

COLLEGE of CHARLESTON

SCHOOL OF EDUCATION,
HEALTH, AND HUMAN
PERFORMANCE



CENTER FOR PARTNERSHIPS TO IMPROVE EDUCATION

Research Brief

BURKE HIGH SCHOOL

Fall 2008 – Charleston, S.C.

WORKING TOGETHER

There's a reason why we, as a society, tend to form partnerships—both in our personal and professional lives. Whether at home, at work, or at school, we have learned that it is easier, faster, and often more rewarding to create, pursue, and ultimately achieve goals when we work collectively rather than individually. The Center for Partnerships to Improve Education (CPIE), affiliated with the College of Charleston's School of Education, Health, and Human Performance, knows that partnerships are essential in order for students, teachers, schools, and communities to thrive. CPIE is a consortium of professors, staff members, school districts, business and civic leaders, and the greater community collaborating to strengthen the education that students in South Carolina receive.

In 2005, CPIE and the Charleston County School District (CCSD) entered into an agreement to improve the educational outcomes that relate to the CPIE goals for selected schools in the district. Burke High School was the first school targeted to receive services, and work began at Burke later that year.

WHY HELP WAS NEEDED

The South Carolina education system is struggling in comparison to education systems in other states. For example, South Carolina consistently ranks last in high school completion rates (Young, 2005). Also, *Education Week* (2007), a national education publication, reported that in 2004 only 53% of high school seniors graduated from South Carolina high schools. Burke was in danger of being taken over by the South Carolina State Board of Education.

HOW CPIE'S PRESENCE MADE A DIFFERENCE

Unlike many school reform approaches in which the experts come in from the outside and tell local educators what they need to do to improve the schools, the CPIE model involves listening rather than telling. CPIE focused on ten initiatives at Burke, all of which evolved from problem areas that Burke teachers and administrators wanted to address.

1. College of Charleston Pre-Service Teachers

In an effort to encourage more college students to pursue opportunities at low-performing schools, CPIE places College of Charleston education majors at Burke for their field experiences and clinical internships.

2. College of Charleston Professors Provide Technical Assistance

To help teachers motivate low-achieving, disconnected students in high-poverty/low-performing schools, College of Charleston professors in the areas of science, math, and English assisted Burke teachers in their respective content areas (grades 9–12).

3. Dual Enrollment of Burke Students at the College of Charleston

CPIE reinstated a dual enrollment program in 2006 to provide high-performing Burke students with opportunities for academic advancement; CPIE pays for the students' registration costs, tuition, and books.

4. External Partners

Since 2006, CPIE has assisted with the organization of 30 external partners who work with community members to develop an outreach team, which is ultimately responsible for organizing events that infuse community resources into Burke High School.

5. Three Burke Tutoring Programs

College of Charleston students are recruited to serve as tutors.

6. Motivational Activities for Students

In an effort to expose Burke middle and high school students to cultural and social events, and also to reward them for their academic efforts in school, Burke administrators, media specialists, and the CPIE staff successfully implemented a variety of motivational activities.

7. Summer Enrichment Activities for Burke Students

For the past three years, CPIE has invited selected Burke students to participate in a two-week summer enrichment program, which offers a combination of in-school activities, field trips to museums and cultural spots, and an environmental boat trip.

8. Professional Development

Since 2006, CPIE has provided educators at Burke with graduate-level courses in targeted areas. If Burke teachers successfully complete a course, registration costs are reimbursed.

9. Principal Coach

CPIE hired a local retired principal to serve as a principal coach. This role has had a stabilizing effect on the school. As a result, existing programs have improved and significant new ones have been initiated.

10. Professional Learning Communities

CPIE works with Burke administration and teacher leaders to build and enhance professional learning communities in order to teach teachers how to effectively collaborate, plan, and teach in high-poverty/low-performing schools.

STUDENT OUTCOME RESULTS

The following table presents a quantitative analysis of selected variables (including student behaviors and academic performance) at Burke High School. The purpose of this analysis is to: 1) describe the situation at Burke, and 2) allow for comparisons across years. Data presented in these tables is provided by the CCSD Department of Assessment and Accountability and the South Carolina Department of Education¹.

Burke High School		2006-07	2007-08
ACHIEVEMENT	Graduation Rate	39.9%	63.1%
	MAP Reading (% Meeting/Exceeding Virtual Comparison Group-VCG)	48.2% (105 students)	50.9% (81 students)
	MAP Math (% Meeting/Exceeding Virtual Comparison Group-VCG)	41.0% (66 students)	56.8% (79 students)
	EOC Passage Rate – English	35.3% (47 students)	40.1% (63 students)
	EOC Passage Rate – Algebra I/Math Tech 2	39.1% (62 students)	43.4% (69 students)
	EOC Passage Rate – Phys. Science	11.1% (11 students)	45.8% (11 students)
	EOC Passage Rate – U.S. History	20.9% (14 students)	14.5% (23 students)

- The Report Card Improvement Rating, which is calculated by the South Carolina Department of Education, continues to improve.
- It was possible this year to compare the scores of Burke students on the MAP to a virtual comparison group (students who are similar to Burke students on key demographic variables). The Burke student scores surpassed those of the virtual comparison group in both reading and math.
- The EOC English and math scores dipped in 2006–2007 but rebounded in 2007–2008. There was a dramatic increase in the EOC physical science scores in 2007–2008 where the passage rate went from 11% to 45%.

Burke’s mission is to provide a challenging academic program that includes a coherent curriculum, enhancement of career awareness through the use of technology and vocational opportunities, a safe and orderly environment, and integration of school, family, and community resources. It’s a mission that CPIE is fully committed to—working together, positive educational outcomes for students will become a reality.



