

# The “Hybrid” High School



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INFUSING PHILOSOPHIES AND METHODOLOGIES OF A COMPREHENSIVE HIGH SCHOOL AND THE CORE PRINCIPLES OF AN EARLY COLLEGE HIGH SCHOOL FRAMEWORK WITH EDUCATIONAL PRACTICES THAT EMPHASIZE SOCIAL JUSTICE, ACADEMIC PREPARATION, AND FINANCIAL ACCESS FOR POST-SECONDARY EDUCATION.

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# My Paved Path...

## A First-Generation College Graduate

### School (Lifelong Learning):

- BS Psychology
- M.Ed. – Clinical Psychology
- M.Ed. – Educational Psychology
- M.Ed. – Educational Leadership and Policy
- Ed.D – Educational Leadership and Policy, Social Justice Emphasis

### Career (From Hall Monitor to Principal):

- Hall Monitor
- TLC Teacher (7<sup>th</sup> grade)
- MS Guidance Counselor
- HS Guidance Counselor
- Director of College Access and Outreach (USHE)
- Assistant Principal Intern, Riverton HS
- Assistant Principal Elk Ridge MS
- Principal, AMES Early College
- Assistant Principal, Corner Canyon High School
- Principal, Alta High School



# Social Justice Leadership

A Conceptual Framework:

JUSTICE  
CREATE JUSTICE

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## What is Social Justice Leadership?

Leaders investigate, make issue of, and generate solutions to social inequality and marginalization due to race, class, gender, disability, sexual orientation, and other forms of diversity.

- *Recognizing unequal circumstances & taking action*
- *Question and challenge policy which supports inequities*
- Actions, skills, habits, and competencies being created and refined
- Reclaiming, appropriating, sustaining, and *advancing human rights* (social, economic, educational, and personal dimensions)
- *Advocacy, practice, and vision*
- Heightened sense of awareness of issues related to oppression, exclusion, and marginalization
- A conscious commitment to *recognizing the multiple needs of children and families*
- *Building meaningful and long-lasting relationships*

# Inclusion Leadership

## Conceptual Framework:

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### What is Inclusion Leadership?

An educational philosophy that calls for schools to *educate all learners – including students with disabilities and other special needs* - together in a high quality, age-appropriate general education classrooms in their neighborhood schools (Katsman, 2007)

- *Addressing the politics of exclusion* and representation
- Establishing a *school culture with the values, beliefs, and feelings that promote inclusion* for all students
- *Communicating and modeling* these same *values, beliefs, and feelings*
- *Distribution of resources* for equity terms
- *Seeking additional resources* and partnering with organizations
- *Training staff* on values of diversity and inclusion practices

# Innovation?

Do we focus on the demands of tomorrow?

Or, are we caught up doing what has been done for decades before?

Are we developing schools for the 21<sup>st</sup> Century?



## Types of Secondary Schools:

### ◦ Traditional public comprehensive high schools

- Originally founded in 1918 through the Cardinal Principles in Secondary Education Act
- Focus: To allow a heterogeneous student to take several types of courses within a Unitarian system

### ◦ Publicly funded “Charter” high schools

- Specialty schools
  - SPA (School for the Performing Arts), APA (American Prep Academy), and STEM based designs (SLCSE)
  - Smaller class sizes, more intimate climate and feel for many families,
  - Aggregate results demonstrate a lower performing rate on SAGE and graduation rates

### ◦ Early college high schools

- Founded in the late 1990's and solidified in Utah in the early 2000's
  - Academy for Math, Engineering and Science (AMES) was the first institution formed in 2003
- Primary focus is on serving underrepresented students (students of color, low-income, and first-generation)
- Focus on assisting underrepresented students with proper academic and financial preparation, combined with an emphasis on soft-skills
- Currently, there are six ECHS's within the borders of Utah and each have a unique partnership with a Utah College or University



# Innovation?

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## ◦ Technical Education High Schools

- Tech Centers that provide specialized certification and licensures (i.e., Cosmetology, Biotechnology, Computer Science, etc.)

## ◦ Private high schools

- Charge tuition and are not held accountable to federal and some state regulations
- Selective on enrollment, and several have a religious context or theme

## ◦ Online high schools, Student Online Education Program (SOEP)

- Allows students to complete up to six credits via a private online vendor and credits can be transferred or used towards a boundary student's high school diploma

## ◦ Blended learning designs – Innovations HS

# The AMES / Cottonwood HS Partnership



## How was the “Hybrid” High School concept and vision formulated?

- Principal at AMES (Academy of Math, Engineering and Science)
- Experienced running an early college high school within the context of a comprehensive high school
- The “best of both worlds”
  - Students can earn university credit (saving time and money), prepare academically for next-step transition to post-secondary education, yet, still be involved in extra-curricular activities, elective courses, and arts and athletics
- **While many things worked... some things didn't work so well**
  - Politics
  - School/student identity
  - Lack of community (i.e., students' time at school was only start to end and didn't extend beyond the day)
- **My vision... *“If I ever get the opportunity to become a comprehensive high school Principal, I need to incorporate the philosophies, methodologies, and core principles of an ECHS with that of a comprehensive high school, due to the successes we had with traditionally underrepresented students.”***
- Thus, the formation of “Step2TheU,” which infuses an early college pathway within a comprehensive secondary design – utilizing a summer block (or extended time beyond a traditional academic year.

