

Ongoing Proof

*Results from the Canton
Early College High School
Class of 2010*

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October, 2010



Canton's Early College High School

In 2005, the Canton City Schools (CCS), Stark State College of Technology (SSCT), Canton Professional Educators Association (CPEA) and the Stark Education Partnership (SEP) came together to found Canton's Early College High School (CECHS). Start up funding was provided by the Bill and Melinda Gates Foundation through KnowledgeWorks and the state of Ohio.

The goal of CECHS is to allow students an opportunity to earn both a diploma and an Associate Degree during their high school career.

With only 12.5% of its adults with a Bachelor's Degree or higher and 78% of its students in poverty, Canton, Ohio's poorest neighborhoods needed a compelling example that college is possible. From the onset, CECHS was envisioned not just as a school, but as a culture-shifting "proof-point" for the community that impoverished inner city students can be successful with college-level work.

The inaugural class of 2009 provided that "proof-point." The Class of 2010 provides ongoing proof.



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Ongoing Proof: Executive Summary

Eighty-nine students entered Canton Early College High School (CECHS) as freshmen in the summer of 2006. Application to CECHS is open to all students; this was not a selective group. Sixty of those students persisted a full four years in the program. Eight left the district, 15 returned to regular Canton City high school, and six entered a district alternative program. Results are as follows:

1. At 52%, CECHS graduates are outperforming Ohio at 33% and the nation at 10% in Associate Degree attainment. In Ohio, 80% of early college students graduate with at least a semester of credit; in Canton, that figure is 100% for persisting CECHS students. There is no national percentage.
2. Students with EXPLORE Composite Scores between 14 and 17 are the most successful in CECHS.
3. Both EXPLORE Composite scores and math subject scores appear to have predictability as to who will persist in early college.
4. One hundred percent of CECHS students graduated high school. Those who did not earn an Associate Degree had between 15 to 60 hours of college credit. The average was 43 hours.
5. Ninety-six percent of all entering CECHS freshmen remaining in the Canton City Schools, whether persisting in early college, or not, graduated high school. Five of the eight students leaving the district are also known to have graduated. Information is not available for the remaining three.
6. African American students outperformed white students in successfully earning college credit and Associate Degrees.
7. All first generation college going students who were also on free or reduced lunch who persisted in CECHS earned Associate Degrees.
8. The most successful sub-group in CECHS is the African American female on free or reduced lunch. This success directly impacts the most impoverished population in the City of Canton.
9. Results from the Class of 2009 have impacted Timken's college going, raising it from 27% to 37.1% and added a college completion rate of 10.8%; 2010 will impact both Timken and McKinley.



Ongoing Proof: Results from the Canton Early College High School Class of 2010

In 2009, the Stark Education Partnership published a white paper entitled, *Proof Point: Results from the Inaugural Class of Canton's Early College High School*.¹ The first class had proven that low income, minority, and first generation college-going students could succeed in a rigorous program that gave them the opportunity to earn both a diploma and an Associate Degree upon their graduation from high school. The second class of 2010 furthers that proof.

State and national early college statistics are based on only those who graduate. On this basis, CECHS students continue to outperform other early college high school students both on a state and national level for the latest figures available.

Graduating with College Credit: CECHS Comparison to State and National Early Colleges²

	Canton 2009	Canton 2010	Ohio 2009	Nation 2009
Graduates Earning College Credit	100%	100%	N/A	88%
Earned at Least a Semester of College	100%	100%	80%	N/A
Earning Associate Degree or Two Years of College	53%	52%	33%	10%

¹Rochford, J.A. (2009). *Proof Point: Results from the Inaugural Class of Canton's Early College High School*. Canton, Ohio: The Stark Education Partnership, Inc.

²Data Sources: CECHS records and *Ohio's Innovative High Schools Facing Closure due to Budget Cuts*. June 26, 2009 Press Release by Jobs for the Future and CECHS records.

I. Readiness for College: What Explore Scores Tell Us

The 8th Grade version of the ACT Test, EXPLORE is a predictor of college readiness. The national average for the EXPLORE Composite Score is 14.9. Canton's average for all students is 14.3. Students who enrolled in CECHS with a Composite Score less than 14.0 had the greatest attrition of any group. This group also had the greatest number returning to regular high school, entering a district alternative program and the highest number leaving the district. Only one student in this range graduated with an Associate Degree.

Student Outcomes by EXPLORE Composite Score³

EXPLORE Composite Score	Number	Persisted CECHS	Associate Degree	Returned to Regular High School	Entered District Alternative Program	Left District
10-13	16	3	1	5	4	4
14-15 ⁴	22	18	9	2		2
16-17	25	21	11	3		1
18-19	12	6	5	3	2	1
20-21	7	5	2	2		
22	3	3	2			
N/A	4	4	1			
	89	60	31	15	6	8

³Data sources for following charts in this report, unless noted otherwise, are from Canton City Schools student records.

