

Reforming Schools through College Readiness

EXCELerator™

May 31, 2012

Rachel Dixon

Senior Director of EXCEerator Solutions and Program Development

Presentation Overview

- ➔ What is EXCEerator?
- ➔ The Challenge of Building College Success
 - The Importance of College Readiness verses College Eligibility
- ➔ The EXCEerator 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.

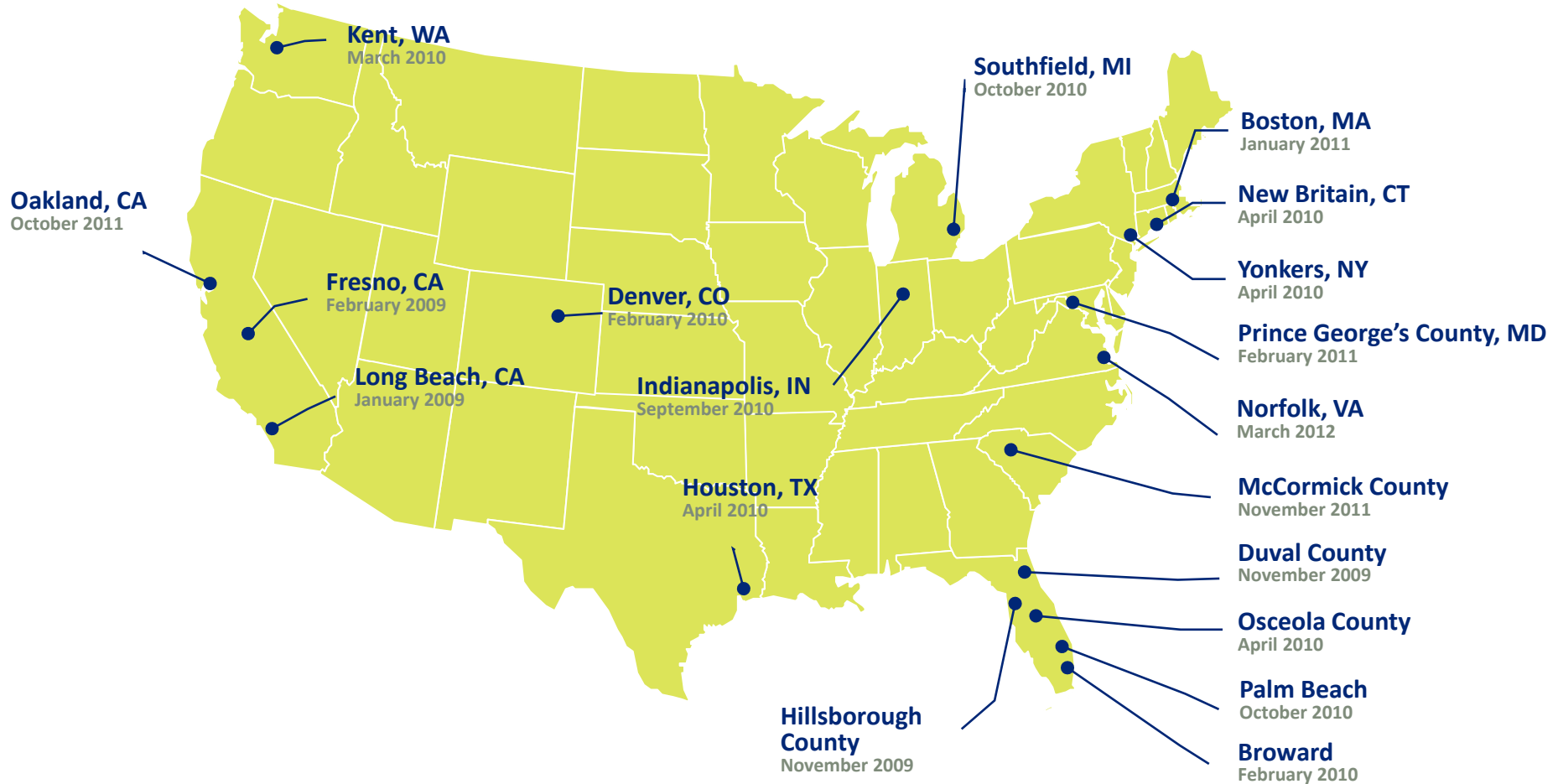
EXCELerator teams use a research-driven approach and work closely with school districts to improve their capacity to ensure college readiness by strengthening infrastructure, ensuring coherent curricula and formative assessments, and developing the right supports for students and families.

What is EXCEerator'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.

EXCEerator™: District Reach, 2009-present



The Challenge of Building College Success

The Importance of College Readiness verses 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.



