Reforming Schools through College Readiness

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Presentation Overview

- What is EXCELerator?
- The Challenge of Building College Success
  - The Importance of College Readiness verses College Eligibility
- The EXCELerator Process and Access
- Working with our Partners
- What have we learned?
What is EXCELerator?

EXCELerator extends the partnership districts have with the College Board by offering services focused on improving college readiness at the district level.

EXCELerator teams use a research-driven approach and work closely with school districts to improve their capacity to ensure college readiness by strengthening infrastructure, ensuring coherent curricula and formative assessments, and developing the right supports for students and families.
What is EXCELerator’s mission?

Our vision is to see all students graduate from high school with the knowledge and skills necessary to enter college and to be successful in the post-secondary environment.

Our goal is to create systems that make this vision a reality with a special focus on serving those students who have been and continue to be underserved.
The Challenge of Building College Success

The Importance of College Readiness versus College Eligibility
What does “college ready” mean?

Being college ready means — at a minimum — having the knowledge, skills, and behaviors needed to complete a first year of postsecondary study without remediation.

College readiness can be achieved through a rigorous comprehensive learning system focusing on preparing students to successfully complete quality college-level course work while in high school.

This level of preparation is also necessary for students to be considered career ready. Students who opt to enter the world of work or delay college after high school graduation also need the knowledge, skills, and behaviors defined above.
Why is college readiness important?

For every 100 9th-graders in the U.S.

- 70 graduate from high school
- 44 enroll and enter college
- 30 return to college for their sophomore year
- 21 earn a bachelor’s degree within six years

Source: The National Center for Higher Education Management Systems Progress and Completion data
CollegeCareerReady™ School Diagnostic

**think**
- Problem Formulation
- Research
- Interpretation
- Communication
- Precision & Accuracy

**Key Cognitive Strategies**

**know**
- Technical Knowledge and Skills
- Structure of Knowledge
- Challenge Level
- Value
- Attribution
- Effort

**Key Content Knowledge**

**go**
- Postsecondary Awareness
- Postsecondary Costs
- Matriculation
- Career Awareness
- Role and Identity
- Self-advocacy

**Key Transition Knowledge and Skills**

**act**
- Ownership of Learning
- Learning Techniques

**Key Learning Skills and Techniques**
Think - Key Cognitive Strategy Model

- There are five thinking skills necessary for students to be ready for – and successful in – both college and a career.
- Based on research by Dr. David Conley, these skills can be learned; however, common educational practices do not teach or measure students’ abilities in all five areas.
Know - Key Content Knowledge

• Key terms and terminology
• Factual information
• Linking ideas
• Organizing concepts
• Common Core State Standards (in English/literacy and mathematics only)
• NAS Science Framework
• Standards for Success in other areas
Act - Key Learning Skills & Techniques

- Time management
- Study skills
- Retention of factual information
- Goal setting
- Self-awareness
- Persistence
- Collaborative learning
- Ownership of learning
Go - Key Transition Knowledge & Skills

- Admissions requirements
- College types and missions
- Career pathways
- Affording college
- College culture
- Relations with professors
- Social/identity issues in transitioning
The EXCELerator Process and Access
EXCELerator™ Process
Helps Answer Key Questions with a Variety of Support Tools

**DIAGNOSTIC**
Identify the strengths and gaps in the district’s college readiness infrastructure.

- What are the core challenges facing the district?
- What solutions and initiatives exist to address the district’s key issues?

**SOLUTIONS AND STRATEGIES**
Work with districts to identify solutions and strategies and to address the district’s core challenges.

- How should solutions and initiatives be prioritized?
- Do initiatives integrate with district’s other strategies?
- Where are gaps to implementation?
- How will gaps be resolved?

**IMPLEMENTATION**
Provide a variety of implementation support tools, including effective professional or cognitive coaching, change management and leadership support.

- What are the expected outcomes for each initiative—e.g., change in adult behavior, student outcomes?
- Are initiatives on-track for implementation and achieving desired results?
- How should initiatives be modified to improve results?

**EFFECTIVENESS AND SUSTAINABILITY**
Determine outcomes, strengthen what matters most and work with districts to embed change and build sustainability of the reforms.

- What initiatives should be accelerated, modified or abandoned?
- Have processes been established to achieve sustainable reform?
- Have anticipated changes in adult behavior been realized in practice?
Five Essential Components

1. **District Infrastructure** focuses on goals, policies, practices and processes that establish college readiness as a priority.

2. **Curriculum Coherence**
   Curriculum Coherence focuses on district guidelines that ensure scope and sequence in core content areas are aligned to college readiness expectations.

