

Value-Added? School-College Partnerships & High Performing High Schools

Keynote address at Arizona State University's National Conference on "What Works in Education Partnerships," February 2009
given by Rob Baird, Vice President for School-University Partnerships
The Woodrow Wilson National Fellowship Foundation

For those of you who consider themselves a "news-hound" (I count myself as one) I bet you have noticed that the media—be it internet, TV or print—pays scant attention to the nation's successful public high schools. Occasionally on a slow day we get a story about places like High Tech High in San Diego, University Park Campus School (UPCS) in Worcester, Mass, YES Preparatory* in Texas or others that miraculously turn it around for a group of poor kids in a tough neighborhood. I don't want to sound sarcastic because these stories are often well-done and in depth—for example Sue Synder who is on the education beat for my hometown paper, The Philadelphia Inquirer, was so intrigued she spent 3 days at UPCS in Massachusetts. The folks there called me on the 2nd day of her visit and asked if this was normal. I told them I was shocked. They were afraid she was going to move in and terrified about what she was going to write. But she didn't unearth any scandals just shared how impressed she was by a school where 7th graders enter reading at 3rd and 4th grade levels and leave in six years with 100% college admissions—some to local community colleges but most go to public and private 4 year Universities from UMass to Tufts or home turf partner Clark University.

Unfortunately the usual negativity of the press is more than understandable; in many cases it's warranted given the high school graduation rates, for example, of urban minority students! All the more reason when we see a positive front-page story like Sue's on a high school that literally saves kids' lives we remember that many schools work and

some work very well for the students most in need. Sue even mentioned the school's very important partnership with local Clark University. She speculates that the undeniable success of the students might best be understood as a product of the UPCS-Clark partnership. But does her casual assertion really help those of us who have devoted our professional lives to making the case for partnerships? While it was a nice way to end the article, she presented no evidence to support her hunch—maybe it was only meant as a legitimate rhetorical flourish. So lighten up Baird!— it was only a newspaper not a peer-reviewed journal--why are you picking on someone on your own team, she's a believer.

I am focusing on this because while I agree partnerships are critical, in fact, key to student success I also think those of us who have created them have been our own worst enemies. More often than not documentation of school-university partnerships has relied solely on narrative self-reporting, we've been strong on poetry but weak on evidence. Now I may end up eating these words after reading about all that ASU is doing in the partnership arena and your impressive research —so before my hosts protest, I'll admit that efforts have been made but I still find schools and universities working together to be an the essential school reform strategy in search of a solid foundation. In what remains of my paper I want us to look at the Early College High School movement: a) because it's successful and b) I believe it is making significant progress on the creation of an evidence-base for school-university partnerships. I hope you take away more than a few glimmers of hope on the horizon, in fact some very close to home. I'll get to that later.

I have spent more than two decades working in the area of teacher development and the professional development of teachers—for the last

seven years as the Vice-President for School-University Partnerships at The Woodrow Wilson National Fellowship Foundation and before that, for 14 years, as President of The National Faculty. Over this time I have been struck by tensions in our field, one well-known to all of us, between k-12 and higher ed. and all that entails—radically different notions of teaching, curriculum, assessment, finance, standards—just to get started; there are others research/practice; testing and creativity, content and pedagogy. In 2000, Sam Wineburg, Pam Grossman and Steven Woolworth published research that was the result of 2 ½ years of experience studying the development and formation of a teacher community. The project brought together 22 English and Social Studies teachers, a Special Education, and ESL from an urban high school. The teachers met twice a month to read together in the field of history and literature and to work on an interdisciplinary curriculum. Their account underlines the challenges that confront community in the workplace of an urban high school. The major challenge according to Wineburg and Grossman was the need to negotiate an “essential tension” at the heart of teachers’ professional community. Among this group of teachers, many felt the primary reason to meet was to improve classroom practices and student learning while others were more interested in the potential for continuing intellectual development in the subjects they taught.

As Wineburg states--

“The simple fact is that in the typical American high school the structures for on-going intellectual community do not exist. One of the peculiarities of the high school, from the teacher’s perspective, is that learning aimed at deepening knowledge of the subject matters of instruction must be done outside of the workplace during so-called “free-time” (there is the origin of the NSF or NEH Teacher Summer Institutes”.

The biggest flaw in summer workshops (which are almost universally adored) as they pertain to teacher learning is that you wrench a teacher out of his or her

workplace, transform them in other settings, then return them to an unchanged workplace to do battle with the status quo. As Seymour Sarason has argued for 20 years—these experiences of teacher change may affect individuals but they are unlikely to change the workplace in any significant way.

Still as Wineburg says the idea that someone can teach for nine months then start to learn for two weeks in the summer is flawed like a marathon runner training all week long—but only eating on weekends. While these dichotomies or silos as we like to say are familiar and frustrating it is becoming increasingly clear that these divides in the American educational system are structurally impeding the academic and developmental growth of our most vulnerable students. Mike Kirst, professor Emeritus at Stanford, succinctly describes the impact of K-16 disjunctures or the gap between K-12 and college, prompting him to say “Secondary schools and colleges must work together because:

- 80% of students and 85% of institutions are open enrollment, or accept all qualified applicants 45% of undergrads in community college, no SAT/ACT
- Non-selective remediation is very high.
- Completion rates over 80% in selective, but much lower in non-selective – low-income and minorities suffer the most. Fewer than one-fourth of community college students who begin college between ages 17 to 20 transfer or attain an associate’s degree or vocational certificate. Only half of the students in four-year broad access colleges obtain a degree within completion results at these institutions is inadequate preparation in their pre-college education. Remediation rates for entering students are over 60 percent for community colleges and near 30 percent for four year colleges.³
- Fractured K-12 and postsecondary systems send vague and inadequate signals to secondary schools, students, and parents about academic preparation

The Evolution of the Disjuncture between K-12 and Postsecondary Education

- Historic separation of policy and practice between higher education and K-12

- Student standards are established in separate orbits
- K-16 faculty rarely work together
- No institutionalized entity at the state or regional level to make policy or integrate K-16
- Little data and no accountability system regarding K-16 performance
- No organized group lobbies for K-16 linkages
- Nobody loses a job for poor K-16 linkage or performance
- Programmatic responses, such as Outreach programs, are small scale and rarely evaluated

To sum up Mike Kirst and my colleague Andrea Venezia's research, the high school curriculum is unmoored from the freshman and sophomore college curriculum and from any continuous vision of liberal education. Policymakers for secondary and postsecondary schools work in separate orbits that rarely interact, and the policy focus for K–16 has been more concerned with access to postsecondary education than with the academic preparation needed to complete a postsecondary degree or certificate. Access, rather than preparation, is also the theme of many of the professionals who mediate between the high schools and the colleges: high school counselors, college recruiters, and college admissions and financial aid officers. The 2006 High School Survey of Student Engagement, based on a national sample of students from grades 9 through 12, reveals some major concerns about college preparation and completion:

- Fewer than half of the students go to high school because of what happens in the classroom
- A great majority of students are bored every day, if not in every class
- 43 percent spend an hour or less each week doing written homework, 83 percent spend five hours or less
- 55 percent spend an hour or less each week reading and studying for class, 90 percent spend five hours or less

- Students want more active learning such as peer working groups and presentations,
and
- Girls report being more engaged across all dimensions of high school engagement than boys. (Girls were 58 percent of four-year college graduates in 2006.)

