The *Oakland Accelerates* Program

Final Results of a District-wide Strategy to Increase College-Readiness and Academic Preparedness of Under-Served Students January 2012 – May 2015

I3 Development Grant Final Report
September 2016

Prepared by: HTA
Danielle Toussaint, Ph.D.
Ruthie Chang, M.Ed.
Hatchuel Tabernik & Associates

2560 9th Street, Suite 211
Berkeley, CA 94710
http://www.htaconsulting.com

About Hatchuel Tabernik & Associates

Hatchuel Tabernik & Associates (HTA) is a consulting firm whose mission is to support and empower organizations to create a more healthy, educated, equitable and just society. From our experiences as social service practitioners and as researchers, planners, and evaluators, we understand that complex social issues require collaborative and comprehensive solutions in order to truly move the needle and create lasting social change. HTA has been designing and conducting program evaluations since 1996.

This evaluation report and the project described herein were funded under Grant #U411C110360 entitled Investing in Innovation (i3) Fund (CFDA 84.411) from the Department of Education (FY2011)

Table of Contents

Impact Study Report

Implementation Study Report

The *Oakland Accelerates* Program

Impact Study Results
January 2012 – May 2015

I3 Development Grant Final Report
September 2016

Prepared by: HTA
Danielle Toussaint, Ph.D.
Ruthie Chang, M.Ed.
Hatchuel Tabernik & Associates

Table of Contents

List of Tables

Brief Summary of Intervention and Evaluation Design

Description of Intervention

With the support of an i3 development grant, Oakland Unified School District (OUSD), together with the College Board, implemented *Oakland Accelerates*, a program intended to bring the College Board's EXCELerator district-wide process for college readiness to OUSD. The desired outcome was to increase district-wide capacity to support each and every student to graduate from high school with the knowledge and skills to be successful in college and postsecondary courses of study.

Oakland Accelerates began with a baseline District Diagnostic process in 2010-11, designed to analyze gaps in a district's college readiness infrastructure by reviewing five critical components of college readiness: 1) District Infrastructure; 2) Curriculum Coherence; 3) Assessments That Inform; 4) Student Academic Support; and 5) Student Family Support. The results of the district-wide diagnostic guided the development of a road map for change in OUSD overall and within specific secondary schools. An *Oakland Accelerates* Steering Committee, supported by Project Management and Data Teams, identified, agreed on, and prioritized the set of College Readiness initiatives and actions (henceforth called the Management Plan) to achieve the goals of *Oakland Accelerates*.

This Steering Committee engaged in ongoing cycles of inquiry to inform progress and modifications for the duration of the project. Key intervention activities included: 1) professional development for AP teachers, leadership, and counselors to support instruction and development of a college-going culture; 2) support and coaching for College Readiness Specialists to work throughout OUSD providing resources and other expertise to effectively change the practices of adults at every level of the district, equipping them to provide a rigorous education to every OUSD student, increase student interest in and access to college, and better support students' and parents' needs; 3) technical assistance to develop policy and infrastructure to support college going culture; 4) provision of key resources to support teachers, students, and families to build an understanding of college preparation; and 5) monitoring and managing the intervention to immediately address challenges and allow for midway course corrections.[1]

Description of Impact Studies Conducted

In accordance with Department of Education i3 grant requirements, the *Oakland Accelerates* evaluation plan[2] was formally reviewed and approved in a peer-review process. (See Table 1 for an overview of the evaluation design.) In addition, HTA received one-on-one assistance from a TA provider from Abt Associates[3].

Two quasi-experimental impact studies were conducted to evaluate the impact of *Oakland Accelerates* on student academic performance outcomes at the school-level. **Impact Study 1** utilizes a nonequivalent comparison group design to examine the effect of the *Oakland* intervention process on high school student academic outcomes relating to college placement and college entrance exam participation and performance (AP and SAT exam participation and performance) compared to

[1] The Final Implementation Report of *Oakland Accelerates*: January 2012 - December 2015 provides a more comprehensive and detailed description of how *Oakland Accelerates* was implemented. A copy can be requested from HTA.

[2] A copy of the approved Oakland Accelerates 2013 evaluation plan can be requested from HTA.

[3] See http://ies.ed.gov/ncee/projects/evaluation/assistance_ita.asp for more details on the i3 national evaluation.

schools not receiving the treatment. Specifically, the evaluators compared school-level outcomes from students in treatment and comparison schools that share similar demographic and academic outcome characteristics. **Impact Study 2** examines the impact of the *Oakland Accelerates* intervention on high school student college and career preparation. A one-group pretest-posttest design compared outcomes at the school level for differences in graduation rates, college enrollment without need for remediation, a-g course completion, and college enrollment.

While there was not any specific eligibility criteria for students to be included in the intervention (i.e., all students within the targeted OUSD schools were indirectly served by the intervention) there were some exclusion criteria that required elimination of particular schools from the study. Specifically, we excluded continuation/alternative/charter high schools, which comprised a unique student population that does not adequately generalize to other local student populations.

The evaluation was conducted so as to meet standards for independence. Specifically, findings reported to the National Evaluation i3 (NEi3) team were not subject to the approval of the project developer/grantee (i.e., College Board & OUSD).

Methodology of Impact Study 1

The first study utilizes a nonequivalent comparative group design to examine the effects of the *Oakland Accelerates* process on high school students in treatment schools compared to similar students in untreated control schools.

Research Question

RQ1 generates preliminary evidence of the promise of the intervention for improving student outcomes: participation ***and*** performance on college entrance and placement tests. All analyses were conducted at the school-level, therefore the intervention sample comprised all schools and students from the traditional OUSD high schools and the comparison sample comprised all schools and students from the traditional comparison high school district. Findings from the study can be generalized to students attending a mid-sized urban district with high poverty rates and low rates of student achievement and college attendance.

RQ1: Following the completion of the *Oakland Accelerates* intervention, are OUSD students' participation rates ***and*** performance on college entrance and placement tests higher than those of students at untreated comparison schools?

Data collection for evaluation of impacts

1. Outcomes: College entrance and placement exam participation rates

- AP examinations participation (%): The Advanced Placement Program® (AP) has been a unique collaborative effort among motivated students, dedicated teachers, and committed high schools, colleges, and universities. AP includes curriculum guidelines, professional development opportunities for teachers, and the examinations. At the time the study began, there were 33 courses and examinations in 22 subject areas. Each AP exam was administered once during a two week period in May with the vast majority of test takers being administered the same form. Following that, each exam was offered once during a three-day late testing period with a different form. The scoring of the exam was completed during the first three weeks of June. The current study examines whether there was a

differential change from baseline to follow-up in AP participation between students in OUSD schools compared to students in the control group. Data for this outcome was requested directly from the OUSD and SUSD Research departments. We operationalized the AP participation rate as, the number of students in all grades for whom College Board reported AP exam scores divided by Grade 11 and 12 CBEDS enrollments at each school, weighting each school's percentage to account for substantially different school sizes within OUSD and SUSD. As such, a student may participate in 4 exams, but only be counted once. Number of exam takers was not be used as an outcome variable as it is likely dependent on school size. Outcome comparisons were made between baseline (2011-12) and final program year (2014-15) for both groups.

- SAT participation (%): The Scholastic Aptitude Test (SAT) is a standardized test that assesses the critical reading, mathematics, and writing skills that students need to be successful in college. Each of the three sections that comprise the SAT Reasoning Test had a possible scale score of 800 points. SAT test results represent one factor considered by many colleges and universities in making admissions decisions. The SAT is owned, published, and developed by the College Board. At the time this study began, the SAT was offered seven times a year in October, November, December, January, March (or April, alternating), May, and June. Data for this outcome was requested directly from the OUSD and SUSD Research departments. We operationalized this variable as the number of students who participated in the SAT divided by Grade 12 CBEDS enrollment at each school. Outcome comparisons were made between baseline (2011-12) and final program year (2014-15) for both groups.

2. Outcomes: College entrance and placement exam performance

- AP examinations performance (%): AP exam grades are reported on a 1–5 scale. Students' raw scores on the multiple-choice (MC) and constructed response (CRS) items are weighted and combined. The weighted raw composite score is then converted to a grade on the AP 5 point scale. The AP grade qualification definitions are: 5=Extremely well qualified; 4 =Well qualified; 3 =Qualified; 2 =Possibly qualified; and 1 =No recommendation. Internal consistency reliability estimates for total raw scores range from .85 to .94 across examinations and estimates of classification accuracy as reported are generally around .90. The reliability estimates for the same examination tend to be very close from year to year. So, at the composite level the AP exams seem to exhibit reasonable reliability estimates. Data for this outcome were requested directly from the OUSD and SUSD Research departments. Because students may have taken multiple AP exams, we operationalized this variable as the number of students who received an AP score of 3 or above on at least one exam divided by divided by Grade 10, 11, and 12 CBEDS enrollments at each school, weighting each school's percentage to account for substantially different school sizes within OUSD and SUSD. Outcome comparisons were made between baseline (2011-12) and final program year (2014-15) for both groups. The impact estimation also controlled for school size.
- SAT performance (mean): SATs test in three content areas: critical reading, mathematics and writing. Scores are calculated for each content area, as well as a sum score totaling each section. Data for this outcome was requested directly from the OUSD and SUSD Research departments. Because students may have taken multiple SAT exams in a year, we selected the highest total score for each student. Then we calculated this variable as the mean SAT score at each school. Outcome comparisons were made between baseline (2011-12) and final program year (2014-15) for both groups.

Over-alignment occurs when the treatment group is exposed to the outcome measure but the comparison group is not. The outcomes described above are not over-aligned with the intervention. In the current study, no intermediary assessments were administered to the treatment group, which would overlap with the outcome measures and bias the outcome.

3. Independent Variables

School level covariates were included in order to control for significant between-school variations. This included a baseline measure of academic achievement, and two demographic characteristics, school size (total number of students), and English Language Learners (% ELL students).

- School-level Academic Performance Index (API) score (mean)**:** Calculated by the California Department of Education (CDE), the API is a single number of school academic performance and improvement of schools based on student performance on the state-wide tests in reading and math. It is used for accountability purposes in accordance with California's Public Schools Accountability Act (PSAA). API scores range from 200 to 1000, with 800 as the state's target for all schools to meet. Base and Growth API scores are calculated annually and posted online by the CDE for each school; generally in the fall semester following the academic school year. (Change in the API is the difference between the Base API and Growth API within a reporting cycle.) API scores were retrieved from CDE Dataquest.
- School-level Demographic Characteristics (# and %): School size refers to the total number of freshmen, sophomores, juniors and seniors enrolled in the school. Percentage of students that are ELL refers to the total number of Grade 9-12 students designated as English Language Learners divided by the total number of Grade 9-12 CBEDS enrollments. English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language assessment procedures (grades kindergarten through grade twelve) and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

While the inclusion of additional covariates would control for between school differences, the current sample size (n=12) did not allow for this. Covariate data were retrieved from CDE's Dataquest website for the baseline year (2011-12). All covariates were measured and recorded before treatment began.

Statistical analysis of impacts on students

Outcomes for this particular impact study were assessed for 11th and 12th grade students who attended the high schools served by the intervention (or comparison) during the baseline year[4]

[4] In 2011-12, thirteen OUSD schools were included in this study: 1) Business and Information Technology High, 2) Castlemont High, 3) Coliseum College Prep Academy, 4) College Preparatory and Architecture Academy, 5) East Oakland School of the Arts, 6) Leadership Preparatory High, 7) LIFE Academy, 8) Mandela High, 9) McClymonds High, 10) Media College Preparatory, 11) Oakland High, 12) Oakland Technical High, and 13) Skyline High. The **Castlemont campus** comprised four small high schools: 1) Business and Information Technology High, 2) East Oakland School of the Arts, 3) Leadership Preparatory High, and 4) Castlemont High School. The **Fremont campus** comprised three independent schools: 1) College Preparatory and Architecture Academy, 2) Mandela High, and 3) Media College Preparatory.

(2011-12) and final program year [5](2014-15) of the study, regardless of gender, ethnicity, or SES. The analysis was conducted at the school level to determine whether mean differences in outcomes exist between treatment and control schools at study end, controlling for pretest outcomes and posttest school-level variables expected to impact the posttest outcome. All student level data was aggregated to form a school mean for each school for each outcome and covariate.

The design has several confounds including threats to internal validity associated with a quasi-experimental design (e.g. selection, Hawthorne effect) and the N=1 problem (only one district is participating in the intervention). Given the lack of statistical power, it was difficult to determine an effect with precision. Because the unit of assignment (district) is relatively large, it was not logistically or financially possible to recruit additional treatment or control districts. We believed this design, as a development study, would indicate whether the intervention, showed evidence of promise.

The study compares differences between the treatment and comparison school's student outcomes over the course of the study. Specifically, this includes data from students who attend the following academic school years: Baseline Intervention Year (2011-12 academic school year) and Intervention Year 3 (2014-15 academic school year). It is important to understand the decision behind selecting the 2011-12 year as the baseline year. While funding for the intervention began in early 2012, the activities at this point consisted primarily of meetings between the key stakeholders (College Board and OUSD leadership) which lay the groundwork for future communication. Much of the work done in 2011-12 was a precursor to the delivery of the intervention; its primary focus was planning the activities needed for the intervention. The process started with the District Diagnostic in November 2011, and continued with district leadership planning activities to review the Diagnostics results and develop a management plan. Second, teacher trainings, capacity building, and policy guidance meetings occurred in the summer of 2012 and consequently do not have an impact on students enrolled in the 2011-12 school year.

By the end of the program (2015-16), all students who attended OUSD had been exposed to teachers, college readiness specialists, counselors, and other faculty and staff who received the treatment. Individual students, however, had varying degrees of exposure. For example in the final year of the study, some seniors had the benefit of being in the district for the entirety of the intervention whereas others had only been in the district for the past year three years as they began high school when the study was already in its first year. Similarly, student level differences exist as students transferred in and out of the district. Nevertheless, this issue is secondary as student mobility is exogenous to the intervention. First, we believe that the sample of post-test students is representative of the pre-test sample as many students in Oakland move to other schools within the district. And second, the goal of the intervention is to improve college readiness at the district level, regardless of mobility. Thus, college readiness culture/outcomes would be better following the intervention.

To address RQ1, four *confirmatory* contrasts[6] were identified for the following two domains:

[5] In 2012-13, the **Fremont campus** re-opened as a single high school, Fremont High, absorbing the three small schools that were previously on the site. In the same year, the **Castlemont campus** also re-opened as a single high school, combining the four independent high schools that were previously on the site into Castlemont High. Thus, the twelve high schools in the study were reduced to eight from the baseline year to the first year of programming. However, it is important to note that the number of students remained essentially the same (aside from normal attrition within OUSD high schools) at both campuses.

[6] See Appendix for Registration of Contrasts

Domain 1: Participation in College entrance placement and performance exams

1. AP participation (%)
2. SAT participation (%)

Domain 2: Performance on college entrance and placement exams

1. AP score (%)
2. SAT score (mean)

Confirmatory contrasts were made between OUSD and SUSD schools in the final program year of the grant for each of the outcomes noted above. Each contrast controlled for baseline measures of the outcome (e.g. performance at baseline). Additionally, we controlled for other independent variables that may have co-varied with the outcome at the school level. Covariates included: school size (#), API score (mean), and ELL (%). All covariates except the treatment variable were centered at the mean. Four linear regressions were conducted to predict the effect of the treatment/intervention on AP and SAT participation rates, and AP and SAT performance scores. Schools were treated as the unit of analysis. Specifically, baseline outcome scores, covariates, and treatment group were regressed on the identified outcome.

Thus, we estimated the following linear regression model to estimate intervention impacts:

$$AP/SAT = \beta_0 + \beta_1(X1) + \beta_2(X2) + \beta_3(X3) + \beta_4(X4) + {}_j(Tx)_{ij}$$

whereby X1= baseline outcome measure (e.g., mean SAT score, etc.);
X2= API score;
X3=# of students in the school;
X4= % ELL, and
Tx= treatment group (1=treatment group; 0= control group).

Covariates selected for inclusion in the analysis were theory driven and chosen *a priori*. Specifically, we included items that were known to correlate with academic achievement and items that indicate school demographics.

Additional exploratory subgroup analyses were conducted for this research question by race/ethnicity and gender. For race, in particular, subgroups of African-American, Hispanic, and ELL students were separately analyzed as the subsample sizes permitted. In cases where the subgroup of interest was 10 students or fewer in a particular school, these schools were dropped from the analyses.

Findings of Impact Study 1

Baseline Equivalence

The intervention population for this study comprised almost 7,000 G11-12 students at eight traditional high schools in OUSD[7] and 11,000 G11-12 students at eleven traditional high schools at a comparable school district in 2011-12 and 2014-15. Table 1 describes the student population at

[7] In 2010-11, there were twelve comprehensive OUSD high schools. In the baseline year (2011-12), these twelve high schools were re-opened as thirteen high schools. (The **Castlemont campus** added a small high school recruiting students from the other three small high schools on the site.) In 2012-13, these thirteen high schools were re-opened as eight high schools, absorbing a number of small high schools and independent schools into larger high schools. The total number of students remained essentially the same. The schools continued as eight high schools through 2014-15.

the treatment and comparison school districts in 2011-12 (pretest) and 2014-15 (posttest). Table 2A and 2B describe the pretest outcomes for the treatment and comparison school districts in 2011-12.

OUSD is a unique school district in many ways – its size in terms of number of schools and students, its urban context, and its particular student demographics. It was very difficult to find a school district with many of the same characteristics. In the end, we chose a California school district[8] with qualitatively as many characteristics in common with OUSD as possible – however, the school district still differs in several key respects. The factors that were significantly different at baseline were:

- Percentage and mean number of Special Education students per school (OUSD has a higher percentage and mean number);
- Percentage of African-American students per school (OUSD has a higher percentage);
- Percentage and mean number of White students and Other students (Comparison has higher percentage and mean number of both groups);
- Weighted percentage of students taking SAT and AP tests (OUSD has higher percentage for both tests); and
- Weighted percentage of students scoring a 3, 4, or 5 on any one AP test (Comparison has higher percentage).

