

Concrete Approaches to Support Acceleration in Early College High School Students

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### **Abstract**

In 2002, the Early College High School Initiative was developed as a way to serve students underrepresented in higher education. Early College High Schools serve students that meet a variety of characteristics: low socioeconomic, first generation college students, and students of the ethnic minority. These students have been shown to be historically underrepresented in higher education. Additionally, Early College High Schools provide students with the opportunity to earn up to sixty hours of college credit, or the equivalent of an Associate's Degree, while also working on their high school diploma. The purpose of this study was to evaluate the structures that have been shown to accelerate and provide student success in the Early College High School Setting.

## How Concrete Scaffolds and other Support Systems Lead Directly to the Success of Early College High School Students

In the post-secondary educational world, students deemed minority, low socioeconomic, “at-risk”, and/or first generation college students are significantly underrepresented in Colleges and Universities. With the creation of the Early College High School, students of the aforementioned categories are strategically targeted for enrollment in the school. The Early College High School, a school where students are taking blended high school and college courses, or dual credit, was designed to provide these students with post-secondary success in a supportive learning environment. Early College High Schools are motivating and incentivizing to these students, as they offer up to two years of college during the student’s high school years for free.

Early College High Schools, although attractive to at-risk students, are not without their challenges. Coursework is extremely rigorous and accelerated, and many students entering in the Early College High School setting bring with them factors that could hinder their academic success or cause drawbacks in their education. Therefore, the need for consistent and proven instructional practices combined with a strategic support system, is critical to the success of the Early College High School Student.

Proven best instructional practices, implemented by teachers with fidelity and consistency is important to the success of these students, as they model roughly the same expectation of instruction in the post-secondary classroom. Although the support systems and other factors vary, Early College High Schools that use the Common Instructional Framework all experience significant gains in their student graduation academic achievement rates.

Additionally, the Common Instructional Framework, when used consistently and with fidelity, has also improved the success of students in college-level classes.

Another factor that is proven to help Early College High School Students succeed is a rigorous course of study in their high school classes. In many Early College High schools, students start taking college classes as early as their ninth grade year. Additionally, 100% of Early College High Schools enroll their students in college preparatory classes—classes designed to expose students to the skills they must have as independent college students: organization, time management, study skills, and self-sufficiency. These skills, often called “soft skills” are what most Early College High School students deem as critical to their success in both their high school and college-level classes. Additionally, Early College High Schools enroll all of their students into Pre Advanced Placement classes—regardless of their gifted and talented status. Academic rigor, when combined with support systems and the integration of “soft skills”, is critical to the success of an Early College High School and its students.

The purpose of this research is to address the implementation of the above key success indicators of Early College High Schools within the new Collegiate Academy at LG Pinkston High School in Dallas, TX. During the 2015-2016 school year, the Dallas ISD made the decision to create eight collegiate academies into existing high schools through a partnership with the Dallas County Community College District. The eight schools chosen all had historically low high school and post-secondary graduation rates, with the hope that the implementation of the collegiate academies would increase the student academic achievement in those schools. Additionally, teachers and staff members were trained on the Early College model through a series of professional developments created and delivered by Tracey Hurst, an Early College High School Consultant in the state of Texas. The Academies are held to the expectation that they will implement the three key success indicators on the campus and in classrooms;

however, many schools are struggling with find a cohesiveness in their support systems, instructional programs, and the level of rigor of said instruction.

By identifying and evaluating the fidelity and consistency in which these items are being delivered, the overall success of the program can be predicted. To assess this, the following questions must be asked: Do teachers have a belief system or perception that prohibits them from following a common instructional framework?; Do teachers believe in the importance of supporting struggling students in addition to the support they receive from counselors or school administration?; and Do students believe they are being supported and are they being provided with rigorous instruction? With this research, I hope to reveal that the students on our campus, as well as their teachers, believe in the importance of rigorous, cohesive instruction and that the Collegiate Academy at Pinkston High School is one that will be successful in the future.

### **Review of Literature**

#### **History**

The Early College High School Initiative began in 2002 as an approach to provide historically underrepresented students in postsecondary education a way for them to become academically successful through the obtainment of the first two years of college (or the equivalent of an associate's degree) for free. (Webb, 2014, p. 4-5) The Early College High School Initiative was created by the Bill and Melinda Gates Foundation as a response to not only represent those that have been historically underrepresented in post-secondary education, but also in response to the general decline of American high schools. According to Ronald A. Wok (2005), students in minority or low-socioeconomic groups earn a high school diploma at a rate of roughly fifty percent. Additionally, of the 75 percent of students who do enroll in college after high school, roughly a third of those students need remedial courses before they are allowed to take their core content college basic classes. Although the early College High School Initiative

has grown to over 250 schools across the nation, there are few guidelines or plans that have been used to predict the success of an Early College High School (Wok, 2005, p. 3-4).

