

# NACEP 13th National Conference

## October 23, 2011



### **Transforming the 20<sup>th</sup> Century High School: How Reform Models and Innovative Schools Use Concurrent Enrollment**

***David Dresslar and Janet Boyle  
The Center for Excellence in Leadership of Learning  
University of Indianapolis***

# Our Background

- Work of The Center for Excellence in Leadership of Learning (CELL) as an organization
  - Incubator, networking, consulting, facilitating
  - Current initiatives
    - TAP System
    - Project-Based Learning
    - Annual conference
    - Early College
    - New Tech

# Indiana's K-12 Education Reforms

- Teacher evaluation
- Collective bargaining
- Teacher preparation, licensing
- Performance-based compensation
- *Makes Indiana the nation's "reformiest state!"*
- Grading schools A-F
- State school take-overs
- Charter schools expanded
- Vouchers
- Governor's Scholarship....and more!

# Focus on Secondary & University Levels

## High Schools

90-25-90 “bar”

More students college “ready”

## Universities

More access

Better retention rates

Improved completion rates, time span

# How High Schools Are Tackling These Mandates

- 1) Looking for ways to better engage students and thus retain them in high school, leading to improved graduation rates
  - Project-based Learning
  - Project Lead The Way
  - Graduation coaches for students
  - Instructional coaches for teachers
  - Growth of New Tech High Schools

# More on How High Schools Are Tackling the Reform Mandates...

- 2) Increasing rigor of curriculum & instruction
  - \*\*Growth of Advanced Placement programs
  
  - \*\*Growth of International Baccalaureate programs
  
  - \*\*Growth of dual credit/concurrent enrollment and  
Early College programs

# Dual Credit In Indiana

- Explosion of offerings!
  - 2 state universities especially aggressive
  - HS diploma requirement
  - Creative partnerships between universities and high schools

# Dual Credit Issues

- 1) Transferability (CELL's work, current status)
- 2) Quality
- 3) Student readiness
- 4) Core Transfer Library
- 5) Pushing students out of high school too fast
- 6) \$50 or \$70 reimbursement incentive

# Early College in Indiana

- CELL's work as an incubator
  - Visits out of state
  - Grants for start-up
  - Early College HS Network—speakers, support
  - Endorsement process

# More on Early College in Indiana

## Various formats

- Separate school
  - a) University comes there
  - b) Students go to campus
- School within a school
  - a) Hybrid programs with universities
  - b) Training of HS teachers
  - c) Summer “boot camps”
- Magnet school with university partner
- Online dual credit quickly emerging as force

# Issues with Early College

- 1) Definition and characteristics are not consistent across state
- 2) Authorization/certification/endorsement
- 3) Cost—tuition, books, fees, transportation
- 4) Certification of HS teachers for university courses
- 5) Transferability
- 6) AP vs. Dual credit vs. early exit of HS
- 7) Financial aid problems

# New Tech High School Model

- Project-based learning instruction
- Real-world applications
- Integrated classes
- One-on-one computing
- 21<sup>st</sup> century skills
- Culture of respect and responsibility
- Dual credit

# Access & Completion—the Numbers

- By 2025, more than 60% of jobs will require a post-secondary education (Lumina Big Goal)
- That 60% is a product of high school college and career ready graduation rate multiplied by college or occupational certification graduation rate
- Current assumptions-  $70/70 = 35\%$  completion
- Actual projections-  $50/50(5yr) = 25\%$  completion
- Needed projections-  $80/75 = 60\%$  completion
- To increase projections, both HS and College must graduate more qualified students

# College Access—The Problem

- High dropout rates in high school - urban and rural, race and SES
- High unqualified for college and career graduation rates in high school
- High acceptance rates of unqualified students
- High college remediation rates associated with non-completion

# Addressing College Access

- Create a political sense of urgency in the society
- Prepare students to succeed in high school
- Restructure schooling- engagement, rigor, schedule flexibility and learning expectations
- Models of high school success- New Tech, Early College, PBL, dual credit, etc.
- Make a high school diploma meaningful
- Help students choose an appropriate college or other post-secondary experience

# The Condition of College & Career Readiness

## **Only One in Four High School Graduates Considered “Ready” for College, ACT Finds**

Only 25 percent—an increase of 1 percentage point—of high school graduates from the Class of 2011 were considered “ready” for college courses in English, reading, mathematics, and science, according to results on their ACT exams released last month.

# College Completion: The Problem

- High college dropout rates due to debt, remediation, school selection and lack of career counseling
- High college dropout rates due to inflexibility of time, life circumstances and non-transferability of credit
- High college graduate unemployment rates in non-employable fields

# Addressing College Completion

- Admit students to college who are qualified
- Support college students with financial assistance
- Counsel students into meaningful degree programs
- Provide for transferability of credit for all institutions
- Provide financial aid to part time and concurrently enrolled students
- Provide flexibility in class schedules
- Allow on-line and hybrid coursework for credit
- Support college students with life coaching

# GOALS

- Graduate 80% of high school students college and career ready by restructuring schooling and engaging students
- Graduate 75% of college students in meaningful programs by providing financial assistance and flexible administration
- Achieve 60% college completion in high quality degrees or credentials

# Where Do We Go From Here?

- “American students are making incremental progress toward being ready to complete college-level work, but there’s still significant work to be done,” said U.S. Secretary of Education Arne Duncan.