



2016-2017

Application for ECHS Designation

ECHS Applicant: Everman Collegiate High School

Application ID: 569349266

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

I. Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students,counselors, principals, parents, and school board and community members.

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

III. P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publically available.

IV. Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associates degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
- 3 The ECHS shall provide students with academic, social, and emotional support in their course of study.

V. Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall report to TEA the dates the TSI is administered.
 - c. The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

VI. School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or

- in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
- 2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; and
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
- 3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
- 4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

Contacts

Everman Collegiate High School - 569349266

1.1 ECHS Applying for Designation

ECHS Campus Name	Everman Collegiate High School	County District Campus Number	220904001
County District Campus Number 2	County District Campus Number 3		
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input type="radio"/> Belongs only to the ECHS		
Years Designated	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	1000 Race Street	Mailing Address - Line 2	
Mailing City	Everman	Mailing Zip Code	76140

1.2 School District

District Name	Everman ISD		
Mailing Address - Line 1	608 Townley Dr	Mailing Address - Line 2	
Mailing City	Everman, TX	Mailing Zip Code	76140

1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.2.b Third School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Tarrant County College -- South Campus		
Mailing Address - Line 1	5301 Campus Dr.	Mailing Address - Line 2	
Mailing City	Fort Worth, TX	Mailing Zip Code	76119
How many ECHS does this IHE partner with?	2		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.3 Third Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.4 Education Service Center Region

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1.5 Person Completing this Application

Title	Ms.	First Name	Lyndsae	Last Name	Benton
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Contacts

Everman Collegiate High School - 569349266

Phone

817-568-3590 ext. 4031

Email

lbenton@eisd.org

1.6 ECHS Principal/Director

Title

Dr.

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Last Name

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1.7 Superintendent

First Name

Curtis

Last Name

Amos

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1.7.a Superintendent (District 2)

First Name

Curtis

Last Name

Amos

Phone

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1.7.b Superintendent (District 3)

First Name

Last Name

Phone

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1.8 Institution of Higher Education Liaison

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1.8.a Second Institution of Higher Education Liaison

First Name

Last Name

Phone

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1.8.b Third Institution of Higher Education Liaison

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1.9 Authorized Institution of Higher Education Official

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Last Name

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1.9.a Second Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

1.9.b Third Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, input 0 (zero).

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	41	46	0	0	87
2016-2017 projected enrollment	0	0	0	50	41	46	0	137

Instructions:

In the "Percent of High School Students in District" column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.

If the ECHS is not currently in operation, complete the district column and input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	79.8	0	0	74
At-risk	53.4	0	0	60
LEP	8.4	0	0	9
White	3.3	0	0	2
Hispanic or Latino	51.7	0	0	62
Black or African-American	42.4	0	0	33
First Generation College-Goers	N/A	N/A	N/A	N/A
Other	0	0	0	0

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

☒First generation college-goer ☒Hispanic or Latino ☒Black or African-American ☒Economically Disadvantaged ☐Other

If other, please explain:

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

Recruitment and enrollment processes: The ECHS Advisory Team publishes a recruitment plan each year that includes a timeline of recruiting and enrollment events, locations of the events, and transportation available to families. The Everman Collegiate High School application clearly outlines recruitment and enrollment policies. This document, provided in English and Spanish, serves as a marketing brochure and is distributed at all ECHS informational events. Recruitment and enrollment events are scheduled in November and December. Applications for admission into the Everman Collegiate High School are accepted until mid-January. A survey is distributed during each event to solicit community input concerning recruitment strategies and enrollment policies. In the spring of each year, the Advisory Team reviews survey data as well as longitudinal student enrollment data to determine if enrollment targets are being met. The team recommends revisions to the recruitment plan and enrollment strategies based on the review of community and student data. This year, based on the data analysis, the team included an additional recruitment meeting for high school students, counselors, and the Principal at the Everman Joe C Bean High School campus.

Recruiting and enrolling targeted student populations: The ECHS recruits and enrolls students from Everman ISD. The district enrollment boundaries encompass a low income region of the Dallas-Ft. Worth metroplex including the town of Everman, and portions of Ft. Worth and Forest Hills. According to PEIMS information for the high school, 53.4% of students are categorized as at-risk and 80% of students are economically disadvantaged. In addition, PEIMS demographic information indicates 42.4% of students are African American and 51.7% Hispanic. Everman ISD demographics reveal the vast majority of learners are at-risk and historically under-represented in college. For these reasons, recruitment for the Everman Collegiate High School (ECHS) targets current Everman ISD students.

