



UNITED INDEPENDENT SCHOOL DISTRICT INFORMATIONAL ITEM

TOPIC: Cambridge Educational Services Test Prep. Report

SUBMITTED BY: Pamela R. Juarez **OF:** Instructional Department

APPROVED FOR TRANSMITTAL TO SCHOOL BOARD: _____

DATE ASSIGNED FOR BOARD CONSIDERATION: July 20, 2011

INFORMATIONAL REPORT:

Attached please find the report that Mr. Kent Dymak will reference as he reviews our 2010-2011 PSAT-SAT test prep opportunity for high achieving Juniors.



United ISD Board Meeting

July 12, 2011

Mr. Kent Dymak



Your Dream and Ours: Creating Successful Learners

1. Critical Thinkers
2. Purposeful
3. Goal Oriented
4. College Graduates





The Aspirations of Cambridge

Your students will achieve test scores that...

- Reflect true potential and ability regardless of income/background
- Allow for greater access to college and scholarships





National Merit Scholars

- **Preliminary SAT (PSAT) is the National Merit Scholar Qualifying Test**
- **50,000 students of 1.5 million entrants qualify for recognition, and 16,000 become semifinalists**
- **All are eligible for special (corporate-sponsored) scholarships**
- **About 8,400 receive National Merit and college-sponsored scholarships**



National Hispanic Recognition Program

- **Opportunity for Hispanic/Latino students**
- **NHRP identifies 5,000 students each year**
- **Although no financial reward, being named is an important academic recognition**
- **NHRP sends a list of all recognized students to subscribing colleges and universities that are particularly interested in academically outstanding seniors of Hispanic/Latino heritage.**



National Merit Scholars

- Everybody talks about closing the achievement gap
- Cambridge seeks to close also the opportunity gap



PSAT/SAT traditionally said:

The SAT is based on the curriculum in major areas of instruction in American high schools and colleges.

We believe, therefore, that the most effective preparation for students who want to score well on the tests is to **apply themselves fully to the learning activities provided as part of their school's program...**



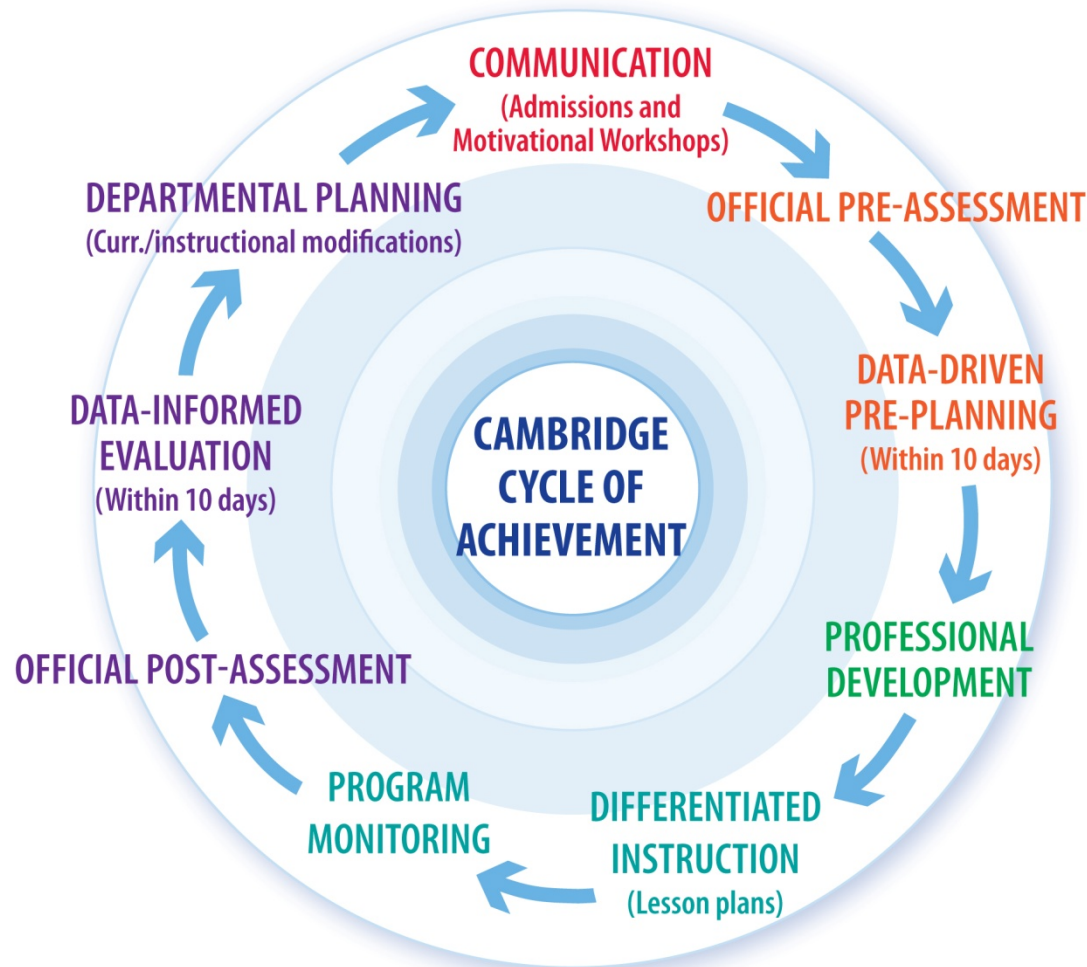
PSAT/SAT's new approach:

