



Evaluation Brief

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Office of Shared Accountability

Evaluation of Achieving Collegiate Excellence and Success Program: Student Outcomes Year One, Grades 11 and 12

Natalie Wolanin and Shahpar Modarresi, Ph.D.

Executive Summary

The Office of Shared Accountability in Montgomery County Public Schools (MCPS) is conducting a multiyear evaluation of the Achieving Collegiate Excellence and Success (ACES) program. ACES is a collaboration between MCPS, Montgomery College (MC), and the Universities at Shady Grove (USG) to create a seamless pathway from high school to college completion. This brief focuses on a portion of the outcome evaluation, the goal of which is to analyze the indicators associated with the first year of the ACES program.

This report examines the following evaluation questions:

- Who were the students in year one of the ACES program?
- What was the academic success of the students in the ACES program? Were there differential patterns of achievement among student subgroups?
- To what extent were ACES students able to navigate the admissions process? To what extent did ACES students attend a 2-year or 4-year college?
- To what extent did the ACES students who will be attending an institution of higher education apply for financial aid and scholarships?

The samples for analyses included students who were enrolled in ACES for the 2013–2014 year. Data were gathered from ACES program staff and MCPS student-level records. Descriptive analyses were conducted to summarize ACES students' demographic characteristics as well as outcome measures. Further analyses using comparison groups will be included in a subsequent report.

Summary of Findings

A total of 968 students participated in the first year, 2013–2014 ACES program. More than one half (58%) of the participating students were in Grade 12, and more than one third (39%) of them were in Grade 11 (3% were actually in Grade 10 according to MCPS records based on earned high school credit standings).

More female than male students enrolled in ACES (59% compared to 41%). The majority of students were Black or African American (43%) or Hispanic/Latino (39%). Just over one half (51%) received Free and Reduced-price Meal System (FARMS) services; 10% received special education services; and 7% received English for Speakers of Other Languages (ESOL) services. Just over one half (53%) would be the first in their family to go to college.

Twelve percent of ACES students (16% among Grade 11 and 8% among Grade 12 students) who took the SAT or ACT, met the MCPS college-ready milestone of a combined SAT score of 1650 or higher or an ACT score of 24 or higher. The mean Grade Point Average (GPA) among Grade 12 ACES students at the end of year one of the ACES program (2013–2014) was slightly higher than the year prior to ACES (2012–2013) by 0.07 (2.50 compared to 2.57). The mean GPA among Grade 11 ACES students at the end of year one of the ACES program (2013–2014) was slightly higher than the year prior to ACES (2012–2013) by 0.02 (2.68 compared to 2.70). Among the 968 ACES students, 95% were promoted to the next level. All but four of the Grade 12 students graduated from high school, and 89% of the Grade 11 students were promoted to Grade 12.

Of the 968 ACES students, 40% took at least one Advanced Placement (AP) or International Baccalaureate (IB) exam during the 2013–2014 school year. Among those who took an exam, 55% met the MCPS career-readiness milestone of a score of 3 or higher on an AP exam or a 4 or higher on an IB exam. Note that these students chose their courses prior to enrolling in the ACES program.

Of the 549 Grade 12 ACES students who had college application and enrollment information, almost everyone (98%) applied to at least one college (2-year or 4-year). Eighty-five percent applied to MC, and 43% applied to at least one 4-year college. Eighty-seven percent of the ACES Grade 12 students enrolled in a college: 60% enrolled in MC, 25% enrolled in a 4-year college, and 2% in a 2-year college other than MC.

Two thirds (66%) of ACES 12th graders who received FARMS services enrolled in MC, and 20% enrolled in a 4-year college. Seventy percent of those who received ESOL services during the school year enrolled in MC, and 11% in a 4-year college. Seventy-two percent of those who received special education services during the school year enrolled in MC, and 13% enrolled in a 4-year college.

Under one half (46%) of Black or African-American ACES 12th graders enrolled in MC, and 34% enrolled in a 4-year college. Among Hispanic/Latino students, 75% percent enrolled in MC, and 15% enrolled in a 4-year college. Among White and Asian students, 47% and 73%, respectively enrolled in MC; 42% and 18%, respectively enrolled in a 4-year college. Finally, among students who would be the first generation in their family to go to college, 62% enrolled in MC, and 27% enrolled in a 4-year college.

