

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [X] Choice

Name of Principal Ms. Adrianna Liza Arredondo

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Travis Early College High School

(As it should appear in the official records)

School Mailing Address 1915 N. Main Avenue

(If address is P.O. Box, also include street address.)

City San Antonio State TX Zip Code+4 (9 digits total) 78212-3943

County Bexar

Telephone (210) 738-9830 Fax (210) 228-3067

Web site/URL http://www.saisd.net/schools/travise E-mail aarredondo3@saisd.net
arlycollege022/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Pedro Martinez E-mail pmartinez1@saisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Antonio Independent School District Tel. (210) 554-2280

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Patti Radle
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 61 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 14 High schools
 - 0 K-12 schools
- 86 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	46	67	113
10	33	72	105
11	40	60	100
12 or higher	39	78	117
Total Students	158	277	435

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 2 % Black or African American
 - 94 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2015	402
(5) Total transferred students in row (3) divided by total students in row (4)	0.045
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 1 %
5 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Spanish

7. Students eligible for free/reduced-priced meals: 100 %
Total number students who qualify: 418

8. Students receiving special education services: 0 %
0 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 0 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	17
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	97%	98%
High school graduation rate	100%	100%	99%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

Post-Secondary Status	
Graduating class size	82
Enrolled in a 4-year college or university	65%
Enrolled in a community college	25%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	33%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

The mission of Travis Early College High School (Travis ECHS) is to provide traditionally underserved students the opportunity to attain an associate degree by offering them the experience to participate in the

challenges of a rigorous curriculum with academic and social support. Travis Early College High School's vision is to provide all students with the opportunity to make their college dream a reality.

16. For public schools only, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

During the fall of 2016, the San Antonio Independent School District formulated a new recruitment strategy for magnet and in-district charter schools, which includes hosting informational fairs at each of the middle/junior high schools. This strategy allows for eighth grade students and their families to learn about individual programs by speaking to representatives/counselors from each one. Travis Early College High School's counselor attends these fairs and discusses with students and families the benefits of the early college model, as well as the specific advantages of Travis ECHS. The counselor also provides students and families with instructions for proceeding with the online registration and application. In early December, Travis ECHS hosted an open house for interested students and families, during which they could explore classrooms, talk to campus teachers and staff members, and discuss hesitations and excitement with current Travis ECHS students. This open house also included a question-and-answer session for students and family members to participate in. All informational sessions are hosted in English and Spanish to meet the linguistic needs of our district and community families and to demonstrate the inclusive culture of the Travis ECHS campus. Once applications are received, they are scored using a campus leadership-created rubric based on academic potential and attendance. Students and parents are interviewed as part of the application process, after which selections are made and students are informed of their acceptance.

PART III – SUMMARY

Travis Early College High School (Travis ECHS), located in the historic Tobin Hill neighborhood, has a long-established history with San Antonio College (SAC). In 1926, SAC, newly founded by The University of Texas system, became a part of the San Antonio Independent School District (SAISD) as the city's first junior college, designed to serve the urban population. In 2008, SAISD opened the first early college high school in San Antonio in partnership with SAC to meet the needs of economically disadvantaged students with academic potential. Simultaneously, SAC implemented its own initiative, Gateway to College, to help non-graduates earn high school and college credit. Both programs were housed in the same building, an old elementary school, serving different students with the same goal: access to higher learning. Now, in partnership, SAISD and SAC offer community families the opportunity to make the college dream a reality without the financial burden.

Travis ECHS serves student populations underrepresented in higher education in hopes of narrowing the achievement gap. Travis ECHS students are predominantly economically disadvantaged (76%) and of color (94% Hispanic and 2% African American). A significant number of families come from poverty-stricken communities, where up to 60% of the population live below the poverty line. These same families provide Travis ECHS students the familial support necessary to balance academics, extra-curricular activities, community service, and often, jobs.

In eight years, Travis ECHS has become a highly recognized school in the Bexar County area, with students coming from communities ranging from central San Antonio to nearby rural cities, such as Floresville and Pleasanton, and as far as border cities, including Brownsville and El Paso. Travis ECHS actively recruits students who are economically disadvantaged, At-Risk, and who will be first-generation college graduates, with 75% of all admissions slots reserved for in-district families. Selection of students is centered on these demographic criteria, plus academic potential evidenced through a committee interview of the student and the student's parent.

