RE-IMAGINING HIGH SCHOOL FOR A POST-PANDEMIC WORLD

Pathways to Adult Success Solution Forum
Everyone Graduates Center, Johns Hopkins University School of Education
October 19, 2021
Welcome and Agenda

• Re-imagining high school for a post-pandemic world with:
  
  • **Investing ESSER Dollars to Redesign Credit Recovery for Lasting Learning and Broader Change**
    Eddie Branchaud, Manager, District Consulting and
    Mark Heath, Associate Consultant, Education Resource Strategies
  
  • **Learnings from the Cross-State High School Redesign Collaborative**
    Robert Balfanz, Director, Everyone Graduates Center
  
  • **The Big Blur: Erasing Boundaries between High School, College, and Career**
    Joel Vargas, Vice President, Jobs for the Future (JFF)

• Open Discussion and Resource Sharing

• Upcoming Events
Organizing our Discussion

- We have a large and diverse group of people and organizations participating in today’s session.
- K-12, Higher Ed, Non-Profits, State Depts. of Ed.
- So we can hear from as many as possible, we have muted everyone upon entry. Please share ideas and ask questions via the chat function.
- One of the moderators will read each question or comment out loud, and then ask for responses via the chat function.
- The moderator may ask the participant to respond verbally for elaboration or clarification.
- If you are sharing a resource that can be reached via a web link, please share the link in the chat box.
- After the session, we will send out resources shared during the session and add to the COVID-19 resource webpage on the PAS website.
Building Pathways to Adult Success for and with All our Students Has Never Been So Crucial

- The pandemic has disrupted existing student support and guidance systems.
- Uncertainty is the norm.
- Momentum to and through postsecondary is being impacted.
Recent Surveys of High School Students & Graduates Make the Case for High School Redesign
WHILE 90% of surveyed students plan to graduate high school on time, many feel their high school experiences are NOT preparing them for life after graduation.

**Percentage of young people who believe that...**

- What I learn in class is necessary for success in the future: 57%
- My classes offer useful information to prepare me for what I want to do in life: 57%
- I learn valuable skills at school: 64%
- My high school experience is preparing me for success: 64%

AmericasPromise.org/WhereDoWeGoNext
Most Helpful Items When Trying to Get More Education

- Responses from recent high school graduates (classes of 2020 and 2021) who had wanted to get additional education after high school but decided not to enroll immediately.

Teens think that it’s most important for school to teach them skills for future employment and to become independent thinkers.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Extremely Important</th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Don’t Know/No Opinion</th>
<th>School Parents*</th>
</tr>
</thead>
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<tr>
<td>Skills for future employment</td>
<td>57%</td>
<td>29%</td>
<td>10%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>To become independent thinkers</td>
<td>51%</td>
<td>30%</td>
<td>14%</td>
<td>46%</td>
<td></td>
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<tr>
<td>How to be good citizens</td>
<td>47%</td>
<td>30%</td>
<td>17%</td>
<td>3%</td>
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<td>How to interact with others</td>
<td>43%</td>
<td>31%</td>
<td>19%</td>
<td>4%</td>
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<tr>
<td>Values or morals</td>
<td>40%</td>
<td>32%</td>
<td>19%</td>
<td>4%</td>
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<tr>
<td>To fix social problems</td>
<td>39%</td>
<td>32%</td>
<td>20%</td>
<td>4%</td>
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<td>Core academic subjects</td>
<td>33%</td>
<td>28%</td>
<td>29%</td>
<td>6%</td>
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</tr>
</tbody>
</table>

*School Parent data from EdChoice’s Monthly School Parent Tracker (compared to school parent data from August 2021)

• In September teens split on how often they want to attend school in person vs. remotely
• Half want to be in person 5 days a week
• 40% want to be in schools from 2 to 4 days a week
• 10% want to be fully remote

Investing ESSER Dollars to Redesign Credit Recovery for Lasting Learning and Broader Change

