

**HIGH SCHOOL COMPLETION AND SUCCESS
INITIATIVE COUNCIL**

**Friday, February 15, 2008
10:00 a.m. to 4:00 p.m.**

**Texas Education Agency
1701 North Congress Avenue
Room 1-104**

AGENDA

- I. Call to Order** – Chairman Robert Scott, Commissioner of Education
- II. Introductions** - Chairman Scott
- III. Adoption of the Minutes from February 4, 2008 Council Meeting** – Chairman Scott
- IV. Discussion and Possible Action Regarding Development of the Strategic Plan**
- V. Invited Testimony on College Readiness Efforts and High School Reform and Dropout Prevention Initiatives**
- VI. Lunch**
- VII. Invited Testimony on College Readiness Efforts and High School Reform and Dropout Prevention Initiatives (continued)**
- VIII. Public Testimony** – Members of the audience may sign-up at the meeting to speak for up to 3 minutes on agenda items.
- IX. Other Business**
- X. Adjourn**

High School Completion and Success Initiative Council

February 15, 2008

Minutes

The Council will meet in open session and after determining the presence of a quorum, deliberate and possibly take formal action, including emergency action, on the following agenda items.

I. Call to Order

The High School Completion and Success Initiative Council convened its meeting at 10:00 a.m. on Friday, February 15, 2008 in Room 1-104 of the Texas Education Agency (TEA), Austin, Texas

Present: Commissioner Robert Scott, Commissioner Raymund Paredes, Chris Patterson, Rosa Maria Vida, James Windham, and Cindy Ramos-Davidson.

II. Introductions

Commissioner Scott asked members if they have completed the 90-minute open meeting training and asked them to do so as soon as possible as the deadline is rapidly approaching.

III. Adoption of Minutes from February 4, 2008 Council Meeting

A motion was made and seconded to approve the February 4, 2008 minutes as written. The motion carried.

IV. Discussion and Possible Action Regarding Development of the Strategic Plan.

Council members requested a draft of the staff responses to the six questions posed at the last meeting by Ms. Patterson. Commissioner Paredes suggested that the strategic plan be written in the context of embracing the College Readiness Standards (CRS) recently adopted by the Texas Higher Education Coordinating Board (THECB). These standards are currently being edited for transfer to Commissioner Scott. The strategic plan of the Council should be aligned with the CRS. The CRS will be transferred to Commissioner Scott without performance standards to avoid any appearance of being prescriptive to the State Board of Education (SBOE). Dr. Vida asked that the performance standards be provided to allow entities the advantage of the intent of the standards. Commissioner Paredes assured the Council that the performance standards would be provided but under separate cover.

Mr. Windham asked if there is a distinction made between college-readiness standards and high school completion standards. A discussion ensued regarding whether the skills needed for workforce readiness, high school graduation, and college readiness were synonymous. It was determined that they currently are not thought of as the being the same, however, there is well supported movement toward a common goal with alignment between expectations and accountability. The Council determined that the goal of the Council will be post secondary readiness, which includes education, work, the military, trade skills training, and any other option that is desired by the student.

Upon review of the draft responses to the strategic planning questions, the Council agreed upon the following items for the strategic plan:

- Need for development of an overall mission statement.
- Consider using the Mississippi plan as an example of format.
- Programs should be self-sustaining as state funding will not continue indefinitely.
- Change “highly qualified” to “highly effective” regarding teacher qualifications.
- Change all references to “post secondary readiness” in place of college and career readiness.
- Consideration of a P-16 data system.
- Expectation of annual results.
- Involvement of the Education Research Centers in evaluation of programs.
- Include a requirement for cost-effectiveness in addition to academic effectiveness.

Jan Lindsey provided a summary of HB 2237 regarding the role of the Council and the content of the strategic plan. She mentioned that Rider 53 provides \$27 million to support the priorities and programs recommended by the Council.

The Council asked that common definitions of terms and metrics be discussed at the next meeting. Commissioner Scott that the strategic plan content and format must be the consensus of the Council and that it is important that the absent members be given an opportunity to comment.

V. Invited Testimony on College Readiness Efforts and High School Reform and Dropout Prevention Initiatives

The first invited speaker was Dr. Eric Hanushek with the Hoover Institution, Stanford University and Chairman of the Executive Committee for the Texas Schools Project at the University of Texas at Dallas. Dr. Hanushek was asked to talk about success and how to get there. He provided the following list of “what matters” in being successful.

- Economic value of schooling / performance
- Where Texas stands
- Value of better information; large amount of uncertainty – time to resolve this with better information

He also provided the following conclusions of his study of Texas.

