

North Carolina New Schools Project Self- Assessment Analysis

School Name: Columbia Early College High School

Section 1: Review your data. What surprises you about your data? What trends do you see? What inconsistencies or gaps do you notice? What other pertinent information impacts school culture and student outcomes?

Additional Pertinent Information (beyond School Report Card, Teacher Working Conditions survey, Graduation Rate):

**53% of 9th graders have a weighted GPA of 3.0 or higher; 93% have a weighted GPA of 2.0 or higher.
*61% of 10th graders have a weighted GPA of 3.0 or higher; 87% have a weighted GPA of 2.0 or higher.
*61% of 11th graders have a weighted GPA of 3.0 or higher; 100% have a weighted GPA of 2.0 or higher.
65% of 12th graders have a weighted GPA of 3.0 or higher; 100% have a weighted GPA of 2.0 or higher.

**97% of 9th graders were promoted to 10th grade.
98% of 10th graders were promoted to 11th grade.
96% of 11th graders were promoted to 12th grade.
100% of 12th graders passed all required classes; 25 of 28 completed graduation project requirements and graduated; 3 of 28 elected to defer graduation project requirements and return for year 5.*

Columbia Early College students had a 60% pass rate (C or higher) in college classes the 1st semester, and a 70% pass rate (C or higher) in college classes the 2nd semester of the 2012-2013 school year.

**Only 49% of eligible students (17 of eligible 35) have passed all required college placement exams (Accuplacer.)*

**4% of students met all four ACT College Readiness Benchmark Scores, as compared to 13% of students across the state.*

**College readiness benchmark scores were earned by 38% of students in English, 13% of students in Math, 21% of students in Reading, and 4% of students in Science.*

The average ACT score for students at our school was 17.8, as compared to 18.4 for the state.

The daily attendance rate for the 2011-2012 school year was 92%. As a result of focusing on attendance as an action plan goal, the 2012-2013 attendance rate was 94.3%.

Section 1 Responses/Trends/Surprises:

**Many students are not yet eligible to take select college courses which require passing Accuplacer scores.
*Students continue to enter Columbia Early College with weak math skills, and continue to perform poorly in math on Accuplacer exams.
Only 4% of students met all four ACT College Readiness*

Consider the following in addition to your own measures:

- Student demographics: 1st generation college, ethnicity, gender, free/reduced lunch, exceptionality, English Language Learners
- Teacher demographics: teacher turnover rate, Teach for America, National Board Certification, years of service (at school, total), advanced degrees, licensed/non-licensed
- College credit acquisition/attempts and college Grade Point Average
- High school Grade Point Average
- Graduation rate
- Transfer rate (internal/external)
- Mobility rate
- Discipline data
- Teacher Working Conditions survey
- Student/parent surveys (Youth Truth, etc.)
- Walkthrough, peer-review data
- AdvancED
- Performance data (EOC, EVAAS, AYP, ABC, etc.)
- College placement/entrance data (PSAT, SAT, ACT, etc.)
- % of students completing Algebra 1 by end of 9th grade
- 9th grade advancement %
- Enrollment and pass rate in Algebra 2 or Integrated Math III

**ACT scores have improved in all areas except for mathematics comparing the 2012 cohort to the 2013 cohort:*

	CECHS 2012	CECHS 2013	STATE 2013
<i>English</i>	16.2	16.6	16.9
<i>Math</i>	18.3	17.8	19.2
<i>Reading</i>	17.1	17.8	18.4
<i>Science</i>	17.1	18.2	18.6
<i>Comp.</i>	17.3	17.8	18.4

North Carolina New Schools Project Self-Assessment Analysis

School Name: Columbia Early College High School

Benchmark Scores. Science is the area of greatest need.

Section 2: Having reflected upon your school's progress using the NCNSP Design Principle rubrics, describe in a few sentences your progress on the continuum from **Beginning to New Paradigms** for each NCNSP Design Principle.