Eddie Branchaud, Manager, District Consulting
Mark Heath, Associate Consultant
Education Resource Strategies
Investing ESSER funding to redesign credit recovery for lasting learning and broader change
Eddie Branchaud and Mark Heath, ERS
October 19, 2021
ERS is a national nonprofit that partners with district, school and state leaders to transform how they use resources (people, time, and money) so that every school prepares every child for tomorrow, no matter their race or income.
ERS’ Schools Start Here Guides for ESSER Spending, Scheduling, and Staffing support schools in taking a “Do Now, Build Towards” approach to implementing key strategies.

The ERS Schools Start Here Series for High School

What does the research say?

How can districts and schools invest sustainably?

How can districts and schools target ESSER dollars now?

What does strategic scheduling and staffing look like?

The ERS Schools Start Here Series for High School
Over the last decade, national graduation rates have risen steadily, while achievement measures such as NAEP have not.

Public HS 4-year Adjusted Cohort Graduation Rate, 2010-11 to 2018-19

12th Grade NAEP, 2009-2019

Sources: NCES, The Nation’s Report Card
With widespread and increased needs post-COVID, districts and schools should **rethink common practices within current credit recovery models.**

- Roughly 89% of high schools offer some form of credit recovery, and as many as 15% of students participate.
- Credit recovery programs studied so far:
  - ✓ Have succeeded in raising graduation rates
  - ✗ Have not succeeded in increasing measures of student achievement.
- Reported increases in course failures due to pandemic-interrupted schooling likely mean increased demand for credit recovery.

How can districts and schools invest in credit recovery in ways that truly serve student needs?

Sources (links embedded above): Houston Chronicle, Mercury News, Associated Press, KARE
Limited research and case studies indicate that students can succeed in a credit recovery program that...

- Provides sufficient support
  - Even evening and summer programs can allow students to access necessary credits
    - Virtual evening/weekend options expand accessibility and can be pooled across schools.
  - Self-paced modules (with sufficient support) can offer additional flexibilities

- Targets needed competencies
  - In a competency-based model, students progress by showing mastery of content, focusing their time engaging on content they haven’t yet mastered, targeting learning over seat time.

- Offers flexibility
  - In one RCT, students who received less instructional support from an in-person teacher were less likely to earn credits and pass unit exams.
    - Assigned staff should be able to provide instructional support.

Introduction
A Better Credit Recovery
Investing for System Change
Competency-Based Credit Recovery  
*DC Public Schools*

- DCPS launched a redesigned credit recovery program in 2018-19
- Students in credit recovery participate in **distinct individualized competency-based courses** that are aligned to DCPS curriculum and feature face-to-face support.
- Students **work at their own pace with multiple opportunities for revisions** with meaningful feedback.
- A **credit recovery coordinator** supports implementation at each school.

Flexible Evening Courses  
*San Antonio Evening FLEX High School*

- Students in credit recovery can participate in **evening virtual courses, twice per week** from 5 PM – 9 PM over an eight-week period.
- **Learning is self-paced** so students may work as quickly through course material as they wish, and teachers provide differentiated support and instruction.
- Teaching credit recovery is **a condition for expert teacher bonuses**, thereby ensuring high-quality support for students.
- NOTE: The district also offers credit recovery during **intersessions** so this is a true FLEX opportunity.

Sources: [DCPS](#), [SAISD](#), personal communication
How can districts and schools invest sustainably?
ESSER funds can be invested to make credit recovery more supportive, targeted, and flexible

**Provides sufficient support**
- If using self-paced credit recovery options, **add in-person support** through stipending teachers or hiring staff (while recognizing immediate hiring challenges in many areas)
- Add **coordinator roles** to track student progress and identify support needs

**Targets needed competencies**
- Stipend staff to **adapt some courses to be competency-based** (identifying core competencies, modifying/creating assessments, developing rubrics, etc.); start small and build on successes/challenges.