Please describe how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

Development of the recruitment and enrollment plan: Parents and students, as well as, other members of the community including school board, higher education personnel, and business and industry leaders were involved in the planning and design of the ECHS recruitment and enrollment practices. During the spring of 2013 and fall of 2014, the Everman Baxter Jr. High and Everman Joe C. Bean High School Campus Improvement Teams worked together to create the Everman Collegiate High School (ECHS) Campus Plan outlining the goals, objectives, milestones, and outcomes of the early college program. The written recruitment plan was developed based on the campus plan and includes a timeline of recruitment and enrollment events, recruitment materials for distribution at the middle school campus and other appropriate locations in the community, and the Everman Collegiate High School application. The ECHS focuses recruitment and enrollment efforts on events held at Everman ISD Baxter Jr. High, the feeder school campus:

1. Recruitment Events – Everman ISD (EISD) introduces the Everman Collegiate High School to Baxter Jr. High students and their families during the fall semester. At the event, ECHS teachers and students explain the early college program. During the meetings, parents receive the Everman Collegiate High School application and a question and answer session is conducted.

2. Recruitment and Enrollment Events - Prospective students and parents are invited to attend four meetings held between November and February at Baxter Jr. High School. During the meeting all aspects of the ECHS are presented.

A survey is completed by participants at the end of each recruitment and enrollment event to solicit stakeholder feedback concerning recruitment and enrollment practices.

3. Students who have expressed an interest in application are provided with an opportunity to tour the cooperating IHE, Tarrant County College South Campus, in January prior to the application deadline.

Refinement of the recruitment and enrollment plan: The Everman Collegiate High School Advisory Team is responsible for overseeing the implementation of the early college program. At the end of each year of operation, the team works with the Joe C Bean Campus Improvement Team to conduct a comprehensive needs assessment and develop an ECHS Campus Improvement Plan for the upcoming school year. This process includes reviewing the results of community surveys and enrollment data to determine the number of at-risk and traditionally under-represented students served by the ECHS. The needs assessment also includes a review of stakeholder surveys completed during recruiting and enrollment events to determine if changes are needed to recruit students or to assist with the application process. Based on the data and feedback, revisions are recommended. The Campus Improvement Plan is submitted by the Campus Improvement Team to the Everman ISD Superintendent for review and approval. The Superintendent then submits the plan to the EISD Board of Trustees for final review, revision, and approval. The site based management process includes community and district stakeholders in active decision-making to ensure the ECHS Campus Improvement Plan, including the recruitment and enrollment requirements, meet the unique needs of the students and families served in the early college program.

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

☐ Yes ☒ No

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015 -2016 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	4-7
Administration of statewide instruments under Subchapter B, Chapter 39	6
Grading periods and policies	22
Courses of study	11
Curriculum alignment	19
Instructional materials	22
Instructional calendar	23
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	22
Student enrollment and attendance policies	23
Provisions for discontinuing ECHS operation (see next section for details)	27
<div><div></div><div><ul style="list-style-type: none">Number of credit hours taken and earnedGPAsState assessment resultsSAT/ACT, PSAT scoresTSI readiness by grade levelQualifications of ECHS staffLocation(s) where courses are taught</div></div>	25

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	22
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	18
Procedures for collecting and sharing student and teacher data	25
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	5
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	5
Provisions for implementing program improvements based on the collection and review of the following data: <div><div></div><div><ul style="list-style-type: none">Articulation of high school students in four-year colleges/universities and level of entryEnrollment/retention rates, leaver codes, and attrition rates, by grade levelStudent participation in activities at IHE</div></div>	25

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

P-16 Coordination and Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year in the format "mm/dd/yy".

Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Curtis Amos
Cirriculum & Instruction or Equivalent	Cathy Sewell
ECHS Principal or Director	Dr. Melvin Bedford
IHE President	Dr. Peter Jordan (President South Campus)
IHE Provost	Dr. Joy Gates Black (Academic Affairs)
Dean of College of Education	Dr. Lori Doddy
ECHS Liaison	Dr. Steven Wilson
EISD Director Secondary	Lyndsae Benton
ECHS Dean	Lora Macaulay
President of TCC Connect	Dr. Carlos Morales
Coor Achieving the Dream	Charlene Ghaedi
Director of Weekend College	Jack Dalrymple

What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

In the spring of 2011, the Everman ISD Superintendent initiated discussions with Texas Education Agency Early College curriculum consultants and Tarrant County College concerning the creation of an ECHS serving Everman ISD students. In the fall of 2012, the ECHS Advisory Team was formed. The team is composed of district and postsecondary education administrators and community members including: the EISD Superintendent, Everman ISD Assistant Superintendent of Curriculum and Instruction, Tarrant County College South Campus President, Tarrant County College South Campus Vice President for Academic Affairs, Tarrant County College South Campus Academic Deans, Tarrant County College South Campus Dean of College of Education, University of North Texas Faculty, Administrators representing Baxter Jr. High and Everman High School, ECHS-TCC Liaison, ECHS-EISD Liaison, parents and community members, and business and industry representatives. In addition, an educator from each EISD secondary campus (nominated and elected by classroom teachers at that campus), and one non-instructional staff member from each campus are part of the advisory group.

Roles and Topics Addressed: In the fall of 2012, the Leadership Team contracted with an Institute of Public School Improvement representative to establish a clear timeline of outcomes and clarify the roles of the leadership team and stakeholder groups. The consultant also led the team in reviewing the Commissioner’s Rules Regarding ECHS to become familiar with the Early College High School (ECHS) rules, program definitions, and the designation process. The ECHS Advisory Team began meeting during the 2012-13 and has continued to meet monthly to make decisions concerning design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS. Roles as related to topics addressed include:

A. Design: Under the leadership of the EISD Superintendent, the Leadership team reviewed the early college program blueprint provided by the Texas Education Agency (TEA) to examine the national and Texas initiative. This and other TEA reports were instrumental in developing the Everman Collegiate High School (ECHS) core principles: (1) Provide a rigorous, well-rounded education;(2) Require all students to take rigorous college credit courses;(3)Prepare and provide access to college entrance and placement exams; (4) Incorporate work-based, contextual learning with a global perspective into the curriculum; and (5) Require high student attendance and persistence. The team also used the report, Closing the Gaps, the Texas Higher Education Plan, to align campus goals with Texas Higher Education Coordinating Board plans for closing gaps in student participation and student success. Based on these resources, the team developed a mission statement that defined the purpose and objectives of the school design: The ECHS has developed a mission and vision for the school that includes student outcomes consistent with ECHS, career pathways to certification and degree, and a practicum that includes community service, internships, or paid employment. The Mission of Everman Collegiate High School is to provide students with college experience and equip them with the knowledge and skills to successfully transition to college or a career while earning their high school diploma.

B. School Autonomy: The advisory team uses Everman Independent School District (EISD) Board policy to review issues regarding governance, staffing, budget, student assessment, curriculum, scheduling, professional development, access to school and student data, parent and community involvement. The Campus and District Improvement Teams work in collaboration with the ECHS Advisory Team to annually set priorities, methodologies, and resources needed to improve the campus program based on the mission and goals of the school.

C. Student Recruitment: Everman Collegiate High School recruits students who are academically able to complete an aggressive, rigorous course of study, and who are interested in completing college-level courses from Grade 9 forward. The Advisory Team reviews and revises the application and enrollment requirements annually based on demographic data and participant feedback.

D. Number of Years: Everman Collegiate High School is designed to allow students to complete all high school requirements and also complete the two-year

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

Teachers are recruited to serve as instructors and advisors in the Everman Collegiate High School. The campus has set up ECHS components to ensure instructors are appreciated as experts in their content area. Each instructor is assigned to a cohort of learners based on the career pathway courses they teach. Teachers act as an adult advocate for the cohort of students during an advisory period. In addition, teachers are provided registration and travel to attend training to increase content knowledge and skills in their subject area. It is considered a honor in our district and region to instruct in the high expectation, high achievement EISD campus. There has been low staff turnover in the first two years of operation.

Do the answers to the questions for Benchmark 3 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates's degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.)

