



ECHS Lessons Learned

Trinidad “Trini” Garza ECHS
Dallas ISD

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Presentation Objective

Our presentation objective is to share systems thinking, processes, and outcomes in order to align them with the Early College High School Blueprint.





Garza ECHS Summary

- Garza Early College High School is a public school of choice located in the southwest quadrant of the Dallas Independent School District, a large urban school district in Texas.
- The school opened in 2006 and built cohorts of 9th, 10th, 11th, and 12th grade classes in the following years; currently, there are 423 students.



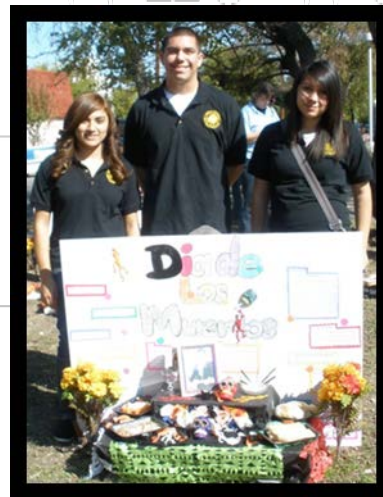


Census Data

- The last educational attainment census data for our zip code (75211) indicate that approximately 10% of our community has college degrees. For this reason, the early college concept has been embraced in the community as a means of increasing empowerment.



Who we are... NOT JUST DATA POINTS!





Trinidad Garza ECHS Core Values

1. Accountability for All
2. Collaboration and Teamwork
3. Maximized Time on Task



The Early College High School Blueprint

Initiating	Implementing	Exemplar
<p>Initiating campuses are interested in applying for designation and are working towards fully implementing the ECHS model. They are generally already offering dual credit to their students, working with an IHE partner, and offering student supports.</p>	<p>Implementing campuses have received designation because they have demonstrated that they can implement all of the Benchmarks.</p>	<p>Exemplar campuses have been designated for at least four years, and have reached the “exemplar level” in three of the categories, including Benchmark 4.</p>



Early College Designation Application* & Mission

All students will graduate with a high school diploma as well as become college ready with up to 60 college hours towards an Associate's Degree.

** "In order to receive the ECHS designation from TEA, a school must be designed and implemented using the ECHS Blueprint. The intent of this designation is to ensure that ECHS campuses maintain the integrity of the model, which has been researched and design to target, enroll, and serve students who may not otherwise consider attending college (TEA, 2015)."*



Campus Improvement Planning

THE GOAL:

- The goal for Garza ECHS is to increase Advanced scores in all content areas as well as college readiness (Texas Success Initiative - TSI) at all grade levels.
- An ancillary goal is that all eligible students will graduate with a high school diploma, as well as, college hours towards an Associate's Degree.

Key Questions

What is the VISION that drives the systems and processes at Garza ECHS?

- Garza ECHS focuses on college readiness and student performance in all content areas. In order to meet the requirements of Benchmark #1 in the Early College High School Blueprint, Trinidad Garza ECHS serves students typically under-represented in higher education.
- In addition to reducing the achievement gap by race, ethnicity, social or economic status, Garza ECHS systems and processes reflect both high expectations through rigorous course work (Pre-AP, AP, & college classes) and interventions for those who struggle.

TEA Benchmark 1: Targeted Population

“The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by PEIMS and who might not otherwise go to college.”*

**Early College High School Blueprint*



Demographics

The school demographics include 86.7% economically disadvantaged students as identified by Free/Reduced Lunch applications and 31% identified as at risk.



What system is in place for students' success in college classes?

- Garza ECHS's master schedule is unique, as it incorporates high school classes and dual credit classes on the college campus.
- The master schedule builds in structured study times (Academic and Character Empowerment); College Readiness & Study Skills (CRSS) to prepare our target population for college.

How can we confirm that all students who enter 9th grade will be placed in correct high school courses that are aligned with an endorsement?