At Travis ECHS, faculty and staff uphold the educational philosophy that all students can succeed at high levels when held to unwaveringly high expectations and offered the necessary support systems to meet them. Students at Travis ECHS are, thus, acclimatized to believe they are capable of college success, regardless of negative stereotypes and challenges they face, because they have been equipped with the skills to do so. This fundamental educational philosophy guides the overarching family culture at Travis ECHS and cultivates students' emotional development by improving their academic confidence, ambitious goal-setting, and self-actualization of college attainment.

With the guidance of the Texas Education Agency (TEA) at the onset of the program, Travis ECHS has embedded core practices proven to be advantageous in students' college readiness. The Common Instructional Framework drives campus instruction, engaging students and preparing them for college. Conjointly, a college-preparation curriculum is implemented at all grade levels. Through this curriculum, students are provided a foundation in writing, inquiry, collaboration, organization, and reading. Additionally, students are immersed in the practice of text annotation during their ninth and tenth grade years to improve reading and writing skills, while deepening critical thinking and analysis. Summer Bridge, an enrichment program for incoming students, determines academic baselines and builds community. Summer Bridge allows the ninth-grade cross-curricular team to nurture a positive transition to high school, helping meet students' academic, social, and emotional needs. Teachers are truly instrumental in the social and emotional development of students with most taking on extra duties as sponsors for student organizations and fostering a sense of community through service and active mentorship. Finally, students' physical development is nurtured through several on-campus initiatives, including a new on-campus exercise facility and campus participation in philanthropic fitness events. After school, Travis ECHS offers free aerobic classes for students, families, and staff. Students also enjoy on-campus sports festivals over the course of the academic year to inspire them to improve their physical development while encouraging their physical, holistic well-being.

Travis ECHS boasts a tradition of achievement with a 100% graduation rate over the last two years. Travis

ECHS students have earned numerous TEA distinctions, including Academic Achievement in English/Language Arts, Academic Achievement in Mathematics, Top 25% Student Progress, Postsecondary Readiness, and Top 25% for Closing Performance Gaps. In 2016, 76% of the graduating cohort earned an associate degree in liberal arts, with the current cohort expected to exceed that rate with an 83% projection. Last year, 96% of graduating students were accepted to a four-year institution and of those, 65% enrolled in the fall. The students of Travis ECHS are constantly moving the achievement bar higher, proudly boasting Dell Scholars, Gates Millennium Scholars, and a QuestBridge Finalist over the past three years; this year, one deserving Travis student was awarded the QuestBridge College Match Scholarship.

At Travis ECHS, success has become the norm for students who, statistically, should not succeed.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

At Travis Early College High School (Travis ECHS), the English language arts and reading department ensures students master the Texas Essential Knowledge and Skills (TEKS) by exposing them to culturally, linguistically diverse texts analyzed through the rigorous practice of text annotation. Students respond to text through structured essay writing during which they actively engage in the writing process and evaluation of self and peer writings to bolster their mastery of the TEKS. Research and literary evaluation skills, as explicated through the TEKS, are further developed, explored, and refined through English composition and literature courses at SAC. The instructional approach of differentiation is implemented by the department to provide all students with equitable access to TEKS while targeting students' individual literary interests and learning styles. A collaborative atmosphere guides all English and reading classes, wherein learning is active, rooted in academic discourse, and co-creational such that students are empowered with ownership of their own learning, much like in college.

In mathematics classrooms, teachers utilize the UPSC problem-solving process—Understand, Plan, Solve, and Check—as the instructional approach at all grade levels. This approach was selected to guarantee students gain experience with problem-solving that is transferable across curricula and in college. Foundational skills are targeted through pre-assessment techniques and acquired through collaborative learning, purposeful grouping, technological activities, and standard-based practices. Teachers set learning goals through backward planning, deconstruction of content TEKS and vocabulary, and selection of appropriate strategies. To demonstrate mastery of content and process TEKS with complexity, students provide justification for answers; to demonstrate a procedure, students engage in Socratic inquiry. With a focus on the content standards and authentic student mastery, process standards are naturally implemented in all lessons.