**Offers flexibility**
- Create an **additional opportunity** for students to complete credits: evening, intersession, summer, weekend academy, etc.
- Aiming for Summer 2022 gives districts a runway for quality program design.
New approaches that prioritize in-person support from qualified staff will likely **cost more per student** in the long run.

**Key Question:** How can districts sustain improved student supports and educator professional learning—without increasing long-term costs?

Consider ways to **shrink time spent** in credit recovery and **reduce the number of students needing credit recovery**.

Schools should be able to reduce investments in these areas back to baseline once curriculum/systems are in place.
Schools and districts can pilot ways to decrease the amount of time students spend in better credit recovery models.

Explore **shifts to instruction** to reduce the time some students spend in credit recovery.

- **Competency-based approaches**, for example, focus student time on the knowledge and skills students need rather than redoing all content and units.
- **Self-paced approaches**, allow students to learn at their own pace which for many students could mean less time in credit recovery.

Explore **shifts to academic calendars** to avoid year-long credit recovery.

- **Semesters, trimesters, or even quarters** – for example – create shorter course cadences, and thus a shorter amount of time for students to engage in credit recovery.

When combined, these approaches decrease costs per student while also creating a highly differentiated experience where students **transition to and from** credit recovery coursework that **focuses exclusively on key competencies** for each individual student. **Clear guardrails should ensure student mastery.**
With increased costs, districts should prioritize **reducing student failure rates**, and thus the need for credit recovery, through improved academic supports.

“Do Now” investments to build sustainable just-in-time supports:

- **Invest in early warning systems (EWS)** to anticipate and connect students to necessary targeted supports at the right time. For more, see the *Early Warning Systems* guide.

- **Improve and expand academic supports** such as high-dosage tutoring and embedded intervention blocks. For more, see the *Tutoring* guide and *Academic Supports* guide.

- **Develop “double-dosing” courses** (for example, Foundations in Math) for students, identified before they begin the course, who would benefit from additional support in mastering current course competencies. For more, see the *Academic Supports* guide.
Credit recovery can serve as a testing ground for more targeted and flexible instruction

- When COVID shut down schools, DCPS leveraged the competency-based approaches developed for credit recovery to make remote high school more targeted and flexible.

- Shifting towards competency-based approaches requires significant mindset shifts and investment in course and system redesign; if done consciously, piloting competency-based approaches in credit recovery can lay the groundwork.
In summary, to schools and districts can…

- Review current credit recovery approaches, and look for ESSER investments that would make them more supportive, targeted, and flexible.

- Consider ways to reduce time spent in credit recovery while maintaining expectations for learning.

- Implement research-backed structures for supporting students before course failure, including double-dosing, high-dosage tutoring, and Early Warning (on-track) Systems.

- Consider how credit recovery could pilot competency-based approaches that can lay the groundwork for larger system change.
For more tools and information...

See the full “Do Now, Build Toward” toolkit

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www.erstrategies.org

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Learnings from the Cross-State High School Redesign Collaborative

Robert Balfanz, Director
Everyone Graduates Center
Cross-State HS Redesign Collaborative

Key Question

How can evidence-based practices be customized to local circumstances by school-based design teams composed of teachers, school leaders, students, district staff, and community members, to create high schools which meet community needs in the 21st Century and provide all students with a pathway to adult success?
CSHSC Some Details

• **Started in 2017** in response to ESSA regulation that all high schools with graduation rates below 67% needed to engage in comprehensive evidence-based reforms

• **Partnership** between Everyone Graduates Center, CCSSO, and six state departments of education – Louisiana, Mississippi, New Mexico, Ohio, New York and Massachusetts

• **To date** worked with over 75 high schools, several states on 2nd and 3rd cohorts

• **Focused** on high schools where standards and accountability approaches have not succeeded

• **Many locations** – in districts with one or two high schools
CSHSC - Key Features

- Hopeful, positive, future-orientated. Premise is world has changed and high schools have not had the opportunity to redesign themselves.