- Achievement matters a lot – higher cognitive skills – math, science, reading
- Texas doing well relative to U.S., but not compared to the world
- Uncertainty about what affects performance

- Value of information
 - Accurate assessment and targets
 - Engage scientific evaluation
 - Continuous improvement

Dr. Hanushek told the Council that there is no “gold standard” of indicators of success in higher education. Linking the SAT and the ACT to subsequent performance in school is a start in the right direction.

VI. Lunch

In deference to time limitations and the number of invited guests, the Council paused the meeting to obtain lunch and continued the meeting with a working lunch.

VII. Invited Testimony on College Readiness Efforts and High School Reform and Dropout Prevention Initiatives (continued)

The next invited speaker was Tom Torkelson, Founder and Chief Executive Officer of IDEA Public Schools. From his Teach for America experience, Mr. Torkelson realized that many smart, bright students were behind grade level. This is the background of the IDEA academy. At the IDEA academy, college prep is the only path, with support and follow-up with students continuing when they enter college. Students are in school 30% longer and AP and IB courses are the only ones offered. The Council requested Mr. Torkelson’s involvement as the Council develops priorities and the strategic plan.

The next speakers were Dr. Richard Rhodes, President, El Paso Community College and Dr. Dennis Brown, Vice President of Instruction, El Paso Community College. The presentation focused on Early College High Schools and scalability. Commissioner Paredes remarked on the profound policy implications of using the Accuplacer at the end of the junior year to determine dual credit readiness and the resultant decrease of the cost of developmental education.

Next was the Teacher Association Panel, consisting of Holly Eaton, Director of Professional Development & Advocacy for the Texas Classroom Teachers Association (TCTA); Patty Quinzi, Legislative Counsel for the Texas American Federation of Teachers (TAFT); Elena Rettiger-Lincoln, Governmental Relations, Association of Texas Professional Educators (ATPE); and Richard Kouri, Director, Organizing Center for Public Affairs, Texas State Teachers Association (TSTA). Panel members provided their testimony regarding the Council’s strategic priorities, strategies for programs and goals to measure success.

The next panel represented Administrator Associations and included: Charles Boyd, Assistant Superintendent for Secondary Schools, Fort Worth ISD, representing the Texas Association of School Administrators (TASA); Karen Ellis, TASB Board of Directors, Member of the Richardson ISD School Board, representing the Texas Association of School Boards (TASB); Dr. Nelson Coulter, Principal at Hendrickson High School in Pflugerville ISD, representing the Texas Association of Secondary School Principals (TASSP); and Dr. Richard Middleton, Vice President TSA, Superintendent, North East ISD, representing the Texas School Alliance (TSA). Panel members provided

a brief summary of their local systems and successes and offered the following recommendations to the Council.

- Structure alone does not change schools, there needs to be a corresponding change in culture and climate.
- Funding to districts should be formula funding rather than competitive funding to ensure sustainability of programs.
- Encourage personal relationships between teachers and students.
- The 4X4 structure is too restrictive. Core curriculum could be embedded into Career and Technology Education.
- Because a student's primary drivers come from home, a school has to create a common value system as well as a culture of learning.
- At-risk students actually need nurturing teachers and administrators more than the average student.
- Fund outcomes rather than processes. Fund schools based on the number of graduates.
- Allow administrators to be innovative and flexible.
- Suggested new metrics:
 - Percent graduate with cohort
 - Percent students graduate in relation to entire student body on an annual basis.
 - Attainment of six credits per year.
 - Regain cohort status at the end of each year.
- Learning never stops.
- Relevance does not compromise rigor.
- Return to formula funding and eliminate the targeting system.
- The high school allotment is a great innovation that has added much value in local districts.
- Evaluate college instruction including: class size, testing comparisons and teacher certifications. Develop common expectations, teaching strategies and styles across the transition from high school to college.
- Review how things have changed over the past few years, regarding college readiness, development education, class size, graduation rates and student outcomes.
- Programs should see movement in one year and results in two to three years.

VIII. Public Testimony

There was no public testimony.

IX. Other Business

Commissioner Scott stated that the next meeting will be February 21 and will be held across the street in the Steven F. Austin Building.

X. Adjourn

Being no further business, the meeting adjourned.

Discussion Questions to Guide Development of Strategic Plan

- 1) What strategic priorities should the council establish for high school completion and college and workforce readiness efforts?
- 2) What strategies should the state employ to identify, support, and expand programs to improve high school completion rates and college and workforce readiness?
- 3) What specific goals should the state establish to measure the success of strategies to improve high school completion and college and workforce readiness?
- 4) How can we enhance the effectiveness and alignment of high school completion and college and workforce readiness efforts?
- 5) What strategies should the state employ to align and coordinate federal and other funding sources for high school reform, dropout prevention, and preparation of students for postsecondary work or employment?
- 6) What objectives should the state set for research and program evaluation?