College Ready: The Columbia ECHS faculty and staff believe that our school is at **Growing Innovations** on the Ready for College Rubric. While students do not take all courses at the honors level, all students are given the option to take Honors English, Honors Art and Band, Honors CTE and foreign language courses, and Advanced Math and Science courses. Students present projects to authentic audiences, including their graduation project. We have implemented academic supports necessary for every student, including during and after school tutorial sessions. FAFSA and scholarship application seminars are held for parents. All students complete some college courses. Our students take multiple trips to visit four year institutions throughout the year. A freshman summer bridge program implemented in June of 2013 also included visits to four colleges and universities.

Powerful Teaching and Learning: The Columbia ECHS faculty and staff believe that **Growing Innovations** describes our school on the Require Powerful Teaching and Learning rubric. Our staff teaches the NCSCOS, and some cross-curricular teaching, particularly in English and Social Studies, is planned around big ideas mapped to 21st century skills. Our school is technology-rich, and technology is routinely used in many classrooms to develop critical thinking and problem solving skills. A 1:1 laptop program will be implemented during the 2013-14 school year utilizing local and grant funding. Teachers are committed to ensure that all students read, write, think, and talk in every class every day, pursuing a deeper understanding of content material. Rubrics are routinely utilized to provide students with formative and summative assessment. Teachers provide students and parents with feedback on specific strengths and learning goals, particularly in mathematics.

Personalization: Our faculty has determined that we are at the **Growing Innovations** level on the Personalization continuum. All of our students have faculty advisors, and meet with these adults at the beginning of the year, during student-led conferences, and when completing grade-level activities. Advisory meetings are regularly scheduled throughout the school year to provide social, academic, and counseling support to students. For example, these meetings provide time for targeted instruction and remediation centered on ACT preparation and college placement exam preparation. Our school counselor is accessible to students, and advises them on a variety of social and academic issues. All school communications are provided in both Spanish and English.

Redefine Professionalism: Columbia's Early College High School is at **Growing Innovations** on the Redefine Professionalism continuum. Our faculty believes we have a collaborative work environment. Teachers routinely meet to discuss rigorous student work, to create integrated lessons, and to appropriately differentiate instruction. All staff work together to make decisions that advance the mission of our school, which is aligned with NCNS Design Principles. Teachers lead student advisory groups and have a voice in decisions about our school. Staff development is aligned with the mission and vision of our school, which was revised during the 2012-2013 school year, and New Schools design principles.

Purposeful Design: Our school is moving towards **Growing Innovations** on the Purposeful Design rubric. We have adequate instructional and support staff, and we actively advertise our school to the community. We visit the middle school annually to recruit students. Our school has built relationships with area businesses via the Tyrrell County Book Project, job shadowing, and in cooperation with groups such as the Agriculture Extension Office to deliver programming to advisory/seminar groups. Most teachers have common planning time with their subject-area colleagues, as well as duty-free lunch to informally collaborate during the week. Our recruitment and admissions practices seek out ALL students in our county, and our student population is reflective of the overall district in terms of ethnicity, family income, exceptionalities, and ability levels. Over 90% of incoming 9th graders in Tyrrell County Schools have elected to enroll in Columbia Early College. Regarding sustainability, our staff has been a strong advocate with legislative and NCNS leaders to secure funding for our

North Carolina New Schools Project Self-Assessment Analysis

School Name: Columbia Early College High School

sixth year of operation.

Leadership: The majority of our faculty believes we are best described by **Growing Innovations** on the Leadership design principle. Our staff members are collaborative in their efforts to improve our instructional practices, advance the mission of our school, and foster understanding of our school among our community constituents. The principal holds staff accountable for implementation of the Common Instructional Framework, putting instructional practices on the agenda of all faculty meetings, discussing instructional practices during all post-conferences following classroom observations, and noting the use of strategies during classroom observations. The principal provides data notebooks to teachers in both core and non-core subjects, and leads discussions about ways analyses of test data should be used to improve instruction. Collaborative decision making is the norm; teachers are invited to provide input in the decision making process via face-to-face staff meetings, small group discussions, email, and committee meetings. Student work is analyzed monthly at faculty meetings.

