

Early College High School: It's Not Just Dual Credit

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Nearpod Question

- I am
 - an IHE administrator
 - an ECHS administrator
 - an IHE instructor
 - an ECHS teacher
 - Other

Benchmark 3: Partnership

- The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

Nearpod Question

The main difference between ECHS and dual credit is the formalized relationship and the structured meetings.

- Agree
- Disagree

ECHS

- The IHE and the ISD are committed to assisting students by providing a *SET of activities that explicitly prepares students for college, offers support during their participation in initial college courses, and helps students learn how to be successful in college.* Community Research Center

Collective Responsibility

- Refine the collaboration (or create it)
- Communication
- Relationship skills to work within and across both internal and external systems to support student learning
- Develop norms of collaboration and relational trust
- Employ processes and structures that unleash expertise
- Strengthen capacity to analyze, plan, implement, support, and evaluate our practice

ECHS: Not Just Dual Credit, a Collective Responsibility

- Difference
 - Shared metrics
 - Horizontal collaboration
 - IHE administration to ECHS/district administration (reverse)
 - Teacher to IHE Instructor-IHE Instructor (reverse)
 - Vertical collaboration
 - ECHS Teacher-ECHS Administrator-District Administration-College Administration
 - IHE instructor-Department Chair-College Administrator

Reflection

- What is the purpose of the partnership?
- How do we know we are successful?
- What defines success for early college high school students?
- Can students who do not complete the program transfer to other colleges and earn credentials, or do they drop out?
- What happens to the students who do earn their degree?

Elements of Effective Partnerships

- There is a set of mutually determined goals and processes.
- Resources, rewards, and risks are shared between partners.
- Established roles and responsibilities are based on each partner's particular capacities and resources.
- The partnership is built on membership parity that acknowledges and respects the expertise and experience of each entity, faculty member, and high school staff member.
- There are sufficient benefits (short or long-term) to each partner to justify the costs, level of effort, and potential risks of participation.

Elements of Successful Partnerships

- The members of the partnership have a shared vision that is built on genuine excitement and passion for the early college high school program.
- There is a system of accountability that covers responsibility for carrying out jointly determined plans, ensuring that success metrics are obtained.
- Members of the partnership are committed to ensuring that each partnership member benefits from participation in the partnership.

Partnership=Collaborative Expertise

- Evidence of impact
- Common understandings of what impact means
- Evidence and ways to know about the magnitude of this impact
- How the impact is shared across many groups
- Sharing and learning as partners
- Create opportunities for collaboration to maximize the impact of learning

Good Partnerships

- Clear goals and objectives
- Can be sustained over time
- Each partner holds themselves ***equally*** responsible and accountable for nurturing the conditions that support a good partnership.
- Ensure fairness
- Effective communication regarding what each partner contributes and what each receives
- Know what and how resources are to be shared and exchanged.
- Effective, sustainable and successful partnerships require trust and cohesion.
- Parity between partners (participative culture)
- Allot time for relationship building.

Building Sustainability: Shift the Narrative

- Follow-through supports sustainability
- Agreement on how partners weigh the costs and benefits of the partnership
- Everyone working collectively to improve student achievement.
- Discussion centers on progress.
- Development of a common conception of progress
- Secure agreement about what a year's progress looks like
 - What is it
 - How will it be measured
 - OR progress over 2-3 years

Conversations for Sustainability

- How well does the early college high school concept align with broader goals of the IHE and the ISD?
- Does the partnership contribute to achieving the mission, or improving outcomes for the constituencies to whom we are accountable?
- What are the actual and opportunity costs of participation in terms of time, money, and redirected staff resources?
- Are we achieving outcomes that contribute to our mission and deliver services?
- Capacities vary among partners, if resources are stretched, how do the partners work together to support sustainability?
- Do the partners discuss the particulars of the shared accountability needed to achieve the agreed upon goals?

What Constitutes Success?

