

Reforming Schools through College Readiness

EXCELerator™

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Presentation Overview

- ➔ What is EXCEerator?
- ➔ The Challenge of Building College Success
- ➔ History of EXCEerator
- ➔ The EXCEerator Process

What is EXCEerator?

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

EXCEerator 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.

The Challenge of Building College Success

The Importance of College Readiness

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

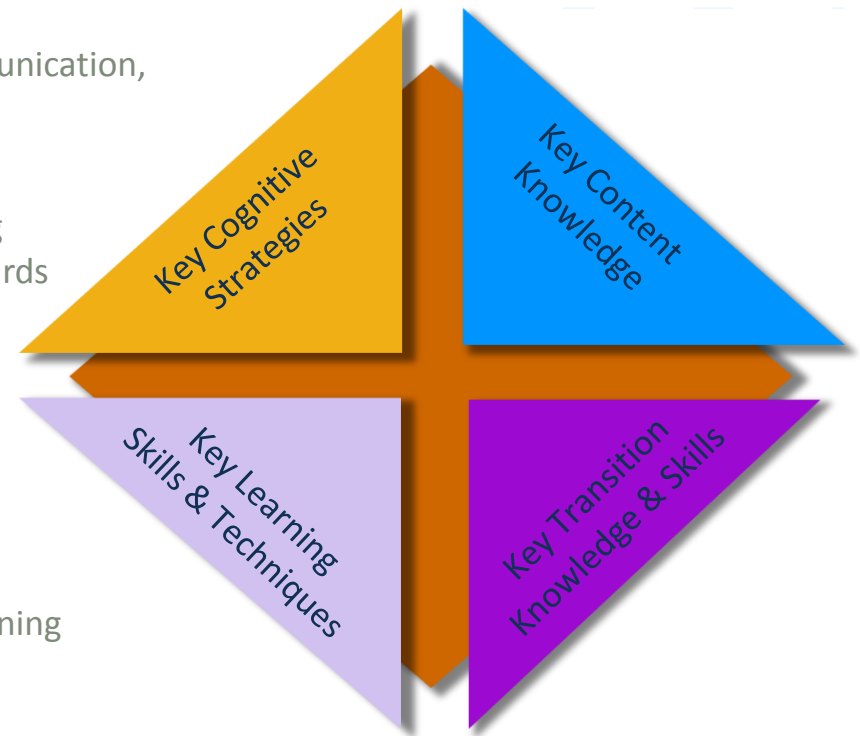


Source: The National Center for Higher Education Management Systems Progress and Completion data