Section 3: Discuss strengths and resources of your school.

**Strong student support classes assist students in academics.*

**The staff is Highly Qualified, with many staff members holding advanced degrees.*

**Columbia Early College has strong parent and community support.*

**Our campus is technology-rich; resources include SmartBoards in all classrooms, Smart Response Technology in many core and vocational classrooms, a dedicated Information Highway Classroom, four computer labs, five laptop-carts, and multiple desk-top workstations within classrooms; and reliable hi-speed wireless internet access throughout the campus. Additional laptops will be provided to all students in the 2013-14 school year.*

Section 4: Based on Sections 1-3, identify two to three areas for further study and write a problem statement for each one. What are the related Design Principles for each?

Example:

Area for Study: *Literacy*

Problem Statement: *2/3 of our 9th grade class reads at or below grade level at the end of 9th grade*

Design Principles: *Powerful Teaching and Learning, College Ready, Redefining Professionalism*

Area for Study #1: Rigorous instruction implementing technology skills into authentic learning experiences

Problem Statement #1: Tyrrell County is small, rural, and economically distressed, and lacks a trained workforce. Training teachers to facilitate high quality, technology infused authentic lessons, providing students with opportunities to collaborate with scientists and other professionals, and increasing the number of college credits students earn prior to graduation will result in a better trained workforce.

Design Principles #1: Ready for College, Powerful Teaching and Learning, Leadership

Area for Study #2: Preparation for ACT/College Placement Test

Problem Statement #2: A majority of students are not scoring at/above college readiness levels on the ACT exam or passing other college placement tests

Design Principles #2: Ready for College, Powerful Teaching and Learning, Personalization

North Carolina New Schools Project Self- Assessment Analysis

School Name: Columbia Early College High School

REFLECTION

Section 5: Summarize your findings. Provide a brief analysis of your school by reflecting on your areas of study as they relate to the NCNSP Design Principles. In what ways might your current state relative to these Design Principles affect these problems? What else might contribute to these problems? (Consider using the 5 Whys Protocol to determine root causes.) Identify one or two high leverage areas for action and explain why they were selected.

Reflection

After reviewing our Teacher Perception survey of NCNSP Design Principles, Common Core and Essential Standards State Assessments, Accuplacer and ACT exam data, and other data we have two areas of concern:

- Rigorous instruction, implementing technology skills into authentic learning experiences
- Ensuring that students are well-prepared for college placement and ACT exams.

Our first area of concern involves preparation of our students for college and the workforce, specifically focusing on technology literacy. This concern is aligned with design principles **Ready for College, Powerful Teaching and Learning, and Leadership**. Tyrrell County is small, rural, and economically distressed, and lacks a trained workforce. Training our faculty to facilitate high quality, technology infused authentic lessons is a focus for the 2013-14 school year. Beginning with a pilot population of students and teachers and gradually expanding this initiative, by the end of the school year each student and faculty member will be provided with a Google Chromebook. Additionally, we plan to collaborate with the Friday Center to provide teachers with knowledge and skills necessary to effectively integrate authentic technology experiences into their curricula. Teachers will work in partnership with scientists and other professionals in our area from organizations such as the Coastal Studies Institute, US Fish and Wildlife, and a new ECU research facility located in our county. This will further enable students to utilize technology in meaningful ways to advance their learning while making their experiences relevant and rigorous. All students will be encouraged to enroll in available college coursework, including online college courses, which will also contribute towards college preparedness as well as a better trained workforce.

Our second area of concern is ensuring that students are well-prepared for Accuplacer and ACT exams, as a measure of college readiness. This concern is aligned with design principles **Ready for College and Powerful Teaching and Learning, and Personalization**.