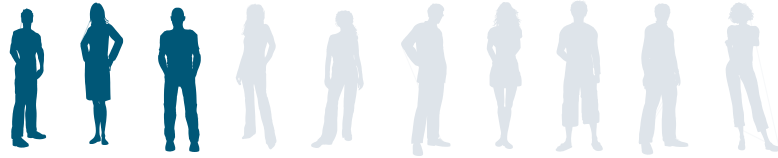
70 graduate from high school



44 enroll and enter college



30 return to college for their sophomore year

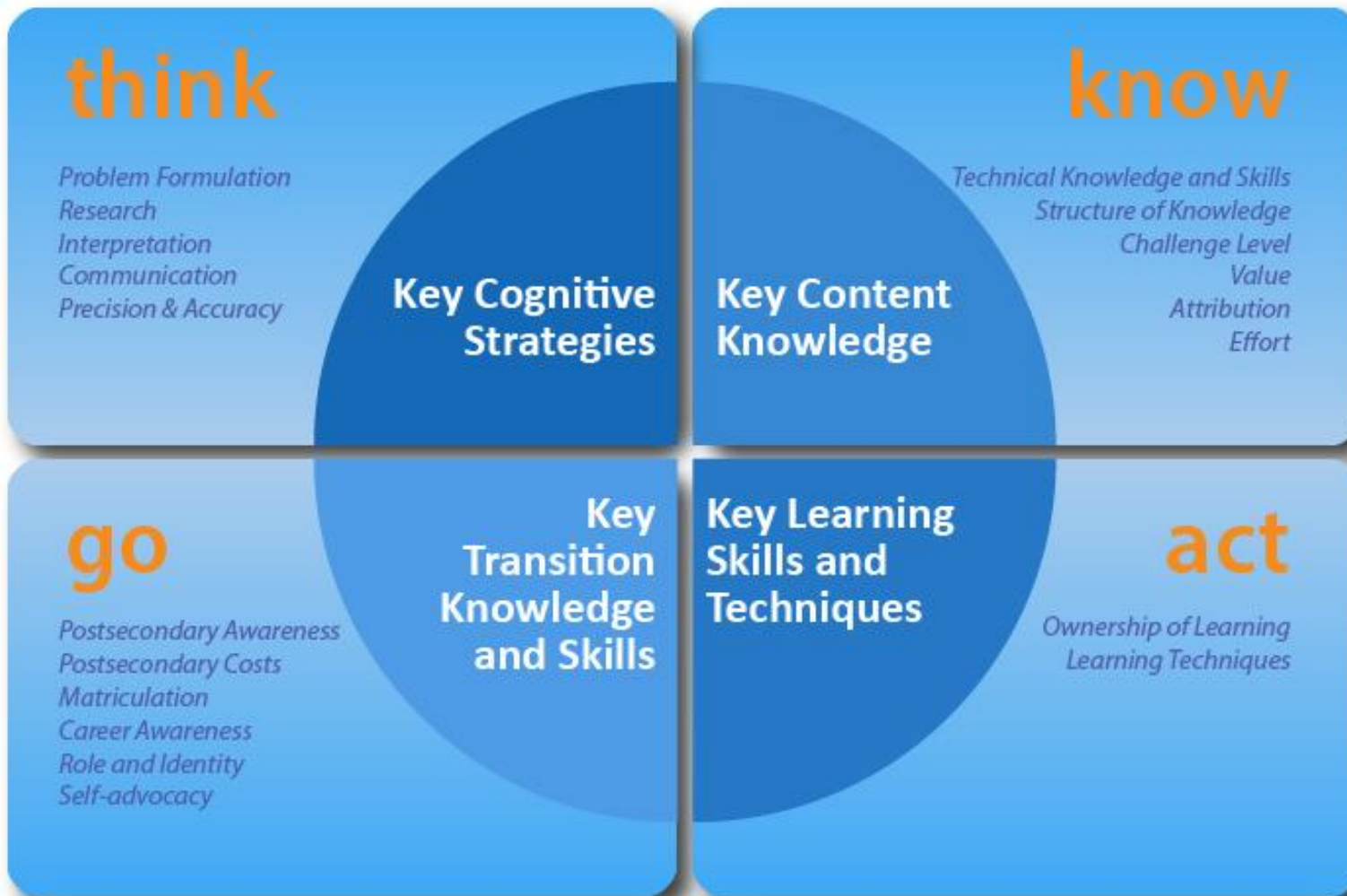


21 earn a bachelor's degree within six years



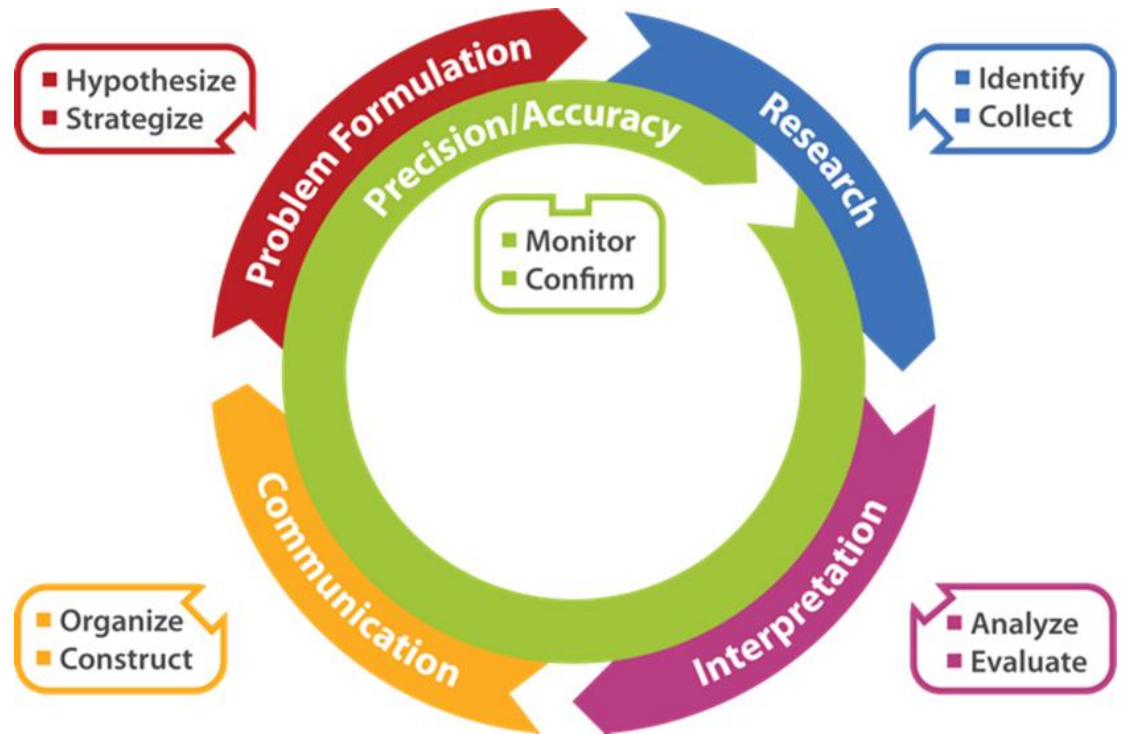
Source: The National Center for Higher Education Management Systems Progress and Completion data