Preparation steps fall into two major categories:

(1) activities involving **review and instruction in the knowledge and skills** measured by the tests

(2) activities aimed at **improving test taking skills** that are **not** directly related to the scope and content of the tests

The Cambridge Best Practices Model





2010-2011 UISD Program



Five week PSAT preparation program:

- Pre-assessment using official retired PSAT test
- Experienced teachers recruited and trained by Cambridge
- Instruction targeted to results of the pre-assessment



2010-2011 UISD Program Findings



Impact of Attendance on Score Gains:

- Students at all four high schools who attended 100% of the test preparation sessions had on average **3.6 times** higher gains than those who did not
- Perfect attendance students at LBJ and South had gains **6.6 times** higher

2010-2011 UISD Program Findings



Campus	Actual PSAT 2009 Scores (Avg)	Actual PSAT 2010 Scores (Avg)	Percent Increase
Alexander HS	140	162	16%
LBJ HS	113	120	6%
United HS	137	143	4%
United South	129	134	5%
District	128	143	12%

2010-2011 UISD Program Findings



Percent of Students Increasing their score from Pre to Actual PSAT	Students with 100% attendance	N	Students with 0-80% attendance	N
Alexander HS	57%	21	45%	49
LBJ HS	56%	16	52%	25
United HS	80%	10	55%	40
United South	79%	19	60%	58
District	72%	66	54%	172

2010-2011 UISD Program Findings



Campus	Average SAT of Students that DID NOT Participate in the Cambridge Program	Average Cambridge Improved SAT*	Average Difference
Alexander HS	1371	1632	261
LBJ HS	1132	1256	124
United HS	1360	1429	69
United South HS	1218	1372	154
District	1270	1422	152

*Includes only students which participated in Cambridge course AND completed both official PSAT/SAT



2011-2012 UISD



Program Enhancements

Pre-test Saturday:

- Pre-assessment proctor checklist will enable program coordinator to tell proctors in writing specifically which PSAT form code is being used
- Day-of-test communication with all four high schools to double-check readiness
- Cambridge recommends separating pretest from first day of instruction



2011-2012 UISD



Program Enhancements

Cambridge will provide top quality trained instructors for the program

- Cambridge is committed to instructor observation, evaluation and prompt action
- In Cambridge's experience, training our school partner's own teachers has many benefits to the school and students
- No matter the source, Cambridge instructors will be committed to rigor and growth



2011-2012 UISD Program Enhancements

Improve communication with families and students:

