

ACCELERATED HIGH SCHOOL PROGRAMS



Fall 2016

New Mexico Statewide Survey: Accelerated High School Programs

The New Mexico Public Education Department set out to conduct two surveys during the Fall of 2016 on accelerated high school programs in the state. This first survey sought to identify basic data on current Early College High School programs. This report summarizes that data. The second survey will be a more in-depth needs assessment on workforce readiness in K-12, with a report of findings forthcoming.

New Mexico Statewide Survey: Accelerated High School Programs

PURPOSE

The purpose of the New Mexico Statewide Survey of Accelerated High School Programs is to determine the current programs, their practices, definitions, student participation, and connections to business and industry. This survey was the first step in data collection that will ultimately determine needed areas of support, success, and challenges related to instructional practices, adherence to administrative code and statutes, best and promising practice, and intended outcomes related to Early College High Schools in New Mexico.

METHODS

The Metiri Group, in consultation with Dr. Joseph Goins and the New Mexico Department of Education developed a brief survey intended to be a “first stage” data collection effort around Early College High Schools in New Mexico. The survey was developed based on an initial inquiry of current practice and participation in Early College programs. Based on that initial inquiry Metiri Group identified eighteen questions that would provide quality data to the New Mexico Department of Education and its stakeholders. These questions went through a three-part review process where internal team members provided feedback, an external individual checked for clarity and organization, and finally the New Mexico Department of Education reviewed and approved the survey.

The survey was designed and facilitated using Metiri Group’s secure, data collection survey system. The New Mexico Public Education Department and Department consultants distributed emails to 205 secondary school principals, inviting them to participate in the survey. Follow-ups were done through emails and phone messages. Analysis was conducted using descriptive analysis; qualitative text analysis for comments and open ended questions, and cross tabulations that identified any trends that could be informative or helpful to the overall data collection purpose.

PARTICIPANTS

The New Mexico Department of Education distributed an invitation to participate in the New Mexico Statewide Survey of Accelerated High School Programs. The invitation was delivered to all high school principals with email addresses on file with the New Mexico Department of Education. In addition, Department consultants sent invitations to high schools not on the Department’s list using NCES datasets. A few days before the survey closed, a follow up email was distributed to remind those individuals who had not yet taken the time to complete the survey. In addition, phone calls were placed to ECHS’s.

There are 222 high schools in the state. Of those 222, 208 principals were invited to participate in the survey, with 50 of those principals (24%)

