

Proof of Progress

September 2014

**The First Six
Graduating Classes
of Canton Early College
High School**

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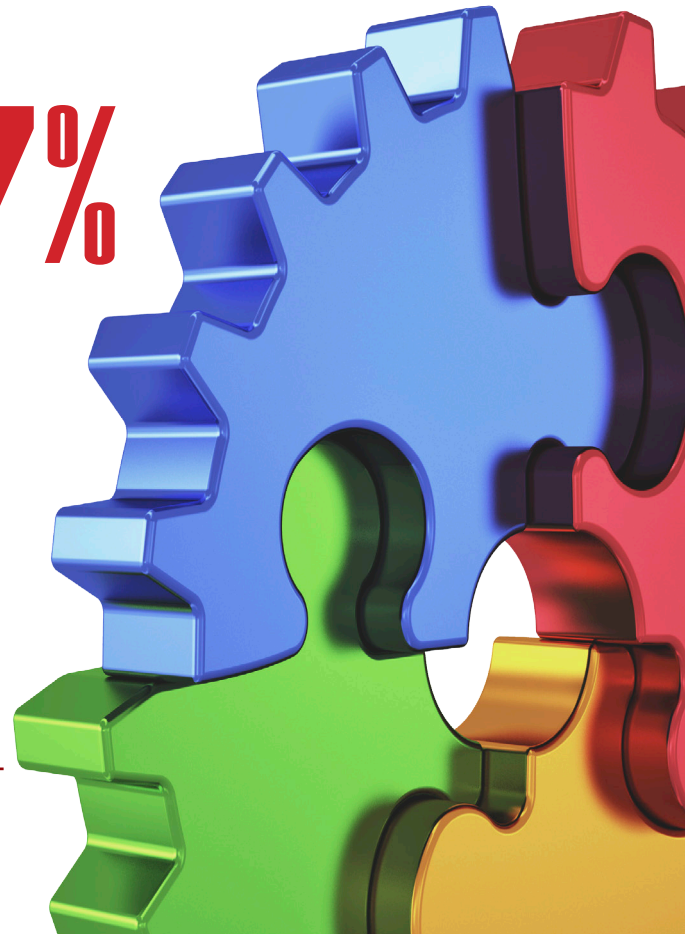
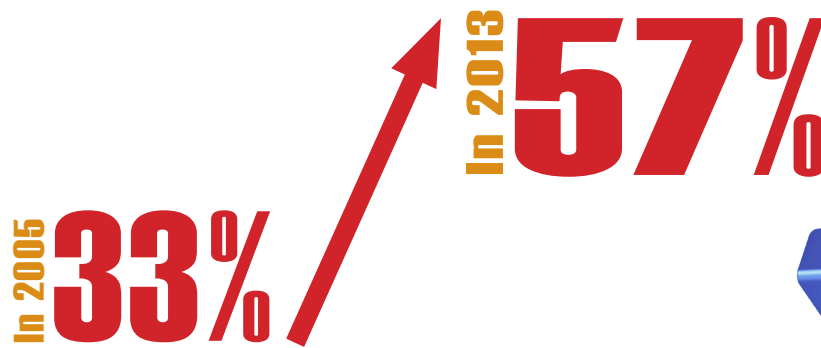
Canton's Early College High School

In 2005, when the Canton City Schools (CCS), Stark State College (SSC), the Canton Professional Educators Association (CPEA) and the Stark Education Partnership (SEP) came together to establish Canton's Early College High School (CECHS), the percentage of the city's young adults¹ with some college or an associate degree was 33%. Start up funding for the school was provided by the Bill and Melinda Gates Foundation through KnowledgeWorks and the state of Ohio.

CECHS affords students an opportunity to earn both a diploma and an associate degree during their high school career.

In 2005 with only 12.5% of its adults (today it's 13.2%) with a bachelor's degree or higher and 81% of its students in poverty², Canton's poorest neighborhoods needed a compelling example that college is possible. From the onset, CECHS was envisioned not just as a school, but as a culture-shifting community "proof-point" that impoverished inner city students can be successful with college-level work.

By CECHS's eighth year of operation in 2013 (the latest figure available) the percentage of young adults with some college or higher had increased to 57%.³



¹ U.S. Census designation of young adult as 18 to 24 years. Percentages are from the 2005 and 2011 American Community Survey.

² Ohio Department of Education District Poverty Typology, 2014.

³ U.S. Census 2013 American Community Survey



Prelude: The Class of 2014

Three hundred one students have graduated Canton Early College High School (CECHS) since 2009. The 47 members of the graduating Class of 2014 are nearly all from populations underrepresented in higher education. Fifty-seven percent of the class is economically disadvantaged. Forty percent are minorities. Thirty-two percent are both.