- Auto-dialed phone calls direct to students' homes weekly as reminders
- Both in Spanish and English
- Messages themed to the importance of preparing for high stakes tests
- Students deserve choices: colleges, scholarships and careers



2011-2012 UISD



Program Enhancements

Add a Student Motivation workshop delivered by Cambridge experts:

- Encourage students to be future-focused
- Build commitment to prepare for the test and do their best
- Reinforce “College for Me” culture of UISD
- Just-in-time review of PSAT/SAT test mechanics and success strategies



2011-2012 UISD Program Enhancements

Summary:

- Improved proctor accountability
- Improved instructor evaluation
- Weekly communication to families
- Student Motivation workshop

All these enhancements are planned at **no increase** of cost to UISD from 2010-11 contract commitments.



United ISD Program Conclusion



Cambridge is committed to supporting UISD:

- To improve academic performance
- To raise PSAT/SAT scores
- To increase National Merit opportunities

We are confident this initial program success can be followed by even greater gains in 2011.



Thank You!



We look forward to our continued partnership.

Mr. Kent Dymak

Dymak@CambridgeEd.com

What's on the test?





Mapping SAT Writing

(Multiple-Choice)

49 items, 35 minutes

Identifying Sentence Errors

18 items 37%

Improving Sentences

25 items 51%

Improving Paragraphs

6 items 12%

Sentence Elements

3 items
6%

Paragraph Structure

1 item
2%

Passage Development

2 items
4%

Grammar
14 items
28%

Sentence Structure
5 items
11%

Logical Expression
10 items
20%

Clarity of Expression
7 items
14%

No Error
7 items
14%



Mapping SAT Math

54 items, 55 minutes

Multiple-Choice

44 items 81%

Student-Produced Responses

10 items 19%

Arithmetic

13 items
24%

Algebra

17 items
31%

Coordinate Geometry

5 items
9%

Geometry

13 items
24%

Data Analysis

6 items
11%

Mapping SAT Critical Reading

67 items, 70 minutes



Sentence Completions

19 items 28%

Thought
Extension
13 items
19%

Thought
Reversal
3 items
4%

Combined
Reasoning
4 items
6%

Passages

48 items 72%

Main Idea
2 items
3%

Explicit Detail
8 items
12%

Vocabulary
5 items
7%

Voice
3 items
4%

Application
7 items
10%

Implied Idea
13 items
19%

Development
10 items
15%



A Standardized Test Family Resemblance





Mapping ACT[®] Test English

**Editing five - 325 Word Passages
75 questions - 45 minutes**

Usage/Mechanics
40Q 53%

Rhetorical Skills
35Q 47%

Punctuation
10Q
13%

Grammar and Use
12Q
16%

Sentence Structure
18Q
24%

Strategy
12Q
16%

Organization
11Q
15%

Style
12Q
16%

- Comma
- Semicolon
- End-stop
- Dashes
- Hyphens
- quotes

- Tense
- Subject-verb agreement
- Pronoun use
- Adverb vs. adjective
- Double negative
- Idioms
- Possessives
- comparisons

- Run-on
- Comma splice
- Fragment
- Coord conjunction
- Parallelism
- Misplaced modifiers
- Clauses
- Subordination
- Split construction
- Unintended meaning

- Appropriate support
- Main idea
- Audience
- Effective:
- Opening sentence
- Concluding sentence