According to data provided to evaluators from the ACES program staff, 477 Free Applications for Federal Student Aid (FAFSA) and 523 scholarship applications were completed, and \$2,372,127 in scholarships were awarded to ACES students in the 2013–2014 school year.

Program Description

The first year of the ACES program focused on 11th and 12th graders who met one or more of the following risk factors:

- Low income or single parent household
- Member of an underrepresented race/ethnicity in higher education (such as Black or African American or Hispanic/Latino students)
- First generation college student
- Students with disabilities or in special education
- Immigrants or students of immigrant parents
- Homeless students or those living in unstable conditions

For the 2013–2014 school year, students had to apply to the ACES program and were considered eligible for acceptance if they met at least one of the criteria listed above. There were 968 students across 10 schools who participated in the first year of the ACES program. The 10 MCPS schools participating in the ACES program for the 2013–2014 school year were Montgomery Blair, Clarksburg, Albert Einstein, Gaithersburg, John F. Kennedy, Northwood, Rockville, Seneca Valley, Wheaton, and Watkins Mill high schools.

The ACES program is a free program and is described in a communication flyer as providing the following to students in Grades 11 and 12 (see Appendix A for full flyer):

- Academic coaching
- Career exploration and how to choose a college major
- College tours
- Preparation for college placement tests
- Individual assistance with college applications and financial aid,
- Information sessions for parents
- Summer programs at MC and USG
- Transition services to college

Methodology

The samples for analyses included students who were enrolled in ACES for the 2013–2014 year. Data were gathered from ACES program staff and MCPS student-level records. Descriptive analyses were conducted to summarize ACES students' demographic characteristics as well as outcome and output measures. Further analyses using comparison groups will be included in a subsequent report.

Findings

Evaluation Question: Who were the students in year one of the ACES program?

ACES students by grade level. A total of 968 students participated in the 2013–2014 ACES program (Table 1). More than one half (58%) of the participating students were in Grade 12, and more than one third (39%) of them were in Grade 11. Although the program was designed for 11th and 12th graders, 3% ($n = 28$) of the total students were in Grade 10, and one

was in Grade 9 according to end-of- year school records which are based on earned high school credit standings.

ACES students by school. Each participating school had a goal of enrolling 120 students into the ACES program (60 from Grade 11 and 60 from Grade 12). Four schools met or were very close to this total goal: Northwood with 122 students, Watkins Mill with 119, Seneca Valley with 116, and Gaithersburg with 112. Enrollment in the program by the 10 participating schools ranged from 59 students up to 122 students. Wheaton High School had a second college support program that was in operation before ACES was initiated. Because students only may be enrolled in one program, the total at Wheaton was impacted. A breakdown by school and grade level may be seen in Table 1.

Table 1
ACES Students in 2013–2014 by School and Grade Level

School	Total	Grade 12		Grade 11		Grade 10 ^a	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Total	968	562	58.1	378	39.0	28	2.9
Blair	90	58	64.4	31	34.4	1	1.1
Clarksburg	85	42	49.4	42	49.4	1	1.2
Einstein	92	60	65.2	30	32.6	2	2.2
Gaithersburg	112	70	62.5	37	33.0	5	4.5
Kennedy	69	49	71.0	15	21.7	5	7.2
Northwood	122	65	53.3	53	43.4	4	3.3
Rockville	104	61	58.7	39	37.5	4	3.8
Seneca Valley	116	65	56.0	49	42.2	2	1.7
Watkins Mill	119	62	52.1	55	46.2	2	1.7
Wheaton	59	30	50.8	27	45.8	2	3.4

Note. Student grade level is based on earned high school credit.

^aOne student was in Grade 9 according to end-of-school-year district records.

Demographics. As shown in Table 2, more female students participated in ACES than male students (59% compared to 41%). As expected, since they were a focus of the program, the majority of students were Black or African American (43%) or Hispanic/Latino (39%). Also as expected, because they were a focus of the program, just over one half (51%) received FARMS services. Additionally, 10% received special education services, and 7% received ESOL services. Just over one half (53%) would be the first in their family to go to college, which is another focus population of the ACES program. Students' self-reported on their ACES application whether they would be the first in their family to go to college.

