

Higher Achievement Works

Higher Achievements results are outstanding, improving grades, test scores, and student behavior. Higher Achievement measures annual scholar outcomes on five performance indicators: grades, test scores, attendance, tardiness, and high school choice.

Grades:

- 76% of all “C” (or below) scholars increased a full letter grade or more in reading.
- 62% of all scholars increased a full letter grade or more in reading.
- 66% of “C” (or below) scholars increased a full letter grade or more in math.
- 46% of all scholars increased a full letter grade or more in math.

Test Scores:

- 61% of Higher Achievement scholars improved their standardized reading score substantively (3% or higher) with the average increase calculated at 4.7 NCE.^[1]
- 55% of Higher Achievement scholars improved their standardized math score substantively (3% or higher) with the average increase calculated at 2.3 NCE.

Attendance and Tardiness:

- 50% of scholars attended school more frequently, average increase was 73%.
- 45% of scholars reduced the number of days tardy, average increase was 82%.

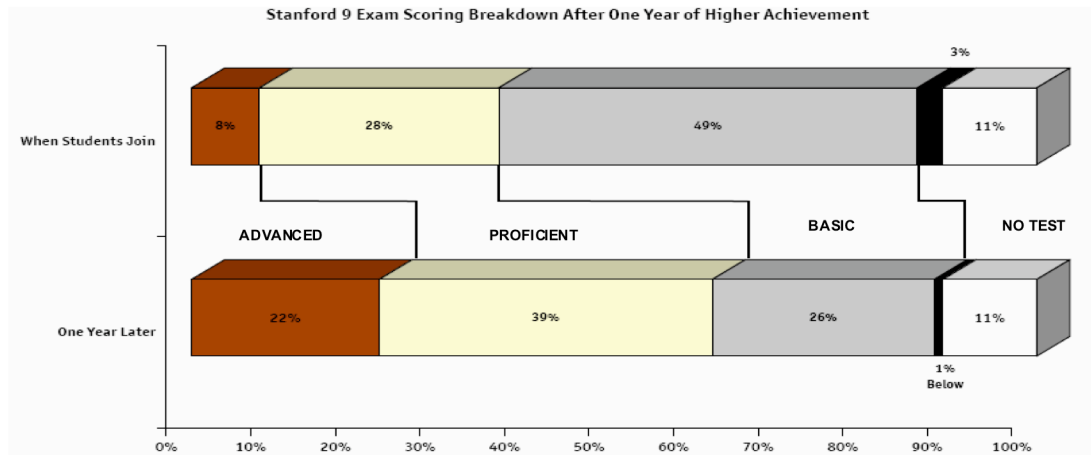
High School Choice:

- 75% of scholars have been accepted at top schools.
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TEST SCORE IMPROVEMENT

Higher Achievement almost triples the number of students at the A level on standardized test scores in one year and doubles the number of B's closing the achievement gap.



Advanced: roughly 'A'; Proficient: roughly 'B'; Basic: roughly 'C or D'; Below: failing

To manage this data, Higher Achievement maintains a Management Information System (MIS) to track students, mentors, teachers and parents, and to quantify and qualify academic achievements. The MIS includes demographic data along with student applications, test results, weekly progress reports, highly detailed 360-degree scholar survey evaluations, etc.

Long-term Evaluation: Higher Achievement and Public/Private Ventures have partnered to conduct a high level evaluation of Higher Achievement's model. Renowned scholar Dr. Jean Grossman from Princeton University and Dr. Leigh Linden from Columbia University has agreed to guide the evaluation of Higher Achievement's methodology and document the results in order to:

1. Further distill program effectiveness and advise future programmatic and expansion decision-making.
2. Inform the field, policy makers, and public on the benefits of out-of-school time programs, effective strategies, and lessons learned from working with academic-minded minority students who are at an economic disadvantage.
3. Provide curricula tools and a framework for local, regional, and national replication of best practices, curricula, and program elements.