CollegeCareerReady™ School Diagnostic



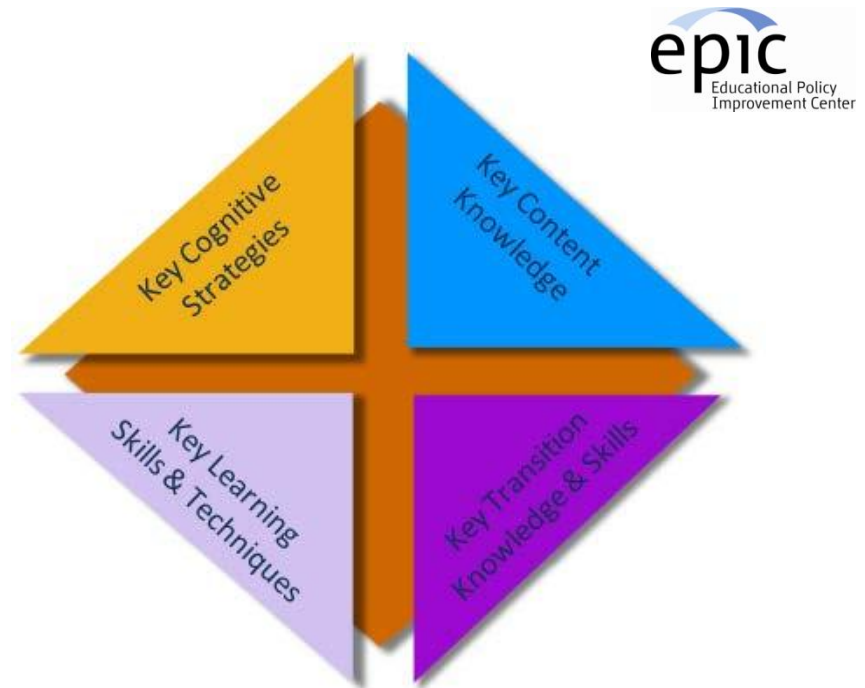
Think - Key Cognitive Strategy Model

- 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.

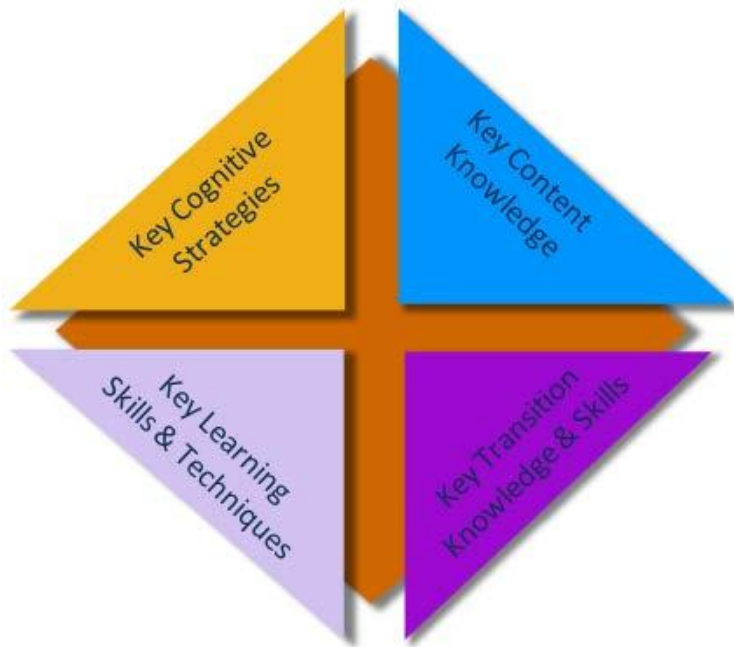


Know - Key Content Knowledge

- 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

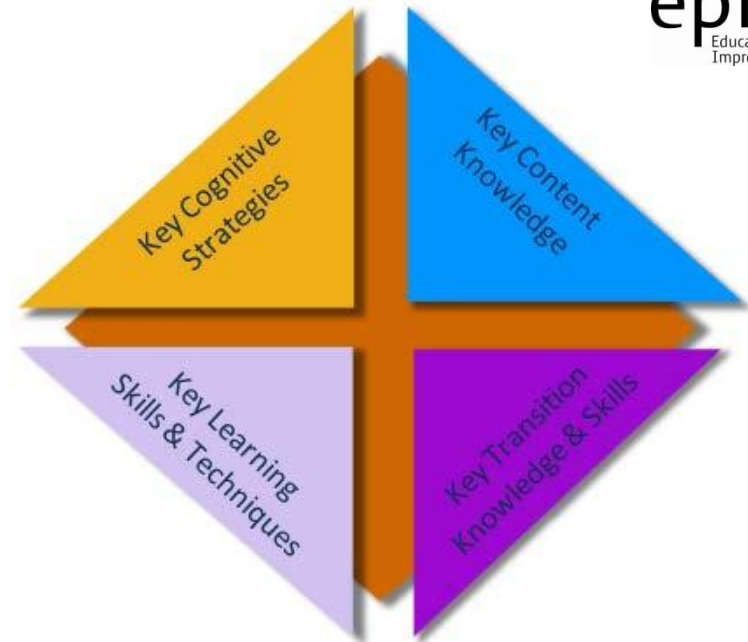


- Time management
- Study skills
- Retention of factual information
- Goal setting
- Self-awareness
- Persistence
- Collaborative learning
- Ownership of learning



