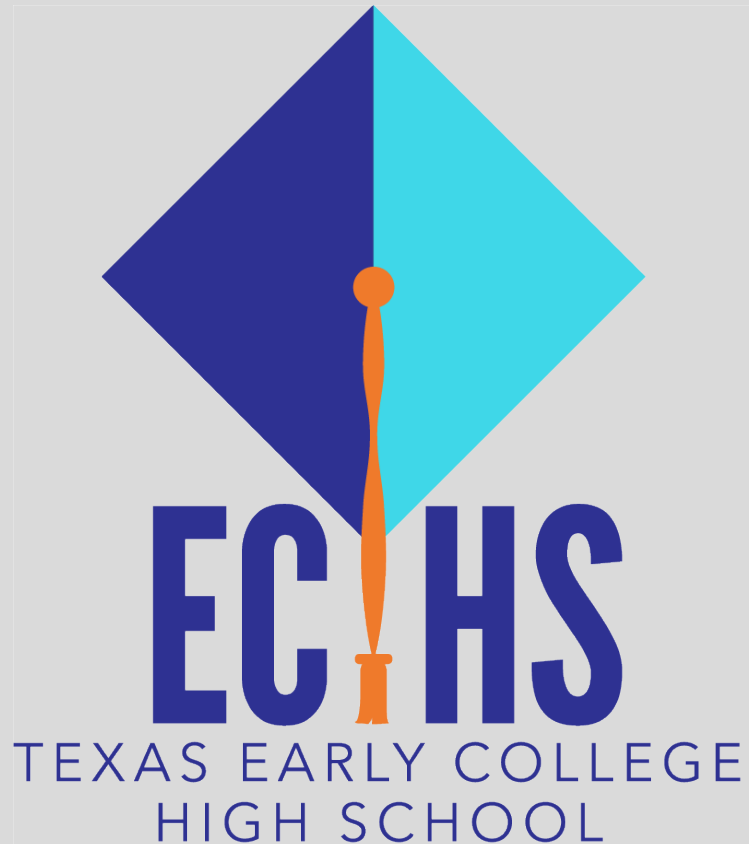


Benchmark 3: Leadership and Collective Responsibility

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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.



ECHS

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



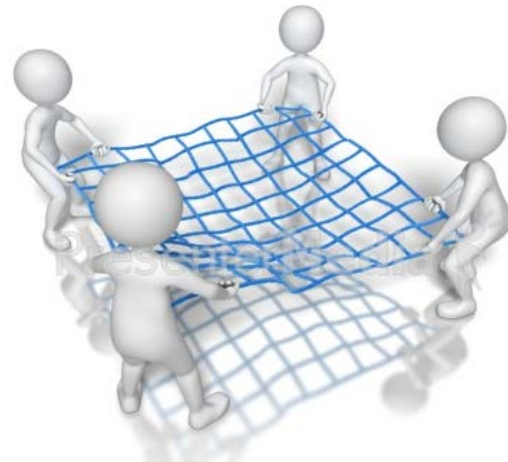
Not just dual credit, a collective responsibility

- 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





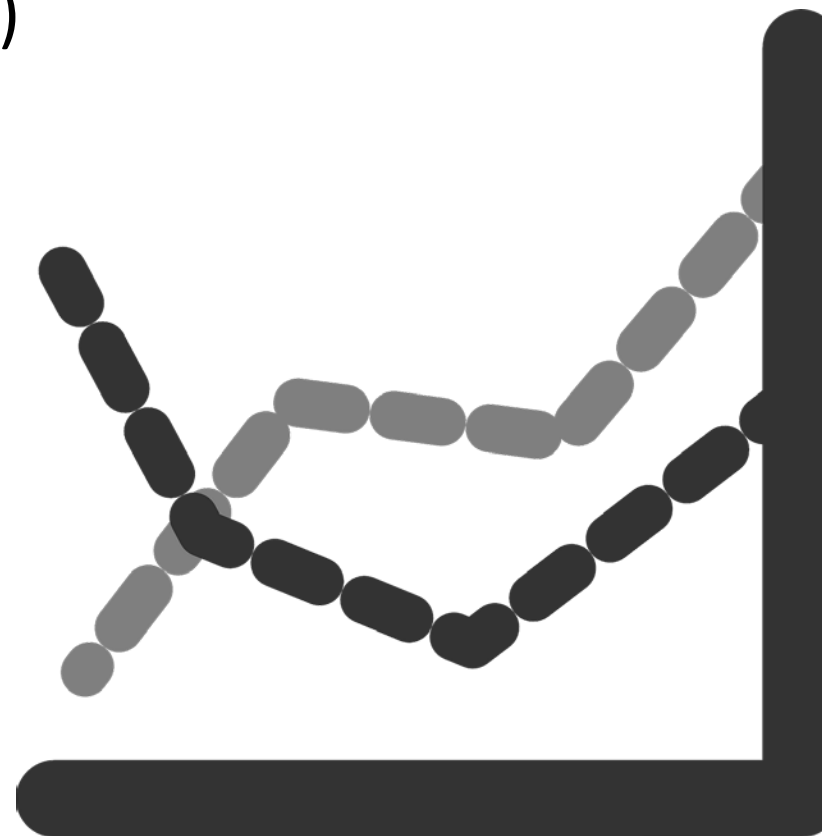
Sustainability Metrics

- 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?

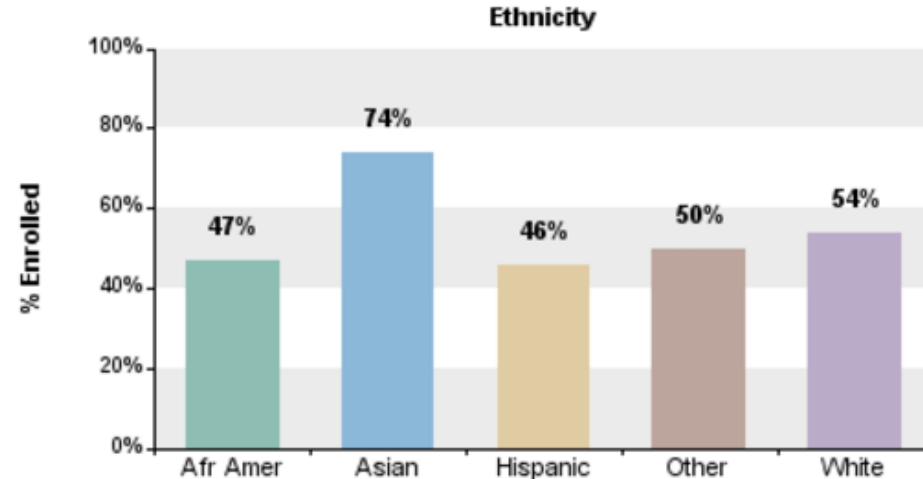
- Student Achievement Measure (SAM)
- College Scoreboard
- Tracking all students



Sustainability

Tracking Postsecondary Outcomes Dashboard

- Access Dashboard online:
http://reports.thecb.state.tx.us/approot/hs_college/hs_college_main_launch.htm
- 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