- Garza ECHS students entering 9th grade will complete an Endorsement Personal Graduation Plan (PGP). In addition, students will also complete a College Plan of Study to select their Associate's Degree through Mountain View College.
- Garza ECHS counselors are responsible for both high school and college advising in collaboration with the Institution of Higher Education (IHE).
- Students must take the TSI college entrance exam in order to be placed in dual credit courses. This impacts the master schedule in terms of reading classes and tutoring.





Recruitment

Recruitment Timeline

- Middle School Counselor's Breakfast
- Parent Open House – Informational Overview
- Application process
- Interview dates
- Mandatory Parent Meeting
- College enrollment



Mandatory Parent Meeting

After recruitment, parents and the student are required to attend a Parent Meeting where the following are discussed.

- Agenda ~ Overview of the Early College High School
- Summer Reading List
- Enrollment/TSI
- College Atmosphere
- Extracurricular Activities
 - Science Fair and Robotics
 - Urban Debate Team
- Dress Code/Uniforms
- Attendance
- Transportation
- Graduation Requirements

TEA Benchmark 2: Partnership Agreement

“The Early College High School shall have a current, signed Memorandum of Understanding (MOU).”*

**Early College High School Blueprint*



Partnership with Mountain View College, Dallas County Community College (DCCCD)



Trinidad "Trini" Garza Early College High School (Garza ECHS) opened in 2006 on the college campus of Mountain View College (part of the Dallas County Community College District).