Teachers in the science department build students' foundational skills by teaching the scientific method, reasoning, and safety procedures, and incorporating them into weekly lessons in 9th, 10th, 11th, and 12th grade. These foundational skills are taught through application and reinforced through hands-on labs. Teachers conduct purposeful lesson planning by deconstructing TEKS to identify content-specific vocabulary and skills, as well as the foundational process skills needed to master advanced content. As its instructional approach, the science department implements the 5E instructional model to engage students' prior knowledge and experiences, in turn, developing the critical analysis and self-evaluation skills needed for college success. High-yield strategies, such as generating hypotheses, demonstrate daily mastery of TEKS, while interactive notebooks help students synthesize content. Inquiry-based labs boost students' understanding of the TEKS, which are taught through collaborative strategies and the implementation of technology, promoting independent thinking and real-world problem-solving.

The social studies department ensures students acquire foundational skills in history, geography, economics, government, citizenship, and culture at all grade levels. The TEKS are addressed through thematic and chronological units, in which content strands are grouped together fluidly. The social studies department implements cooperative learning as its primary instructional approach, furthering students' ability to work collaboratively and feel connected to course content and one another. This approach was selected to develop the critical thinking, meaningful dialogue, and problem-solving skills students will need to be successful in college. Students' demonstration of mastery of the TEKS also fosters critical media literacy, which is embedded through standard-based projects and advanced, analytical writing based on in-class Socratic questioning and discussion.

As a component of civics learning and engagement, Travis ECHS students complete a minimum of one hundred hours of community service based on the philosophy that students gain their most valuable lessons through immersion in service learning. Travis ECHS partners with service organizations, including Kym's Kids and Habitat for Humanity, to offer students pathways for becoming involved citizens of their community. Students are also committed to civic engagement on campus through peer mentoring. Given the rigorous curriculum of the campus, upperclassmen serve as peer mentors for ninth and tenth graders,

offering study assistance as well as social and emotional support to cultivate a campus culture of unity and shared success. Travis ECHS students have access to a robust core curriculum and strategies that will benefit them in college, while working together toward shared goals of improving themselves, improving their school, and improving their community.

The purpose of Travis ECHS is to prepare students for the academic rigor of post-secondary education. As such, all core curricula are focused not only on student mastery of the TEKS, but also student mastery of critical college readiness skills. Every department maintains a focus on critical thinking, reading and writing, academic discourse, and problem-solving—skills that are crucial for college success. Teachers (78% of whom hold advanced degrees) routinely push students to move beyond the boundaries of the high school curriculum by incorporating advanced projects, collaborative learning, and self-reflection that mimics the college experience.

2. Other Curriculum Areas:

At Travis ECHS, 9th, 10th, 11th, and 12th grade students have access to dance and theater arts at SAC twice a week for 75-minute blocks and Art I and Art II classes five times a week for 50-minute periods. Art curriculum addresses the TEKS through thematic units, which allows students to build problem-solving, analytical, and evaluative skills, as well as depth of understanding of art theory and application. Students gain mastery of the TEKS through interactive notebooks and guided projects. Field experience is integral to students' mastery of TEKS, with collaboration between local artists and Travis ECHS students and involvement with after-school art programs and partnerships. Student projects are showcased through the annual Travis ECHS Art Expo, through city-wide competitions, and in the Travis ECHS hallways.

Students enroll in a dual-credit health course for a half credit at SAC and a minimum of one physical education course as a graduation requirement. Physical education courses are offered through a daily, 50-minute class for freshmen and sophomores or twice a week for 75-minute blocks for juniors and seniors. The physical education program addresses the TEKS through routines that promote ownership of physical fitness and provides students opportunities for leadership roles to model participation in physical activities. Through the Foundations of Personal Fitness curriculum in the 9th grade, students evaluate personal fitness skills, establish challenging, attainable health goals, and demonstrate improved choices toward their health and fitness. As 10th, 11th, and 12th graders, the sustainability of students' positive choices is evidenced through participation in campus and community fitness events.

