TRAVIS
ECHS

STEERING COMMITTEE PRESENTATION

Presenter: Twila Guajardo
Location: San Antonio College
Date: November 7th, 2023
Time: 3:00-4:00 p.m.

www.saisd.net

THREE P's

Purpose: To understand the Travis ECHS model, outcomes, successes and challenges.

Process: Presentation of ECHS Blueprint Benchmarks and discussion prompted from committee question/comments.

Payoff: Be knowledgeable about Travis ECHS successes and challenges in order to support better scholar outcomes.

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Student Success Stories

BENCHMARK 1: School Design

The Early College High School (ECHS) shall establish school structures and policies, regularly convene leadership teams and ensure adequate staff capacity for the successful implementation and sustainability of the ECHS program.

Benchmark 1 Highlights		
Travis ECHS is a standalone campus in close proximity to our IHE partner, San Antonio College		
1.6	Leadership Team Strategic Priorities	• Reliable systems of communication between ECHS and IHE partner • Effective progress monitoring for scholar success • Academic advising at both high school and IHE
1.9	ECHS Staff Professional Development	• Mentor/induction through collaborative teams and targeted PD • Annual training or professional development plan for ECHS and IHE faculty

TRAVIS ECHS & SAC LEADERSHIP TEAM

NAME	TITLE	CAMPUS / IHE
Yvonne Benton	District P-TECH Coordinator	San Antonio ISD
Ruby Pena	Dual Credit Coordinator	San Antonio ISD
Twila Guajardo	Principal	Travis ECHS
Julio Castillejo	Assistant Principal	Travis ECHS
Jennifer Johnson	Lead Counselor	Travis ECHS
Dr. Lillian Porter	Director of High School Programs	San Antonio College
Leo Fernandez	College Coordinator for High School Programs	San Antonio College
George Crump	Certified Advisor / High School Programs	San Antonio College
Sara Mann	Director of District Charter Partnerships & Alamo Collegiate Network	ACD

BENCHMARK 2: Partnerships

The Early College High School (ECHS) must have a current, signed memorandum of understanding (MOU) or interlocal agreement (ILA) with each Institution of Higher Education (IHE) that outlines key issues related to the planning, implementation, and sustainability of the ECHS program. Stakeholders shall review the MOU or ILA annually.

ALAMO COLLEGES DISTRICT
San Antonio College

Associate of Arts in Liberal Arts   Associate of Arts in Teacher
Business Management Level 1 Certification

Grade Level	Cohort Year	Number of Scholars	Attrition	On Track to Associates	On Track to Level 1 Cert.
9th	2027	85	0	85	0
10th	2026	116	0	116	0
11th	2025	102	-26	94	8
12th	2024	90	-32	70	19

BENCHMARK 3: TARGET POPULATION

The Early College High School (ECHS) shall target and enroll historically underserved students. The campus must enable students who are at-risk of dropping out or those who wish to accelerate completion of high school to combine high school courses and college-level courses.

Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

Gender	Campus		District
Female	55%	215	51%
Male	45%	178	49%
Special Populations	Campus		District
At-Risk	40%	71	69%
Economically Disadvantaged	69%	273	88%
Special Education	2%	9	13%
504	6%	25	5%
English Learners	15%	59	22%

https://saisdchoice.com

BENCHMARK 4: Academic Infrastructure

The Early College High School (ECHS) must provide a rigorous course of study that allows students the opportunity to earn a high school diploma and enable a student to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree.

Benchmark 4: Academic Infrastructure		
4.3	Course Sequence	• Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree • Master schedules
4.7	College Readiness	• TSIA Intervention Classes • Tutoring @ Travis 　■ Cambridge 　■ Ed Ready • TSI Tutoring @ SAC & periodic bootcamps

Grade	TSIA Math Ready	TSIA ELAR Ready	TSIA Ready Both
9th	12/85 14%	23/85 27%	8/85 9.4%
10th	37/116 31.9% (+7.6%)	56/116 48.3% (+16.8%)	34/116 29.3% (+6.8%)
11th	58/102 56.8% (+16.8%)	85/102 83.3% (+6.7%)	59/102 57.8% (+17.8%)
12th	68/90 75.5% (+8.5%)	80/90 88.8% (+3.1%)	68/90 75.5% (+10.7%)

BENCHMARK 5: Student Support

The Early College High School (ECHS) must provide wrap-around strategies and services involving multiple stakeholders to strengthen academic, technical, and individual support for students to be successful in their ECHS program.

Benchmark 5: Student Supports		
5.1	Bridge Programs	Summer Bridge program includes 5 days of intensive instruction in AVID, annotation, TSI prep & testing, and cohort team building to establish social ties
5.2	Advising	Advising is ongoing as needed, but specific to a minimum of once per year in 9th & 10th grades and once per semester in 11th & 12th grades
5.3	Student Intervention	Weekly After School Tutoring by Content Fridays Targeted Tutoring (Scholar Earned Release) EOC/TSIA Intervention Classes Academic Mentoring Classes
5.4	Classroom Supports	AVID Curriculum 7 Mindsets
5.6	Enrichment Opportunities	Website includes calendar of events