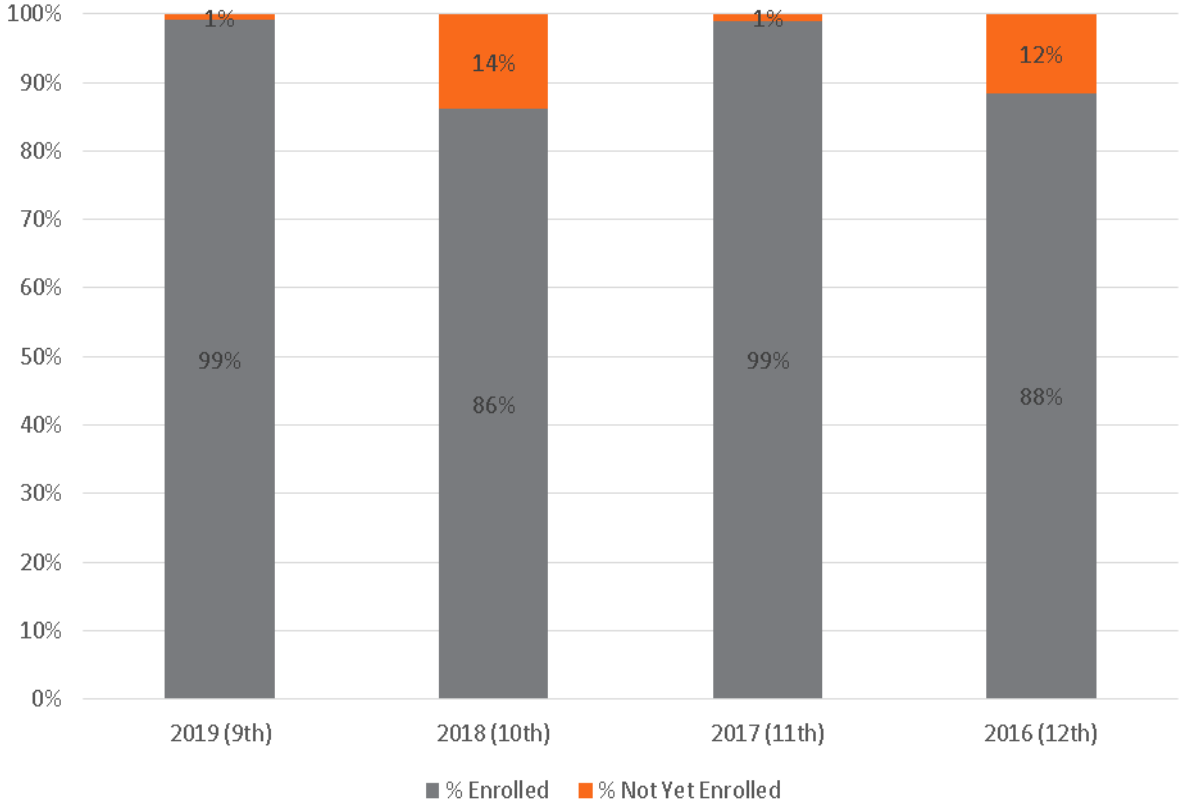


Dual Credit

Trinidad Garza ECHS Data
Current as of 02/17/16

Dual Credit Data

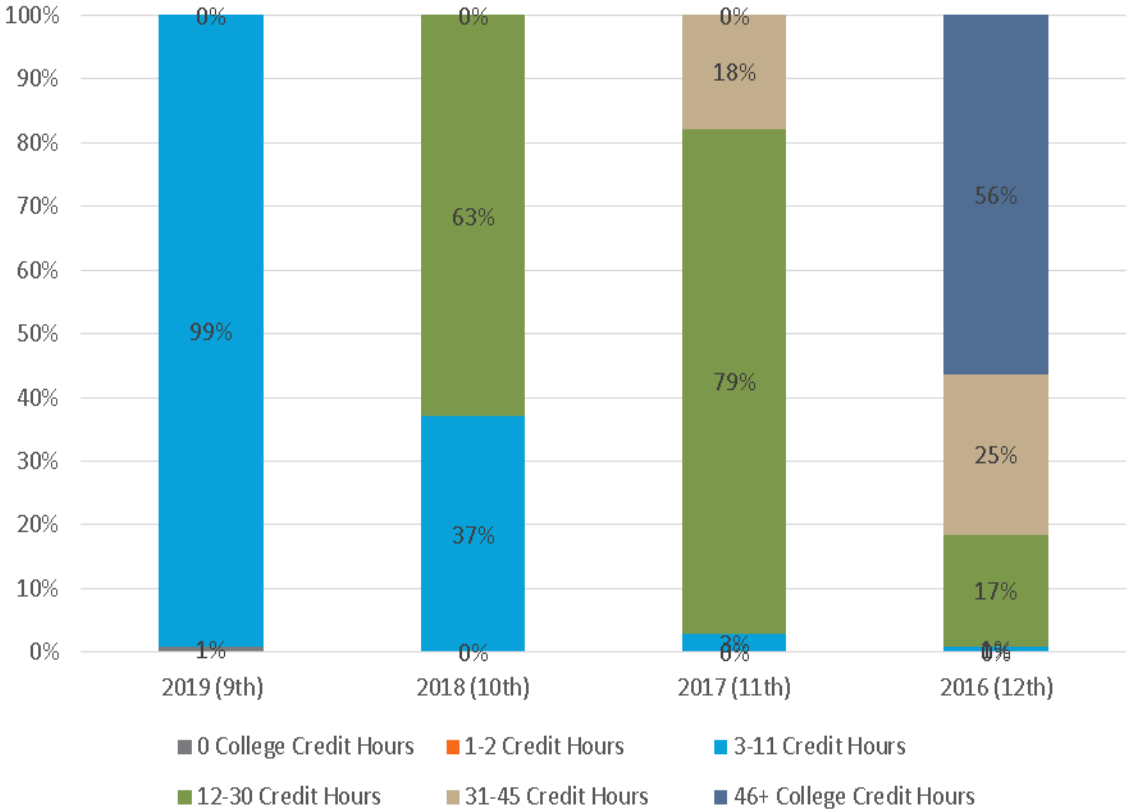
Trinidad Garza ECHS : % of Students Enrolled in at least 1 Dual Credit Course, as of 02/17/2016



Cohort	Enrolled	Class Size
2019 (9th)	111	112
2018 (10th)	93	108
2017 (11th)	100	101
2016 (12th)	91	103

Dual Credit Data

Trinidad Garza ECHS : % of Students in each Dual Credit Completion Bracket, as of 02/17/2016



Cohort	0 College Credit Hours	1-2 Credit Hours	3-11 Credit Hours	12-30 Credit Hours	31-45 Credit Hours	46+ College Credit Hours
2019 (9th)	1	0	111	0	0	0
2018 (10th)	0	0	40	68	0	0
2017 (11th)	0	0	3	80	18	0
2016 (12th)	0	0	1	18	26	58