Go - Key Transition Knowledge & Skills

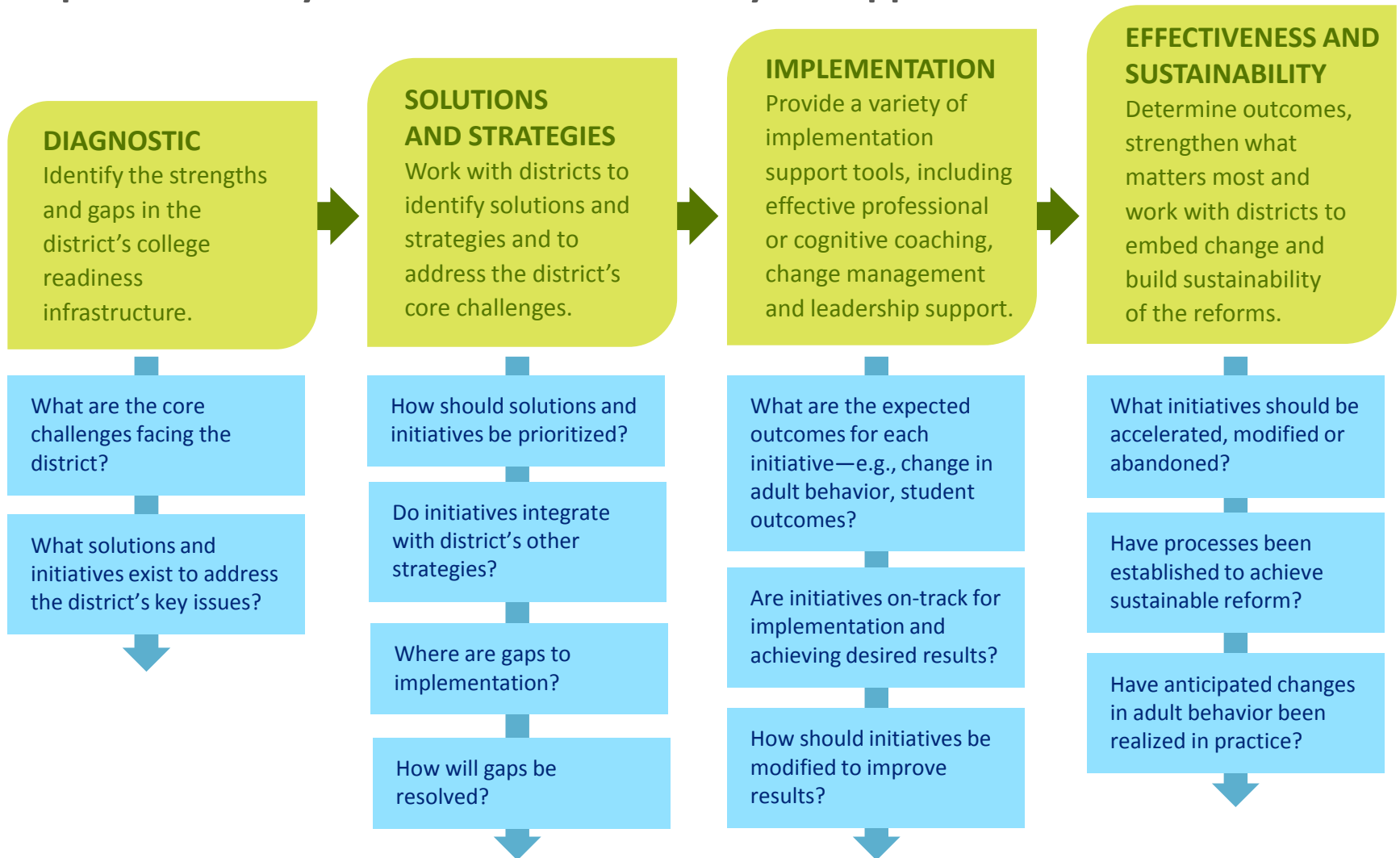
- Admissions requirements
- College types and missions
- Career pathways
- Affording college
- College culture
- Relations with professors
- Social/identity issues in transitioning



The EXCEerator Process and Access

EXCEerator™ Process

Helps Answer Key Questions with a Variety of Support Tools



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 EXCELerator

Program Analyses

```
graph TD; A[Program Analyses] --- B[Professional Development]; A --- C[Implementation Services]; A --- D[District Partnership];
```

Professional
Development

Implementation
Services

District
Partnership

Program Analyses

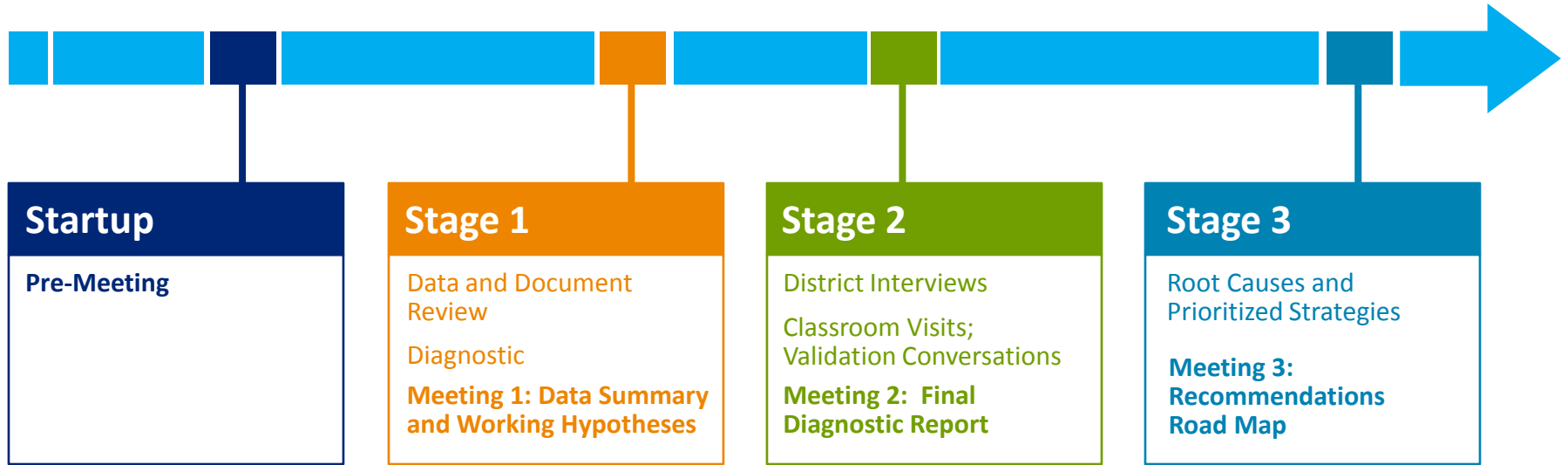
District Diagnostic and Focus Areas

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.

