

# Benchmark 3: Leadership and Collective Responsibility

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# Benchmark 3: Leadership Initiatives

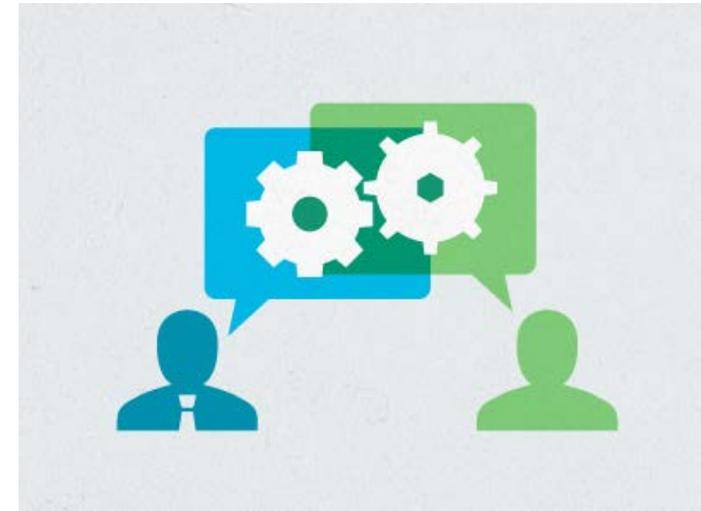
The school district and (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the ECHS principal and individuals with decision-making authority from the district and IHE.



# ECCHS

The IHE and the ISD are committed to assisting students by providing a *SET* of activities that explicitly prepares students for college, offers support during their participation in initial college courses, and helps students learn how to be successful in college.

*Community Research Center*



# Collective Responsibility



- Refine the collaboration (or create it)
- Communicate
- Build relationship skills to work within and across both internal and external systems to support student learning
- Develop norms of collaboration and relational trust
- Employ processes and structures that unleash expertise
- Strengthen capacity to analyze, plan, implement, support, and evaluate practice

# Dialogue

- Listen
- Join together in addressing questions or issues of common concern
- Evaluate differing ways of addressing the issues
- Exchange and appreciate each others' views
- Resolve issues collectively
- Use influence from leadership to move organizations toward shared purpose



# ECHS



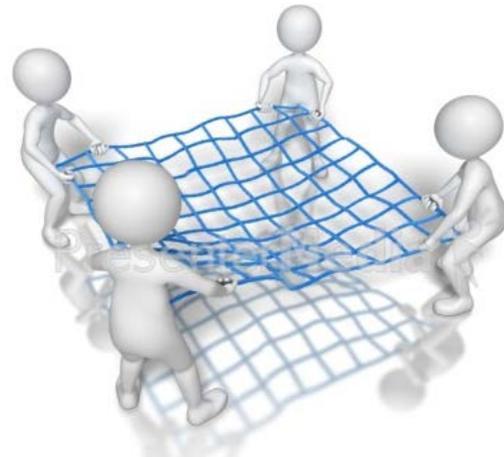
## **Not just dual credit, a collective responsibility**

- Shared metrics
- Horizontal collaboration
  - IHE administration to ECHS/district administration (reverse)
  - Teacher to IHE instructor-IHE instructor (reverse)
- Vertical collaboration
  - ECHS teacher-ECHS administrator-district administration-college administration
  - IHE instructor-department chair-college administrator



# Elements of Successful Partnerships

- Shared vision
- Mutually-determined goals and processes
- Established roles and responsibilities
- Accountability
- Mutual benefits from participation in the partnership



# Good Partnerships

- Have clear goals and objectives
- Can be sustained over time
- Hold each partner *equally* responsible and accountable for nurturing the conditions that support a good partnership
- Ensure fairness
- Facilitate effective communication regarding what each partner contributes and what each receives

# Conversations for Sustainability

- How well does the Early College High School concept align with broader goals of the IHE and the ISD?
- Does the partnership contribute to achieving the mission or improving outcomes for the constituencies to whom we are accountable?
- What are the actual and opportunity costs of participation in terms of time, money, and redirected staff resources?
- Are we achieving outcomes that contribute to our mission and deliver services?
- Capacities vary among partners—if resources are stretched, how do the partners work together to support sustainability?
- Do the partners discuss the particulars of the shared accountability needed to achieve the agreed-upon goals?