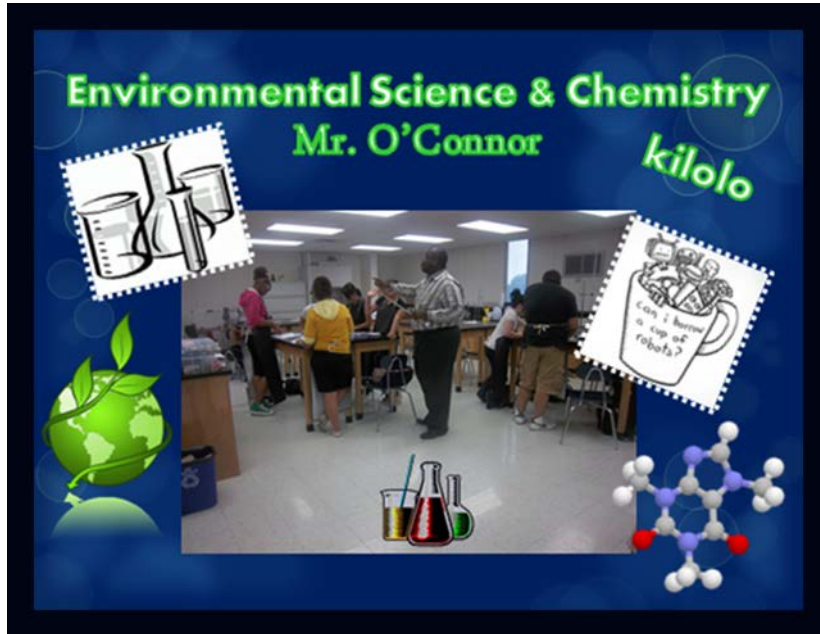
TEA Benchmark 3: P-16 Leadership Initiatives

“The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).”*

**Early College High School Blueprint*

- **Early College High School professional development- Region 13**
- **AP/College Board training for AP teachers**
- **Adjunct faculty professional development with Mountain View College**
- **Sheltered English strategies professional development**
- **Gifted and Talented professional development for all teachers**
- **READ 180 professional development**
- **Professional Learning Community (PLC)**
- **Weekly meetings**
 - **Grade level**
 - **Departmental**

Teacher Empowerment



“What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation.”

~ Marcus Tullius Cicero

Student Empowerment



Benchmark 4: Curriculum and Support

“The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board’s (THECB) core curriculum or an associate’s degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.”*

**Early College High School Blueprint*

**CURRICULUM
SUPPORT**

English



- English I PAP*
- English II PAP *
- English III or AP English Language & Composition *
- English IV or English 1301/1302 (DC)*
- Reading I and/or Reading II
- Practical Writing
- College Readiness & Study Skills (CRSS)
- Research & Technical Writing



- Algebra I
- Geometry or Geometry PAP*
- Algebra II or Algebra II PAP*
- Pre Calculus *
- College Algebra (DC)* & Trigonometry (DC)*
- Calculus (DC)*
- AP Calculus AB/BC*
- AP Statistics*

Science



- Biology PAP *
- Chemistry PAP*
- Physics or Physics PAP *
- Environmental Systems
- AP Biology*
- AP Environmental Science*
- Biology for non-majors (DC)*
- Biology for majors (DC) *
- Chemistry (DC) *
- Physics (DC) *

SOCIAL STUDIES



- World History PAP *
- U. S. History or U.S History (DC) *
- AP Human Geography *
- Economics or Economics (DC)*
- Government or Government (DC)*
- Psychology (DC)*
- Sociology (DC)*



At-Risk Groups

Acceleration Classes

- Reading I
- Reading II
- Practical Writing

504

- Dyslexia
- Special accommodations recommended by the 504 committee.

ESL (LEP)

- High school Sheltered courses as determined by the LPAC committee.