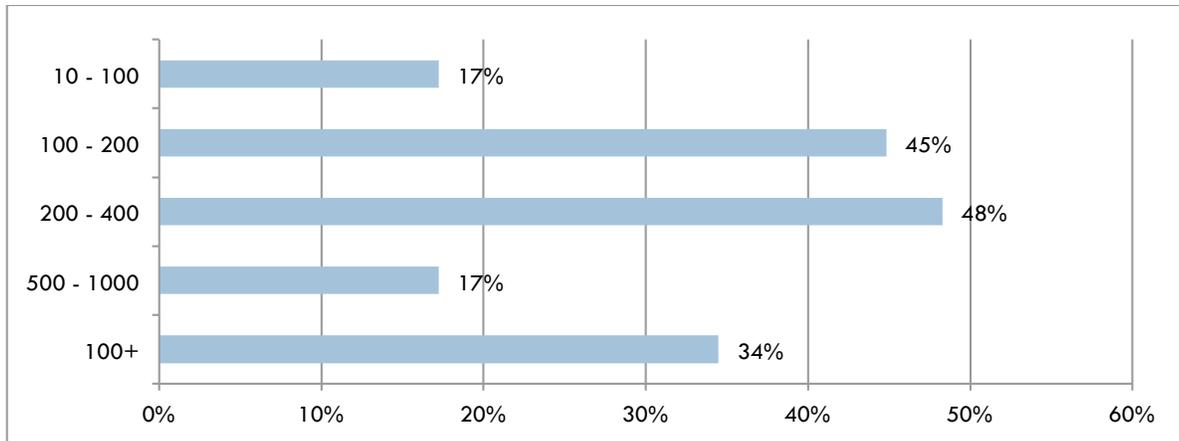


Accelerated High School Programs

completing the survey in part or in full. Thus, 50 of the total 222 high schools in the state were represented in the total group of survey completers. Of those that completed the survey 82% were public high schools and 16% were public charter high schools. Participants represented all of the six regions in New Mexico (as represented in the map) including 8% from Northwest, 13% from North Central, 2% from Northeast, 21% from Central, 30% from Southeast, and 26% from Southwest.

Overall, survey responses represented 47 schools with enrollment ranging from 10 to 1674 total number of students, with an average of 413 students. The following chart provides an overview of the number of participants by size of school.

FIGURE 1. THE PERCENTAGE OF SCHOOLS REPRESENTED IN THE SURVEY BY STUDENT ENROLLMENT

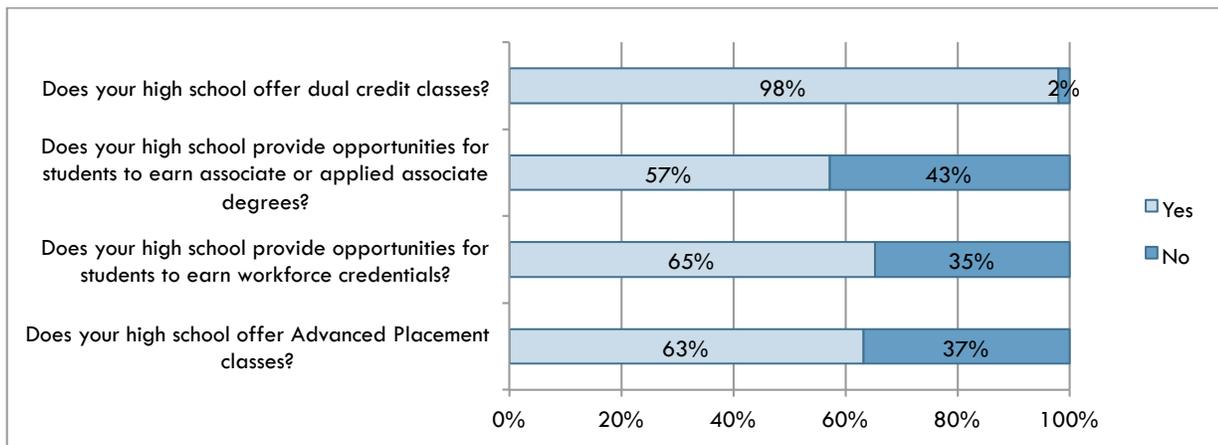


n = 47 schools

DATA SUMMARY

The following provides an overview of the 50 responses to the survey questions that were distributed for the New Mexico Statewide Survey of Accelerated High School Programs. Participants were asked to identify the offering of advanced placement courses, work-force credentials, opportunities for students to earn associate or applied associate degrees, and dual credit courses.

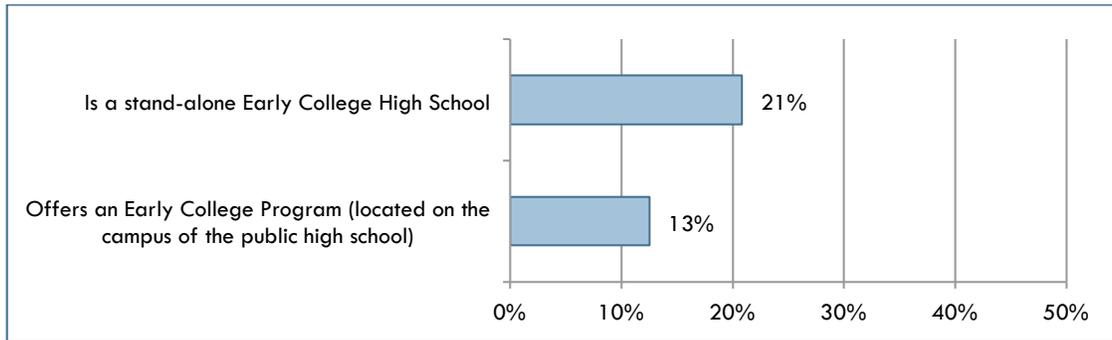
FIGURE 2. THE PERCENTAGE OF RESPONDENTS INDICATING WHETHER THE FOLLOWING OPTIONS ARE OFFERED TO STUDENTS



