and services**

Draft — for discussion and refinement

Strategic priorities

1 **Align programs** for maximum impact from 5th through college (*anchored by a clear graduate profile*)

2 **Refine existing CAP and MWA programs** to enhance efficiency/ effectiveness and drive greater impact

3 Ensure MWF has the right **structure, decision-rights, and talent** in place to enable program success

4 Develop **learning and growth engine** — to spur **continuous improvement** and innovation

Potential initiatives

- Develop shared organization-wide metrics
- Align definitions MWA and CAP (e.g., match & fit)
- Focus internal supports on increasing the impact of high-leverage positions (teachers / coaches)
- CAP: track grad rate relative to ECC
- CAP: reduce administrative tasks for coaches
- MWA: improve quality/ consistency of advisory period programming
- Clarify organization-wide accountability structures / decision rights
- Bring together access and success work “under one roof” and align functional teams
- Free staff capacity to codify, evaluate, and improve existing practices...
- ...and to design pilots/ innovations, leveraging longitudinal student data

We are also aligned on a longer-term goal of serving more students in Contra Costa County – and inspiring beyond

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Making Waves Academy equips students with the academic foundations and social-emotional readiness to explore / define their postsecondary and lifelong aspirations and then access their chosen pathways

The **College Advising Program** strengthens students' social-emotional toolkit – and provides ongoing logistics and financial support – to ensure postsecondary *and* long-term success; it encompasses both **access** and **success** programming

R&D “lab” leads data-informed innovation (e.g., differentiated supports) and field dissemination

Serves both MWA and Contra Costa County students from high school through access to first career

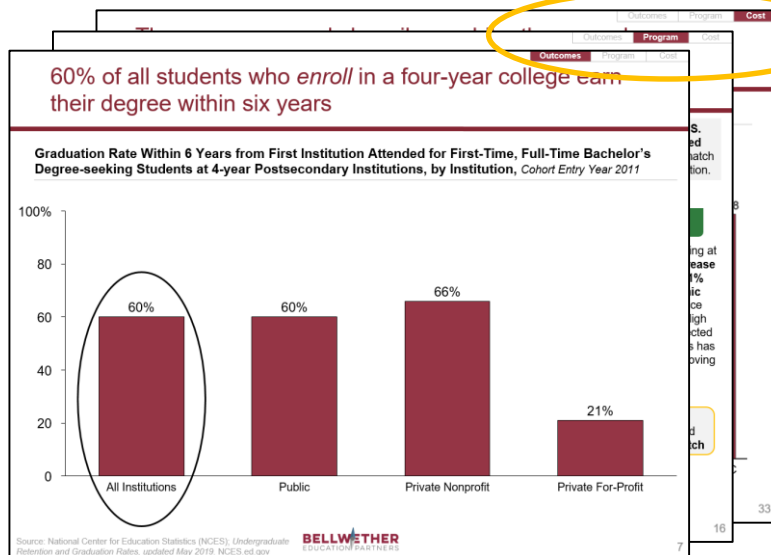


Benchmarking summary

- Many organizations that support low-income students to and through college compare their student outcomes with **national data points that can be misleading** due to denominator issues
- What is clear is that **low-income students and students of color graduate from college at much lower rates** than their white, wealthier peers: fewer than 1 in 5 graduates from high-poverty high schools and fewer than 1 in 3 graduates from high-minority high schools graduate college within six years
- However, there are bright spots: **top charter school networks have six-year grad rates near 50%** and are continuing to improve, and the National College Access Network (NCAN) reports that its member organizations—**college access and success orgs across the country—average a 52% grad rate**
- **Many leading practitioners in the field measure their success using Estimated College Completion (ECC) rates.** ECC rates are an average of the graduation rates of the colleges in which a cohort of students enroll; apart from formal statistical analyses, **they are the best counterfactual for assessing program impact on college completion rates**
- Leading charter schools are optimizing their **college access programs to maximize ECC rates**, while **access and success programs** are using a variety of strategies to support college **persistence and completion**
- Looking at MWA/ CA, student outcomes, program elements, and costs per student are generally in line with relevant benchmarks; however, **we see opportunities to adopt program best practices to drive stronger student outcomes at a lower cost**

Reminder: we set out to answer three primary questions through benchmark research