### **Definition**

In Texas, schools seeking to become Early College High Schools must go through the ECHS designation process through the Texas Education Agency (TEA) and reapply for designation each year thereafter (Barnett, Bucerri, Hindo, & Kim, 2013, p. 25). The TEA has created the ECHS Blueprint to help guide schools through the process of becoming designated. Schools looking to seek help in the designation process can use the TEA's list of ECHS planning teams and demonstration sites. The ECHS Blueprint is composed of six Benchmarks that schools must align themselves to in order to receive designation. Of those six Benchmarks, three are directly related to students, staff, and instruction. In Benchmark 1 "Target Population" students that should be submitted to the Early College HS must fall under the category of "at-risk". This means that they are "at-risk" of not enrolling in college or even dropping out of high school. A lottery system is to be used to accept students in order for an ECHS to be considered "Exemplary". Under Benchmark 3 "Curriculum and Support", schools are to create a "rigorous course of study that enables a participating student" to receive both a high school diploma and/or an associate's degree or up to 60 hours of college credit. Additionally, the TEA requires that ECHSs provide students with "academic, social, and emotional support in their course of study" ("Texas Education Agency," 2016). In order to ensure that students are prepared for the academic rigor that dual enrollment brings, Benchmark 6 states that ECHSs must provide students with personalized instruction that prepares them for the Texas Success Initiative (TSI) Test and for college readiness. Although there are more criteria that must be met in order for an ECHS to receive designation in the State of Texas, for the purpose of this study, only the three Benchmarks as stated above were examined.

### **Necessary Components for Success**

There are three essential components that have shown to be the primary factors behind the success of an Early College High School: Support Systems, Academic Rigor, and a Cohesive/Aligned Curriculum. These three components are necessary to the success of the school, that often the success of a newly-created ECHS can be predicted by evaluating the presence and effectiveness of these three components (Forbes, n.d., p. 7). One of the first key aspects of the creation of a successful Early College High School is a cohesive and rigorous curriculum (Forbes, n.d, p. 8). This curriculum should be “developed jointly by high school teachers and content experts from higher education” so that students are introduced early to the college experience (From Aspirations to Action, 2011, p. 5). Furthermore, the curriculum created by staff should be one that fosters a cross-curricular focus and one that will require students to also focus on the attainment of “soft skills”, or skills that enhance their self-management and cognitive skills (Forbes, n.d, p. 7). An aligned curriculum also includes ample opportunity for students to be able to practice their writing skills in all of their classes. Furthermore, preparing students for writing at the college-level should be shared by all staff members and focus on eight different habits of mind: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition (Costa, 2008). According to David Conley, author of “What it Really Takes for Students to Succeed and What We Can do to get Them Ready” states that “self-management involves academic behaviors that allow self-reliance” and calls self-management the “make-or-break dimension of college readiness” (Forbes, n.d, p. 7). Some of the instructional practices that teachers use to help with this skills are students working in groups, using daily planners, meta-cognition or “think alouds” during teacher instruction, organization, and persistence (Vogt, n.d.). Key cognitive strategies are ones that allow for students to develop questions, perform research, communicate effectively, and pose problems to help in the research

process (Framework for Success, 2011, p. 5). A student who becomes “devoted to mastery of this knowledge” allows for him/her to become thinkers like the ones in their prospective disciplines. However, students cannot merely be exposed to these skills at sporadic times throughout their ECHS experience (Forbes, n.d, p. 9). Students must have ample practice with these key cognitive strategies throughout all of their core content areas in order to become proficient in the cognitive strategies listed above.

Another key component, if not the most important in the prediction of success in an Early College High School, is the amount and type of support systems provided to students enrolled in the Early College HS. According to the “Early College High School Initiative Impact Study” supports are needed to assist students with the transition from a traditional academic experience to one that mimics the instruction and content they will receive in college (Bergner, 2013). These supports are a blend of both academic support and social supports so that students can manage their coursework and assist with the development of the skills needed to complete their coursework successfully. Some of the supports provided are: college-going culture, having at least one “very helpful” resource to provide general college information, instructor support, administrative support, and college preparation supports. These supports while inclusive to the Early College High School, can be quite cumbersome, and therefore, teacher and administrator buy-in to providing these supports is critical to the success of the ECHS (Bergner, 2013). Because of the student population in the ECHS, students must be provided with ongoing and consistent support from all the staff at the ECHS in order for it to sustain staff members and lessen the burden on them.

