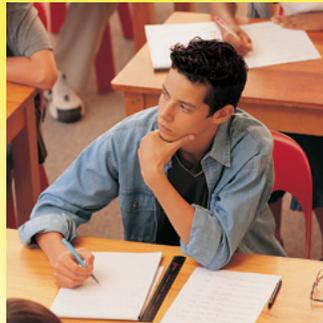




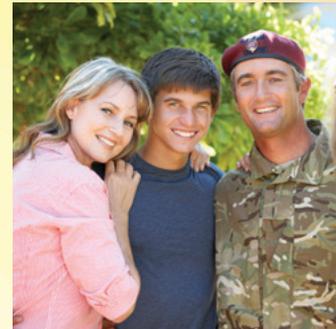
Military K-12 Partners

Evaluation Technical Assistance Center (ETAC)

a dodea Educational Partnership Program



DODEA EDUCATIONAL
PARTNERSHIP
GRANTS SUPPORT



COLLEGE AND CAREER READINESS



dodea

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



DODEA EDUCATIONAL
PARTNERSHIP
GRANTS SUPPORT

**COLLEGE
AND CAREER
READINESS**

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Submitted by:



Leed Management Consulting, Inc.
8757 Georgia Avenue, Suite 460
Silver Spring, MD 20910

Phone: (240) 863-0500

Fax: (240) 233-2723

www.leadmci.com

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INTRODUCTION

The Department of Defense Education Activity (DoDEA) is committed to providing the resources and support all military-connected students need to succeed in a dynamic world. In addition to the nearly 87,000 students served in DoDEA schools around the world, approximately 1.2 million children of military families attend public schools across the nation. In 2007, DoDEA received authority in the John Warner National Defense Authorization Act to work collaboratively with the U. S. Department of Education to meet the educational needs of military-connected students who attend public schools. The DoDEA Educational Partnership Grant Program (Educational Partnership Program) provides resources, including grants, to local educational agencies (LEAs) to support schools that enroll large numbers of military-connected students. Through the Educational Partnership Program, LEAs develop strategies and programs to support the academic, social, and emotional needs of military-connected students and their families.

As advances in technology and communication continue to shape society and the workplace, educators are increasingly focused on preparing students for postsecondary education and career readiness beyond high school graduation. A study by Georgetown University’s Center on Education and the Workforce predicted that 63 percent of the 46.8 million job openings created by 2018 will require workers with at least some college education.¹ The ACT organization has defined college and career readiness (CCR) as “the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation.”² However, only 26 percent of ACT-tested high school students who graduated in 2013 met the ACT College Readiness Benchmarks in all four subjects (English, reading, math, and science) that would assist them in taking first-year college courses.³

In order to address the need for college- and career-ready graduates, recent federal legislation, such as the American Recovery and Reinvestment Act (ARRA) and the reauthorization of the Elementary and Secondary Education Act (ESEA), has included specific references to CCR initiatives. The U.S. Department of Education also supports the development and implementation of CCR initiatives at the state and local level through grant programs such as the Investing in Innovation Fund (i3) and Race to the Top (RTTT). The RTTT specifically requires districts to “[adopt] standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.”⁴ In addition, the development and adoption of the Common Core State Standards (CCSS) by 45 states, the District of Columbia, and four U.S. territories is directly related to the need “to ensure students are prepared for today’s entry-level careers, freshman-level college courses, and workforce training programs.”⁵ The CCSS are designed to give educators a broad outline of skills students need to have mastered by the time they graduate.⁶ Several studies and reviews, including a 2011 report by the

¹ Jason Amos. Help Wanted: New Report Finds Nearly Two Thirds of All Job Openings Will Require Postsecondary Education by 2018, *Straight A’s Newsletter* (Vol. 10, No. 13, Jun 28, 2010). Retrieved from <http://all4ed.org/articles/help-wanted-new-report-finds-nearly-two-thirds-of-all-job-openings-will-require-postsecondary-education-by-2018/>

² ACT, Inc. *The Condition of College & Career Readiness 2013*. Retrieved from <https://www.act.org/research/policymakers/cccr13/pdf/CCCR13-NationalReadinessRpt.pdf>

³ Ibid.