The grade-level analyses show that the majority of the Grade 11 ACES students were Black or African American (45%) and Hispanic/Latino (35%) (Table 2). Among them, 48% received FARMS, 7% received special education, 4% received ESOL services, and 51% would be the first generation in their family to go to college. The majority of the Grade 12 students were Hispanic/Latino (42%) and Black or African American (41%). Fifty-three percent received FARMS, 12% received special education, 10% received ESOL services, and 54% self-reported that they would be the first generation to go to college in their family.

Table 2
Demographic Characteristics of 2013–2014 ACES Students

Characteristics	Total N = 968		Grade 11 N = 406 ^a		Grade 12 N = 562	
	n	%	n	%	n	%
Gender						
Female	570	58.9	245	60.3	325	57.8
Male	398	41.1	161	39.7	237	42.2
Race/Ethnicity						
American Indian		≤1.0		≤1.0	0	0.0
Asian	79	8.2	39	9.6	40	7.1
Black or African American	414	42.8	182	44.8	232	41.3
Hispanic/Latino	379	39.2	141	34.7	238	42.3
White	73	7.5	34	8.4	39	6.9
Two or More Races	21	2.2	8	2.0	13	2.3
Services Received as of September, 2013						
Current FARMS	492	50.8	194	47.8	298	53.0
Current Special Education	95	9.8	30	7.4	65	11.6
Current ESOL	72	7.4	15	3.7	57	10.1
Other						
First generation to go to college ^b	492	52.7	197	50.5	295	54.3

^aIncludes 28 students in Grades 9 and 10 based on earned high school credit.

^bStudent self-reported data on ACES application.

Evaluation Question: What was the academic success of the students in the ACES program? Were there differential patterns of achievement among student subgroups?

Standardized tests. The MCPS milestone for college and career readiness includes an SAT combined score of 1650 or higher or an ACT score of 24 or higher (MCPS, 2014). Sixty-eight percent of the ACES students took either the SAT or ACT (Table 3). Twelve percent of those ACES test takers met the MCPS college-ready milestone of a combined verbal, math, and writing SAT score of 1650 or higher or a score of 24 or higher on the ACT. Sixteen percent of Grade 11 and 8% of Grade 12 students met the milestone.

More descriptive statistics for the SAT and ACT scores, such as mean, standard deviation, and maximum scores, may be found in Appendix B (Table B1). A breakdown of ACES students who met the SAT or ACT milestone by subgroups of race, services provided, and first generation status, also may be seen in Appendix B. Asian and White ACES students who took the SAT or ACT had a higher percentage who met the milestone (26% and 24%, respectively) when compared to Black or African American (9%) and Hispanic/Latino (7%) students (Table B2).

Table 3
SAT or ACT Among ACES Students in 2013–2014

	Total			Grade 11			Grade 12		
	N	n	%	N	n	%	N	n	%
Took SAT or ACT	968	654	67.6	406	275	67.7	562	379	67.4
Met SAT or ACT Milestone ^a	654	76	11.6	275	45	16.4	379	31	8.2

^aReceived a 1650+ or higher on SAT or 24+ on ACT.

GPA. As shown in Table 4, the average GPA of Grade 12 ACES students at the end of 2013–2014 (year one of ACES) was higher than the average GPA at the end of 2012–2013 (prior year to ACES) by 0.07 (2.50 compared to 2.57). The average GPA of Grade 11 ACES students at the end of 2013–2014 was only slightly higher than the average GPA at the end of the prior year by 0.02 (2.68 compared to 2.70).

Table 4
2013–2014 ACES Students’ Current and Previous GPA
Among Grade 11 and Grade 12 Students

	ACES N = 968				
	N	Mean	SD ^a	Min	Max
Grade 12 GPA					
(Prior year) end of 2012–2013 GPA	555	2.50	0.60	0.91	3.95
(ACES year one) end of 2013–2014 GPA	562	2.57	0.54	1.13	3.93
Grade 11 GPA					
(Prior year) end of 2012–2013 GPA	398	2.68	0.66	0.69	4.00
(ACES year one) end of 2013–2014 GPA	406	2.70	0.63	0.78	4.00

^aSD = Standard Deviation.