Table 1. Study School Profiles of G11-G12 Students for OUSD & Comparison, 2011-12

	Oakland USD (N=12 schools)		Comparison (N=11 schools)			
# schools meeting AYP goals[9]	0		1			
% per high school	**%**	**SD**	**%**	**SD**	**t-statistic**	**p-value**
English language learners	15.5	8.0	13.6	8.5	.532	.600
Special education students	17.9	7.3	0.6	0.8	8.181	.000
Ethnicity						
African American	36.8	21.6	16.6	6.0	3.112	.008
Latino	42.6	24.1	32.0	9.3	1.418	.177
Asian/Pac Islander	15.9	14.4	21.5	14.0	-.948	.354
White	3.1	5.9	26.3	15.8	-4.574	.001
Other	1.7	1.2	3.7	1.5	-3.605	.002
Mean # per high school	**Mean**	**SD**	**Mean**	**SD**	**t-statistic**	**p-value**
G11-12 Students	279.1	303.8	548.5	441.3	-1.691	.109
English language learners	35.7	35.2	94.4	109.0	-1.706	.114
Special education students	49.8	55.3	6.0	7.5	2.712	.020
Ethnicity						
African American	95.9	101.6	86.1	70.3	.267	.792
Latino	81.8	57.5	175.2	145.8	-1.988	.069
Asian/Pac Islander	76.2	128.5	153.7	165.9	-1.260	.228
White	20.8	45.8	114.2	107.2	-2.673	.019
Other	4.4	6.2	19.4	17.7	-2.650	.021

[8] The comparison school district that we selected graciously provided us with student-level data in exchange for not identifying the school district in any publicly available documents.

[9] Determination of AYP (adequate yearly progress) was a requirement of the federal Elementary and Secondary Education Act (ESEA). Possible values are "yes" or "no". A "yes" is recorded only if the school met all of its AYP criteria, including requirements for numerically significant student groups.

Table 2. Weighted Differences[10] in SAT/AP Outcomes for OUSD & Comparison, 2011-12

	Oakland USD (N=12)			Comparison (N=11 schools)				
Test Participation	**N**	**%/μ**	**SD**	**N**	**%/μ**	**SD**	**t-statistic**	**p-value**
% taking SAT (of G12)[11]	12	57.2	12.2	11	42.4	13.0	2.813	.010
% taking 1+ AP test (of G11-12)	12	31.7	9.9	11	15.0	13.2	3.466	.002
Test Performance[12]								
SAT Combined Score	11	1364.2	154.8	10	1427.0	163.6	-.902	.378
% w/ AP score of 3-5	11	38.8	17.3	8	65.4	18.4	-3.213	.005

Participation in college entrance placement and performance exams

Tables 3 and 4 present the results of the two confirmatory contrasts for the first domain, participation in college entrance placement and performance exams. These results indicate that OUSD schools had a significantly greater percentage of students who participated in the SAT in 2014-15 in contrast to the comparison district school (*p=.033*), after controlling for SAT participation in 2011-12, AYP scores, school size and proportion of ELL students.

Table 3. Summary of Unweighted OLS Regression Analysis for Variables Predicting Posttest SAT Participation (N=19)

	Unstandardized Coeff.		Standardized Coeff.	95% Conf. Interv.		
Variable	B	Std. Error	β	Lower	Upper	p-value
Treatment group *(1=OUSD)*	**.262**	**.110**	**.623**	**.025**	**.498**	**.033**
Pretest SAT Participation *(%)*	.602	.285	.382	-.013	1.216	.054
Posttest AYP Scores *(1=Met goals)*	-.012	.089	-.028	-.204	.181	.897
Posttest School size *(#, G11-12)*	.000	.000	-.123	.000	.000	.484
Posttest ELL Students *(%, G12)*	-.207	.344	-.119	-.951	.537	.559
(Intercept)	.070	.162		-.281	.420	.675
R^2	.737					
Adjusted R^2	.636					

Note: All tests were two-tailed.

However, there was no comparable finding for AP test participation in 2014-15. That is, there was no statistically significant difference between OUSD schools and the comparison district schools in

[10] Means/percent were not calculated for schools with <10 students in the sub-population. Weights were calculated by school size for participation, and by test-taker size for performance.

[11] Student-level SAT scores were not available for the comparison for 2011-12, so we were unable to match students with test-takers and verify if they were students of the school where they took the test. Also we could not confirm whether the number of students taking the SAT was unduplicated counts. (The College Board provided us with counts and mean combined scores by school.) Therefore, SAT participation rates & means here may be an over-representation of true participation and scores.

[12] Test performance means and rates were only calculated among test-takers.

the AP test participation rate in 2014-15, after controlling for AP test participation in 2011-12, AYP scores, school size and proportion of ELL students.

Table 4. Summary of Unweighted OLS Regression Analysis for Variables Predicting Posttest AP Test Participation (N=19)

	Unstandardized Coeff.		Standardized Coeff.	95% Conf. Interv.		
Variable	B	Std. Error	β	Lower	Upper	p-value
Treatment group *(1=OUSD)*	**-.011**	**.110**	**-.033**	**-.249**	**.226**	**.918**
Pretest AP Test Participation *(%)*	.836	.276	.728	.239	1.433	.010
Posttest AYP Scores *(1=Met goals)*	-.048	.098	-.140	-.260	.165	.636
Posttest School size *(#, G11-12)*	.000	.000	-.483	-.001	.000	.091
Posttest ELL Students *(%, G12)*	.275	.358	.193	-.498	1.047	.457
(Intercept)	.212	.123		-.054	.478	.109
R^2	.544					
Adjusted R^2	.369					

Note: All tests were two-tailed.

Taken together, these findings suggest that *Oakland Accelerates* may have had an impact on increasing the percentage of OUSD students taking the SAT exam, but did not have a comparable impact on increasing the percentage of OUSD students taking the AP exams.

Performance on college entrance placement and performance exams

Tables 5 and 6 present the results of the two confirmatory contrasts for the second domain, performance on college entrance and placement exams. These results indicate that after controlling for SAT combined mean score in 2011-12, AYP scores, school size and proportion of ELL students, the SAT combined mean score in 2014-15 was not significantly different than that of the comparison district schools. It is worth noting that increasing the percentage of OUSD students taking the SAT may have perversely lowered SAT mean combined scores. If less academically prepared students are encouraged to take the SAT, then it would not be surprising that the scores would not increase, but decrease. In fact, the negative beta value for the treatment group in Table 5 suggests that the SAT mean combined score actually declined from 2011-12 to 2014-15 for OUSD schools compared to the comparison district schools.

Table 5. Summary of Unweighted OLS Regression Analysis for Variables Predicting Posttest SAT Performance (N=18)

	Unstandardized Coeff.		Standardized Coeff.	95% Conf. Interv.		
Variable	B	Std. Error	β	Lower	Upper	p-value
Treatment group *(1=OUSD)*	**-12.654**	**50.223**	**-.037**	**-122.081**	**96.772**	**.805**
Pretest SAT Combined Score *(Mean)*	.775	.200	.739	.338	1.211	.002
Posttest AYP Scores *(1=Met goals)*	89.300	57.080	.262	-35.067	213.667	.144
Posttest School size *(#, G12)*	.081	.078	.166	-.088	.250	.317
Posttest ELL Students *(%, G11-12)*	14.250	237.499	.010	-503.216	531.717	.953
(Intercept)	209.552	256.131		-348.508	767.613	.429
R^2	.893					
Adjusted R^2	.849					

Note: All tests were two-tailed.

Moreover, the percentage of AP test-takers earning a 3 or higher on the AP test in 2014-15 was not significantly different between OUSD schools and comparison district schools, after controlling for percentage of AP test-takers earning 3 or higher on the AP test in 2011-12, AYP scores, school size, and proportion of ELL students.

Table 6. Summary of Unweighted OLS Regression Analysis for Variables Predicting Posttest AP Test Score >2 (N=15)

	Unstandardized Coeff.		Standardized Coeff.	95% Conf. Interv.		
Variable	B	Std. Error	β	Lower	Upper	p-value
Treatment group *(1=OUSD)*	**-.187**	**.163**	**-.345**	**-.555**	**.180**	**.279**
Pretest AP Test Score >2 *(%)*	.572	.215	.579	.085	1.058	.026
Posttest AYP Scores *(1=Met goals)*	.090	.159	.167	-.271	.450	.588
Posttest School size *(#, G11-12)*	.000	.000	.311	.000	.001	.235
Posttest ELL Students *(%, G12)*	.697	.587	.310	-.630	2.024	.265
(Intercept)	.038	.227		-.474	.550	.870
R^2	.656					
Adjusted R^2	.465					

Note: All tests were two-tailed.

In sum, these findings suggest that *Oakland Accelerates* did not have the expected impact on OUSD students in terms of increasing performance on either the SAT or AP exams. In fact, it is possible that increasing the percentage of OUSD students taking the SAT in 2014-15, resulted in a decrease or no change in the mean SAT combined score for OUSD students in 2014-15.

Exploratory Impact Analyses for Sub-groups

Baseline Equivalence

Unfortunately, SAT data broken down by sub-groups was not available for the comparison district schools in 2011-12; the individual-level data was sent directly to the schools and not saved, and the College Board does not maintain individual-level records for more than 3 years. Therefore only AP participation and performance outcomes were compared in the exploratory analyses.

Table 7. Weighted Differences[13] in AP Outcomes by Sub-groups for OUSD & Comparison, 2011-12

	Oakland (N=12)			Comparison (N=11 schools)				
% taking 1+ AP test (G11-12)	**N**	**%**	**SD**	**N**	**%**	**SD**	**t-statistic**	**p-value**
Among African-American	11	16.4	6.1	11	4.6	6.4	4.434	.000
Among Hispanic/Latino/a	11	27.5	1.1	11	10.6	10.2	3.736	.001
Among English language learners	10	11.7	7.5	8	3.1	1.4	3.171	.006
% w/ AP score of 3-5 on any 1 test								
Among African-American	5	20.8	13.6	2	56.0	19.5	-2.811	.038
Among Hispanic/Latino/a	11	45.2	18.4	6	74.6	10.4	-3.498	.003
Among ELL[14]	2	48.2	2.3	0	--	--	--	--

Table 7 presents the baseline equivalence on the AP outcome measures among the three subgroups of interest. It is evident that the two districts are significantly different for participation and performance among all subgroups of interest. In general, OUSD schools had statistically higher percentages of African-American, Hispanic, and ELL students taking one or more AP tests than the comparison district schools. Conversely, the comparison district schools had statistically greater percentages of African-American and Hispanic AP test-takers who scored 3 or higher on any AP test.

It is worth noting that both districts had substantial missing data on AP performance – as many schools did not have enough students within the subgroup taking the AP test (≤10) to be able to calculate the percentage of test-takers with scores of 3 or higher. We were unable to compare OUSD and the comparison district among ELL students at all. Therefore, we decided to only analyze the AP participation sub-group data.

Participation in college performance exams

Table 8-10 show the separate results of the exploratory subgroup analyses for African-American, Hispanic or ELL students. These analyses indicate that AP participation rates for African-American, Hispanic or ELL students in 2014-15 was not significantly different at the .05 level for OUSD schools compared to the comparison district schools, after controlling for their respective subgroup AP participation rate in 2011-12. However, the AP participation rate for Hispanic students in 2014-15 was significantly higher than the comparison at the 0.10 level ($p=.09$). Therefore, while there is some evidence that *Oakland Accelerates* may have had an impact on Hispanic students' increasing participation in AP tests from 2011-12 to 2014-15; for the most part, there is no evidence that the program had an impact on increasing participation for African-American or ELL students.

[13] Means/percent were not calculated for schools with <10 students in the sub-population. Weights were calculated by school size for participation, and by test-taker size for performance.

[14] t cannot be computed because at least 1 of the groups is empty

Table 8. Summary of Unweighted OLS Regression Analysis for Variables Predicting African-American Posttest AP Test Participation (N=18)

	Unstandardized Coeff.		Standardized Coeff.	95% Conf. Interv.		
Variable	B	Std. Error	β	Lower	Upper	p-value
Treatment group *(1=OUSD)*	**.073**	**.053**	**.327**	**-.041**	**.186**	**.192**
Pretest A-A AP Test Participation *(%)*	.386	.290	.319	-.231	1.004	.202
(Intercept)	.059	.034		-.014	.131	.105
R^2	.297					
Adjusted R^2	.204					

Note: All tests were two-tailed.

Table 9. Summary of Unweighted OLS Regression Analysis for Variables Predicting Hispanic Posttest AP Test Participation (N=18)

	Unstandardized Coeff.		Standardized Coeff.	95% Conf. Interv.		
Variable	B	Std. Error	β	Lower	Upper	p-value
Treatment group *(1=OUSD)*	**.081**	**.092**	**.220**	**-.115**	**.276**	**.090**
Pretest Latino AP Test Participation *(%)*	.620	.342	.453	-.109	1.348	.118
(Intercept)	.099	.059		-.028	.225	.393
R^2	.368					
Adjusted R^2	.284					

Note: All tests were two-tailed.

Table 10. Summary of Unweighted OLS Regression Analysis for Variables Predicting ELL Posttest AP Test Participation (N=12)

	Unstandardized Coeff.		Standardized Coeff.	95% Conf. Interv.		
Variable	B	Std. Error	β	Lower	Upper	p-value
Treatment group *(1=OUSD)*	**.025**	**.098**	**.081**	**-.197**	**.247**	**.804**
Pretest ELL AP Test Participation *(%)*	1.504	.707	.670	-.096	3.103	.062
(Intercept)	.034	.050		-.079	.146	.515
R^2	.530					
Adjusted R^2	.426					

Note: All tests were two-tailed.

Methodology of Impact Study 2

The second study used a one-group pretest-posttest design to assess the impact of the *Oakland Accelerates* process on OUSD high school student college preparation, including high school graduation, college readiness, college enrollment without need for remediation, and college enrollment.

Research Questions

RQs 2 and 3 were proposed to generate preliminary evidence of the promise of the intervention for improving student outcomes on student college preparation for all students ***and*** for traditionally under-represented students. All analyses were conducted at the school-level, therefore the intervention sample comprised all schools and students from the eight traditional OUSD high schools which was the population identified for the i3 grant. Although this study uses a pretest-posttest design, we believe that the results of the study can be generalized to other large districts that serve low-income, under-represented, African American and Latino youth in inner cities.

RQ2: What is the impact of the *Oakland Accelerates* process on student college preparation? Specifically are OUSD students at program end better prepared for college than OUSD students at baseline?
RQ3: What is the impact of the *Oakland Accelerates* process on student college preparation prior to and following the intervention on traditionally under-represented students, including African-American males, Latinos, and English Learners? Specifically are OUSD under-represented students at program end better prepared for college than OUSD under-represented students at baseline?

Data collection for evaluation of impacts

1. Outcomes: High school graduation rates (%)

- Graduation (%): In California, graduation rates are calculated by the California Department of Education only; school districts are not allowed to calculate the graduation rates themselves. CDE calculates graduation rates for each school using the following formula: Number of students in the cohort who earned a regular high school diploma by the end of the fourth year divided by number of first-time Grade 9 students in year one (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years one, two, three, and four. School-level data for this outcome was retrieved directly from the CDE Dataquest website. Outcome comparisons were made between the graduation rate calculated for the class of 2012 as the baseline (2011-12) and the graduation rate calculated for students who should graduate in the final program year (2014-15) for all eight schools within OUSD.

2. Outcomes: College readiness (%)

- A- G course completion (%): The University of California (UC) and California State University (CSU) systems require entering freshmen to complete certain courses in high school. These courses are called the **"a-g" requirements** because of the letter each subject area is assigned: "a" for History/Social Science, "b" for English, etc. Data for this outcome was requested directly from the OUSD Research department. We operationalized this outcome as the percent of Grade 12 students completing all a-g requirements by taking the number of students in each school who meet the requirements and dividing by the Grade 12 CBEDS enrollments. Outcome comparisons

were made between the percentage of grade 12 students who met the a-g course requirements in the baseline year (2011-12) and the percentage of grade 12 students who met the a-g course requirements in the final program year (2014-15) for all eight schools within OUSD.

3. Outcomes: Waived remediation for college English (%); and college Math (%)

Two composite outcome variables for waived remediation for college were developed by considering several related variables: math and English results from EAP tests, SAT tests, AP coursework, and AP tests. The precise method for creating the composite outcome variables for math and English is described below (after the discussion of each component).

- Early Assessment Program (EAP) test score (%): In order to determine whether or not a student enters college without need for remediation, we used students' early assessment program (EAP) scores as a proxy measure. The EAP test is a collaborative effort among the State Board of Education, the California Department of Education and the California State University (CSU) and is part of the California Standardized Tests (CST) administered to Grade 11 students (see McLean, 2012). The test was established to provide a measure of student readiness for college-level English and mathematics, and uses items from the California Standards Test (CST)-Math and CST-English in addition to 15 optional multiple choice questions. (It is important to point out that the additional 15 multiple choice questions are voluntarily taken by the student, after they have completed their CST tests, and students must indicate that CSU can receive their item responses. There is likely to be bias in who takes the exam as students who anticipate attending a CSU will be more motivated to take the exam.) Students who complete all test components are identified as either ready for CSU courses, conditionally ready, or not yet ready. Data for this outcome was requested directly from the OUSD Research department. We created an EAP-math variable and EAP-English variable where Grade 12 students who were deemed "ready for CSU courses" in math or "ready for CSU courses" in English receive a value of 1 for the appropriate variable, and Grade 12 students who were "conditionally ready" or "not yet ready" received a value of 0 for the appropriate variable. If a Grade 12 student had not taken either or both test, they received a value of 0 for the appropriate variable(s).

- SAT test score (%): Additionally as per the CSU criteria, students who score greater than a 550 on the verbal and/or math sections of the SAT are identified as college-ready. Data for this outcome was requested directly from the OUSD Research department. We created an SAT-math variable and an SAT-English variable where Grade 12 students who scored greater than 500 in either the math or verbal section of the SAT receive a value of 1 for the appropriate variable, and Grade 12 students who scored less than receive a value of 0 for the appropriate variable. (If students take the SAT more than once, we used the highest combined test score.) If a Grade 12 student had not taken either or both tests, they will receive a value of 0 for the appropriate variable(s).