Trinidad Garza Early College High School

Endorsement Personal Graduation Plan Choice Sheet



Student Name: _____ ID#: _____		Student Signature: _____			
Grade Level/ Course: _____		Middle School _____			
		7 th Grade	10 th Grade	11 th Grade	12 th Grade
Foundston Courses		1. English I/ English I PAF 2. Algebra I/ Algebra I PAF Geometry/ Geometry PAF 3. Biology PAF 4. World History PAF 5. Physical Education 6. Fine Arts : Drama, Music, Art (DC) 7. Elective: Health (DC)/ Speech (DC) * Pick from below courses with EOC Requirement	1. English II/ English II PAF 2. Geometry/ Geometry PAF Algebra II/Algebra II PAF 3. Chemistry PAF 4. AP Human Geography 5. LOTE: Spanish _____ Endorsement Course 6. Elective: _____ 7. Elective: Philosophy (DC) / Psychology or Toxicology (DC)	1. English III/ English III AP (Option C) 2. Algebra II/Algebra II PAF Pre-Calculus/Pre-Calculus PAF 3. Physics Pre-AP/ AP Physics (Option C) 4. Additional Science: _____ 5. US History (DC) 6. Elective : US Government (DC)/ Economics (DC) 7. Endorsement Course _____	1. English IV/ English IV (DC) 2. Pre-Calculus/ Pre-Calculus AP 4. Advanced Science (Option C) _____ 5. Economics/Government 6. Endorsement Course
Multidisciplinary	Option B 424			Elective Course: □ _____ □ _____ □ _____	Elective Course: □ _____ □ _____ □ _____
	Option C AP/DC			□ AP/DC Core Class _____ □ AP/DC LOTE _____ □ AP/DC Fine Arts _____	□ AP/DC Core Class _____ □ AP/DC LOTE _____ □ AP/DC Fine Arts _____

The Data



State Accountability

Performance Index Summary

<u>Index</u>	<u>Points Eamed</u>	<u>Maximum Points</u>	<u>Index Score</u>
1 - Student Achievement	479	481	100
2 - Student Progress	150	400	38
3 - Closing Performance Gaps	563	800	70
4 - Postsecondary Readiness			
STAAR Score	23.0		
Graduation Rate Score	25.0		
Graduation Plan Score	24.7		
Postsecondary Component Score	24.9		98

Campus Demographics

Campus Type	High School
Campus Size	419 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	84.0
Percent English Language Learners	5.0
Mobility Rate	7.4

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	12 out of 12 = 100%
Participation Rates	6 out of 6 = 100%
Graduation Rates	3 out of 3 = 100%
Total	21 out of 21 = 100%

2015 Distinction Designations

- **Academic Achievement in Reading/Language Arts**
- **Academic Achievement in Mathematics**
- **Academic Achievement in Science**
- **Academic Achievement in Social Studies**
- **Top 25% Student Progress**
- **Top 25% in closing performance gaps**
- **Post-secondary readiness**

TEA Benchmark 5: Academic Rigor and Readiness

“The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.”