### **Predicting Success**

Implementing a new school is no easy task. It comes with many responsibilities. However, if the necessary components are put in place and consistently implemented, the

success of the Early College HS and its students can be predicted. In fact, according to research students enrolled in an Early College HS are more likely to “see college as a possibility” and be provided when a “head start toward postsecondary degree attainment by allowing them to earn a substantial amount of college credit in high school” (Carroll, 2006, p. 58). Furthermore, students in enrolled in an ECHS have stated that their dual enrollment was one of the signal greatest aspects of their high school experience that prepared them for the rigor of college and university classes. On a scale of 0 to 4, ECHS students, when compared to comprehensive high school students, consistently found that their ECHS not only better prepared them for college, but that they were supported along the way by instructors and other faculty members (Bergner, 2013). Early College High Schools that maintained these necessary components for success saw students on average graduate with at least one year of college credit and boast a ninety percent graduation rate.

### **Methodology**

This research project was used to predict the success of a newly implemented Early College High School in LG Pinkston High School in Dallas, TX. By examining the three critical components of an Early College High School: Cohesive Curriculum, Rigorous Coursework, and Student Support Systems, an Early College High School can predict the impact of its success. If an Early College High School is found to be lacking in one of the key areas, it has the opportunity to restructure that area so that its students reach academic success. If it is predicted to be a successful ECHS, then what is happening at that school may be used to help replicate the model at other ECHSs in Texas.

To ensure the success of the ECHS, all faculty members and students must understand the value of the key components and how they are designed to enhance student achievement in ECHS. The research questions used in this study were many. A few that students and teachers

answered were: (Students) How often are your teachers available after school for tutorials?; Do you read and write about what you've read in all of your Collegiate Academy Classes?; and How often does your counselor or an administrator speak with you about your grades? (Teachers) What did you find rigorous about using the Common Instructional Framework on your content level?; What issues did you have with the Common Instructional Framework and how would you change them?; What has been your favorite protocol to use in your content/classroom?; Why did you enjoy the protocol?; and What are the challenges you see in supporting students in the Early College in your classroom?

The area of West Dallas is situated just west of the downtown area. In recent years, the area has seen widespread gentrification with the opening of the Margaret Hunt Hill Bridge that connects the downtown area with West Dallas. West Dallas has a population of roughly 29,000, and approximately 40% of the population falls below the poverty line. For the purposes of this study, I chose to focus on the Collegiate Academy located in LG Pinkston High School. LG Pinkston has predominantly been a low-performing school. The creation of the ECHS at the campus was strategically designed to bring students back into the district and away from the

nearby charter schools. A snapshot of the demographics for the high school is seen below in

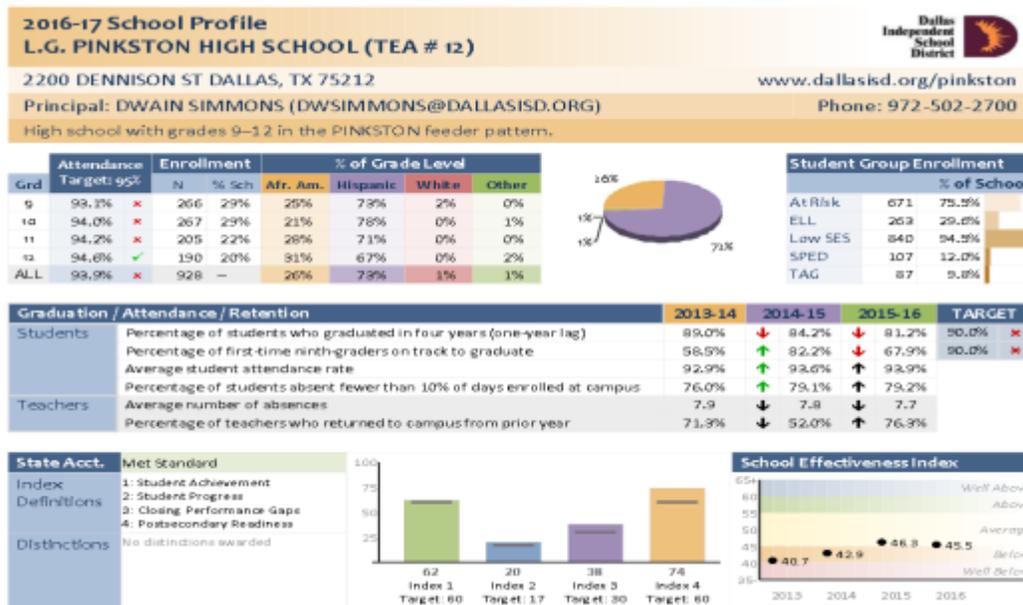


Table 1.

