

## Snapshot Comparison of Innovative High School Models

MS Works	Gateway	Career Academy	Excellence for All	Early College High School (ECHS)	Dual Credit/ Dual Enrollment
<b>Law:</b>					
<ul style="list-style-type: none"> <li>SB 2792 - (2012) MS Code: 37-15-38(19), 37-151-5</li> <li>All community colleges SHALL implement by 2012-2013</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>MS Code: 37-15-38</li> </ul>
<b>Target Groups:</b>					
<ul style="list-style-type: none"> <li>At-risk students or recent dropouts</li> <li>Students between ages 16 and 21</li> </ul>	<ul style="list-style-type: none"> <li>At-risk students or recent dropouts</li> <li>Students between ages 16 and 21</li> <li>Implementation involves a cohort group meeting specified entrance criteria</li> </ul>	<ul style="list-style-type: none"> <li>Open to all students in the school</li> <li>May be a cohort of students (pocket academies)</li> <li>May include all students (wall-to-wall academies)</li> </ul>	<ul style="list-style-type: none"> <li>Open to all students in school</li> <li>May include a cohort of students</li> <li>May include all students at school</li> </ul>	<ul style="list-style-type: none"> <li>Open to all students in school</li> <li>Targets at-risk or first-generation college students</li> <li>Implementation involves a cohort group meeting specified criteria</li> </ul>	<ul style="list-style-type: none"> <li>Open to all students in a school who meet entrance criteria established by college</li> </ul>
<b>Goals:</b>					
<ul style="list-style-type: none"> <li>Students earn a standard high school diploma through dual-credit enrollment</li> <li>Students earn college credit and proceed to complete a degree or certificate</li> <li>Improve graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>Students earn a standard high school diploma through dual-credit enrollment</li> <li>Students earn college credit and go on to complete a degree or certificate</li> <li>Improve graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>Improve graduation rates</li> <li>Improve college and career readiness</li> <li>Offer students more relevant education connected to career interests</li> </ul>	<ul style="list-style-type: none"> <li>Improve graduation rates</li> <li>Improve college and career readiness</li> <li>Offer students an internationally benchmarked education</li> </ul>	<ul style="list-style-type: none"> <li>Improve graduation rates</li> <li>Improve college and career readiness</li> <li>Offer up to 60 hours of college credit while in high school</li> </ul>	<ul style="list-style-type: none"> <li>Improve college and career readiness</li> <li>Provide advancement opportunities for students</li> </ul>
<b>Key Characteristics:</b>					
<ul style="list-style-type: none"> <li>Students design program of study to meet one of the standard diploma options</li> <li>All courses are college courses for dual credit</li> <li>When high school diploma requirements are met, program ends</li> </ul>	<ul style="list-style-type: none"> <li>Cohort of students located on a college campus</li> <li>Students complete high school diploma requirements through dual credit at the college</li> <li>All college courses are eligible for dual credit</li> <li>College provides extensive student support services for success</li> <li>Support available for the model through Gateway to College Network</li> </ul>	<ul style="list-style-type: none"> <li>Smaller learning community of students linked with a common set of teachers</li> <li>Cohort scheduling, common planning</li> <li>Physical space shared by academy</li> <li>Integrated curricula focused on the academy concept</li> <li>Advisory groups</li> <li>Strong community connections</li> <li>Dual-credit/dual-enrollment options available</li> <li>Support available through NCAC</li> </ul>	<ul style="list-style-type: none"> <li>International standards</li> <li>Lower division: Core curriculum during first two years</li> <li>Upper division: Advanced courses (AP/IB), dual-credit courses</li> <li>A board examination system replacing traditional high school completion requirements</li> <li>Support available from NCEE</li> </ul> <p><i>Models:</i></p> <ul style="list-style-type: none"> <li>Cambridge International Examination</li> <li>ACT Quality Core</li> <li>International Baccalaureate</li> <li>Advanced Placement</li> </ul>	<ul style="list-style-type: none"> <li>A new small high school usually located on a college campus</li> <li>Students enter in 9th grade after selection based on specified criteria and application</li> <li>Last two years are almost all dual-credit college courses</li> <li>High school and college provide extensive student support services for success in college courses</li> <li>Support available through the Early College High School Initiative</li> </ul>	<ul style="list-style-type: none"> <li>Dual-credit/dual-enrollment options available in traditional high school settings for students wanting to get ahead in college-level work</li> <li>Dual-credit/dual-enrollment options also part of the other innovative models noted in this comparison</li> </ul>
<b>Who Is Responsible:</b>					
<ul style="list-style-type: none"> <li>Community college in MOU with districts</li> </ul>	<ul style="list-style-type: none"> <li>Local district in collaboration with college determine responsibilities in MOU</li> </ul>	<ul style="list-style-type: none"> <li>Local district</li> </ul>	<ul style="list-style-type: none"> <li>Local district</li> </ul>	<ul style="list-style-type: none"> <li>Local district in collaboration with college determine responsibilities in MOU</li> </ul>	<ul style="list-style-type: none"> <li>Local district</li> </ul>