Students enroll in a minimum of two Spanish course offerings, which may be fulfilled through Spanish I and II for 9th and 10th graders, offered every day for 50 minute periods, or through dual credit Spanish I, II, III, or IV offered twice a week for 75-minute blocks. Rising 9th graders complete a diagnostic exam during the summer to measure skills and determine course placement. Teachers in the foreign language department plan culturally thematic units that increase in complexity, addressing the TEKS by focusing on students' critical thinking, reading, writing, and communication skills, all of which build students' ability to implement and analyze the Spanish language. Evidence of mastery of the TEKS through oral and written communication is demonstrated daily through collaborative learning. Moreover, the TEKS guide instruction by encouraging that students combine language mastery with advanced research skills. The culmination of this instruction includes research projects focused on regional geography, Latino culture, and analysis of Spanish literary works.

Technology applications TEKS are embedded two to three times a week in core classes at the 9th, 10th, 11th, and 12th grades. Technology is critical to students' daily learning through the integration of technology TEKS in English, science, math, social studies, and AVID classes. English teachers require students to collaborate with peers using computer applications, while math teachers encourage students to analyze algebraic equations and design algorithms using computerized calculators and interactive Promethean ActivBoards. In science classrooms, students master technology TEKS through digital labs and by creating products with technological design tools. Social studies teachers embed research and informational fluency through electronic searches. AVID classes address digital citizenship TEKS through Socratic seminar activities, scenario-based learning, and literature on electronic media. Classroom learning includes the use of many technological tools, including laptops, iPads, educational applications on cellular

phones, and teacher websites, all of which boost students' creativity, innovative skills, collaboration, and problem-solving abilities.

The AVID (Advancement Via Individual Determination) curriculum is a college readiness elective implemented across all grade levels for 50-minute periods every day. AVID supports the academic rigor students encounter in pre-AP, AP, and dual credit courses and enhances students' preparedness for success at a four-year university. Through AVID, students develop skills used across content areas, including writing, inquiry, collaboration, organization, and reading. This supplemental support addresses college readiness standards, while also scaffolding the TEKS; for instance, English TEKS are refined in AVID through analysis of texts and presentation skills, while mathematics TEKS are supplemented in AVID through the review of critical repetition strategies. Similarly, lessons on collaboration and organization build foundational skills that prepare students to grapple with rigorous curriculum and college courses.

3. Instructional Methods, Interventions, and Assessments:

Travis ECHS adheres to the Common Instructional Framework (CIF) to engage students in authentic learning and meet college readiness standards. The faculty participates in annual training of CIF strategies, which include collaborative groups, literacy groups, scaffolding, writing to learn, questioning, and classroom talk. Travis ECHS faculty utilize these instructional strategies regularly in their classroom instruction. Course content is delivered in a four-tiered, cycled instructional model whereby teachers provide content through direct, modeled instruction, whole-group guided instruction, small-group guided instruction, and independent practice. Learning targets (by TEKS) are posted and reviewed with students for clarity of purpose and ownership of learning. The goals of CIF are met through differentiated instruction and AVID strategies, including Socratic Seminars, Cornell Notes, jigsaw techniques, and pair-share activities.

To ensure students meet cross-curricular TEKS, college readiness goals, and dual credit course objectives, interventions are a structured component of the campus model. Academic interventions at the 9th and 10th grades are provided after students' initial assessments. With this data, students are grouped by TEKS mastery in science, English, math, and social studies. During one class period a day from Monday through Thursday, and two periods on Friday, interventions are implemented to ensure student success on state assessments, as well as to encourage growth from one course assessment to the next. By grouping students by TEKS mastery, teachers provide targeted instruction with a focus on individualized learning.

Through the AVID class, students participate in structured tutorials on a biweekly basis, during which they facilitate collaborative, peer-led intervention. Students in 9th, 10th, 11th, and 12th grades are also grouped by courses taken at San Antonio College (SAC) and enrolled in academic mentoring classes to receive support with college coursework through peer or teacher tutoring.