- How we measure *effectiveness* provides basis for sustainability conversations
- Is there a system in place to collect measure of student access, progress, and outcomes (inform and prepare students)?
- High school data points
- College data points
- Soft skills needed for employment

Nearpod Question Rank Order:

- PEIMS data
- AEIS data
- GPA data
- IHE articulation data (after graduation)
- TSI data
- Completion rates
- Graduation rates

“Know thy impact” (thank you John Hattie)

- Build a culture of evidence, improvement and evaluation capacity-building
- Develop a mind frame based on excellence
- Agree on success metrics
- When, where and with whom the metrics will be shared
- Take pride in our collective impact
- Communicate the information on impact and progression
 - Students
 - Parents
 - ISD and IHE staff members
 - Boards of Trustees
 - Community

State of the Union

Who sits at the table for these conversations

- Leadership team
- High school
- Teachers
- College instructors/department chairs
- Student enrollment services personnel and advisers

College Readiness

- How is it determined
- Is TSI enough
- Metrics
 - Correlation between TSI scores and GPA/subject area success
 - Withdrawals from dual credit
 - Which subject areas
 - Which instructors

Curriculum and Assessment Alignment

- Do ECHS students have the foundation
- TSI scores (351 R)
- Bridge program
- College readiness is not just a TSI score
- Which classes cause a challenge, is it across all instructors
- Getting feedback from college instructors
- Partner with high school counterpart

Develop Expertise in ISD and IHE Faculties

- Lead by the ISD and IHE
- Develop a professional community led by ISD and IHE
- Acknowledge differential expertise
- Ensure evidence is credible
- Create opportunities for dialogue
- Diagnosis, interventions, and evaluation
- Determine the consequences and next actions based on evaluations

Nearpod: Collaboration Between College Faculty and High School Teachers

- none sporadic system in place

Dispel the myth

- Not all teachers/instructors are created equal
- Develop expertise
 - Discussions on learning
 - Impact of teaching on student learning
- Study high impact teachers and instructors
 - Instructional rounds
 - Cross the divide
 - Pair subject area teachers/instructors
 - Train before rounds
 - Agree and share what is being observed (input)

Sustainability

- Fostering collaboration
- Pair subject areas
- Scheduled meetings
 - Review subject area data
 - Grades/withdrawals
 - Teacher data
 - Curriculum alignment

Sustainability: Evidence of Effectiveness

Postsecondary Enrollment

- Studies by Community College Research Center (CCRC) show that dual credit positively related to students' likelihood of earning a high school diploma, to college enrollment, to persist in college and to higher postsecondary grade point averages
- What about ECHS? Are we more effective than dual credit?

Nearpod Question

ECHS students receive support from high school personnel on

- Researching college and career options
 - Yes No Don't know
- College applications
 - Yes No Don't know
- Acquiring financial aid
 - Yes No Don't know

Nearpod question

ECHS students receive support from IHE personnel on

- Researching college and career options
 - Yes No Don't know
- College applications
 - Yes No Don't know
- Acquiring financial aid
 - Yes No Don't know

How to Improve and Use Postsecondary Data to Increase Student Outcomes

- Which metrics are the “right” metrics
- How to use the metrics to evaluate our impact
- Incomplete and disconnected postsecondary data precludes us answering questions about “outcomes and value.”
- Performance
- Efficiency
- Equity

Nearpod Questions

When graduates transfer are they accepted into their chosen field?

- Yes No Not sure

Our shared graduates complete a 4-year degree within 2 years of graduation?

- Yes No Not Sure

Outcomes

- Learning
- Earning
- Employment

Sustainability Metrics

- What % of ECHS graduates from your campus continue to a 4-year institution?
- What % persist at the 4-year institution?
- What % graduate?

Evidence: The Cornerstone of Sustainability

- Fundamental task is to evaluate the effect of ECHS partnership on students' learning and achievement
- What is our impact?