College Readiness for Individual Students: Conley Model

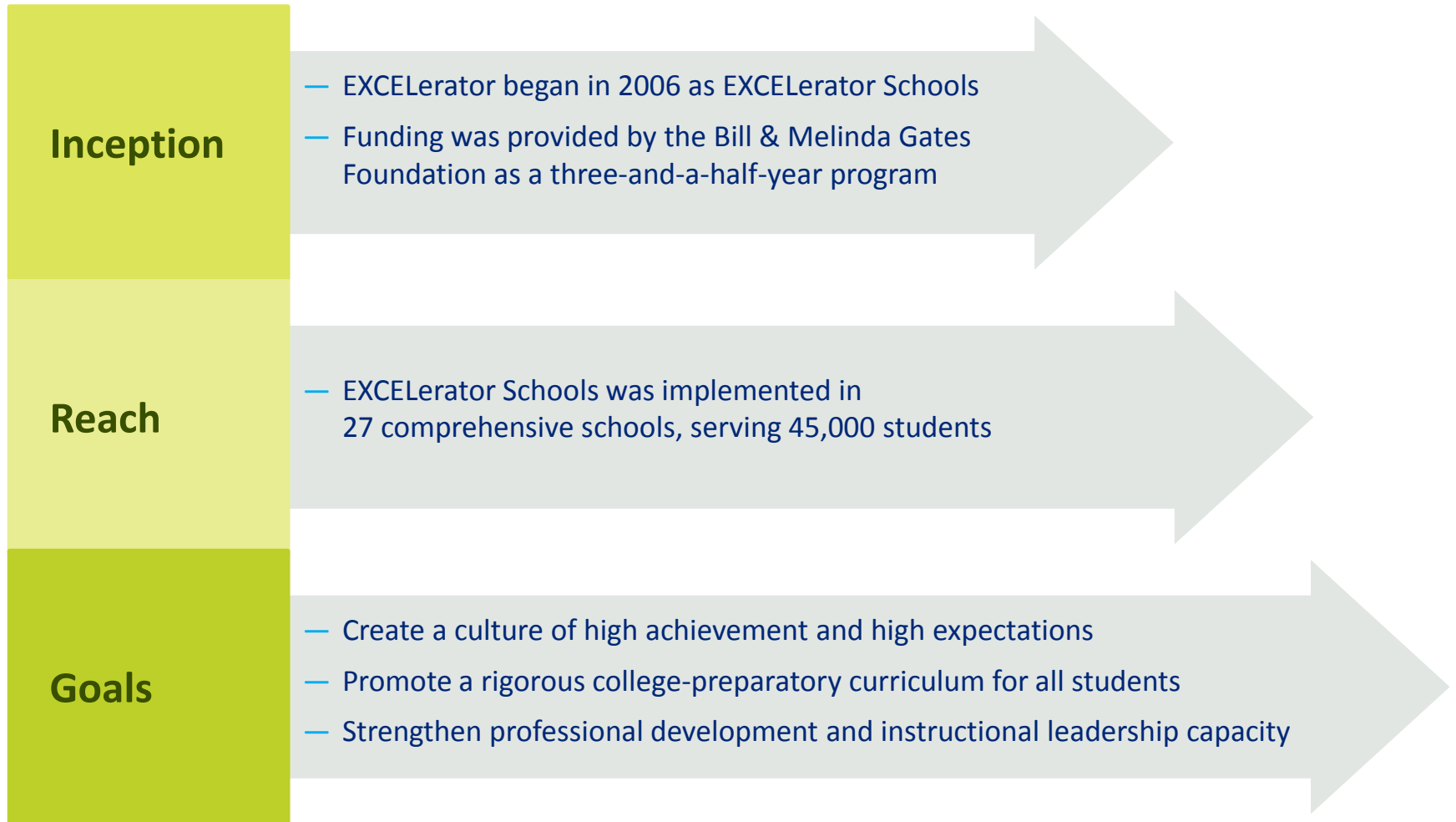
Four Keys to College and Career Readiness

- **Key Cognitive Strategies**
 - Problem Formulation, Research, Interpretation, Communication, Precision and Accuracy
- **Key Content Knowledge**
 - Key terms and terminology, factual information, linking ideas, organizing concepts, Common Core State Standards (English/literacy and mathematics, NAS Science Framework, Standards for Success in other areas)
 - Interdependent with Key Cognitive Strategies
- **Key Learning Skills and Techniques**
 - Time Management, Study Skills, Retention of Factual Information, Goal Setting, Self-Awareness, Persistence, Collaborative Learning, Ownership of Learning
- **Key Transition Knowledge and Skills**
 - Admissions Requirements, College Types and Missions, Affording College, College Culture, Relations with Professors, Social/identity Issues in Transition