Teachers serve the role of liaisons to college professors at SAC, maintaining open communication regarding student issues, such as assessment performance and attendance. It is common to see Travis ECHS faculty visiting the college campus and vice versa. Through this open dialogue and shared investment, teachers keep students on track and parents informed. Moreover, biweekly team meetings are effective for identifying students in 9th-12th grades who need immediate intervention to reverse academic decline, improve TEKS mastery, and circumvent course failure.

Assessment at Travis ECHS is frequent and diverse. Instruments for assessment data collection include the State of Texas Assessments of Academic Readiness (STAAR) at the 9th, 10th, and 11th grades, the PSAT at the 10th and 11th grades, the SAT and ACT at the 11th and 12th grades, and AP exams and the Texas Success Initiative Assessment (TSI) for grades 9th through 12th. Assessments at Travis ECHS include professor and teacher-made formative and summative assessments, as well as content benchmark exams. As measures of both performance and growth, data collected from these sources directly drives instruction.

Travis ECHS teachers utilize assessment data to analyze individual student strengths and weaknesses by standard, or TEKS, as well as to measure their own instructional strengths and weaknesses. As a prognostic indicator, assessment data is scrutinized by class period, special population, and individual student growth from one assessment to the next. Teachers work individually and collaboratively to complete this robust data

analysis before planning whole-class instruction, small-group intervention, or individual student tutoring. Aside from using this data to guide daily instruction, teachers also use this information to coordinate tutoring sessions after school and on Saturdays. Grouped by strengths and weaknesses per assessment performances, students gain critical, targeted academic support that allows for greater instructional flexibility. Aside from being used to improve student performance, assessment data, particularly from the PSAT and SAT, is also used to target students who demonstrate potential for success on AP exams and the TSI.

The 2016 state assessment results evidenced the success of these systematic practices. On Index 3, Closing the Performance Gap, Travis ECHS scored 67 points, exceeding the targeted growth of 30 by 37 points. Importantly, no significant gap exists between the performance of any student subgroup and the total student population. It is through an intentional, methodical, and cyclical practice of instruction, formative assessment, planning and modification of instruction, and assessment once again, that students have been academically successful.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Like a small village where everyone knows everyone, Travis ECHS is extended family. The school climate consists of fellowship between students, faculty, and administration built on trust, support, and safety.

Students' academic growth is supported by a culture of family, whereby students are invested in each other's progress as much as their own. Students recognize the importance of shared success, supporting one another through peer tutoring, homework help via social media, and study groups on weekends and holiday breaks. Students' shared commitment to academic success has benefitted their performance on state, standardized, and in-class assessments, as well as their understanding of the support systems necessary in college.

The social growth of students is developed through campus leadership and extra-curricular opportunities. Travis ECHS offers Gamma Sigma Girls, UIL Academic Decathlon/Octathlon, Society of Hispanic Professional Engineers (SHPE), Model United Nations, Yearbook Staff, National Honor Society, Robotics, Police Explorers, Kym's Kids, Art Club, Environmental Club, Science Alliance, and Student Council for students to develop socially. Students also become socially active with students from other schools and members of the community through on-campus events, such as the Annual Sports Fests and Fall Festival.

Travis ECHS offers multiple opportunities to foster students' emotional growth by providing outlets for self-expression and spaces to interact with students who share interests and experiences. Each year, Travis ECHS hosts an Art Expo, during which students and faculty share personal visual and performance art, including paintings, photographs, song, and spoken word. Students' emotional growth is also developed through character education in AVID classes that tackles relevant teenage issues including bullying and peer pressure. The AVID class itself cultivates students' emotional growth by serving as their home away from home—a place where they can share struggles trustingly with peers and teachers, as well as through coordinated activities, such as the reflective Mandala Project.

Students' academic, social, and emotional growth helps them gain confidence taking academic risks, working collaboratively in class, and finding value in their contributions, leading to greater academic success and commitment to lifelong learning.

Just as these practices motivate students by reminding them of their value, these, and others, support teachers' growth, too. At Travis ECHS, teachers are provided with time for grade level and department planning, professional learning communities, and a voice in campus decision-making. Teachers are provided autonomy to pursue their training needs through self-chosen professional development, including AVID conferences and College Board AP trainings.