- Paragraph development
- Sentence-level structure
- Paragraph-level structure

- Conciseness
- Ambiguity
- Low-level usage
- Shifting point of view



Mapping ACT[®] Mathematics

60 questions - 60 minutes

**Direct use of math facts
or formulas**
32Q 53%

Word Problems
16Q 27%

Inference or decision making
12Q 20%

Pre-Algebra
14Q
23%

**Elementary
Algebra**
10Q
17%

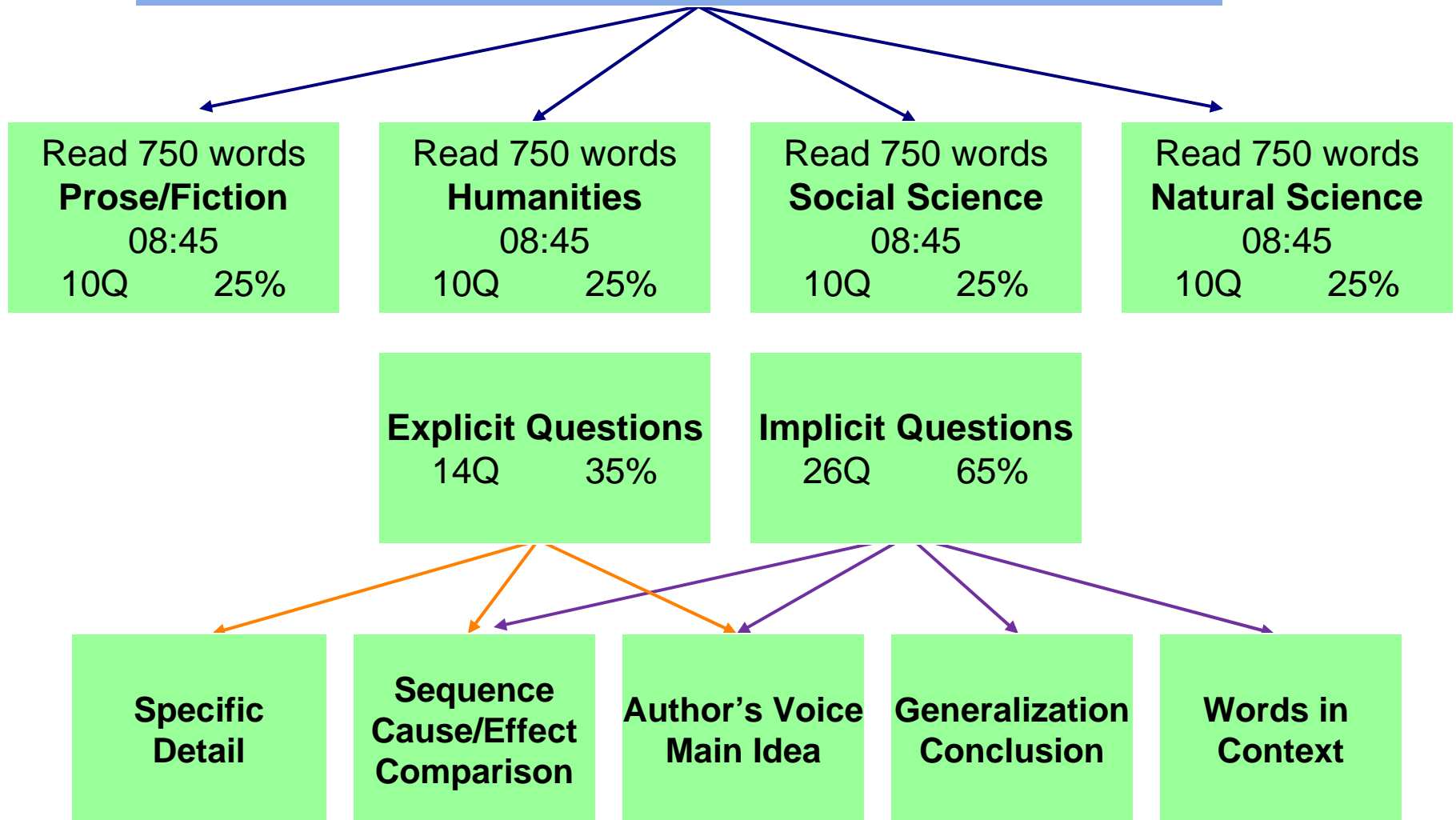
**Intermediate
Algebra**
9Q
15%

Geometry
14Q
23%

**Coordinate
Geometry**
9Q
15%

Trigonometry
4Q
7%

Mapping ACT[®] Test Reading





August 2004



Information Booklet

Exit Level English Language Arts
Revised

Texas TAKS



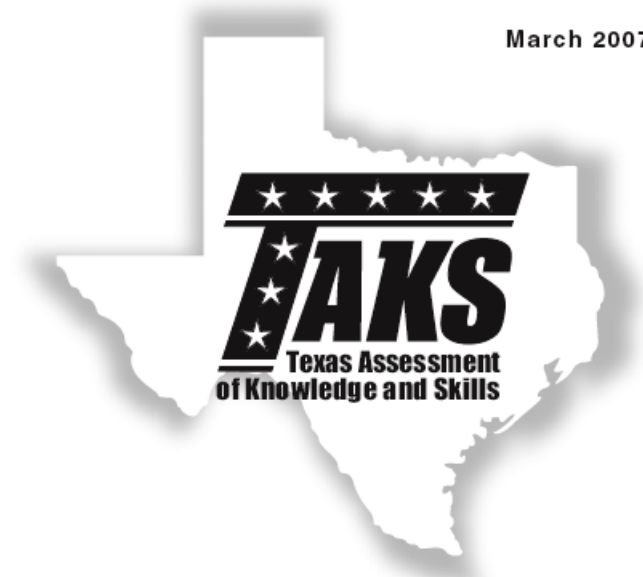
- 4 What is the most effective way to rewrite the ideas in sentences 11 and 12?
- A Although state-of-the-art materials make the possibility of rupture almost nonexistent, an onboard monitoring system will be able to immediately detect any loss of buoyancy.
 - B*** Although state-of-the-art materials make the possibility of rupture almost nonexistent, an onboard monitoring system will be able to immediately detect any loss of buoyancy.
 - C State-of-the-art materials make the possibility of rupture almost nonexistent, an onboard monitoring system will be able to immediately detect any loss of buoyancy, though.