EXCEerator Diagnostic and Focus Area Process



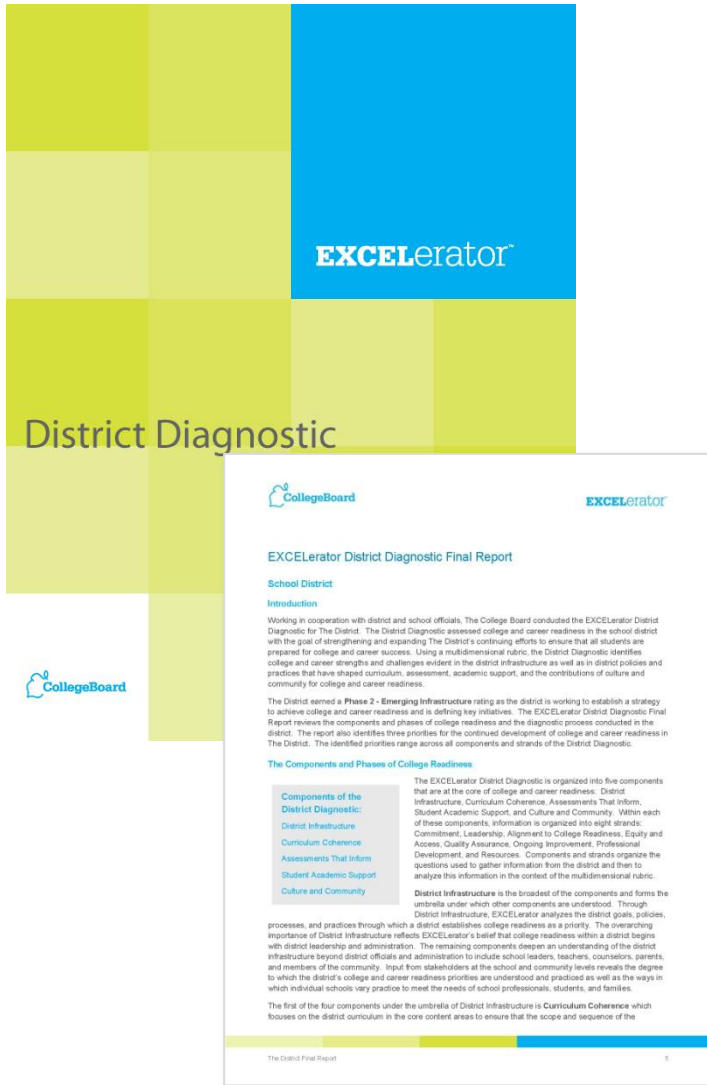
Components of the Final Report

EXCEerator™ District Diagnostic Final Report

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

EXCEerator 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

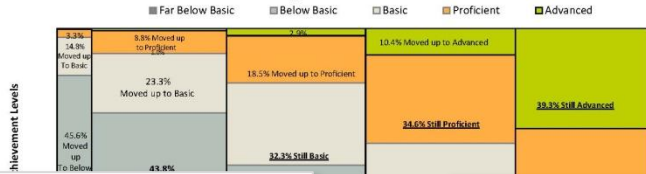


Components of the Final Report

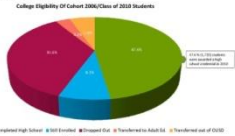
4-Year Change in CST Achievement Levels: Math

Students at all achievement levels struggle to develop and maintain knowledge and skills in math.

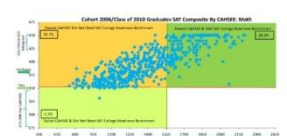
2011 Achievement Level Change in CST Math For Students Tested in Grades 2-5 in 2007



College Eligibility of Cohort 2006/Class of 2010
Less than half of the cohort graduated or completed high school in four years.



Cohort 2006 Performance on SAT & CAHSEE: Math
28.2% of test-takers passed the CAHSEE and met the SAT College Readiness Benchmark.

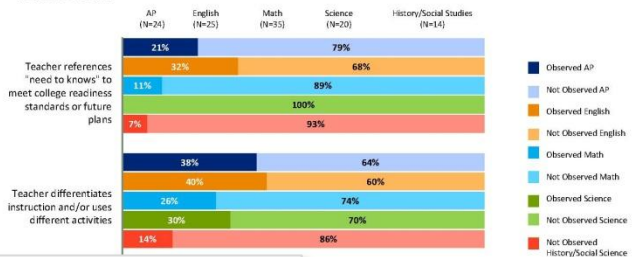


Analytics Data

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

College and Career Readiness Teacher Practices

Teachers in English classes implemented the following teacher practices most often, while teachers in History/Social Studies classes implemented them least often.



Classroom Observations Data

Provide detailed analyses of quantitative data on level of student engagement, rigor, instructional strategies and school culture

Student Engagement: Higher Order Thinking

A higher percentage of activities requiring higher order thinking skills was observed in Advanced Placement (AP) classes (40%) than in other courses. A higher percentage of students was engaged in these activities in Science (56%) than in other subject areas.



Data Collection and Analysis Overview


A total of 121 classes were observed in 10 schools across subjects, grades, and levels. Over 2,500 students and 1,500 activities and questions were observed.

	Observed	Not Observed	All Courses
Schools Visited	10	86%	10
Subjects Observed	English, Math, History/Social Studies, Science, Advanced Placement	English Language Arts, Math, History/Social Studies, Science, AVID	121
#School Culture Walks	5	5	10
#Classes Observed	50	55	105
#Activities and Questions Observed	776	881	1,657
#Students Observed	1,230	1,480	2,985

Recommendations Road Map

EXCEerator™ District Diagnostic
SAMPLE Recommendations Roadmap Three-Year Plan

	First Quarter (September – November)	Second Quarter (December – February)	Third Quarter (March – May)	Fourth Quarter (June – August)
Year One 2011-2012	Leadership Training One: Building the Foundation Leadership Training: College Ready Curriculum College Career Ready School Diagnostic PSAT/NMSQT Administration	Building an AP Program Workshop Curriculum Revision Process Effective Transitions from Elementary to Middle School PSAT/NMSQT Results: Student Score Reports, AP Potential, Summary of Answers and Skills	Leadership Training Two: Aligning Infrastructure Curriculum Revision Process PSAT/NMSQT Planning: Student Scheduling for AP Courses CollegeEd Implementation	Curriculum Revision Process AP Achievement Institute I Effective Transitions Follow-up CollegeEd Implementation/Advisory Planning
Year Two 2012-2013	Leadership Training Three: Institutionalizing Organizing Strategies for Equity and Access AP Achievement Institute Follow-up	Individual Proficiencies for Equity and Access AP Achievement Institute Follow-up Vertical Team Meetings	Leadership Training: Data Driven Improvement PSAT/NMSQT Planning: Student Scheduling for AP Courses AP Achievement Institute Follow-up	Counselor Training Phase Two AP Achievement Institute II AP Exam Results: District and School KPI Development
Year Three 2013-2014	AP Achievement Institute Follow-up AP Professional Learning Community Vertical Team Meetings PSAT/NMSQT Administration CollegeEd Implementation	AP Achievement Institute Follow-up AP Professional Learning Community Vertical Team Meetings Counselor Training Follow-up PSAT/NMSQT Results: Student Score Reports, AP Potential, Summary of Answers and Skills	AP Achievement Institute Follow-up AP Professional Learning Community Counselor Training Phase Three PSAT/NMSQT Planning: Student Scheduling for AP Courses CollegeEd Implementation	Counselor Training Follow-up CollegeEd Implementation/Advisory Planning AP Achievement Institute III Pre-AP Strategies Professional Development AP Summer Institutes



Recommendations Road Map

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

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.