⁴ U.S. Department of Education, Race to the Top website: <http://www2.ed.gov/programs/racetothetop/index.html>

⁵ Common Core State Standards Initiative website: <http://www.corestandards.org/>

⁶ Junior Achievement. *The Role of Common Core Standards in College and Career-Readiness Education*. Retrieved from <https://www.juniorachievement.org/documents/20009/36541/The+Roll+of+Common+Core+Standards.pdf>

Educational Policy Improvement Center (EPIC), have deemed the CCSS to be an appropriate guide for supporting college and career readiness in K-12 education. Throughout, the Educational Partnership Program has continuously been at the forefront of large-scale federal efforts to support college and career readiness in schools across the country.

In order to prepare students for the course and credit requirements necessary to qualify for college and career training programs, some districts are promoting **early awareness** of postsecondary requirements by tracking credit and course planning beginning in elementary and middle school. One recent study suggests that a student's achievement and progress toward CCR in or by eighth grade is a better predictor of student success with the ultimate CCR goals than any other measure of progress or achievement made during high school.⁷ Schools and districts are also **expanding access** to the college entrance process by identifying and easing barriers to the college entrance process. This practice includes helping students prepare and take college-entrance exams like the ACT and SAT; enroll in Advanced Placement (AP) or International Baccalaureate (IB) courses; and understand and complete the Free Application for Federal Student Aid (FAFSA). Another promising CCR practice includes focusing on **high school completion** through a focus on credit recovery programs and alternate paths to graduation such as virtual learning options.

DODEA GRANT SUPPORT FOR COLLEGE AND CAREER READINESS: PROFILES OF EXCELLENCE

Due to frequent moves and transitions between schools and districts, children in military families face greater difficulties preparing for high school graduation and beyond. A goal of the Educational Partnership Program grants are to provide funding to school districts with programs that help military-connected students reach graduation with the skills needed to either attend college or begin a fulfilling career. Approximately 80% of Educational Partnership Program projects have developed and implemented a CCR practice such as offering preparation support for college-entrance exams (like ACT); increasing enrollment in algebra in 8th grade; increasing enrollment in AP level classes; offering online courses for credit recovery; focusing on increasing graduation rates/decreasing drop-out rates; and increasing achievement in courses leading to STEM-related careers. It is a requirement of all Partnership grants to include professional development activities that support project activities.

This brief is one in a series of reports documenting a range of effective educational strategies for military-connected public schools and districts supported by the Educational Partnership Program grant funds. The following profiles of DoDEA CCR projects are intended to provide a guide for other schools or districts who are implementing similar strategies. These districts shared their successes and challenges to assist others in working towards CCR for all students.

⁷ ACT, Inc. *The Forgotten Middle: Ensuring That All Students Are on Target for College and Career Readiness Before High School* (Iowa City, IA: Author, 2008). Retrieved from <http://www.act.org/research/policymakers/reports/ForgottenMiddle.html>

PROFILES

NORTHSIDE INDEPENDENT SCHOOL DISTRICT, TX

INTRODUCTION

Northside Independent School District (NISD) is the fourth largest district in Texas, with a projected enrollment of 103,500 students for the 2014–15 school year. With funding from DoDEA, NISD initiated a project to create an atmosphere of college and career readiness (CCR) within a feeder pattern of campuses. Their 2009 cohort project, “Achieving Academic Excellence for Military Students,” featured a collaborative goal set by all the schools to “instill college-bound expectations for all students.” A focus of this goal was to prepare students starting in fifth grade and continuing through middle school on the path toward taking AP (or other equivalent) math classes in high school, positioning them well for college enrollment.

In order to achieve this enrollment, the district implemented Advancement Via Individual Determination (AVID) for the elementary schools in the feeder pattern to implement with all of their fourth and fifth grade students. AVID Elementary consists of four college readiness skills. These skills—personal organization, personal management, note-taking, and inquiry—are instilled early to prepare students for middle school, high school, and beyond. Northside found that the skills students learned in AVID provided the foundation for increased opportunities for success in advanced classes.

IMPLEMENTATION

During the first summer of the project, one administrator and three teachers from each of the four participating grant campuses attended the AVID Summer Institute. In the 2010–11 school year, the remaining campus teachers were trained utilizing on-site professional development through AVID. After the initial training, NISD implemented the entire program slowly throughout the first year to allow teachers to focus on one or two strategies at a time. The AVID facilitator provided ongoing support and regular site visits to the classrooms to talk to teachers and students and to help monitor the roll-out of the program.

In order to focus on enrollment in advanced math classes, key grant stakeholders (i.e., district staff, campus principals, campus instructional technologists, and math specialists) met twice monthly. In addition to identifying the students who performed well on the state math assessment, teachers could also recommend other students



who, in their opinions, would thrive in the higher-level math. The middle school also made annual presentations at the elementary schools to discuss class schedules and the benefits of taking advanced level classes.