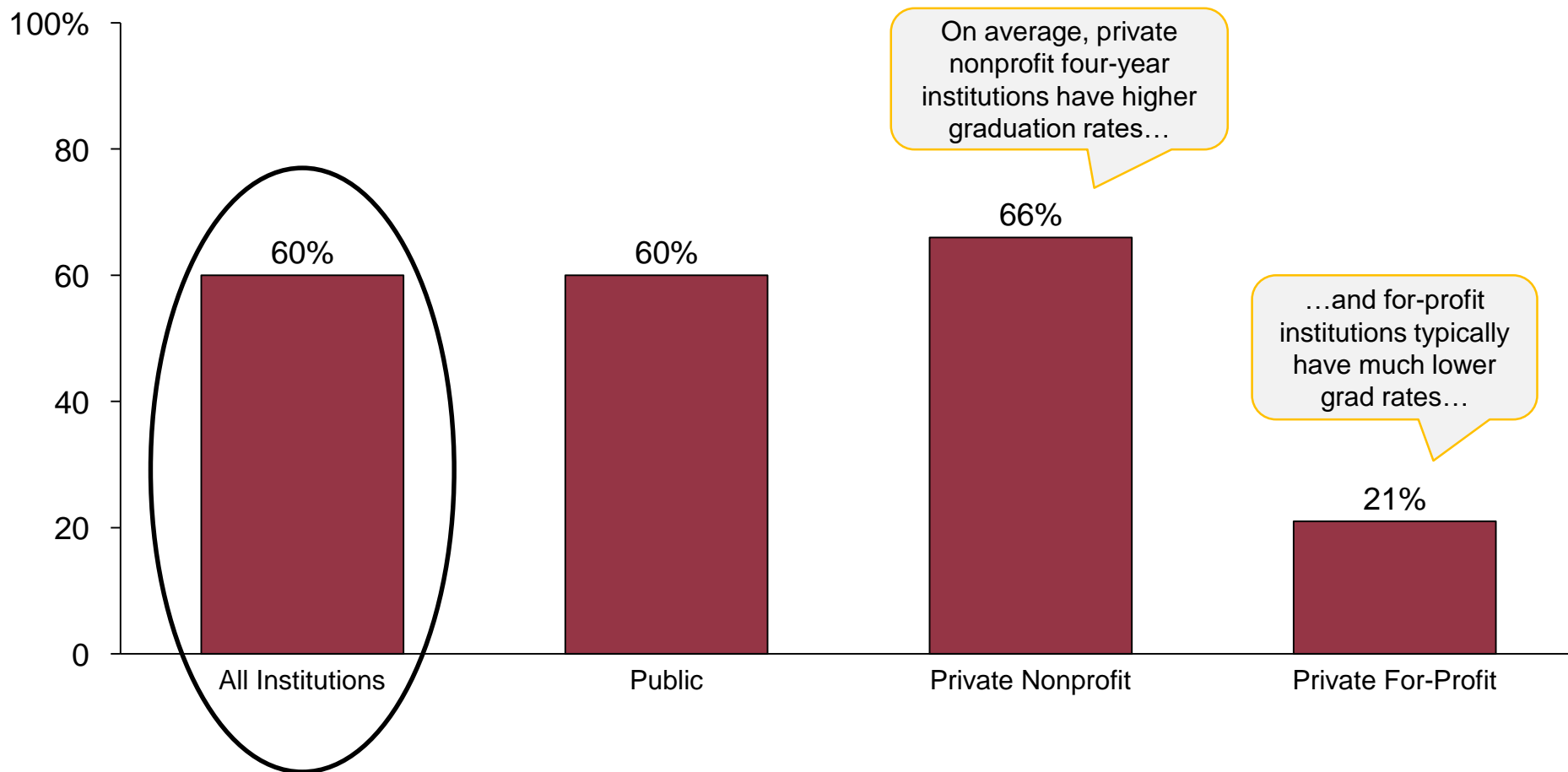
- 1 How do **student outcomes** at Making Waves stack up against comparable organizations, both nationally and within the Bay Area?
- 2 How do core elements of college access and success programming at Making Waves compare to similar **program elements** at benchmark organizations?
- 3 How does the **cost per student** for Making Waves compare to other similar organizations?