3. **Assessments That Inform**
   Assessments That Inform focuses on the use of assessment data to improve instruction and increases college readiness at the district, school and classroom levels.

4. **Student Academic Support**
   Student Academic Support focuses on strategies and programs that build students’ capacity to engage in learning experiences essential for college readiness.

5. **Culture and Community**
   Culture and Community focuses on strategies and programs that empower students and families to plan and prepare for college success.
Access Points to EXCELIerator

Program Analyses

- Professional Development
- Implementation Services
- District Partnership
Program Analyses
District Diagnostic and Focus Areas
Program Analyses:
Our Primary Access Point

Two Types

- A comprehensive District Diagnostic assesses college readiness by evaluating five critical components.
- A suite of Focus Area program analyses that assesses the individual program through five critical components.
  - These allow for all follow-up services to be customized and tailored specifically to the defined needs of the district.
EXCELerator Diagnostic and Focus Area Process

**Startup**
- Pre-Meeting

**Stage 1**
- Data and Document Review
- Diagnostic
  - Meeting 1: Data Summary and Working Hypotheses

**Stage 2**
- District Interviews
- Classroom Visits; Validation Conversations
  - Meeting 2: Final Diagnostic Report

**Stage 3**
- Root Causes and Prioritized Strategies
  - Meeting 3: Recommendations Road Map

2012 Prepare Conference — 20
Components of the Final Report

**EXCELerator™ District Diagnostic Final Report**

Reviews the components and phases of college readiness as well as the diagnostic process as conducted in a district.

**EXCELerator Key Priorities section**

Identifies priorities for the continued development of postsecondary readiness in a district based upon the themes that emerged from a comprehensive analysis of the data.
Components of the Final Report

Analytics Data
Incorporate analyses of quantitative data on overage/under credit, promotion and graduation rates, disaggregated aspiration and achievement data.

Classroom Observations Data
Provide detailed analyses of quantitative data on level of student engagement, rigor, instructional strategies and school culture.
Recommendations Road Map

Defines a recommended strategy designed to help districts increase alignment to college readiness goals throughout the system.

<table>
<thead>
<tr>
<th>Year One 2011-2012</th>
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<tbody>
<tr>
<td>First Quarter (September - November)</td>
<td>Leadership Training One: Building the Foundation</td>
<td>Leadership Training Two: Aligning Infrastructure</td>
<td>Curriculum Revision Process</td>
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<td>Leadership Training: College Ready Curriculum</td>
<td>Curriculum Revision Process</td>
<td>Curriculum Revision Process</td>
<td>AP Achievement Institute I</td>
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<td>College Career Ready School Diagnostic</td>
<td>PSAT/NMSQT Results; Student Score Reports; AP Potential; Summary of Answers and Skills</td>
<td>PSAT/NMSQT Planning; Student Scheduling for AP Courses</td>
<td>AP Achievement Institute II</td>
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<td>PSAT/NMSQT Administration</td>
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<td>AP Exam Results: District and School KPI Development</td>
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<td>Year Two 2012-2013</td>
<td>Organization of Strategic Planning and Access</td>
<td>Leadership Training: Data Driven Improvement</td>
<td>Counselor Training Phase Two</td>
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<tr>
<td>Leadership Training Three: Institutionalizing</td>
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<td>AP Achievement Institute II</td>
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<tr>
<td>Organizing Strategies for Equity and Access</td>
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<td>AP Exam Results: District and School KPI Development</td>
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<td>AP Achievement Institute Follow-up</td>
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<td>Counselor Training Follow-up</td>
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<td>Vertical Team Meetings</td>
<td>Leadership Training: Data Driven Improvement</td>
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<td>CollegeEd Implementation/Advisory Planning</td>
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<td>Year Three 2013-2014</td>
<td>AP Achievement Institute Follow-up</td>
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<td>AP Achievement Institute III</td>
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<td>AP Professional Learning Community</td>
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<td>Pr-AP Strategies: Professional Development</td>
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<td>Vertical Team Meetings</td>
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<td></td>
<td>AP Summer Institutes</td>
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<tr>
<td>PSAT/NMSQT Administration</td>
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Individual Program Analysis (Focus Areas)
Done independently or in conjunction with a District Diagnostic

Advanced Placement®
- Analyzes student access to, preparation for, and support in the AP program. This Focus Area also determines the level of academic preparation and instructional skills necessary to effectively teach AP courses, and assesses a district’s culture and communication around the AP program.

Middle School
- Identifies strengths and opportunities to improve a district’s efforts to build a foundation for college and career readiness at the middle school level by analyzing curriculum for coherence, student supports, and professional development.