**Participants**

Participants in this research project included willing teachers employed at the Collegiate Academy (ECHS) in Pinkston HS for the 2016-2017 school year. Five teachers participated in this study. Students also participated in this research project, of which there are 118 total. Teacher and students (via their parents) gave consent to participate in this study. They were asked questions via a survey, and information was gathered to assess their perceptions of the curriculum, rigor, and support they give/receive from the Collegiate Academy. All participants were informed that their responses to all the study relate instruments would remain anonymous and confidential.

**Process**

A two-step process was used to gather data from teachers and students regarding their perceptions of the key components of a successful Early College High School. Both quantitative and qualitative methods were utilized in this study. A Likert-scale survey was given to both

teachers and students to allow for quantitative data to be gathered. Then, teachers were asked to respond to short essay/interview questions which allowed for a more in-depth feedback from participants. An informational letter to parents, consent form, survey, and the interview questions used with all participants are located in the Appendix.

### **Analysis of Data**

This research study was conducted in the spring of 2017 by surveying and interviewing students and teachers at the Pinkston Preparatory Collegiate Academy. Of the five teachers employed on the Collegiate Academy campus and 118 students enrolled, there was 100% participation in the surveys located in Appendix B. The surveys were used to gain insight into the teachers' knowledge and students' perceptions about the key components of the Early College High School. Of the methods used to gain this information, the student perceptions from the survey found in Appendix provided much more insight into predicting the success of the Early College program.

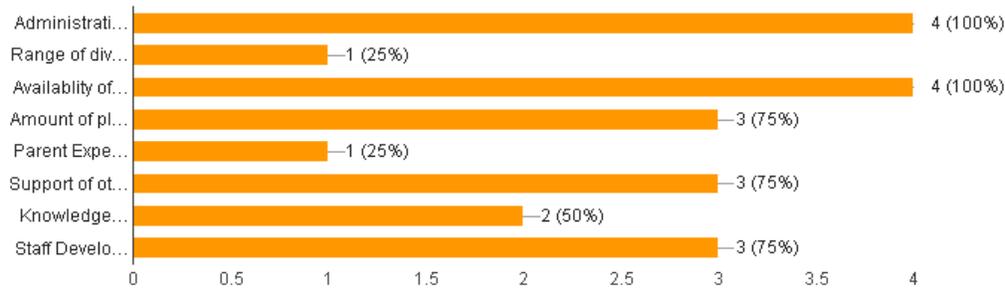
### **Results**

**Questionnaire.** The questionnaire completed by teacher participants provided some insight into their familiarity with the Common Instructional Framework, their level of support, and how rigorous they believed their instruction to be. The results of the first two questions are

shown below in Figure 1.

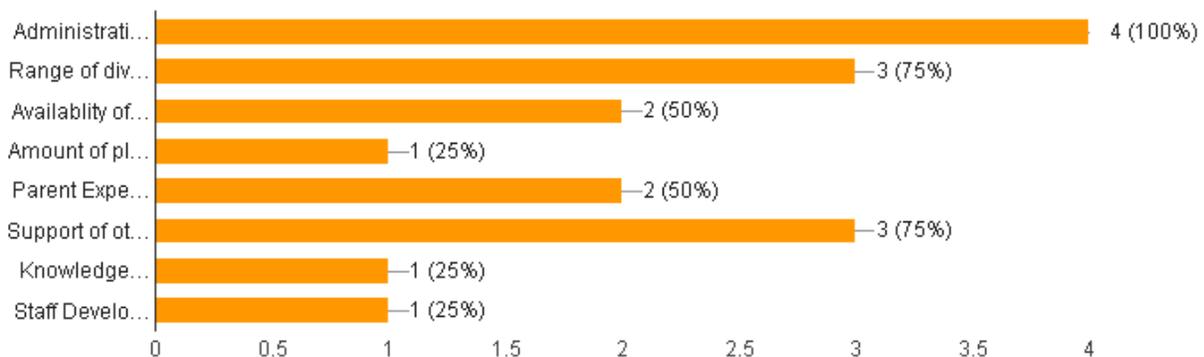
**1. What factors do you think help your ability when implementing the Common Instructional Framework in your classroom?**