Note: labels in the top right corner of the following slides map to one of the three questions above

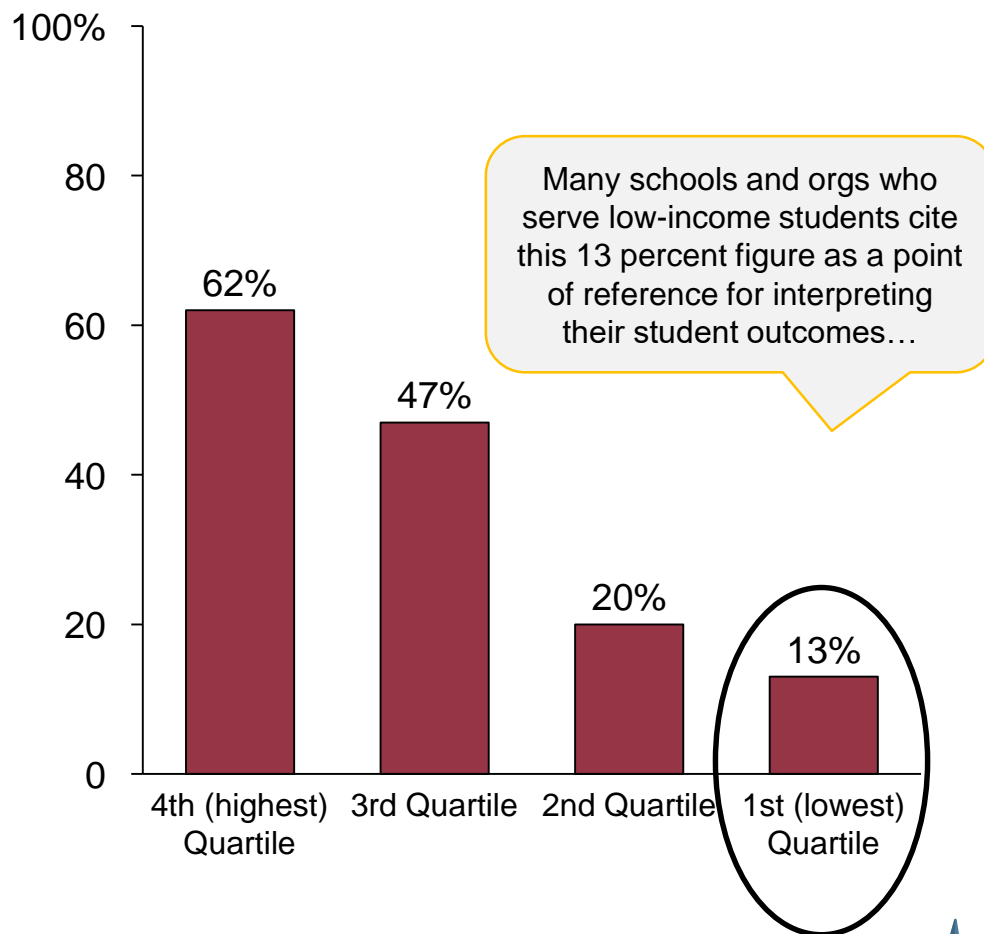
Across the US, 60% of all students who *enroll* in a four-year college earn their degree within six years

Graduation Rate Within 6 Years from First Institution Attended for First-Time, Full-Time Bachelor's Degree-seeking Students at 4-year Postsecondary Institutions, by Institution, Cohort Entry Year 2011