**note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.*

Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

ECHS students are offered the opportunity to participate in the completion of all endorsements, just as all students in EISD are. Students who complete the recommended course of study for their pathway will fulfill the requirements of the following endorsements:

- Associates of Arts in Applied Science -- Auto Mechanics: Business & Industry Endorsement
- Associates of Science -- Specialization in Biology: STEM Endorsement
- Associates of Arts -- Teaching: Public Service Endorsement
- Associates of Applied Science -- CADD Technology: Business & Industry Endorsement
- Associates of Applied Science -- HVAC: Business & Industry Endorsement

Please indicate the associate's degrees that will be offered to students.

Students will take courses that will prepare them for an Associate Degree in a variety of career fields including:

- Associates of Arts in Applied Science -- Auto Mechanics
- Associates of Science -- Specialization in Biology
- Associates of Arts -- Teaching EC-12 (Other than Special Education)
- Associates of Applied Science -- CADD Technology
- Associates of Applied Science -- HVAC (Residential)

Please indicate the Level 1 and Level 2 certificates that will be offered to students.

- Students will have the opportunity to earn one of three Enhanced Skills Certificates in the following areas:
- Engine Analysis Technician
 - HVAC Technician III
 - Manufacturing Technology

Please indicate how the ECHS will monitor student progress and use student data to support success.

It will be essential to assess student academic and non-academic needs and monitor progress to ensure student success in the rigorous high school and college credit courses.

The ECHS will monitor student academic progress in high school courses using the EISD Curriculum Based Assessments. Students take curriculum checks each six weeks and STAAR End-of-Course benchmark at the end of the first semester. After each assessment, content area teachers review data as a team and plan classroom and intervention curriculum based on the analysis. In addition, the AVID Advisor will integrate intervention curriculum into reading, writing, and math lessons based on the data analysis. If a student does not pass a section of the STAAR assessment during the spring administration, tutorials will be held for each content area. In addition to grades in high school courses, college course grades will be tracked. The student's Everman ISD report card and Tarrant County College grade report will provide ongoing and up-to-date monitoring of student progress. All assessment data will be recorded and tracked on the learner's Personal Graduation Plan. Comparative analysis will be used to monitor gains as well as setbacks. Corrective actions will also be noted. The campus Principal will meet with teachers at least once each six weeks to discuss each student's classroom performance and on an as needed basis should setbacks occur between regularly scheduled data meetings. These meetings will provide input regarding next steps toward academic progression and improvement. AVID teachers will schedule weekly discussions with each student to review overall performance, identify additional needs and help the student schedule participation in academic supports, and set goals for earning scholarships by meeting academic goals.

Non-academic factors such as financial demands, time management, attendance, personal issues, and unidentified or misinformed career aspirations are often factors that impede student success for first generation college students. All ECHS students will begin initial assessment upon acceptance into the 8th grade cohort. Age appropriate assessments will be administered and analyzed throughout the student's participation in the ECHS program to inform educators, staff and students of initial needs as well as an individual's ongoing development:

- a. Academic Skills – transcripts, STAAR scores, and class schedules;
- b. Postsecondary Preparation – TSI, PSAT, and SAT scores (including practice tests);
- c. Financial Aide – completion of applications for financial assistance;
- c. Career and Personal Interests – Interest inventories.

ECHS students are placed in cohorts based on the career field chosen. The cohort design is used to emphasize the student's talents and interests and consequently improve attendance and promote academic achievement in school. When ECHS students are at-risk for not passing coursework at each six weeks grading period, they are required to attend extended day tutorials with other members of their cohort. Working with peer learners to collaboratively solve problems and complete assignments has been effective in setting a positive culture for tutorials and promoting academic achievement. In addition, working as a team develops decision making abilities and builds social skills. To support student success, families attend one parent/teacher/student conference each semester. The conferences are conducted by the AVID advisor and other educators as appropriate. If families cannot attend conferences, the high school counselor will visit the home, as appropriate. Together, the students, teachers, and parents are a strong team that supports the success of each student to help each learner achieve academic goals.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

Each student's academic success is very important and each child deserves a thoughtful and effective response when problems arise. The ECHS will provide personalized academic supports developed to address individual needs and build on the unique talents of ECHS students.

A. Academic Support –Students attend endorsement field courses in cohorts based on the career field they have chosen. The small learning community enables students to work together to explore content and complete assignments. The cohort model empowers teachers to develop cooperative learning projects that rely on the strength of the group to accelerate learning for individuals. Academic support and skill-building is also provided through the PCC class, which meets weekly for 90 minutes.