⁴The national norm group for the EXPLORE Composite Score is 14.9. Canton's average EXPLORE Composite Score is 14.3

⁵Leasure, R. (2006). *Assessment of Early College High School Students in the Canton City School District, March 2006 Report*. Power point presentation to the ECHS Steering Committee in Canton.

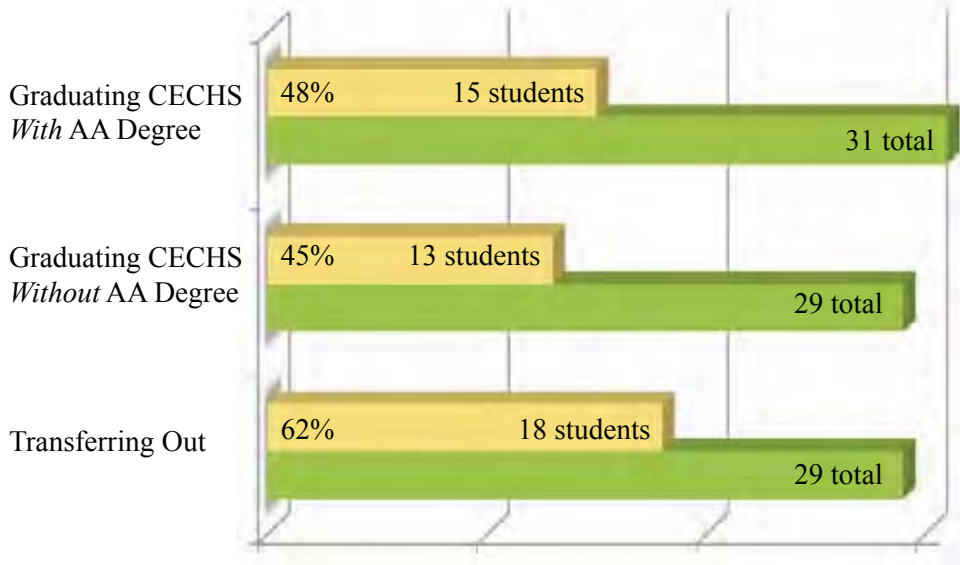
⁶College Readiness Benchmarks as the probability that a student will be ready for college level work in a particular subject by the time they graduate from high school. CECHS is a different construct because *students do college level work while in high school*.

Research with the Class of 2009 indicated that success in college coursework might be specifically correlated with the EXPLORE math score, a subset of the composite.⁵ ACT's College Readiness Benchmark⁶ for this score is 17. While nearly half of those students from the Class of 2010 persisting in CECHS were below this benchmark, it was true that a higher percentage of the students who left had scored below 17. This result seemed to confirm the predictability of the EXPLORE math score.

Yet, some students with low EXPLORE composite scores or low math scores do succeed in early college. While these two factors might be considered predictors as to who will not persist, they should not be considered as indicators that students cannot be successful with college work. The 18 students who left CECHS that scored below the benchmark of 17 had accumulated 280 hours of college credit out of 306 hours attempted. This was a 92% success rate.

EXPLORE Math Scores for All CECHS Freshmen, Class of 2010

■ Students Below 17 ■ Total Students



II. Persistence in CECHS

With a smaller starting cohort of 89 students, as compared to the 99 students of the Class of 2009, the Class of 2010 saw greater persistence in CECHS. Sixty students in each class persisted through all four years. For the 29 students of the Class of 2010 who persisted but did not earn an Associate Degree, the range of credits earned was from 15 to 60 college hours. The average was 43 hours.

Results for Persisting Students Classes of 2009 and 2010

Class of 2010	Students Persisting	60
	High School Graduates	60
	AA Degrees Earned	31
Class of 2009	Students Persisting	60
	High School Graduates	60
	AA Degrees Earned	32



III. Countering Graduation Risks

Ohio's high school graduation rate is dropping. From a high of 86.9% in 2005-06, the rate fell to 83% in 2008-09.⁷ However, the high school graduation rate for all entering (whether persisting or not) CECHS students continues to rise. For those remaining in the Canton City Schools, it is 96% for 2010.

Outcomes for All Enrolling Freshmen – Comparison of Class of 2009, Class of 2010

Status	Number 2009	% Entering Class of 2009	Number 2010	% Entering Class of 2010
Graduated CECHS w/ Associate Degree	32	32%	31	35%
Graduated CECHS w/ College Credit	28	28%	29	33%
Graduated District High School ⁸ w/ College Credit	21	21%	19	21%
Graduated High School w/o College Credit	2	2%	1	1%
Did not Graduate on Time	6	6%	2	2%
Dropped Out	2	2%	0	0%
Left District	8	8%	8 ⁹	9%
Students Remaining in District (All four years)	83	84%	79	89%
<i>On-Time HS Graduation Rate (All Students Remaining in District)</i>		91%		96%

⁷All state figures are from the Ohio Department of Education 2009-10 State Report Card. State graduation rates are for 2008-09, the latest year available: The State Report Card may be found at: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=115&ContentID=34744&Content=89801>

⁸This category also includes CHOICES alternative high school and Canton Digital Academy.