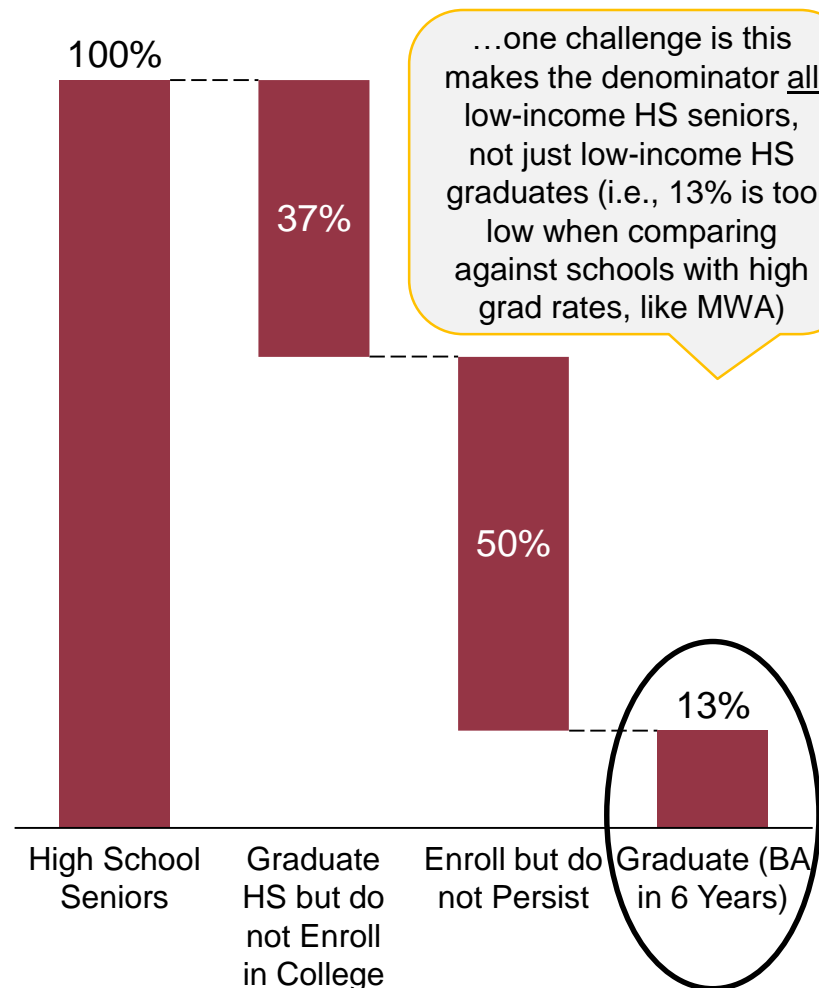


Many organizations cite 13% as the national low-income college graduation rate, but this figure has denominator issues

Estimated BA Attainment by Age 24 by Family Income Quartile, 2016

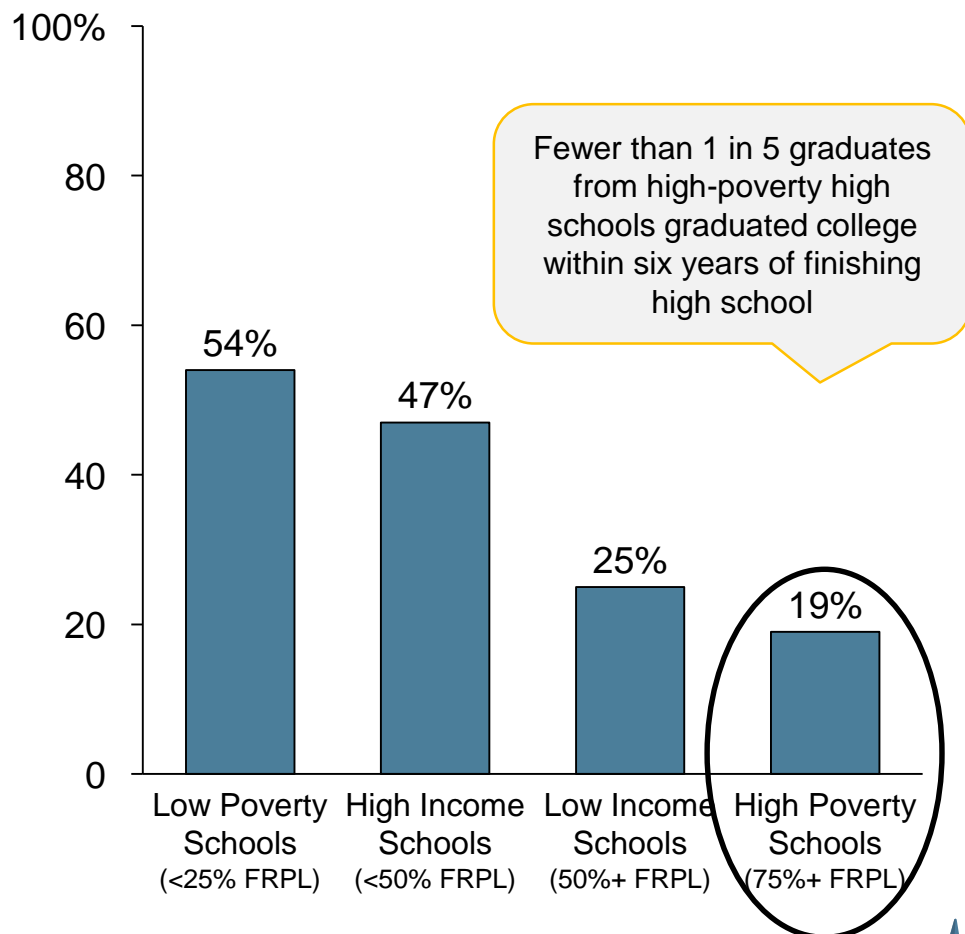


Estimated BA Attainment by Age 24 for Students from Lowest Family Income Quartile, 2016



