



## **Full Application for ECHS Designation**

**ECHS Academy: Franklin D. Roosevelt H-TECH at El Centro  
College Health and Technology ECHS**

**2017-2018**

## **Contents**

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 2](#)

[Benchmark 3](#)

[Benchmark 4](#)

[Benchmark 5](#)

[Benchmark 6](#)

[Documents](#)

## Part 1: Provisions and Assurances

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.

### 1.1 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 students, and Hispanic students).
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.

### 1.2 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.

### 1.3 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 publicly available.

### 1.4 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 associate's 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 associate's 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.

### 1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §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 associate's 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. 
  - 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.
  - The ECHS shall report to TEA the dates the TSI is administered.
  - 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.

## **1.6 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;
  - 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.

## Part 2: Contact Information

### 2.1 ECHS Academy

**ECHS Academy Name:**

Franklin D. Roosevelt H-TECH at El Centro College Health and Technology ECHS

**County District Campus Number:**

057905013

**County District Campus Number 2:**

**County District Campus Number 3:**

**This CDC number:**

Is shared with a comprehensive campus

**What is the 2016-2017 ECHS designation status of your campus?:**

N/A: Not designated.

**Mailing Address - Line 1:**

525 Bonnie View

**Mailing Address - Line 2:**

**City:**

Dallas

**State:**

Tx

**Zip Code:**

75203

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### 2.2 School District

**School District Name**

Dallas Independent School District

**Mailing Address - Line 1:**

3700 Ross Ave

**Mailing Address - Line 2:**

**Mailing City:**

Dallas

**State:**

Tx

**Mailing Zip Code:**

75204

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#### 2.2.a School District 2

**School District Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

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#### 2.2.b School District 3

**School District Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

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### 2.3 Primary Institution of Higher Education (IHE) Partner

<b>Partner Name:</b> El Centro College West Campus	<b>How many ECHS does this IHE partner with?</b> 6	
<b>Mailing Address - Line 1:</b> 3330 N. Hampton	<b>Mailing Address - Line 2:</b>	
<b>Mailing City:</b> Dallas	<b>State:</b> Tx	<b>Mailing Zip Code:</b> 75212

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### 2.3.a Secondary Institution of Higher Education (IHE) Partner

<b>Partner Name:</b>	<b>How many ECHS does this IHE partner with?</b>	
<b>Mailing Address - Line 1:</b>	<b>Mailing Address - Line 2:</b>	
<b>Mailing City:</b>	<b>State:</b> Tx	<b>Mailing Zip Code:</b>

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### 2.3.b Additional Institution of Higher Education (IHE) Partner

<b>Partner Name:</b>	<b>How many ECHS does this IHE partner with?</b>	
<b>Mailing Address - Line 1:</b>	<b>Mailing Address - Line 2:</b>	
<b>Mailing City:</b>	<b>State:</b> Tx	<b>Mailing Zip Code:</b>

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### 2.4 Education Service Center Region

**Education Service Center Region:** 10

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### 2.5 Person Completing this Application

<b>Title:</b> ECHS Director/Administrator	
<b>First Name:</b> LaKisha	<b>Last Name:</b> Morris
<b>Phone:</b> 972-925-6800	<b>Email:</b> lamorris@dallasisd.org

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## Part 2.a: School District Contact Information

### 2.6 ECHS Principal/Director

**Title:**

ECHS Director/Administrator

**First Name:**

LaKisha

**Phone:**

972-925-6800

**Last Name:**

Morris

**Email:**

bdeveaux@dallasisd.org

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### 2.7 Superintendent (District 1)

**Title:**

Superintendent of Schools

**First Name:**

Dr. Michael

**Phone:**

972-925-3700

**Last Name:**

Hinojosa

**Email:**

hinojosam@dallasisd.org

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### 2.7.a Superintendent (District 2)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

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### 2.7.b Superintendent (District 3)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

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## Part 2.b: Institution of Higher Education Contact Information