n = 49 respondents

Of survey completers 33% reported that their high school currently offers some type of early college program. See Figure 3.

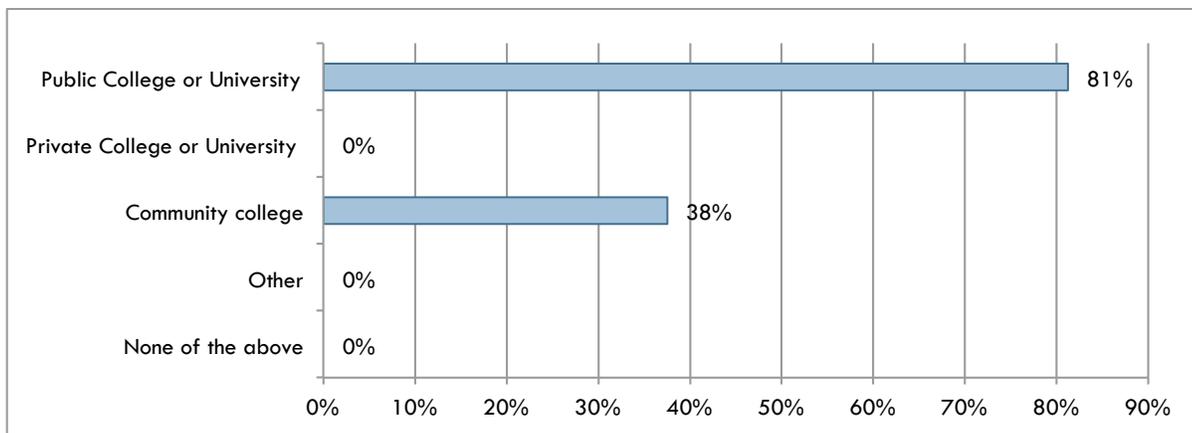
FIGURE 3. THE PERCENTAGE OF SURVEY RESPONDENTS WHO SELF-REPORTED THEIR EARLY COLLEGE HIGH SCHOOL STATUS



n = 48 respondents

Of the survey participants who reported some type of early college offering at their high school, 13 (81%) are affiliated with a public college or university, and 6 (38%) are affiliated with a community college. None of the survey participants reported having an affiliation to a private college or university. See Figure 4.