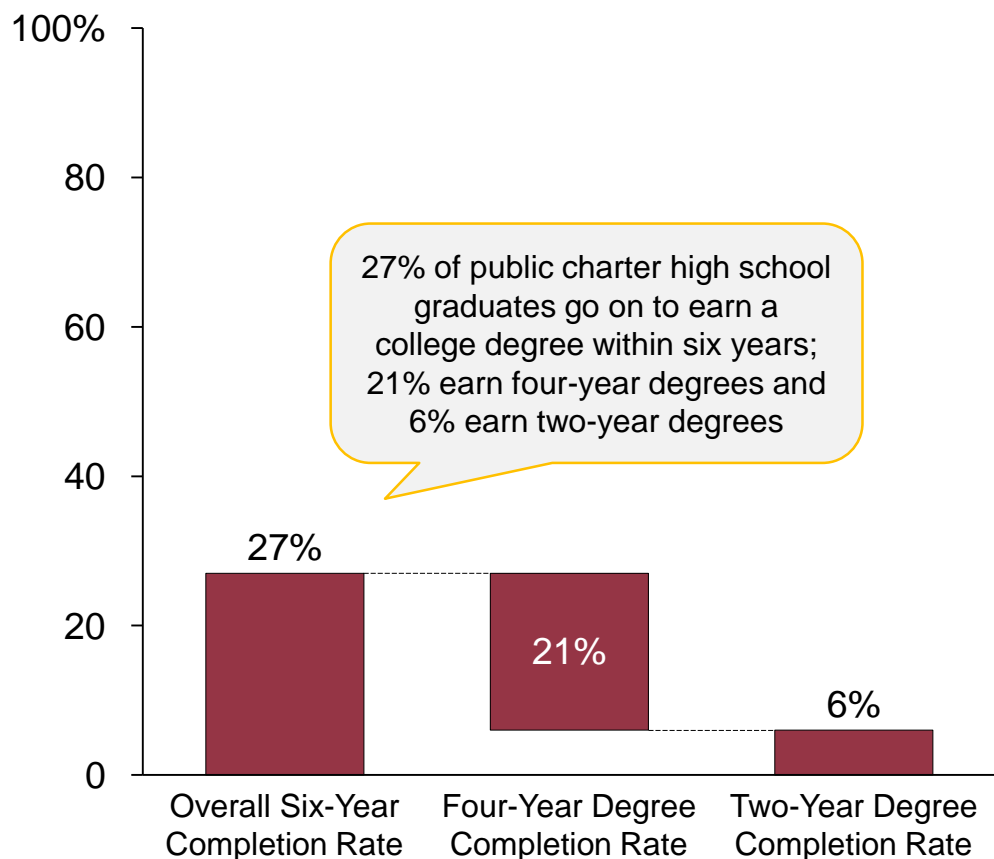
Controlling for high school graduation and school type can provide a more useful benchmark (that is still very low)

College Completion Rates Six Years after High School Graduation, Public Non-Charter Schools Class of 2010



As a public charter school, MWA should benchmark college completion rates against other high-performing CMOs

College Completion Rates Six Years after HS Graduation, Public Charter Schools, *Class of 2010*