Performance (note: progression not retention)

Access	Progression	Completion	Post-college outcomes
	Credits	Transfer Rate	Employment Rate
ENROLLMENT	Credit Completion Ratio	Graduation Rate	Median Earnings
	Retention	Completers	Bachelor Education Rate
	Persistence	Program of Study	Master's degrees
	Grades		

Equity

Access (Enrollment)	Progression	Completion	Post-College Outcomes
Race/ethnicity	Race/ethnicity	Race/ethnicity	Race/ethnicity
Preparation	Preparation	Preparation	Preparation
Economic status	Economic status	Economic status	Economic status
Gender	Gender	Gender	Gender
First generation	First generation	First generation	First generation

Shared Metrics Framework

- Agreement on core set of metrics for gauging performance
- State website
- Evidence that better data=better outcomes for students
- Consistency as students attend multiple institutions

New Measures

- Student Achievement Measure (SAM)
- College Scoreboard
- Tracking all students

Sustainability: Tracking Postsecondary Outcomes Dashboard

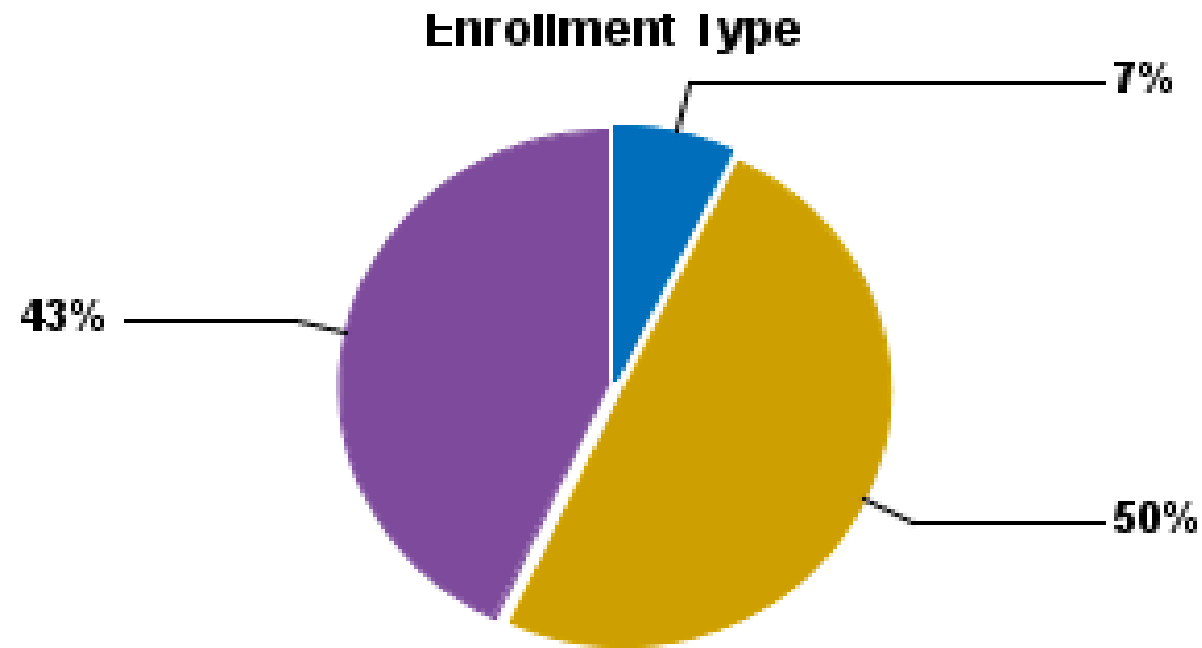
- http://reports.thecb.state.tx.us/approot/hs_college/hs_college_main_launch.htm
- Enrollment
- Persistence
- College Readiness