Elementary School
- Examines the components that contribute to college readiness at the elementary level. With a focus on instruction, student family support, and related resources, this Focus Area evaluates early grade interventions and transition processes from elementary to middle school.
Post Diagnostic Report EXCELerator Options

- District Driven Implementation
- Selective EXCELerator Professional Development
- Comprehensive EXCELerator District Partnership
Professional Development
EXCELerator Professional Development

When a determined need has been previously defined:

- districts can move directly to implementation of EXCELerator professional development that are packaged with a leadership component and follow-up to monitor implementation.
Key Characteristics

- Leadership
- Follow-Up
- Customized to District Needs
- Efficacy
Current Professional Development

- **AP Program Development**
  - Supporting Rigor in Classrooms Requiring Differentiated Learning
  - Establishing coherent pathways to initial AP Courses within a District

- **District Leadership**
  - Defining & Supporting Core Messages and Key Benchmarks
  - Aligning Goals and Plans to Support College Readiness
  - Institutionalizing College Readiness

- **Curriculum Coherence**
  - Define essential college ready experiences and eliminate curricular gaps and redundancies
  - Develop Curriculum Maps
  - Leadership Training: Evaluating Student Work

- **Other**
  - Counseling in a College Ready District
  - Using Data to Support a College Ready Culture
  - Developing High School – College Partnerships
District Partnerships
EXCELerator becomes a component of a comprehensive District partnership when a school district partners comprehensively with the College Board to address College Readiness.
Oakland Accelerates i3 Partnership

EFFECTIVENESS AND SUSTAINABILITY
• Evaluate the effectiveness of individual projects (ongoing)
• Assess changes in adult practice and improved student outcomes (ongoing)
• Measure progress towards i3 outcomes (ongoing)

IDENTIFYING FUNDING
• Co-developed Investing in Innovation (i3) proposal (Aug 2011)
• Awarded i3 grant (Nov 2011)

IMPLEMENTATION
• Deliver professional development supports (Summer 2012)
• Implement coaching model to reinforce professional learning (Fall 2012)
• Integrate district partnerships to maximize impact (ongoing)

SOLUTIONS AND STRATEGIES
• Completed District Diagnostic (Jan 2012)
• Defined joint project teams (Jan 2012)
• Aligned Diagnostic recommendations, i3 goals and district strategic plan initiatives (Jan 2012)
• Define i3 strategies (Feb to May 2012)
Implementation Services
Implementation Services

- Specific services based on the district’s college readiness infrastructure needs

- Designed to provide short-to-medium term capacity in order to accelerate implementation of college readiness projects
EXCELerator Stories

Working with our Partners
EXCELeator Schools Success Story: Hillsborough, FL

Implementation focused on five elements

• Rigorous academic programs for all students
• Professional development for staff at all levels
• Use of data to inform instruction, learning and assessment
• College planning and preparation programs
• Developmental supports for all students

Resulted in positive outcomes between 2006-2010

• Students participating in AP increased by 86% v. 40% nationwide
• AP participation rates among minority students increased by over 100%
• Number of students receiving a score of 3+ increased by 67% v. 37% nationwide
Turning the Corner on Results: Fresno Unified, CA

- **English Language & Composition AP**
  - Most students scoring 3 or better ever
  - Largest percentage rate (35%) in 3 years

- **English Literature & Composition AP**
  - Most students scoring 3 or better ever
  - Largest % pass rate (35%) in 3 years

- **Spanish Language AP**
  - Most students scoring 3 or better ever

- **Calculus AB**
  - Most students scoring 3 or better in past 4 years

- **US History AP**
  - Most students scoring 3 or better in past 8 years
## Fresno Unified Equity and Access - By Ethnicity

### Total Enrollments in ALL AP Classes

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>5 Year Change</th>
<th>% Change</th>
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<tbody>
<tr>
<td>African American</td>
<td>235</td>
<td>243</td>
<td>307</td>
<td>395</td>
<td>434</td>
<td>+199</td>
<td>80%</td>
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<tr>
<td>Asian</td>
<td>766</td>
<td>924</td>
<td>1056</td>
<td>1323</td>
<td>1340</td>
<td>+574</td>
<td>75%</td>
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<tr>
<td>Filipino</td>
<td>48</td>
<td>51</td>
<td>50</td>
<td>51</td>
<td>59</td>
<td>+11</td>
<td>23%</td>
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<tr>
<td>Hispanic</td>
<td>1380</td>
<td>1605</td>
<td>2058</td>
<td>2583</td>
<td>3062</td>
<td>+1682</td>
<td>220%</td>
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<tr>
<td>Pacific</td>
<td>17</td>
<td>29</td>
<td>17</td>
<td>19</td>
<td>31</td>
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<tr>
<td>White</td>
<td>1032</td>
<td>1005</td>
<td>1197</td>
<td>1379</td>
<td>1318</td>
<td>+286</td>
<td>28%</td>
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<tr>
<td>Grand Total</td>
<td>3507</td>
<td>3878</td>
<td>4704</td>
<td>5877</td>
<td>6306</td>
<td>+2799</td>
<td>80%</td>
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# Fresno Unified: AP Enrollment By Ethnicity