History of EXCELerator™

The History of EXCEerator™



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

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

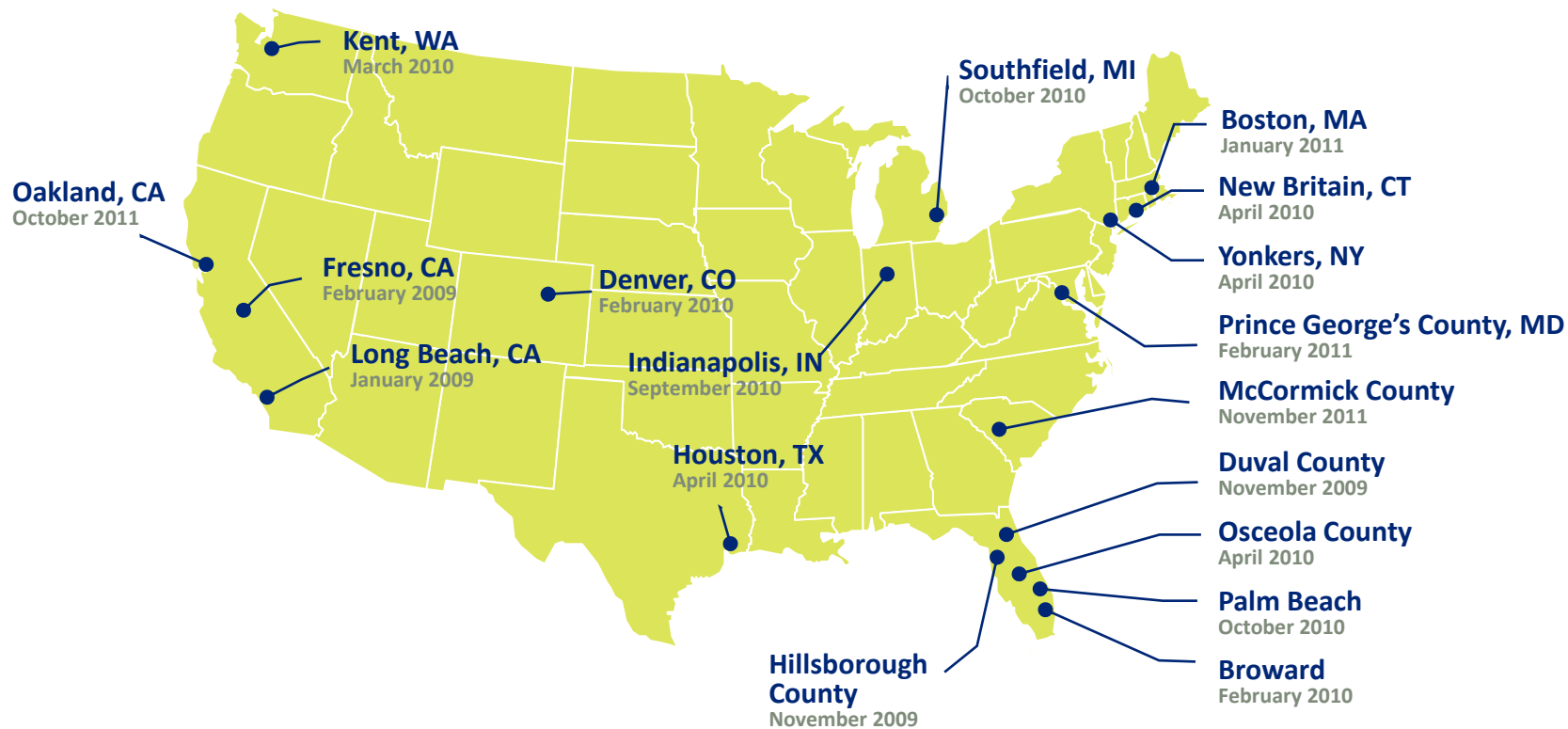
Improving and accelerating readiness efforts needs a balanced team of dedicated leaders, educators and analysts.

Analytical

Benchmarks, progress assessments and updates quantify achievements and focus on ongoing refinements.

EXCEerator™: District Reach, 2009-present

# Districts	# Secondary schools	# Secondary Students	% Black and Hispanic Students	# Teachers ¹
19	652	770,000	65%	92,000



¹ The number of teachers listed is the total number of teachers in the district; the breakdown by number of secondary school teachers was not available.

The EXCEerator Process

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.

