

**CTE ECHS/SJC Advisory Meeting  
October 18, 2019 1:00 pm  
Minutes**

Attendees:

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| Elizabeth Lalor- Deputy Superintendent | Pam Campbell- Associate Vice Chancellor      |
| David Harris- Assistant Superintendent | Anne Dickens- Dual Credit Director           |
| Jeff Hutchinson-Principal              | Teddy Farias- Natural & Health Sciences Dean |
| Ashley Sherrard- Associate Principal   | Gail Mason- Business Department Chair        |
| Janace Soders- Counselor               | Jon Nelson- English Department Chair         |
| Carely Ibarra- Counselor               | Tim Bell- Math, English & Info Tech          |

Introductions

Mrs. Lalor reviewed the agenda and discussed the purpose of the meeting

According to the TEA ECHS Blueprint, ECHS shall establish a leadership team that includes high-level personnel from the school district and the institution of higher education with decision making authority to meet regularly

Mrs. Lalor explained the Blueprint was designed for academic ECHS, because we are a CTE ECHS, meeting some of the measures may be difficult; however, we must meet the outcome-based measures.

Benchmark 1: Target Population

- Due to the sub populations we recruit and serve (minority students and economically disadvantaged students) along with the open access lottery, the target population is well represented
- Recruitment information is available on our website
- All freshman who enter GPISD's ECHS are scheduled according to their degree plan. Degree plans are designed give students the opportunity to earn an Associates degree or the highest industry-level certification in their field of study.

Benchmark 2: Partnership Agreement

- TEA has approved our MOU
- Dr. Campbell discussed the Associate of Applied Science degree that many of our students earn is aligned with the Bachelor of Applied Arts and Sciences offered by some 4-year universities in the area. If students elect to pursue it, the BAAS typically prepares students for company leadership positions.
- San Jac will provide an update on their transferability policy in a future meeting.
- Mrs. Lalor explained the district's responsibility to provide professional development opportunities for ECHS and San Jac Faculty. She asked if the college staff has specific professional development needs for the college staff that the district could provide.
- An instructional calendar for both entities should be in the MOU
- GPISD's instructional calendar is online. Dr. Campbell stated that a link to San Jac's instructional calendar is also online.
- GPISD works with San Jac annually in setting their instructional calendar.

### Benchmark 3: Leadership Initiatives

- This design element is being met through this committee who will continue to meet regularly throughout the school year.

### Benchmark 4: Curriculum & Support

- Advising is in place as well as multiple supports that are designed to assist students in their college classes.
- Degree plans were developed that give all ECHS students the opportunity to earn 60 college credit hours.

### Benchmark 5: Academic Rigor & Readiness

- All ECHS students take the TSI assessment in spring of 8<sup>th</sup> grade.
- ECHS counselors and administrators have created a process that allows all 9<sup>th</sup> and 10<sup>th</sup> graders to re-test twice a year (once in the fall and once in the spring) any section they have not passed. 11<sup>th</sup> and 12<sup>th</sup> grade students are allowed to test anytime at their request.
- ECHS keeps a database of all students' TSI assessment scores

### Benchmark 6: School Design

- In order to implement an annual professional development plan for teachers and staff, Mrs. Lalor asked San Jac representatives what type of professional development they feel would be most beneficial.
- Representatives from San Jac said they would discuss amongst department professional development opportunities they believe would be most beneficial.
- Mrs. Lalor suggested dual credit instructors coming to high school teachers in order to see instruction and vice versa.

### Access Outcomes-Based Measures

These measures are new. ECHS must meet:

- I. Access to at-risk students and other subpopulations
  - a. ECHS will ensure that all at-risk students are accounted for and correctly coded
  - b. We need to ensure that we are meeting that target for the number of male students
  - c. The committee discussed adding additional programs typically geared toward males in order to attract more male students
  
- II. Meeting targets for attainment indicators (must meet targets on 5 of 7 indicators)
  - a. Our students are on track to meet 4-year graduation target
  - b. However, we need to develop a plan so that 90% of our students completed a college-level English course by the end of their 11<sup>th</sup> grade year.
  - c. Professor Nelson spoke about an English class San Jac previously offered that was tailored toward technical classes. The committee discussed the possibility of funneling technical students who may not be college ready in reading/writing into a Business English class.
  - d. 90% of student must complete a college-level math class by the end of their 11<sup>th</sup> grade year. This is an indicator that we probably won't be able to meet; however, we're on track to meet other indicators (# of college credits earned by graduation, grade-to grade persistence and earning a post-secondary degree and/or credential by graduation) therefore, we're still on track to satisfy the requirements of this measure.
  - e. Dr. Dickens will look into technical math courses that may be able to count. ECHS will share academic crosswalk with Dr. Dickens.

III. Achievement (ECHS must meet 4 of the 6 indicators)

- a. 70% of students must pass reading TSIA; 80% of student must pass Writing TSIA prior to Sept 1<sup>st</sup> of their 11<sup>th</sup> grade year.
- b. Mrs. Lalor stated that her concern regarding TEA not allowing SAT/ACT/STAAR EOC to count toward college readiness in the required areas.
- c. Dr. Campbell stated that TEA's interpretation is not aligned with what the college uses (the college allows the use of SAT/ACT/STAAR EOCs to count toward TSI readiness).
- d. The committee discussed writing letters to TEA in order to address their interpretation of indicators that can be used to meet the requirement.
- e. ECHS students are required to be college-ready in TSI reading and writing prior to being enrolled in English 1301; therefore, the committee continued the discussion of implementing an English class geared toward students in technical programs who may not otherwise be eligible to take English 1301 in order to satisfy this indicator.
- f. The college and the high school will meet respectively to develop ideas that will be brought back and discussed at the next meeting.

After the third indicator was discussed, the committee held a round-table discussion. Dr. Campbell asked Dr. Hutchinson what he believed to be his biggest areas of success. Dr. Hutchinson discussed the accomplishments of our first graduating class (2019) as well as the success of our recruiting efforts.

The committee agreed that the next meeting will be held in December 2019. During the next meeting the committee will discuss the following topics:

- Staff development for ECHS teachers and San Jac professors
- Degree plan changes and proposed new programs
- Adjusting current degree plans to satisfy college English requirement.

Meeting was adjourned at 1:50 pm.