FIGURE 4. THE PERCENTAGE OF RESPONDENTS THAT INDICATED THEIR ECHS WAS AFFILIATED WITH THE FOLLOWING TYPE OF INSTITUTION



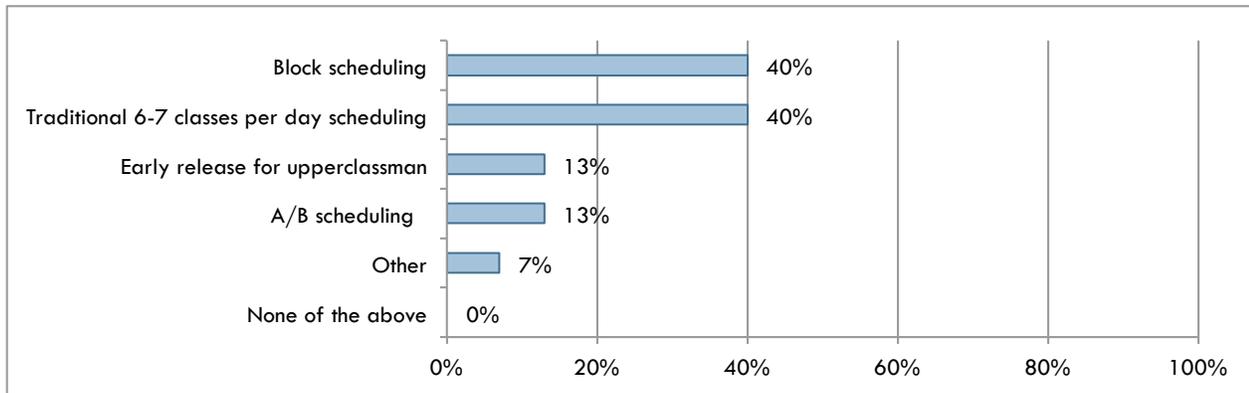
n = 16 ECHS respondents

Note: Questions was a "check all that apply," so percentages will not add to 100%.

Of those survey completers who have Early College programs available at their high school, there were varying degrees of student participation reported, from 15 students to 600 students. On average about 40% of students from the whole school population were participating in Early College Programs.

Regarding the operations of Early College programs, survey completers were asked to identify if their high school uses different types of scheduling to meet the needs of participating students (see Figure 5). Overall the most frequent operational option that survey completers reported utilizing was block scheduling and traditional 6-7 classes per day, with one other option identified: 4 classes in periods 1 through 4 at the beginning of the day, 1 hour each five days a week; CEC Sessions II and III for high school electives and dual enrollment classes.