Research Brief

BAPTIST HILL HIGH SCHOOL

Fall 2008 – Charleston, S.C.

HELPING STUDENTS REACH THEIR FULL POTENTIAL

In 2005, CPIE and the Charleston County School District (CCSD) entered into an agreement to improve the educational outcomes that relate to the CPIE goals for selected schools in the district. Baptist Hill High School (Hollywood, S.C.) is the second partnership school in the CPIE portfolio to use the partnership model. Work began at Baptist Hill in the spring of 2007.

WHY HELP WAS NEEDED

The South Carolina education system is struggling in comparison to education systems in other states. For example, South Carolina consistently ranks last in high school completion rates (Young, 2005). Also, *Education Week* (2007), a national education publication, reported that in 2004 only 53% of high school seniors graduated from South Carolina high schools. Legislators, educators, community members, and business leaders across the state share the need to address poor performance in the South Carolina education system.

THE CPIE MODEL AT BAPTIST HILL

When Baptist Hill High School (BHHS) appointed a new principal in 2006, he implemented a plan focused on 1) improving student discipline, 2) encouraging teacher buy-in and accountability, and 3) increasing what was expected of students. Intent on improving a low graduation rate, the principal contacted CPIE staff in the spring of 2007 and asked that they support the school's improvement plan.

Because of the school's rural location and the distance from Charleston, Baptist Hill had not established many external partnerships, so CPIE built a partnership network in the Baptist Hill community.

Components of the CPIE reform approach include Teaching and Learning, Research, and Community Outreach. College of Charleston faculty provide technical assistance, resources, and professional development, internship opportunities for student teachers, and external support in the form of tutoring, mentoring, honoraria, and professional development.

HOW CPIE'S PRESENCE MADE A DIFFERENCE

Unlike many school-reform approaches in which the experts come in from the outside and tell local educators what they need to do to improve the schools, the CPIE model involves listening rather than telling. It wasn't necessary for the partnership model at Baptist Hill High School to be wholly implemented. Instead, in response to the concerns and needs that were voiced at the school, district, and community levels, specific activities were implemented.

The inaugural year of the partnership with Baptist Hill has focused on relationship building and implementing activities that supported the development of relationships between the Baptist Hill school community and College of Charleston representatives. The interventions include:

1. Collaboratively creating a literary magazine—*Fireflies*

A BHHS English specialist and ROTC instructor sponsored the magazine, which was based on a historical perspective of the BHHS rural community of Hollywood. The magazine signing was well attended.

2. Providing classroom resources to teachers

Classroom libraries and anti-plagiarism software were purchased for English teachers.

3. Donating resources to the BHHS library

4. Providing professional development to educators

A BHHS science teacher attended a physical science conference, all expenses paid. BHHS teachers were invited to attend CPIE's school improvement conference in March 2008. An English teacher and a class of BHHS high school students attended the CPIE-sponsored Freedom Writers event at Burke High School in November 2007.

5. Developing college prep opportunities for students

For instance, CPIE provided College of Charleston representatives for the BHHS career fair in February 2008. A College of Charleston admissions counselor spoke to BHHS seniors about attending college. BHHS seniors toured the College of Charleston campus and several participated in a CPIE summer camp at the College.

6. Providing SAT tutoring materials and other college prep materials to the guidance department

7. Providing science kits, math kits, and on-line math problems for upper-level math classes

STUDENT OUTCOME RESULTS

A number of partnership events were held at the high school and on the College of Charleston campus. For example, there were more than 140 community representatives, faculty, staff, and parents in attendance at the book signing for the literary magazine held at Baptist Hill High School. This was an exciting benchmark for the Baptist Hill school community, as the goal was for the partnership to strengthen relationships with the community.

The following tables present quantitative analysis of selected variables at Baptist Hill High School, including student behaviors and academic performance. The purpose of this analysis is to: 1) describe the situation at Baptist Hill, and 2) allow for comparisons across years. Data presented in these tables are provided by the CCSD Department of Assessment and Accountability and the South Carolina Department of Education¹.

Baptist Hill High School		2006-07	2007-08
ACHIEVEMENT	Graduation Rate	69.4%	78.35%
	MAP Reading (% Meeting/Exceeding Virtual Comparison Group-VCG)	45.1% (93 students)	57.9% (154 students)
	MAP Math (% Meeting/Exceeding Virtual Comparison Group-VCG)	43.7% (80 students)	63.2% (115 students)
	EOC Passage Rate – English	31.0% (44 students)	53.2% (59 students)
	EOC Passage Rate – Algebra I/Math Tech 2	59.8% (76 students)	72.7% (72 students)
	EOC Passage Rate – Phys. Science	18.9% (23 students)	0.0% (2 students)
	EOC Passage Rate – U.S. History	6.4% (3 students)	25.6% (23 students)

- Achievement test score results indicate student achievement has improved. On both the MAP reading test and the MAP math test, the Baptist Hill student performance can be compared to the performance of a virtual comparison group that consists of student selected from the MAP database who are similar to Baptist Hill students in terms of demographic and economic characteristics. In 2006–2007, fewer than half of the Baptist Hill students (about 45%) had test scores above those of the virtual comparison group. In 2007–2008, the Baptist Hill scores improved such that about 60% of the Baptist Hill students surpassed the scores of the comparison group on the MAP.

- Scores on the End-Of-Course (EOC) tests in English and math also show substantial improvement in 2007–2008 compared to previous years.

Partnerships enable students to reach their full potential. CPIE is eager to continue working with Baptist Hill to witness the changes and growth in its students.

Works Cited

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¹ Includes 2007–2008 data available as of July 19, 2008. 2007–2008 HSAP and EOC scores presented here are preliminary; official rates will be available in the SDE School Report Card in early 2009.