B. Tutoring – Educators teaching in each career pathway provide tutoring based on student needs. In addition, after school and Saturday school classes are available to students who are at risk of failing a course during a grading period or a STAAR assessment. ECHS students also have opportunities to attend reading and writing courses each summer: 8th Reading I, 9th Reading II, and 10th Developmental Reading.

C. Advisory and College Readiness Support: Students are assigned to a daily AVID advisory. Teachers use AVID strategies and routines to work with students to develop organizational and study skills that relieve stress and build self-esteem.

D. Mentors: The AVID advisor serves as an adult advocate for the child and provides individual counseling to determine academic, career and personal needs and to assist the student in building self confidence in his/her ability to pass courses and tests.

E. Winnable Victories: The Everman Collegiate High School is designed to provide academic experiences tied to specific achievable goals at each grade level. The students, parents, and educators will celebrate achievements in each grade level to inspire and sustain student success.

Please indicate how the ECHS will provide social and emotional support to the students.

Teachers, counselors, parents and community members at the ECHS form a social and emotional support network to promote success of each Everman Collegiate High School student. The early college program uses three components expressly designed to provide social and emotional support and in turn assist students in successfully reaching academic goals and successfully completing a postsecondary degree. Each component links students to community and social services and includes parent outreach or involvement opportunities.

1. Career Exploration and Planning: During the 8th-12th grade, students attend an AVID advisory group. In 8th grade, a student assembly and corresponding parent orientation meetings are held. In the spring, College Bound events are held to empower students to explore career interests. Topics include career awareness, career exploration, and career planning. Career Night is also conducted to introduce students and their families to high demand careers of the DFW metropolitan region. During the event, Workforce Solutions of North Texas representatives and business partners present information about occupations in the region as well as responsibilities and salary of persons employed in the profession. The ECHS Dean presents high school diploma plans for each career field to prospective students at the event. Once students and their families select an endorsement field, the counselor works with them to develop a Personal Graduation Plan and the student is

scheduled into an AVID Advisory with other students interested in the same career. During 9th grade, AVID career planning sessions focus on required TSI testing, financial aid, and the college application process. Each student works with their AVID advisor and the counselor to complete admissions requirements and enroll in Tarrant County College during the 9th grade year. During 10th grade, students have the support of their AVID Advisory group as they begin college credit courses. During the student's junior and senior year, AVID cohort activities focus on providing counseling and support to ensure students complete 60 hours of courses in their career field, participate in a service learning project, complete a career-based practicum, and complete enrollment requirements to transition into a four year university.

2. College Persistence: The high school counselor will present positive behavior lessons during the AVID period on topics that include reducing test anxiety, building self-esteem, and managing stress. During the spring semester, the 8th graders will be introduced to a “scholarship” program in which they will be eligible to earn tuition funds for college credit courses in their chosen career field by completing pathway classes with an average of 80 or better. 9th grade students will begin taking courses in their endorsement field to earn scholarship funds. Each endorsement field course passed with a grade of 80 or above earns “scholarship tuition” for one college credit course. In 10th grade, students will continue taking courses in their chosen career field to earn tuition credits. By 11th grade, students will take college credit courses using the “scholarship” earned through passing endorsement field courses. The ECHS scholarship plan will serve as a high expectation, high achievement model to promote student success. In 12th grade, Career to College Events will be held for ECHS families to review degrees in the student's chosen career field at four year postsecondary education institutions. The students will work with their families, high school counselor, and the TCC Scholarship Office to apply for grants and financial scholarships to continue postsecondary education.

3. Counseling: Students will participate in 1:1 interviews with the ECHS Counselor to identify, assess and resolve any barriers that may hinder their progression toward graduation and success in college. Cohort advisors will work with students and families to resolve barriers wherever possible and, if necessary, refer students and families to high school counselors or other external resources including social services as needed. Collectively the identified assessment tools will provide an analysis of each participant's interests, abilities and competencies that will, in turn, make certain that the ECHS program is addressing unique needs and adapting to the ongoing development and growth of ECHS students.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