<b>Location:</b>					
<ul style="list-style-type: none"> <li>College campus or college-managed facility</li> </ul>	<ul style="list-style-type: none"> <li>College campus</li> </ul>	<ul style="list-style-type: none"> <li>High school campus</li> </ul>	<ul style="list-style-type: none"> <li>High school campus</li> </ul>	<ul style="list-style-type: none"> <li>College campus or college-managed facility</li> </ul>	<ul style="list-style-type: none"> <li>College campus or high school campus</li> </ul>
<b>Time to Exit:</b>					
<ul style="list-style-type: none"> <li>Students exit the MS Works program at the point they earn their high school diploma or at age 21</li> </ul>	<ul style="list-style-type: none"> <li>Students exit the Gateway College when they earn their diploma or at age 21</li> </ul>	<ul style="list-style-type: none"> <li>Students exit the Career Academy in the typical four years required for high school</li> </ul>	<ul style="list-style-type: none"> <li>Students may exit as early as two years upon passing program specific board exam</li> <li>OR</li> <li>Students will exit upon completion of upper division in four years</li> </ul>	<ul style="list-style-type: none"> <li>Students enter the ECHS in 9th grade; programs are designed to complete high school and AA/AAS degree in four to five years</li> </ul>	<ul style="list-style-type: none"> <li>Dual credit/dual enrollment do not impact exit time unless combined with another option</li> </ul>
<b>Costs:</b>					
<ul style="list-style-type: none"> <li><b>Students:</b> Law is clear that there will be no cost to the students</li> <li><b>District:</b> There may be transportation costs depending on district</li> <li><b>College:</b> There are support-services costs for the college</li> </ul>	<ul style="list-style-type: none"> <li><b>Students:</b> No costs to the students</li> <li><b>District:</b> There may be transportation costs depending on district</li> <li><b>College:</b> There are support-personnel costs for the college</li> </ul>	<ul style="list-style-type: none"> <li><b>Students:</b> No costs to the students unless participating in dual credit/dual enrollment, which costs extra</li> <li><b>District:</b> Costs vary depending on implementation</li> </ul>	<ul style="list-style-type: none"> <li><b>Students:</b> No costs to the students</li> <li><b>District:</b> Costs vary depending on implementation</li> <li>Teacher training can be a significant ongoing expense</li> </ul>	<ul style="list-style-type: none"> <li><b>Students:</b> No costs to the students</li> <li><b>District:</b> Costs vary depending on implementation</li> <li><b>College:</b> Costs vary depending on agreements</li> </ul>	<ul style="list-style-type: none"> <li><b>Students:</b> Costs vary across the state; students may have to pay for full tuition, textbooks, and transportation</li> <li><b>District:</b> Costs vary depending on implementation</li> <li><b>College:</b> Costs vary depending on agreements</li> </ul>
<b>Funding:</b>					
<ul style="list-style-type: none"> <li>Base MAEP follows student from district to community college</li> </ul>	<ul style="list-style-type: none"> <li>Local district and college determine financial responsibilities in MOU</li> </ul>	<ul style="list-style-type: none"> <li>Local district funds</li> <li>MDE planning grants for 2012-2013</li> </ul>	<ul style="list-style-type: none"> <li>Local district funds</li> <li>MDE planning grants for 2012-2013</li> </ul>	<ul style="list-style-type: none"> <li>Local district and college determine financial responsibilities in MOU</li> </ul>	<ul style="list-style-type: none"> <li>Local districts and colleges determine financial responsibilities in MOU</li> </ul>
<b>Current Status:</b>					
<p><b>2012-2013:</b></p> <ul style="list-style-type: none"> <li>All community colleges must implement</li> <li>MS Works Task Force recommendations ready by December 2012</li> </ul>	<p><b>2012-2013:</b></p> <ul style="list-style-type: none"> <li>Hinds CC and Rankin are implementing</li> </ul>	<p><b>2012-2013:</b></p> <ul style="list-style-type: none"> <li>Rankin County (students beginning)</li> <li>Meridian (planning)</li> </ul> <p><b>2012-2013:</b> Grant Awards:</p> <ul style="list-style-type: none"> <li>Madison County</li> <li>Lamar County</li> <li>Clinton</li> </ul>	<p><b>2011-2012:</b></p> <ul style="list-style-type: none"> <li>Corinth (Cambridge): all students entering 9th grade</li> <li>Clarksdale (Cambridge): cohort group entering 9th grade</li> </ul> <p><b>2012-2013:</b></p> <ul style="list-style-type: none"> <li>Planning grants will be awarded</li> </ul>	<p><b>2012-2013:</b></p> <ul style="list-style-type: none"> <li>In planning stage</li> </ul>	<p><b>2012-2013:</b></p> <ul style="list-style-type: none"> <li>Many schools offer opportunities for dual credit/dual enrollment</li> </ul>
<b>Barriers:</b>					
<ul style="list-style-type: none"> <li>Waiver required because law states the requirements for SATP courses and tests may be met by competencies; waiver from SATP necessary</li> </ul>	<ul style="list-style-type: none"> <li>Waiver desirable because SATP is problematic for implementation</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Waiver desirable because SATP is problematic for implementation</li> </ul>	<ul style="list-style-type: none"> <li>Waiver desirable because SATP is problematic for implementation</li> </ul>	<ul style="list-style-type: none"> <li>Fees colleges charge vary widely across the state; some students pay no fee, others as little as \$50 for as many credits as they can take, and/or others full tuition rates</li> </ul>