A breakdown of GPAs by subgroups of race, services provided, and first generation among Grades 11 and 12 students may be seen in Appendix C. White and Asian ACES students had higher average GPAs when compared to Black or African American and Hispanic/Latino students. For example, the average Grade 12 GPA at the end of 2013–2014 was 2.50 and 2.55 for Black or African American and Hispanic/Latino ACES students, respectively and 2.77 and 2.84 for White and Asian ACES students, respectively (Table C1).

End of year status. Among the 968 ACES students, 95% were promoted to the next level; Grade 11 students were promoted to Grade 12, and Grade 12 students graduated (Table 5). All but four of the Grade 12 students graduated high school. One of the four who did not graduate dropped out of school, and the other three were enrolled as 12th graders the following school year. Eighty-nine percent of the 11th graders were promoted to Grade 12.

A breakdown of students who were promoted or graduated by subgroups of race, services provided, and first generation status may be seen in Appendix D. The subgroups with the highest percentages of promoted or graduated students were: Asian (98%), White (97%), ESOL (100%) and First Generation (96%).

Table 5
End-of-School-Year Status for 2013–2014 ACES Students

End-of-Year Status	Total N = 968		Grade 11 N = 406 ^a		Grade 12 N = 562	
	n	%	n	%	n	%
Promoted/graduated	921	95.1	363	89.4	558	99.3
Not promoted/not graduated	47	4.9	43	10.6	4	0.7

^a28 students are counted as 11th graders here, but were actually in Grades 9 and 10 based on earned high school credit standings.

AP and IB exams. Of the 968 ACES students, 40% took at least one AP or IB exam during the 2013–2014 school year (18% took one, 13% took two, and 9% took three or more exams), as shown in Table 6. The MCPS milestone for college and career readiness includes receiving an AP score of 3 or above or an IB score of 4 or higher (MCPS, 2014). Among those who took an exam, 55% met the MCPS milestone (Table 6). Note that MCPS students create their high school schedules during the spring semester of the prior school year. Therefore, students made the decision to enroll in an AP or IB course prior to participating in the ACES program.

Table 6
AP or IB Exams Among ACES Students in 2013–2014

	ACES Students (<i>N</i> = 968)	
	<i>n</i>	%
2013–2014 AP or IB Exams Taken (<i>N</i> = 968)		
Did not take an AP or IB exam	578	59.7
Took one exam (AP and/or IB)	174	18.0
Took two exams (AP and/or IB)	127	13.1
Took three or more exams (AP and/or IB)	89	9.2
2013–2014 AP or IB Exams (<i>N</i> = 390)		
Met AP or IB exam Milestone ^a	216	55.4

^aReceived a 3 or higher on an AP exam or 4 or higher on IB exam.

A breakdown of students who took at least one AP or IB exam in 2013–2014 and who met the AP and IB milestone by race, services provided, and first generation subgroups may be seen in Appendix E. The highest percentage of ACES students who took at least one AP or IB exam were Asian students (58%) compared to Black or African American (32%), Hispanic/Latino (45%), and White (47%) students. The highest percentage of ACES students by race who met the AP or IB exam milestone were Asian and Hispanic/Latino students (67% and 62%, respectively) compared to Black or African American and White students (43% and 47%, respectively) who took the exams.

Montgomery College courses. Twenty-three ACES students took a course at MC while attending Grade 11 or 12 at MCPS. One half (52%) of those 23 took one course, two fifths (39%) took two courses, and 9% took three or more courses during the 2013–2014 school year (Table 7).

Table 7
Montgomery College Course(s) Among
ACES Students in 2013–2014

	ACES Students (<i>N</i> = 23)	
	<i>n</i>	%
Number MC courses Taken		
Took one MC course	12	52.2
Took two MC courses	9	39.1
Took three MC courses	2	8.7

Note. Includes fall or spring semester.

A breakdown of the final grades for the 36 total courses taken, may be seen in Appendix F. Almost two thirds (64%) of the final grades were A's and one-fifth (19%) were B's. Of the 36 MC courses taken among the 23 ACES students, the average final grade was 3.4 where an A = 4 and an F = 0.

ACES students took a variety of MC courses (Table F2 in Appendix F). The most popular courses were: Introduction to Nutrition ($n = 8$, 22%), Introduction to Human Communication ($n = 7$, 19%), and Introduction to Sociology ($n = 6$, 17%). Note that MCPS students create their high school schedules during the spring semester of the prior school year. Therefore, students made the decision to enroll in an MC course prior to participating in the ACES program.