High School Completion and Success Initiatives Council Speaker List – February 15, 2008

Dr. Eric Hanushek

Paul and Jean Hanna Senior Fellow, Hoover Institution, Stanford University
Chairman of the Executive Committee for the Texas Schools Project at
The University of Texas at Dallas

Dr. Richard Rhodes

President, El Paso Community College

Tom Torkelson

Founder and CEO, IDEA Public Schools

Teacher Association Panel

Association of Texas Professional Educators (ATPE)
Elena Rettiger-Lincoln, Governmental Relations

Texas American Federation of Teachers (TAFT)
Patty Quinzi, Legislative Counsel

Texas Classroom Teachers Association (TCTA)
Holly Eaton, Director of Professional Development & Advocacy

Texas State Teachers Association (TSTA)
Richard Kouri, Director, Organizing Center for Public Affairs

Administrator Association Panel

Texas Association of School Administrators (TASA)
Charles B. Boyd
Assistant Superintendent for Secondary Schools, Fort Worth ISD

Texas Association of School Boards (TASB)
Karen Ellis, TASB Board of Directors
Member of Richardson ISD School Board

Texas Association of Secondary School Principals (TASSP)
Dr. Nelson Coulter
Principal at Hendrickson High School in Pflugerville ISD

Texas School Alliance (TSA)
Dr. Richard Middleton, Vice President, TSA
Superintendent, North East ISD

High School Allotment Overview

I. Purpose

- While overall graduation and college readiness rates in Texas high schools have improved, they are still too low.
- The 79th Legislature, Third Called Session, passed House Bill 1 providing additional state aid to districts to:
 - (1) prepare underachieving students in Grades 6 through 12 for entrance into institutions of higher education,
 - (2) encourage all students in Grades 6 through 12 to pursue advanced academic opportunities,
 - (3) provide opportunities for students to take academically rigorous course work,
 - (4) align secondary and postsecondary curriculum and expectations, and
 - (5) support other promising high school completion and success initiatives in Grades 6-12 approved by the commissioner of education.
- The High School Allotment provides an allotment to each district in the amount of \$275 for each student in grades 9 through 12 based on average daily attendance. The estimated expenditure for the state for fiscal year 2007 is \$320,000,000.

II. How Districts Are Using Allotment Funds

1. To Increase Rigor
 - Tutoring or accelerated online instruction,
 - Summer programs such as summer AP readiness camps,
 - Support for co-curricular programs such as robotics clubs and Odyssey of the Mind,
 - Pre-engineering courses such as Project Lead the Way,
 - Programs to support students taking challenging courses such as AVID and AP Strategies
 - Tuition, textbooks and transportation for dual credit courses
 - Exam subsidies for AP/IB
2. To Personalized the Educational Experience
 - Advisories
 - Small learning communities
3. To Increase High School Success
 - “Newcomer Academy” to assist Limited English Proficient students with acquisition of English language and support services
 - Two-week mandatory math & science summer school for struggling students
 - Stipends for teachers to staff a 4-9pm credit recovery program
4. To Create a College-Going Culture
 - Support for dual or college credit courses including payment of tuition, books, and transportation
 - Courses to prepare students for college entrance exams (SAT and ACT)
 - Exam subsidies for SAT and ACT
 - Support for UIL forensic programs designed to
 - recruit students without plans to attend college;
 - establish college going expectations; and
 - equip with communication and critical thinking skills valuable for college success
5. To Assist with Successful Transition
 - Summer program for graduating 8th graders to equip with study and other skills to succeed in high school
 - “Fish Tank” to house freshman core classes in one location and increase staff providing support during the 9th grade year
 - System to track graduates and use data to improve efforts to better prepare students for college and career

DRAFT
PRESS RELEASE

February 15, 2008

Districts and campuses recognized for exceptional use of High School Allotment funds

AUSTIN - Commissioner of Education Robert Scott today recognized two school districts and eight high school campuses for offering exceptional high school completion and college readiness programs implemented with High School Allotment funds.

The High School Allotment (Allotment), a \$320 million annual fund created by the Texas Legislature in 2006 provides every Texas school district with \$275 per student in grades 9-12 to improve high school graduation and college readiness rates.

In May 2007, a High School Allotment Advisory Group, comprised of 14 experts and stakeholders representing Texas' secondary school education system, was appointed by the commissioner to recommend criteria and procedures for identifying exceptional uses of the allotment funds.

Recognition was given for the implementation of exceptional programs or strategies in the following areas:

- Preparing students for college readiness;
- Increasing graduation rates;
- Improving curriculum alignment or preparing students for successful transition from middle school to high school or from high school to college; and
- Implementing innovative high school completion and success programs or strategies.