- AP test scores (%): Students who scored greater than a 3 on an AP Calculus AB or BC, AP Statistics, and/or AP Language and Composition or Literature and Composition exams were identified as ready for college-level math and/or English. Data for this variable was requested directly from the OUSD Research department. We created an AP-exam-math variable and an AP-exam-English variable where Grade 12 students who scored greater than 3 on any of the indicated AP tests received a value of 1 for the appropriate variable, and Grade 12 students who did not score greater than 3 on any of the indicated tests received a value of 0 for the

appropriate variable. If a Grade 12 student had not taken any of these tests, they received a value of 0 for the appropriate variable(s).

- AP coursework: Additionally as per the CSU criteria, students who in Grade 11 are deemed "conditionally ready" on the EAP Math test and go on to receive a C or better in Grade 12 in the following courses will be considered to be college ready in math: Pre-Calculus, honors or AP Physics, or successfully completing Algebra II for a second time. Data for this variable was requested directly from the OUSD Research department. We created an AP-course-math variable and an AP-course-English variable where Grade 12 students who received a C or better in any of the indicated AP courses received a value of 1 for the appropriate variable, and Grade 12 students who did not receive a C or better in any of the indicated AP courses received a value of 0 for the appropriate variable. If a Grade 12 student had not taken any of the indicated tests, they received a value of 0 for the appropriate variable(s).

We then calculated the final outcome composite variables (Waived for Remediation-Math and Waived for Remediation-English) in the following way. For each student, we added the variables for each component: EAP, SAT, AP-test, and AP-course separately for Math and English, to come up with a student score, ranging from 0 to 4. Any student with a value of 1 or greater was then recoded with a value of 1 to indicate "ready" for college math or college English; conversely, students with a value of 0 retained the value of 0 to indicate "not ready" for college math or college English accordingly. Then for each school, the percent of students ready for college math, and the percent of students ready for college English at each school was calculated, which is the number of Grade 12 students ready for college math or college English divided by all Grade 12 CBED enrollments. Outcome comparisons were made between the percentage of grade 12 students who were college ready at the end of the baseline year (2011-12) and the percentage of grade 12 students who were college ready at the end of the final program year (2014-15) for all eight schools within OUSD.

4. Outcomes: College enrollment rates (%)

- College Enrollment. The National Student Clearinghouse (NSC) provides information on student enrollment status in two-/four-year colleges and universities, public/private, trade, and vocational. This data is typically available in the school year following the first semester of enrollment at one of the colleges for whom there is a pre-agreement between NSC and the college. (For example, for a student who graduates in Spring 2012 (2011-12 school year), and then enrolls in college in Fall 2012 (2012-13 school year), their first semester data would not be available until Fall 2013 (2013-14.) Based on this data we documented whether or not a student enrolls in an institution of higher education, which is a more definitive outcome than a student's intention to enroll and attend college. OUSD has a contractual relationship with NSC, and we requested this data directly from the OUSD Research department. For this outcome, we calculated the percent of Grade 12 students who subsequently enrolled in at least one semester of college in the following fall semester, as the number of Grade 12 students who enrolled in at least one semester divided by the Grade 12 CBEDS enrollments. Comparisons were made between the college enrollments of the Grade 12 students in the baseline year (2011-12) and the college enrollments of the grade 12 students in the third program year (2014-15) for all eight schools within OUSD. One potential limitation for this outcome measure was NSC uses social security numbers to match the list of OUSD students with students enrolled in two-/four-year colleges, and we anticipate some under-reporting of data given the potentially large number of undocumented youth at these OUSD schools. However, we believe that this potential under-

reporting is consistent between the baseline and outcome measurement, and therefore will not result in a lessening of the possible impact.

5. Independent Variables

While the inclusion of additional covariates would control for between school differences, the current sample size (n=8) did not allow for this. Therefore, we did not include any additional covariates.

Statistical analysis of impacts on students

Outcomes were compared between baseline year (2011-12) and the final program year (2014-15) for OUSD students at the targeted high schools. The comparison group for this pretest-posttest study includes grade 12 students who were enrolled in the eleven treatment schools during the school year prior to the introduction of the *Oakland Accelerates* process, i.e., the baseline year (2011-2012). Students at baseline had not been exposed to the intervention and therefore were considered the "pre-test" group. The analysis was conducted at the school level as OUSD students will not have both pre and post test scores for the outcome variables (e.g. an individual student cannot have a pre-test measure for graduation). At the school-level, a school has both a pre and posttest score for all outcome variables (e.g. a pre-test score for graduation rate and a post-test score for graduation rate).

It is important to note that in 2012-13, six small learning community high schools from 2011-12 were combined into two large high schools. Since the same students were combined into the same campuses, we combined schools in the 2011-12 sample (n=11) to represent the 2012-13 re-structuring (n=8) so that paired sample t-tests could be conducted within schools.

Due to the nature of the study design – a one-group pretest-posttest at the school-level -- the evaluation sample and the study population are equivalent. Each outcome focuses on a different grade level, but each grade level sample includes all students in that grade, including under-represented students, African-American and Latino students. This design has several confounds including threats to internal validity associated with a quasi-experimental design (e.g. lack of a comparison group) and the N=1 problem (only one district is participating in the intervention). This means it is difficult to determine with any certainty whether change can be attributed to the intervention. Given the lack of statistical power, it is difficult to determine an effect with precision. Because the unit of assignment (district) is relatively large, it is not logistically or financially possible to recruit additional treatment or control districts. As a development study, we believe this design indicates whether the intervention shows evidence of promise.

To address RQ2 and RQ3, five *confirmatory* contrasts were identified for the following four domains:

Domain 1: High school graduation

1. Graduation rates (%)

Domain 2: College readiness

2. A-g course completion rates (%)

Domain 3: Waived remediation for college

3. Proven proficiency in college-level math (%)
4. Proven proficiency in college-level English (%)

Domain 4: College enrollment

5. First semester college enrollment rate (%)

The five outcomes noted above were each within their own domains, with the exception of outcomes 3 and 4, which were both within domain 3. For those outcomes which were in their own domain, no corrections for multiple comparisons were needed. Adjustments for multiple comparisons were needed for domain 3 since it contains two outcomes. We estimated the following paired sample t-tests to estimate intervention impacts for each outcome.

$$t = \frac{\sum d}{\sqrt{\frac{n\,(\sum d^2) - (\sum d)^2}{n-1}}}$$

Whereby d= mean difference between baseline and posttest outcome variable; and n=number of schools.

Another fifteen exploratory analyses were conducted to assess the impact of the intervention on underrepresented subgroups. A series of paired t-test identical to the one described above using school-level data were conducted separately to assess the effect of the *Oakland Accelerates* model on student college preparation for the three subgroups: African American students, Latino/a students and ELL students. For example, the analyses were conducted among a specific subgroup (e.g. all Latino) and paired t-tests were conducted for all relevant outcomes. In cases where the subgroup of interest was 10 students or fewer in a particular school, these schools were dropped from the analyses.

Findings of Impact Study 2

Table 11 demonstrates the findings of the paired sample t-tests on the five domains of college preparation for OUSD G12 students. These analyses indicate that the percentage of G12 students at each school who completed a-g course requirements, were ready for college English and/or were ready for college math did not significantly change (at the .05 level) from 2011-12 to 2014-15. The graduation rates – while they showed some improvement—also was not statistically significant. The one area that showed a statistical change was that of the percentage of G12 students at each school who enrolled in college in the semester after graduation. However, the change was for the worse with a statistically significant decrease at the .05 level ($p=.047$). Therefore, there is no evidence that the program had an impact on increasing college readiness or preparation for OUSD G12 students.

Table 11. Summary of Unweighted Paired Sample T-test Analyses for OUSD Schools from Pretest to Posttest

	2011-12			2014-15				
	N	%	SD	N	%	SD	t-statistic	p-value
% completed a-g course reqs	8	50.6	14.8	8	52.0	15.5	.322	.757
% ready for College *English*	8	25.6	15.5	8	21.7	15.2	-1.330	.225
% ready for College *math*	8	26.3	16.0	8	33.2	8.8	1.039	.333
Graduation rate	8	66.0	12.7	8	71.6	12.4	1.183	.275
% enrolling in college	8	62.8	13.8	8	51.8	3.6	-2.402	.047

Exploratory Impact Analyses for Sub-groups

Table 12-14 show the separate results of the exploratory subgroup analyses for African-American, Hispanic or ELL students. For the African-American subgroup, there was statistically significant decrease from 2011-12 to 2014-15 in the percentage of African-American students who enrolled in

college in the semester after high school graduation at the .05 level (p=.013). Moreover, there was a significant decrease in the percentage of African-American G12 students who were ready for college-level English at the .10 level (*p=.061*). For Hispanic and ELL subgroups, there were no statistically significant changes (at the .05 level) from 2011-12 to 2014-15 on the five domains of college preparation. Taken together, the findings indicate the *Oakland Accelerates* program had little effect on increasing college preparation for subgroups of African-American, Hispanic, and ELL G12 students and, in fact, may have contributed negatively on African-American students' readiness for college English and subsequent enrollment in college.

Table 12. Summary of Unweighted Paired Sample T-test Analyses for African-American Students in OUSD Schools from Pretest to Posttest

	2011-12			2014-15				
	N	%	SD	N	%	SD	t-statistic	p-value
% completed a-g course reqs	6	36.9	8.7	6	32.8	16.9	-.628	.557
% ready for college *English*	6	25.3	7.0	6	17.0	13.2	-2.413	.061
% ready for college *math*	6	12.9	7.3	6	21.2	14.0	1.737	.143
Graduation rate	6	63.1	15.8	6	67.0	10.2	.611	.568
% enrolling in college	6	65.0	10.9	6	44.6	14.1	-3.764	.013

Table 13. Summary of Unweighted Paired Sample T-test Analyses for Hispanic Students in OUSD Schools from Pretest to Posttest

	2011-12			2014-15				
	N	%	SD	N	%	SD	t-statistic	p-value
% completed a-g course reqs	7	49.7	14.5	7	51.0	15.7	.722	.497
% ready for College *English*	7	19.3	12.8	7	15.6	8.2	-1.420	.205
% ready for College *math*	7	20.3	14.4	7	27.3	8.5	1.023	.346
Graduation rate	7	63.1	10.7	7	69.5	14.3	1.308	.239
% enrolling in college	7	54.0	11.3	7	46.8	8.6	-1.338	.229

Table 14. Summary of Unweighted Paired Sample T-test Analyses for ELL Students in OUSD Schools from Pretest to Posttest

	2011-12			2014-15				
	N	%	SD	N	%	SD	t-statistic	p-value
% completed a-g course reqs	5	22.8	6.1	5	25.3	9.3	.465	.666
% ready for College *English*	5	5.7	6.9	5	5.8	2.7	.035	.974
% ready for College *math*	5	7.4	2.6	5	12.8	7.5	1.670	.170
Graduation rate[15]		*No data*			*No data*			
% enrolling in college	5	45.1	14.0	5	38.5	10.5	-1.796	.147

[15] Graduation rates are not calculated by CDE for English language learners.

Conclusion

In sum, these findings suggest that *Oakland Accelerates* may have had an impact on increasing the percentage of OUSD students taking the SAT exam, but it did not have a comparable impact on increasing the percentage of OUSD students taking the AP exams. Moreover, these findings suggest that *Oakland Accelerates* did not have the expected impact in terms of increasing performance on either the SAT or AP exams. In fact, it is possible that statistically increasing the percentage of OUSD students taking the SAT resulted in a zero net effect in changing the mean SAT combined score for OUSD students.

In addition, there was no evidence that the program had an impact on increasing college preparation, such as completing a-g requirements, readiness for college English or college math, and the graduation rate, or actual college enrollment for OUSD G12 students.

In exploratory subgroup analyses, we found evidence that *Oakland Accelerates* may have had an impact on the Hispanic subgroup increasing participation in AP tests from 2011-12 to 2014-15; but we found no evidence that the program had a similar impact for African-American or ELL subgroups. Moreover, so few students in the subgroups took the AP test that we were unable to assess the program impact on AP performance. Unfortunately we were unable to explore the impact of the program on subgroup SAT participation and performance, due to missing 2011-12 data for the comparison school district.

Finally, we found little evidence that *Oakland Accelerates* had an impact on Hispanic, African-American or ELL subgroups' college preparation – with the possible negative impact on decreasing the percentage of African-American students who were ready for college English or who enrolled in college after graduation.

In retrospect, the program possibly had a greater impact on PSAT participation and AP course enrollment, as activities leading to these outcomes were actively pursued by *Oakland Accelerates* program staff and promoted by College Board leaders during the implementation (as documented in *Oakland Accelerates* implementation report). However, these particular outcomes were not identified as intended outcomes by the College Board when the logic model and research study was designed in 2011-12 and therefore, HTA did not register these confirmatory or exploratory contrasts for either impact study with the National Evaluation i3 Team.

Appendix: Registration Tables of Confirmatory & Exploratory Contrasts

Table A.1: Impact Study 1 Registration of Confirmatory Contrasts

Contrast name	Design	Treatment Group			Comparison Group	Outcome				Baseline		
		Condition/ Description	Age/grade during intervention	Exposure	Condition; Description	Domain	Measure [Scale][b]	Unit of observation	Timing of measurement	Measure [Scale][b]	Unit of observation	Timing of measurement
AP test performance	QED with matched schools	[*Oakland Accelerates*] 10th, 11th, and 12th grade students in the 8 treatment group schools	9th-12th	1-3 years	[Business as usual (BAU)] 10th, 11th, and 12th grade students in 4 comparison group schools	College Entrance and Placement Test Achievement	Advanced Placement (AP) test performance (score) [Continuous]	School	End of the 2014-2015 school year	2011-12 AP test performance [Continuous]	School	End of the 2011-2012 school year
SAT performance	QED with matched schools	[*Oakland Accelerates*] 9th, 10th, 11th, and 12th grade students in the 8 treatment group schools	9th-12th	1- 3 years	[BAU] 9th, 10th, 11th, and 12th grade students in 4 comparison group schools	College Entrance and Placement Test Achievement	Scholastic Aptitude Test (SAT) performance (mean score) [Continuous]	School	End of the 2014-2015 school year	2011-12 SAT performance [Continuous]	School	End of the 2011-2012 school year
AP test participation	QED with matched schools	[*Oakland Accelerates*] 11th and 12th grade students in the 8 treatment group schools	9th -12th	1-3 years	[BAU] 11th and 12th grade students in 4 comparison group schools	College Entrance and Placement Test participation [Continuous]	Advanced Placement (AP) test participation (percentage)	School	End of the 2014-2015 school year	2011-12 AP participation rate [Continuous]	School	End of the 2011-2012 school year
SAT participation	QED with matched schools	[*Oakland Accelerates*] 12th grade students in the 8 treatment group schools	10th-12th	2-3 years	[BAU] 12th grade students in 4 comparison group schools	College Entrance and Placement Test participation [Continuous]	Scholastic Aptitude Test (SAT) participation (percentage)	School	End of the 2014-2015 school year	2011-12 SAT participation rate [Continuous]	School	End of the 2011-2012 school year

[a] These names are provided for the AR Team's administrative purposes only and you may choose whether or not to adopt them for your own use.

[b] The measurement scale describes how the measure is constructed. A measure may be categorized as continuous, ordinal, or binary. Please consult with your TA liaison if you have any questions regarding these measurement scales.

[c] The "unit of observation" is defined as the level at which the data are analyzed. For example, "Student" is listed if each student represents a single case in the dataset (as with individual level state test scores). "School" is listed if each school represents a single case in the dataset (as with school characteristics like AYP or school means of student test scores).

Table A.2: Impact Study 1 Registration of Exploratory Contrasts

Contrast name	Design	Treatment Group: Condition/ Description	Treatment Group: Age/grade during intervention	Treatment Group: Exposure	Comparison Group: Condition; Description	Outcome: Domain	Outcome: Measure [Scale][b]	Outcome: Unit of observation	Outcome: Timing of measurement	Baseline: Measure [Scale][b]	Baseline: Unit of observation	Baseline: Timing of measurement
AP test participation	QED with matched schools	[*Oakland Accelerates*] 11th and 12th grade African American students in the 8 treatment group schools	9th-12th	1-3 years	[BAU] 11th and 12th grade African American students in 4 comparison group schools	College Entrance and Placement Test participation [Continuous]	African American Advanced Placement (AP) test participation (percentage)	School	End of the 2014-2015 school year	African American 2011-12 AP participation rate [Continuous]	School	End of the 2011-2012 school year
AP test participation	QED with matched schools	[*Oakland Accelerates*] 11th and 12th grade Hispanic students in the 8 treatment group schools	9th-12th	1-3 years	[BAU] 11th and 12th grade Hispanic students in 4 comparison group schools	College Entrance and Placement Test participation [Continuous]	Hispanic Advanced Placement (AP) test participation (percentage)	School	End of the 2014-2015 school year	Hispanic 2011-12 AP participation rate [Continuous]	School	End of the 2011-2012 school year
AP test participation	QED with matched schools	[*Oakland Accelerates*] 11th and 12th grade ELL students in the 8 treatment group schools	9th-12th	1-3 years	[BAU] 11th and 12th grade ELL students in 4 comparison group schools	College Entrance and Placement Test participation [Continuous]	ELL Advanced Placement (AP) test participation (percentage)	School	End of the 2014-2015 school year	ELL 2011-12 AP participation rate [Continuous]	School	End of the 2011-2012 school year
AP test performance	QED with matched schools	[*Oakland Accelerates*] 10th, 11th, and 12th grade African American students in 8 treatment group schools	9th-12th	1-3 years	[Business as usual (BAU)] 10th, 11th, and 12th grade African American students in 4 comparison group schools	College Entrance and Placement Test Achievement	African American Advanced Placement (AP) test performance (score) [Continuous]	School	End of the 2014-2015 school year	African American 2011-12 AP test performance [Continuous]	School	End of the 2011-2012 school year

Contrast name	Design	Treatment Group: Condition/ Description	Treatment Group: Age/grade during intervention	Treatment Group: Exposure	Comparison Group: Condition; Description	Outcome: Domain	Outcome: Measure [Scale][b]	Outcome: Unit of observation	Outcome: Timing of measurement	Baseline: Measure [Scale][b]	Baseline: Unit of observation	Baseline: Timing of measurement
AP test performance	QED with matched schools	[*Oakland Accelerates*] 10th, 11th, and 12th grade Hispanic students in 8 treatment group schools	9th-12th	1-3 years	[Business as usual (BAU)] 10th, 11th, and 12th grade Hispanic students in 4 comparison group schools	College Entrance and Placement Test Achievement	Hispanic Advanced Placement (AP) test performance (score) [Continuous]	School	End of the 2014-2015 school year	Hispanic 2011-12 AP test performance [Continuous]	School	End of the 2011-2012 school year
AP test performance	QED with matched schools	[*Oakland Accelerates*] 10th, 11th, and 12th grade ELL students in 8 treatment group schools	9th-12th	1-3 years	[Business as usual (BAU)] 10th, 11th, and 12th grade ELL students in 4 comparison group schools	College Entrance and Placement Test Achievement	ELL Advanced Placement (AP) test performance (score) [Continuous]	School	End of the 2014-2015 school year	ELL 2011-12 AP test performance [Continuous]	School	End of the 2011-2012 school year

[a] These names are provided for the AR Team's administrative purposes only and you may choose whether or not to adopt them for your own use.