CECHS students continue to outperform the averages of other early college high schools across the state and nation on key indicators – graduating high school on-time, graduating with college credit, and graduating with an associate degree.

CECHS's six graduating classes have demonstrated that **urban students can succeed in a rigorous academic program** and earn both a diploma and an associate degree upon their graduation from high school.

Since 2009 **301**
Canton Early College High School
students



Key Indicators of Success

Graduating High School On-Time

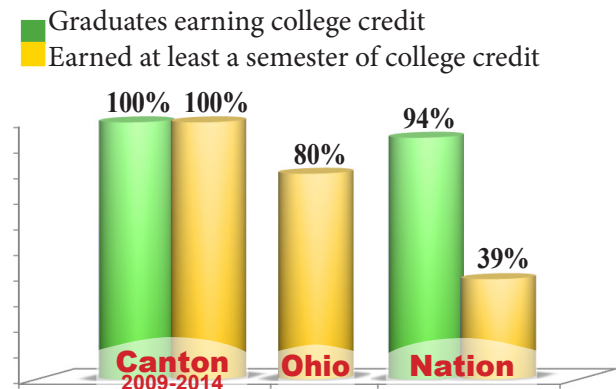
All 301 students who graduated CECHS have done so on-time. This compares to 93% for other early college high schools across the nation. In Canton and elsewhere, on-time graduation is viewed as a function of those who have persisted in early college high school.

What happens to those who don't remain? One hypothesis posits that any early college experience is beneficial. Of the 46 students from the class of 2013 who did not persist in CECHS, 22 returned to the district's McKinley and Timken High Schools. Of these, 21 or 95% graduated on time from Canton City Schools.

**Canton
ECHS 100%** -vs- **Other
ECHS 93%**

Graduating with College Credit

All – 100% – of CECHS graduates have earned college credit compared to the national average of 94%⁴. Further, every CECHS graduate has earned at least a semester of credit compared to the national average of 39% and the Ohio average of 80%. The average number of college hours accrued by early college graduates across the nation is 36⁵ while in CECHS the average is 57 hours.⁶



⁴ Webb, M. & Gerwin, C. (2014). *Early College Expansion: Propelling Students to Postsecondary Success, At a School Near You*. Boston and Washington, D.C.: Jobs for the Future

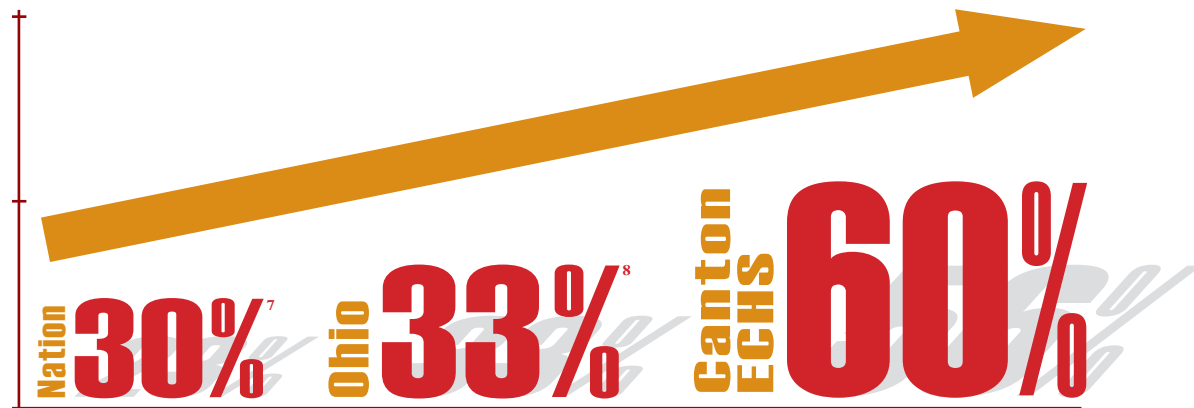
⁵ National data from Jobs for the Future: Early College High School Design Services publication, *Early College High Schools Get Results With Students Who Have Been Underrepresented In Higher Education* and Berger, A., Project Manager (2013). *Early College, Early Success: Early College High School Initiative Impact Study*. Washington, D.C.: American Institutes for Research.

⁶ Based on results for the Class of 2009-2013.



Graduating with an Associate Degree

One hundred eighty-two of the 301 graduates of CECHS since 2009 have earned associate degrees. This 60% success rate is twice the national average.