School districts were invited to self-nominate their programs for exceptional use of the allotment funds. Of those 22 districts and campuses requesting consideration for recognition, the following nominees representing large, medium and small campuses and districts were selected as examples of exceptional use of the allotment.

Goodrich High School in Goodrich ISD and Friendswood High School in Friendswood ISD received recognition for the implementation of innovative high school completion and success programs and strategies.

Idea College Preparatory High School, an open enrollment charter school in Donna, Texas, Gatesville High School in Gatesville ISD and East Central High School in San Antonio's East Central ISD were recognized for strategies used in preparing students for college success.

San Antonio's Northside ISD and Whitney High School in Whitney ISD were recognized for their efforts to increase graduation rates.

Patton Springs ISD, New Deal High School in New Deal ISD and Comanche High School in Comanche ISD were recognized in the areas of

improving curriculum alignment and preparing students for successful transitions from high school to college.

Implementing innovative high school completion and success programs or strategies

Friendswood High School implemented an innovative, systematic approach to ensure students' successful completion of high school. Using the High School Allotment funds, the school created a Student Success Program (SSP) that provides intervention services to any freshmen experiencing difficulty passing an English, mathematics, science or social studies class and to any at-risk high school student regardless of grade classification experiencing difficulty in a math or science course. Intervention services include math, reading and science instructional specialists to provide intensive instruction; specialized math and science labs; an online computer assisted program and an academic library class. Early signs of success are evident in the gains made in Texas Assessment of Knowledge and Skills (TAKS) scores in all subject areas targeted except one, with significant gains seen among African American and Hispanic students in math.

Goodrich High School, located in a small rural community undergoing economic change decided to use its allotment to encourage its students to attend college. Goodrich High School funded a variety of strategies using its allotment funds including providing students opportunities to visit surrounding colleges and universities; offering parents and students training on how to complete financial aid documents as well as providing access to computers for them to submit online required college application paperwork. In addition, each classroom adopted a university and a monthly "alumni day" was introduced during which teachers and staff members wear college paraphernalia.. As a result of these efforts, a majority of the school's graduating seniors are enrolling in college or other postsecondary training.

Preparing Students for College Readiness

Idea College Preparatory (ICP) High School has employed its allotment to prepare its predominantly Hispanic and economically disadvantaged student population for success in postsecondary education. ICP adopted the International Baccalaureate (IB) model that builds a culture of academic excellence and respect. All students from grades 9-12 were enrolled in at least one Advanced Placement (AP) course and are expected to take the national AP test. Teachers received intense training and are accessible

after school hours to assist students with the ambitious IB curriculum. In 2007, TAKS scores improved in all content areas from 2006. All students completing the IB Diploma Program will graduate high school with 32 hours of college credit.

Gatesville High School also is being recognized for its efforts to increase the number of students taking advanced academic courses. Allotment funds have been used to employ additional AP teachers and equipment to improve AP instruction. Online AP courses were purchased and AP exam fees were paid using allotment funds.

In order to increase the number of students enrolled in Pre-AP, AP and dual credit courses, **East Central High School** used the allotment to partially fund the salaries of teachers hired to teach advanced courses. These courses, begun under the Early College High School project, were expanded and offered to all students. Students representing economically disadvantaged and minority populations have been specifically targeted for increased enrollment in advanced courses. Early measures indicate that standardized test scores have improved and the number of students taking college preparatory and/or advanced courses has increased.

Increasing graduation rates

Northside ISD in San Antonio received recognition for exceptional use of its allotment for a strategy that designates a “graduation coach” at every high school within the district to work one-on-one with 9th graders who are at risk of failing English, mathematics, science or social studies courses. Guided study halls staffed by support coaches were implemented to assist at-risk students retrieve credits and prepare for exams. In addition, Northside ISD entered into a partnership with San Antonio College to establish a program for students who were in the process of dropping out. The program assists students with completing high school with a diploma and some college credits.

Whitney High School was able to decrease the number of students at risk of dropping out from high school by providing students who had consistently failed in the traditional classroom with the opportunity to complete courses in the Credit Recovery Program. As a result, a majority of the high school seniors enrolled in the program were able to graduate. Due to its success, Whitney High School now plans to extend the program to homebound students.

Improving curriculum alignment or preparing students for successful transitions

At **New Deal High School**, faculty teams representing the four core content areas meet on a routine basis to review and discuss student performance data and classroom performance. Teachers shared classroom successes and challenges, and identified curricular strengths and weaknesses in order to make curricular improvements. This approach funded by the allotment has enabled New Deal High School to develop a plan of action to close achievement gaps. During content area meetings, data are reviewed to help teachers make decisions on instructional interventions. The effectiveness of curricular alignment has resulted in increased TAKS passing rates and increased overall TAKS scale scores.