(4 responses)



**2. What factors do you think help your ability when implementing the current support systems for students in your classroom?**

(4 responses)



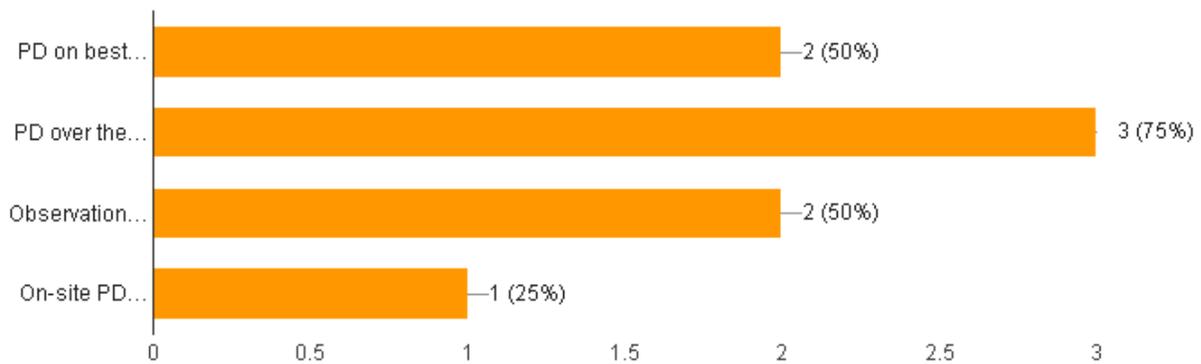
**Figure 1.** Of the participants, 100% agreed that administrative support is the number one factor when it comes to supporting both cohesive instruction and implementing support systems on campus. Additionally, 75% of staff participants felt that support from their peers was also necessary to making sure that their instruction is cohesive and supporting the needs of the ECHS students.

The last question of the questionnaire was in reference to the types of professional development that teachers wish to participate in over the Common Instructional Framework and Support Systems in the ECHS. Of the choices offered, 75% of participants felt that professional

development over the Common Instructional Framework would be beneficial for them; however, only 25% of participants believed having someone else in their classroom to co-teach the CIF would benefit their practice.

**3. If you were to receive professional development on Support Systems and instruction in the future, what would be the most beneficial?**

(4 responses)



**Figure 2.** In reference to the type of professional development that teachers felt they would like to receive over the Common Instructional Framework and Support Systems in the ECHS, the majority of teachers felt that PD over the CIF would be beneficial to them versus 50% of teachers wanting to receive PD over successful support systems in the ECHS.

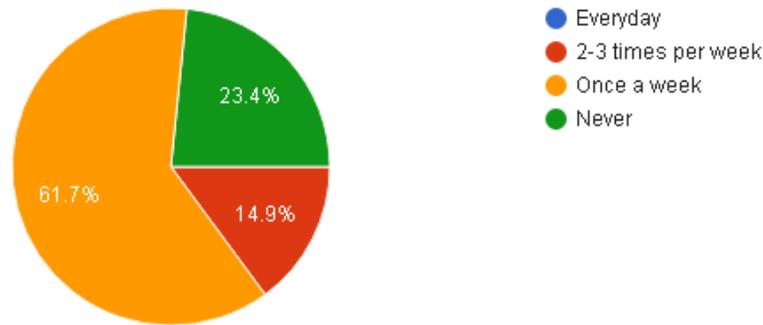
**Students** When it came to surveying students, their survey consisted of thirteen questions to allow for feedback in not only the key components of the Early College High School, but also to understand how those components translated into their individual core content classes. The goal was to gather as much feedback related to their experience and interaction with the key components of the Early College High School at Pinkston Preparatory Collegiate Academy.

The questions asked of the students produced mixed responses on virtually every question but two. As seen in figures 3 and 4, student responses were mixed when asked different questions about the same class. While 60% of students felt that their MAPS class prepared them

for college, almost 30% of students felt that the material presented in MAPS class challenged them.