Considering that more than 70 percent of high school graduates now go on to postsecondary education, this study reveals that many of them are at-risk students who will not be successful. So my critique which is a self-critique as well is that we possess a key lever, namely our partnerships, in improving student opportunity and success but we currently can't scale our these collaborations till we possess a robust account of why they add value and we have the data needed to support it.

WHAT CAN BE DONE? We at ww have attempted to address this huge problem and the achievement gap that goes with it through two strategies—1) focus on teacher quality and the schools that train teachers and 2) focus on high school-college transition—namely through creating stronger pathways for underserved high school students into college—Early College has the most to offer here.

GO TO POWERPOINT THEN DVD



Seven Years of Early College Lessons Learned: How Our Thinking has Changed...(or has it ?)

Robert J. Baird, Vice-President for
School-University Partnerships
The Woodrow Wilson National
Fellowship Foundation
February, 2009

ECHS Background

- The Early College High School Initiative (ECHSI) — launched in 2002
- Serves students who are traditionally underrepresented in postsecondary institutions.
- Early College Schools (ECSs) offer students a chance to earn an Associate's degree or up to 2 years of college credit toward the baccalaureate while in high school.

ECCHS Background. Cont.

- College-level coursework in high school traditionally has been available only to academically advanced students.
- Within the ECCHSI, earning college credits motivates struggling students, thereby increasing their interest in and access to postsecondary education as well as their chances of completing college.

ECHS Background, Cont.

- Although many students entering ECHSs are performing below grade level, these schools offer students an opportunity to be on an accelerated path to college readiness and to college.
- ECHSs seek to improve high school graduation rates and better prepare students for college and careers by:
 - linking rigorous instruction with intensive support
 - meeting the learning needs of each child
 - Removing financial and other barriers

Fast Facts

<i>Gates total funding:</i>	\$128M*
<i>Initiative timeframe:</i>	2000–12
<i>Schools funded:</i>	~ 160 in 2007–08
<i>Geography:</i>	National
<i>Portfolio:</i>	College Ready
<i>Initiative:</i>	New & Improved Schools
<i>Initiative owner:</i>	Yee-Ann Cho
<i>Evaluation officer:</i>	Victor Kuo

** Inclusive of data and evaluation projects*

Overview of ECHSI Investments

Major Funded Intermediaries

- Jobs for the Future (JFF) (Coordinary)
- Center for Native Education (CNE)
- City University of New York (CUNY)
- Foundation for California Community Colleges (FCCC)
- Gateway to College at Portland Community College (GTC)
- KnowledgeWorks Foundation (KWF)
- Middle College National Consortium (MCNC)
- National Council of La Raza (NCLR)
- North Carolina New Schools Project (NCNSP)
- SECME, Inc. (SECME)
- Texas High School Project (THSP)
- University System of Georgia (USG)
- The Utah Partnership for Education (UP)
- Woodrow Wilson National Fellowship Foundation (WWNFF)

Co-Funders

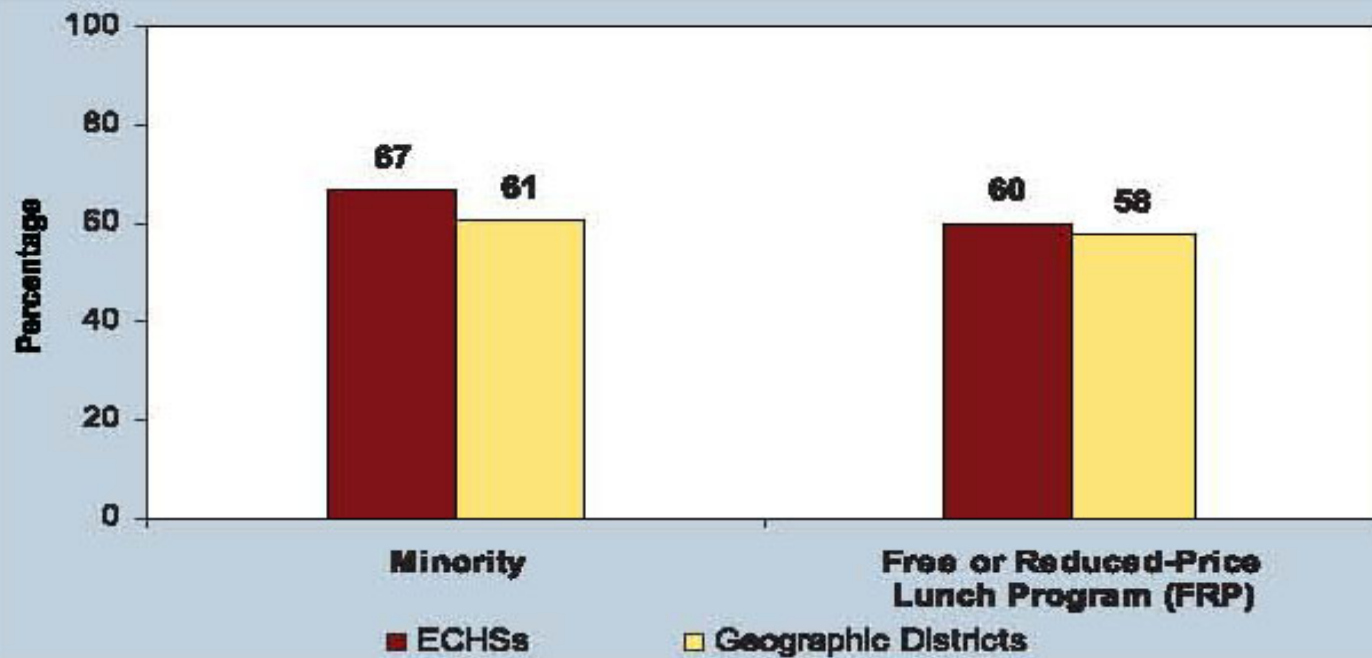
- Carnegie Corporation of New York
- Ford Foundation
- W.K. Kellogg Foundation
- State of Texas
- State of North Carolina