Comanche High School is taking steps to better prepare its students for successful transition from high school to college. High School Allotment funds have been used to pay high school seniors' tuition and books for College Algebra and dual credit College English. Funds also have been used to implement the Advancement Via Individual Determination (AVID) Program for high school students who may be the first in their family to attend college. The AVID director, teachers, tutors and counselor provide students with the skills necessary to be successful in academically rigorous courses. As a result of these allotment activities, Comanche has realized a significant increase in student enrollment in advanced courses.

High School Allotment funds have allowed **Patton Springs ISD**, a small rural district, to pay tuition each semester for high school seniors who might otherwise not be able to take college courses while attending high school. In addition, allotment funds have provided the opportunity for the district to pay salary expenses for local teachers to provide instruction for dual credit courses. This has enabled a majority of Patton ISD seniors to graduate from high school with some college credit.

#####



Texas Science, Technology, Engineering and Mathematics Academies Design Blueprint

The T-STEM Academies Blueprint was written at THSP over two years ago. Before being used as a basis for T-STEM Academy design, it was vetted by national experts in the fields of school and curriculum restructuring. Since that time it has been used successfully by the T-STEM Academies opening in 2006-07 and 2007-08. The T-STEM staff has received considerable feedback from those Academies and from the T-STEM Center personnel over the past year and a half. In response to that feedback, we are now in the process of redesigning the Blueprint for added clarity and ease of use. The new document will be ready for distribution very soon.

Texas Science, Technology, Engineering and Mathematics (T-STEM) Initiative Background

Texas Science, Technology, Engineering and Mathematics (T-STEM) is a \$71 million initiative designed to improve instruction and academic performance in science and math related subjects at high schools across Texas. The project aims to closely align the high school curriculum with the admission requirements of competitive colleges and the qualifications needed to succeed at today's high-paying jobs. T-STEM was developed by the Texas High School Project (THSP), a public private partnership working to ensure that all Texas students leave high school prepared for college and career.

THSP partners include the Office of the Governor, the Texas Education Agency, the Bill & Melinda Gates Foundation, the Michael & Susan Dell Foundation, Wallace Foundation, National Instruments, key legislators, and others. The project invests in students by providing funds and technical assistance to support school districts and individual campuses, building new schools, and creating innovative partnerships between high schools and higher education institutions. THSP's private philanthropic investments are managed by Communities Foundation of Texas, a non-profit organization with a focus on improving education. State and federal investments are managed by the Texas Education Agency.

Purpose

The purpose of the Texas Science, Technology, Engineering and Math (T-STEM) Academies is to increase student achievement by engaging and exposing students to innovative science and math instruction while simultaneously acting as demonstration sites to inform math and science teaching and learning statewide.

The T-STEM Initiative promotes education strategies that integrate the teaching of STEM in a way that challenges students to innovate and invent. T-STEM coursework requires students to demonstrate their understanding of these disciplines in an environment that models real world contexts for learning and work. Students participating in T-STEM education graduate prepared to pursue postsecondary level coursework and careers in science, technology, engineering, and math.

T-STEM Academies Benchmarks, Program Requirements, and Indicators

Each T-STEM Academy will develop an individualized academy implementation plan based on the design blueprint detailing progress on the following best practices benchmarks, program requirements and indicators of progress. The Design Blueprint Progress Tool will be used by the TEA and CFT T-STEM staff to evaluate the progress of each T-STEM academy during the planning and implementation years.

BENCHMARK 1: Mission Driven Leadership

Program Requirement 1.1: Academy design blueprint and implementation plan

- a. The Academy uses the academy design blueprint as a guidepost to develop an implementation plan for building a school infrastructure and act on the work of the Academy.
- b. The implementation plan reflects high and consistent learning expectations and performance standards for all students as measured by internal and external measurement tools.
- c. The Academy is clear about the specific skills that must be addressed that are essential to STEM literacy skills, i.e., the types of skills necessary to meet demands of advanced high school coursework, higher education, the world of work, and lifelong learning.
- d. The implementation plan reflects a consensus among staff and key stakeholders on how the Academy helps diverse learners build the requisite skills and strategies to become highly functioning STEM-literate graduates.
- e. Partner agreements have been developed with institutions of higher education, businesses, and other community groups to support the design blueprint implementation plan.