Many of our students have not passed college placement exams, preventing them from enrolling in certain college courses. Our partner Institution of Higher Education, Beaufort County Community College, does not allow students to take placement exams until they have completed Algebra II and the first semester of English III. They are also limited in the number of times they may take the exam, and may not place out of exams by taking development level courses. Although BCCC allowed ACT scores to be used in lieu of college placement exam scores for the 2012-13 school year, they did not allow students to use PLAN scores for this purpose.

North Carolina New Schools Project Self- Assessment Analysis

School Name: Columbia Early College High School

Students need specific, targeted instruction to prepare them to be successful on Accuplacer and ACT exams. For the second year, our regular class schedule will be modified on some Tuesdays and Wednesdays to create an advisor/instructional support class addressing each of these areas in various ways. In addition, an ACT action committee will be created to address this problem. Committee members will be charged with securing professional development for teachers regarding embedding skills into curricula, test taking strategies to better prepare students for success, and developing and delivering structured test preparation for students during study periods and after school tutorial sessions. Faculty will also continue to meet regularly in PLC groups to examine student work, focusing on appropriate rigor and differentiation.

All core teachers will use EVAAS to review each student's level of performance and predicted growth. Math instructors will continue to use the Carnegie curriculum, which allows for individualized remediation and acceleration in the math curriculum, monitored by the student's math teacher. Ninth grade students with weak math skills will be assigned to both Algebra I and a math support class. Conversely, 9th graders who have successfully completed Algebra I will be enrolled in Honors Physics and geometry, a data driven strategy designed to strengthen students' math skills. ECHS students will continue to be enrolled in a daily tutorial period staffed by para-professionals who assist students with their assignments. After school tutorials will be provided four days per week, with attendance required a minimum of twice weekly for any student in ECHS who is failing a class at the mid-point or at the end of marking period. All students will be encouraged to attend ACT tutorials for 45 minutes twice weekly to take advantage of ACT preparation activities.

Although not being physically located on a community college campus remains a challenge, we are pleased that our IHE partner, Beaufort County Community College, has designed a core of 33 semester hours offered over two years to our juniors and seniors, providing the opportunity for those students who chose to stay a fifth year to earn a two year associate's degree. For the first time, seniors will also have the opportunity to enroll in all BCCC online courses, which were previously reserved for 5th year seniors only. This opens up additional opportunities for our students to earn college credits. We strongly encourage every student on our campus to enroll in college courses to some extent, and are pleased that in 2013, our 4-year graduates earned an average of 12 semester hours, with three students electing to remain for a 5th year. We remain committed to the belief that our school is a community with all adults responsible for all students, and that with our determined assistance, all of our students can and will succeed.



2013-2014 Self-Assessment

School Name: _Columbia Early College/High School

Area for Study 1: Rigorous Instruction implementing technology skills into authentic learning experiences

Problem Statement:

Tyrrell County is small, rural, and economically distressed, and lacks a trained workforce. Training teachers to facilitate high quality, technology infused authentic lessons, providing students with opportunities to collaborate with scientists and other professionals, and increasing the number of college credits students earn prior to graduation will result in a better trained workforce.

Action Plan:

Desired Evidence	Strategies	Timeline	Person(s) Responsible
100% of teachers will effectively integrate technology to enhance student achievement	Provide all teachers and students with Google Chromebooks; Provide training for teachers in instructional technology integration via Friday Center	Fall 2013 – Spring 2014	Principal; Faculty and staff
100% of students in grades 9-12 will complete 5 hours of curriculum related authentic learning experiences per year	Collaborate with Coastal Studies Institute, ECU Research Facility, and federal and state wildlife refuges, etc. to provide authentic learning experiences utilizing technology.	2013-2014 school year	Principal, Faculty and staff



2013-2014 Self-Assessment

School Name: _Columbia Early College/High School

80% of students will graduate with 12 semester hours or more of college credit	Counselor and college liaison meet with students to schedule college classes as needed/appropriate	Fall 2013 Spring 2014	Counselor, College liaison, principal
90% of students will successfully complete a minimum of one online course with a grade of "C" or higher.	Counselor will schedule students into online NCVPS or online college course	Fall 2013 Spring 2014	Counselor, principal, Early College curriculum director