- Evidence-based, but locally customized/orientated; not one way for all but driven by local needs and insights.

- Focused on four areas of impact largely under the control of schools: organizing adults; putting students at the center; teaching and learning; and building equitable post-secondary pathways for all.
CSHSC - Key Mindsets

Placed at center of community economic development and social integration efforts

Participatory-driven by school teams including teachers, counselors, students, school leaders, and district staff informed by students, all teachers, parents, community

Designing for equity requires the meaningful participation of those impacted by inequity; and

Supported-networked with other schools engaging in similar work, both within the state and across the nation
Key Learnings to Date
Mindsets Matter

Need to examine current utility of long-held views on how high schools work
Organize the evidence base into the areas schools can influence and in ways that can be remembered

• Organizing adults
  • Teams, not individuals

• Students at the center
  • Hope, agency, trust and relationships

• Teaching and learning
  • Supported, engaged, and challenged

• Postsecondary pathways
  • Once an endpoint, now a steppingstone
The Four Drivers of Redesign

The Cross State High School Redesign Collaborative is built around a hopeful, positive, future-orientated framework to redesign high schools for the 21st Century. We organize the evidence base into four key drivers of student outcomes that schools can directly influence and impact.

Organizing Adults

Organizing teachers, administrators, partners, parents AND students daily interactions to leave them more satisfied, productive, supported, connected, and engaged.

Learn More!

Students at the Center

Focusing high school redesign efforts on always keeping students at the center of their educational experiences.

Learn More!

Teaching & Learning

Focusing on how to best stage and sequence tools and learning to build the necessary teacher.

Postsecondary Pathways

Redesigning all students’ postsecondary pathways

About CSHSC

Getting Started

XQ Super School Redesign Resources

High School Redesign Workbook

Conduct Needs Assessments

Inviting Community Input
Student and Community Voice Matter

CSHCS high schools that have done the most to incorporate student and community voice into their re-design efforts have been the most innovative in their thinking and bold in their actions.
Improving Alone is Hard

The Value in Networks

If you want to go fast, go alone.
If you want to go far, go together.
—Kwan Fung
Some Key Process Learnings

• School redesign teams need to include substantial participation by teachers and school personnel who see themselves as long-term.

• School redesign teams need a six-to-nine-month redesign period before substantial implementation.

• Redesign period should be structured to build case for redesign among school staff and community, get students, staff, and community input, explore evidence base and modify evidence-based practices to local circumstances, visit or learn from schools using practices redesign team is interested in, and build capacity to support implementation.
Key Process Findings, cont.

• Non-evaluatory feedback from support partners, state, district, etc. is useful as redesign plans are being formed.

• ESSA school improvement procedures provide a good framework for redesign, when they are faithfully employed
  • i.e. district should support implementation of evidence-based strategies, not say they can’t be done.
Sometimes an old-fashioned Resource Guide/Workbook can have great utility

Thought-catcher

Framing for journey

Big picture plus key nuts-and-bolts information sharing
Initial Impact

• Complicated by pandemic
• Nearly all schools engaged in substantive redesign actions
• Majority of schools’ report has been different from, and better than, other school improvement efforts they have participated in
For more information

- Visit the Cross-State High School Redesign Collaborative [https://www.hsredesign.org/](https://www.hsredesign.org/)
- Contact Robert Balfanz: [rbalfanz@jhu.edu](mailto:rbalfanz@jhu.edu)
- Read forthcoming report
The Big Blur: An Argument for Erasing the Boundaries between High School, College, and Careers—and Creating One New System that Works for Everyone

Joel Vargas, Vice President, Jobs for the Future
The Big Blur

FREE FOR STUDENTS
GUIDED PATHWAYS
MODEL
INTEGRATED WORK-BASED LEARNING
EXPERIENCES
ACADEMIC AND CAREER NAVIGATION
WRAPAROUND SUPPORTS

JFF

- High School
- Postsecondary Education
- Labor Market
GROWTH IN DEGREE ATTAINMENT REMAINS UNACCEPTABLY SLOW ACROSS RACIAL AND ETHNIC GROUPS

Up to 20% of high school students—including up to 40% of low-income students—are admitted and plan to attend college, but don’t show up for classes in the fall.