Program Requirement 1.2: Leadership

- a. The Academy has in place a clear organizational structure (e.g. a flow chart) for leadership and governance, demonstrating accountability and collaboration for continuous improvement.
- b. The leadership and governance structure of the Academy plans for the participation and leadership of the following stakeholders: students, teachers, grant design team, parent-community, business, community partners and institutions of higher education partners i.e. higher education partner(s) who will assist in the delivery of coursework that will result in college credit).
- c. The decision-making structure is clear and understood by all stakeholders.
- d. Expectations for teachers' additional responsibilities outside their classroom duties are delineated and have been agreed upon by all teachers.
- e. The Academy designs a report to stakeholders that includes data on student performance, attendance, persistence, and annual pre- and post-surveys of stakeholders' satisfaction.

Program Requirement 1.3: Student Achievement

- a. Data-driven decision-making is integrated into the daily work of the Academy.
- b. There is a clear process for program review and evaluation that is measured against a continuum of development to determine what is and is not effective for improving teaching and learning.
- c. Feedback mechanisms are created and in place to monitor all structural and managerial innovations.
- d. The Academy participates in an ongoing formative evaluation process for the purpose of monitoring the implementation and the effectiveness of improvement strategies. This may include evaluative site visits by individuals outside of the organization.

- e. The Academy leadership participates with the T-STEM Center in their geographic area to support the transformation of teaching methods, teacher preparation, and instruction in the science, technology, engineering, and math fields.
- f. Academy leadership participates in the T-STEM Academy Leadership Coaching program. Leadership Coaches provide ongoing support to the academies for continuous development and the achievement of long-term T-STEM goals through site visits, e-contacts, and phone contacts.
- g. The Academy participates in the T-STEM Network, a statewide best practices network for science, technology, engineering, and math education to promote broad dissemination and adoption of promising practices from the initiative and to improve math and science performance for students across Texas.

BENCHMARK 2: School Culture and Design

Program Requirement 2.1: Personalization

- a. The Academy details the plan for remaining small—approximately 100 students per grade.
- b. Class sizes allow for small collaborative learning communities among students.
- c. The Academy provides a design and implementation plan for an advisory period, a time during the school day that is non-graded and focuses on personalizing the student experience, building relationships with students and parents, and character-development.
- d. The Academy develops a process for hearing and responding to student voice.
- e. The school day is flexibly scheduled with blocks of time that support student learning.
- f. The Academy celebrates high quality student work through student exhibits both on-site and/or then in Texas forums.
- g. The Academy provides the plan for ensuring that every student has and uses an individual graduation plan that includes planning for post-secondary education.

Program Requirement 2.2: Culture

- a. The Academy community (i.e. school leaders, students, parents and school community) develops a handbook with clear procedures, discipline policies and consequences to distribute and discuss with students, staff, and families.
- b. The Academy involves all stakeholders in developing a culture of respect and responsibility that involves older students as peer mentors for entering students.
- c. The Academy fosters the development of positive student identities through a responsive classroom atmosphere of respect, trust, and meaningful adult and peer relationships.
- d. All students have the opportunity to assume roles responsibility within the Academy and the classroom.
- e. All students have access and opportunities to engage in school activities.
- f. Discipline referrals and records indicate a safe and orderly school.
- g. Attendance records reflect consistent student attendance and participation in school.

Program Requirement 2.3: Postsecondary success

- a. Students participating in T-STEM education will graduate prepared to pursue postsecondary level coursework and careers in science, technology, engineering, and math.
- b. The Academy includes grades 6-12 or actively works with feeder middle schools to develop interest in STEM education.
- c. The Academy develops a plan for student success on college entrance exams.
- d. The Academy provides high-quality, college-preparatory tools for students and families.

- a. The Academy creates university or college partnerships for mentoring, fostering a college-going culture, and the provision of college level courses/dual credit, teacher training, etc.
- b. The Academy designs and provides student support in meeting the requirement that all students graduate with 12 to 30 college credits through multiple educational pathways such as dual credit, International Baccalaureate (IB) concurrent enrollment, articulated credit and/or Advanced Placement (AP).
- c. Students have access to college credits that map to the economic workforce clusters: semiconductor industry, information and computer technology, microelectromechanical systems, manufactured energy systems, nanotechnology, and/or biotechnology, etc.

BENCHMARK 3: Student Outreach/Recruitment, Selection and Retention

Program Requirement 3.1: Recruitment

- a. The Academy develops a process for marketing to and recruitment from appropriate communities and feeder schools to reach high need and under represented students.
- b. Necessary support structures are in place to allow participation by high need and under represented students and families, such as transportation or plans for transportation to the school, child care for family events, and translation of all recruitment and marketing materials.

High School Completion and Success Initiatives Council
What is Success and How do We Achieve It?

- IV. **Eric A. Hanushek**
- V. **University of Texas at Dallas and**
- VI. **Stanford University**
- VII. **February 15, 2008**

Outline of Talk

- **What matters**
 - **Economic value of schooling**
 - *Individuals*
 - *State of Texas*
 - **Where Texas stands**
 - **Value of information**
- VIII.