Evaluation Question: To what extent were ACES students able to navigate the admissions process? To what extent did ACES students attend a 2-year or 4-year college?

College applications and enrollment. Of the 558 Grade 12 ACES students who graduated, 549 had college application and enrollment information. Among the 549 with information, almost everyone (98%) applied to at least one college (a 4-year college, MC, or another 2-year college), which was a goal of the ACES program.

Furthermore, of those 549 students:

- Over half (56%, $n = 304$) applied to both a 4-year college(s) and MC or another 2-year college.
- Almost one third (31%, $n = 165$) applied only to a 4-year college(s).
- Thirteen percent ($n = 71$) applied only to MC or another 2-year college.

Among the 549 with information, 85% applied to MC, and 43% applied to a 4-year college (Table 8). Sixty percent of ACES Grade 12 students enrolled in MC, and 25% enrolled in a 4-year college. Another 2% enrolled in a 2-year college other than MC, and 1% enlisted in the military. Postgraduation plans for the majority of students classified as "Other" (55 of the 63), were not available.

Table 8
College Applications and Enrollment among
Grade 12 Graduated ACES Students

	ACES N = 549	
	n	%
Applied to Institutions		
Montgomery College	468	85.2
2-year institutions (other than MC)	16	2.9
4-year institutions	236	43.0
Accepted into Institutions		
Montgomery College	468	85.2
2-year institutions (other than MC)	16	2.9
4-year institutions	201	36.6
Attending Institutions		
Montgomery College	330	60.1
2-year institutions (other than MC)	13	2.4
4-year institutions	137	25.0
Military	6	1.1
Other postgraduation	63	11.5

Note. Nine graduated students were missing college completion data files and are not reflected here. Students may apply or be accepted to more than one institution; therefore, percentages may not add to 100%.

Table 9 shows that 57% of Grade 12 ACES students did not apply to a 4-year college, and 43% applied to at least one 4-year college (13% applied to one college, and 30% applied to two or more colleges).

Table 9
Number of 4-year Colleges Applied to by Grade 12 ACES Students

Applications	ACES N = 549	
	n	%
None	313	57.0
One college	70	12.8
Two to three colleges	69	12.6
Four to five colleges	50	9.1
Six or more colleges	47	8.6

College applications and enrollment by services received and first generation status. Table 10 shows that among students who received FARMS services, 88% applied and were accepted to MC, with 66% enrolled. Thirty-eight percent applied and 31% were accepted to at least one 4-year college, with 20% enrolled. Among students who received ESOL services, 93% applied and were accepted to MC, with 70% enrolled. Sixteen percent applied and 14% were accepted to at least one 4-year college, with 11% enrolled. Among students who were prior ESOL students, 92% applied and were accepted to MC, with 71% enrolled. Thirty-seven percent applied and 29% were accepted to at least one 4-year college, with 14% enrolled. Among students who received special education services, 92% applied and were accepted to MC, with

72% enrolled. Seventeen percent applied and 13% were accepted to at least one 4-year college, with 13% enrolled. Finally, among students who would be the first generation in their family to go to college, 87% applied and were accepted to MC, with 62% enrolled. Forty-three percent applied and 37% were accepted to at least one 4-year college, with 27% enrolled.

Table 10
College Applications and Enrollment among Grade 12 Graduated
ACES Students by Services Received and First Generation Status

	FARMS N = 292		ESOL N = 57		Prior ESOL N = 59		Special Education N = 64		First Generation ^a N = 287		Total N = 549	
	n	%	n	%	n	%	n	%	n	%	n	%
Applied to Institutions												
Montgomery College	257	88.0	53	93.0	54	91.5	59	92.2	249	86.8	468	85.2
2-year institutions	10	3.4	6	10.5	1	1.7	4	6.3	5	1.7	16	2.9
4-year institutions	112	38.4	9	15.8	22	37.3	11	17.2	123	42.9	236	43.0
Accepted into Institutions												
Montgomery College	257	88.0	53	93.0	54	91.5	59	92.2	249	86.8	468	85.2
2-year institutions	10	3.4	5	8.8	1	1.7	4	6.3	5	1.7	16	2.9
4-year institutions	90	30.8	8	14.0	17	28.8	8	12.5	107	37.3	201	36.6
Attending Institutions												
Montgomery College	193	66.1	40	70.2	42	71.2	46	71.9	178	62.0	330	60.1
2-year institutions	6	2.1	3	5.3	1	1.7	4	6.3	5	1.7	13	2.4
4-year institutions	58	19.9	6	10.5	8	13.6	8	12.5	76	26.5	137	25.0
Military	3	1.0	0	0.0	0	0.0	2	3.1	3	1.0	6	1.1
Other postgraduation	34	11.6	8	14.0	7	11.9	4	6.3	30	10.5	63	11.5