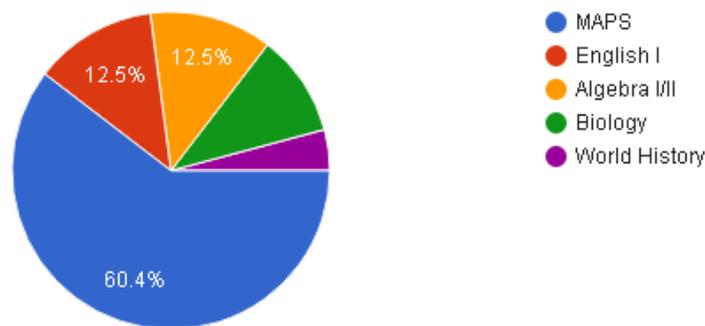
**6- How often does your counselor or an administrator speak with you about your grades?**

(47 responses)



**7- When I am in this class, I feel like I am being prepared for college (only choose one).**

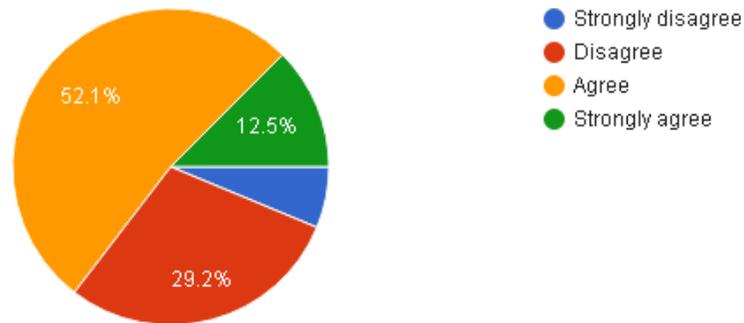
(48 responses)



**Figure 3.** Participants were split when asked about how often they are asked about their grades. Additionally, students’ responses were also mixed when they were asked about which class they felt prepared them best for college. While 62% of students reported that they spoke with a counselor or administrator about their grades at least once a week, 24% of students reported that they have never been asked about their grades. Upon further breakdown of which classes

prepared students most for college 25% of students reported that either English or Math was the class that they felt best prepared them for college.

**9- I feel my assignments in my MAPS class are rigorous and challenging. I am encouraged to take risks in my thinking.**  
 (48 responses)



**Figure 4.** When analyzing the data about how challenging the work is in their classes, 64.6% of students reported that their MAPS class material was rigorous and challenging. However, 29% of students felt that they were not encouraged to take risks in their thinking when approached with the challenging and rigorous material.

**Limitations of Study**

In every research study, the limitations for that study need to be addressed. This study was constrained to collegiate academy teachers and students in one campus in one district, who volunteered to participate in the study.

**Discussion and Conclusion**

In order to answer the overarching research question regarding this project: “Can the success of the newly created Early College High School be predicted by the implementation of its key components?” several questions had to first be addressed. Do teachers at Pinkston Preparatory Collegiate Academy feel confident in their knowledge and implementation of the Common Instructional Framework? The data shows that teachers do not feel confident in their

ability to effectively instruct using the Common Instructional Framework. The second underlying question: Do teachers understand the amount and type of support needed to help aid in the success of the students enrolled? was not clearly answered. While many teachers believed that they adequately supported their students, many stated that they felt the amount of support needed was too time-consuming for them.

Another factor must be considered when predicting the success of an Early College High School: the students' perceptions. The underlying question: Do students feel that they are supported and challenged on a daily basis? produced a mixed result. Students did not report that they felt challenged in all of their classes on a daily basis; yet they reported that they felt that their MAPS (college prep course) prepared them the most for college-level work. Additionally, the question: Do students feel supported by their teachers and administrators? also produced mixed results. Students were very honest and open about their answers, but again, not all students felt supported by all of the staff members on campus.

Can the success of the Early College High School program at Pinkston Collegiate Academy be predicted? The combined results of the underlying research questions would suggest the answer is yes. The data shows that teachers are open to learning more about the Common Instructional Framework and implementing it on campus, while also be able to provide consistent support systems for students in the Collegiate Academy. Furthermore, when examining student perception about the instruction they receive and the support from staff, students overwhelmingly believe they have at least one person that they can rely on for support. Additionally, students also reported that they are interacting with the Common Instructional Framework on a daily basis in at least two of their classes. In examining these findings, the success of the Early College High School at Pinkston Collegiate Academy can be confidently predicted as one that will take place as the program continues to grow.

### **Implications for Teaching and Supervision**

This research has a number of implications and there are a number of recommendations that would help benefit the continued growth and success of the Early College High School at Pinkston Collegiate Academy. First, providing faculty with continuous professional development focused on the Common Instructional Framework in a necessity. Administration and staff need to fully understand the CIF and how to implement it in order to successfully apply it on their campus. Additionally, teachers need to be given ample time to cross curricular plan so that the instruction they deliver is cohesive and consistent.