JFF Grant History

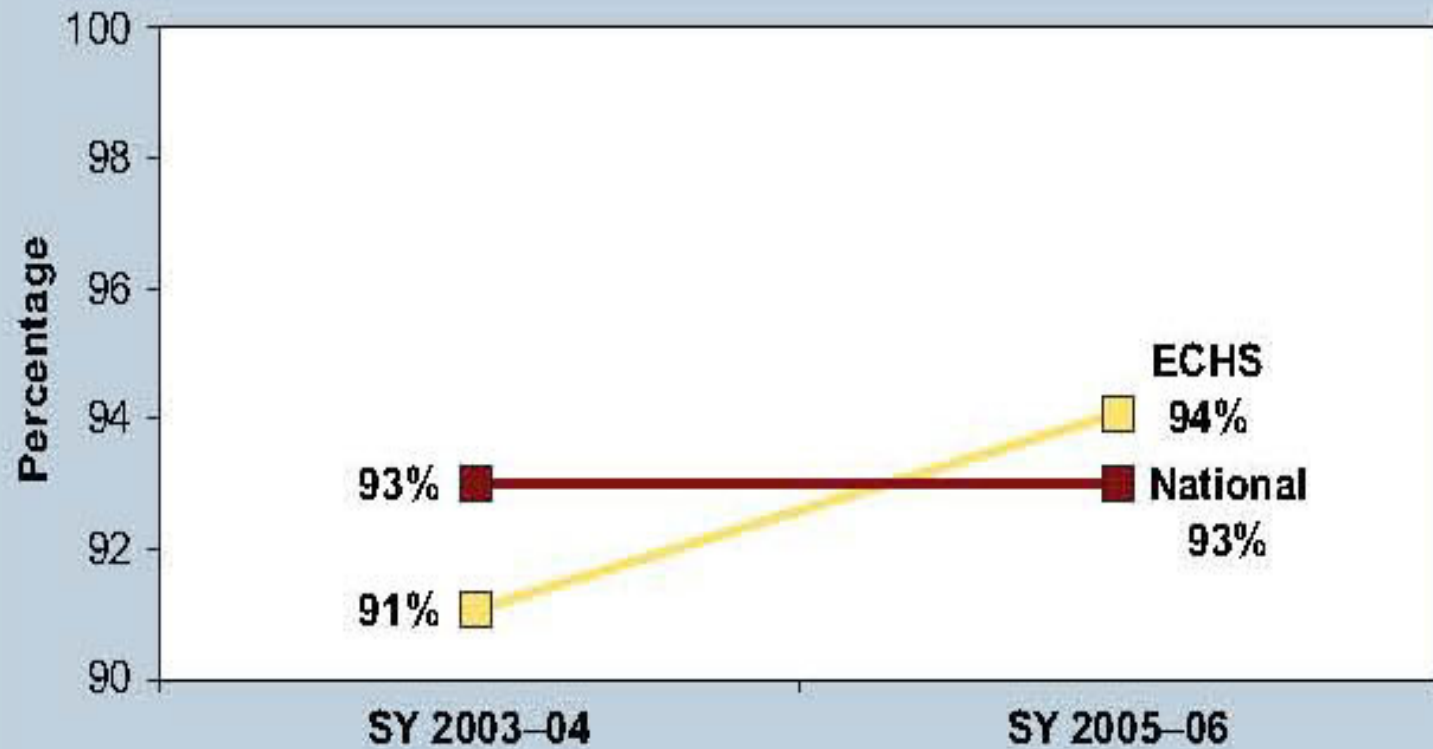
- 2002: \$5.6M to JFF to act as ECHSI coordinary
- 2004: \$1.7M to JFF to build Student Information System (SIS)
- 2006: \$8.7M to JFF for policy/advocacy for ECHSs and multiple pathways
- Summer 2007: \$11.5M to JFF to continue serving as coordinary
- October 2007: \$8M to JFF to continue SIS data warehouse and develop business intelligence reporting platform

ECHS Demographics

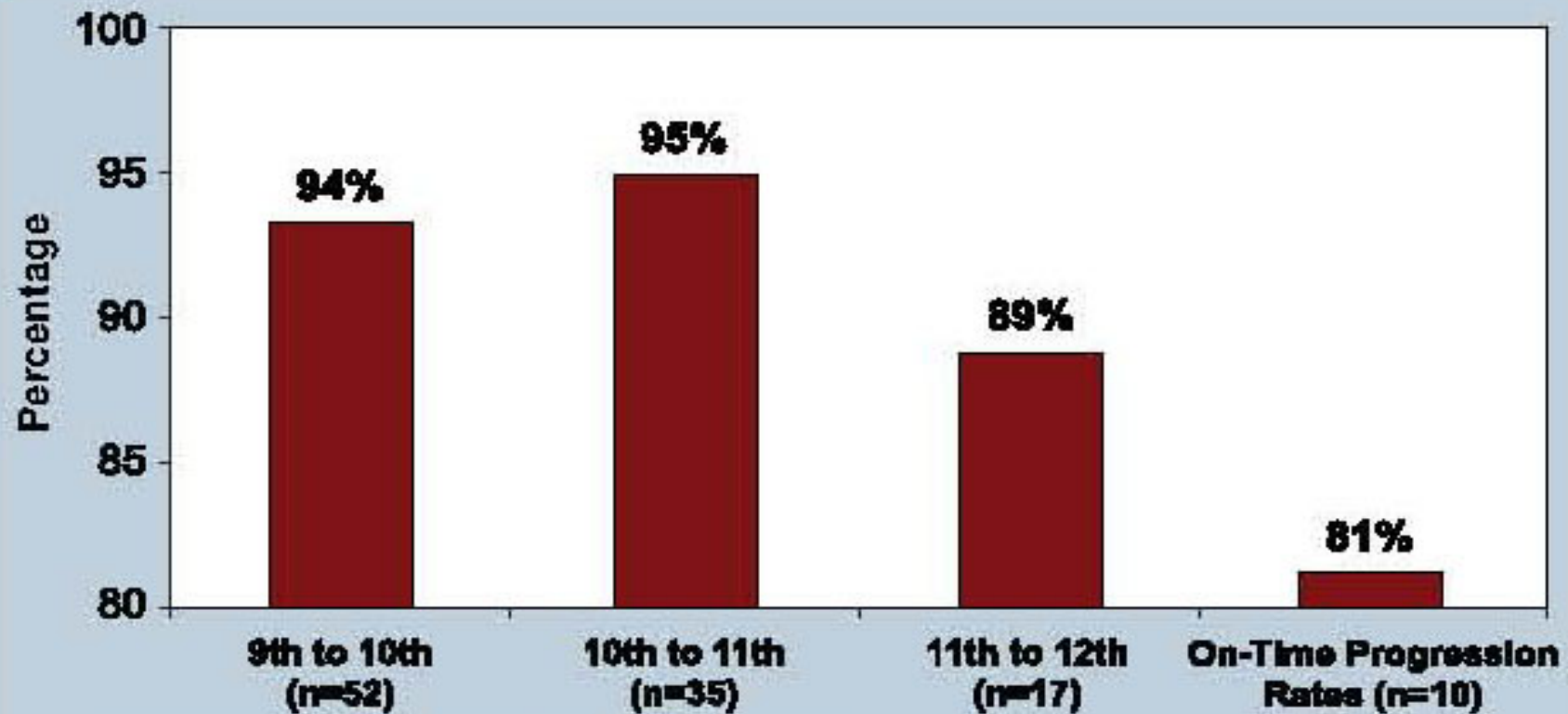
Average Percentage Enrollment of Minority and Low-Income Students in ECHSs and Geographic Districts, 2006–07