DATA

Over the course of the three-year project, Northside reported an increase in the advanced math class enrollment at the feeder middle school.

CHALLENGES/RECOMMENDATIONS

A challenge for NISD was the scheduling of AVID's professional development opportunities. Over the first two years, teachers were sent to the AVID professional development training sessions at the same time during the school day, leaving multiple classrooms on the campus with substitute teachers. NISD recommends staggering the annual professional development calendar to prevent disruptions to instructional time.

NISD credited the vertical alignment of effort and communication between the elementary schools and middle school as one of the most significant areas of success for their program. AVID implementation was already strong at the high school and upper middle school grades. The addition of the program to grades 4, 5, and 6 bridged the need for the development of sound organizational and problem solving skills at earlier grades. The vertical alignment also allowed for tremendous collaboration to make the program a success. Stakeholders met regularly to discuss challenges and solutions and how to align the math programs through elementary, middle, and high school.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT, AK

A 2009 DoDEA grantee, Fairbanks North Star Borough School District (Fairbanks) in Alaska, wanted to “increase the number of students prepared for postsecondary education and training.” The district noticed that students at three of their high schools were taking college-entrance exams such as the ACT and SAT at much lower rates than expected. Furthermore, the students who did take the tests were not performing at high enough levels to gain four-year college admission. For the district’s class of 2008, the average composite score on the ACT—which consists of English, mathematics, reading, and science reasoning—was 21.8, only slightly above the national average. To combat this, the district focused resources toward providing test preparation materials, tutoring, and exam fees for students.

IMPLEMENTATION

At the beginning of the project, Fairbanks hired three student support specialists, one for each school. These specialists helped with all aspects of the grant project. Funds also expanded current teacher contracts to allow them to assist with after-school tutoring and exam preparation. Study sessions were offered two hours per week for 12 weeks each year. Fairbanks also provided financial help to those who could not afford college-prep exams. Military-connected students who were juniors and seniors were the primary targets of this effort. Supplemental study materials were also provided to these students. The district found that more students qualified than they had planned for, and the budget was increased during the three years to accommodate more students for both tutoring help and exam fees. If students went to schools where after-school support was not offered, transportation was provided to a nearby school. In a few cases, new after-school programs were created to provide not only test prep but also homework and academic assistance. Fairbanks found providing transportation was key to their exam assistance being helpful. Many students would not have attended otherwise.



DATA

In 2008, only 65 percent of graduating seniors at Ben Eielson High School took the ACT or SAT, while less than half of the graduating seniors at Lathrop High School (38%) or North Pole High School (32%) took the ACT or SAT. Three years after the Fairbanks program was implemented, the percentage of students at Ben Eielson High School taking the ACT or SAT increased to 83 percent, while the rates of students taking the ACT or SAT doubled at both Lathrop High School (74%) and North Pole High School (61%). Across the district, the rate of students taking college entrance exams increased from 51 percent in 2008 to 62 percent in 2012.

CHALLENGES/RECOMMENDATIONS

Fairbank’s greatest challenge was motivating staff to become after-school tutors for the ACT and SAT exam prep sessions. Even with a stipend provided by the grant, it was difficult to recruit staff. That being said, the after school tutoring was successful and expanded beyond just test preparation. The teachers felt the most helpful component of this program was providing test registration fees to students in need. This program stayed in place even after DoDEA grant funding ended. School staff also learned how to seek fee waivers directly from ACT and SAT for students that qualify.

HARFORD COUNTY SCHOOL DISTRICT, MD

INTRODUCTION

Harford County School District's 2010 DoDEA grant project, "The Eagles STEM Initiative," began with a mission to prepare students to be college- and career-ready. At Aberdeen High School (ABHS), a goal was created to align with this mission to increase student enrollment in AP classes and the number of students scoring a '3' or higher on the AP tests. To achieve this, Harford implemented new technology in their ABHS classrooms, along with corresponding professional development for their teachers. In addition, teachers began to discuss the importance of CCR as it related to enrollment in advanced level classes. They also used state assessment scores and grades to target students for advanced level classes.

IMPLEMENTATION

Through their DoDEA grant, Harford was able to purchase Promethean technology and TI-Inspire calculators for many of their STEM classrooms at ABHS. This has built an interactive learning environment for students, sparking collaboration and interest in their science classes. Through additional funding from the National Math and Science Initiative, Harford was able to send 27 STEM teachers to professional development (PD) in how to teach pre-AP and AP classes. This PD and technology integration took place over a two-year period, expanding interest among students for these advanced STEM classes.