2. Engaging Families and Community:

A significant challenge in establishing parental involvement is that many Travis ECHS families do not live near the campus. As Travis ECHS serves students across the district, families come from communities throughout the county. Moreover, many Travis ECHS families face the added difficulty of socioeconomic instability, making transportation problematic and work schedules tough to maneuver. Despite these challenges, Travis ECHS families are highly involved, attending parent nights, joining student-centered functions, such as the Haunted House, Fall Festival, and Sports Festivals, and participating in the Parent Teacher Student Association (PTSA).

The Travis ECHS Parent and Family Liaison (PFL) reaches out to parents, communicates parent concerns, and serves as an instrumental campus resource. Travis ECHS provides many educational resources to inform and empower our families and community members to help students succeed academically and accomplish their dreams. Travis ECHS parent resource nights cover topics including: Understanding Your Adolescent, Building Positive Self-Esteem, The Academic Success Ladder, The Four-Year College Bound

Plan, and College Scholarship and Financial Assistance Seminars. In addition, the campus hosts community health fairs, art fairs, PTSA meetings, and a monthly Coffee with the Principal event. The Travis ECHS open-door policy extends a welcoming hand and a warm, friendly smile to all families.

Surrounding Travis ECHS on three sides is its neighbor and partner, San Antonio College (SAC). SAC has supported Travis ECHS and its families by offering free use of their recreational facilities and student center, even during semester breaks and on non-instructional days. SAC also offers support through personnel who work tirelessly behind the scenes performing administrative-liaison functions, providing student progress reports, advising on program completion, and servicing students with academic and counseling resources.

Within the Travis ECHS building is another community organization that supports STEM, the fine arts, and enrichment in the form of grants and scholarships—the SAISD Foundation. Initially, the SAISD Foundation recognized a campus need for additional technology as many students do not have the resources at home to fulfill academic requirements and sought out community stakeholders who donated a second computer lab for students. Travis ECHS has also benefited from SAISD Foundation grants for Spanish resources, art supplies, and technology in science that advanced the campus Robotics Club to the national stage.

3. Professional Development:

Professional development at Travis ECHS is comprised of a professional learning community of reflective teachers who stay abreast of educational trends to enact innovative instruction and improve student learning. Professional learning is implemented through a democratic approach of reflection, discourse, and community to ensure teacher investment and determine instructional strategies most fitting for the campus needs. This year, the focus of professional development stemmed from a campus book study, through which teachers presented best practices for structured teaching while modeling the classroom experience for colleagues. The culture of effective instruction at Travis ECHS not only supports content and college readiness skills, but also nurtures open communication, active participation, and feedback, resulting in teacher satisfaction and autonomy.

Professional development is critical to teachers' ability to address student needs throughout the school year. In the spring, the campus leadership team, in conjunction with the site-based decision-making team, focuses on campus needs. Testing data from TSI, STAAR, AP exams, and SAT is assessed to determine areas of weakness, which allows the team to formulate a plan of action. Academic needs are prioritized, targeted goals are determined, plans are brainstormed, and resources for teachers are gathered. Non-mastered TEKS are indicative of instructional weaknesses and thus, direct content and teacher-specific professional development. This collaborative approach ensures that teachers receive the support to be successful. Over the summer, teachers self-select development opportunities, including Advanced Placement (AP) Institutes, AVID Institutes, Gifted and Talented Education sessions, the Early College High School Best Practices Summit, Common Instructional Framework (CIF) trainings, or SAT/TSI teaching strategies.

Given the unique early college model of the program, teachers at Travis ECHS must be equipped to not only tackle mastery of TEKS, but to also promote college readiness for students by their first year of high school as they enroll in their first college courses. As such, professional development guides teachers through backward planning for instruction that is aligned to TEKS, as well as differentiation and rigor, so students, regardless of initial academic skills, learn at college-ready levels. These approaches to professional development have been critical to student success, with college readiness scores on STAAR far exceeding the state average in all content areas. Through reflective practices and targeted professional development, teacher capacity has improved, evidenced through a consistent increase in attainment of associate degrees for graduating students over the past three years.