Average Daily Attendance Rates, 2004–06

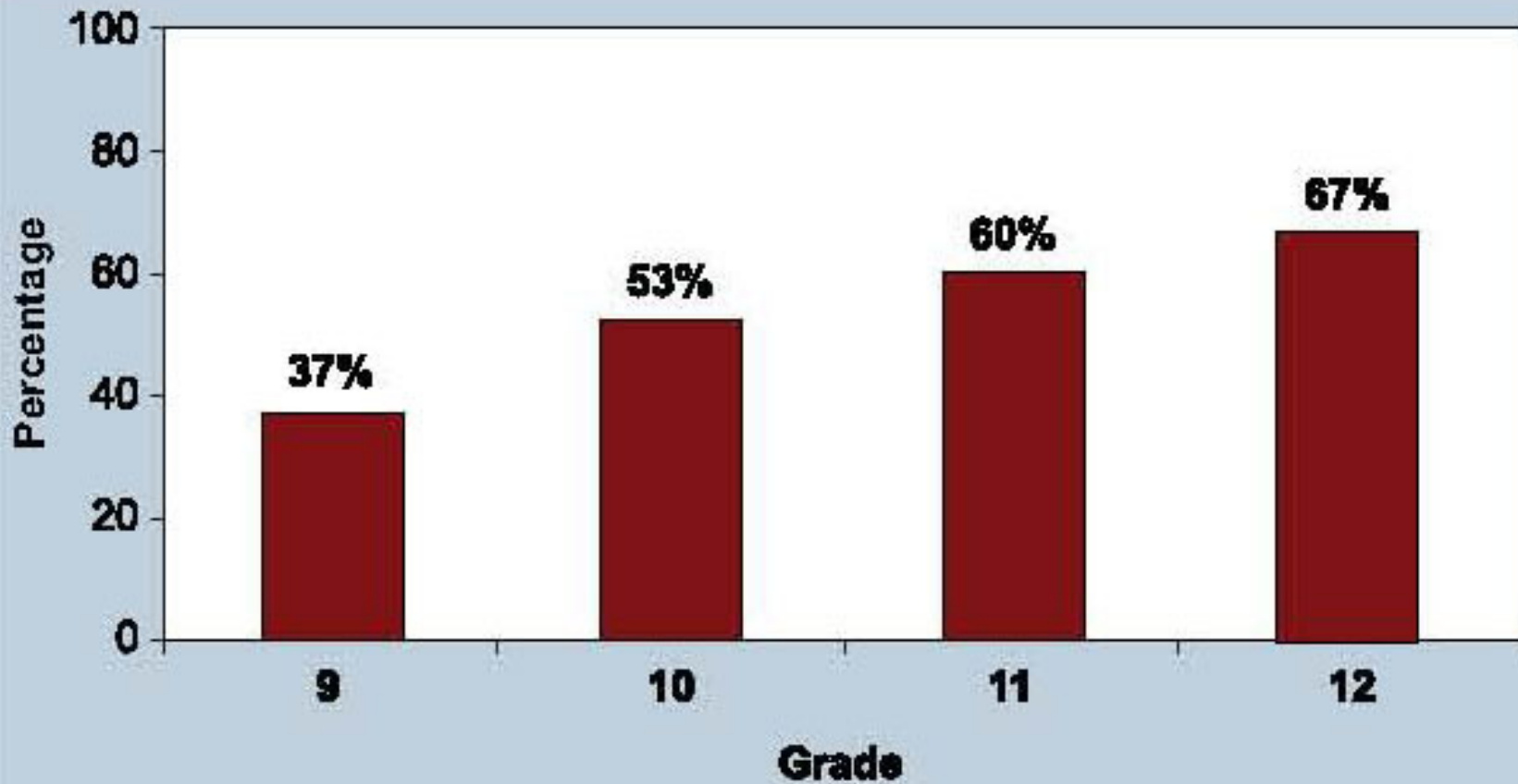


Grade-to-Grade Progression Rates, 2005–06 to 2006–07*



* Progression rates exclude transfer students.

College Course Participation, 2006–07





The Core Principles

Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.



Lessons Learned: Students

2007

Academic readiness is essential to preparing more students for college success, but college readiness also requires social, cultural, and emotional preparation, which also influences an under-served student's chances for success.

Core Principle 2

Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

Lessons Learned: Partnerships

- 2006

Collaborating with high capacity CMOs & districts continues to bring increased efficiency to our school development efforts; however, finding ways to scale these efforts to inform district and state school reform is also needed.