25% of first-year students do not return to college for their second year, including 34% of Black students and 28% of Hispanic students.

Low-income students and Black students are more likely to take out student loans, to borrow larger sums of money, and to default on their student loans. 70% of Black students default on loans, compared to 4% of White students.
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<th>Name</th>
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<tr>
<td>Lande Ajose</td>
<td>California Governor's Office</td>
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<tr>
<td>Seth Andrews &amp; Chandell Stone</td>
<td>Degrees of Freedom</td>
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<td>Brock Astle &amp; Dana Kelly</td>
<td>Idaho Advanced Opportunity</td>
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<td>Beth Bean</td>
<td>Colorado Governor’s Office</td>
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<td>Scott Bess</td>
<td>Purdue Polytechnic High Schools</td>
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<td>Julian Cohen</td>
<td>Per Scholas</td>
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<td>Cass Conrad</td>
<td>Petrie Foundation</td>
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<td>Jon Furr</td>
<td>Education Systems Center</td>
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<td>Dan Greenstein &amp; Hope Lineman &amp; Randy A. Goin Jr.</td>
<td>Pennsylvania State System of Higher Education</td>
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<td>Megan Healy</td>
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<td>Sarah Hughes &amp; Becca Montgomery</td>
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<td>Kim Hunter Reed</td>
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<td>Harrison Keller</td>
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<td>Mark Martin</td>
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<tr>
<td>Mike Matsuda</td>
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<td>Michale McComis</td>
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<td>Don Shalvey</td>
<td>Formerly, Gates Foundation</td>
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<td>Amy Smith &amp; Cindy Bater</td>
<td>Long Beach Unified School District</td>
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<td>Jennie Soler-McIntosh (and team)</td>
<td>New Visions for Public Schools</td>
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<td>Michael Sorrell</td>
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<td>Lauren Starks &amp; Brian Vas (and team)</td>
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<td>Grace Suh &amp; Charlotte Lysohir</td>
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<td>Cate Swinburn</td>
<td>Youth Force NOLA</td>
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<td>Tim Taylor</td>
<td>Small School Districts Association (California)</td>
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<td>Jeff Wetzler</td>
<td>Transcend</td>
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<td>Amy Williams</td>
<td>National Alliance of Concurrent Enrollment Partnerships</td>
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<td>John White</td>
<td>Propel America</td>
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<td>Matthew Wunder &amp; Jennifer Hawn</td>
<td>DaVinci Schools</td>
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INCENTIVES
State accountability systems emphasize metrics of success for cohorts of students in grades 11-14.

Pool funding streams for students in grades 11-14.

ALIGNMENT
11th graders enter new institutional structures incorporating high school and college requirements designed for career preparation and incorporating work experience.

GOVERNANCE
A senior leader with decision making authority oversees, ensures funding for, and supports unified grades 11-14 institutional structures.

STAFFING
Specially trained educators and leaders are equipped to teach, curate and organize learning and work experiences and support systems for students in grades 11-14.
WE NEED TO BOLDLY REIMAGINE PUBLIC RESPONSIBILITY
THE PRESENT OPPORTUNITY AND THE ROAD AHEAD
Open Discussion and Resource Sharing
Announcements / Upcoming Events

• Upcoming PAS Solutions Forums
  • Nov. 16 at 2:00pm ET
  • Dec. 14 at 2:00pm ET
Thank You, Be Well, & Onward!

We will follow up with a recording of the session, slides, and a list of references and materials shared today.