TSI Testing and Success	
Please list the dates that this group met during the past school year	10/2015; 01/2016
Please list the dates that the TSI will be administered in the coming year	March 29, 2016; March 31, 2016; April 2, 2016; April 9, 2016
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input type="radio"/> ECHS is a TSI assessment site</div> <div><input checked="" type="radio"/> IHE administers the TSI</div>
Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.	
<p>The Everman Collegiate High School works with Tarrant County College (TCC) to evaluate the readiness of students for college-level coursework. TCC requires new students pursuing an Associate Degree to submit TSI or appropriate state assessment scores based on The Higher Education Coordinating Board requirements. The tests assess reading, mathematics, and writing skills that entering freshman-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges or universities. Tarrant County College is a TSI assessment site. TCC staff members have taken the TSI Pre- Assessment to receive credentials to proctor the TSI Assessment. Everman ISD reports dates the TSI is administered and TSI scores to TEA annually.</p> <p>Academic Preparation Classes/Bridge Programs: Students enrolled in the ECHS have a scheduled AVID course in grades 8-11 to weekly engage in TSI test preparation and post-secondary readiness lessons (reading, writing, math, and study skills); and to complete assignments with support for both their high school and college courses. Students are scheduled into the AVID course based on their chosen career pathway so that the students will have success with peers with similar interests and goals at the high school before moving into the college campus setting. The AVID course Advisor works with the students to monitor scores in TSI exams to allow frequent testing and to provide access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success. The Advisor also monitors course grades and completion to guide the student in scheduling ECHS and/or TCC support services when struggling with assignments or content. In addition, ECHS students are expected to participate in “Bridge” courses each summer. These opportunities are designed to ensure students entering at varying levels of academic competency the foundation reading and writing skills needed to succeed in college level courses. Summer course offerings include Reading I (8th grade), Reading II (9th grade), and TCC Reading Developmental Course (10th) grade. The 10th grade course held on the TCC South Campus enables students to build confidence by successfully completing a college course and to gain important academic skills needed to pass the TSI assessment. The “Bridge” courses are reviewed by ECHS and TCC educators during the spring curriculum workshop to ensure the courses promote success on the TSI assessment and in rigorous ECHS coursework. Beginning in 2015, district funds were used to purchase student licenses for each ECHS student to access online curriculum that includes TSI test prep materials. Students are provided with opportunities to access this curriculum during the weekly PCC class and can also access the materials outside of class with their individual log-ins.</p> <p>Academic Interventions: All students in the 8th grade cohort complete a TSI practice test during the AVID course. The tutoring or extended day schedule of students who have low scores on the practice test is re-evaluated to take into account weaknesses indicated. Students who have high scores in classroom work, but have difficulties taking placement tests, are given opportunities to attend pre-assessment workshops during 9th grade. Taking the practice test in 8th grade and the TSI assessment during 9th grade provides ECHS educators with data needed to design and revise rigorous college preparatory and exam preparation coursework. The schedule of assessments also gives students the time and resources they need to develop college readiness skills before enrolling in their first college credit course.</p> <p>Assessments fee waivers for all administrations of the TSI test: Students in the ECHS will not pay a fee to take the TSI test. Tarrant County College will waive the fee for all ECHS students.</p>	
Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?	
<div><input type="radio"/> Yes</div> <div><input checked="" type="radio"/> No</div>	

ECHS Site Design

What is the design of the ECHS model for which partners are requesting designation?

- ☐ ECHS on a college campus
- ☒ Not located on a college campus

The Everman Collegiate High School is a small learning community (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, 'ECHS is on a college campus.'

The Everman ECHS program will house students primarily on the home high school campus using a school-within-a-school model for their freshman and sophomore years. Beginning with their junior year, students will be taking classes at the TCC South Campus (IHE site) for the majority of the school day.