The EXCEerator™ Process: Four Access Points

➤ Program Analyses

- District Diagnostic
- Focus Area Programs

➤ Implementation services

➤ Professional development

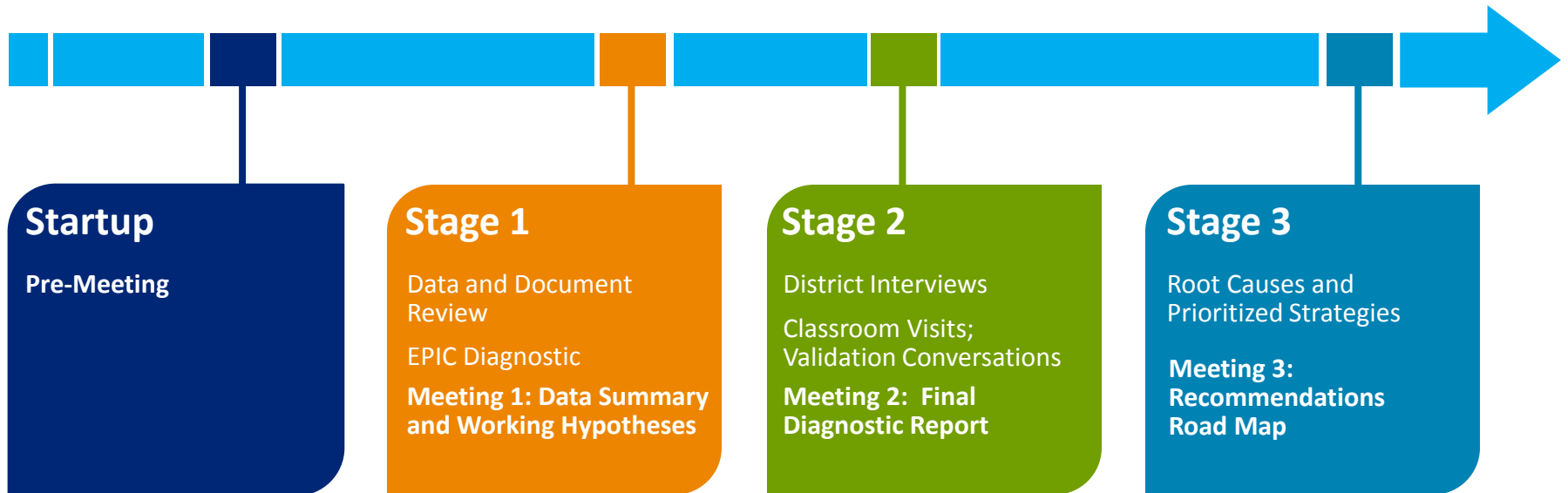
➤ District partnership

The EXCEerator™ Process: Four Access Points

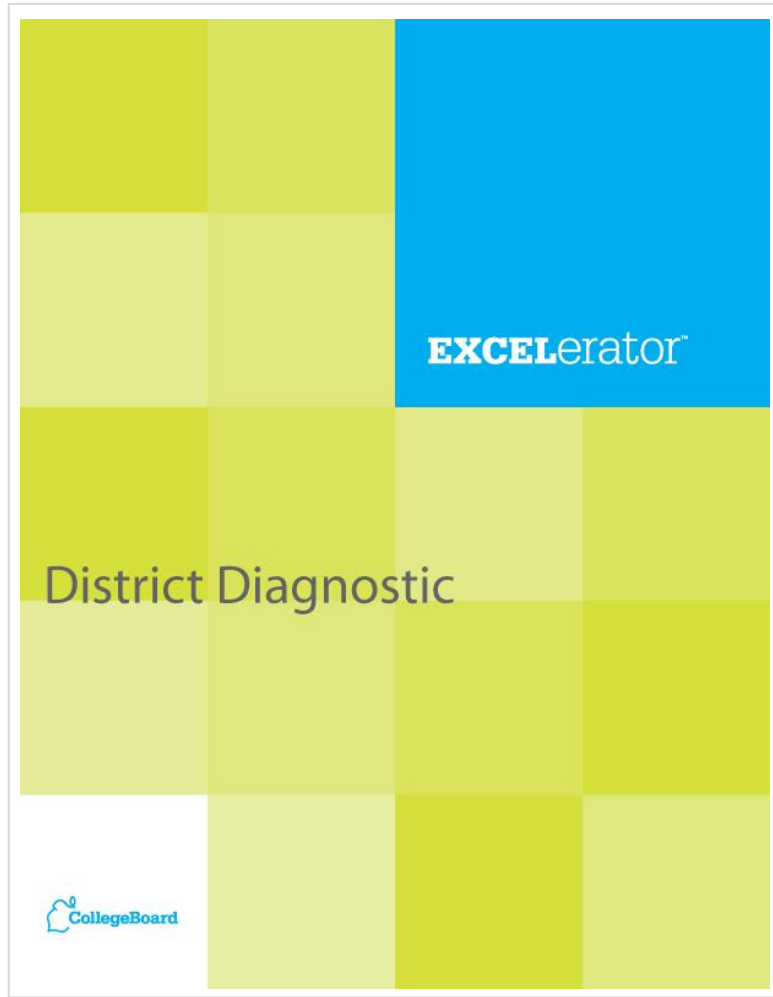
Program Analyses

- A comprehensive district diagnostic assesses college readiness by evaluating five critical components.
- A suite of Focus Areas designed to determine the level of contribution certain programs bring to a district's college readiness infrastructure.