[b] The measurement scale describes how the measure is constructed. A measure may be categorized as continuous, ordinal, or binary. Please consult with your TA liaison if you have any questions regarding these measurement scales.

[c] The "unit of observation" is defined as the level at which the data are analyzed. For example, "Student" is listed if each student represents a single case in the dataset (as with individual level state test scores). "School" is listed if each school represents a single case in the dataset (as with school characteristics like AYP or school means of student test scores).

Table A.3: Impact Study 2 Registration of Confirmatory Contrasts

Contrast name	Design	Treatment Group			Comparison Group	Outcome (Post-test)				Outcome (Pre-test)		
		Description	Age/grade during intervention	Exposure	Description	Domain	Measure [Scale][b]	Unit of observation	Timing of measurement	Measure [Scale][b]	Unit of observation	Timing of measurement
High School Graduation	Pre-post	12th grade students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade students attending OUSD at study baseline (SY2011-12)	High School Graduation	Graduation Rate [Continuous]	School	At end of school year 2014-15	Graduation rate [Continuous]	School	Fall of 2012 (after end of school year 2011-12) After end of 12th grade
College Enrollment	Pre-post	12th grade students attending OUSD in the final year of the study (SY2014-15)	10th - 12th grade	3 years	12th grade students attending OUSD at study baseline (SY2011-12)	College Enrollment	College Enrollment [Continuous]	School	At end of school year 2014-15	College Enrollment [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
Waived Remediation in College English	Pre-post	12th grade students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade students attending OUSD at study baseline (SY2011-12)	Waived Remediation in College English	Passing rate for composite of EAP, AP, and SAT (English) [Continuous]	School	At end of school year 2014-15	Passing rate for composite of EAP, AP, and SAT (English) [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
Waived Remediation in College Math	Pre-post	12th grade students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade students attending OUSD at study baseline (SY2011-12)	Waived Remediation in College Math	Passing rate for composite of EAP, AP, and SAT (math) [Continuous]	School	At end of school year 2014-15	Passing rate for composite of EAP, AP, and SAT (math) [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
College Readiness	Pre-post	12th grade students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade students attending OUSD at study baseline (SY2011-12)	College Readiness	A-g course completion [Continuous]	School	At end of school year 2014-15	A-g course completion [Continuous]	School	Fall of 2012 (after end of school year 2011-12)

[a] These names are provided for the AR Team's administrative purposes only and you may choose whether or not to adopt them for your own use.

[b] The measurement scale describes how the measure is constructed. A measure may be categorized as continuous, ordinal, or binary. Please consult with your TA liaison if you have any questions regarding these measurement scales.

[c] The "unit of observation" is defined as the level at which the data are analyzed. For example, "Student" is listed if each student represents a single case in the dataset (as with individual level state test scores). "School" is listed if each school represents a single case in the dataset (as with school characteristics like AYP or school means of student test scores).

Table A.4: Impact Study 2 Registration of Exploratory Contrasts

Contrast name[a]	Design	Treatment Group			Comparison Group	Outcome (Post-test)				Outcome (Pre-test)		
		Description	Age/grade during intervention	Exposure	Description	Domain	Measure [Scale][b]	Unit of observation[c]	Timing of measurement	Measure [Scale][b]	Unit of observation[c]	Timing of measurement
High School Graduation	Pre-post	12th grade African-American students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade African-American students attending OUSD at study baseline (SY2011-12)	High School Graduation	Graduation Rate among African-American students [Continuous]	School	At end of school year 2014-15 After end of 12th grade	Graduation rate among African-American students [Continuous]	School	Fall of 2012 (after end of school year 2011-12) After end of 12th grade
High School Graduation	Pre-post	12th grade Latino students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade Latino students attending OUSD at study baseline (SY2011-12)	High School Graduation	Graduation Rate among Latino students [Continuous]	School	At end of school year 2014-15 After end of 12th grade	Graduation rate among Latino students [Continuous]	School	Fall of 2012 (after end of school year 2011-12) After end of 12th grade
High School Graduation	Pre-post	12th grade ELL students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade ELL students attending OUSD at study baseline (SY2011-12)	High School Graduation	Graduation Rate among ELL students [Continuous]	School	At end of school year 2014-15 After end of 12th grade	Graduation rate among ELL students [Continuous]	School	Fall of 2012 (after end of school year 2011-12) After end of 12th grade
College Enrollment	Pre-post	12th grade African-American students attending OUSD in the final year of the study (SY2014-15)	10th - 12th grade	3 years	12th grade African-American students attending OUSD at study baseline (SY2011-12)	College Enrollment	College Enrollment among African-American students [Continuous]	School	At end of school year 2014-15	College Enrollment among African-American students [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
College Enrollment	Pre-post	12th grade Latino students	10th - 12th	3 years	12th grade Latino students	College Enrollment	College Enrollment	School	At end of school	College Enrollment	School	Fall of 2012 (after end of

Contrast name[a]	Design	Treatment Group			Comparison Group	Outcome (Post-test)				Outcome (Pre-test)		
		Description	Age/grade during intervention	Exposure	Description	Domain	Measure [Scale][b]	Unit of observation[c]	Timing of measurement	Measure [Scale][b]	Unit of observation[c]	Timing of measurement
		attending OUSD in the final year of the study (SY2014-15)	grade		attending OUSD at study baseline (SY2011-12)		among Latino students [Continuous]		year 2014-15	among Latino students [Continuous]		school year 2011-12)
College Enrollment	Pre-post	12th grade ELL students attending OUSD in the final year of the study (SY2014-15)	10th - 12th grade	3 years	12th grade ELL students attending OUSD at study baseline (SY2011-12)	College Enrollment	College Enrollment among ELL students [Continuous]	School	At end of school year 2014-15	College Enrollment among ELL students [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
Waived Remediation in College English	Pre-post	12th grade African-American students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade African-American students attending OUSD at study baseline (SY2011-12)	Waived Remediation in College English	Passing rate for composite of EAP, AP, and SAT among African-American students (English) [Continuous]	School	At end of school year 2014-15	Passing rate for composite of EAP, AP, and SAT among African-American students (English) [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
Waived Remediation in College English	Pre-post	12th grade Latino students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade Latino students attending OUSD at study baseline (SY2011-12)	Waived Remediation in College English	Passing rate for composite of EAP, AP, and SAT among Latino students (English) [Continuous]	School	At end of school year 2014-15	Passing rate for composite of EAP, AP, and SAT among Latino students (English) [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
Waived Remediation in College English	Pre-post	12th grade ELL students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade ELL students attending OUSD at study baseline (SY2011-12)	Waived Remediation in College English	Passing rate for composite of EAP, AP, and SAT among ELL students (English) [Continuous]	School	At end of school year 2014-15	Passing rate for composite of EAP, AP, and SAT among ELL students (English) [Continuous]	School	Fall of 2012 (after end of school year 2011-12)

Contrast name[a]	Design	Treatment Group			Comparison Group	Outcome (Post-test)				Outcome (Pre-test)		
		Description	Age/grade during intervention	Exposure	Description	Domain	Measure [Scale][b]	Unit of observation[c]	Timing of measurement	Measure [Scale][b]	Unit of observation[c]	Timing of measurement
Waived Remediation in College Math	Pre-post	12th grade African-American students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade African-American students attending OUSD at study baseline (SY2011-12)	Waived Remediation in College Math	Passing rate for composite of EAP, AP, and SAT among African-American students (math) [Continuous]	School	At end of school year 2014-15	Passing rate for composite of EAP, AP, and SAT among African-American students (math) [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
Waived Remediation in College Math	Pre-post	12th grade Latino students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade Latino students attending OUSD at study baseline (SY2011-12)	Waived Remediation in College Math	Passing rate for composite of EAP, AP, and SAT among Latino students (math) [Continuous]	School	At end of school year 2014-15	Passing rate for composite of EAP, AP, and SAT among Latino students (math) [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
Waived Remediation in College Math	Pre-post	12th grade ELL students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade ELL students attending OUSD at study baseline (SY2011-12)	Waived Remediation in College Math	Passing rate for composite of EAP, AP, and SAT among ELL students (math) [Continuous]	School	At end of school year 2014-15	Passing rate for composite of EAP, AP, and SAT among ELL students (math) [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
College Readiness	Pre-post	12th grade African-American students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade African-American students attending OUSD at study baseline (SY2011-12)	College Readiness	A-g course completion [Continuous]	School	At end of school year 2014-15	A-g course completion among African-American students [Continuous]	School	Fall of 2012 (after end of school year 2011-12)
College Readiness	Pre-post	12th grade Latino students	10th-12th	3 years	12th grade Latino students	College Readiness	A-g course completion	School	At end of school	A-g course completion	School	Fall of 2012 (after end of

Contrast name[a]	Design	Treatment Group			Comparison Group	Outcome (Post-test)				Outcome (Pre-test)		
		Description	Age/grade during intervention	Exposure	Description	Domain	Measure [Scale][b]	Unit of observation[c]	Timing of measurement	Measure [Scale][b]	Unit of observation[c]	Timing of measurement
		attending OUSD in the final year of the study (SY2014-15)	grade		attending OUSD at study baseline (SY2011-12)		among Latino students [Continuous]		year 2014-15	among Latino students [Continuous]		school year 2011-12)
College Readiness	Pre-post	12th grade ELL students attending OUSD in the final year of the study (SY2014-15)	10th-12th grade	3 years	12th grade ELL students attending OUSD at study baseline (SY2011-12)	College Readiness	A-g course completion among ELL students [Continuous]	School	At end of school year 2014-15	A-g course completion among ELL students [Continuous]	School	Fall of 2012 (after end of school year 2011-12)

[a] These names are provided for the AR Team's administrative purposes only and you may choose whether or not to adopt them for your own use.

[b] The measurement scale describes how the measure is constructed. A measure may be categorized as continuous, ordinal, or binary. Please consult with your TA liaison if you have any questions regarding these measurement scales.

[c] The "unit of observation" is defined as the level at which the data are analyzed. For example, "Student" is listed if each student represents a single case in the dataset (as with individual level state test scores). "School" is listed if each school represents a single case in the dataset (as with school characteristics like AYP or school means of student test scores).

The *Oakland Accelerates* Program

Implementation Study Results
January 2012 – May 2015

I3 Development Grant Final Report
September 2016

Prepared by: HTA
Danielle Toussaint, Ph.D.
Ruthie Chang, M.Ed.
Hatchuel Tabernik & Associates

Table of Contents

Background

Oakland Unified School District (OUSD) has been developing and implementing ***Oakland Accelerates*** since January 2012 to improve college readiness among OUSD students. Driven by poor student college readiness outcomes and faced with isolated efforts of individual counselors, teachers, principals, or discrete extended-day programs, OUSD administrators were seeking to mount a concerted effort by *all educators* (teachers, site and district leaders, and counselors) to embed college readiness expectations and supports across the entire school experience. The College Board brought experience collaborating with educators in individual ***schools*** to develop such a coordinated effort, but it had not yet conducted such a process with educators across an entire ***school district*** and especially one as large and with as many challenges as OUSD.

OUSD was inspired to apply for a prestigious four-year, $3 million[1] Department of Education ***Investing in Innovations (i3) Development grant.*** This grant would allow OUSD to implement The College Board's EXCELerator program across the district and to create an internal cadre of trained college readiness specialists to support district-level improvement in classroom rigor and college-going culture. The ambitious goals were as follows:

- Goal 1: Increase student SAT/AP exam participation and performance
- Goal 2: Improve student college readiness
- Goal 3: Increase readiness for college-level math and English coursework
- Goal 4: Build a college-going culture at OUSD high schools

An initial strategic work plan for Oakland Accelerates activities was driven by a "District Diagnostic" planning process whereby The College Board's EXCELerator team conducted a gap analysis with high-level OUSD administrators from November 2011 through June 2012. While there were many areas for improvement identified during the process, the District Diagnostic strategic work plan outlined the following three priorities for improving the OUSD college readiness system:

- Priority 1: Create a college & career district infrastructure supporting common policies, practices and processes that establish college readiness as a priority at every level of the organization
- Priority 2: Develop a rigorous curriculum and instruction for all students that is vertically aligned and includes key content knowledge and cognitive strategies for college readiness
- Priority 3: Build a data-driven accountability system that identifies readiness indicators, monitors progress, and supports each high school in achieving its college and career readiness goals

Besides describing how OUSD would create a "college readiness team," neither the grant application nor the strategic work plan specified *exactly* how the identified priorities might be addressed. For this reason, many Oakland Accelerates activities were developed on an ad hoc basis via the collaborative partnership between OUSD implementation team members (a combination of administrators and teachers) and The College Board's EXCELerator implementation team between July 2012 and June 2014. Since June 2014, the OUSD implementation team members continued to develop and incorporate new components that reflect the initial mission of the Oakland Accelerates program.

[1] With required matching funds of $527, 000

Summary of Evaluation Design

Beginning in January 2012, Oakland Unified School District contracted with **Hatchuel Tabernik and Associates (HTA)** to conduct an independent evaluation of the i3 grant-funded Oakland Accelerates (2011 cohort). The primary goal of the evaluation is to understand the program's impact on student academic performance outcomes and on changing adult perceptions towards building a college-going culture for all students at OUSD high schools. The evaluation also serves to document what worked and did not work, the challenges faced and lessons learned, as well as successes achieved. In accordance with Department of Education i3 grant requirements, the *Oakland Accelerates* evaluation plan[2] was formally reviewed and approved through a peer-review process. (See Table 1 for an overview of the evaluation design.) In addition, HTA received one-on-one assistance from Abt Associates TA provider.[3]

Table 1: Summary of Evaluation Design in *Oakland Accelerates* 2012-13 Evaluation Plan

Evaluation Goal	Research Design	Data Sources
Increase student SAT/AP exam participation & performance	Nonequivalent comparison group design at school-level	Student data from OUSD & comparison school district
Improve student college readiness **Reduce need for remedial coursework in math and English**	One-group pretest-posttest design at school level	Student data from OUSD
Build a college-going culture at OUSD	Mixed methods one-group pretest-posttest design	Pre-/post-faculty & administrator surveys; and annual key stakeholder interviews
Understand what worked, challenges, and lessons learned	Fidelity to implementation qualitative design	Program documents and logic models; and fidelity matrix dashboards[4]

Independence of evaluation

The evaluation is being conducted to meet the standards for independence. Specifically, data collection for outcomes, with the exception of achievement tests administered by the district, state, or nationally, and the analysis of outcome data is conducted independently. Furthermore, findings reported to the National Evaluation i3 (NEi3) team will not be subject to the approval of the project developer/grantee (i.e., College Board & OUSD).

[2] A copy of the approved Oakland Accelerates 2013 evaluation plan can be requested from HTA.
[3] See http://ies.ed.gov/ncee/projects/evaluation/assistance_ita.asp for more details on the i3 national evaluation.
[4] HTA created a fidelity matrix dashboard for College Board to track key implementation activities on a quarterly basis. A copy of the matrix is in the Appendix.

About the Implementation Report

This implementation report summarizes formative data (primarily qualitative) collected from January 2012 through May 2015. Baseline student achievement data has already been collected, and follow-up data will be collected between May and October 2015, for the 2014-15 school year. The final summative impact report will include data analyses of final student outcome data and results from faculty and administrator surveys. The summative data analyses will be reflected in the final comprehensive impact report and delivered to the Department of Education and OUSD between March and July 2016.

The table below summarizes the data sources used in the evaluation, noting which elements are in the implementation report and which will be added into the final impact report.

Table 2: Data Presented in Implementation and Final Summative Evaluation Reports

Data Source	Implementation Report	Final Impact Report
Key stakeholder interviews	✓ 2012-2015	
Program documents & logic models	✓ 2012-15	
Fidelity matrix dashboards	✓ 2012-14	
Student achievement data	✓ 2011-14	⊕ 2014-15
Faculty & administrator surveys		⊕ 2012-13; 2014-15

Note: All names have been changed to initials to protect their privacy.

Summary of Findings

Major Accomplishments/Successes

- **9th grade college and career community plans.** With a goal of 100% completion of CCPs, the team has increased the number of 9th grade students with a plan every year since the beginning of the grant.
- **District-wide institutionalization of the PSAT for all 10th grade students.** With all 10th graders taking the PSAT, students gain early SAT test-taking skills and students and teachers gain access to rich data to better assess students' strengths and weaknesses in preparation for college and college-ready classes. The policy also conveys a powerful message from the district: that all students are capable of going to college.
- Improved communication and coordination for the **AP Teacher Professional Development** trainings. Teacher attendance increased since the first year of the program and participants reported that the trainings very beneficial and that they instituted what they learned immediately in their classrooms.
- **Increased collaboration, communication and coalition building** among program staff and district players working towards similar goals by the third year of the program. Administrative shifts in how the program was managed meant more cross team work and that efforts could be more efficiently streamlined and unduplicated. Interviewees mentioned how departments are working together and program team members have developed a true collaborative partnership by understanding and valuing the strengths each individual brings.
- Looking towards sustainability, CR and Content Specialists have put **successful systems in place** for designing and implementing professional learning in schools. Interviewees expressed that with the support of College Board-supplied experts and program collaboration, Specialists have created systems that can continue sustainably into the future. Examples include data-driven modules for teachers, conversations around college transcripts, and processes and calendars for preparing schools for the aforementioned annual PSAT and College Career and Community Plans.