ECHS students will have full access to Tarrant County College (TCC) programs to support success including:
A. Online and on-campus library services: Dual credit courses will integrate use of EISD and TCC libraries to ensure students develop skills to use both systems. During the first English course, a TCC librarian will visit the ECHS to introduce the students to using the online Tarrant County Library resources including books, articles, videos, etc. Once the students enter the school, they will attend an orientation that directs them to a web tutorial for using the TCC on campus library. Labs: Students enrolled in courses in 11th and 12th grade that include a lab will take the class on the Tarrant County campus to have access to the state-of-the art STEM resources and equipment provided by the community college.
B. Academic Enrichment Center: TCC offers a tutorial program that provides academic support for students enrolled in TCC Math and English courses. Students who scored below a 35 in Math and/or below 40 in Reading can attend the three week Academic Enrichment Program (AEP) at no cost.
C. Learning and Tutoring Centers: Learning specialists are available to assist students on the Tarrant County College South Campus. ECHS students will have full access to the teaching faculty who provide a variety of computer programs for self-study in the basics, general academic enrichment, and help in demanding courses.
D. Sports facilities: TCC has workout facilities, wellness programs, and intramural sports. These sports facilities and programs will be available to each ECHS student at no charge each semester they are enrolled in a TCC college credit course.
E. Eating facilities: ECHS students will have access to snack bars and grills while attending classes at Tarrant County College campuses.

In addition to the support services afforded to all early college students at TCC, Everman Collegiate High School students will have access to services for low-income, first generation and students and students with disabilities. These programs reflect the college's commitment to providing students with support services.
A. Advising & Counseling Center: The ECHS design includes advising students to take college coursework as a career cohort during AVID classes before they attend individual advising at the college. ECHS students will have access to the TCC Advising and Counseling center beginning in their 11th grade year. Advisors will help students to formalize educational and/or vocational objectives, assists in the selection of appropriate courses, helps to resolve personal problems, and serves as the center for administering tests.
B. STARS: Students Targeting and Reaching Success (STARS) is a federally funded student support services TRIO program. The goal of the program is to increase the college retention and graduation rates of its participants. STARS staff will meet with ECHS students during AVID to introduce them to the community college and services provided by the STARS program. STARS staff will attend College to Career events and will work with the ECHS faculty and students to ease the transition from high school to college. The STARS staff will also provide college career guidance and placement services including counseling and support to help ECHS completers gain financial aid and admission to four-year colleges and universities, and enter technical certification programs or employment.
C. Disability Support Services: TCC is committed to making its programs reasonably accessible to all qualified persons in accordance with the Americans with Disabilities Act. To afford each student every reasonable opportunity for success in their chosen program, appropriate services are offered through the ACCESS Coordinator including interpreters, special accommodation assistance, child care assistance, transportation, textbooks and note-takers.
D. Financial Aid Office: It is essential that ECHS families gain assistance in accessing financial aid to make postsecondary education a possibility. Students and their

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

- ☒ The campus number is shared and the partners agree to collect and disaggregate data
- ☐ Not applicable

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The EISD Superintendent followed Everman Independent School District (EISD) Human Resources guidelines to employ the Principal of the Everman Joe C. Bean High School. During the first four years of implementation, the Joe C Bean High School Principal is the chief administrator of the ECHS. The administrator is a certified Texas administrator who has experience in restructuring a campus, shares the ECHS philosophy for positively impacting the future of high need learners, exhibits strong communication skills, and is skilled in forming and sustaining collaborative partnerships. The Principal oversees leadership, operations, and curriculum responsibilities at the ECHS including scheduling, hiring, and budgeting. In addition, an ECHS Dean has been employed to oversee the daily operations of the early college program. The ECHS administrators are responsible for working with district and Tarrant County College personnel to ensure the goals and objectives of the ECHS initiative are fulfilled based on EISD, TCC, and TEA requirements and established timelines. The Principal oversees the Campus Improvement Team (CIT). The team is responsible for planning, monitoring implementation, and evaluating the early college program. The CIT includes members from the ECHS Advisory Team as well as parents, educators, partner representatives and community members from both the Everman Joe C Bean High School and the Everman Collegiate High School. The CIT utilizes Site Based Decision Making (SBDM) policies and procedures that EISD has established for all district and campus level planning and decision making.