Sample Diagnostic Process



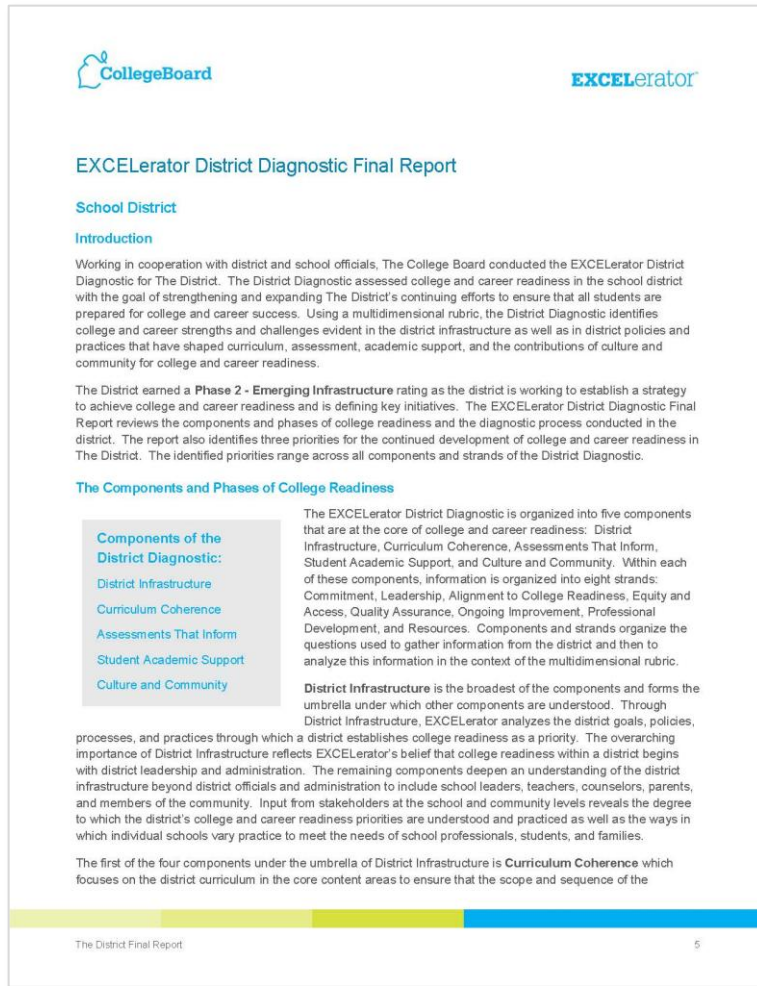
Components of the Final Report



EXCEerator™ District Diagnostic Final Report

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

Components of the Final Report



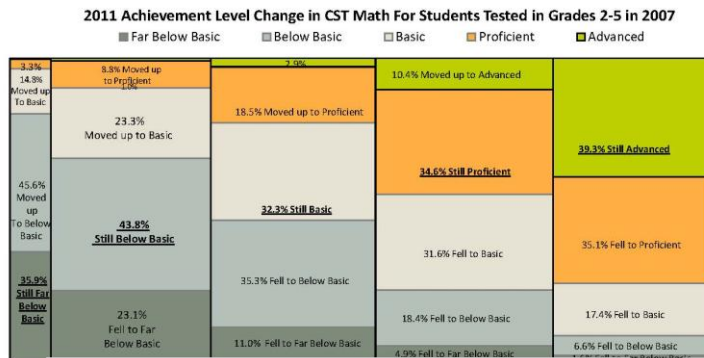
EXCEerator Key Priorities section

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

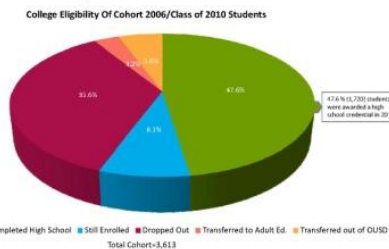
Students at all achievement levels struggle to develop and maintain knowledge and skills in math.



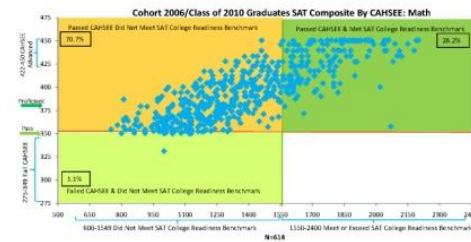
Analytics Data

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

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



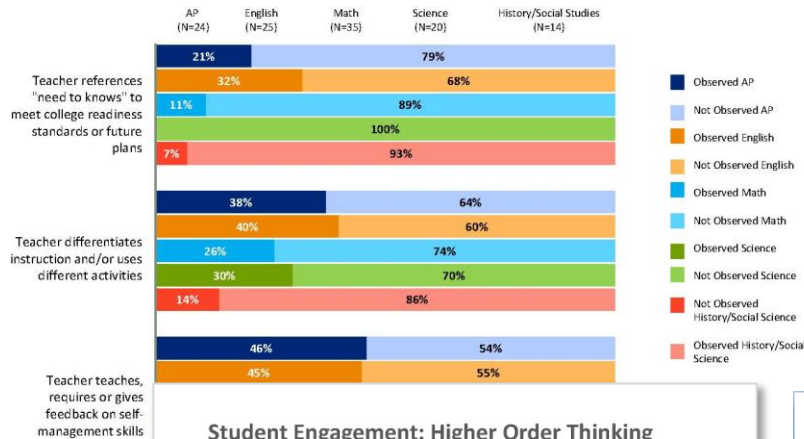
Cohort 2006 Performance on SAT & CAHSEE: Math
28.2% of test-takers passed the CAHSEE and met the SAT College Readiness Benchmark.



Components of the Final Report

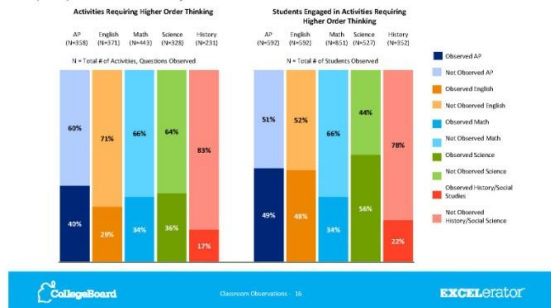
College and Career Readiness Teacher Practices

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



Student Engagement: Higher Order Thinking

A higher percentage of activities requiring higher order thinking 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.



Classroom Observations Data

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

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.

	HIGH SCHOOLS	MIDDLE SCHOOLS	ALL SCHOOLS
Schools Visited	A High School College Prep Academy B High School C High School D High School	A Middle School B Middle School College Prep Academy C Middle School D Middle School E Middle School	
Subjects Observed	English Math History/Social Studies Science Advanced Placement	English Language Arts Math History/Social Studies Science AVID	
# School Culture Walks	5	5	10 <small>(one Culture Walk was conducted for College Prep Middle/High School)</small>
# Classes Observed	56	65	121
# Activities and Questions Observed	776	981	1,757
# Students Observed	1,295	1,690	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 CollegeCareerReady 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)

The College Board is developing additional Diagnostic Focus Areas that enable a deeper understanding of post-secondary readiness. These can be 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.

