

The CGHS Redesign Project and Early College High School

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and

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Agenda

- MSC/MSN Presentation Schedule
- Why Change?
- Moving from Good to Great
 - Revised SLC Phase-in
 - The New 3 R's
 - College Readiness
 - 21st Century Skills
- ECHS Fast Facts
- Your Role?
- Resources
- Opportunity for a Lifetime Video
- Q and A

MSC/MSN Presentation Schedule

DATE	EVENT
10/29	presentation to MSN 8 th grade teachers
11/19	presentation to MSC staff [ER]
11/25	presentation to MSC 8 th grade teachers
11/26	presentation to MSN staff [ER]
12/2	presentation to MSN 8 th grade students
12/4	presentation to MSC 8 th grade students

Why Change?

“Change does not come easily. The problem with today's schools is not that they are no longer as good as they once were but rather that they are precisely as they always were, while the needs of our students and society have changed significantly.”

--Adam Urbanski

Revolution Of Rising Expectations, 1995

Why Change?

“Our students have changed radically. Today’s students are no longer the people our educational system was designed to teach.”

–Marc Prensky
On the Horizon, 2001

Why Change?

“Effective change agents understand that our schools follow an agrarian calendar and were designed for the industrial age – not a good match with preparing students for the digital age.”

–Dr. Bill Daggett,
President of the International Center for Leadership in
Education, 2007

Why Change?

“We are currently preparing students for jobs that don’t yet exist using technologies that haven’t been invented in order to solve problems that we don’t even know are problems yet.”

--Shift Happens v4

Why Change?

Let's assume the No Child Left Behind Act works fine and that by 2014 every student meets the targeted standards and passes his or her state's exit exam. Will those students be successful as citizens and workers in the twenty-first century?

Not a chance.

Let's further assume that each state's governor gets the one-on-one computer bug and equips all of each state's students with top-flight portable PCs. Will these students now be successful as citizens and workers in the twenty-first century?

Again, not a chance.

No matter how sophisticated the tools we put in classrooms, the curriculum designed to educate students to meet the new standards is sorely inadequate to help them after they leave school. In short, learning—and schooling—must be totally transformed.

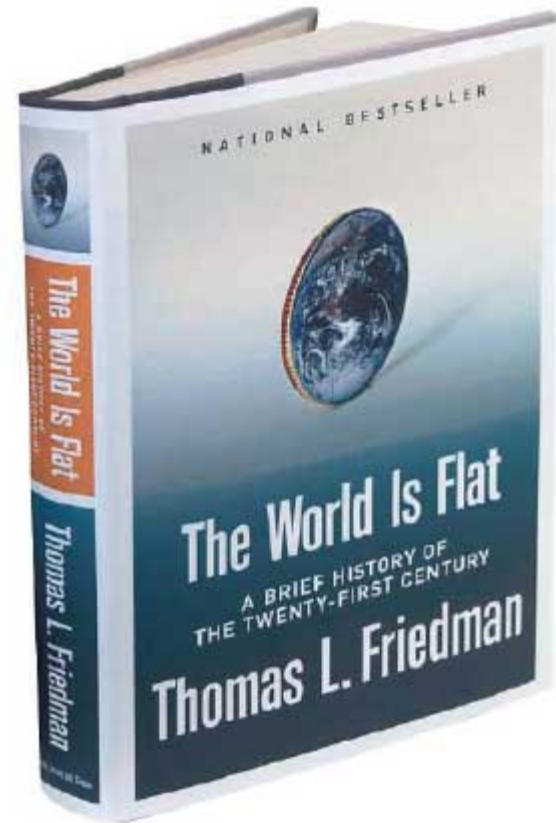
—Bob Pearlman

Director of Strategic Planning for the New Technology Foundation, 2006

Why Change?

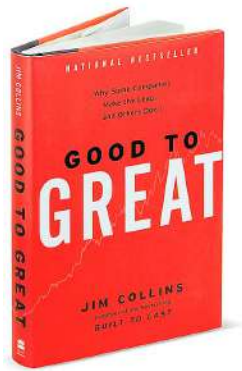
“Building employee versatility and finding employees who already are or are willing to become versatilists will be the new watchword for career planning....”