Teachers and administrators monitor Maryland State Assessment (MSA) scores for incoming high school students each year, picking out those with the highest scores to encourage enrollment in pre-AP and AP classes. This monitoring takes place throughout high school, as well, with High School Assessment (HSA) scores. In addition to this, though, Harford has done away with their "gatekeeper" system and allows students who believe they can succeed in advanced level classes to enroll. Along with encouragement and support to enroll in these advanced classes, teachers offer after-school tutoring and all-day Saturday tutoring sessions focusing on these AP subjects.

These after-school and Saturday tutoring sessions have been well attended. Teachers were especially encouraged by the turnout for the all-day Saturday sessions (9 a.m. to 3 p.m.). During this time, students worked in small groups or one-on-one with teachers specifically for AP class content or AP test prep.

DATA

Harford saw a dramatic increase in both their enrollment in STEM AP classes at ABHS, but also in students scoring a '3' or better on the AP exams. The score of '3' means qualified to receive credit by the College Board, and gives students the chance to either receive college credit or help with class placement when enrolling in a postsecondary school. The number of students at ABHS that scored a '3' or better in math and science increased by 338 percent from 2011 to 2013. Additionally, Harford saw a great increase in English exam scores.



CHALLENGES & RECOMMENDATIONS

Harford initially found it difficult to get buy-in from the students themselves. They continue to implement strategies for teachers to communicate with students about the importance of being college- and career-ready and how to believe in themselves. Teachers believe a focus on positive messaging to the students at all times will guarantee the success of any CCR program in the future. Overall they are working on changing the culture of the school so that all students have the opportunity and the capability to succeed.

ACADEMY DISTRICT 20, CO

INTRODUCTION

Academy District 20's 2009 DoDEA grant project focused on 21st Century Learning, with an emphasis on PD and technology. Specifically looking at the military-connected population of students who transition to different schools throughout their primary and secondary education, Academy decided to set a goal to help more students graduate on time. Their goal to "increase postsecondary readiness by decreasing drop-out rates" focused on two strategies. These strategies were to create and offer online courses to students, and to offer teachers PD in how to create these online courses.

Thirty-four (34) online courses are now offered to all students at Academy's six high schools; any student who is a resident of Colorado; and military-connected students who have left Colorado but whose families maintain residency in the state. Class offerings range from pre-calculus to astronomy and personal finance.

IMPLEMENTATION

Academy recognized that students needed convenient and flexible scheduling, so they worked to create an online school. They hired an online curriculum development coordinator to work for the Academy Online principal, and together they run the online school. The development coordinator provides the necessary trainings for the teachers in creating the selected online courses. These teachers have also attended outside PD conferences in subject area content as well as online course development. Academy also contracted with ASCD to conduct PD courses in "Understanding by Design," to help create a standards-based curriculum for each course. Course development began within the first year of the grant program and they now have 26 teachers who teach all the courses.

A teacher is assigned to each course and has either created the curriculum or used and modified curricula created by other Academy District 20 teachers in the last five years. The teacher sets all due dates, evaluates all assignments, and enters grades in the online system. If needed, teachers follow up with students and parents via live (synchronous) sessions, email, phone, and text.



A majority of the Academy Online students take less than four classes while continuing to take in-building coursework at their neighborhood school. Students work primarily with their in-building counselor to sign up for online classes. Those students who come full-time to Academy Online from inside and outside the district are required to meet with the Academy Online counselor for course selection and an initial orientation. Parents are required to attend part of that meeting and are involved in-building as they normally would be in the scheduling process. Student progress is monitored in partnership with Academy Online and the student's in-building school. In the case of a full-time Academy Online student, that student's progress is monitored exclusively by Academy Online staff. All students who have never taken an online class before are required to complete the Student Orientation Tutorial online. This orientation is designed to introduce online coursework and teach students the tools they need to be successful in online courses. Academy Online also has a drop-in computer lab for students who wish to receive assistance. Parents have accounts in both the online system and in the district's student information system, allowing them to view their students' progress and grades.

Many students who choose an Academy Online class do so because of scheduling or school difficulties. Also those who choose to be full-time online are often behind on credits or otherwise designated as at-risk for dropping out. These students' credits and progress are monitored closely by the Academy Online counselor and interventions are implemented where needed to prevent dropping out. Students often report to Academy Online that without the online option, they would have dropped out or not finished. In some cases, Academy Online assists students with the process of taking the practice GED and registering for the actual test.