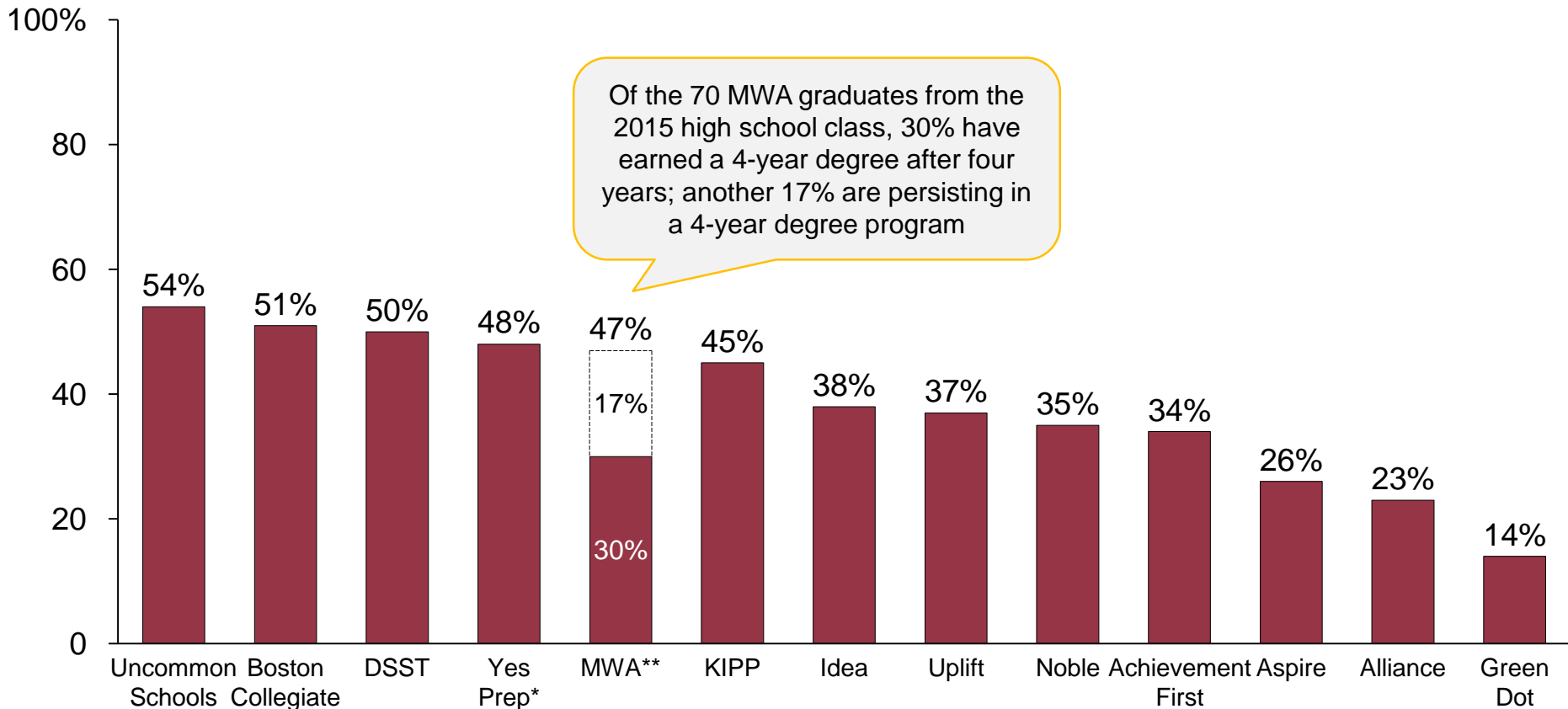
- It's worth noting that Public Charter Schools come in many shapes in sizes; **this national data point is an imperfect benchmark for MWA.**
- On the following slides, we provide data on a group of CMOs that have similar missions to MWA and, by and large, serve a similar student demographic (predominantly low-income students of color). **The CMOs on the following slides are thus a better comparison set for MWA.**
- Of course, **all benchmarks have limitations**, and finding a truly apples-to-apples comparison is an ongoing challenge. The data on the following slides is intended to provide rough guideposts for interpreting MWA/CAP results in the broader national context.



We do not yet have six-year data for MWA's first grad class; four-year data show MWA rates trending close to other CMOs

Rates of Four-Year College Completion Within Six Years

MWA Class of 2015 versus National CMOs



Note: as indicated on prior slide, Yes Prep's graduation rate includes both 4-year and 2-year degrees

****Note:** Bellwether is in the process of verifying student outcome data with the CAP team; exact figures may change, but overall rates are directionally accurate.

While comparing against CMOs is helpful, a more nuanced approach uses Estimated College Completion (ECC) rates

MWA High School class of 2015		
Institution	MWA Enrollees	Graduation Rate
Contra Costa College	13	23%
CSU Bakersfield	6	41%
UC Merced	6	64%
Berkeley City College	4	12%
CSU San Jose	4	57%
College of Marin	3	17%
CSU Sacramento	3	48%
UC Santa Cruz	3	77%
CSU East Bay	2	42%
CSU Humboldt	2	47%
CSU Sonoma	2	58%
UC Berkeley	2	91%
Antioch College	1	56%
Clark University	1	83%
Columbia University	1	95%
CSU Cal Poly Pomona	1	66%
CSU San Francisco	1	54%
Linfield College	1	78%
Loyola Marymount University	1	79%
Macalester College	1	87%
Prairie View A and M Universi	1	35%
Santa Clara University	1	90%
St. Mary's College	1	76%
UC Santa Barbara	1	81%
UCLA	1	91%
University of San Diego	1	82%
University of San Francisco	1	77%
Vassar College	1	90%

What are Estimated College Completion (ECC) rates?

- ECC rates are an average of the graduation rates of the colleges in which a cohort of students enroll

What do ECC rates measure?

- ECC rates use historical graduation rates at colleges to predict the likelihood a student will graduate from that particular college

How are ECC rates useful?

- ECC rates indicate the likely success of any demographically similar student at a given postsecondary institution; apart from formal statistical analyses, **they are the best counterfactual for assessing program impact on college completion rates**

Who else uses ECC rates?