# What Constitutes Success?

- How we measure *effectiveness* provides the basis for sustainability conversations.
- Is there a system in place to collect measure of student progress and outcomes (inform and prepare students)?
- What evidence do we have that we're making an impact on student learning?
  - High school data points
  - College data points
  - Soft skills needed for employment



# “Know Thy Impact”

(Thank you, John Hattie!)

- Develop a mind frame based on excellence
- Build a culture of evidence, improvement, and evaluation capacity-building
- Agree on success metrics
- Determine when, where, and with whom the metrics will be shared
- Take pride in our collective impact
- Communicate the information on impact and progression
  - Students
  - Parents
  - ISD and IHE staff members
  - Boards of Trustees
  - Community





# State of the Union: Dialogue, not Monologue

## Who sits at the table for these conversations?

- IHE administration
- ISD administration
- ECHS administration
- Leadership teams
- High school
- Teachers
- College instructors/department chairs
- Student-enrollment services personnel and advisers
- Student representatives

# Develop Expertise in ISD and IHE Faculties

- Develop a professional community led by the ISD and IHE
- Acknowledge differential expertise
- Ensure evidence is credible
- Create opportunities for dialogue
- Utilize diagnosis, interventions, and evaluation

# Sustainability

- Foster collaboration
- Pair subject areas
- Schedule meetings
- Review
  - Subject area data
  - Grades/withdrawals
  - Teacher data
  - Curriculum alignment



# How to Improve and Use Postsecondary Data to Improve Student Outcomes

- Which metrics are the “right” metrics?
- How to use the metrics to evaluate our impact
- Incomplete and disconnected postsecondary data precludes our answering questions about “outcomes and value”
- Performance
- Efficiency
- Equity





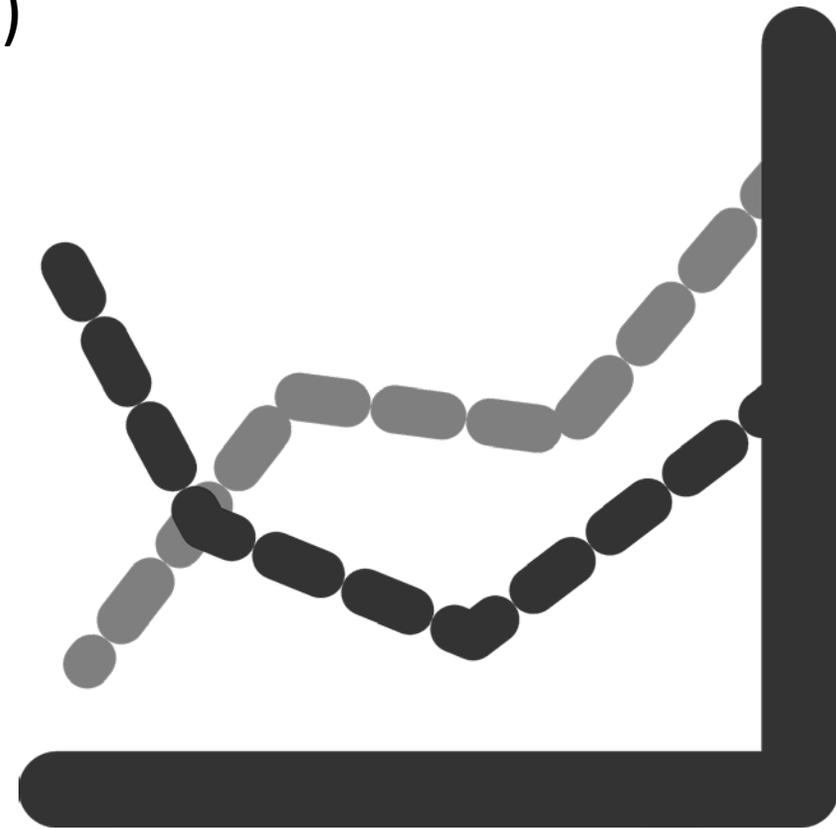
# Sustainability Metrics

- What percentage of ECHS graduates from your campus continue to a 4-year institution?
- What percentage of ECHS graduates from your campus persist at the 4-year institution?
- What percentage of ECHS graduates from your campus graduate?