Note. Students may apply or be accepted to more than one institution; therefore, percentages may not add to 100%.

^aStudent self-reported data on ACES application.

College applications and enrollment by race. Table 11 below shows that among Black or African American students, 78% applied and were accepted to MC, with 46% enrolled. Fifty-two percent applied and 46% were accepted to at least one 4-year college, with 34% enrolled. Among Hispanic/Latino students, 94% applied and were accepted to MC, with 75% enrolled. Thirty-one percent applied and 25% were accepted to at least one 4-year college, with 15% enrolled. Among White and Asian students, 79% and 83%, respectively applied and were accepted to MC, with 47% and 73%, respectively enrolled. Fifty-eight percent of White and 38% of Asian students applied to at least one 4-year college, with 42% and 18%, respectively enrolled.

Table 11
College Applications and Enrollment among Grade 12 Graduated ACES Students by Race

	African American N = 227		Hispanic/Latino N = 232		White N = 38		Asian N = 40		Total N = 549	
	n	%	n	%	n	%	n	%	n	%
Applied to Institutions										
Montgomery College	176	77.5	219	94.4	30	78.9	33	82.5	468	85.2
2-year institutions	10	4.4	3	1.3	1	2.6	2	5.0	16	2.9
4-year institutions	119	52.4	72	31.0	22	57.9	15	37.5	236	43.0
Accepted into Institutions										
Montgomery College	176	77.5	219	94.4	30	78.9	33	82.5	468	85.2
2-year institutions	10	4.4	3	1.3	1	2.6	2	5.0	16	2.9
4-year institutions	104	45.8	57	24.6	19	50.0	14	35.0	201	36.6
Attending Institutions										
Montgomery College	104	45.8	174	75.0	18	47.4	29	72.5	330	60.1
2-year institutions	9	4.0	2	0.9	1	2.6	1	2.5	13	2.4
4-year institutions	78	34.4	35	15.1	16	42.1	7	17.5	137	25.0
Military	3	1.3	2	0.9	0	0.0	0	0.0	6	1.1
Other	33	14.5	22	9.5	3	7.9	3	7.5	63	11.5

Note. Students may apply or be accepted to more than one institution; therefore, percentages may not add to 100%.

Most frequent 4-year colleges for enrollment. Of the 137 students enrolled in a 4-year college, the schools with the most frequent enrollment were: Morgan State University ($n = 11$), University of Maryland College Park ($n = 10$), Frostburg State University ($n = 9$), and Towson University ($n = 8$). A table of universities with three or more enrollments may be seen in Appendix G.

Evaluation Question: To what extent did the ACES students who will be attending an institution of higher education apply for financial aid and scholarships?

FAFSA and scholarships. According to data provided to evaluators from the ACES program staff, which was collected from the 10 ACES coaches, the following FAFSA and scholarship applications were completed, and scholarships were awarded among ACES students. Note that not all students are eligible to apply for FAFSA due to immigration status.

- 477 FAFSA applications completed among ACES Grade 12 students
- 523 scholarship applications completed among ACES Grade 12 students
- 229 scholarships worth \$2,372,127 awarded among ACES Grade 12 students

Strengths and Limitations:

Strengths:

- The inclusion of all ACES students in the analysis allows findings to be generalizable ensuring the external validity of results.

Limitations:

- First generation status was based on students' self-report on their ACES application and interpretation among students may vary.

It should be noted that causality may not be inferred from this study due to the lack of an experimental design.