“Versatilists...apply depth of skill to a progressively widening scope of situations and experiences, gaining new competencies, building relationships, and assuming new roles.”



Why Change?

- 20.4% of our 2008-09 freshmen failed at least one course the 1st 9 weeks and 8.1% failed at least three courses.
- 28% of the 2007 HSSSE survey respondents don't believe there is an adult in the building that knows them well.
- 34% of 2007 ACT-tested students met all 4 college readiness benchmark scores.
- 35.3% of 2006 CGHS Alumni Study respondents were required to take a remedial English course as a college freshman.
- 38% of 348 STaR students surveyed described their level of engagement that week as: passive compliant, retreatist, or rebellious (as opposed to authentically or ritually engaged).
- 39.4% of 2006 CGHS Alumni Study respondents were required to take a remedial math course as a college freshman.



GOOD IS THE ENEMY OF GREAT

That's what makes death so hard—unsatisfied curiosity.

—BERYL MARKHAM,
*West with the Night*¹

Good is the enemy of great.

And that is one of the key reasons why we have so little that becomes great.

We don't have great schools, principally because we have good schools. We don't have great government, principally because we have good government. Few people attain great lives, in large part because it is just so easy to settle for a good life. The vast majority of companies never become great, precisely because the vast majority become quite good—and that is their main problem.

Moving from Good to Great

- personalize by
 - phasing in Smaller Learning Communities (SLC's)

Revised SLC Phase-in

	Approved Plan	Revised Plan
2009-10	NTHS and ECHS	ECHS
2010-11	Business Academy and STEM Academy	NTHS + 1-2 others
2011-12	Health SLC and Humanities SLC	2-3 others [= total implementation]

“Experience and research make very clear that school size does indeed matter—but they also make clear that “small” is no silver bullet.”

“Researchers who have studied small schools have stressed that reducing school size alone does not necessarily lead to improved student outcomes. Instead, they have concluded that school size should be seen as having an *indirect effect* on student learning...school size acts as a facilitating factor for other desirable practices. In other words, school characteristics that tend to promote increased student learning—such as collegiality among teachers, personalized teacher-student relationships, and less differentiation of instruction by ability—are simply easier to implement in small schools.”

Moving from Good to Great

- personalize by
 - phasing in Smaller Learning Communities (SLC's)
 - creating a more effective advisory
 - embracing the new 3 R's

The New 3 R's

Rigor **Relevance** **Relationships**

- Rigor: Teachers have high expectations for all students and engage all students in challenging coursework.
- Relevance: The curriculum is organized in a way that is highly engaging and meaningful to students given their interests and aspirations.
- Relationships: All students get personal attention and support in a safe, respectful environment.

The New 3 R's (Our Order)

Relationships
Relevance
Rigor

To become great, we must:

- develop relationships that will enable us to
- determine relevance that will enable us to
- deliver rigor

“Small Schools create a sense of belonging almost immediately with their high degree of personalization. This needs to be kept in balance with academic rigor and relevance. Feeling good about oneself, about others, and about school support is important, but it does not equal academic achievement. Care must be taken to ensure that the small learning community does not simply become a nurturing environment. High expectations for every student must be a priority in all school communities, regardless of size.”

Moving from Good to Great

- personalize by
 - phasing in Smaller Learning Communities (SLC's)
 - creating a more effective advisory
 - embracing the new 3 R's
- emphasize

Moving from Good to Great

- personalize by
 - phasing in Smaller Learning Communities (SLC's)
 - creating a more effective advisory
 - embracing the new 3 R's
- emphasize
 - student learning (in addition to teaching)



I taught my dog how to whistle.

So why doesn't he whistle then?