⁷ Webb & Gerwin (2014). Op. cit.

⁸ Data Sources: CECHS records and *Ohio's Innovative High Schools Facing Closure Due to Budget Cuts*. June 26, 2009 Press Release by Jobs for the Future.



Further Success Indicators

Not One, But Two Degrees

Eighty-four percent of the Class of 2014 (36 students) graduated with BOTH an Associate of Science (AA) and an Associate of Arts (AS) degree. This award of dual associate degrees appears to be unique among early college high schools across the country.

84%
Class of 2014

**Earned two
associate
degrees
upon
graduation**

Beyond Early College High School

In 2010 CECHS adopted a new emphasis on earning future bachelor's degrees. The entire Class of 2014 plans to pursue additional college degrees or serve in the military.

100%
Class of 2014

**Plan to
pursue a
bachelor's
degree or
the military**

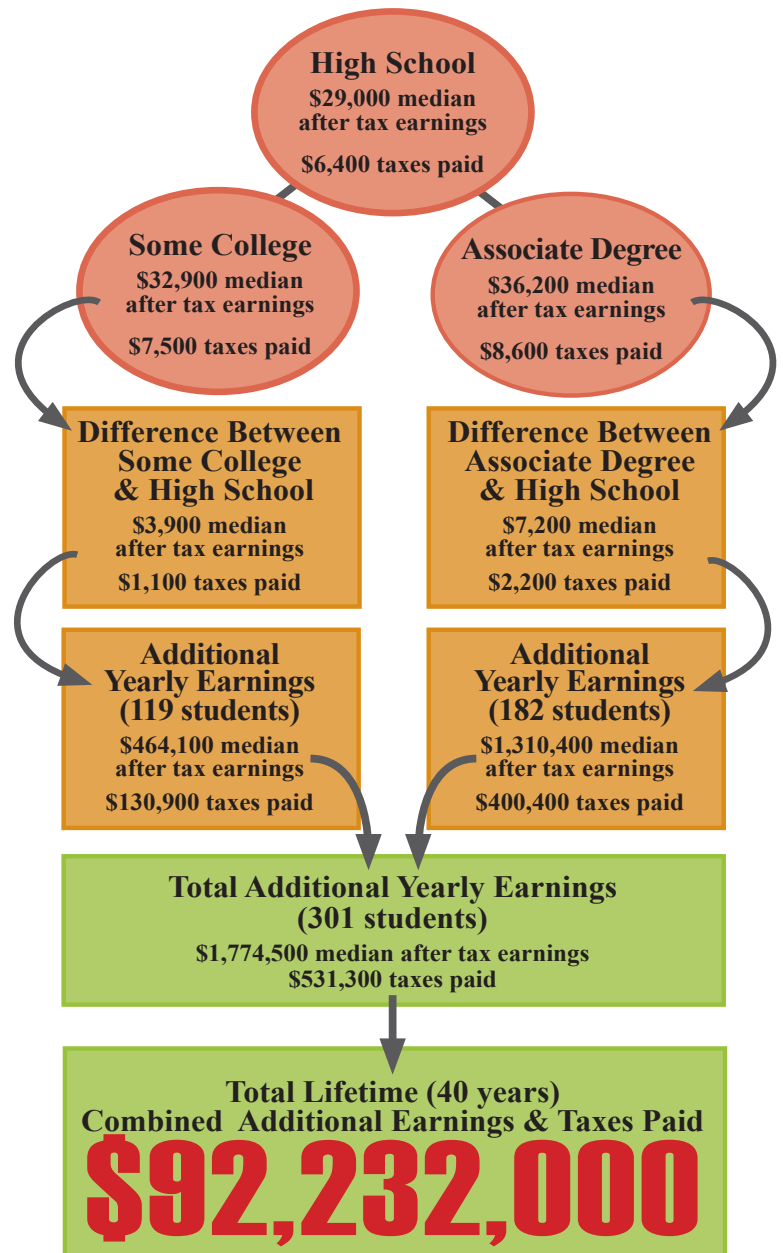


Conclusion: 6 Years of Ongoing Value

What is the Value of CECHS?

If CECHS graduates do not progress any further in their education, they will produce additional lifetime earnings and taxes exceeding \$92 million for themselves and their communities. The potential economic value will only increase as these students earn more degrees.

Median Additional Economic Value CECHS Graduation Classes of 2009-2014⁹



⁹ Baum, S., Ma, J. & Payea, K. (2013). Education Pays: 2013 The Benefits of Higher Education for Individuals and Society. The College Board. Available at: <https://trends.collegeboard.org/education-pays>

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