References

Montgomery County Public Schools (2014). Retrieved November, 2014 from <http://www.montgomeryschoolsmd.org/framework/>

Appendix A

Attachment A



**YES, THE COLLEGE PROCESS IS TRICKY.
YES, YOU CAN DO IT.
YES, ACES CAN HELP.**

As a high school student, you know college is the next important step. You want to attend, but the process—selecting the right college, applying to college, paying for college—is confusing and complicated. We agree. And we can help. ACES (Achieving Collegiate Excellence and Success) is a free program for you (and your parents) to navigate the college process from start to finish. ACES provides you with ongoing academic coaching and other support services.

Apply online at www.ACESmontgomery.org and get started today.

YOUR ACES PATHWAY TO COLLEGE STARTS HERE

STEP

1

GRADES 9 AND 10

College information sessions for parents • College readiness activities • College tours
• Electronic portfolio development • Guest speakers • Summer programs • Tutoring and mentoring • Workshops

STEP

2

GRADES 11 AND 12

Academic coaching • Career counseling on how to choose a major • College tours • Preparation for college placement tests • Individual assistance with college applications and financial aid • Information sessions for parents • Summer programs at Montgomery College and the Universities at Shady Grove • Transition services to college

GO TO COLLEGE

IF ATTENDING MONTGOMERY COLLEGE, YOUR ACES SUPPORT CONTINUES.

STEP

3

ACES AT MONTGOMERY COLLEGE

Academic coaching • ACES Summer Bridge First Year Seminar • Guaranteed admission to a University System of Maryland institution with associate's degree • Guest matriculation at Universities at Shady Grove • Visits to the Universities at Shady Grove and other four-year institutions

TRANSFER TO A FOUR-YEAR COLLEGE

IF ATTENDING THE UNIVERSITIES AT SHADY GROVE, YOUR ACES SUPPORT CONTINUES.

STEP

4

ACES SERVICES AT THE UNIVERSITIES OF SHADY GROVE

Academic advising • ACES meetings, workshops, and events • Career development, internships, and job placement • Comprehensive orientations • Early review for scholarships • Team activities

For more information, check out ACES FAQs (on reverse) and visit www.ACESmontgomery.org.

ACES is a free college success program for high school students in Montgomery County, MD, including public Montgomery County Public Schools, Montgomery College, and the Universities at Shady Grove.

Appendix B

Table B1
2013–2014 ACES Students' Standardized Test Scores

Standardized Test	<i>N</i>	Mean	Standard Deviation	Minimum	Maximum
SAT Verbal/Math/Writing (400 to 2400 possible range)	537	1360.8	246.9	720.0	2170.0
SAT Verbal/Math (400 to 1600 range)	537	911.9	169.7	420.0	1490.0
ACT Composite (0 to 36 range)	275	17.9	4.0	9.00	34.00

Table B2
SAT or ACT Among ACES Students
in 2013–2014 by Demographics

	Met SAT or ACT Milestone ^a		
	<i>N</i>	<i>n</i>	%
Total	654	76	11.6
Race			
Asian	65	17	26.2
Black or African American	294	25	8.5
Hispanic/Latino	218	15	6.9
White	58	14	24.1
Services Received			
ESOL	28	0	0.0
FARMS	319	30	9.4
Special Education	46	2	4.3
First Generation College Student	317	33	10.4

^aReceived a 1650 or higher on SAT or 24 or higher on ACT.

Appendix C

Table C1
2013–2014 ACES Students’ Current and Previous GPA and
Marking Period Average by Race

	African American			Hispanic/Latino			White			Asian		
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Grade 12 GPA												
(Prior Year) End of 2012–2013 GPA	228	2.43	0.55	237	2.48	0.60	38	2.68	0.61	39	2.85	0.64
(ACES Year 1) End of 2013–2014 GPA	232	2.50	0.49	238	2.55	0.53	39	2.77	0.58	40	2.84	0.61
Grade 11 GPA												
(Prior Year) End of 2012–2013 GPA	177	2.65	0.62	140	2.63	0.67	32	2.64	0.64	39	3.11	0.56
(ACES Year 1) End of 2013–2014 GPA	182	2.67	0.58	141	2.64	0.63	34	2.72	0.66	39	3.11	0.56

SD = Standard Deviation.

