

New ECHS Principal Boot Camp



Yvette G. Cavazos
ECHS Leadership Coach

“School principals face many challenges, especially their first year at a school. Compound that with **early college high school** requirements, which require deliberate work with your higher education partner.”

Accelerated Success! ECHS Academic Structures & Systems

Tracey K Hurst and Patricia Uribe

In this session

How to change lives by design

Your role

Your challenges

Your early college high school



The ECHS principal's priority is to advocate for your early college high school, at the ISD and the IHE, and staying true to the fidelity of the ECHS Blueprint.

The ECHS principal has to work with protocols and procedures associated with the college or university, along with those of the ISD.



Our Guide

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>X</p>	<p>Implementing campuses have received designation because they have demonstrated that they can implement all of the Benchmarks.</p> <p>✓</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> <p>→</p>



ECHS Blueprint

Benchmark 1: Target 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 the Public Education Information Management System (PEIMS) and who might not otherwise go to college.		
Products		Sources of Data
<ul style="list-style-type: none"> Written admission policy and enrollment application Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community Brochures and marketing in Spanish, English, and/or relevant second language(s) Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc. 		<ul style="list-style-type: none"> Longitudinal student enrollment data Sign-in sheets from parent events Recruitment schedule, locations (schools, churches, community centers, etc.), and support services (transportation, child care, etc.) Survey data (community input, enrollment trends, etc.) Needs assessment
Initiating	Implementing	Exemplar
<p>The initiating campus shall create a coherent schedule of tasks, activities, and accomplishment of interim benchmarks that culminate in achievement of Exemplar targets within a logical and reasonable timeframe.</p>	<ol style="list-style-type: none"> The ECHS shall meet all the Initiating criteria. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, or minimum grade point average (GPA). The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic.) The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews. <ol style="list-style-type: none"> The ECHS shall make available to TEA their annual recruitment and enrollment policies and data. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members. 	<ol style="list-style-type: none"> The ECHS shall meet all of the Implementing criteria. The ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS.



Lessons Learned, Successes, and Challenges

Benchmark 1—Target Population

Benchmark 2—Partnership Agreement

Benchmark 3—P-16 Leadership Initiative

Benchmark 4—Curriculum and Support

Benchmark 5—Academic Rigor and Readiness

Benchmark 6—School Design

ECHS Principal Boot Camp Table Talk Form

Benchmark 1: Target 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 the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Guiding Questions:

- 1. How do you market your school with parents, students, community?
- 2. How do you build capacity with your feeder school colleagues?
- 3. What type of data do you keep for each cohort?
- 4. What would it look like to be Exemplar in Benchmark 1?
- 5. What are your challenges?

Current Practice

Burning Question:

Take Back Notes:

Benchmark 1—Target Population

- Recruitment and enrollment processes
- Underrepresented populations
- Clearly documented policies and practices *(Implementing Column)*

Table Talk

How do you market your school with parents, students, community?

How do you build capacity with your feeder school colleagues?

What type of data do you keep for each cohort?

What would it look like to be Exemplar in Benchmark 1?

What are your challenges?

Benchmark 2—Partnership Agreement

- MOU—Memorandum of Understanding between the IHE and ISD

100% Partnership

All bullet points in the **Implementing** column must be addressed in the MOU, working toward including the bullet points in the **Exemplar** column

Benchmark 3—P-16 Leadership Initiatives

- Established leadership team with high-level personnel with decision-making authority who meet regularly, with agenda and meeting minutes
- Members are identified by name and roles each will play
- Shared responsibility for developing and presenting reports to the ISD and IHE boards *(Implementing Column)*

Benchmark 3—P-16 Leadership Initiatives

Table Talk

Who are the members of your leadership team?

How often do you meet?

What are the agenda topics?

How could the leadership team be used for your benefit?

Has the leadership team established a 5-year budget to include the 3 T's (textbooks, transportation, and tuition)?

What are your challenges?

Benchmark 4—Curriculum and Support

- Provide a course of study to complete HS graduation requirements and associate's degree or at least 60 semester hours
- ECHS shall monitor progress and report hours completed per student, disaggregated by student groups
- ECHS shall develop a plan for on-going academic support, provide advisory and/or college readiness support time built in to the program
- Provide mentorship program
- Provide social and emotional support *(Implementing column)*

Benchmark 4—Curriculum and Support

Table Talk

What course of study do you offer? Associate Degree, 60 hrs, Core?
What systems do you have in place to offer on-going academic support ?
How have you built advisory and/or college readiness
into the school day?
What parent outreach and involvement opportunities do you provide?
What would it look like to be Exemplar in Benchmark 4?
What are your challenges?

Benchmark 5—Academic Rigor and Readiness

(Implementing column)

- Provides TSI assessment opportunity to all accepted students
- Implements a plan for TSI success including preparation classes, interventions and assessment fee waivers for all administrations
- Reports testing dates to TEA
- Reports to TEA the number of students who passed each section, including a breakdown of TSI data by subpopulation

(Exemplar column)

- The ECHS is a testing site, allowing frequent testing and creating a tailored intervention plan to improve student success
- Provide a bridge program with intensive academic preparation program that provides opportunities to strengthen academic skills before and after grade 9

Benchmark 5—Academic Rigor and Readiness

Table Talk

When do you first administer TSI? How often do you test?

What happens if a student is not TSI ready?

What is your TSI intervention plan?

Describe your Summer Bridge program.

What is your plan to develop TSI and college ready skills?

What are your challenges?

Benchmark 6—School Design

Implementing column

- ECHS location and access to college academic facilities
- ECHS staff—principal or director, IHE liaison, teachers
- ECHS-only sections for core classes

Exemplar column

- Weekly use of IHE academic and support facilities
- Liaison meets weekly basis
- Teachers who report only to the ECHS principal/director and teach only ECHS students
- Counselor for ECHS students only
- ECHS students are in core and electives with only ECHS students and/or college students
- Collaborative professional development between ISD and IHE

3-2-1

- 3** “Take backs” to share with my teachers, district, or IHE
- 2** Priority action items I can work on immediately
- 1** Burning question I still have

Q & A

Questions?



Yvette G. Cavazos
ECHS Leadership Coach
(956)655-8636
ycavazos@aol.com

Thank you
for changing lives
by design!