



HIGHER ACHIEVEMENT PROGRAM

LCCREF Promising Practices in Education Reform

PRESENTATION STRUCTURE

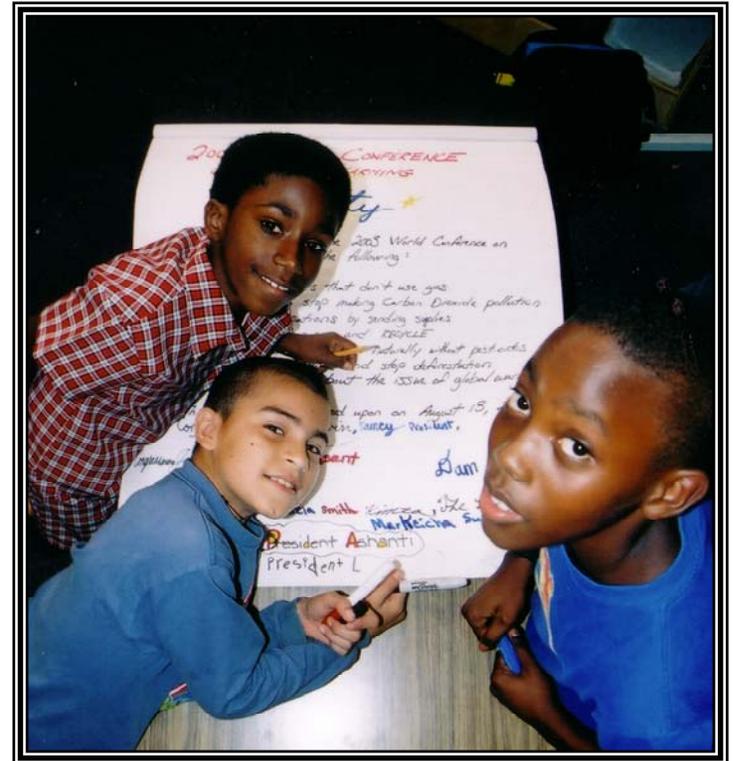
About Higher Achievement

- Philosophy
- Theory of Change
- Program Activities
- Results

Content & Culture

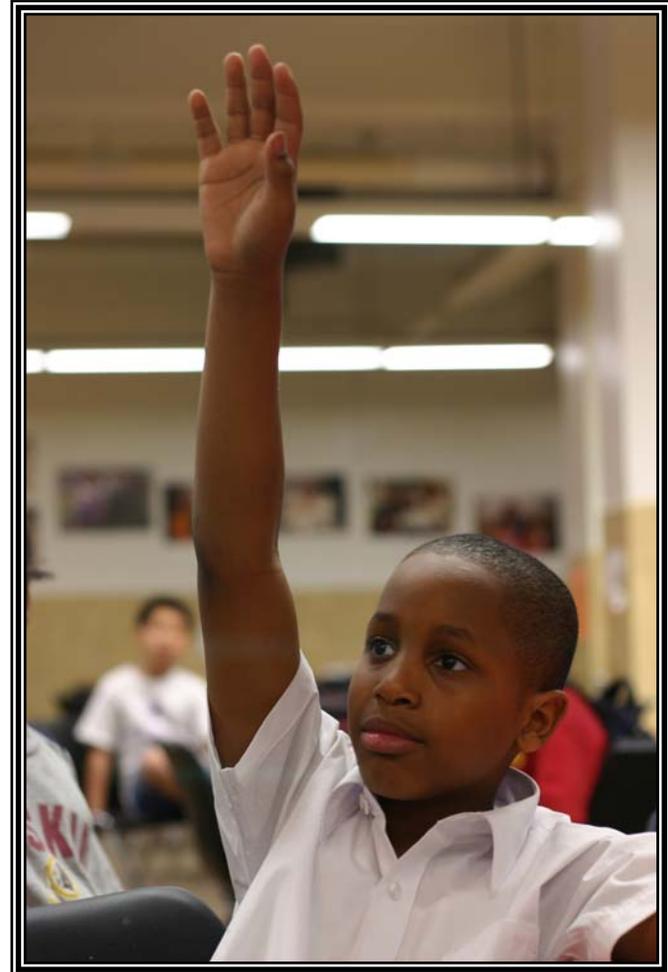
Data & Evaluation

- Data and Technology
- Evaluation
- Continuous Learning



THREE CORE PHILOSOPHIES

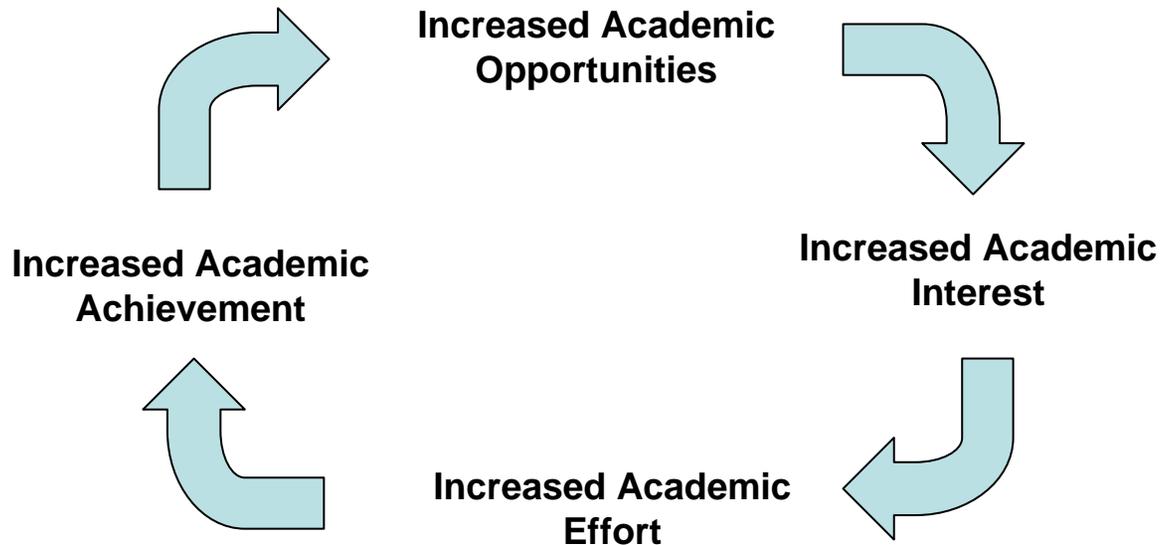
1. Talent is everywhere
2. Intellectual capacities are built through effort
3. Opportunities matter



THEORY OF PROBLEM: THEORY OF CHANGE

PROBLEM: Lack of academic opportunity causes academic indifference which leads to a lack of effort. Pervasive academic disinterest causes systematic underachievement.

CHANGE: Higher Achievement dramatically increases the educational opportunities.



PROGRAM ACTIVITIES

To improve grades, test scores, attendance, tardiness, and opportunities.

After School Academy

- 3:30 p.m. to 8:00 p.m. three days a week.
- Three academic mentors per student for advanced academic work in mathematics, literature, and technology.
- Also: homework help; dinner; cultural/artistic electives; word, quote, and math problem of the week; academic contests; and monthly field trips.

Summer Academy

- 8:00 a.m. to 4:00 p.m. five days a week.
- Daily classes in mathematics, science, social studies, literature, and electives.
- Also: breakfast, lunch, quiet reading, weekly field trips, and a 3-day trip to a college campus.

Follow Through

- Placement into top middle and high school programs.
- Training and individualized support to families through admissions, financial aid, scholarship, and other placement processes.
- 10-week SSAT preparation classes and exams, application and financial aid workshops, school visits, recommendation letters, school fairs, etc.

CONTENT AND CULTURE

CONTENT:

- **Curricula: Skills based advanced curricula**
- **Learning Mentors: Individual learning mentors who teach small groups of students**

CULTURE:

- **Language: “Scholars” not students**
- **Rituals & Events: Stand to speak, paper and pencil check, academic contests, lectures-- to expose scholars to advanced intellectual discussion**
- **High Expectations: Standard English, standards, and an explicit system of peer challenging and debate.**