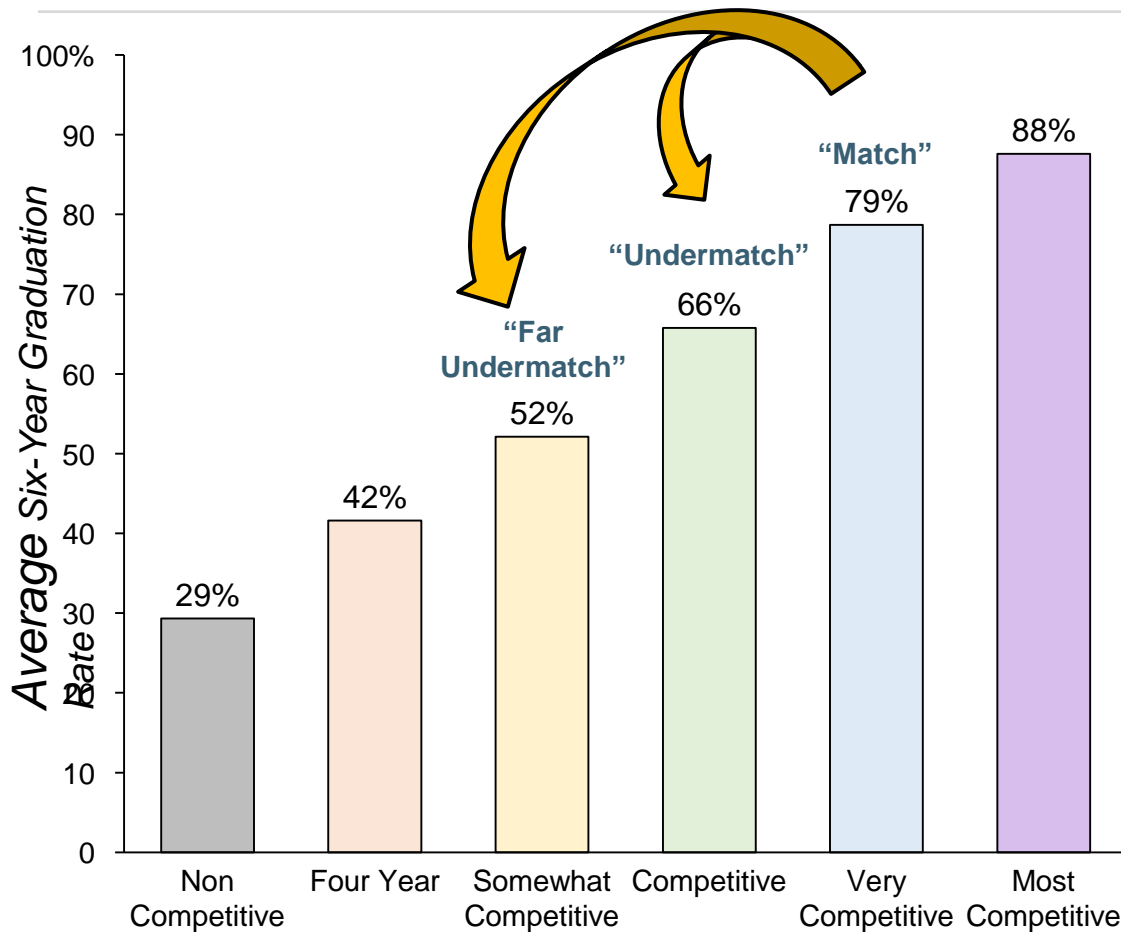
- Many CMOs are beginning to track ECC rates as a baseline indicator for their efforts to support students to and through college*

Note: ECC calculated using IPEDS data on 150% grad rates for full-time, first-time degree seeking Pell grant recipients at given institutions



Many CMOs emphasize ECC because they know students who “undermatch” often lower their odds of earning a degree

Average Institutional Graduation Rates by Barron’s Selectivity Level
2017



The Effects of Undermatching

Consider a student who has access to Very Competitive colleges:

- By “**matching**” to a Very Competitive college she would, on average, attend a school with a **79% graduation rate**
- By “**undermatching**” to a Competitive college she would, on average, attend a school with a **66% graduation rate, 13 points lower** than her average match school
- By “**far undermatching**” to a Somewhat Competitive college she would, on average, attend a school with a **52% grad rate, 27 points lower** than her average match school

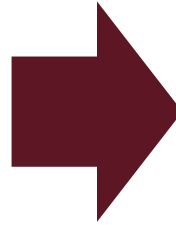
Note: graph uses Barron’s 2017 collapsed selectivity levels. Six-year graduation rates pulled from IPEDS for 2011 cohort of first-time, full-time students seeking a bachelor or equivalent at four-year institutions (n=1,330 institutions)

Efforts to refine college access and success programming should contribute to three overarching objectives

- ① Increase student success rates
- ② Improve student “match and fit” to reduce undermatching and maximize estimated college completion
- ③ Enable scale through reduced per-pupil cost

Undermatching occurs when a student attends a college that is less selective than their credentials would otherwise allow

Students from low-income families are more likely to undermatch when enrolling in college, meaning they attend less selective institutions than their hard-earned GPA and ACT/SAT scores would otherwise allow.