# Lessons Learned from an ECHS Framework



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## ECHS: Core Principle One

1. **A focus on serving underrepresented students** (students of color, low-income, and first-generation)
  - *Recruitment, transportation*, enrollment, academic preparation (strong focus on ACT series), demonstrated *student self-efficacy* in taking AP and college level coursework, and a focus on the contextual planning process for college (admissions applications, scholarship assistance – Gates Millennium Scholars), and a jump-start on college
  - Academic criteria is not the major component of enrollment and/or acceptance
  - **Random lottery selection process** – all levels and all types of students

# Lessons Learned from an ECHS Framework



## ECHS: Core Principle Two

**2. ECHS's are created and sustained by a local LEA (District), a higher education institution, and the community, all of whom are jointly accountable for student success.**

- Multiple partners are working collectively together with mutual accountability for all students
- Alta has obtained support of CSD, formalized an official academic partnership (MOU) with the University of Utah "Step2TheU," and partnering with Sandy City Council and Mayor's Office on a cohort culminating project and community need.
- University of Utah and Alta High School Administration, Counseling, and selected faculty members are jointly coordinating at all times to continually refine outcomes for underrepresented students.

# Lessons Learned from an ECHS Framework



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## ECHS: Core Principle Three

3. ECHS's 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

### 1. Step2TheU – Block U:

- High school juniors can apply starting in December through February. Students selected begin coursework during the summer between junior and senior year, take one class fall and spring of senior year, and complete their final semester block after high school graduation and before fall of their Freshman year of college.
- The *integrated academic model* allows for professors to intertwine their curriculum and intended outcomes, so students can utilize assignments and/or projects in multiple classes.
- Students will also be invited up to the main campus for overnight events and activities, with exposure to such programs as LEAP, the Honors College, and Deans within each of the different colleges.

# Lessons Learned from an ECHS Framework



## ECHS: Core Principle Four

**4. ECHS's 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**

**1. Alta has established an Advisory Program for all students**

- Teachers have students all four years, grade level specific planning, college and career planning, and soft-skills (i.e., meta-cognition, meta-analysis, confidence, resiliency, and self-efficacy).
- Next year Advisory will provide built-in time on Wednesdays and Thursdays for additional scaffolding and academic assistance

**2. Contextual Planning for College**

- Utah College Application Week (UCAW), FAFSA evenings and formal presentations on financial aid and scholarships, Portfolio in Advisory which can be used for applications, scholarship writing, and a reflection of their work in school

**3. Open Access Advanced Placement Courses**

- Alta has recently seen a 14% increase in AP enrollment over the last three years

# Lessons Learned from an ECHS Framework



## **ECHS: Core Principle Five**

### **5. ECHS's and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement**

- **Partnership with Sandy City Council and Mayor's Office** Work on a collective culminating project based on priority needs of the city
- Canyon's School Board
- Utah System of Higher Education – StepUp Grant/Funding
- Presentations (informal and formal) with the Utah State Legislature
  
- **Partner opportunity with Midvale Middle School**
  - CSD's most diverse demographic of students
  
- **Data collection, analysis, and program evaluation**
  
- **Collaborative professional development between UofU and Alta faculty on common standards, expectations, and learning objectives**



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JOSE HERNANDEZ-ZAMUDIO

STEP2THEU DIRECTOR

UNIVERSITY OF UTAH  
SCHOOL

BRIAN MCGILL

PRINCIPAL

ALTA HIGH

# University of Utah and Alta High School

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A new and innovative Early College High School partnership and academic pathway



One Year Program  
Begins Summer 2017  
Ends Summer 2018



A new Hybrid High School Framework and Design

# What is Step2TheU?

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- An opportunity for juniors in high school to *take up to 30 semester credits* through the University of Utah in one year with an integrated learning emphasis in *Culture and Leadership*.
- *Courses are taught by University of Utah Faculty* and begin the summer (2017) after end of junior year of high school.
- Students complete coursework at the end of the summer after graduation (2018)
- Students can take 12 semester credits (4 classes) each summer block with one online class during both fall and spring of senior year.

# What are the Benefits to Step2TheU?



- University classes from university professors
- Earn 30 semester university credits and 3 full high school credits
- Access general education classes in a class size of 35
- Save approximately \$13,000 in tuition and fees
- Reduce the amount of time in university studies (up to a year and a half)
- Graduate with a Bachelor's Degree in 2 ½ years
- Network with university professors and researchers on campus
- Attend Step2TheU unique campus activities (i.e., athletic events, specialized campus tours, tutoring, department tours, etc.)
- Engaging in university learning in a common cohort with integrated curriculum
- Wrap around "U" supports (peer mentor, University Academic Advising, etc.)