FIGURE 5. PERCENTAGE OF RESPONDENTS THAT INDICATED THEIR ECHS EMPLOYED THE FOLLOWING TYPES OF SCHEDULING



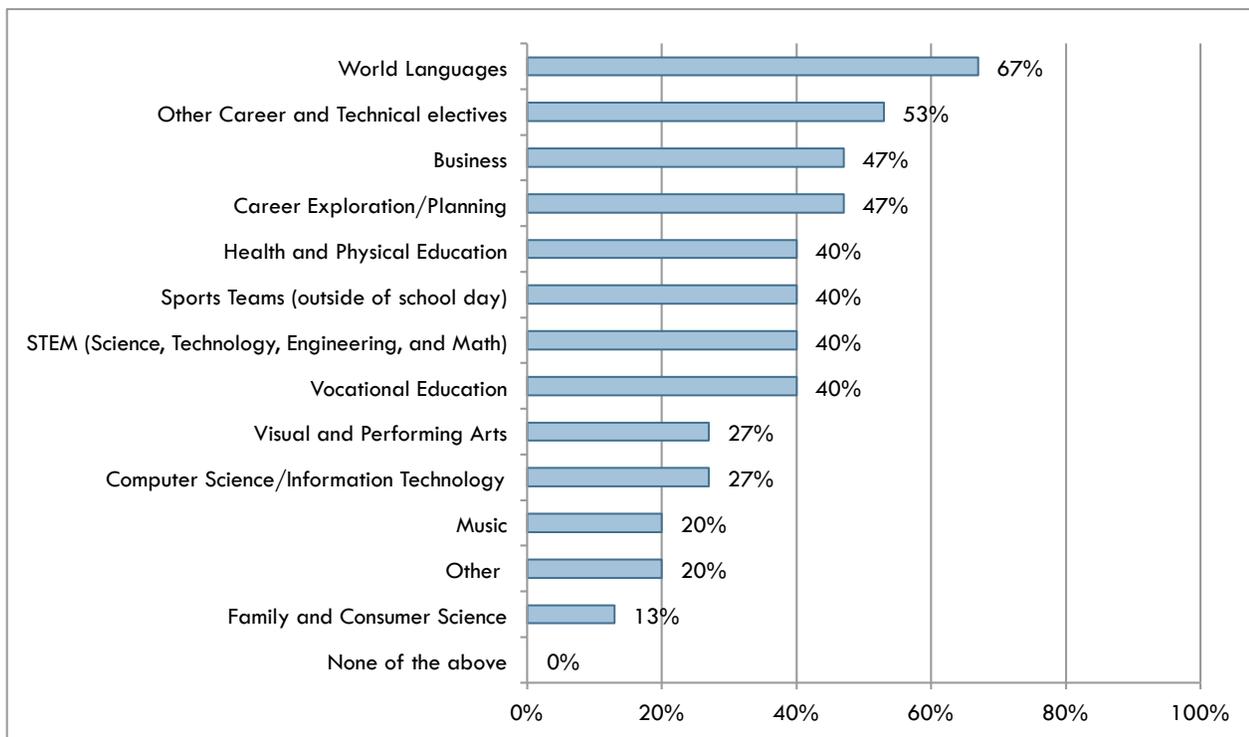
n = 15 ECHS respondents

Note: Questions was a “check all that apply,” so percentages will not add to 100%.

In addition to scheduling options, survey completers were asked to identify electives that were currently offered to Early College program participants. Overall the top four responses were World Languages, Other Career and Technical electives, Business, and Career Exploration/Planning. Several other options were noted and identified (see Figure 6), including:

- Driver’s Education
- Leadership Development
- All elective courses are used for Dual Credit. The only exception is an intervention course to support students in the areas of Math and English.

FIGURE 6. THE PERCENTAGE OF RESPONDENTS THAT INDICATED THE FOLLOWING ELECTIVES WERE OFFERED TO ECHS STUDENTS

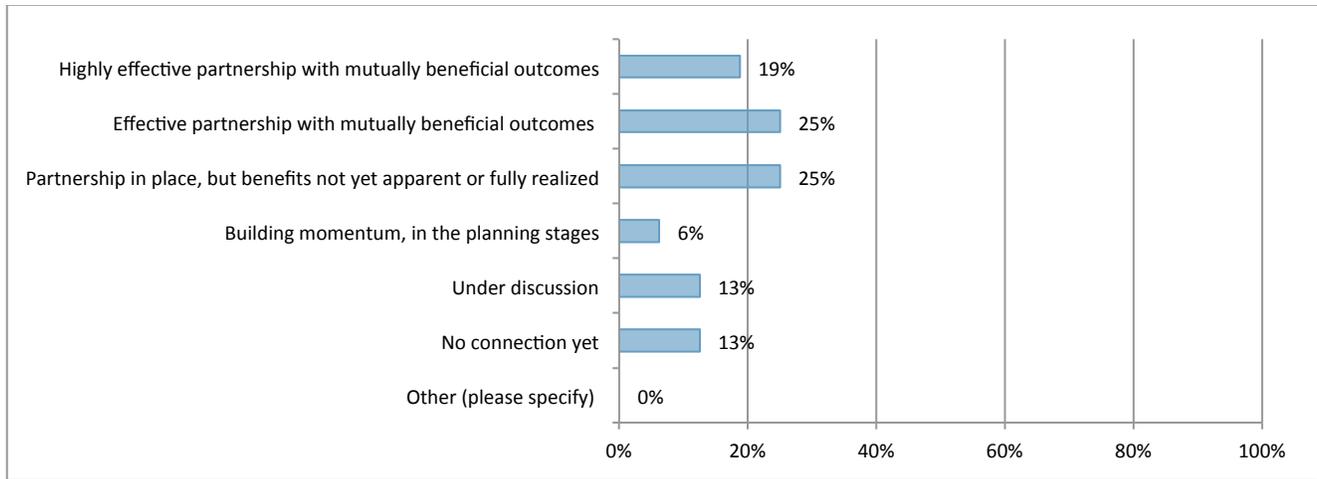


n = 15 ECHS respondents

Regarding ECHS connections to business and industry, survey respondents reported participation through several different programs. Of those programs (work study, apprenticeship, paid or unpaid internships,

mentorships, advisory boards, or other offerings) the majority of respondents reported that those partnerships were in place. Furthermore, 19% reporting such partnerships as highly effective, 25% reporting such partnerships as mutually beneficial, and 25% reporting such partnerships benefits were not yet apparent or fully realized. See Figure 7.

