Early College High School Network Meeting  
February 2, 2010

Welcome  
Marcus Robinson  
- Brief history of Charles A. Tindley Accelerated School

Dave Dresslar  
- Praise for Charles A. Tindley’s accomplishments  
- Importance of networking during meetings  
- Update on grant from Lilly Endowment (i.e., sustainability, new initiatives)  
- Update on Race to the Top (i.e., application submitted, ECHS included)

General Updates  
Lynn Lupold

New School Project  
- Project will demonstrate how to implement ECHS in rural schools.  
- Pilot sites: Lawrenceburg, Bellmont and Westville High Schools

Schools to Watch  
- Three Indiana middle schools were recently chosen as Schools to Watch: Robert A. Taft Middle School, Triton Central Middle School and Decatur Middle School.  
- Send individuals involved at the middle school-level to tour these sites.

ECHS Endorsement  
- Some schools have expressed an interest in applying for endorsed status.  
- The application and core principles are included in today’s packet.

Policy Updates  
Jen Oliver  
- HB 1365—would prevent students from being charged tuition for any course that meets Core 40 academic honors diploma requirements. Passed by House Education Committee; awaiting approval by the Senate Education Committee.  
- SB 0257—would enable the Indiana Commission for Higher Education to accredit dual credit providers (in addition to NACEP); passed by the Senate Education Committee; awaiting approval by the House Education Committee.

School Updates  
Todd Hurst

Bellmont High School  
Scot Croner  
- In very early stages of ECHS implementation.  
- Rural school surrounded by depressed economy.
• 819 students—25 percent free and reduced lunch; 68 percent pursue postsecondary education.
• Wanted to increase the number of students attending college by developing the attitude that college is beneficial and meaningful.
• Offer 13 AP courses and a variety of vocational courses.
• Recently received a No Excuses University Network grant.
• Hoping to graduate first cohort in 2014.

Center Grove High School
Sandy Hillman and Krista Hensley
• First year of ECHS implementation.
• High performing school—had to justify need for ECHS (i.e., for middle-of-the-road students that lack motivation and organizational skills).
• Advice for describing target audience: 21st-century scholars, first-generation college-goers, “B/C” students who need extra support or have the potential to be “A” students, and students who aren’t challenging themselves (e.g., dropped out of honors, etc.).
• Have 80-90 dual credit offerings.
• Developing a mentoring component to guide students into pathways.
• Stressed the importance of providing students with pathways to degree attainment (Pat Melton is assisting them with getting teachers credentialed).
• Eight period alternating block schedule
• Important to support new teachers—they will feel overwhelmed.
• Referenced 2009 CELL Conference and the January edition of the ECHS newsletter—list “College Ready” skills for freshmen.
• Utilize Kallick and Costa’s Habits of Mind.
• Laptops and online courses help students practice 21st-century skills.
• Provide struggling students with additional support during homeroom.
• In first nine weeks, only 2 percent of ECHS students are failing core classes while 20 percent of traditional students are failing them.

Connersville High School
Patricia Flowers
• Started in spring 2008.
• Town of 25,000 situated in the “Rust Belt.”
• 1,206 students
• 471 students took 15 courses and 68.6 percent received college credit.
• Structured around Woodrow Wilson principles.
• Offer college coursework at no cost to students—teachers certified with Ivy Tech Richmond.
• Emphasized the importance of finding teachers who are willing to put in extra work.
• Exploring options with middle schools and Project Lead the Way.
• Developing an Ivy Tech 100 course with Jackie Schlichte.
Columbus North High School
Susan Scott
- Started ECHS to create a universal design for learning and pathways for student success.
- School has a common language based on *Habits of Mind*.
- Developed behavioral support systems that attend to whole student.
- Partners with C4 Columbus Area Career Connection, IUPUC, Ivy Tech, and IU.
- Educators and administrators need support: 1) counselors and teachers must see this as their mission, not just a job; 2) administrators must insulate against negative feedback; 3) there must be constant communication among all parties (i.e., teachers, parents, etc.).
- Start talking with students in middle school.
- Students do community service every Wednesday.
- Important to strategize on funding.

Evansville Vanderburgh School Corporation
Wendy McNamara
- Partners with Vincennes, Ivy Tech and the University of Evansville.
- Started ECHS after examining future jobs in Southwestern Indiana (will require 21st-century skills).
- Half-day program—students start at the high school, then transport to the Ivy Tech campus.
- Students access math and English labs at Ivy Tech.
- The University of Evansville provides sophomore pre-service teachers as mentors/tutors.
- Mentioned the 2009 CELL conference—student success was linked to parental participation, so EVSC engaged the alumni associations with ECHS parents to discuss how to handle having a child in college.
- Students choose a pathway junior or senior year.
- Have received 70 applications for next year; at a quick glance, 70-75 percent meet their target audience (i.e., free and reduced lunch/21st century scholars).

Showcasing Charles A. Tindley Accelerated School
Marcus Robinson
- Charter school, but still don’t have “sugarplum” families.
- Weren’t facing typical high school problems—students lacked basic skills.
- Needed to reach students sooner, so expanded program to include 6th grade.
- Have 435 students from grades six through twelve.
- Advice for how to become a star school: 1) professional development once a week, 2) single-track program—students must pass every class (take them out of specials if they need additional support).
- Partners with Anderson University.
- Have an extended day: 7:30 a.m. to 5 p.m. four days per week and 7:30 a.m. to 4 p.m. on Friday. Some students stay as late as 7 p.m.
- Operate on a ten- and twelve-month calendar.
• Must consider students’ level of maturity—1) make students understand the life consequences of the decisions they make, 2) provide structure in lower grades (Tindley students are in single-sex classrooms until high school).
• Students receive weekly progress reports that must be signed by parents/guardians.
• Coach parents to get involved (engage them in students’ work).
• Meet the challenge you give students with plenty of support—make them feel as if they are a part of administrators’ and teachers’ lives, 2) be ready to become co-parents.
• Considering a program specifically for boys and because attrition is high among them.
• Hire people who know how to nurture kids—they must have high commitment and competency.
• Get a critical mass of good teachers to build a culture of success.
• Encourage teachers to keep their standards high.

**Teacher Panel Discussion**
Hope Rias, Social Studies
• Emphasize that students’ futures are over if they do not go to college—it’s really “college or die.”
• If they come in with that understanding everyday, then they’ll do what you ask because the stakes are so high.

Jim Larson, Humanities
• Take homework very seriously. Homework should be designed to ensure that students understand concepts and are ready to move on to new ones.
• Must be willing to try different interventions (be flexible).
• Let students know that you’re hard on them because you’re concerned for them; not because you’re punishing them.
• Provide opportunities to help students get homework done (tutoring).

Gloria Schnippel, Mathematics (Anderson University Adjunct)
• ECHS is not as structured as traditional high school—you must prepare students to handle the amount of free time in the Early College environment.

**Student Panel Discussion**
• Made many sacrifices to participate in ECHS, but it’s worth it in the end.
• The school culture is a big motivating factor—all students expected to succeed, teachers are willing to spend extra time, not just about academics but character-building.
• Wearing a uniform keeps you from focusing on certain social pressures.