The EXCEerator™ Process: Four Access Points

Implementation services

- Services are based on the district's college readiness infrastructure needs. These services are designed to provide short-to-medium term capacity in order to accelerate implementation of college readiness projects.

Implementation Services

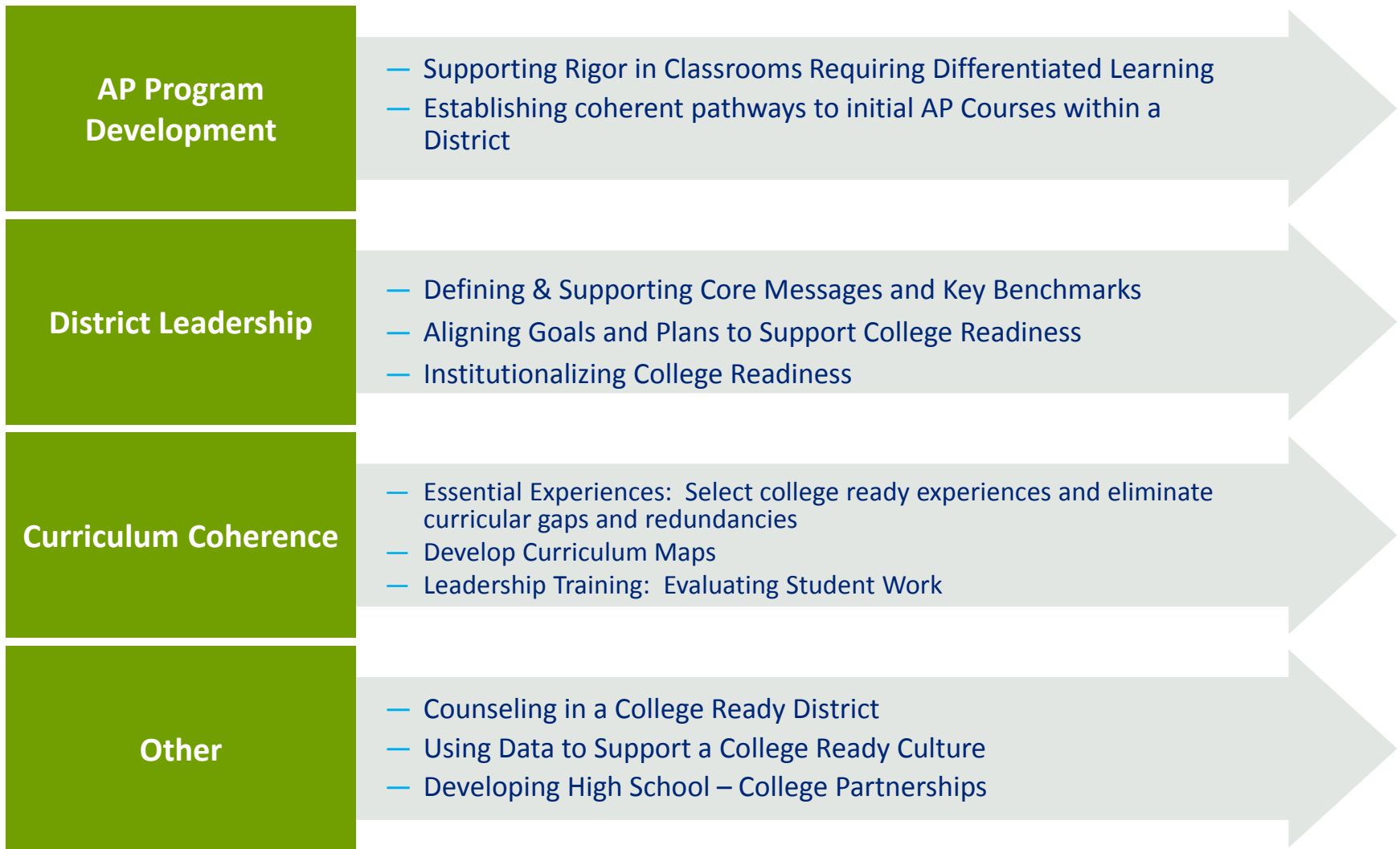
- Implementation support teams that are designed to provide short-to-medium term capacity in order to accelerate implementation of college readiness projects and programs.
- Implementation services carried out by EXCEerator for districts include:
 - College readiness planning workshops for district leadership
 - Project management to build and expand AP programs
 - Target improvement in lower-achieving schools
 - Coaching on use of data to improve student achievement
- Implementation services can be customized to the district's specific needs.