4. School Leadership:

Leadership at Travis Early College High School (Travis ECHS) includes administrators, faculty, staff, and students, who are empowered to affect change that benefits student achievement. The vision of Travis ECHS is spearheaded by campus administrators who believe high expectations and well-structured support systems are critical to increasing long-term student achievement. Commitment to this vision has improved student performance by increasing the number of Travis ECHS college-ready graduates, expanding Advanced Placement participation and credit attainment, broadening dual credit attainment, and increasing attainment of associate degrees.

The campus principal is a compassionate leader who believes in the talents of faculty and makes a committed effort to empower them. This leader has fostered the support and investment of teachers through honesty, constructive feedback, collaborative decision-making approaches, and trust in teachers. The campus assistant principal offers a critical balance in the administrative structure through a no-nonsense, yet supportive, attitude, firm commitment to progress for students and teachers, and seasoned instructional expertise that benefits teachers' growth. Both campus administrators maintain an open-door policy, welcoming questions, feedback, and suggestions.

Leadership at Travis ECHS also consists of administrators from the Dual Credit Office of San Antonio College (SAC), who meet weekly with the Travis ECHS principal and counselor to discuss academic and support systems that directly affect student achievement with the SAC Liaison, who commits eight hours per week to serving on Travis ECHS's campus as a secondary support to students.

Campus administrators are at the helm of the campus leadership team (CLT), which also consists of teachers and students. This inclusiveness promotes self-advocacy, collaboration, and meaningful relationships. From the CLT, department chairs serve as liaisons to their departments. In these roles, they function as instructional leaders for teachers, as well as intermediaries between teachers and administration. Department chairs communicate teachers' concerns to administrators, while also keeping teachers informed of expectations, deadlines, and current educational trends. It is a campus expectation that department chairs, and all teachers, lead professional development for their colleagues to improve instructional practices that impact student achievement.

Department chairs, as well as grade level team Lead Teachers, conduct a quarterly review of the Campus Needs Assessment (CNA) and Campus Improvement Plan (CIP) with administration. This review includes input from stakeholders including parents, students, community members, counselors, and teachers to ensure that student needs are addressed with the appropriate resources and that the collaborative leadership philosophy is maintained.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most important practice at Travis Early College High School (ECHS) that makes it successful is the systematic approach toward academic assessment and data analysis at every grade level for each content area. Teachers analyze student assessment data, then purposefully plan for instruction. Students are assessed, with instruction or intervention modified. Repetition of this process occurs until students reach mastery of the standards (TEKS) evidenced by summative assessments.

At the 9th grade level, teachers use historical STAAR data in areas of mathematics, reading, science, and writing as a baseline for instruction. Student performance data from STAAR exams is scrutinized by TEKS, demographic (e.g. Economically Disadvantaged, African American, Hispanic, At-Risk), and special programs (Limited English Proficiency, Special Education, Dyslexia/Section 504). Data is categorized into quintiles based on TEKS mastery. Interventions are then prescribed to fit each individual student through TEKS-specific instruction provided during instructional time, after school, or at Saturday school sessions. The same cyclical process is utilized at the 10th grade in the English II content area, and at the 11th grade in preparation for the U.S. History STAAR exam. For each of these state-assessed areas, there is regular monitoring of data analysis and communicating performance projections with leadership.

The same intensive approach is applied to teaching and learning at the 10th grade using the college readiness standards measured by the Texas Success Initiative (TSI) test, driven by the campus need for students to be college ready by 11th grade, during which most of students' coursework is completed at San Antonio College (SAC). Students' TSI performance is first measured in the 9th grade, both during the Summer Bridge and again at the end of the school year. Teachers adjust instruction throughout the 9th and 10th grade years to improve students' demonstrated readiness.

At the 11th grade, teachers focus on SAT objectives using PSAT and SAT simulation data to determine appropriate enrichment (e.g. online learning and SAT consultants) for measured growth that provides students with improved SAT scores and thus, greater access to Tier I universities.

This year, Travis ECHS earned such distinctions from the Texas Education Agency for Academic Achievement in ELAR, Academic Achievement in Mathematics, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness. Current TSI scores evidence consistent progress with a readiness rate of 34% for 9th grade, 36% for 10th grade, 94% for 11th grade, and 100% for 12th grade.