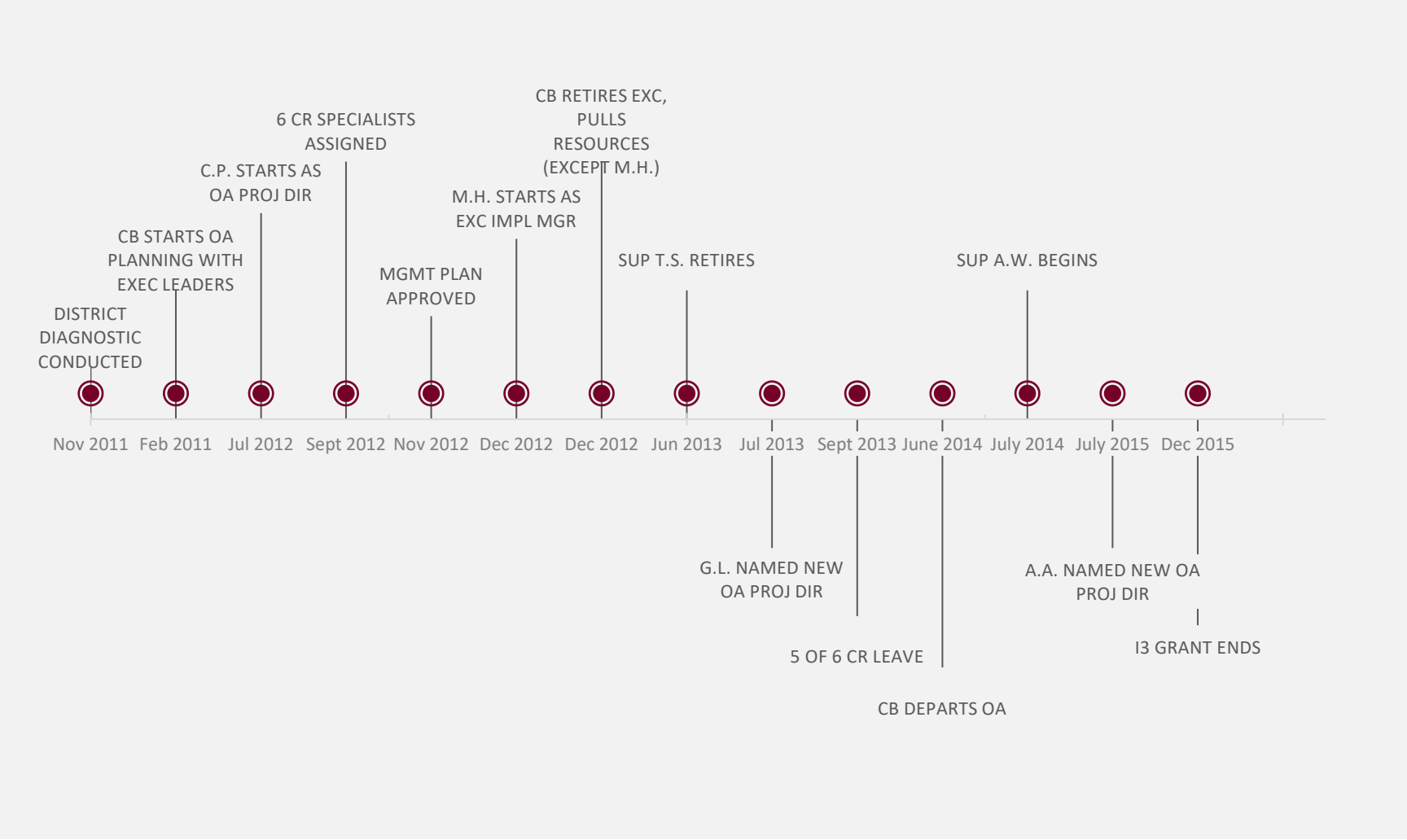
Challenges

- Several major contractual **delays between OUSD and the College Board** created implementation challenges including disconnecting the progress made with the District Diagnostic needs assessment, requiring much time in the 2012-13 school year spent revisiting concepts, adding new information, and taking new directions in team planning rather than implementing a stable program.
- Program details describing the **elements to be implemented were not clearly defined**. As a result, many Oakland Accelerates activities were developed on an ad hoc basis via the collaborative partnership between OUSD implementation team members and The College Board's implementation team between July 2012 through June 2014.
- **Difference in opinions among members of the partnership around strategies and actions** proposed in the grant application versus what they personally believed needed to be done to address the issues. Perhaps in part because of the lack of agreement and buy-in as well as the delay in assigning or hiring key staff, the Oakland Accelerates Project Director considered the Year 1 Work Plan produced by College Board to be open to adjustments and modifications, and in the APR, referred to the Fall 2012 term to be the actual "start-up phase."

- **Differences in opinions on scope and breadth of program**. One major area of disagreement was whether College Board's SpringBoard program, which was already occurring in the middle schools, should be considered part of the Oakland Accelerates program strategy as well. College Board EXCELerator team members, in particular, believed this work was vital to the grant's goals. However, some of the OUSD leadership disagreed – stating that the grant was meant to focus on AP courses in high school, not pre-AP courses in middle school.
- **Differences in opinion on roles and responsibilities**. Another area of discourse centered on the role and responsibilities of the College Readiness (CR) Specialists and the Implementation Manager. Some argued that the CR Specialists needed to be focused on rigor as content specialists and coaches to AP teachers, whereas others believed the CR Specialists should be focused on college preparedness more generally, working with principals and counselors. As a College Board employee, the Implementation Manager was directed to do a set of tasks that the outgoing EXCELerator team members as well as the grant had outlined for her. However, being part of a partnership with OUSD and working in an unfamiliar school district, she had to be flexible and adapt to what OUSD team members wanted. As a result, a number of discussions in early 2013 centered on what she should or should not be doing as part of the intervention.
- **Transitions and Turnover.** At College Board, a new President and CEO was hired in the fall of 2012, and within a few months, the entire EXCELerator project was scrapped. The five-person College Board team was reduced to a new Implementation Manager who was new to College Board as well as to OUSD, as the only full-time College Board representative. In April 2013 at OUSD, Superintendent T.S., a key partner in the project with a strong relationship with College Board, announced his departure effective in June. Later in the school year, the High School Network Director, another key partner in the project, announced her retirement effective July 2013. Consequently, the project team lost the members in high-level leadership positions at OUSD to maintain the visibility of the work. As of July 2014, College Board ended its participation in the Oakland Accelerates project, arguably six months earlier than was originally proposed in the grant. The Implementation Manager was laid off by College Board after June 2014, and any College Board support ended along with her departure.
- **Lack of participation from district leadership.** Without the direct line to district leadership as existed in 2012-13 with Superintendent T.S. and the High School Network Officer, the project staff struggled with communication and coordination between departments and offices. In the opinion of some key stakeholders, many competing initiatives operated in parallel with Oakland Accelerates activities, often utilizing Oakland Accelerates staff, which made it difficult to establish priority for many program activities called out in the Strategic Work plan.

Figure 1 below displays the timeline of major milestones and program activities

Figure 1: Major Milestones during Oakland Accelerates Implementation and Evaluation, 2012-2015



Legend:
CB= College Board
OA=Oakland Accelerates
CR= College Readiness Specialist
EXC= EXCELerator

Start-Up Phase: January-June 2012

Table 1. Start-Up Team

Name	Title/Position	Organization	Funding Source
T.S.	Superintendent	OUSD	OUSD
M.S.	Deputy Superintendent	OUSD	OUSD
A.M.	Exec. Officer, High Schools	OUSD	OUSD
M.D.	Exec. Officer, School Transformation	OUSD	OUSD
J.J.	Director, College/Career Readiness	OUSD	OUSD, Irvine Grant
C.P.	Project Director, SLCs	OUSD	OUSD, SLC Grant
Not yet hired	Project Director, Oakland Accelerates	OUSD	I3 Grant
Not yet hired	CR Spec. 1	OUSD	I3 Grant
Not yet hired	CR Spec. 2	OUSD	I3 Grant
B.K.	Sr. Director, College Readiness Initiative	College Board	College Board
Not yet hired	Project Manager, EXCELerator	College Board	I3 Grant
L.B.	Director, Implementation	College Board	College Board
L.G.	Exec. Director, Implementation	College Board	College Board
L.D.	Sr. District Director, Western Region	College Board	College Board
D.W.	Sr. Director, Research & Analytics	College Board	College Board
T.T.	Evaluator	HTA	I3 Grant

Proposed Program Activities

1. Review District Diagnostic findings and recommendations
2. Administer the EPIC CollegeCareerReady online school diagnostic
3. Develop Oakland Accelerates Strategic Plan
4. Define Oakland Accelerates/EXCELerator Partnership (roles & responsibilities)
5. Hire full-time EXCELerator Project Manager
6. Establish roles and responsibilities of College Readiness Specialists
7. Hire College Readiness (CR) Specialists & begin the work of the CR Specialist team
8. Create evaluation and research design in accordance with Education Department requirements and begin evaluation

Adherence to Proposed Program Activities

1. District Diagnostic

From February through April 2012, Senior Director of EXCELerator Implementation at College Board, B.K. (see Table 1), took the lead in presenting the findings of the District Diagnostic to OUSD district leaders. The College Board had already completed the District Diagnostic by October 2011 (before the i3 award was granted) as part of the Castlemont Corridor partnership between College Board and OUSD. The District Diagnostic was a gap analysis of five components that College Board believed were critical to successful college readiness in a school district. A summary score was compiled according to a multidimensional rubric:

1) **District infrastructure** which measures the degree to which district goals, policies, and processes establish college readiness as a priority (Rated as Phase 1 which is the lowest score on the District Diagnostic);

2) **Curriculum coherence** which assesses whether district course guidelines are aligned with college readiness (Phase 1);
3) **Assessments that inform** and are used to guide students on a path to college readiness (Phase 2);
4) **Student academic support** (Phase 1); and
5) **Culture and community**[5] (Phase 2).

Overall, OUSD earned a Phase 1 "General Awareness" rating based on this rubric, with the lowest rating being Phase 1 and the highest rating being Phase 4 "System-wide Integration." In the Diagnostic Final Report, College Board emphasized three major priority areas to improve college readiness in OUSD:

(a) **Build a college and career readiness district infrastructure** supporting common policies, practices and processes that establish college readiness as a priority at every level of the organization;
(b) **Create a rigorous curriculum and instruction for all students** that is vertically aligned and includes key content knowledge and cognitive strategies for college readiness; and
(c) **Develop a data-driven accountability system** that identifies readiness indicators and monitors progress, supports each high school in achieving its college and career readiness goals, and specifies a two-way communication strategy between district and school leaders.

There were also specific priority areas identified for each of the five components in the District Diagnostic, but these were general strategies, not specific action plan items (e.g., with reference to building district infrastructure, it was suggested that OUSD should "develop a process for identifying and generalizing college readiness related research and best practices.")

From February through April 2012, as part of the start-up phase activities, B.K. presented the findings of this Diagnostic to OUSD leadership and began to develop the Oakland Accelerates Strategic Plan. B.K. engaged in: five strategy/planning meetings; four meetings with the Department of Leadership, Curriculum, and Instruction; one meeting with the Career and College Readiness Office; and one meeting with all executive OUSD leadership (including Superintendent T.S., Deputy Superintendent M.S. and all other executive-level leaders).

2. EPIC CollegeCareerReady School Diagnostic

Although stated in the grant, the completion of this task was later deemed unnecessary. According to meeting minutes, the EPIC School Diagnostic was administered to six schools with "varying success." (It is not clear whether these were six high schools, or a combination of high schools and middle schools.) However in a May 2012 meeting, College Board clarified that the EPIC School Diagnostic was not required for successful implementation of the EXCELerator model.

3. Oakland Accelerates Strategic Plan

By June 6, 2012, B.K. had created an initial 2012-13 Project Management Plan Summary and shared it with the initial EXCELerator/Oakland Accelerates Partnership team. This provided a little more detail regarding the three priority areas, as follows:

a. Build(ing) a district college and career readiness district infrastructure was specifically linked to developing job descriptions for and hiring College Readiness (CR) Specialists who would:

[5] College Board modified the District Diagnostic to change the 5th component from "Student Family Support" to "Culture and Community," specifically for OUSD.

a. Work with eight high schools and seven middle schools to develop various aspects of college readiness;
b. Support the development of college and career plans for all 9th grade students;
c. Attend the AP Achievement Institute (APAI) in June 2012;
d. Assist school leaders to implement SAT/PSAT testing in all high schools;
e. Support recruitment of students for SAT testing; and
f. Expand AP opportunities, particularly for underrepresented students

In the initial grant proposal, there were to be two CR Specialists in the first year, with one in the high schools and one in the middle schools. Subsequently there would be a gradual ramp-up to six CR Specialists, with 3 FTEs in the high schools and 2.5 FTEs in the middle schools by the third year. The initial 2012-13 Project Management Plan Summary, however, recommended that OUSD establish 5.5 FTEs in the first year. Two FTEs were to staff the seven middle schools, and 3.5 FTEs would staff the eight comprehensive high schools. This plan could only be enacted if the grant funds originally budgeted across four years were spent in two years rather than four. At this burn rate, the i3 grant budget would only cover salaries of the 5.5 CR Specialists through the end of the 2013-14 school year. Additional money would need to be secured in order to sustain the program at this level. (It is not clear why the 2012-13 Management Plan differed from what was originally proposed in the grant regarding the roll-out of the CR Specialists.)

b. Create a rigorous curriculum and instruction for all students – specifically linked to provision of professional development to teachers, principals, counselors, and administrators

In June 2012, College Board invited 30 OUSD English and History AP teachers and eight OUSD high school principals to an intensive four-day Advanced Placement Achievement Institute (APAI) training. However, only nine attended this APAI training. According to key stakeholder interviews, there were three possible reasons for the low attendance: 1) other competing professional development sessions were scheduled for the same week; 2) the district did not officially prioritize APAI over other options available to teachers and principals; and 3) College Board and high-level district staff did not communicate effectively with operational staff and departments that were most likely to push for teacher and principal attendance (i.e., OUSD staff who were leading college readiness and/or AP activities at the high school level).
The 2012-13 Management Plan did not specifically address a commonly taught district curriculum. (It was, however, spoken to in a later version of the management plan, which was not approved by the Department of Education until November 2012.)

c. Develop a clear accountability system linked to the evaluation and i3 research study and to support each high school in achieving its college and career readiness goals by establishing and tracking performance indicators

The final goal of clear accountability was to support a district-wide culture of data-driven decision-making. This use of data would help the project team track their progress during the Oakland Accelerates implementation. The College Board's Sr. Director, Research & Analytics began discussions and forming relationships in order to support OUSD to use the performance measures defined in the grant application to track progress towards goals and outcomes.

4. Oakland Accelerates/EXCELerator Partnership

According to program documents, College Board had placed an on-site team in Oakland in February 2012 (N.B., this appears to have primarily been B.K. who was provided office space next to the High School Executive Officer who was closely involved in the creation of the i3 grant.) By May 29, 2012, B.K. created an initial i3 Oakland Accelerates/ EXCELerator Partnership summary which detailed the responsibilities of both OUSD and College Board teams. It took until November 16, 2012 for OUSD and College Board to finalize and agree to this Partnership document.

During the January-June start-up phase, a number of OUSD and College Board personnel made up the initial partnership team. However, it took OUSD until June 2012, to assign C.P. as the Oakland Accelerates Project Director, officially starting August 1, 2012. College Board was unable to hire the full-time EXCELerator Implementation Manager until December 2012. Only one of the College Board personnel lived in the Bay Area, meaning that the initial College Board partnership team was either calling or flying in for meetings. This may have had an impact on the speed of the start-up phase, since critical members of the partnership were often not available in-person to build momentum on the project. This created some barriers to communication and undermined the initial building of trust and collaboration with the OUSD team.

Based on key informant feedback, defining the Oakland Accelerates/EXCELerator partnership and clarifying strategies and actions in the 2012-13 Project Plan was "the greatest challenge" and "required copious amounts of meeting time." Meeting minutes made it clear that this was a group of very committed and well-informed individuals with very different and sometimes philosophically opposing views on what it meant for a student to be "college ready." For example, sometimes lengthy discussions would took place on whether or not encouraging more students (some of whom might be very underprepared) to take PSAT, SAT, and AP tests and AP coursework was a worthy goal. Some felt that these outcomes were evidence that OUSD was effectively supporting students to be more college ready. Whereas others believed that such outcomes could have a personal and devastating cost if individual students were pushed to take such tests or courses before they were ready, and this approach may ultimately discourage students from pursuing a college education. These were not simple issues to resolve, and in due course, decisions were made to take actions on which consensus was not reached.

5. EXCELerator Project Manager

The full-time EXCELerator Implementation Manager was not hired by College Board until December 2012. The grant application called for the EXCELerator Project Manager to provide leadership for implementation of EXCELerator activities and for delivering professional development to all audiences. Therefore, several strategies were delayed until that position was filled. However during this period, College Board finalized a job description for the position.

6-7. CR Specialist Team

Although the grant application specified that the CR Specialists would be assigned immediately and would work with the start-up team, the reality was that OUSD was unable to assign/hire individuals as CR Specialists so quickly. A first barrier was that the i3 grant began in January 2012 – in the middle of the school year and past the point at which staff could be easily re-assigned or hired. Moreover, the Cooperative Agreement between OUSD Board of Education and the Department of Education was not finalized until the end of March 2012. Therefore there was no budget available to pay staff. The members of the partnership also shared differences of opinion about the specific qualifications and roles of the CR Specialist position. As a result, OUSD planned to assign the CR

Specialists later starting in the 2012-13 school year, and all of the start-up activities (e.g., staff training) were moved to summer and the start of the next school year.