The EXCEerator™ Process: Four Access Points

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.

Current Professional Development



Key Characteristics: EXCEerator Solutions

Leadership

Follow-Up

Customized to
District Needs

Efficacy

The EXCEerator™ Process: Four Access Points

District partnership

- EXCEerator becomes a component of a comprehensive District partnership when a school district partners with the College Board to address College Readiness.
- EXCEerator participates in multi-year partnerships with a limited number of districts to support college readiness improvement programs within the district.

District Partnership

- ▶ Multi-year partnerships begin with a District Diagnostic. Beyond the District Diagnostic, EXCEerator provides on-the-ground project management support over a two to three year period.

A Full Partner in Success

- **A defined K–12 strategy** integrating all college readiness resources
- **An implementation plan** that includes on-the-ground project management
- **An ability to provide college readiness coaching** to support application of new skills and practices
- **An ongoing process of efficacy measurements and quality control** throughout the partnership

EXCEerator™ Partnership Benefits

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)



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)

Visit us at exceleator.collegeboard.org

EXCEerator™

HOME OVERVIEW PROCESS COLLEGE READINESS

DIAGNOSTIC
IDENTIFY COLLEGE READINESS STRENGTHS AND GAPS

EFFECTIVENESS AND SUSTAINABILITY
IMPLEMENTATION
SOLUTIONS AND STRATEGIES
DIAGNOSTIC

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.
exceleator@collegeboard.org

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

HOME OVERVIEW PROCESS COLLEGE READINESS

Overview

EXCEerator introduces a district approach to college readiness. The vision of the EXCEerator team is to see all students across the country graduate from high school with the knowledge and skills necessary to enter college and the workforce in a challenging 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.

Process

EXCEerator is a district-wide process that increases the college readiness of all students through a multi-step partnership with the College Board. School districts across the country join with College Board experts to assess their current college readiness and create a plan to improve their strengths and areas for improvement. This process and ongoing collaboration ensures long-term success.

Partners

EXCEerator actively seeks out key partners who share our commitment to improving students' college readiness.
[Meet the EXCEerator Program's Leadership Team](#)

About Us

Find out about the EXCEerator team's experience.
[View our PDF report](#)

Contact Us

E-mail the EXCEerator program to learn more.
exceleator@collegeboard.org

HOME OVERVIEW PROCESS COLLEGE READINESS

Process

EXCEerator focuses on improving college readiness at the district level through a multi-step process, each requiring district engagement and work during the school or summer session.

Diagnostic

Identify the strengths and gaps in the district's college readiness infrastructure.

Solutions and Strategies

Work with district leaders, educators and staff to address the district's core challenges.

Implementation

Implement the solutions and strategies to address the district's core challenges.

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HOME OVERVIEW PROCESS COLLEGE READINESS

College Readiness

What does "college ready" mean?

Being college ready means — at a minimum — having the knowledge, skills and behaviors needed to complete a full year of postsecondary study, either on-campus or online. College readiness also includes having the academic, social, and financial skills necessary to successfully complete quality college-level courses and obtain a high school diploma. These skills are developed over time, starting in middle school and continuing through high school. Students who do not have the skills of a college-ready high school graduate also need the knowledge, skills and behaviors defined above.

Why is college readiness important?

Completing a postsecondary education makes more of our students successful college-ready to compete. Studies have shown that about one in five students who enter high school will earn a college degree.

100 For every 100 high school graduates

70 graduate from high school

44 enter college

30 return to college for postsecondary education

21 earn a bachelor's degree

LINKS

Learn more about the EXCEerator Program's Experience
Contact one of our key partners.

Contact Us

E-mail the EXCEerator program to learn more.
exceleator@collegeboard.org

Email EXCEerator@collegeboard.org for more information

Contact Us

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Questions?