DATA

From SY 2008–09 to SY 2010–11, military impacted populations had a decrease in drop-out rates of 24.64 percent. For the entire school population, this decrease was 67.61 percent. With the course offerings, all students have been able to manage their course loads better, including being able to participate in extracurricular activities. To this date, over 1,950 students have taken advantage of these online courses.

Additionally, teachers who teach for the online school have been able to increase their understanding and implementation of standards-driven instruction through their work with the online school. They see the online school as a hub for educational change that has applications to and often influences their in-building classes. Teachers have also learned instructional practices that have resulted in increased blended learning opportunities, both formally and informally in traditional classroom settings.

CHALLENGES AND RECOMMENDATIONS

To avoid implementation challenges, Academy recommends that, before starting a program, districts with similar goals carefully plan out all personnel and processes (e.g., budget tracking, data collection) needed to keep the program running after grant funding ends. Academy was eventually able to identify funding to allow long-term sustainability of their project. With this they found long-term successes in several areas: infusion of 21st Century skills into PD initiatives; increased collaboration between Information Technology, Academy Online High School, and Learning Services departments; and vertical articulation among technology strand schools.

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM, TN

INTRODUCTION

As Clarksville-Montgomery County School Systems (CMCSS) entered 2004, the district was experiencing a 74 percent graduation rate with individual school graduation rates ranging from 68 percent to 80 percent. Less than 48 percent of those who graduated high school went on to college. Less than 65 percent of entering high school freshman had achieved proficiency on the required competency assessments in reading and math. Only 14 percent of the eighth graders who were administratively promoted to the ninth grade actually graduated high school, with 38 percent of these students dropping out of high school before their senior year of high school. CMCSS received a DoDEA grant in 2009 to improve their drop-out rates and implement credit recovery.

IMPLEMENTATION

CMCSS established a tiered system of support programs: Grade Recovery, Credit Recovery, and the Virtual High School. Designed to provide students with multiple opportunities to remain on track with their peers, these three programs allowed students to work on earning credits outside of school hours.

- **Grade Recovery** is considered a first-tier intervention designed to help students develop academic skills on which they performed poorly during the first nine weeks of a semester, allowing them to recover not only the grade, but bolster performance on the second nine weeks of a semester. All students receiving failing grades for the first nine weeks of either first semester or second semester are actively recruited to participate.
- **Credit Recovery** is a second-tier intervention designed to provide students the opportunity to recover a credit for a failed course during the academic year rather than waiting for summer. Additionally, credit recovery provides highly mobile students the opportunity to work on several required courses, enabling them to remain on track to graduate with their cohort. All students receiving a failing grade for a course, or enrolling in CMCSS high schools not on track with their cohort, are immediately recruited to participate in Credit Recovery.
- The **Virtual High School** was designed as a support program to provide students the opportunity to recover failed courses through a virtual environment on a flexible schedule. Students who have failed courses, but due to difficult circumstances are unable to participate in the traditional credit recovery program, are actively recruited for participation.

The district utilizes two online content learning information systems—A+ Anywhere Learning Information Curriculum and Rosetta Stone Online Classroom—for students to use during school, after school, in evenings, and in the summer. The district also uses as tutors high school and college students who are highly skilled in the relevant content areas.

All high schools in the district participated in the roll out of the program. A+ provided onsite train-the-trainer PD. The district trained one teacher in each content area as well as a school point of contact (POC) for the programs. Most staff are school counselors. Some schools set up labs and libraries to be



available before school, after-school, and in summer, and place all the teachers and tutors in the labs. The online content is personalized to each student, and the teachers and tutors rotate, addressing each student's needs.

Credit Recovery and the Virtual High School were rolled out at the same time and targeted only seniors the first year in the fall. The second semester was expanded to include 11th-graders. In its third year, the program was expanded in the fall to include 10th-graders. In the spring semester of that year, the program was expanded to include the Grade Recovery program and ninth grade students. The programs are now fully developed.

DATA

Three years later, the district enjoyed a 95 percent graduation rate, with students identified as military dependents experiencing a 98.4 percent graduation rate. Monitoring components for these programs include teachers' checking students work online; teachers checking notes associated with the work (students keep notebooks with all their notes, practice work, and results of their work on standards); administrator walk-throughs evaluating teachers and tutors working with students; and the district high school director, at-risk coordinator, and project director making unannounced walk-throughs. Data collected includes the number of credits recovered; the percentage of students' achieving proficiency on the courses aligned to state assessments; the percentage of students experiencing success in subsequent aligned courses; the percentage of students remaining on track with their cohort; and the percentage of students graduating with a regular education diploma on time with their cohort.