Conclusions

- **Achievement matters a lot**
 - **TX probably doing well compared to US average**
 - **TX not doing as well compared to world**
 - **Uncertainty about what affects performance**
 - **Value of information**
 - **Accurate assessment and targets**
 - **Engage scientific evaluation**
 - **Continuous improvement**
- IX.

Performance Matters

- **Individual earnings**
 - **Close relationship to cognitive skills**
 - **Returns to attainment biased**
- **Value to school completion, but less than commonly discussed**
 - Individual earnings
- **Value of high school and college completion**
- **Overlap**
- **Good versus average (in cognitive skills) = 12% per year**
- **Completion by cognitive skills**

X.

Chart listing possible salaries based on education level and gender
Women with no high school degree will earn on average 700,000 dollars over their lifetime, while Men will earn 1.1 million dollars.

Women with a high school diploma will earn one million dollars over their lifetime and Men will earn 1.4 million dollars.

Women with some college will earn 1.2 million dollars over their lifetime and Men will earn 1.7 million dollars.

Women with an Associates degree will earn 1.3 million dollars over their lifetime and Men will earn 1.8 million.

Women with a Bachelors degree will earn 1.6 million dollars over their lifetime and Men will earn 2.5 million dollars.

Median U.S. Individual Earnings with Moderately Strong Reform
Graph depicting median salaries ranging from \$20,000 to \$45,000 on vertical axis and age on horizontal axis. The highest point for salary is between ages 45-54 with an average of \$36,000 dollars.

Performance Matters

- **Individual earnings**
 - **Close relationship to cognitive skills**
 - **Evidence**
- **Value to school completion, but less than commonly discussed**
- **Economic growth**

Education Quality and Economic Growth

Illustration of scattergram with Conditional Growth on the vertical axis and Conditional Test Score on the horizontal axis. The United States is between -.05 and 0 on the Conditional Test Score axis and a positive one on the Conditiona Growth (horizontal axis).

The coefficient of the graph is 1.9804387

The SE is .21707105

t=9.12

**Improved GDP with Moderately Strong Knowledge Improvement
(0.5 s.d.)**

Chart depicting percent additions to the GDP on the vertical axis and years in increments of five along the horizontal axis starting in 2005 and continuing until 2080. 10-year, 20-year and 30 year reform are depicted on the chart as well as typical education spending which remains the same throughout the years with reform increasing every year until 2080.

Expected Schooling across Countries, 2003

Graph depicting years of attainment along the vertical axis in increments of two, beginning at 0 and ending at 20. The names of the countries are on the horizontal axis. The Countries are in order of their attainment with greatest number or years first. The country with the greatest attainment is Finland with nearly 18 years. The United States ranks 28 out of 44 countries with 15 years of attainment. The country with the least amount of education is Zimbabwe with 11 years.

Texas Performance

- **High performance on NAEP**
 - **Particularly strong for Hispanics**

- **Graduation rates**
 - ???
- **College success**
 - ???

Resolving Performance Questions

- **What is reality – the ???**
 - **Measure performance throughout**
- **Trace source of any problems**
 - **When and where do problems arise?**
- **Link success/failure to programs and people**
 - **Continuous improvement**
- **Engage independent scientific evaluation**

Serious Reform – Best Guesses

- **Recognize the importance of teachers**
 - **And reward them**
- **Provide accurate accountability**
- **Change the incentives**
 - **Choice**
 - **Pay**
 - **Competition**
- **Leadership counts but structure counts more**

Conclusions

- **Achievement matters a lot**
- **TX probably doing well compared to US average**
- **TX not doing as well compared to world**
- **Uncertainty about what affects performance**
- **Value of information**
 - **Accurate assessment and targets**
 - **Engage scientific evaluation**
 - **Continuous improvement**

XI.

High School Completion and Success Initiative Council

Presentation on Early College High Schools and College Readiness Initiative

El Paso Community College

Dr. Richard Rhodes, President

Dr. Dennis Brown, Vice President of Instruction

El Paso, Texas Who We Are.....

- 80% Hispanic
- Median Household Income:
 - ▶ El Paso County = \$32,111
 - ▶ State of Texas = \$44,922
 - ▶ United States = \$48,451
- Educational Attainment/Persons 25 Years & Older:
 - 32 percent have no diploma
 - 23 percent are high school graduates
 - 21 percent have some college but no degree
 - 6 percent have an Associate Degree
 - 12 percent have a Bachelor's Degree
 - 6 percent have a Graduate or Professional Degree

EPCC Student Demographics

Ethnicity

- **85.5 percent Hispanic**
- 8.5 percent White
- 2.1 percent Black
- 0.8 percent Asian
- 0.2 percent Native American
- 2.9 percent International

70 percent are First Generation

Financial Support

- 21,848 students have awards totaling \$40,565,351.
- 1,851 students have student loans totaling \$4,021,452.
- 610 students have work study monies totaling \$907,904.