FIGURE 7. PERCENTAGE OF RESPONDENTS DESCRIBING THEIR ECHS CONNECTION WITH THE TOP BUSINESS AND INDUSTRY SECTORS



n = 16 ECHS respondents

A cross-tabulation was completed to identify any relationships between operational options and type of business and industry connections that are offered to Early College program participants. Cross-tabulations showed that 67% of respondents with schools having work study connections operate traditional 6-7 classes per day. Further, 67% of respondents with schools having apprenticeships offer early release for upperclassman options. Finally, 63% of respondents with schools having business advisory boards operate block scheduling.

TABLE 1. CROSS TABULATION BETWEEN THE TYPE OF BUSINESS AND INDUSTRY CONNECTION AND THE SCHEDULING OPTIONS

Type of business and industry connections	Operational Options				
	Block scheduling	Traditional 6-7 classes per day scheduling	Early release for upperclassman	A/B scheduling	Other
Work study	11%	67%	22%	11%	11%
Apprenticeship	0%	33%	67%	33%	33%
Paid internships	33%	0%	33%	67%	33%
Unpaid internships	50%	25%	13%	13%	13%
Mentorships	25%	25%	25%	50%	25%
Advisory Board	63%	13%	13%	25%	0%

n = 15 ECHS respondents

In addition, a cross-tabulation was completed to identify any relationships between type of business and industry connections and quality descriptors of those connections that are part of Early College program. Cross-tabulations showed that 67% of respondents with paid internships feel their Early College program’s connection with the top business and industry sectors is highly effective with mutually beneficial outcomes. Likewise, half of the respondents with schools with mentorships feel their Early College program’s connection with the top business and industry sectors is highly effective and half feel the partnership is in place, but the benefits are not yet apparent or fully realized.