8. Evaluation Activities

During this January to June start-up phase, HTA began working on the grant-mandated evaluation plan. (An independent evaluation with cooperation of the evaluator and the TA contractor was a requirement of the cooperative agreement signed by OUSD on February 16, 2012.) The National Evaluator (Abt Associates) had not yet been contracted to conduct the national evaluation or to provide technical assistance to evaluators. Therefore, HTA developed an initial evaluation plan without the benefit of technical assistance or of any specific guidelines related to the evaluation plan. Senior Associate, Dr. M.B of HTA was assigned the role of lead evaluator. Associate Ruthie Chang was assigned to support the evaluation as well.

Implementation Phase[6]: July 2012-June 2014

Table 2. Year 1 (SY 2012-13) Partnership Team Members

Name	Title/Position	Organization	Funding Source
A.M.	Network Exec. Officer, High Schools	OUSD	OUSD
C.P.	Project Director, Oakland Accelerates	OUSD	I3 Grant
B.J.	CR Spec. 1	OUSD	I3 Grant
L.H.	CR Spec. 2	OUSD	I3 Grant
T.S.	CR Spec. 3	OUSD	I3 Grant
R.P.	CR Spec. 4 (PT)	OUSD	I3 Grant
T.P.	CR Spec. 5 (contracted as needed)	OUSD	I3 Grant
Unk. Math Spec.	CR Spec. 6 (contracted as needed)	OUSD	I3 Grant
G.L.	Director, College/Career Readiness	OUSD	OUSD, Irvine Grant
***M.H.**	Implementation Manager, EXCELerator	College Board	I3 Grant
D.W.	Sr. Director, Research & Analytics	College Board	College Board
*B.K.	Sr. Director, College Readiness Initiav.	College Board	College Board
L.G.	Exec. Director, Implementation	College Board	College Board
M.B.	Evaluator	HTA	I3 Grant
Ruthie Chang	Evaluator	HTA	I3 Grant

*Names in bold indicate a new team member

Proposed Program Activities

1. Establish an effective Oakland Accelerates/EXCELerator Partnership
2. Implement strategies identified in the Strategic Work Plan
3. Launch the College Readiness Specialist team throughout the district
4. Provide implementation support (from College Board)
5. Research/Evaluation: Data Collection

[6] As described in the grant application, the first two full school years of implementation were to be the "high touch phase" where the bulk of activities and resources would be devoted.

Program Year 1 (2012-13): Adherence to Proposed Program Activities

1. Oakland Accelerates/EXCELerator Partnership

In the 2012-13 school year, the Oakland Accelerates/ EXCELerator Partnership team was made up of fifteen members (see Table 2) – although B.K. left in February 2013, and M.H. was brought on in December 2012. B.K. was replaced by L.G. and D.W., who had been involved in the start-up phase, joined the team when his expertise was requested – especially in regards to improving data systems and working closely with R.P. who was assigned to be the Data CR Specialist. Aside from M.H., none of the College Board personnel lived in the Bay Area, and they had to either call in or fly in for the meetings. When M.H. moved into office space at McClymonds High School, College Board became more effective in moving the project forward during this first school year. However, she had limited support and direction as the main EXCELerator leads were located outside of California, and she needed to call or email them for guidance.

While a 2012-13 work plan was developed in June 2012, the Partnership continued to revise and further operationalize the work plan to provide a greater level of detail and specific action items. The 2012-13 work plan underwent a number of revisions and was not approved by the Department of Education until November 2012. Due to these delays, the Fall of 2012 became a de facto start-up phase, as referenced by C.P. in the APR submitted in April 2013.

C.P. was assigned as the Oakland Accelerates Project Director following the start-up phase, officially beginning her role as the Project Director starting on July 1, 2012. B.K. oversaw the hiring of a full-time Implementation Manager, M.H., who was to be the College Board's "EXCELerator Project Manager." She was to be responsible for coordinating College Board workshops and trainings, facilitating meetings with OUSD leadership, and providing insight on the roles and responsibilities of the CR Specialists. Bringing her expertise in school reform, Ms. Hudson also received brief training on the EXCELerator model from College Board. In the position, College Board did not emphasize a need for prior experience on the EXCELerator model, with College Board in general, nor any prior experience working in OUSD.

Two full-time CR Specialists (L.H. and B.J.) began to work on August 1, 2012, and two part-time CR Specialists (T.S. and R.P.) started on September 1, 2012. Two had prior classroom experience, and the other two did not. (However, these two did have experience providing leadership coaching on college readiness.) Two additional CR Specialists briefly provided math coaching support at three high schools and one middle school as part of the College Board Springboard program.

2-3. Implementing strategies outlined in the Strategic Work Plan

a. Build a college and career readiness district infrastructure

During this first year of implementation, the Oakland Accelerates/EXCELerator project leaders emphasized that the best way to build a college readiness district infrastructure was to "change the behaviors and practices of every adult in the system so they are supporting college and career readiness of all students." And the work of the CR Specialist Team was considered a vital strategy in accomplishing this ambitious mission. This was a change of direction from the District Diagnostic which called for the creation of goals, policies, processes, and practices – system-level infrastructure – as the means to create a culture of college readiness.

One of the high school CR Specialists served primarily as college access and readiness support to individual high schools. The other high school CR Specialist's role aligned more closely with the grant description which called for a coach supporting teachers, counselors, and school and district administrators in implementing instructional and student support practices and programs necessary to help students graduate ready for post-secondary success. Both Specialists also reported facilitating professional development and working with administrators to improve monitoring practices and to identify needed student supports. One of the middle school CR Specialists was dedicated specifically to supporting the implementation of College Board's Springboard ELA curriculum. Another CR Specialist was tasked with all of the required data analysis, rather than having each of the CR Specialists engage in this task, as originally proposed. In general in the first school year of implementation, each CR Specialist was given great freedom to develop their workload and perform their role as they saw fit. As a result, the activities conducted by each CR Specialist varied greatly with little collaboration or single direction.

According to the 2012 Annual Performance Report (covering January- December), there was an internal debate about the specific roles and responsibilities of the CR Specialists. For example, the EXCELerator staff believed that educators would be the best suited to be CR specialists, whereas the Oakland Accelerates team wanted to consider individuals with college readiness and/or leadership coaching background who did not necessarily have classroom experience. These differences in opinion had begun in the start-up phase and continued into this first year of implementation.

The Partnership team ultimately decided to divide the roles of the CR Specialists by their skill set, rather than simply by their middle or high school orientation. These skill sets generally aligned with the District Diagnostic's recommendations as it was not possible to find individuals skilled in all three areas (see below) as designed in the grant. In addition, the strategic work plan developed by College Board and OUSD called for leveraging the work already occurring in the middle schools with the SpringBoard program.

1. Two CR Specialists -- College Readiness and Access Services: Skills in developing programs/services, collaborating with community and college access partners, and supporting schools to provide school-wide college readiness programs for all students
2. Two CR Specialists -- Curriculum, Assessments, & Instruction: Skills in developing and mapping curriculum, creating assessments, and coaching teachers on instruction
3. One CR Specialist -- Data Support: Skills in managing databases, analyzing data for meaning, and using data to manage projects

According to the grant application, all of the CR Specialists were to be trained in the EXCELerator change framework, but due to delayed hiring of the EXCELerator Implementation Manager, this training did not occur until March 2013 as part of a 2-day "College Readiness 101" workshop. There were no formal "EXCELerator" change framework workshops or professional development provided as per the grant application. The Oakland Accelerates Project Manager reported that if the training had occurred earlier in the year, it would have helped to frame the CR Specialist's work for the school year.

Despite the aforementioned challenges, the following accomplishments occurred as part of this infrastructure strategy in 2012-13:

- February 2013 – College Board hosted an Oakland Accelerates Forum which included a presentation on College Readiness 101, a luncheon, and data presentation. It was attended by over 80 Oakland

community members, business partners, city government officials (including the Mayor), OUSD and College Board staff. This was considered by the Partnership to be the official "launch" of the Oakland Accelerates work.

- March 2013 – College Readiness 101 professional development provided to CR Specialists.
- April 2013 – CR Specialists (with College Board's help) piloted a 4-year student College and Career Plan (CCP) template for 9th grade students at three high schools.

In June 2013, A.M., the High School Executive Officer, with consultation from the Oakland Accelerates staff, developed Advanced Placement Policies. These policies were based on College Board's AP Equity and Access Statement[7] and were designed to be part of a larger college and career readiness package that would provide for open access, remove participation barriers, and ensure all AP students take the AP exam. In addition to these policies, the package included draft College/Career Readiness Goals for Grades 6-12 and a draft Graduate Profile. Plans were in place to submit new Advanced Placement Policies to the Board of Education for approval before June 2013; however, with A.M.'s departure and other leadership changes, this did not happen, and the policies continued to be revised and modified in the 2013-14 school year.

As mentioned earlier, building a common understanding and shared vision of college and career readiness was one of the goals in the start-up phase about which there was much debate. According to the 2012-13 plan, which was updated and sent to the Department of Education in June 2013, the Partnership had by then agreed on a definition of college readiness to mean "ready to succeed in post-secondary education without the need for remediation." The Partnership also committed: "For this goal to become a core value in the culture of our district and every school, [it will require] the continuing work of the Oakland Accelerates team."

b. Create a rigorous curriculum and instruction for all students

From July 1, 2012 through June 30, 2013, the Partnership provided a number of professional development opportunities for OUSD personnel. Based on the evaluator's review of the records from the first school year, the following professional development occurred.

- October 2012 – OUSD created a cohort of middle and high schools to implement the Springboard Pre-AP curriculum and partnered with College Board to provide professional development for principals, teachers and teacher leaders at these schools and for district Springboard instructional coaches.
- November 2012 – To address the learning needs of OUSD's diverse students, in particular students who are not meeting grade level standards in core academic areas, Educators for Social Responsibility (ESR) was contracted to train eight OUSD high school principals in a series of professional development sessions covering Response to Intervention and Instruction.
- March 2013 – A two-day condensed version of the four-day APAI summer training called QuickStart was offered to the AP teachers and principals who did not attend during the summer. In the end, a total of 23 AP teachers and principals were trained – either during the summer or during the QuickStart session.

[7] http://professionals.collegeboard.com/k-12/assessment/ap/equity

During this school year, OUSD was also working to build awareness regarding Common Core and the shifts in practice that would be necessary for implementing Common Core by providing professional development district-wide. To a large degree, this work was leveraged by the Partnership to address Oakland Accelerates' goals of vertically aligning curriculum based on Common Core Standards which are more oriented to college and career readiness. Some College Board professional development opportunities, originally planned for the summer of 2013, were delayed to the following school year because OUSD had already prioritized a number of Common Core-related professional development, and the Partnership did not want to repeat what had happened in the previous summer with very low attendance at the 2012 APAI.

Finally, the 2012-13 work plan had been expanded to include the goal of developing more pathways for AP teachers and aspiring AP teachers by expanding the APAI training to non-AP teachers, and AP teachers in math and science. Unfortunately, the Partnership was unable to gain much traction on this goal due to low attendance at the Summer 2012 APAI and the delay of the Summer 2013 APAI due to conflicting Common Core trainings.

c. Develop a clear accountability system

Efforts towards an accountability system this year focused on giving teachers and administrators tools to prepare for tests and interpret student PSAT, SAT, and AP data. From HTA's review of the records from the 2012-13 school year, the following accomplishments also accrued in association with this infrastructure strategy:

- October 2012 – OUSD paid for and administered the PSAT to 1,487 10th graders in eight high schools (70% of all 10th graders in those schools)
- September 2012 – College Board provided an additional 300 SAT test fee waivers (in addition to the waivers that they usually provide) to encourage low-income youth to take the test.
- Spring 2013 – CR Specialists, in coordination with school administrators and College Board experts, provided follow-up APAI professional development to support teachers to prepare students for upcoming AP exams.
    - Redelivery (March 2013)
    - Follow-up (April 2013)
    - Classroom observations (March-April 2013)
- Spring 2013 – College Board worked closely with OUSD's Research, Assessment, and Data (RAD) division and the CR Specialists to improve the district data systems, especially as it related to cleaning and merging AP, SAT, and PSAT test data with OUSD student data.

To model how administrators should use PSAT results to expand AP course offerings in individual schools and to recruit students into AP courses, the Implementation Manager engaged in several data debriefings for district administrators and high school principals:

- March 2013 – District level debriefing of PSAT Test Results
- April 2013 – Principal debriefing of PSAT Test Results

4. Implementation Support via Professional Development

During the 2012-13 school year, College Board also conducted a number of principal, counselor, and administrator professional development trainings and workshops. Interestingly, many of these workshops were not called for in the Partnership project plan. However, they were listed as

"implementation support" to be provided as part of College Board's Partnership Agreement with OUSD.

- September 2012 – PSAT[8] training for test coordinators
- September 2012 – AP Potential and SOAS[9] training for principals
- October 2012 – Understanding PSAT training for testing coordinators and CR Specialists
- November 2012 – Fall Counselor workshop
- December 2012 – Fall Counselor/College and Career Readiness workshop for counselors, college readiness specialists, and community-based organizations
- January 2013 – PSAT Student Tools training for principals and testing coordinators
- January 2013 – PSAT/NMSQT – My College QuickStart training
- February 2013 – Summary of Answers and Skills training for principals
- March 2013 – SAT Tools Training
- April 2013 – AP Potential training for Oakland Accelerates team
- April 2013 – APAI Prepare Your Students for the AP Exam workshop

5. Evaluation Activities

HTA attended Partnership meetings, and outlined the data collection methods and measurements, including detailing NEi3's "contrast tools" or outcome measurement parameters, and identified an appropriate comparison district as required by the NEi3 team and the Department of Education for the "Impact Study." HTA collaborated closely with Partnership members to define the indicators of fidelity for the "Implementation Study" element of the Research and Evaluation Design. The Research and Evaluation Design document was submitted for two rounds of review and approval in October 2012 and in May 2013. An HTA Senior Associate attended the i3 Project Directors' Conference in Washington, DC in May 2013 along with the Project Director and two CR Specialists. The HTA Director of Research and Evaluation took over the lead evaluator role in May when the Senior Associate left the firm.

A component product of the Research and Evaluation Design was an Oakland Accelerates Logic Model which articulated how the intervention was meant to work. (See below for logic model, Figure 2.)

[8] The PSAT is also known as the NMSQT (National Merit Scholarship Qualifying Test)

[9] The SOAS is the Summary of Answers and Skills test

Figure 2: Oakland Accelerates Logic Model

Program Year 2 (2013-14:) Adherence to Proposed Program Activities

Table 3. Year 2 (SY 2013-14) Partnership Team Members

Name	Title/Position	Organization	Funding Source
G.L.	Project Director, Oakland Accelerates *and* Director, College/Career Readiness	OUSD	OUSD, i3 Grant
M.H.	Implementation Manager, EXCELerator	College Board	I3 Grant
D.K.	CR Spec. 1	OUSD	I3 Grant
L.H.	CR Spec. 2	OUSD	I3 Grant
K.S.	CR Spec. 3	OUSD	I3 Grant, OUSD
T.R.	Content CR Specialist 1	OUSD	I3 Grant, OUSD
K.B.	Content CR Specialist 2	OUSD	I3 Grant, OUSD
C.L.	Content CR Specialist 3	OUSD	I3 Grant, OUSD
L.J.	Leadership Manager and Principal Coach	OUSD	I3 Grant, OUSD
D.W.	Sr. Director, Research & Analytics (contract)	College Board	College Board
L.D.	Sr. District Director, Western Region	College Board	College Board
Danielle Toussaint	Evaluator	HTA	I3 Grant
Ruthie Chang	Evaluator	HTA	I3 Grant

*Names in bold indicate a **new** team member

1. Oakland Accelerates/EXCELerator Partnership

In the summer of 2013, OUSD officially changed Project Directors from C.P. to G.L., Director of College and Career, under the supervision of the Leadership, Curriculum, and Instruction (LCI) office in order to leverage existing administrative and financial resources. The CR Specialist Team also came under the purview of the LCI office, and attended LCI department meetings in addition to Oakland Accelerates meetings. M.H. continued as the College Board Implementation Manager, collaborating with the Project Director and facilitating meetings with the entire implementation team. These regular meetings included all CR and Content Specialists as well as the Project Director. Of the six CR Specialists, only one remained for the second program year. (The others had taken other positions within or outside of the district.) One of the two new CR Specialist was hired to have a high school presence in supporting college access and readiness and the another to coordinate the data management goals of the project. In addition in this year (and as decided in the prior school year), three CR Content Specialists were hired to cover Math, History and English and provide more specific instructional support for teachers, observing and modeling instruction. Although there were fewer College Board staff on the Partnership than in the prior year, the Implementation Manager was on site at OUSD full time, helping to build more positive relations between the College Board and OUSD. Reviewing program documents and meeting minutes, HTA noted that there was less tension about decision-making, and the partnership was able to dive into the activities spelled out in the 2013-14 work plan in addition to building on work accomplished in 2012-13. In addition to the Implementation Manager being on site, she was also the only person devoted to the Oakland Accelerates project full time. She leveraged and guided stakeholders who were often working on other projects and commitments.

2-3. Implementing Strategies in the Strategic Work Plan

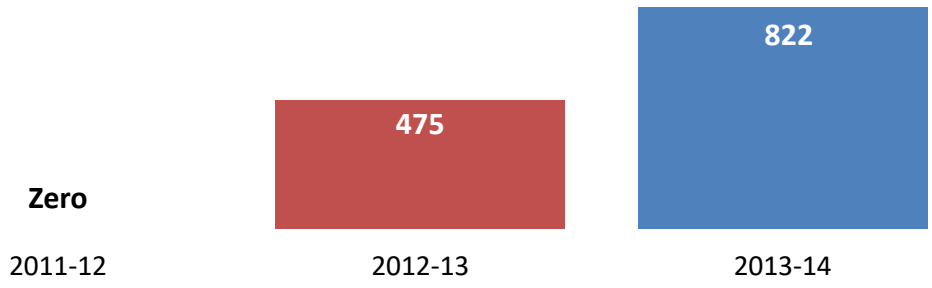
a. Build a college and career readiness district infrastructure

The work of the CR Specialist Team continued to be the primary activity for this strategy. The three new CR Specialists were recruited specifically to be "content" specialists, as it was decided to meet instructional support needs during the project meetings.