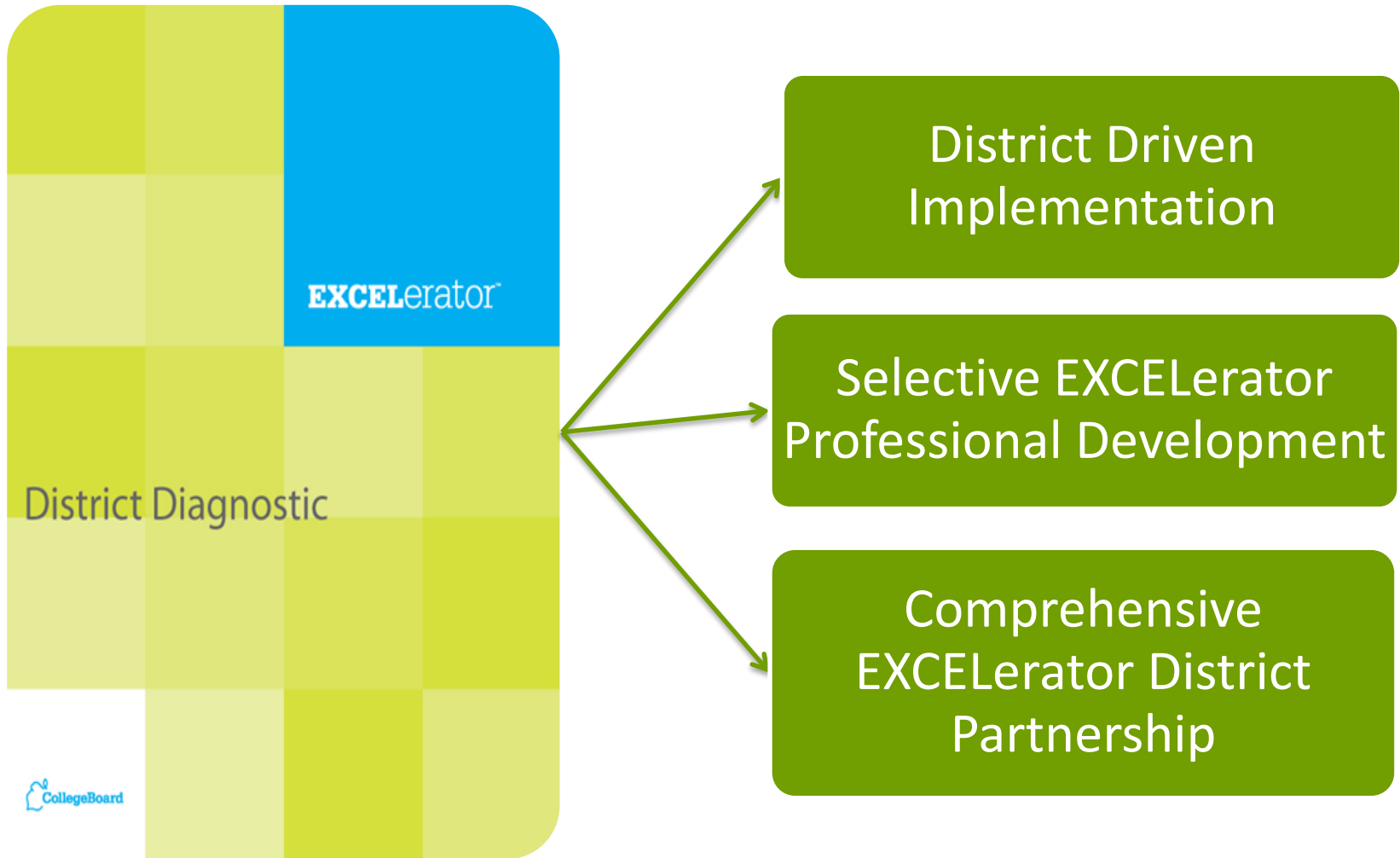
Middle School

- 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 EXCEerator Options



Professional Development

EXCEerator Professional Development

- ➔ When a determined need has been previously defined:
 - districts can move directly to implementation of EXCEerator 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

District Partnership

- ➔ EXCEerator becomes a component of a comprehensive District partnership when a school district partners comprehensively with the College Board to address College Readiness.

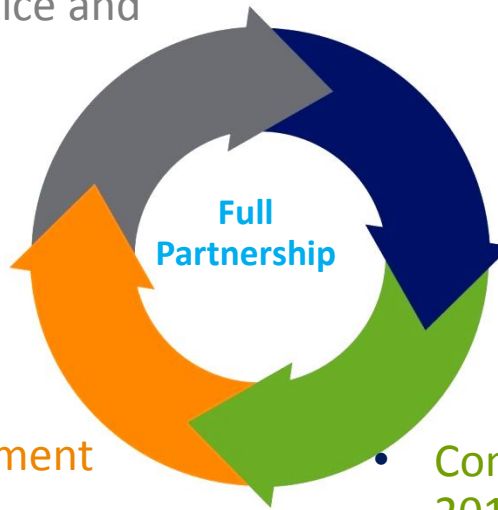
Oakland Accelerates i3 Partnership

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)

IMPLEMENTATION

- Deliver professional development supports (Summer 2012)
- Implement coaching model to re-enforce professional learning (Fall 2012)
- Integrate district partnerships to maximize impact (ongoing)



IDENTIFYING FUNDING

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

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

EXCEerator 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

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	5 Year Change	% Change
African American	235	243	307	395	434	+199	80%
Asian	766	924	1056	1323	1340	+574	75%
Filipino	48	51	50	51	59	+11	23%
Hispanic	1380	1605	2058	2583	3062	+1682	220%
Pacific	17	29	17	19	31	+13	82%
White	1032	1005	1197	1379	1318	+286	28%
Grand Total	3507	3878	4704	5877	6306	+2799	80%

Fresno Unified: AP Enrollment By Ethnicity

Fall 2010

	% All HS	% AP	Gap
Hispanic	55%	44%	-11%
African American	11%	7%	-4%
White	15%	22%	7%
Asian	15%	22%	7%
Others	4%	4%	0%

Fall 2011

	% All HS	% AP	Gap
Hispanic	58.6%	50.7%	-7.9%
African American	10.8%	7.2%	-3.6%
White	13.4%	19.5%	6.1%
Asian	14.9%	20.2%	5.3%
Others	2.3%	2.3%	0%

EXCELerator- *a learning organization*

What have we learned?