Accelerated High School Programs

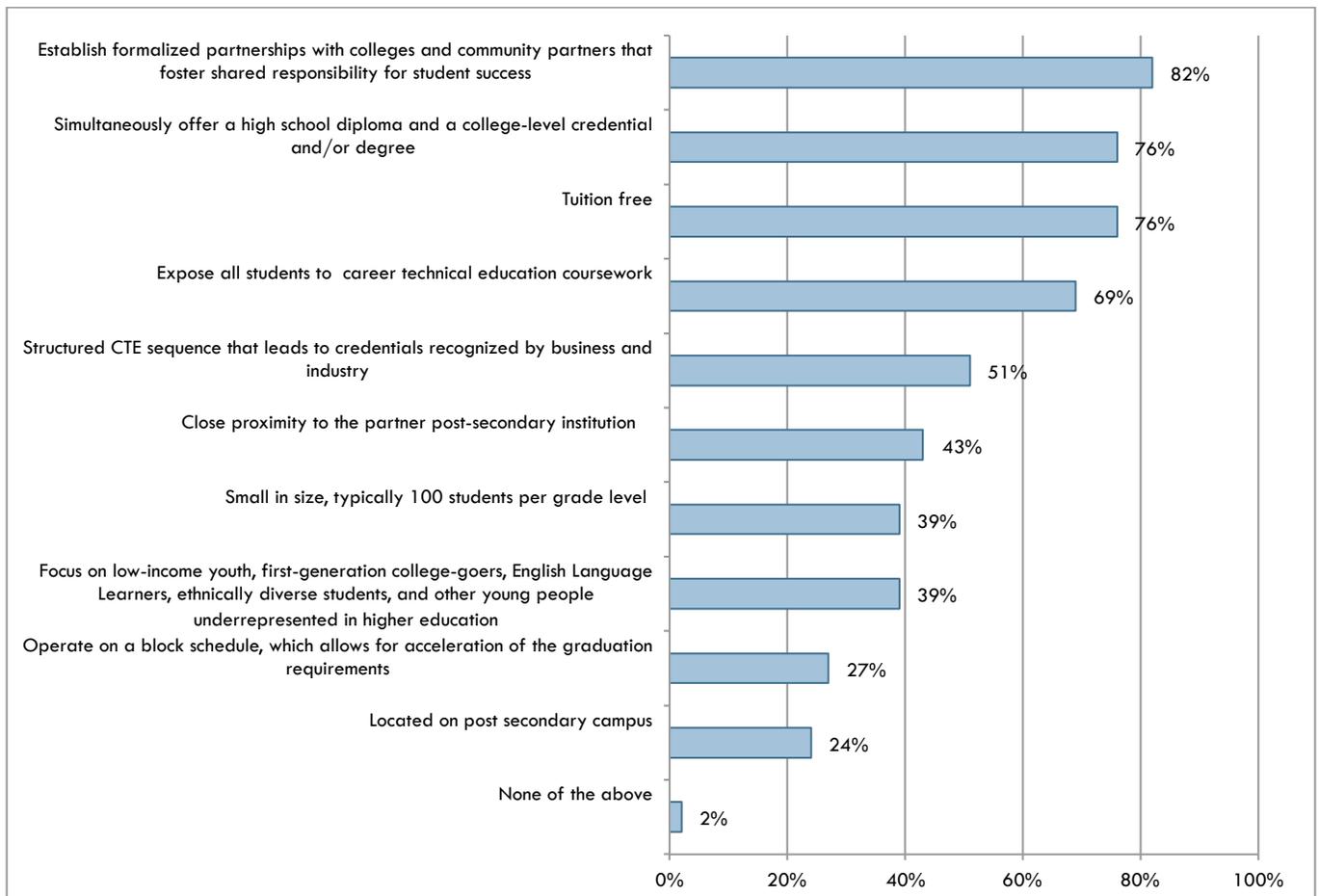
TABLE 2. CROSS TABULATION BETWEEN THE TYPE AND LEVEL OF BUSINESS AND INDUSTRY CONNECTIONS

Type of business and industry connections	Level of Early College High School/Program connection with the top business and industry Sectors:					
	Highly effective partnership with mutually beneficial outcomes	Effective partnership with mutually beneficial outcomes	Partnership in place, but benefits not yet apparent or fully realized	Building momentum, in the planning stages	Under discussion	No connection yet
Work study	11%	11%	22%	11%	22%	22%
Apprenticeship	33%	0%	33%	0%	33%	0%
Paid internships	67%	0%	33%	0%	0%	0%
Unpaid internships	37%	13%	37%	0%	13%	0%
Mentorships	50%	0%	50%	0%	0%	0%
Advisory Board	25%	25%	37%	13%	0%	0%

n = 15 ECHS respondents

All respondents were asked to the criteria that should be included in the definition of an Early College High School/Program. The chart below (Figure 8) identifies the criteria and the percentage of respondents that noted that criteria as an absolutely essential part of the definition. The top four criteria were: 1) Establish formalized partnerships with colleges and community partners that foster shared responsibility for student success, 2) Simultaneously offer a high school diploma and a college-level credential and/or degree, 3) Tuition free, and 4) Expose all students to career and technical education coursework. Many respondents also shared comments about the definition of an ECHS. These are listed below the Figure 8.