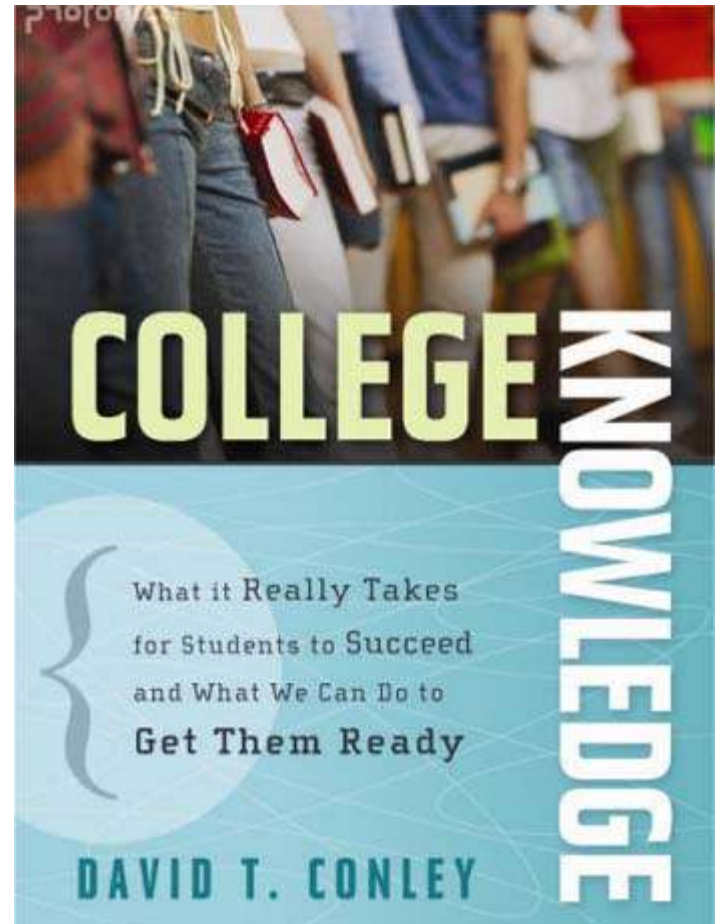
I said I *taught* him – I didn't say he *learned* it.

Moving from Good to Great

- personalize by
 - phasing in Smaller Learning Communities (SLC's)
 - creating a more effective advisory
 - embracing the new 3 R's
- emphasize
 - student learning (in addition to teaching)
 - college readiness (in addition to college eligibility)

College Readiness

- defined operationally as “the level of preparation a student needs in order to enroll and succeed – without remediation – in a credit-bearing general education course at a post-secondary institution that offers a baccalaureate or transfer to a baccalaureate program”



College Readiness

- A comprehensive college preparation program must address four distinct dimensions of college readiness:
 - cognitive strategies
 - content knowledge
 - self-management skills
 - knowledge about postsecondary education

Moving from Good to Great

- personalize by
 - phasing in Smaller Learning Communities (SLC's)
 - creating a more effective advisory
 - embracing the new 3 R's
- emphasize
 - student learning (in addition to teaching)
 - college readiness (in addition to college eligibility)
 - future readiness (by incorporating 21st Century Skills)

21st Century Skills

1. Core Subjects and 21st Century Themes

2. Learning and Innovation Skills

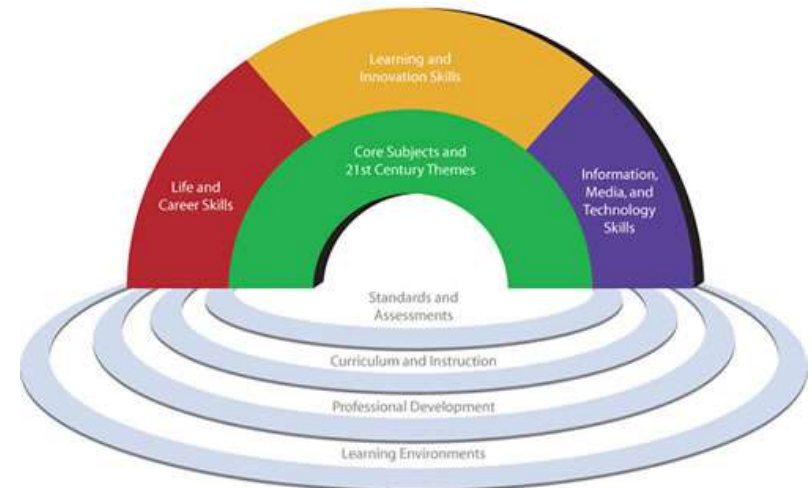
- Creativity and Innovation Skills
- Critical Thinking and Problem Solving Skills
- Communication and Collaboration Skills

3. Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT Literacy

4. Life and Career Skills

- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility



"Fifty years ago, the ticket up the economic ladder was content mastery of four or five subjects. Today, it's the ability to think critically, solve problems, communicate, collaborate, use technology and be globally competent."