Summary Diagnostic Findings

- Majority of EXCEerator 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.

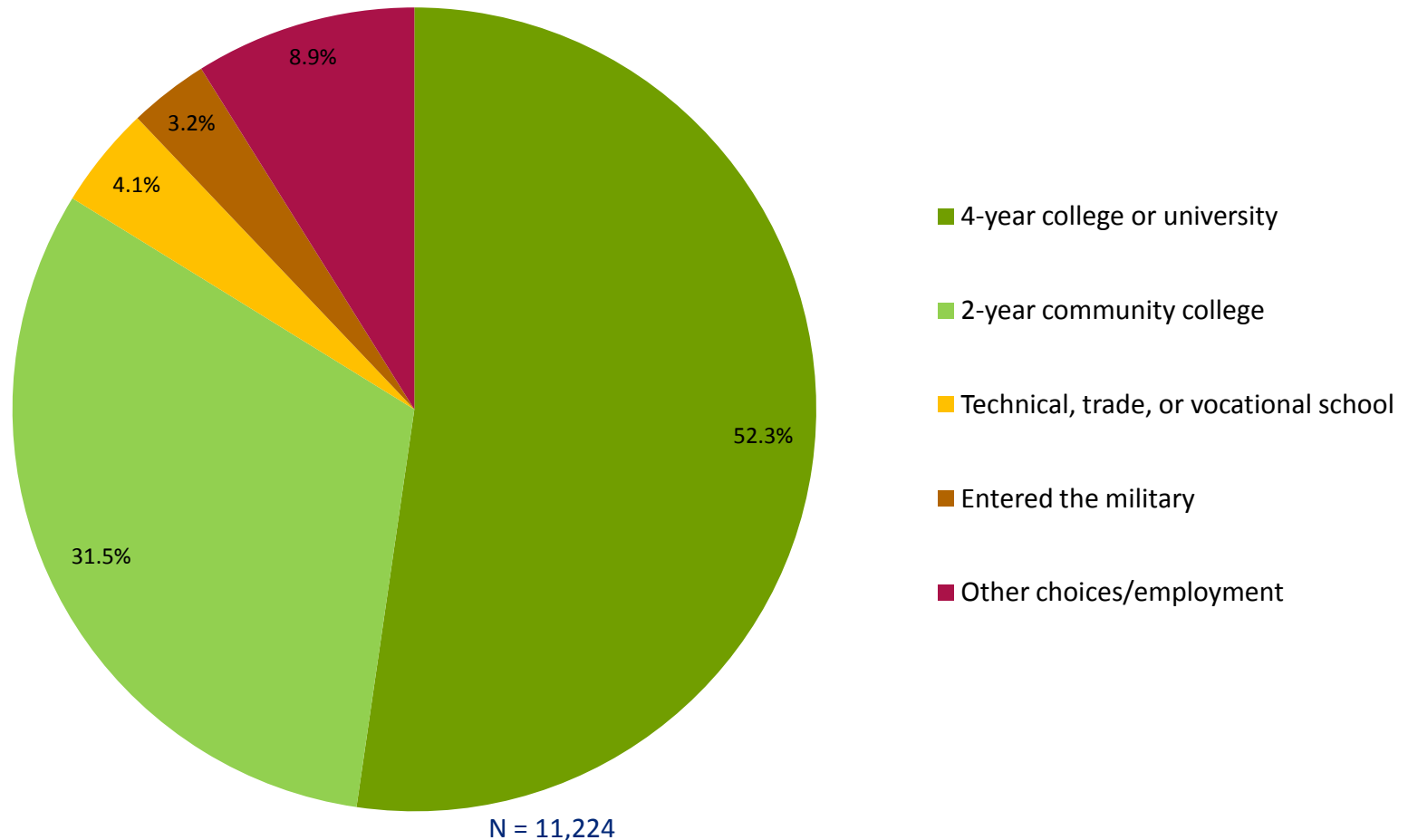
Analytical

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

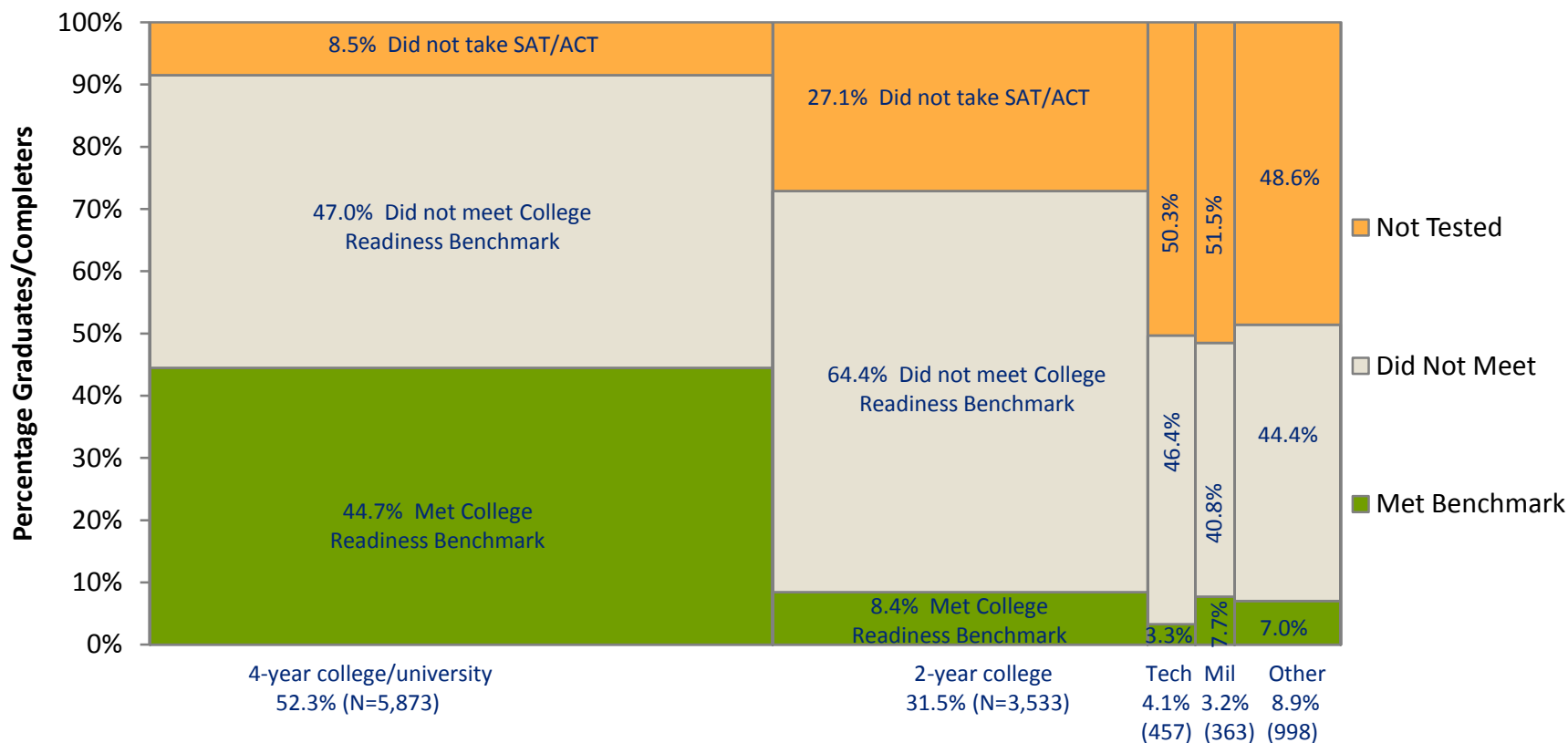
Postsecondary Aspirations of 2010 Graduates/Completers