1. Two CR Specialists – College Readiness and Access Services: Skills in developing programs/services, collaborating with community and college access partners, and supporting schools to provide school-wide college readiness programs for all students
2. Three CR Specialists (Content Specialists) – Content Specialists in curriculum, assessment and instruction; skills in developing and mapping curriculum, creating assessments, and coaching teachers on instruction in the areas of Math, History, and English
3. One CR Specialist – Data Support: Skills in managing databases, analyzing data for meaning, and managing projects utilizing data

The meeting minutes and stakeholder interviews indicate that much more guidance was provided in 2013-14 to CR Specialists as to their day-to-day tasks and responsibilities. Highlights of CR Specialists' work this year included rolling out the College and Career Readiness Plans (CCPs) on a digital platform for all 9th graders. The CCP was designed: 1) to track individual student progress on the "a-g" requirements for UC/CSU admission and OUSD graduation requirements; 2) to provide information about how students can prepare themselves for success throughout high school; and 3) to help students access all available resources, connecting with site staff and partners, and learning more deeply about what high school will entail for them as they step along the path to college. In November 2013, CR Specialists developed a digital platform for the 9th grade CCPs in partnership with ConnectEd (a non-profit organization which supports high school reform efforts centered on career-themed academies and pathways) and used it at the three high schools pilot sites beginning in the 2012-13 school year. By February 2014, the CR Specialists had rolled out the 9th grade CCP digital platform at the remaining five high schools and led presentations to students on how to create their own CCPs.

Figure 3: OUSD 9th grade students creating college & career plans, 2011-14



Data Source: Oakland Accelerates Program records, 2012-13 & 2013-14

In Fall 2013, CR Specialists leveraged the services of college access providers assigned to their sites (e.g. East Bay Consortium, East Bay College Fund, Mills Educational Talent Search, Upward Bound, Destination College Advising Corps) to support SAT preparation and registration, college visits, college applications and personal statements, financial aid information and resources, and other key college readiness activities. At the three largest high school sites, this coordination came in the form

of formal college collaboratives that meet regularly to plan activities, share resources, and review the efficacy of the team's efforts. CR Specialists also assisted in the district's communication plan regarding PSAT administration to all 10th graders in October 2013, as described in more detail below.

Highlights of Content Specialists' work included coaching both AP and pre-AP teachers, facilitating AP teacher leader meetings, and vertical articulation of pre-AP content leading to AP opportunities for students. The Science CR Specialist in particular focused on curricular and coaching strategy development by adopting a district-wide science sequence for high school, to ensure equitable access for all high school students to AP-level science courses by 12th grade (if not sooner). This sequence adoption was supported significantly by the adoption of an OUSD 9th grade biology curriculum which supports standardized implementation and support across all school sites.

Also in the fall of 2013, OUSD developed a clear policy that all 10th graders, with the exception of the severely cognitively disabled, would participate in PSAT testing. In addition, the district created a Public Service Announcement and broadcast video to promote and encourage 10th grade participation and inform the Oakland residents of the district's efforts.

Work on developing Advanced Placement Policies for the district continued in the 2013-14 school year. As described earlier, the out-going High School Network Executive Officer had planned to submit the package to the Board in June 2013. However, this did not happen – most likely due to the changeover in administration with the departure of Superintendent T.S. According to College Board's final report (June 2014), the Oakland Accelerates team continued to work on the package incorporating feedback from the new administration, and College Board provided OUSD with data analysis and information to provide a rationale for the adoption of the revised AP policy. The policy was set to be presented to the board in the fall of 2014.

Finally, the Partnership continued to build a district infrastructure promoting college readiness by focusing on the promotion of AP equity (e.g., access to and success in AP classes by all students, especially those from underrepresented groups). Led by the Implementation Manager and the CR Specialists, all high schools were provided with their sites' AP potential data (by subject area) to increase AP course enrollment across the board – with a particular focus upon students of color who have historically been underrepresented in these courses. AP potential data is derived from PSAT scores which help schools identify additional students who might benefit from AP enrollment and who may otherwise not have been identified. The Partnership worked to ensure that principals would have the AP potential data early in the master scheduling process to allow for more intentional decision-making about course offerings, as well as to make formal requests (if necessary) for teacher training and syllabus/course development support prior to the next school year.

b. Create a rigorous curriculum and instruction for all students

While the implementation of SpringBoard in the middle schools was one of the Partnership's areas of focus in the 2012-13 school year, the focus shifted to general pre-AP coursework in the high schools during the 2013-14 school year. Much of this work involved content support and coaching provided by the three CR Content Specialists who were able to help both pre-AP and AP classrooms in the eight high schools. College Board also provided consultation to pre-AP teachers in vertical articulation of strategies meant to prepare students in non-AP science and world history

classes for the rigors of AP Science and AP World History. College Board also provided a series of AP workshops for AP teachers in different content areas as outlined below.

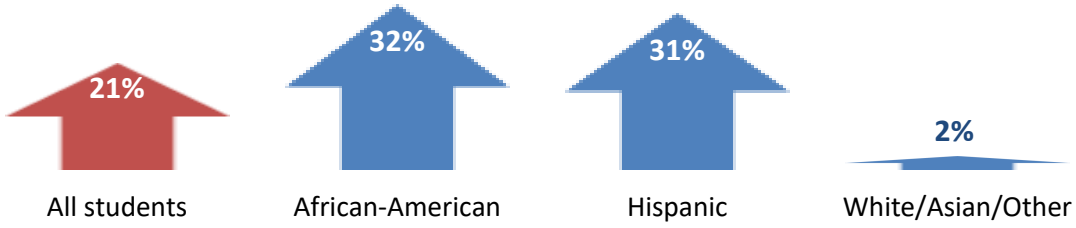
Yet according to College Board's final report (June 2014), attendance at the College Board AP trainings remained low; a total of 34 of 68 eligible AP teachers attended at least one AP training in the 2013-14 school year. The Implementation Manager speculated that the reason for the low attendance by current AP teachers was two-fold: 1) the leadership structure for communication with high school principals (many of them new) was not well-established; and 2) experienced "veteran" AP teachers chose not to attend the training, perhaps believing that they already had the experience needed to teach an AP class. As a result, a robust professional learning community among many AP teachers could not be well established.

Based on review of the 2013-14 records, the infrastructure strategy yielded the following outputs supporting curriculum and instruction in 2013-14:

- October 2013 – AP Syllabus Writing Workshop
- November 2013 – Series of eight workshops targeting AP teachers in various content areas (i.e., Environmental Science, Calculus, English Literature, US History, English Language, World History, Biology, and World Language)
- Multiple dates – Follow-up Coaching (ELA, Math, and Science) for select AP teachers who participated in November 2013 workshops

c. Develop a clear accountability system

Figure 4: Three-year growth in 10th grade students taking PSAT, 2011-14



Data Source: OUSD student academic data, 2011-12 & 2013-14

Based on 2013-14 school year records, the following activities occurred to advance the accountability strategy:

- September/October 2013 – A districtwide communications plan was developed to inform all 10th grade families of the PSAT administration to be held in the Fall. The district sent letters (translated into five languages) and conducted robocalls to phone numbers listed for each family. In addition, a PSA was created to promote OUSD's new policy on PSAT administration.
- September/October 2013 – CR Specialists and College Board provided support to site PSAT coordinators and proctors, and assisted sites with PSAT exam administration planning.

- October 2013 – OUSD paid for and administered the PSAT to 10th graders in all eight high schools.
- The CR Data Specialist worked closely with College Board to clean and match College Board data (e.g., PSAT and SAT scores) with OUSD student data to support on-going program improvement.

In order to sustain the work, the Implementation Manager and the CR Specialists conducted extensive walk-throughs and surveys at the eight high schools in October 2013. They used a detailed rubric to determine the greatest strengths and areas of continued need regarding college readiness. Using this information, the Partnership developed a sustainability plan for calendar year 2014, which they have continued to revise and update in the 2014-15 school year.

4. Implementation Support via Professional Development

As in the prior year, College Board also conducted a number of principal, counselor, and administrator professional development trainings and workshops to help support the implementation.

- July 2013 – AP Equity and Annual Conference (three days) in Las Vegas
- September 2013 – PSAT coordinators' training workshop
- September 2013 – PSAT proctor training
- September 2013 – Fall counselor workshop
- September 2013 – AP coaching and professional learning planning followed by two days of AP classroom walkthroughs and feedback via a structured observation rubric
- October 2013 – Counselor data-based professional learning training
- January/February 2014 – PSAT data and tools workshop
- February 2014 – Counselor professional learning training (follow-up to Oct '13 training)
- March 2014 – Preparing students for the AP Exam (targeting AP teachers)

5. Evaluation Activities

The HTA evaluator continued to attend regular meetings with the team and work closely with the Implementation Manager to collect fidelity of implementation data on a quarterly basis. HTA tracked fidelity of implementation during the two program years using the fidelity matrix submitted to and approved by NEi3 (see Appendix). In order to collect data on program implementation, HTA developed an easy-to-use tracking spreadsheet of activities, meetings, and those in attendance for the Implementation Manager to complete and share with HTA. The Implementation Manager also used this document to report out College Board's implementation progress to the OUSD team. In 2013-14, the evaluator supported the Project Director with the analysis and reporting required for the annual performance report submitted to the Department of Education in April 2014. Dr. Toussaint and Ms. Chang attended the i3 Project Directors' Conference in Washington, DC in June 2014 along with the Project Director and two CR Specialists. For the federal research report, the NEi3 Analysis and Reporting (AR) Team reviewed the i3 evaluation plan and confirmed the plan met the GPRA criteria for #2 and #3. The NEi3 AR Team also registered the final evaluation plan as the official plan on record with the NEi3.

Monitoring Phase: July 2014 - December 2015

Proposed Program Activities

1. Partnership works to secure additional funding to sustain program as well as making and implementing any other called-for changes
2. Monitor student outcomes, adult changes in practice and momentum of program itself
3. Research/Evaluation: Final Report

Adherence to Proposed Program Activities

1. Oakland Accelerates/EXCELerator Partnership & Sustainability

With the departure of the College Board Implementation Manager, the Partnership between College Board and OUSD came to an end.

Oakland Accelerates continued in 2014-15 with a consistent Project Director and three CR Specialists maintaining their roles. Without a full-time Implementation Manager to coordinate and hold project goals at the forefront and with a Project Director who is continuing a full-time position as the Director of Linked Learning, meetings of the diminished Oakland Accelerates team were less regular and the CR Specialists were more autonomous in the services they provided to each of the school sites. G.L. continued to align and leverage Oakland Accelerates with complementary college and career readiness initiatives within her Linked Learning Office and within other OUSD offices. In August 2014, the Oakland Accelerates team met with the Department of Education's grantee implementation technical assistance provider (V.S. from Westat) to document, codify and align all Oakland Accelerates activities with OUSD's Graduate Profile. It is intended that this document will be used by high school sites to plan college readiness activities throughout the school year.

After an extensive national search, the OUSD Board of Education unanimously selected A.W. as the new superintendent effective July 1, 2014. By November 2014, he produced a 5-year strategic plan for the district, including his vision of college readiness and preparation needed for OUSD students.[10] In addition, he re-organized many of the OUSD departments under newly created administrative departments, and hired new executives to head these departments.

In May 2015, the new Deputy Chief of Post-Secondary Readiness announced that A.A., the new Manager of College Readiness, would take over as Oakland Accelerates Project Director starting in July 2015, and the CR Specialists who were to be funded in 2015-16 (due to carryover of unspent grant funds) would report to her for all future Oakland Accelerates activities. At the time of this report, she has stated being committed to continuing the work already achieved. However, it is not yet clear whether she will build on the plan originally developed by College Board and OUSD in 2012 (and subsequently revised) as the basis for the Oakland Accelerates program moving forward, or if the new administration led by Superintendent A.W. will want to build off of these efforts and craft a new college readiness program based on their own perspectives and priorities.

In interviews with Oakland Accelerates team members in May 2015, respondents were hopeful that the CR Specialist positions would be continued as envisioned during the course of the grant-funded program. Several respondents mentioned optimistically the recent voter-approved City of Oakland Measure N, a parcel tax which directs OUSD to better fund school programs designed to prepare

[10] Oakland Unified School District. (2014, November). *Pathway to Excellence 2015-2020: Every Student Thrives (Strategic Plan).* Oakland, CA: Author. Retrieved from http://www.ousd.k12.ca.us/Page/5

students for college and career. They hoped that this additional money would be used to continue the work that Oakland Accelerates had started, especially sustaining the CR Specialists.

2. Monitoring Program Momentum

New partnerships, initiatives, and goals have formed to build on the college readiness success of the previous years. As the i3 grant moves into the "monitoring phase," program components are being re-examined and built upon. Adding on to the success of the customized student-level CCP reports, the CR Specialists are now working with the OUSD Quality Accountability and Assessments department to create school and pathway level Balanced Scorecard reports that can be used to assess the college and career readiness of students, especially when used in concert with Transcript Evaluation Service reports out of UC Berkeley and delivered to all high school sites twice a year. CR Specialists provided coaching to principals and lead teachers in how to best utilize this data.

OUSD's new administration came forth with a vision for continuing to build the common understanding of college readiness of the prior two years. In the new five-year OUSD strategic plan, the goal of all OUSD students graduating college, career and community ready was to be achieved through the development of high quality linked learning pathways through every high school. Moreover it was specified that each high school would ensure that graduates meet the OUSD Graduate Profile by implementing the four pillars of linked learning: 1) a challenging academic core taught through real world relevance; 2) strong career technical programs of study; 3) a scope and sequence of work based learning experiences; and 4) individualized and differentiated student supports. While the Graduate Profile has not yet been presented to the Board for approval, key stakeholders have reported that anecdotally it has become widely accepted by many OUSD personnel as of the 2013-14 school year.

As described earlier, plans were in place to present the modified Advanced Placement Policies package (promoting equity and access) to the Board in the fall of 2014 (and the fall of 2013). Yet again this did not happen. According to meeting minutes and the APR, since the new Superintendent had re-organized district offices to create a new Office of Post-Secondary Readiness headed by Chief of Schools A.S. and Deputy Chief B.M. (both new OUSD positions), the Oakland Accelerates team wanted to wait for feedback from this new team so they could "put their mark on it." As of the time of this report, it was anticipated that this Advanced Placement Policy package would be shepherded through the process for Board approval by the new Manager of College Readiness, A.A., who was also assigned to be the Oakland Accelerates Project Director during the 2015-16 school year.

According to current OUSD leadership, Measure N will undoubtedly continue much of the work built by the Oakland Accelerates staff. There is a deep commitment by the OUSD Leadership team to continue supporting the PSAT (at no cost to students) as well as now the SAT (also at no cost to students). There also remains a commitment to the continued training of Advanced Placement staff. Although Measure N is allocated directly to sites, there is a portion that allows the district to use these funds for central-supported efforts, such as the PSAT and AP training, and that is part of the Measure N implementation plan.

3. Evaluation Activities

HTA continued to attend meetings, and to support OUSD in the APR reporting and analysis process. The HTA staff also began to collect the final data (student achievement data, teacher/administrator surveys and stakeholder interviews) needed to assess program impact for the

final impact evaluation report. The final student outcome data and contrasts are expected to be reported to the National Evaluation i3 team by April 2016. Dr. Toussaint and Ms. Chang of HTA again attended the i3 Project Directors' Conference in Washington, DC in June 2015 along with the outgoing and incoming Project Directors.

Conclusion

Challenges in Start-Up Phase (Jan – June 2012)

A number of contractual delays created implementation challenges that affected the project timeline. The signing of the i3 cooperative agreement was delayed by three months, slowing the beginning of the collaboration to build relationships, define roles and responsibilities, and prioritize activities. In addition, the Management Plan was finalized nine months late, delaying the execution of the strategies called for in the Strategic Work Plan. Further complicating matters, The College Board's contract with OUSD was not finalized until a year and half after the grant was funded, contributing to implementation setbacks related to hiring, planning, and initiating programmatic activities.

These delays disconnected the progress that The College Board made with their District Diagnostic needs assessment prior to the start-up phase from the subsequent development of the Oakland Accelerates strategic work plan. The implementation team from both OUSD and The College Board were expected to take the lead in implementing these work plan activities. Since understanding and buy-in of this strategic work plan was not achieved during this start-up phase, the Partnership spent much time in the 2012-13 school year revisiting these concepts, adding new information, and taking new directions in their planning.

In addition to delays, program details describing the elements to be implemented were not clearly defined. Besides describing how OUSD would create a "college readiness team," neither the grant application nor an early "Road Map" specified *exactly* how several identified priorities might be addressed. For this reason, many Oakland Accelerates activities were developed on an ad hoc basis via the collaborative partnership between OUSD implementation team members and The College Board's implementation team between July 2012 through June 2014.

Challenges in 2012-13

Difference in opinions developed among members of the partnership around strategies and actions proposed in the grant application versus what they personally believed needed to be done to address the issues. Perhaps in part because of the lack of agreement and buy-in as well as the delay in assigning or hiring key staff, the Oakland Accelerates Project Director considered the Year 1 Work Plan produced by College Board to be open to adjustments and modifications, and in the APR, referred to the Fall 2012 term to be the actual "start-up phase."

One major area of disagreement was whether College Board's SpringBoard program, which was already occurring in the middle schools, should be considered part of the Oakland Accelerates program strategy as well. College Board EXCELerator team members, in particular, believed this work was vital to the grant's goals. However, some of the OUSD leadership disagreed – stating that the grant was meant to focus on AP courses in high school, not pre-AP courses in middle school. In this discussion, even the lead evaluator who was working on developing fidelity measures for the project added her perspective that it was clear from the grant application that the project was always meant to focus primarily on high school students, and changing the culture of college-going and college readiness in that sphere. In the end, there was consensus that including the Springboard

program and dedicating CR Specialists to the middle schools did not align with the main goals of Oakland Accelerates.

Another area of discourse centered on the role and responsibilities of the College Readiness (CR) Specialists. Some argued that the CR Specialists needed to be focused on rigor as content specialists and coaches to AP teachers, whereas others believed the CR Specialists should be focused on college preparedness more generally, working with principals and counselors. Some were of the opinion that CR Specialists needed to have a classroom teaching background in order to be effective in counseling and assisting AP teachers. Others disagreed, believing that experience in leadership coaching and mentoring was just as important. There were also logistical requirements that OUSD find appropriate CR Specialist staff very quickly. As described earlier, the Partnership team ultimately decided to divide the roles of the CR Specialists by individual skill set. OUSD hired from within and without the district to form a group with varying backgrounds.