Table C2
2013–2014 ACES Students’ Current and Previous GPA by
Services Received and First Generation Status

	FARMS			ESOL			Special Education			First Generation		
	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
Grade 12 GPA												
(Prior Year) End of 2012–2013 GPA	296	2.53	.59	57	2.45	.44	65	2.28	.57	291	2.54	.61
(ACES Year 1) End of 2013–2014 GPA	298	2.60	.53	57	2.52	.48	65	2.44	.51	295	2.60	.54
Grade 11 GPA												
(Prior Year) End of 2012–2013 GPA	191	2.69	.67	15	2.92	.51	28	2.47	.67	197	2.68	.68
(ACES Year 1) End of 2013–2014 GPA	194	2.73	.62	15	2.94	.43	30	2.48	.59	197	2.71	.63

SD = Standard Deviation.

Appendix D

Table D1
End of School Year Status Among ACES Students
in 2013–2014 by Demographics

	Promoted or Graduated		
	<i>N</i>	<i>n</i>	%
Total	968	921	95.1
Race			
Asian	79	77	97.5
Black or African American	414	394	95.2
Hispanic/Latino	379	358	94.5
White	73	71	97.3
Services Received			
ESOL	72	72	100.0
FARMS	492	465	94.5
Special Education	95	89	93.7
First Generation College Student	492	474	96.3

Note. Percentages show Grade 11 students promoted to Grade 12 and Grade 12 students graduated

Appendix E

Table E1
Advanced Placement or IB Exam Among ACES Students
in 2013–2014 by Demographics

	Took at least 1 AP or IB exam			Met AP or IB exam Milestone ^a		
	<i>N</i>	<i>n</i>	%	<i>N</i>	<i>n</i>	%
Total	968	390	40.3	390	216	55.4
Race						
Asian	79	46	58.2	46	31	67.4
Black or African American	414	132	31.9	132	57	43.2
Hispanic/Latino	379	172	45.4	172	107	62.2
White	73	34	46.6	34	16	47.1
Services Received						
ESOL	72	13	18.1	13	11	84.6
FARMS	492	195	39.6	195	111	56.9
Special Education	95	18	19.9	18	6	33.3
First Generation College Student	492	204	41.5	204	120	58.8

^aReceived a 3 or higher on an AP exam or 4 or higher on IB exam.

Appendix F

Table F1
Montgomery College Course(s) Among
ACES Students in 2013-14

Final Grade	MC Courses Taken (N = 36)	
	n	%
A	23	63.9
B	7	19.4
C	2	8.7
D	1	5.6
F	2	8.7
CP	1	5.6

Students Final Grade Average for MC Courses (N = 23)		
	Mean	Standard Deviation
Final Grade Average	3.4	1.1

Note. Includes fall or spring semester. Students could take more than one course. An average mean was calculated using the following grade scores: A = 4, B = 3, C = 2, D = 1, F = 0.

Table F2
Montgomery College Courses Among
ACES Students in 2013-14

2013–2014 MC Courses	ACES Students (N = 36)	
	n	%
Intro to Nutrition	8	22.2
Intro to Human Communication	7	19.4
Intro to Sociology	6	16.7
Construction Methods & Materials	3	8.3
First Year Seminar	3	8.3
Admin of Justice	1	2.8
Design Studio: 2-Dimensional	1	2.8
Foundations of Education	1	2.8
Intro to Business	1	2.8
Intro to Programming	1	2.8
Intro to World Mythology	1	2.8
Introduction to Flash	1	2.8
Morality and Contemporary Law	1	2.8
World Cultures	1	2.8

Note. Includes both fall and spring semester. Students could take more than one course. All courses were 3-credit hour courses with the exception of First Year Seminar (1 credit) and Introduction to flash (4 credits).

Appendix G

Table G1
Top 4-year Colleges Enrolled among 2013–2014 Grade 12
ACES Students Enrolled in a 4-Year College

School Name	Total <i>N</i> = 137	
	<i>n</i>	%
Morgan State University	11	8.0
University of Maryland College Park	10	7.3
Frostburg State University	9	6.6
Towson University	8	5.8
University of Maryland Eastern Shore	7	5.1
Trinity University	6	4.4
Bowie State University	5	3.6
Mount Saint Mary's University	5	3.6
University of Baltimore	5	3.6
University of Maryland Baltimore County	4	2.9
Pennsylvania State University	3	2.2
Salisbury University	3	2.2
West Virginia University	3	2.2
All other universities	58	42.3

Note. Only 4-year colleges that have three or more enrolled ACES students are shown here.