**Early College High School Blueprint*

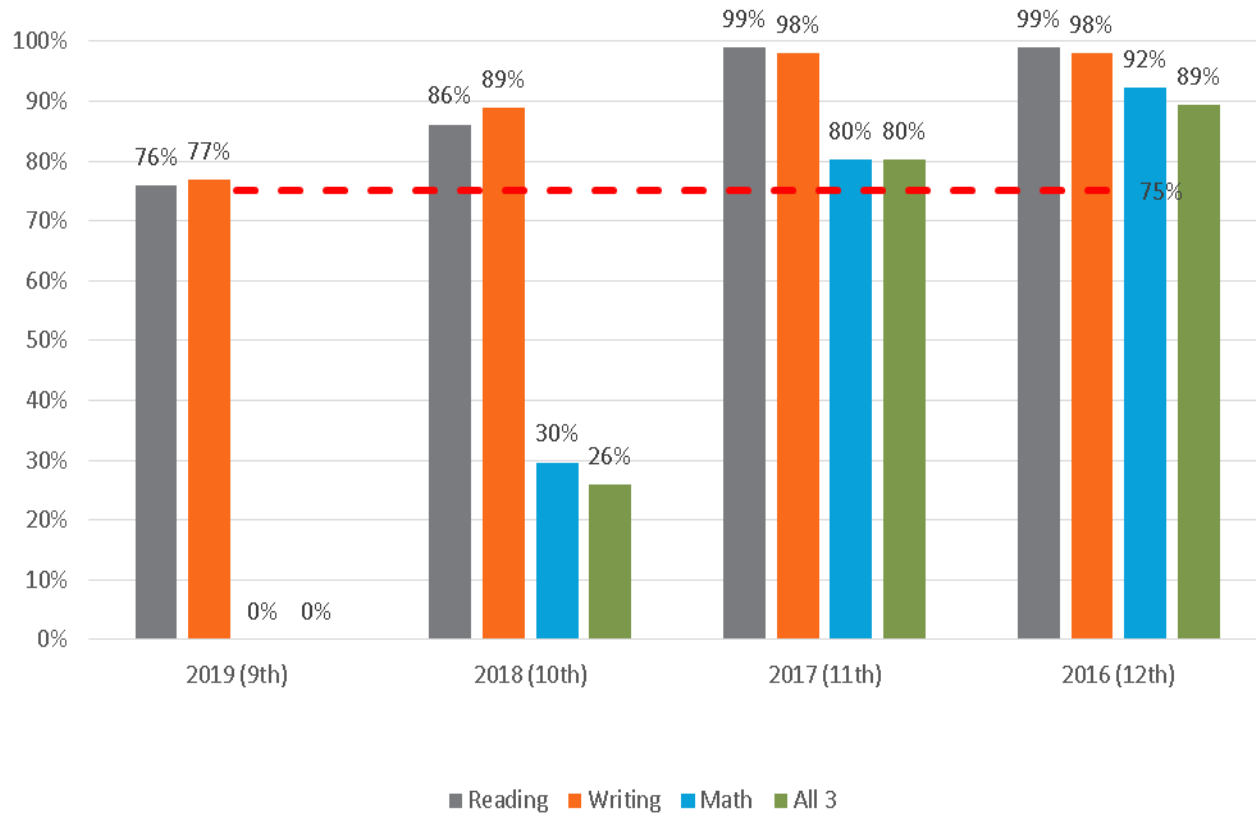


**Trinidad Garza ECHS Data
(College Readiness Measure)**



TSI Assessment Data

Trinidad Garza ECHS : % of Students Met TSI Standard, as of 02/17/2016



Cohort	Class Size	Reading	Writing	Math	All 3
2019 (9th)	112	85	86	0	0
2018 (10th)	108	93	96	32	28
2017 (11th)	101	100	99	81	81
2016 (12th)	103	102	101	95	92

TEA Benchmark 6: School Design

“The ECHS must provide a full-day program at an autonomous high school, an IHE liaison with decision-making authority, and a highly qualified staff with support and training.”*

**Early College High School Blueprint*



**Trinidad "Trini" Garza
Early College High School
Bell Schedule
2016-2017**

A Day

Monday, Wednesday & Friday

Time	
9:00-10:05 a.m.	Period 1
10:10-11:05 a.m.	Period 2
11:10-1:20 p.m.	Period 3
1:25-2:25 p.m.	Period 4
2:30-4:00 p.m.	Period 5

B Day

Tuesday & Thursday

Time	
9:00-10:55 a.m.	Period 6
11:00-1:55 p.m.	Period 7
2:00-4:00 p.m.	Period 8



Lunch	
A	11:35-12:04 p.m.
B	12:10-12:45 p.m.
C	12:50-1:20 p.m.



CLASS SCHEDULE

A Days

- Monday, Wednesday, & Friday
- 5 classes
- 60 minutes
- Dual credit classes embedded within the schedule
- Advisory period
- Academic & Character Empowerment classes

B Days

- Tuesday & Thursday
- 3 classes
- 90 minutes
- Dual credit classes embedded within the schedule
- Advisory period
- Academic & Character Empowerment classes

** Bell schedule is aligned to Mountain View College schedule of classes.*

In closing...

Garza ECHS has moved...

From Bluebonnets to Blue Ribbons