The district continues to monitor the percentage of students remaining on track with their cohort and the percentage of students graduating high school with their cohort with a regular education diploma.

CHALLENGES/RECOMMENDATIONS

The district felt challenged with consistency and fidelity among teachers who feel that it is their responsibility to disperse information and students' responsibility to learn the information. When offering advice to other districts, CMCSS recommends setting the expectations and sticking to them as well as rolling out programs in increments.

CONCLUSION

This report highlights three particularly successful DoDEA partnership practices:

- **EARLY AWARENESS** — promotion of college awareness and readiness beginning in the elementary and middle school years as a springboard for secondary preparation
- **EXPANDING ACCESS** — identifying and easing barriers to the college-entrance process
- **HIGH SCHOOL COMPLETION** — increasing the number of students who complete their high school degree

| SCHOOL DISTRICT | PROJECT FOCUS | IMPLEMENTATION | OUTCOME(S) | TIPS | STRATEGY FOCUS |
|-----------------------------------|--|---|---|---|--|
| Northside Independent, TX 2009 | Early Awareness Increase college readiness through transcript management in middle school | Taught 4 th /5 th graders soft skills (AVID) to enable higher-level courses in high school | Rate of middle school students taking advanced math increased each grant year | Vertical integration of curriculum development and strategy | Early preparation and vertical integration |
| Fairbanks North Star, AK 2009 | Expanding Access Increase number of students taking college entrance exams (SAT/ACT) and increase scores on those exams | Created increased opportunities for college exam tutoring and preparation through professional development, tutoring, and study sessions during extended hours | <ul style="list-style-type: none"> • Increased participation on ACT exams • Increased scores on SAT exams | Provide funding for college exam fees and transportation | <ul style="list-style-type: none"> • College awareness • Targeted student resource gaps—e.g., exam funding, transportation—to increase access to college exam preparation |
| Harford County, MD 2010 | Expanding Access Increase student enrollment in honors/AP coursework, and increase number of students who score a '3' or higher on AP test | <ul style="list-style-type: none"> • Purchased technology and equipment for STEM honors/AP classrooms • Allocated additional funding for professional development for all STEM area teachers • Allowed open enrollment in Honors/AP courses • Used state achievement scores and grades to ID successful achievers for AP coursework | <ul style="list-style-type: none"> • Enrollment in AP science and math classes increased from 81 in 2009–10 to 523 in 2013–14 • Number of students scoring '3' or better on AP tests increased 338% from 2011 to 2013 | Students drawn in to Honors/AP classes by new technology | <ul style="list-style-type: none"> • Transcript management • Increased access to rigorous curriculum for ALL students • Targeted academic monitoring of student potential |

| SCHOOL DISTRICT | PROJECT FOCUS | IMPLEMENTATION | OUTCOME(S) | TIPS | STRATEGY FOCUS |
|------------------------------------|---|--|--|--|--|
| Academy District 20, CO 2009 | High School Completion Increase student graduation rate through online learning options | <ul style="list-style-type: none"> Created staff position for online curriculum development coordinator Offered professional development in online and standards-based course development for teachers Created blended learning and full-time online options for students | <ul style="list-style-type: none"> Total dropout rate decreased by 65% Military drop-out rate decreased by 25% More than 30 courses offered through Academy Online | Careful planning for all personnel and processes (data collection, budget planning, etc.) for long-term sustainability | <ul style="list-style-type: none"> Academic monitoring Virtual High School with blended learning environment |
| Clarksville-Montgomery, TN 2009 | High School Completion Increase student graduation rates through tiered system of academic supports | <ul style="list-style-type: none"> Had all high schools adopt program Rolled-out program incrementally Trained counselors as building-level coordinators Trained one content area teacher as trainer Provided two prepackaged online curricula (A+, Rosetta Stone) for easy adaptation by teachers/students | <ul style="list-style-type: none"> From 88% district graduation rate (SY 2007–08) to 95% district graduation rate (SY 2011–12). From 87% military grad rate (SY 2007–08) to 98% military grad rate (SY 2011–12) Military credit recovery completion rates for SYs 2010–11 and 2011–12 >99% | Teacher buy-in important for support of nontraditional credit programs | <ul style="list-style-type: none"> Academic monitoring Online learning Tiered RtI |