FIGURE 8. THE PERCENTAGE OF RESPONDENTS THAT IDENTIFIED EACH CRITERION AS “ABSOLUTELY ESSENTIAL TO THE DEFINITION OF AN EARLY COLLEGE HIGH SCHOOL.”



n = 49 respondents

Additional comments that were provided as part of the overall data related to definitions of Early College High School/Program included the following:

- I believe other schools which, like ours, aren't necessarily considered "Early College High School/Programs" offer dual credit and the ability to earn an associates or applied associates for motivated students who can add enough dual credit courses to their flexible scheduling here.
- College classes need to be recognized as a form of graduation requirement instead of PARCC scores showing students to be proficient.
- The block schedule supports a dual credit schedule and permits students to enroll in a college schedule. The statement about a block schedule above is focused on the acceleration it should include alignment with the college schedules and college offerings.
- Communities need flexibility to make things work for their local districts and higher education partners. Making the definition as OPEN as possible, with minimal requirements is helpful. ECHS students must have the ability to earn a credential or degree at the post secondary level to be called ECHS, in my opinion.
- Provide academic support available all day, and social/emotional support provided by caring teachers and counselors.
- Begins in the 9th grade, preferably, but no later than 10th.

Prior to submitting the survey, completers were asked to share any additional comments. The following is a summary of those comments that were received.

- As a principal of an Early College High School I am very interested in making connections with the data and promoting this educational concept across the state of NM.
- As I mentioned previously, our district with the principals and teachers who are involved in high school and middle school now would welcome the chance to move forward. However, the current administration is not supportive.
- How can we think about dual credit and early college high schools in a manner that supports both. My concern as a small school is that by supporting early college high schools I am carving up the overall budget for dual credit textbooks, which is the corner stone of the dual credit program.
- It is a good idea that we have explored. We do offer a certificate program with one local community college and work with another community college to offer prerequisites at the college for three vocational programs that can then be completed the following year after high school graduation. We would like to expand these programs, but we do not have adequate funding to support disposable supplies and travel or on-campus instructors to allow a student to complete an entire program during his/her high school career.
- It is extremely important that we achieve agreement and clarity about what an Early College High School does. To fail to be specific is to create expectations for children and families that may not be fulfilled.
- Students take a carefully planned and coordinated course-taking pattern towards an Associates Degree or Certificate.

Note: Comments specific to schools or individuals were not included in this report.

Of the survey completers, 70% noted an interest in receiving additional information about Early College High Schools/Programs.

FINDINGS SUMMARY

- Finding 1: The majority of respondents indicated that their high schools offer some form of accelerated program for students (i.e., dual credit, simultaneous degrees for high school and college, workforce credentials, or Advanced Placement courses (AP)).
- Finding 2: Approximately a third of the respondents indicated that their accelerated program was an Early College High School program.
- Finding 3: Among ECHS respondents, more were affiliated with colleges or universities than were affiliated with community colleges.
- Finding 4: The most common type of class schedule reported by ECHS respondents were block schedules and traditional 6-7 classes per day schedules.
- Finding 5: Among ECHS respondents, 44% report highly effective or effective partnerships with business and industry, with 25% reporting partnerships where benefits were not yet apparent or fully realized. Nineteen percent (19%) said their partnerships were in the planning stages or under discussion, and 13% had not yet made the connection with business and industry.
- Finding 6: Those ECHS respondents that reported highly effective partnerships with business and industry had the largest number of paid internships and reported the broadest range of business and industry connections, (i.e., work study, apprenticeships, paid and unpaid internships, mentorships, and advisory boards).
- Finding 7: The top criteria identified as “absolutely essential” to the definition of Early College High Schools in New Mexico, were as follows: 1) Establish formalized partnerships with colleges and community partners that foster shared responsibility for student success, 2) Simultaneously offer a high school diploma and a college-level credential and/or degree, 3) Tuition free, and 4) Expose all students to career and technical education coursework.
- Finding 8: Of the survey completers, 70% noted an interest in receiving additional information about Early College High Schools/Programs.