ACCESS OBMs

Access Outcomes-Based Measures

Data Indicators	Designated	Distinction	Cohort			
	Must meet targets on "At-Risk Students" and "Economically-Disadvantaged Students" designated data indicators	Must meet all designated access data indicators and two access distinction data indicators	Class of 2024	Class of 2025	Class of 2026	Class of 2027
ECHS proportionate to or over-represents **at-risk incoming 9th graders**	No more than 25% points under district (9-12)	No more than 20% under district (grades 9-12)	14/90 16%	17/102 17%	20/116 17%	20/85 24%
ECHS proportionate to or over-represents **economically disadvantaged students**	No more than 10% under district (grades 9-12)	No more than 5% under district (grades 9-12)	63/90 70%	73/102 71.5%	78/116 67.2%	59/85 69.4%
ECHS proportionate to or over-represents **English learners (incoming 9th graders)**	Not considered for designation	No more than 10% under district	n/a	n/a	n/a	19/85 22%
ECHS proportionate to or over-represents **students with disabilities**	Not considered for designation	No more than 10% under district	0/90 0%	2/102 2%	4/116 3%	3/85 4%

ACHIEVEMENT OBMs

Achievement Outcomes-Based Measures

Data Indicators	Designated	Distinction	Cohorts			
	Must meet targets on at least **three** attainment data indicators	Must meet targets on at least **three** attainment data indicators	Class of 2024	Class of 2025	Class of 2026	Class of 2027
Algebra EOC I Assessment	70% of students achieve "Approaches Grade Level Performance" or higher by the end of 9th grade	80% of students achieve "Approaches Grade Level Performance" or higher by the end of 9th grade	90/90 100%	101/102 99%	110/116 95%	n/a
English II EOC Assessment	70% of students achieve "Approaches Grade Level Performance" or higher by the end of 11th grade	80% of students achieve "Approaches Grade Level Performance" or higher by the end of 11th grade	89/90 98.8%	102/102 100%	n/a	n/a
TSIA and STAAR EOC Criteria in Mathematics	60% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade	70% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade	70/90 78%	58/102 57%	37/116 32%	n/a
TSIA and STAAR EOC Criteria in ELA/Reading	70% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11th grade	80% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11th grade	80/90 89%	85/102 83%	n/a	n/a
College Readiness in Mathematics and ELA/Reading	40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation	50% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation	68/90 75.5%	59/102 57.8%	34/116 29%	11/85 13%

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ATTAINMENT OBMs

Attainment Outcomes-Based Measures

Data Indicators	Designated	Distinction	Cohorts			
	Must meet targets on at least three attainment designation data indicators	Must meet targets on at least three attainment designation data indicators	Class of 2024	Class of 2025	Class of 2026	Class of 2027
Earn 9 College Credits	30% of students earn 9 college credits (any) by the end of 10th grade	40% of students earn 9 college credits (any) by the end of 10th grade	80/90	99/102	116/116	85/85
Earn at least 3 College Credits in ELA or Mathematics	40% of students earn an ENGL or MATH college credit by the end of 11th grade	50% of students earn an ENGL or MATH college credit by the end of 11th grade	72/90 80%	88/102 86%	n/a	n/a
Earn 15 College Credits	50% of students earn 15 college credits (any) by graduation	60% of students earn 15 college credits (any) by graduation	90/90 100%	102/102 100%	n/a	n/a
Core Completion	50% of students achieve core completion by graduation	60% of students achieve core completion by graduation	68/90 75.5%	n/a	n/a	n/a
Earn an Associate Degree	50% of students earn an associate degree by graduation	60% of students earn an associate degree by graduation	78/90 86%	n/a	n/a	n/a
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation	73.7%	79.6%	100%	100%

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Success and Opportunities

What's been working well for your program?

- Supportive & proactive partnership with SAC
  - Aligned schedules
  - SAC advisor Travis campus visits
  - SAC HS Programs office is solutions-oriented; advocates for Travis scholars, remains flexible & helps Travis remove barriers to scholar success
- Exceptional Achievement & Attainment Outcomes for scholars
  - With changing enrollment demographics, Travis continues to outperform the blueprint OBMs.
- Development of AAT Pathway
  - New Teaching Pathway in partnership with SAC, TAMU-SA, & UTSA to build pipeline of homegrown teachers.

What are opportunities for improvement?

- Increase % of economically disadvantaged scholar enrollment
- Reverse trend of declining AA attainment
  - Need to increase % of TSIA Math & ELA/Reading ready scholars
  - Need to decrease % of scholar DC failures
- Find supports for scholars academic and social emotional needs
- Complete all required documentation and compliance activities related to ECHS Designation

Problem of Practice – Steering Committee

What problem of practice or challenges will we need to address for the steering committee meeting?

1. How can the SAISD Choice School lottery process be leveraged to support the need to increase the number/percentage of ECD scholars enrolling in 9th grade at Travis ECHS?
2. There is a trend of declining achievement and attainment at Travis ECHS, no position allocated for the new AAT Pathway, a higher teacher to student ratio for FTEs than other speciality high schools, and no allocated support for all the ECHS compliance pieces or intensive support (academic & SEL) required for a diverse population of teens to obtain both a high school diploma and an associate degree within 4 years.

	2018 Graduates	2019 Graduates	2020 Graduates	2021 Graduates	2022 Graduates	2023 Graduates	2024 Graduates
TSIA Ready	96%	89%	84%	81%	89%(MM)	76.9% (MM)	75.5%
AA Attainment	89%	85%	86%	91%	81%	70%	70%

What stakeholders do you need present for this discussion during steering committee meeting?

SAISD Enrollment; Human Capital Management; CCMR & Post Secondary Readiness; Deputy Superintendent of School Leadership

THANK YOU

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