# How do I apply for Step2TheU?



Applications are available at the Alta High School website and must be completed before February 16<sup>th</sup>, 2017.

## Application includes the following:

A completed and signed application by student and parent/guardian

Alta High School Transcript

Academic Resume (i.e., achievement, leadership, participation, etc.)

Two Letters of Recommendation

Response to Two Essay Prompts:

- Why are you interested in participating? (500 word max)
- Describe a period of time you've had to demonstrate resiliency and what you learned from the experience?

# Who is eligible for Step2TheU?

A junior in high school who is:

Ready for a challenge

Hard working

Motivated

Resilient

A good communicator

Interested in:

- saving money for college
- graduating from college earlier
- graduating at the University of Utah
- attending a tier-one PAC-12 research institution



# What criteria will be used in determining acceptance into Step2TheU?

## Academic Preparation and Performance

### Rigorous courses in high school

- Honors (H)
- Advanced Placement (AP)
- Concurrent Enrollment (CE)

### Grade Trend

- Improvement over time

### GPA (Grade Point Average)

### Academic Awards and Distinctions

- Academic Resume

### Intellectual Pursuits and Creative Endeavors

## Personal Achievements and Characteristics

- Integrity, maturity, motivation, and resilience
- Commitment to school and/or community engagement, positive citizenship, and leadership
- Involvement in student clubs, organizations, programs, athletics, and other extra-curricular activities
- Familial Responsibilities
- Extraordinary circumstances
- Ability to contribute to and benefit from a culturally and intellectually diverse learning community

# How will be my application be screened and evaluated for Step2TheU?

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The full application including requested documents is due to the Alta Counseling Center on February 16<sup>th</sup>, 2017.

Each application will be assigned a number for anonymous screening to make the process as fair and equitable as possible.

A committee comprised of both Alta and University of Utah faculty members will begin screening and ranking applications after the deadline and notify students of their acceptance or waitlist status 30-60 days thereafter.

Letters of recommendation will only be used in the event there is a tie for the last few available slots in the program.

The first “Culture and Leadership” cohort will be available for the selected 35 students.

# What classes will I be taking in Step2TheU?

<p><b>Summer One</b> <b>2017</b></p> <p><b>All classes are 3 semester credits</b></p> <p><b>Writing 1010 or 2010</b> Depending upon ACT Score <b>Behavioral Science (BF)</b> <b>Humanities (HF)</b> <b>Fine Arts (FF)</b></p>	<p><b>Summer Two</b> <b>2018</b></p> <p><b>All classes are 3 semester credits</b></p> <p><b>American Institutions (AI)</b> <b>Behavioral Science (BF)</b> <b>Humanities (HF)</b> <b>Physical/Life Science</b></p>
<p><b>Fall 2017</b></p> <p><b>Mathematics Online</b></p>	<p><b>Spring 2018</b></p> <p><b>Mathematics Online</b></p>

# What is the time commitment in the summer?

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## Example Weekly Schedule:

- **Monday, Wednesday, and Thursday** - 6 hours a day (18 hours a week)
- One small cohort of students who will be collectively focused on an **integrated learning approach** with a community based project application as the **culminating project**.
- All four summer courses will be integrated to maximize the learning experience vs. four separate classes operating as silos.
- Possible start and end dates for first summer semester:
  - June 12<sup>th</sup> to August 7<sup>th</sup>, 2017

# What is the total cost of Step2TheU?

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- The total cost for Step2TheU is \$5 per semester credit
- 30 semester university credits @ \$5 = **\$150 total**
- A typical cost for a 30 semester credit schedule would cost an in-state resident approximately \$13,000 in tuition, fees, and books.
- Students and parents can pay the \$5 semester credits at the start at each semester term:
  - \$60 for first summer term (2017), \$30 for the two senior math courses, and \$60 for the second summer term (2018)
  - Payments can be made to Alta High School c/o Step2TheU

# Long-term Vision for Step2TheU

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- **Provide a cohort of 35 students over two programs (Culture and Leadership and Global Citizenship) at the end of each junior year and at the end of senior year.**
  - Thus, serving 70 students each year and 140 students total
  - Total savings in tuition will be close to \$2 million total for student participants
- **Increase academic achievement outcomes for underrepresented students by placing them at the core of our work, with proper scaffolding (academically and soft-skills), and ongoing (quarterly) disaggregated data analysis with monthly reporting to our SCC and Building Leadership Team.**
- **Establish meaningful collaboration between University Faculty and Alta High Faculty in each of the respective academic core areas (ELA, Mathematics, Science, and Social Science)**
- **Close the opportunity gap that has existed for decades in our comprehensive public schools**



# **A STEP TO THE U**

Enrolled Alta High students can earn college credit from University of Utah

What is your vision for your school and how are you using innovation to make your school unique?

Questions and Answers