Another point of discussion focused on the role and responsibilities of the new Implementation Manager. As a College Board employee, she was directed to do a set of tasks that the outgoing EXCELerator team members as well as the grant had outlined for her. However, being part of a partnership with OUSD and working in an unfamiliar school district, she had to be flexible and adapt to what OUSD team members wanted. As a result, a number of discussions in early 2013 centered on what she should or should not be doing as part of the intervention.

Each of these tension points were directly related to the struggle over the scope and breadth of the work to be covered by the Oakland Accelerates program. Everyone on the partnership had a different vision on what Oakland Accelerates needed to do in order to achieve its very lofty goals. Many members wanted to include and leverage all college readiness initiatives in the district to fall under the "umbrella" of the Oakland Accelerates program; however, not all could agree on which programs (such as SpringBoard) should actually be included in program activities. According to key stakeholder interviews, several members of the Partnership team reported going back over the original grant application for guidance on how inclusive the Oakland Accelerates program was meant to be. From the evaluator's perspective, the description of the Oakland Accelerates program in the grant application was intentionally vague since the intervention was, by design, dependent on the outcomes of the District Diagnostic. But since the District Diagnostic was itself both vague and ambitious, many questions on vision and scope remained.

In essence, the lack of common vision in this Partnership was reflective of the source documents from which they were starting and from the executive leaders driving the process. For example, one stakeholder involved in the early start-up phase of the project stated their opinion that Superintendent T.S. understood the goals of the partnership but those below him did not. As Superintendent T.S. became less involved in 2012-13, certainty about program goals became less clear. After the departure of A.M. in 2013-14, there was little involvement or input from higher-level administration from that point onward. By mid-year 2014-15, there was a common vision from the new Superintendent and his newly hired executives – however, it appears that this vision is not based on what was established during this program implementation.

At College Board, meanwhile, a new President and CEO was hired in the fall of 2012, and within a few months, the entire EXCELerator project was scrapped. Although College Board assured OUSD that they would follow the terms of their contract, the Partnership would no longer have the benefit of including experienced EXCELerator staff, who had participated in the District Diagnostic, in

future program activities. By February 2013, the five-person College Board team was reduced to a new Implementation Manager who was new to College Board as well as to OUSD, as the only full-time College Board representative. She received some consulting support from her superior and other College Board technical staff as needed. While this was certainly a heavy loss in the first year of implementation, key stakeholders reported in later years that the departure of the College Board team actually helped the remaining Partnership team (primarily OUSD staff) come to consensus and reach agreement on the direction of the Oakland Accelerates program.

In April 2013 Superintendent T.S., a key partner in the project with a strong relationship with College Board, announced his departure effective in June. Following the announcement, OUSD Board Member G.Y. was voted to be the acting superintendent for the 2013-14 school year, while the Board was conducting a national search for a new superintendent. Later in the school year, the High School Network Director, another key partner in the project, announced her retirement effective July 2013. Her position was subsequently filled; however, there is no evidence that her replacement was actively involved with the Oakland Accelerates team planning or implementation in subsequent years. Consequently, the project team lost the members in high-level leadership positions at OUSD to maintain the visibility of the work.

Challenges in 2013-14

Without the direct line to district leadership as existed in 2012-13 with Superintendent T.S. and the High School Network Officer, the project staff struggled with communication and coordination between departments and offices. In the opinion of some key stakeholders, many competing initiatives operated in parallel with Oakland Accelerates activities, often utilizing Oakland Accelerates staff, which made it difficult to establish priority for many program activities called out in the Strategic Work plan.

As of July 2014, College Board ended its participation in the Oakland Accelerates project, arguably six months earlier than was originally proposed in the grant. The Implementation Manager was laid off by College Board after June 2014, and any College Board support ended along with her departure.

Despite these challenges, the team found greater cohesion in the second year of the project. The team, stable since the end of the previous school year, was able to make progress on many of the goals of the 2013-14 work plan and function smoothly as a team. The work of the CR Specialists in particular were more aligned and coordinated with each other as well as within the greater goals of the project than during the prior year. The scope of what the Partnership team was trying to accomplish was more focused and attainable than what it had been in the previous year. Because many of the key strategic decisions had been decided in the prior year, e.g., roles and responsibilities of CR Specialists; defining college readiness district-wide; focusing on only the eight comprehensive high schools, rather than including all the middle schools; etc. a more productive 2013-14 implementation was possible.

From the evaluation perspective there were several primary factors contributing to this lack of common vision: 1) the vague and overly ambitious nature of the Management Plan that resulted from the District Diagnostic; 2) the lack of consistent district messaging from executive leadership; and 3) extensive turnover in OUSD and College Board staff.

Successes

Despite these challenges, several **value-added activities and lessons learned** came out of the collaborative work on the Oakland Accelerates project. At the beginning of the project, communication within OUSD was reported as "siloed" and "byzantine." Schools operated independently with some that had academic counselors and some that did not. Many of those interviewed described great difficulty in getting the right people into Partnership meetings or getting on the agenda of meetings that those people attend. By 2013-14 however, program staff reported being able to collaborate more effectively among different groups of people doing similar work or working towards similar goals. Much more cross-team work occurred due in large part to the decision to house Oakland Accelerates in the Leadership, Curriculum and Instruction (LCI) office. This administrative change meant that efforts could be more efficiently streamlined and unduplicated.

Another area of communication success was in the coordination of the AP Teacher Professional Development trainings. During the startup period, only nine of 23 invited teachers attended. By the implementation period (2012-14), the challenges around district calendaring were addressed and teacher participation increased and feedback was very enthusiastic. While the program team would have liked to see the attendance numbers higher, the teachers that did attend reported that they found the trainings very beneficial and that they instituted what they learned immediately in their classrooms.

Many interview respondents mentioned that **district-wide institutionalization of the PSAT for all 10th grade students** as one of the greatest Oakland Accelerates successes. The test supports all students' test-taking skills for the SAT and provides rich data to students and teachers to better assess strengths and weaknesses to prepare for college and college-ready classes. CR Specialists worked with teachers to help them understand and translate PSAT scores into useful knowledge for students. This process has also helped OUSD to incorporate other student data to improve the college readiness systems in the district. Perhaps most importantly, the policy also conveys a powerful message from the district: that all students are capable of going to college.

[The institutionalization of] the PSAT for 10th graders sends a message to students that the district believes everyone can go to college.

- Oakland Accelerates Team Member

By the third year of the project, several members of the Oakland Accelerates team at OUSD cited the **collaboration** and **coalition building** between departments as a result of the program team stabilizing as one of the great successes. Interviewees mentioned how the Linked Learning office is interacting more with Curriculum and Instruction, Leadership Curriculum and Instruction is working with the high school office and full services community schools. The CR Specialists, Content Specialists, and program team members have developed a true collaborative partnership by understanding and valuing the strengths each individual brings.

I just want to say that I am so proud of the people I work with. They are such an amazing team, instead of being discouraged by the weight of the lofty goals that were set for the i3 grant; they just look at what the next step needs to be.

- Oakland Accelerates Team Member

Another successful activity cited by those interviewed was the **9th grade college and career plans.** With a goal of 100% completion of CCPs, the team has increased the number of 9th grade students with a plan every year since the beginning of the grant.

Looking towards sustainability, CR and Content Specialists have put **successful systems in place** for designing and implementing professional learning in schools. Interviewees expressed that with the support of College Board-supplied experts and program collaboration, Specialists have created systems that can continue sustainably into the future. Examples include data-driven modules for teachers, conversations around college transcripts, and processes and calendars for preparing schools for the aforementioned annual PSAT and College and Career Community Plans.

Appendix: Fidelity Analysis & Matrix

College Board's EXCELerator model aimed to work with schools to build infrastructure to support college readiness in all students via a multiphase data-driven decision-making process. *Oakland Accelerates (OA)* in OUSD was the first application of this model at a district-level. Measurement of implementation had specific requirements in order to meet the levels of rigor required by the Department of Education. Details for tracking, collecting and measuring fidelity across the four key components as defined in the research study can be found in Tables A2-A5. These goals differ from many of the Oakland Accelerates activities outlined earlier because the research study is primarily interested in the "intervention" which is defined as the activities College Board delivered as part of their EXCELerator 2.0 model. This intervention then hypothetically drove or resulted in the Oakland Accelerates activities. (See Figure 2 above which presents the Logic Model which drove the fidelity analysis.)

To assess fidelity to implementation, HTA analyzed data from years one and two including interviews with key stakeholders, meeting notes, program documents, and "fidelity dashboards" in order to determine whether key components of the program were executed in a manner meeting the threshold to be considered implemented with fidelity. This was determined using a four-component fidelity matrix, or rubric, identifying each key component of the intervention, a range of implementation possibilities, and a threshold by which to determine whether each key component was implemented with fidelity or not. For example, the threshold for Professional Development opportunities provided annually to teachers is five trainings or more. If College Board provided less than five trainings, that key component of the intervention did not meet fidelity.

Table A1: Overview of Fidelity to Implementation

Key Component of Oakland Accelerates	2012-13	2013-14
District Diagnostic	👍	N/A
AP Professional Development	—	👍
College Readiness Specialist Support & Coaching	—	👍
Capacity & Policy Guidance	—	—

👍 = Activities were implemented as intended

In the first school year, only one of the four components ("District Diagnosis") was implemented with fidelity. By the second school year, two of three components[11] ("Professional development of AP teachers", and "Support & coaching of college readiness specialists") reached the threshold for fidelity. "Capacity and policy guidance" was the only component that did not meet the threshold for fidelity in either year, in part because parent outreach goals were not reached and in part because turnover in district leadership permanently delayed adoption of recommended policies. College Board's participation ended in the second year. See Table A1 for an overview and Tables A2- A5 for breakdowns of each component.

It is important to note that the fidelity matrix provides only a narrow picture of the OA implementation. After reviewing three years of data, it is apparent there were several barriers to a

[11] The District Diagnostic component is only applicable to Year One.

fully-realized implementation, in part because predicted mediators did not occur as expected. For example, teachers and principals were not as involved as intentionally as OA program leaders would have liked, often resulting in staff resistance to suggested changes to their instructional practice. In addition, turnover in program and district leadership as well as at College Board meant OA program leaders were required to reconsider and retread previous decisions which impacted the ability to implement key components as well as mediated components during project implementation period. These barriers to implementation were described in detail in the main narrative of the implementation report.

Table A2. Fidelity Matrix Component 1: District Diagnostic

Indicator	Operational Definition/ Criteria	Data Source	Data collection plan	Level 1 Fidelity Score Criterion (Individual)	Level 2 Fidelity Score (District)	Activity Level Fidelity Score Criterion	2012-13 Score	2013-14 Score
District Diagnostics conducted	College Board performs District Diagnostic at 2012-13	District Diagnostic	HTA to collect District Diagnostic from College Board	N/A	0 = CB does not perform a District Diagnostic 1 = CB performs a District Diagnostic	With fidelity = 1 on district level score	1	NA
District Diagnostic results shared	CB shares written results through written and presentation format	Agenda notes of presentation to leadership	HTA to collect notes from OUSD and College Board	N/A	0 = CB does not share results 1 = CB shares results	With fidelity = 1 on district level score	1	NA
Key Component Fidelity Threshold	With Fidelity: sum of indicator fidelity scores = 2 Range: 0 - 2						2 **With Fidelity**	NA **NA**

Table A3. Fidelity Matrix Component 2: AP Teacher Professional Development

Indicator	Operational Definition/ Criteria	Data Source	Data collection plan	Level 1 Fidelity Score Criterion (Individual)	Level 2 Fidelity Score	Activity Level Fidelity Score Criterion	2012-13 Score	2013-14 Score
College Board provides teachers professional development trainings	CB provides 5 professional development trainings: AP Teacher Training, AP Content Coaching, Vertical Teams, AP Annual and Equity Conference, and SAT Writing Workshop	Progress Dashboard	CB to send HTA Progress Dashboard quarterly	N/A	0 = CB provides <5 training sessions 1 = CB provides ≥5 training sessions	With fidelity = 1 on district level score	0	1
Follow up visits/observations after AP Teacher training	CB (or CB-trained OUSD coaches) conducts 3 in-class observations and provides additional coaching where necessary	Progress Dashboard and	CB to send HTA Progress Dashboard quarterly	0 = eligible teachers receive <3 follow up visits	0 = > 75% of eligible teachers meet individual level criterion	With fidelity = 1 on district level score	0	1
		Observation records	HTA to collect observation records from OUSD and CB quarterly	1 = eligible teachers receive ≥ 3 follow up visits	1 = ≥75% of eligible teachers meet individual level criterion			
Key Component Fidelity Threshold	With Fidelity = sum of indicator fidelity scores = 2 Range: 0 - 2						0 **Without Fidelity**	2 **With Fidelity**

Table A4. Fidelity Matrix Component 3: College Readiness Specialist Coaching & Support

Indicator	Operational Definition/ Criteria	Data Source	Data collection plan	Level 1 Fidelity Score Criterion (Individual)	Level 2 Fidelity Score	Activity Level Fidelity Score Criterion	2012-13 Score	2013-14 Score
CB provides CRS Training	College Board provides 2 trainings: Fall Counselor Workshop and SAT Tools Training (and College Readiness 101-- Year one only)	Progress Dashboard	CB to send HTA Progress Dashboard quarterly	NA	0 = CB provides <2 training sessions 1 = CB provides 2 training sessions	With fidelity = 1 on district level score	1	1
College Board meets with CRS	35 weekly group check-in meetings	Progress Dashboard	CB to send HTA Progress Dashboard quarterly	NA	0 = < 25 of meetings occurred 1 = ≥ 25 of meetings occurred with at least 12 each semester	With fidelity = 1 on district level score	0	1
Technical support around College Board programs	CB provides information about CB programs that CRS need/ request to work with their sites	Progress Dashboard	CB to send HTA Progress Dashboard quarterly	NA	0 = <100% of CRS were provided support when requested 1 = 100% of CRS were provided support when requested	With fidelity = 1 on district level score	N/A	1

Table A4. Fidelity Matrix Component 3: College Readiness Specialist Coaching & Support

Indicator	Operational Definition/ Criteria	Data Source	Data collection plan	Level 1 Fidelity Score Criterion (Individual)	Level 2 Fidelity Score	Activity Level Fidelity Score Criterion	2012-13 Score	2013-14 Score
Resources and materials provided to CRS	Implementation Mgr provides each CRS with a resource binder related to PSAT, AP, SAT. Refers them to resources as necessary.	Progress Dashboard and Resource Log	CB to send HTA Progress Dashboard and Resource Log quarterly	NA	0 = <100% of CRS were given binder 1 = 100% of CRS were given a binder and were referred to PSAT, AP, SAT resources/ materials as needed	With fidelity = 1 on district level score	1	1
Key Component Fidelity Threshold	With Fidelity = sum of indicator fidelity scores ≥3 and must achieve "with fidelity" on CB provides CRS training Range: 0 - 4						2 **Without Fidelity**	3 **With Fidelity**

Table A5. Fidelity Matrix Component 4: Capacity and Policy Guidance

Indicator	Operational Definition/ Criteria	Data Source	Data collection plan	Level 1 Fidelity Score Criterion (Individual)	Level 2 Fidelity Score	Activity Level Fidelity Score Criterion	2012-13 Score	2013-14 Score
CB provides District Staff Training	College Board offers 6 trainings: PSAT Coordinators Training, PSAT Tools Training, "Understanding the PSAT" Training, SOAS Training, AP Coordinators Training, AP Potential	Progress Dashboard	CB to send HTA Progress Dashboard quarterly	NA	0 = CB provides < 6 training sessions 1 = CB provides 6 training sessions	With fidelity = 1 on district level fidelity score	1	1
College Board meets with District Leadership	59 in-person meetings or phone/email capacity/policy guidance updates. (5 groups: LCI quarterly, District Leadership/ cabinet, once per semester, OUSD Project Director, weekly, OUSD high school network officer, monthly, Principals, monthly)	Progress Dashboard	CB to send HTA Progress Dashboard quarterly	NA	0 = < 47 meetings occurred 1 = ≥ 47 meetings occurred. At least 2 with LCI staff, 2 with District Leadership/cabinet staff, 27 with Project Director, 8 with high school network officer and 8 with Principals.	With fidelity = 1 on district level score	0	1
CB provides ongoing Data Coaching to OUSD Data Team (district officials and	10 days of data support	Progress Dashboard	CB to send HTA Progress Dashboard quarterly	NA	0 = <8 days of coaching occurred	With fidelity = 1 on district	1	1

Table A5. Fidelity Matrix Component 4: Capacity and Policy Guidance

Indicator	Operational Definition/ Criteria	Data Source	Data collection plan	Level 1 Fidelity Score Criterion (Individual)	Level 2 Fidelity Score	Activity Level Fidelity Score Criterion	2012-13 Score	2013-14 Score
principals)					1 = ≥ 8 days of coaching occurred with at least one per quarter	level score		
CB supports parent capacity in student college and career readiness	CB conducts two Parent Leader trainings on college and career readiness	Progress Dashboard	CB to send HTA Progress Dashboard quarterly	NA	0 = CB provides < 2 trainings to parent leaders 1 = CB provides 2 trainings to parent leaders	With Fidelity = 1 on district level score	0	0
CB provides college readiness resources directly to parents	CB to have a resource and information table at four OUSD parent events	Progress Dashboard and Event Calendars	CB to send HTA Progress Dashboard and Event Calendars quarterly	NA	0 = CB distributes resources at < 3 OUSD parent events 1 = CB distributes resources at ≥3 OUSD parent events	With Fidelity = 1 on district level score	0	0
Key Component	With Fidelity: sum of indicator fidelity scores 4 and must achieve "with fidelity" on CB provides district staff						2	2

Table A5. Fidelity Matrix Component 4: Capacity and Policy Guidance

Indicator	Operational Definition/ Criteria	Data Source	Data collection plan	Level 1 Fidelity Score Criterion (Individual)	Level 2 Fidelity Score	Activity Level Fidelity Score Criterion	2012-13 Score	2013-14 Score
Fidelity Threshold	training Range: 0-5						**Without Fidelity**	**Without Fidelity**