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

Tarrant County College (TCC) and Everman ISD (EISD) have each designated an ECHS Liaison with time dedicated solely to the early college program. The liaisons have been instrumental in coordinating the efforts of the educational institutions to formalize procedures and structures that enable the implementation of a successful ECHS program. The EISD and TCC administrators have been involved every phase of the planning and the implementation of the ECHS. During the planning process, the Liaisons identified key individuals who would be valuable in supporting the ECHS. They developed a communication strategy of sending meeting minutes to these key stakeholders after each meeting to keep them informed of the program implementation efforts. The TCC Liaison created a schedule for holding public meetings, publishing news articles and community flyers, and for developing a webpage for the ECHS on the district and community college websites to ensure information is shared with key stakeholders throughout the planning and implementation process. The Liaisons attend all Advisory Team meetings to encourage the group to use feedback and data to identify issues and challenges and to guide the team in collaboratively finding solutions. The EISD Liaison meets with the ECHS Dean to provide information for the websites after each Advisory Team meeting. In addition, the Liaisons meet with the EISD and TCC administrators and educators as needed to facilitate buy-in and collaboration between the school district and college personnel. In addition, beginning in the 2015 -16 school year, bi-weekly meetings occur between the TCC Liaison, EISD Liaison, ECHS Dean, Assistant Superintendent of Curriculum & Instruction, and the Director of Secondary Instruction and CTE to consistently evaluate the program and make adjustments as necessary.

Is the IHE liaison working with other ECHS campuses?

- ☒ Yes ☐ No

Please list the other ECHS campuses the IHE liaison works with.

Fort Worth ISD ECHS began operation in 2015. In addition, the IHE is in cooperation with Crowley ISD, which is submitting a designation application for the 2016 -17 school year.

Which statement best represents the assignment of the ECHS teachers?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ Other

If other, please describe below:

Please describe the annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

The ECHS professional development plan has been designed to make each participant successful. Campus success will be a targeted focus of training in three areas that are fundamental to campus success – curriculum, leadership, and operations.

A. Curriculum: Training for educators including administrators will focus on developing content knowledge and instructional strategies in the individual's content area. Teachers who exceed expectations on district evaluations and meet criteria determined by the CIT (such as attendance in workshops, campus events, etc) will earn an incentive award to attend workshops or conferences that improve content knowledge and strategies and provide credentials to teach dual credit courses at the school. The educational plan that includes opening the school with 8th grade students allows teachers to complete credentials before the students enroll in dual credit coursed during high school.

B. Leadership: Each participant in the ECHS including students, parents, educators, and partner representatives will attend leadership training in Capturing Kids Hearts provided by Flippen professional development.

C. Operations: Professional development days will be scheduled for teachers, faculty and administrators to work together to design the most efficient and effective school schedules, policies, and procedures. The Campus Improvement Team that includes representatives from each participant group will review and approve recommendations of the team for presentation to the Superintendent and EISD School Board.

The educational plan of the ECHS is designed to provide each individual involved with the school (students, families, educators, community members, and partners) to develop a dream for future success and to develop strategies and access resources to meet their goals. The future of the community and state is based on the success of schools to prepare high need youth to enter and succeed in college. The ECHS will play an important role in preparing students to set and reach postsecondary education goals to find employment in a high demand profession of the DFW region.

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☐ Other

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

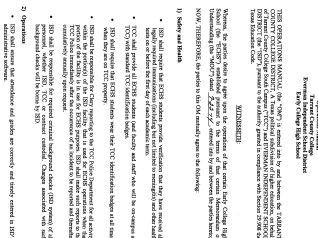
Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

- Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.
- ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.
- ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU

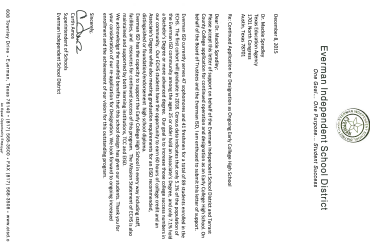


Status

☒ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from District #1



Status

☒ Final ☐ Draft

Expected date for final draft:

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from District #3

Doc_LoSDist1_Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

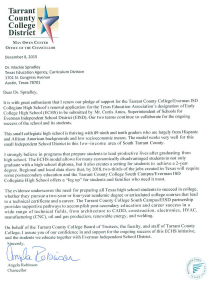
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

(mm/dd/yyyy)

Letter of Support from IHE Partner #1



Status
☒ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from IHE Partner #3

Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Other Supporting Documents

2020 - Everman Collegiate High School 2019-2020											
All Required Documents (All to be filled in by the School)											
Document	Date	Status	Comments	District	IHE Partner #1	IHE Partner #2	IHE Partner #3	Other Supporting Documents	Other Supporting Documents	Other Supporting Documents	Other Supporting Documents
Letter of Support from District #3											
Letter of Support from IHE Partner #1											
Letter of Support from IHE Partner #2											
Letter of Support from IHE Partner #3											
Other Supporting Documents											