Lessons Learned: Partnerships

2004

- University must take ownership/deep involvement in ECHS to sustain it, including president possessing a clear vision for ECHS at the university.
- Working on ECHS should be understood as fulfilling teaching requirement--value-add to the university to involve junior faculty without hurting their tenure chances

Lessons Learned: Buy-In

2004

Must be a motive that university can articulate for engaging with ECHS, work to sustain it

Specifically to fulfill a civic mission, diversify student applicant pool, create research opportunities, enhance student readiness for college admission and graduation

Lessons Learned: Buy-In

2006

WW viewpoint begins to transfer into the idea of faculty buy-in. More college presidents are interested in ECHS. The idea is spreading but in order to ensure a continued buy-in, essential characteristics must be balanced with flexibility of the model and engaged faculty in the content areas

Lessons Learned: Funding

2004

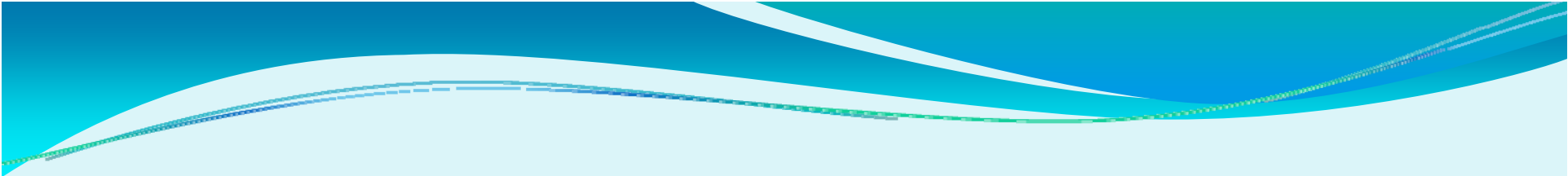
Costs will be solved differently at each ECHS campus and multiple ones should be done where states' public policy is early college friendly .

Lessons Learned: Funding

2007-2008

Private and local funding are effective stop-gap measures for financial sustainability as state-wide policy efforts are underway

All parties including the intermediary must work from the outset to secure postsecondary costs and the costs of student support. Ideally no planning \$\$ should be awarded till there is at least a 5 year funding plan that includes these expenses



Core Principle 3: Teaching & Learning

Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.



Lessons Learned: Teaching & Learning

2004-2006

There is great power in curriculum planning between higher education and high school faculty. This collaborative planning must be supported as an ongoing part of school operations.

Lessons Learned: Teaching & Learning

2007

Identifying faculty with interest in reforming general education may lead to new kinds of faculty engaged in the project

Must address felt needs of teachers; new teachers want to learn the basics of teaching, i.e., managing their classrooms, etc

Lessons Learned: Prof. Dev.

2006-2008

Training principals is not the priority we thought it would be, but principal engagement in planning, implementation, and curriculum development is still needed.

All teachers at a school are provided with ongoing professional development and mentoring on literacy issues and teachers collaborate on school-wide practices.



Core Principle 4: Support

Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.



Lessons Learned: Support

2004

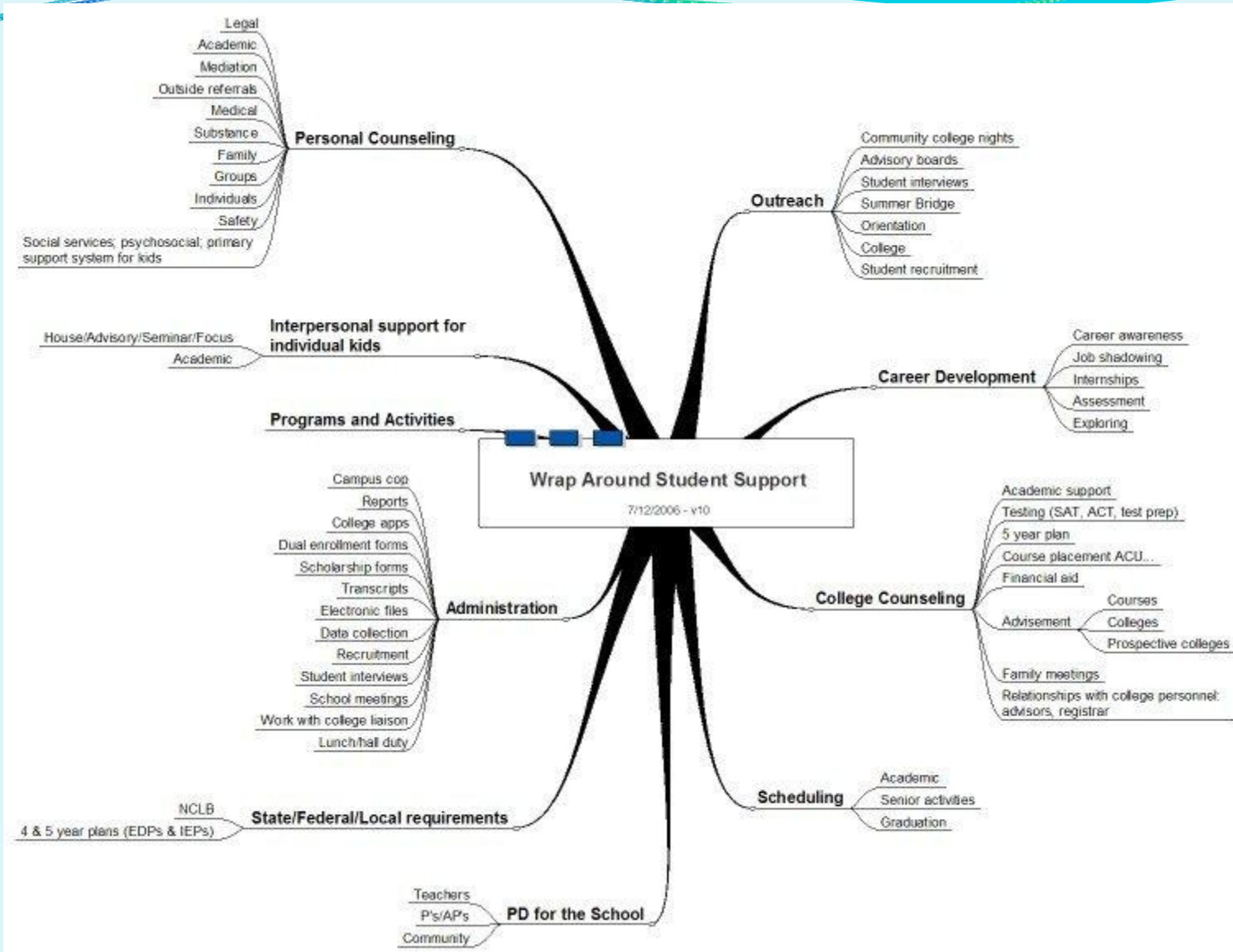
Advisory support systems are essential elements of ECHS, at both 2 year and 4 year institutions with an individual to “hold their hand” through the first year or 2 of coursework at a university and to help navigate bureaucracy, manage coursework, and develop confidence in their work .



Lessons Learned: Support

2007

We are slowly becoming more clear about what academic support must look like in an early college school, in a developmental sequence from 6th through 12th, so that students will be able to provide their own support or find supports in their postsecondary institutions. Support is more than just a laundry list of programs, activities, and resources.