RESULTS

Standardized Tests:

- 51% improved their reading score with the average increase calculated at 9.5 NCE.[\[1\]](#)
- 62% improved their math score with the average increase calculated at 11 NCE

Report card grades: In one year

- 65% of C's were B's or higher in reading.
- 58% of C's were B's or higher in Math.

Scholar School Attendance:

- Absenteeism decreased by 35% from 4.9 to 2.9 days.
- Tardiness decreased by 29% from 3.8 to 2.7 days.
- The percent of scholars with perfect attendance rose from 41% to 50%.

Opportunities:

- 78% of all rising 9th graders were placed in a quality high school
- The 8th grade secured \$960,735 in scholarships and aid through high school graduation.
- \$1,500,000 in financial aid and scholarships has been awarded to all grades.

[\[1\]](#) Normal curve equivalent scores were originally developed to analyze and report gains in compensatory programs for educationally disadvantaged students. These scores have a mean of 50 and a standard deviation of approximately 21. This results in a scale with 99 equal interval units. Normal curve equivalent scores are similar in their range to percentile scores, but they have statistical properties that allow them to be used to compute summary statistics and gain scores. Normal curve equivalent intervals are of equal size and these scores can be used to compute group statistics

EVALUATION: Data For Continuous Learning:

Outcome Evaluation: Higher Achievement tracks performance with regular quantitative reports on grades, test scores, attendance, tardiness and high school choice.

Randomized Evaluation: In partnership with Princeton University and Massachusetts Institute of Technology, we have developed a multi-year randomized study with a sample size of over 1000 control and treatment participants.

Rationale:

- Further distill program effectiveness and advise future programmatic and expansion decision-making.
- Contribute more evidence-based data to the field that will inform the field on the benefits of out-of-school time programs and effective strategies.
- Provide curricula tools and a framework for local, regional, and national replication of best practices, curricula, and program elements.