# New Measures: Do We Measure Up?

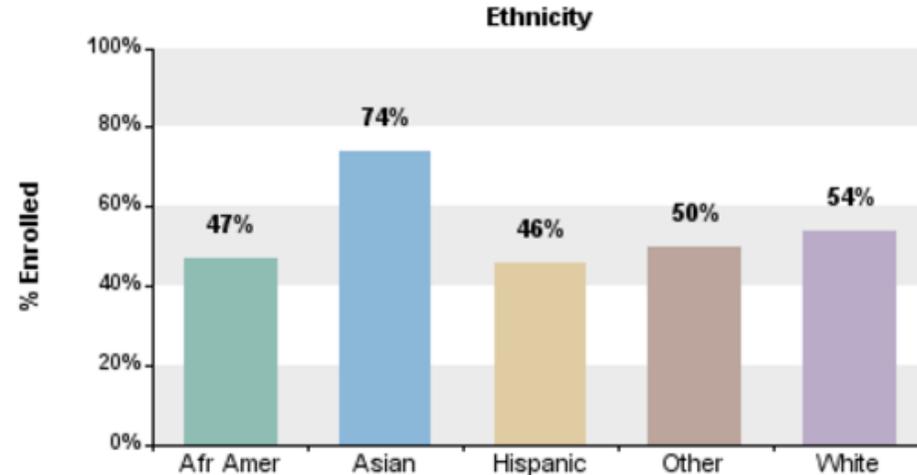
- Student Achievement Measure (SAM)
- College Scoreboard
- Tracking all students



# Sustainability

## Tracking Postsecondary Outcomes Dashboard

- Access Dashboard online:  
[http://reports.thecb.state.tx.us/approot/hs\\_college/hs\\_college\\_main\\_launch.htm](http://reports.thecb.state.tx.us/approot/hs_college/hs_college_main_launch.htm)
- Track
  - Enrollment
  - Persistence
  - College readiness



# MOU

- Every 4 years we sign a new MOU; however, the MOU is revised each year.
- Pasadena ISD and PECHS meet at the end of the school year to review the MOU. If everything is working well, we don't suggest any changes.
- If there are some items that need to be addressed, we set a meeting with our IHE partner.
- After the meeting, the conversations move up to the next leadership level (associate superintendents, directors, vice chancellors), and they take the pertinent actions.

# Products

- Memorandum of Understanding (MOU)
- Leadership meeting agendas and minutes
  - Published on the PECHS website
- Description of each member and role in committee
- Description of each member and role in committee
  - Located in the MOU

# PECHS Leadership Meeting

- Attendees:
  - Dean of PECHS
  - PHS principal
  - PECHS counselor
- We meet once per week.
- We talk about daily issues related to students, parents, and staff.
- We review the action plan for the week and for the month.
- We review academic data, TSI, behavior issues, and attendance.
- We bring and develop new ideas and or projects.
- We plan for our district support meeting.

# PISD and PECHS Support Meetings

- Attendees:
  - Dean of PECHS
  - PECHS counselor
  - ECHS district coordinator
  - College and career director
  - Compliance office director
  - Counselor specialist
  - IHE liaison
- We meet once per month.
- We talk about course requests.
- We review the present and future schedules.
- We talk about common events such as graduation, fieldtrips, and staff development.
- We review and develop a common calendar.
- We speak about particular issues with students and professors.
- We talk and plan for TSI.

# PECHS and IHE Meetings

- Dean, Counselor, and IHE Liaison
  - Phone conferences (three times per week)
  - Email (every day)
  - Formal support meeting (once per month)
  - We review and talk about miscellaneous, daily issues, new ideas, or requests.

# Leadership Meeting

- Attendees:
  - IHE chancellor
  - IHE dual credit director
  - IHE deans
  - IHE department chairs
  - PECHS counselor, PECHS dean, and PECHS parents and students
  - PHS principal
  - PISD superintendent, ECHS coordinator, college and career doirector, and compliance Officer
- We meet once per month.
- We talk about MOU.
- We review data.
- We talk about and review plans.
- We talk about resources.
- We talk about transitions to a four-year institution.

# Sustainability

- Collaboration based on success
- Convincing evidence of this success
- Learnings from the evidence
- Collaboration based on cooperation
- Learnings from errors
- Feedback about progress
- Challenges to each other to achieve excellence collectively
- Resources, forums, and emphasis on success
- Coalition building
- A shared passion for making a difference

# Headline Routine: Capture the Essence

If you were to write a headline for this topic or issue that captures the most important aspect of this presentation, what would that headline be?

Harvard Project Zero