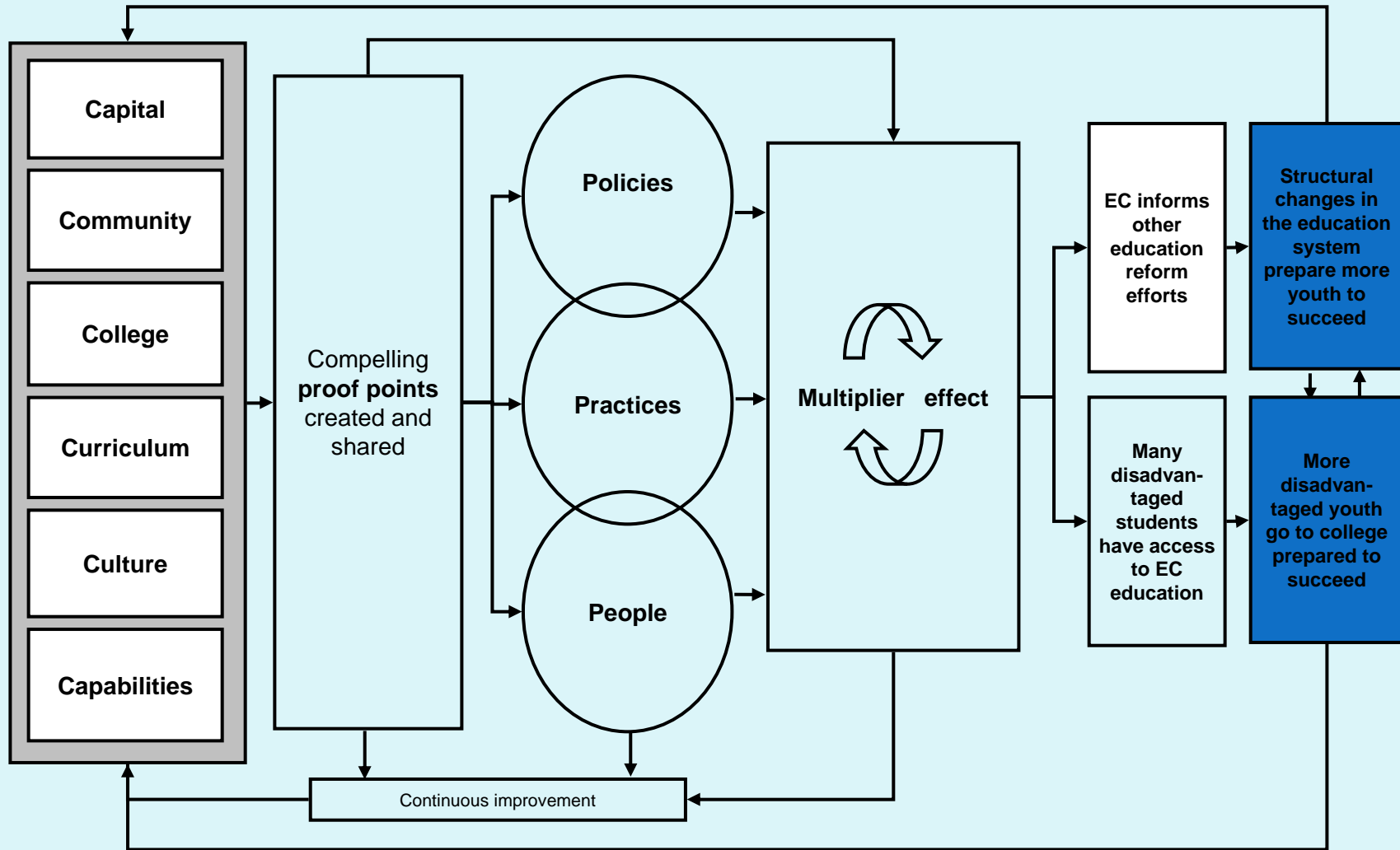


Core Principle 5: Policy

Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

Theory of change for the Early College movement

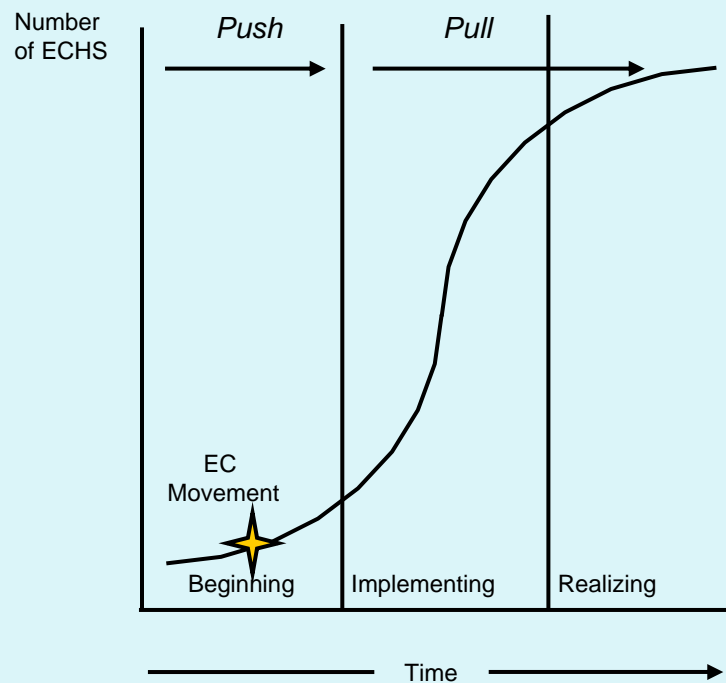
1. *Recipe for success* + 2. *Sustaining the movement* + 3. *Growing the movement* = *Widespread impact*



Significant investment is required to solidify EC's role in U.S. education reform