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

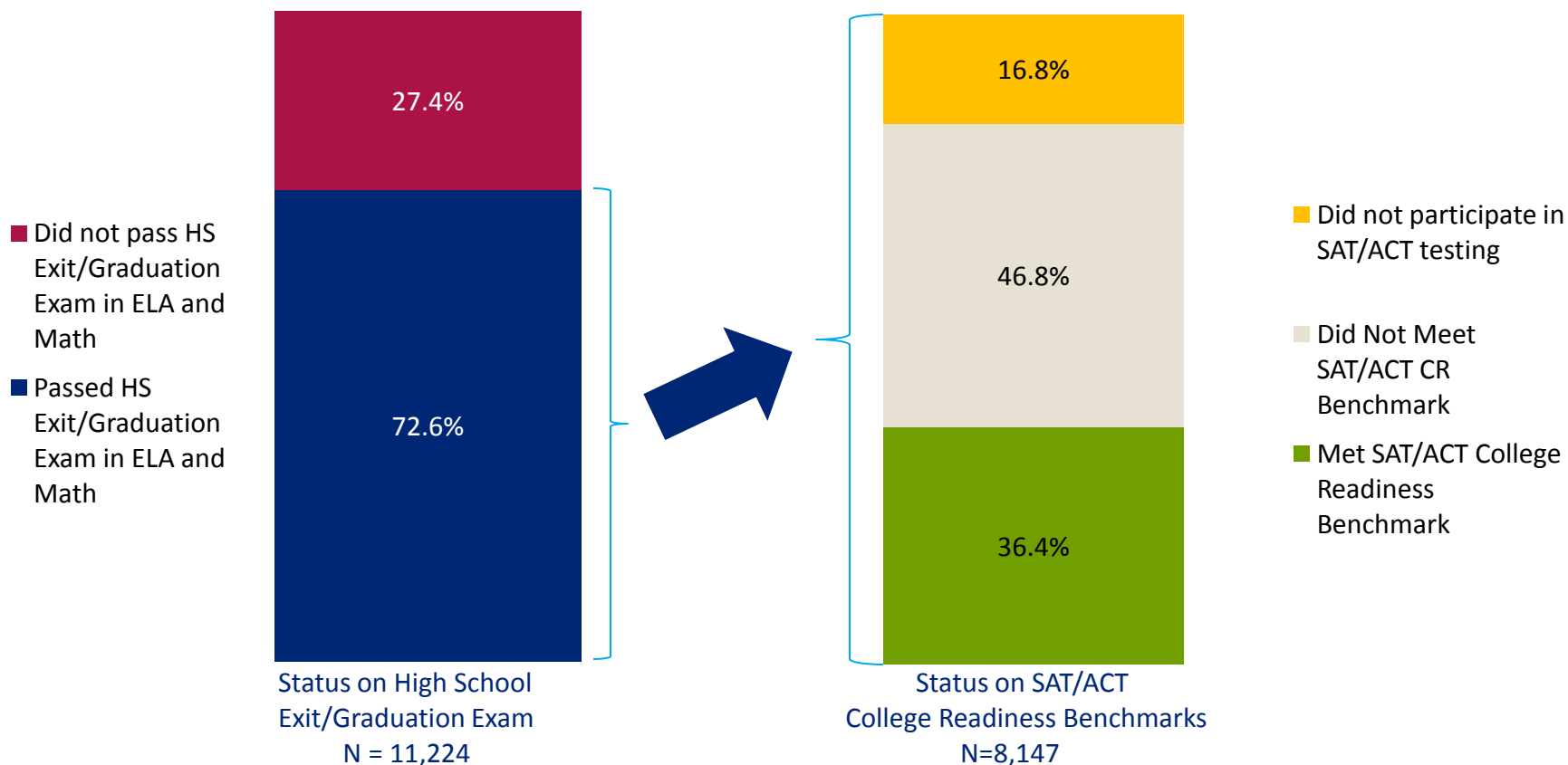


Note: SAT College Readiness benchmark is a combined score of 1550 in Critical Reading + Math + Writing. ACT benchmarks are 21 for Reading and 22 for Math.

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

Performance on High School Exit/Graduation Exam and SAT/ACT



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

Rachel Dixon

Senior Director of Solutions and Program Development,
EXCEerator

rdixon@collegeboard.org

EXCEerator™

HOME OVERVIEW PROCESS COLLEGE READINESS

EFFECTIVENESS AND SUSTAINABILITY
IMPLEMENTATION
SOLUTIONS AND STRATEGIES
DIAGNOSTIC

DIAGNOSTIC
IDENTIFY COLLEGE READINESS STRENGTHS AND GAPS

EXCEerator™ is an improvement model developed by the College Board. The EXCEerator approach focuses on improving college readiness at the district level by partnering with district leaders initially in a diagnostic process to identify key challenges, then working together to develop and implement solutions and strategies.

[Learn more about EXCEerator](#)

Contact Us
E-mail the EXCEerator program to learn more.
exceleerator@collegeboard.org

District Approach to College Readiness Research-Based Improvement Process District Diagnostic