2013-2014 Self-Assessment

School Name: _Columbia Early College/High School

Area for Study 2: Preparation for ACT/College Placement Test

Problem Statement: A majority of students are not scoring at/above college readiness levels on the ACT exam or passing other college placement tests

Action Plan

Desired Evidence	Strategies	Timeline	Person(s) Responsible
Faculty uses consistent methods in preparing students to score at or above college readiness	<ul style="list-style-type: none"> • Provide faculty with professional development regarding test taking strategies • Schedule departmental and cross curricular collaboration • Schedule regular meetings to discuss/evaluate evidence of rigorous work • Create ACT action committee 	<ul style="list-style-type: none"> • 2013-2014 school year • Monthly faculty meetings 	<ul style="list-style-type: none"> • Faculty • Administration
Increase by 10 percentage points students who score at or above college ready on PLAN (benchmark: EXPLORE) and ACT (benchmark: PLAN).	<ul style="list-style-type: none"> • Design curriculum maps incorporating skills necessary for success on tests embedded in curricula • Schedule structured test practice during study periods/after school 	<ul style="list-style-type: none"> • 2013-2014 school year 	<ul style="list-style-type: none"> • Faculty • Administration



2013-2014 Self-Assessment

School Name: _Columbia Early College/High School

	hours		
Increase by 10 percentage points students who score at or above college ready on college placement test DAP (benchmark: 2012-13 Accuplacer scores)	<ul style="list-style-type: none"> • Design curriculum maps incorporating skills necessary for success on tests embedded in curricula • Schedule structured test practice during study periods/after school hours 	<ul style="list-style-type: none"> • 2013-2014 school year 	<ul style="list-style-type: none"> • Faculty • Administration

Columbia High School 2013-2014 School Improvement Plan

Addressing items mandated by GS 115-C-105.27(b) and NOT included in the Columbia Early College/High School Action Plan:

1. Use of Staff Development Funds:
 - a. No state staff development funds are allotted
 - b. NCNSP grant funding is allotted to Columbia Early College High School for staff development. These funds are utilized to pay for staff development required by the NCNSP network, in compliance with the contract.
2. School safety and discipline concerns:
 - a. CHS utilizes the TCS school resource officer to monitor the campus and positively impact students.
 - b. Staff members are assigned to monitoring duties, including hallways, before and after school, during lunch, and during extracurricular activities.
 - c. All visitors are required to sign in and display visitor's passes prominently while on campus.
 - d. Student uniforms make the identification of students and non-students clearly visible, allowing for the enforcement of the visitor's pass policy.
 - e. CHS students are provided with a student handbook, which contains both the school level and district level discipline plan. This handbook is verbally reviewed with students on the first day of school.
 - f. CHS students are each assigned an advisor. Students meet regularly with their faculty advisors to improve their academic performance and to prepare for exams such as the ACT exam.
 - g. CHS conducts annual lockdown drills, utilizing the support of the TC Sheriffs department.
 - h. CHS maintains an ISS position, which is shared with CMS, so that students may be removed from class for brief time-outs, or in some cases for an entire school day or days. This allows out of school suspension to be a last resort.
 - i. Freshman seminar classes teach students how to adjust to the rigors and challenges of high school life.
3. Duty-free lunch for every teacher
 - a. All teachers receive 4 days of duty free lunch per week. On days when teachers have lunch duty, they have at least 90 minutes of planning.
4. Duty-free instructional planning
 - a. Teachers are scheduled to teach 6 of 8 class periods; the remaining two periods are allocated to planning.
5. Elimination of unnecessary and redundant reporting requirements
 - a. No unnecessary reports or paperwork is required of teachers. Every effort is made to have equitable distribution of required paperwork, including assigning PEPs to advisors

(so that each advisor has fewer than 5 PEPs to monitor), assigning students to advisors for report card conferencing, etc.