Gender

- Female—61 percent
- Male—39 percent

MECHS 1st Cohort 2006-07 Course Placements for Writing

Course 309, 4, 3 percent

Course 310,31, 25 percent

Course 1310, 90, 72 percent

MECHS 1st Cohort 2006-07 Course Placements for Math

Course 301, 8, 7 percent

Course 303, 60, 47 percent

Course 305, 52, 42 percent

Course 1314, 5, 14 percent

MECHS 1st Cohort 2006-2007 Reading Placement Results

125 students were tested and 46 were college ready on May 20th. The remaining 79 were tested again on June 24th and 68 of them were college ready. The remaining 11 were tested again on August 12th, and they were all college ready.

There was a two week intervention before the June 24th test date and the August 12th test date.

MECHS Summer Camp Two week Interventions prior to retests

- **Levels**
High/Medium/Low
- **Subjects**
Math
Reading
Spanish
- **Two out the three classes taken at this time**
- **Classes 1 ½ hours in length**
- **Title V Services utilized**
Plato software used

MECHS 2nd Cohort 2007-2008 Reading Placement Results

125 students were tested and 41 were college ready on May 19th. The remaining 84 were tested again on June 16th and 69 of them were college ready. The remaining 15 were tested again on August 12th, and they were all college ready.

There was a two week intervention before the June 16th test date and the August 12th test date.

Early College High Schools Lessons Learned

- **Students rise to the challenge**
- **Students' behavior and demeanor mirrors their surroundings**
- **Hire the principal ASAP**
- **Plan all 4 years of facilities up front**
- **Ensure high school faculty are college credentialed**
- **Hire passionate student centered faculty**
- **Do not settle for anything less than the Associates degree upon high school graduation.**

Rural Districts Cluster

Unique Issues

- **ADA**
- **Student performance reporting**
- **Participation in sports/other extra-curricular activities**

EI Paso Area College Readiness Consortium

- **Joint effort by EPCC, UTEP and Superintendents**
- **Addresses the State's Initiative to "Close the Gaps"**
- **Goals**
 - **Area Schools: Ensure that HS students can enter college-level courses after senior year**
 - **EPCC and UTEP: Progress freshman students successfully through core courses in their first semester of college**
- **Test Juniors and Seniors on Accuplacer Placement Test**
- **Students not passing one or more areas of Accuplacer receive interventions and are re-tested.**

Design strategies that will ensure that the initial enrollment of college bound high school graduates is in entry-level college courses.

- XII. Disconnect
- State mandated TAKS test
 - To graduate from high school 2100
 - To be college ready 2200
 - Texas Education Agency

EI Paso Area College Readiness Assessment Protocol

Comprehensive orientation for student and parent

- Why take a placement test?
- What do the scores mean?

- How will they be used?
 - How can doing well save time and money?
 - How can the student prepare to do well on the Accuplacer?
 - Complete joint EPCC/UTEP admission application
 - Test
 - Interpretation of Scores
 - Post-test interventions
 - Re-test
 - Summer Bridge Program
- XIII. Positive Outcomes
- Increase:
 - Number of college going students
 - Number of college graduates
 - Decrease:
 - Length of time to complete degree
- XIV. Impact of CRI on DE Enrollments
- XV. Spring 2006 to Spring 2008
- XVI.
- XVII. Math + 4.5%
- XVIII. Reading - 42.5%
- XIX. Writing - 44.0%

XX.

El Paso Area College Readiness

The question often is not what the student did not learn, but what the student can recall at the time of the test

As little as 6 hours of math refresher led to 49% of students advancing 1 to 2 levels of course placement

Recommendations:

- Begin college immediately following high school graduation.
- Take Dual Credit math, English and Reading intensive core courses while in high school.

Impact of CRI on Placing College Ready

<u>Discipline</u>	<u>2006</u>	<u>2008</u>
Math	2.1%	7.5%
Reading	29.1%	37.5%
Writing	54.3%	65.8%

Dual Credit Enrollment

In 2001, 102 students were enrolled in dual credit. In 2006, 1,859 students were enrolled an increase of 1,723 percent.

Relationships Need Good Partners

San Elizario ISD
Socorro ISD
El Paso ISD
Clint ISD
Region 19
Fabens ISD
Ysleta ISD
Canutillo ISD
Tornillo ISD

Dr. Diana Natalicio—President, University of Texas El Paso