Second, teachers need the support from the administrative staff in order for themselves to provide support for students. Ongoing and consistent check-ins with teachers will help the administrative staff not only support the teachers, but also support the students, as well. Administrative staff and teachers should also make sure that they create a system of support that involves all stakeholders. By creating grade check-ins, parent meetings and contacts, and providing a safe and open environment for students to share their concerns about their Early College High School Experience, students are more likely to be successful and stay enrolled in the Early College High School.

The third recommendation I would make is to use the students' choice of career/college pathways to create rigorous and meaningful instructional experiences. Every student surveyed agreed that they wanted to be challenged while in the Early College High School. By using their choice of pathway to introduce challenging material, students are more likely to stay engaged with the work while also being challenged. At the same time, teachers will more than likely be willing to take more instructional risks in their classroom if they see that their students are engaged with and enjoying the material.

### **Implications for Further Research**

This research provides several opportunities for further research. The first involves evaluating the perception of the recommendations listed above. After their implementation, I would like to see if the perceptions of students and teachers have improved.

Another way to create further research would be to replicate this study at the other seven Collegiate Academies in the district. Do the other teachers on those campuses have similar perceptions? How is the Common Instructional Framework being utilized on their campuses? By evaluating the other Academies, the data would help provide an opportunity to create a cohesive structure and network for all the Early College High School programs in Dallas ISD.

There are other questions that come to mind when discussing the research findings. Are students all supported the same at all ECHSs? What do other students perceive when they are supported at their campuses? What does rigorous instruction look like to other students on the other campuses?

This research study proved to be quite informative. It provided definite data to help determine the direction in which the Early College High School at Pinkston Collegiate Academy is going. Discovering teachers' strengths and weaknesses when implementing the Common Instructional Framework, as well as how they believe they should support students shed light on many ways to improve the effectiveness of the key components of the Early College High School. It is my hope that this data and the suggestions provided will be used to benefit the success of the students and teachers at Pinkston Preparatory Collegiate Academy.

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## Appendix A

Letter to Colleagues

Dear Colleagues,

I am currently pursuing my Principal Certification through the University of Texas at Tyler. An important component of my program is to conduct an original educational action research study. My research is focused on evaluating the perception of the instructional cohesiveness and support systems here on campus. My hope is that this research will lead to a clearer understanding of the success of early college highschools and improvements, if necessary.

This study will be conducted in three parts. First, a short survey will be administered to willing teachers/students at Pinkston Preparatory Collegiate Academy. Second, I will conduct interviews with teachers to gain insight into their perceptions of the instructional cohesiveness and support systems and any concerns or suggestions they have. I will document these interviews. Third, I will provide and discuss these results with administration to evaluate suggestions.

Attached you will find a consent form regarding your participation in the teacher survey and interview. Please indicate your response. Teachers without consent forms on file will not participate in the survey and interview.

All personal information, responses to surveys, and interview responses will be kept strictly confidential. I will be the only faculty member in Dallas Independent School District with access to the records.

Thank you for your support in this process. If you have any questions or concerns, please feel free to call me at (972) 502-2777 or email at [smaronen@dallasisd.org](mailto:smaronen@dallasisd.org).

Sincerely,

Sarah Maronen

[smaronen@dallasisd.org](mailto:smaronen@dallasisd.org)  
(972) 502-2777

Consent for Early College Instruction Teacher Surveys and Interview

Date: \_\_\_\_\_

Please mark whether or not you grant your consent to participate in the survey and interview and sign below.

I give my consent to participate in the teacher survey and interview. The survey and interview will assist in the evaluation of the recently implemented Common Instructional Framework here at PPCA. My survey and interview responses will be used in an action research project, but my responses will remain anonymous.

Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
Teacher Name

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Teacher Email

Questions or Concerns?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Parent/Guardian,

I am currently seeking a Principal Certification through the University of Texas at Tyler. A crucial component for completing this program is conducting an original educational research study. My study grew out of the program evaluation of the instructional program and support systems that the Academy is implementing this school year. One of the things that I learned in reading more about successful Early College High Schools is that they use a cohesive instructional program with multiple support systems. I would like to be able to gauge the level of which these things are being implemented on our campus. My goal is to continually improve the instructional coherence and support systems so that the Academy and Early College is a successful one.

This research will gather data from current freshmen school students who are enrolled in the Academy. I will gather the data by interviewing and surveying students during the month of February.

The survey will be available as a Google Form at the following link:

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Please take a few minutes to complete the survey.