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<tr>
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<th>Fall 2010</th>
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<tr>
<td></td>
<td>% All HS</td>
<td>% AP</td>
<td>Gap</td>
<td></td>
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<tr>
<td>Hispanic</td>
<td>55%</td>
<td>44%</td>
<td>-11%</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>11%</td>
<td>7%</td>
<td>-4%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>15%</td>
<td>22%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>15%</td>
<td>22%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
<td></td>
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<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>% All HS</td>
<td>% AP</td>
<td>Gap</td>
<td></td>
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<tr>
<td>Hispanic</td>
<td>58.6%</td>
<td>50.7%</td>
<td>-7.9%</td>
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<tr>
<td>African American</td>
<td>10.8%</td>
<td>7.2%</td>
<td>-3.6%</td>
<td></td>
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<tr>
<td>White</td>
<td>13.4%</td>
<td>19.5%</td>
<td>6.1%</td>
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<tr>
<td>Asian</td>
<td>14.9%</td>
<td>20.2%</td>
<td>5.3%</td>
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<tr>
<td>Others</td>
<td>2.3%</td>
<td>2.3%</td>
<td>0%</td>
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EXCELierator - a learning organization

What have we learned?
Summary Diagnostic Findings

- Majority of EXCELerator districts are not equipped to deliver on college readiness goals
- Student Family Support is particularly weak
- There is commitment to college readiness, but even with funding:
  - Most districts are aligned to college eligibility rather than readiness
  - Leadership capabilities and supporting professional development need enhanced
  - There are limited tools to support quality assurance or ongoing improvement college readiness efforts
Lessons Learned from Research and Experience

- **District-Driven**: Superintendent-led, district leadership commitment is essential.

- **Customized**: Strategic improvement plans that respect unique district needs and differences are critical.

- **Comprehensive**: Success requires a multifaceted approach that emphasizes critical components for district reform.

- **Multiyear**: Readiness commands time, perseverance, and support through multiyear partnerships.

- **High Touch**: Improving and accelerating readiness efforts needs a balanced team of dedicated leaders, educators and analysts.

- **Analytical**: Benchmarks, progress assessments and updates quantify achievements and focus on ongoing refinements.
Most Graduates Aspire for Postsecondary Education

A majority of students planned to enroll in a postsecondary institution; 52.3% in 4-year college

Postsecondary Aspirations of 2010 Graduates/Completers

- 4-year college or university: 52.3%
- 2-year community college: 31.5%
- Technical, trade, or vocational school: 4.1%
- Entered the military: 3.2%
- Other choices/employment: 8.9%

N = 11,224
Aspirations far Exceed the Level of Preparedness

Roughly three in ten graduates/completers met the SAT/ACT College Readiness Benchmark

SAT/ACT College Readiness by 2010 Graduates/Completers Postsecondary Aspirations

Note: SAT College Readiness benchmark is a combined score of 1550 in Critical Reading + Math + Writing. ACT benchmarks are 21 for Reading and 22 for Math.
Passing The High School Exit Exam is Not Enough

64% of students who passed the high school graduation/exit exam in ELA and math did not Meet SAT/ACT College Readiness Benchmark

<table>
<thead>
<tr>
<th>Status on High School Exit/Graduation Exam</th>
<th>Status on SAT/ACT College Readiness Benchmarks</th>
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</thead>
<tbody>
<tr>
<td>Did not pass HS Exit/Graduation Exam in ELA and Math</td>
<td>Did not participate in SAT/ACT testing</td>
</tr>
<tr>
<td>Passed HS Exit/Graduation Exam in ELA and Math</td>
<td>Did Not Meet SAT/ACT CR Benchmark</td>
</tr>
<tr>
<td>27.4%</td>
<td>46.8%</td>
</tr>
<tr>
<td>72.6%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

Note: Some students received a waiver, or were exempt for a variety of reasons and were not required to pass the high school exit exam as a graduation requirement.
More Information

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