⁹Five of these students are known to have graduated high school. Seven of these students had earned college credit.

IV. Achievement Gap?

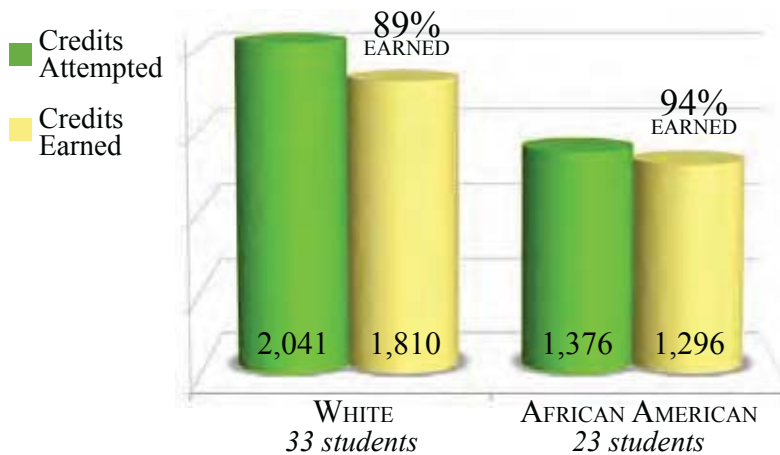
African American students in Ohio are at even greater risk of not graduating than white students. CECHS had far different results on the basis of race than the state average. African American students were also the most successful in earning an Associate Degree.

CECHS Class of 2010 Graduation Outcomes by Race

Race	Number	AA Degree	AA %	On-Time HS Grad	CECHS HS Grad %	State HS Grad Rate %
African American	23	15	65%	23	100%	61.3%
White	33	15	45%	33	100%	88.6%

African American students also outperformed white students in successfully earning college credit. Students of mixed racial heritage had the lowest degree of success.

Performance of Graduates on College Credit Attempted and Earned by Race



V. Tackling Underrepresentation and the Core of Poverty

Early colleges are designed to serve students underrepresented in college access in three major categories. These are minority status, poverty, and first in family to go to college. The chart below illustrates the results for both the Class of 2009 and 2010 divided by these categories.

The most successful sub-group among CECHS students in 2010 is the impoverished African American female. More students graduated in this category in 2010 than in 2009.

This is a significant result, given the demographics of poverty in the city of Canton, where females, over the age of 25, are the most impoverished group, according to the U.S. Census.¹⁰ While females themselves account for 60% of the city's poverty, African American females alone account for over 40%. The greatest concentration of poverty is among the young (age 18-34) and those with only a high school diploma or less. While the Census estimates that 6,903 Canton females (4,301 African American) are below poverty, only 50 females with a Bachelor's Degree or higher are in poverty.

CECHS success with impoverished young African American directly attacks the core issues surrounding poverty in Canton.¹¹

¹⁰U.S. Census 2009 American Community Survey *Data Sets with Detailed Tables* for the City of Canton

¹¹Note: The population claiming mixed racial heritage is all male. All minority females claim African American heritage.

Two Year Comparison CECHS Graduates by Sex on the Basis of Race, Poverty and First Generation

	Graduated w/ Associate <i>Male</i>	Graduated w/ Associate <i>Female</i>	Graduated w/ College Hrs. <i>Male</i>	Graduated w/ College Hrs. <i>Female</i>
Students 2009 (60 total)	17	15	12	16
Students 2010 (60 total)	11	20	14	15
% Minority 2009	35%	40%	50%	81%
% Minority 2010	18%	70%	21%	50%
% Free or Reduced Lunch 2009	59%	67%	50%	94%
% Free or Reduced Lunch 2010	45%	87%	36%	60%
% First in Family to College 2009	82%	67%	100%	81%
% First in Family to College 2010	91%	75%	93%	80%



VI. Advancing the College Going and Completion Rate

By its very nature of graduating students with Associate Degrees and college credit, CECHS is already advancing the college going and completion rates for Canton's two high schools. This impact can be seen at Timken as a result of the CECHS Class of 2009. That year, all students were considered Timken students. Data from the National Student Clearinghouse Student Tracker System shows Timken's college-going rate at 37.1% as opposed to 27% the year CECHS began. However, this is not all. For in 2009, Timken not only had an increased college going rate; 10.8% of its graduates had already completed a college degree. For the class of 2010, there will be a similar impact on McKinley High School as CECHS students can now be either Timken or McKinley students.