Your permission will make it possible for your child to take part in this project by participating in the interview. If you do not wish for your student to take part, I will remove him/her from my list.

All interview questions will be shared with you prior to their implementation.

All personal information and responses for all students will be kept confidential. No names will be included in the final research report and appropriate confidentiality protocols will be followed.

Thank you for taking part in this research project. Your assistance is greatly appreciated and valued. If you have any question or concerns, please feel free to email or call. My contact information is listed below.

Thank you,

Sarah Maronen

Dallas ISD

Phone Number: (972) 502-2777

[smaronen@dallasisd.org](mailto:smaronen@dallasisd.org)

Permission for Participation in Early College Research Project  
Dallas ISD

Please complete and sign the following form.

Student Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Grade: \_\_\_\_\_

- Yes, I grant permission for my child to take part in the Early College Research Project.
  
- No, I do not grant permission for my child to take part in the Early College Research Project.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Phone Number: \_\_\_\_\_

If you have any questions or concerns, please feel free to contact me.

Thank you,

Thank you,

Sarah Maronen

Dallas ISD

Phone Number: (972) 502-2777

[smaronen@dallasisd.org](mailto:smaronen@dallasisd.org)

**Appendix B**  
**Rigor and Cohesiveness in Early College Interview Questions for Teachers**

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Grade level \_\_\_\_\_

1. How would you define the Common Instructional Framework?
  
2. Have you ever used the Common Instructional Framework in your classroom? How?
  
3. What did you find rigorous about using the Common Instructional Framework on your content level?
  
4. What issues did you have with the Common Instructional Framework and how would you change them?
  
5. What has been your favorite protocol to use in your content/classroom? Why did you enjoy the protocol?
  
6. What are the challenges you see in supporting students in the Early College in your classroom?
  
7. What could campus administration do to help with this? (ex. *allotted planning time, meaningful professional development*)

8. Which part of the current support system is the most challenging for you? The students?

9. What factors do you think help your ability when implementing the Common Instructional Framework in your classroom?

- Administration/School leadership
- Range of diversity in classroom
- Availability of materials
- Amount of planning time
- Parent expectations
- Support of other staff
- Knowledge and experience
- Staff Development
- Other \_\_\_\_\_

10. What factors do you think help your ability when implementing the current support systems for students in your classroom?

- Administration/School leadership
- Range of diversity in classroom
- Availability of materials
- Amount of planning time
- Parent expectations
- Support of other staff
- Knowledge and experience
- Staff Development
- Other \_\_\_\_\_

1. If you were to receive professional development on Support Systems and instruction in the future, what would be the most beneficial?

- PD on best practices for Support Systems in ECHSs
- PD over the Common Instructional Framework
- Observation of teachers implementing successful support systems and the CIF
- On-site professional development with expert role teaching in my classroom

\_\_\_\_\_ I am willing to be observed by Sarah Maronen during the 2017 Spring Semester for this project

\_\_\_\_\_ I am not willing to be observed by Sarah Maronen during the 2017 Spring Semester for this project

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Teacher Signature

**Appendix C****Student Survey**

- 1- How many College courses have you taken so far?
  - a) None
  - b) 1-3
  
- 2- What scores did you receive most from your College courses?
  - a) Honors A
  - b) A
  - c) B
  - d) C
  - e) D/Withdrawal
  
- 3- Average how many hours do you study daily for each College course?
  - a) None
  - b) 1
  - c) 2
  - d) 3
  - e) 4 or more
  
- 4- How often are your teachers available after school for tutorials?
  - a) Every day
  - b) 2-3 times per week
  - c) Once a week
  - d) Never
  
- 5- Do you read and write about what you've read in all of your Collegiate Academy Classes?
  - a) Every day
  - b) 2-3 times per week
  - c) Once a week
  - d) Never
  
- 6- How often does your counselor or an administrator speak with you about your grades?
  - a) Every day
  - b) 2-3 times per week
  - c) Once a week
  - d) Never
  
- 7- When I am in this class, I feel like I am being prepared for college.

MAPS

English I

Algebra I/II

Biology

World History

1. Strongly Agree, 2. Agree, 3. Disagree, 4. Strongly Disagree
- 2.

8- What scores did you receive most from your Collegiate Academy courses (MAPS included ,too)?

- f) 90-100
- g) 80-89
- h) 70-79
- i) 60-69
- j) Below 60

9- I feel challenged in this class on a daily basis.

MAPS

English I

Algebra I/II

Biology

World History

1. All of the time, 2. Most of the time, 3. Some of the time, 4. None of the time