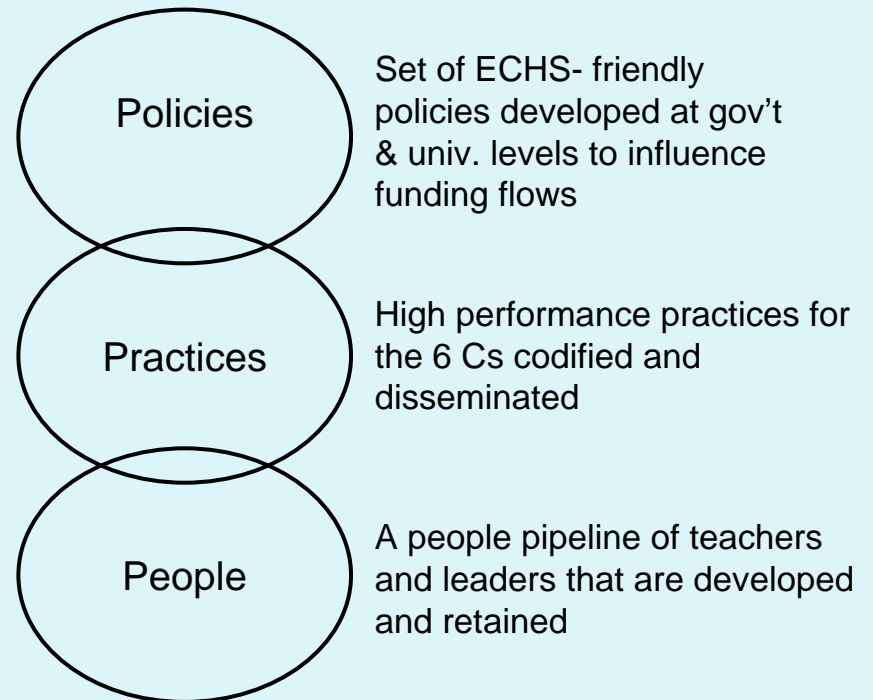
State of the EC movement

- Current movement still at risk of failure



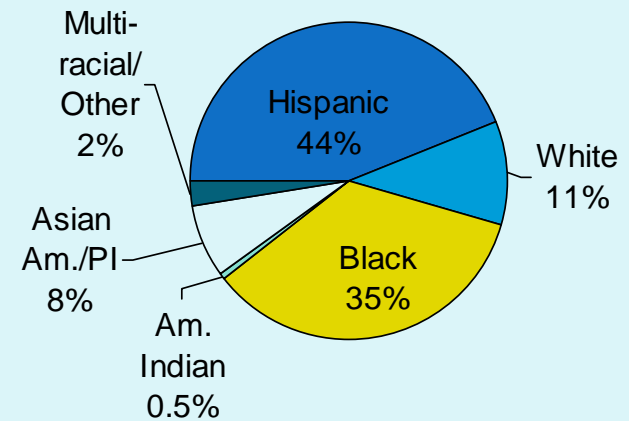
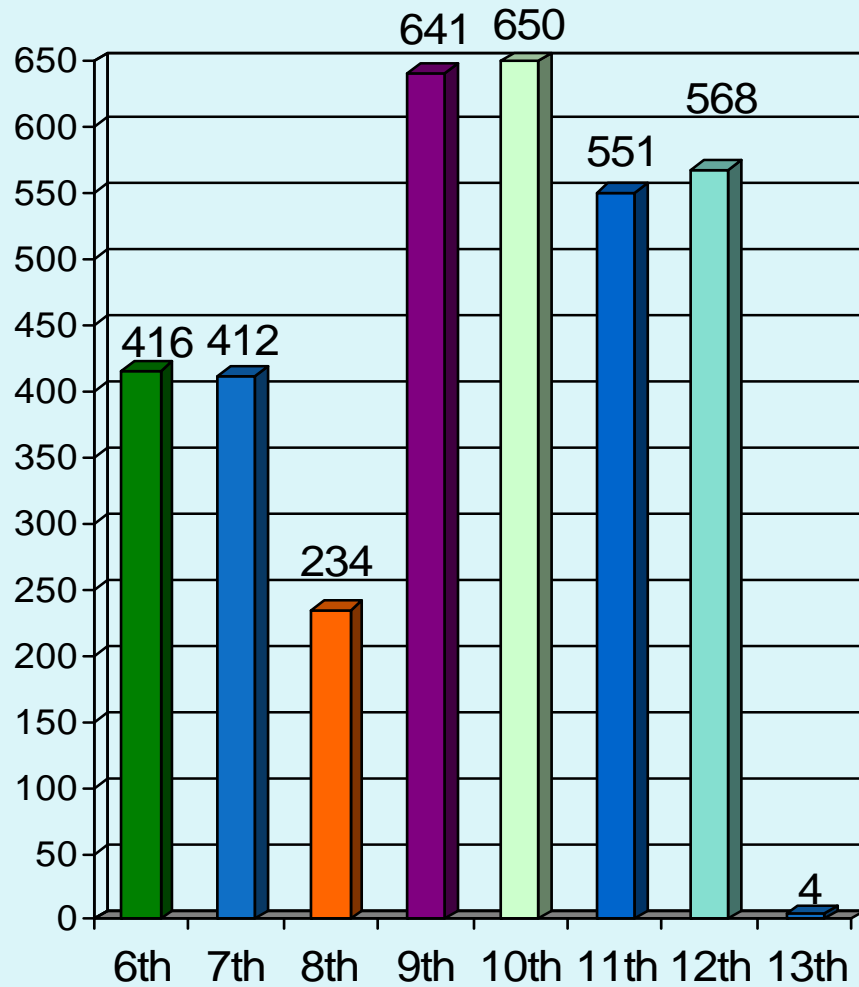
Sustaining elements

To sustain the movement, will need:



2007-08 Enrollment

WW Early College Network



Total 2007-08: 3,476

Total 2006-07: 2,151

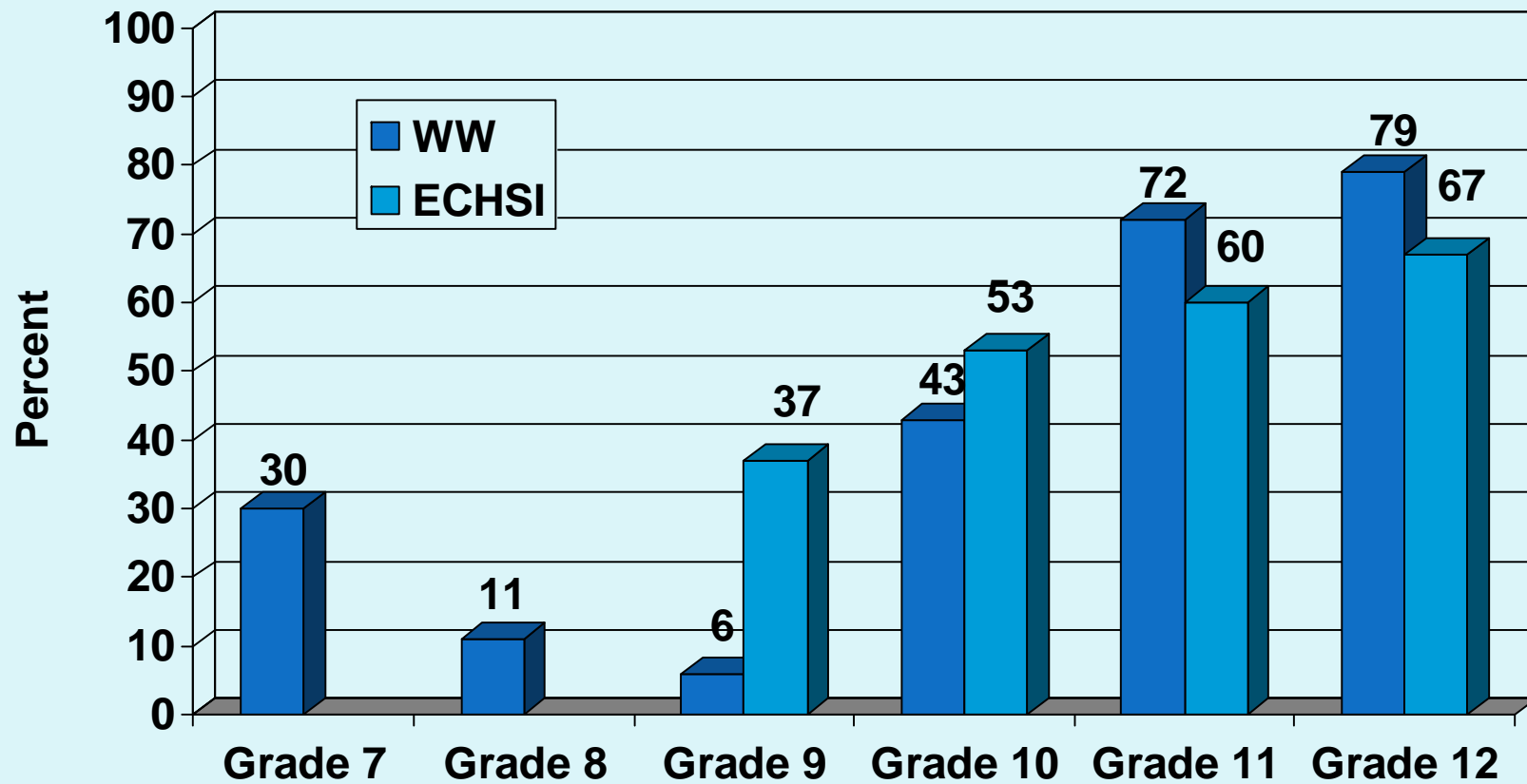
2007-08 Student Demographics

WW Early College Network

%	Free/ Reduced Lunch	IEP	ELL	Migrant	Female
WW Network	65.0*	4.1*	15.4*	1.0*	53.3

* Average does not include Friendship Collegiate Academy.

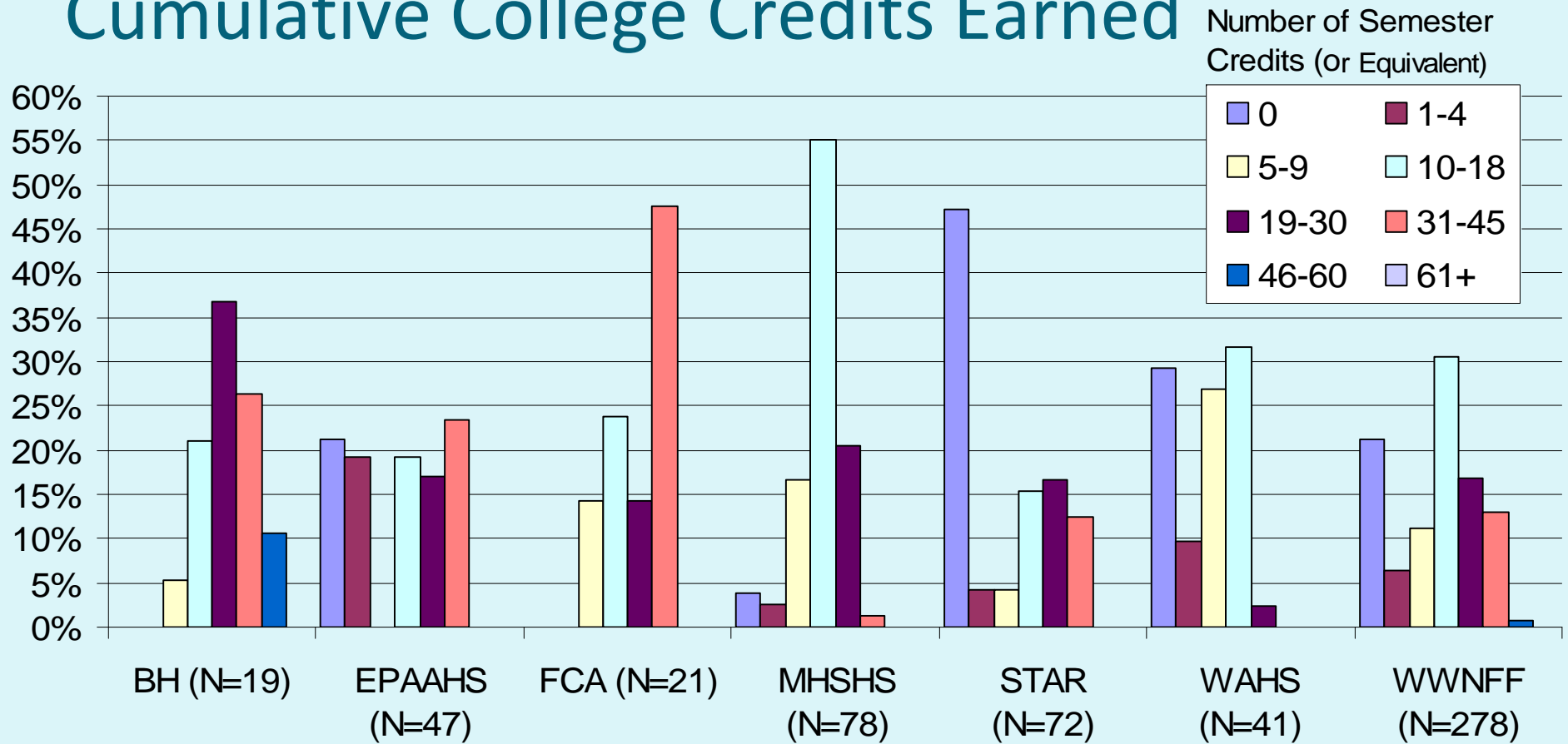
College Course Participation 2006-07



**Grade 7 & 8 data not available for ECHSI*

Class of 2007

Cumulative College Credits Earned



WW 2006-07 College Courses

Course Disciplines	Enrollments
English & Communications	229
Foreign/World Language	162
Math	161
History	26
Political Science	48
Geography	39
Philosophy	12
Economics	24
Arts	78
Physics	62
Biology & Health	112
Chemistry	60
Geology	25
Computer Science	40
Career & Personal Development	123
TOTAL Course Enrollments	1,201