 - D State-of-the-art materials, which make the possibility of rupture almost nonexistent, and an onboard monitoring system, which will be able to immediately detect any loss of buoyancy.



5. What is the most effective way to improve the organization of the third paragraph (sentences 15-18)?
- A. Move sentence 17 to the end of the paragraph
 - B.* Delete sentence 17
 - C. Delete sentence 18
 - D. Move sentence 18 to the beginning of the paragraph



March 2007



Information Booklet

MATHEMATICS

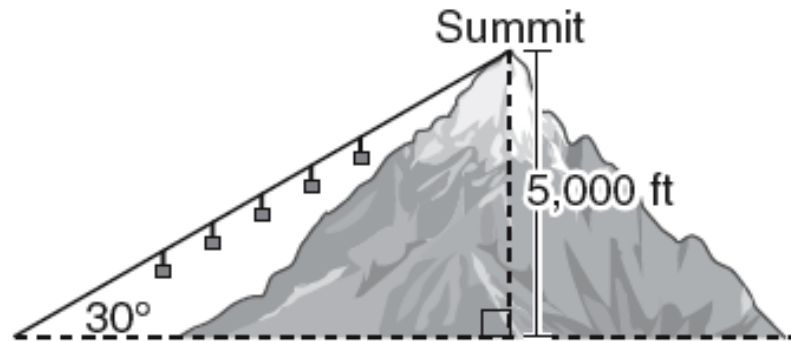
Exit Level

Revised Based on TEKS Refinements

Texas TAKS



- 3 The cable cars of a ski lift rise 5,000 vertical feet from the base at a constant 30° angle of inclination.



What is the approximate straight-line distance that a cable car travels from the base to the summit of the mountain?

- A 2,500 ft
- B 2,900 ft
- C 8,500 ft
- D* 10,000 ft



- 3 Jayna has 11 new paperback books. Three of the paperbacks are mysteries, three are science fiction, and the rest are romances. If Jayna were to randomly select two books from this set without replacing them, what is the probability that the first book selected is science fiction and the second book selected is a romance?

A $\frac{15}{121}$

B* $\frac{3}{22}$

C $\frac{9}{110}$

D $\frac{8}{11}$



Thank You!



Mr. Kent Dymak