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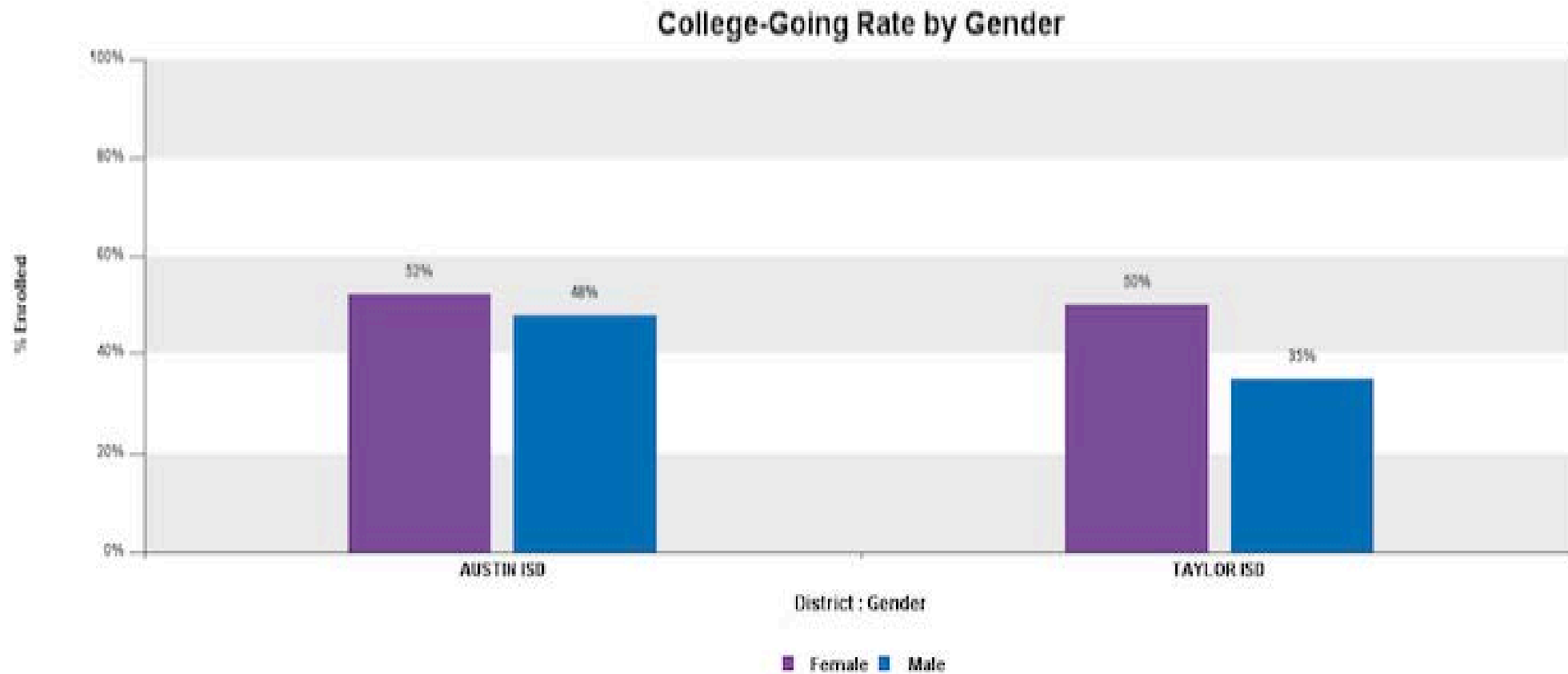
- Enrollment
- Persistence
- College Readiness

Enrollment: What % Matriculate?



■ Independ. ■ Public 2 Yr ■ Public 4 Yr

Sustainability Conversation: Equity



Information is Power

- Reflection
- Spur and support reflection on what we do and how we do it
- Create reforms that significantly improve student outcomes

Sustainability

- At the current production rate in higher education we will fall 5 million short of the workers with postsecondary credentials we will need by 2020.
- Are we having the important conversations?
 - Does the 2 year degree support entry into college major?
 - Jobs of the future/what are the market needs?

Sustainability

- The only thing that we can be sure of is “change”
- Narrative centers on impact
 - Shared
 - Understood
 - implemented
- Clear focus on the nature of learning and the teaching that supports it
- Support discussions on what constitutes excellence

Sustainability

- Collaboration based on success
- Convincing evidence of this success
- Learning from the evidence
- Collaboration based on cooperativeness
- Learn from errors
- Seek feedback about progress
- Challenge each other to achieve excellence collectively
- Provide the resources, the forums and the emphasis on success
- Build a coalition
- Passion for making a difference

Resources

- Answering the Call. Jennifer Engle, PH.D., Bill & Melinda Gates Foundation. May 2016
- Recovery: Job Growth and Education Requirements Through 2020
Georgetown Public Policy Institute, Georgetown University
- Community College and High School Partnerships. Barnett and Huges.
Community College Research Center