Less selective institutions often have **less financial aid** to give, **fewer supports** for students, and **lower graduation rates**; undermatched students face longer odds to complete a post-secondary degree or certificate.

To better understand undermatching, let's start by reviewing definitions for both "match" and "fit"

The term "match" typically describes the degree to which a student's academic credentials match the selectivity of the college or university in which they enroll. Match encompasses the **quantitative** elements of choosing a post-secondary option; it is more science than art.

"Fit" is a more nebulous concept that refers to how well a prospective student might mesh with an institution once on campus: socially, emotionally, financially, and otherwise. Fit encompasses the **qualitative** elements of choosing a post-secondary option; it is more art than science.

Match

Institutional Selectivity

Barron's Selectivity Index

Student Qualifications

GPA

ACT/
SAT

AP/IB/
Honors

Fit

Institutional Offerings

Financial Aid/
Net Cost

Grad
Rate

Campus
Culture

Academic
Offerings

Geographic
Location

Support
Services

Student Attributes

Family
Income Level

Emotional/
Social Needs

Desired School
Attributes

Anticipated
Major

Desired Proximity
to Home

Race/
Ethnicity

Note: while there is general consensus that match and fit describe the quantitative and qualitative components of post-secondary choice, there is no standard definition of these terms.

The components of match can be used to determine a “match” between student qualifications and institutional selectivity

		Final High School GPA (4.0- and 100-point scales)							
Highest Score		<72.5	72.6-74.9	75.0-79.9	80.0-82.4	82.5-84.9	85.0-87.4	87.5-94.9	95.0+
ACT	SAT	<1.74	1.75-1.99	2.00- 2.49	2.50- 2.75	2.75- 2.99	3.0- 3.24	3.25- 3.74	3.75+
24+	1090+	Somewhat Competitive	Somewhat Competitive	Somewhat Competitive	Very Competitive	Very Competitive	Most Competitive	Most Competitive	Most Competitive
21-23	980-1080	Four Year College	Four Year College	Somewhat Competitive	Competitive	Very Competitive	Very Competitive	Very Competitive	Very Competitive
18-20	870-970	Four Year College	Four Year College	Somewhat Competitive	Competitive	Competitive	Very Competitive	Very Competitive	Very Competitive
16-17	790-860	Two Year College	Four Year College	Four Year College	Somewhat Competitive	Somewhat Competitive	Somewhat Competitive	Competitive	Very Competitive
<16 or No ACT	<790 or No SAT	Two Year College	Four Year College	Four Year College	Four Year College	Four Year College	Four Year College	Somewhat Competitive	Somewhat Competitive



For example, this **selectivity index** indicates a student with an ACT score of 21 and a GPA of 2.8 should be eligible to enroll in, or “match” to, a very competitive school

Match selectivity index based on modified version of OneGoal selectivity index. Note: the specific parameters and category measures used in selectivity indexes vary by region and have significant implications for tracking match rates over time.

There are three steps of the college-going process in which a student can undermatch

<u>Step in Process</u>	<u>Description of Undermatch</u>
1 Application	Student <i>did not apply</i> to match or more selective schools
2 Admittance	Student <i>applied but was not admitted</i> to match or more selective schools
3 Enrollment	Student was <i>admitted but chose not to enroll</i> in match or more selective school

For MWA, improving postsecondary match rates will first require diagnosing the root cause of undermatching

<u>Step in Process</u>	<u>Description</u>	<u>Match Strategy</u>	<u>Methods</u>
1 Application	<i>Did not apply</i>	Increase applications to match schools	<ul style="list-style-type: none">• Expand student understanding of strong match and fit schools• Support application process to promote timely and targeted applications• Raise student confidence
2 Admittance	<i>Applied but was not admitted</i>	Strengthen college applications	<ul style="list-style-type: none">• Invest in advising supports to improve quality of applications• Improve odds by increasing quantity of applications
3 Enrollment	<i>Admitted but chose not to enroll</i>	Influence enrollment decisions	<ul style="list-style-type: none">• Build strong relationships between students and informed school staff• Provide students & families with timely and accurate data; devote time and expertise to support decision-making