--Ken Kay

President of the Partnership for 21st Century Skills

"Today's students will enter a job market that values skills and abilities far different from the traditional workplace talents that so ably served their parents and grandparents. They must be able to crisply collect, synthesize, and analyze information, then conduct targeted research and work with others to employ that newfound knowledge. In essence, students must learn how to learn, while responding to endlessly changing technologies and social, economic, and global conditions."

--Linda Darling-Hammond

Professor of Education/Co-Director of the School Redesign Network (Stanford)

ECHS Fast Facts!

- Our ECHS will open in August of 2009.
- It will be located within Center Grove High School.
- It will eventually serve grades 9-12.
- Our goal is to ultimately have approximately 100 students per grade level.
- We will use a selection process and, as necessary, a lottery to choose our students.
- As much as possible, its student body will mirror that of CGHS.
- Our recruitment will target our “underserved” and “underprepared” students.
- The fundamental goal of our ECHS will be to bridge the gap between high school and college.
- ECHS students will have the ability to passport out to take courses (e.g., honors, dual credit, ACP, and AP courses, electives) in other areas of CGHS.
- ECHS students will have access to co-curricular and extra-curricular activities
- We will continue working with UIndy’s CELL to launch our ECHS SLC.

More ECHS Fast Facts!!

- Ivy Tech Community College will be our post-secondary partner.
- It is very likely that we will ultimately have multiple post-secondary partners.
- We will continue to articulate dual credit partnerships with other post-secondary institutions (Franklin College, Indiana University, I.U.P.U.I, ITT Tech, UIndy) and explore new partnerships.
- Our ECHS will lead to a:
 - higher number and percentage of CG students being exposed to college
 - higher number and percentage of CG students being college-eligible
 - higher number and percentage of CG students being college-ready
 - lower number and percentage of CG students needing remediation when entering college
- Approved dual enrollment classes offered at Center Grove that are taught by Center Grove teachers or after school hours by an Ivy Tech Professor on Loan as dual credit classes will be free to our ECHS students. Classes offered on the Ivy Tech campus will require the payment of tuition, fees, and books by the student.

Even More ECHS Fast Facts!!!

- ??? will serve as the Director and ??? as the Lead Teacher of our ECHS.
- ECHS teachers may have students in their classes that passport in from other areas of CGHS.
- Our ECHS may have its own counselor and/or secretary.
- Like our other SLC's, our ECHS will:
 - promote differentiated instruction
 - implement a systematic and timely pyramid of interventions
 - focus on literacy (vocabulary, the reading/writing connection, and reading strategies)
 - require an Epsilon ePortfolio
 - [likely] require community service, service learning, and internships
 - [likely] require a Senior Project
 - prepare students for common and end-of course assessments as well as the various CORE 40 diploma options
- ECHS students and teachers will be able to change SLC's.

Your Role? [We're Glad You Asked!]

- Help us educate people about our SLC's and/or ECHS:
 - answer their questions
 - direct them to contact Paul Buck and/or visit our web site
- Help us promote our SLC's and/or ECHS.
- Help us identify potential ECHS students:
 - the underserved:
 - low income students
 - first generation college goers
 - English language learners
 - students of color
 - the [overconfident and] underprepared
- Help us recruit potential ECHS students.

Resources

- [Early College High School Resources](#)
- [A Portrait in Numbers](#) and [Opportunity for a Lifetime](#) ([The Early College High School Initiative](#))
- [Framework for 21st Century Learning](#) and [Route 21](#) ([The Partnership for 21st Century Skills](#))
- [Understanding University Success](#)
- [ADP Benchmarks](#)
- [ACT College Readiness Standards](#)
- [College Board Standards for College Success](#)
- [KnowHow2Go](#)
- [Texas College Readiness Standards](#)
- [Reaching Higher With College Preparation](#)
- [Did You Know? 2.0](#)

Q and A

- Questions?
- Comments?
- Concerns?

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

–Margaret Meade

*US anthropologist & popularizer of anthropology
(1901 -1978)*