### 2.8 Institution of Higher Education Liaison

**Title:**

Executive Director

**First Name:**

Kathy

**Last Name:**

Acosta

**Phone Number:**

972-391-1409

**Email:**

KAcosta@dcccd.edu

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#### 2.8.a Institution of Higher Education Liaison (complete when there are two IHE partners)

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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#### 2.8.b Institution of Higher Education Liaison (complete when there are three IHE partners)

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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### 2.9 Authorized Institution of Higher Education Official

**Title:**

President

**First Name:**

Dr. Jose

**Last Name:**

Adames

**Phone Number:**

(214) 860-2000

**Email:**

Jadames@dcccd.edu

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**2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)**

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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**2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)**

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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### Part 3: Benchmarks

#### Benchmark 1 - Target Population

**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, put 0 (zero).**

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	0	0	0	0	0
2017-2018 projected enrollment	0	0	0	125	112	0	0	237

**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 place a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to TEA in the spring.

Demographics	Percent of High School Students in District (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	82.7	N/A	N/A	79.4
At-Risk	62.4	N/A	N/A	60.7
LEP	43.0	N/A	N/A	29.5
White	5.0	N/A	N/A	0
Hispanic or Latino	70.0	N/A	N/A	63.4
Black or African-American	22.0	N/A	N/A	36.6
First Generation College-Goers	N/A	N/A	N/A	55.4
Other	3.0	N/A	N/A	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.

<b>First generation college-goer</b>	<input checked="" type="checkbox"/>
<b>Hispanic or Latino</b>	<input checked="" type="checkbox"/>
<b>Black or African-American</b>	<input checked="" type="checkbox"/>
<b>Economically Disadvantaged</b>	<input checked="" type="checkbox"/>
<b>Other:</b>	English Language Learners

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

Roosevelt H-TECH at El Centro College developed a plan to recruit and enroll students in accordance the guidelines outlined in the ECHS Blueprint: Benchmark 1.

**Recruitment:**

The Roosevelt H-TECH recruitment process began with the develop of a calendar of events which consists of informational meetings in order to educate school leadership teams, scholars, parents and community members of the pathways offered and benefits of the H-TECH program. The process includes our IHE and industry partners which allows them to share ideas and inform the processes during our Steering and Advisory Board meetings. As a part of the 2017-2018 admission process, Roosevelt H-TECH will participate in Dallas Independent School District's annual recruitment fair for all 8 graders, Discover Dallas ISD on December 3, 2016. The Discover Dallas ISD Fair will provide an opportunity for 8th grade students and their parents to learn more about Roosevelt H-TECH pathways and admissions process. Additionally, Roosevelt H-TECH will host an Open House on December 6, 2016, where we will provide detailed information about the H-TECH program, provide onsite application assistance and allow time for questions and answers. We will also host an Open House at El Centro in January 2017 for our second round applicants. Roosevelt H-TECH team members will also visit district middle schools, provide information during feeder pattern elementary school assemblies and PTA meetings in order to market our program and recruit students who are at-risk, historically under-represented in higher education or first-generation college goers.

**Enrollment:**

The Roosevelt H-TECH enrollment process encourages all eighth graders to apply. The enrollment process includes an application, parent and student interviews, and a career/interest inventory. The applications are available online, therefore, in January we will host an Application Night to assist students and parents with completing applications, provide an opportunity for families to ask questions, and to conduct student interviews. This event will allow scholars to submit applications prior to the application deadline and support those families who do not have access to the technology required to complete the online application. The application is used to collect contact and demographic information to ensure equitable enrollment of students reflective of the targeted population. The career/interest inventory is used as a tool to align the scholar's career interest to a scholar's pathway. Additionally, the major role of the parent and student interviews is to begin to establish relationships between the scholar, parent, and ECHS staff members. NO STUDENT WILL BE DENIED ADMISSION BASED ON THE INTERVIEW.

The focus of the recruitment plan is to target first-generation college-goers, students who are historically under-represented in higher education and students who are at-risk according to PEIMS. Our goal is to enroll 75% of the incoming 9th grade cohort with students who reside in the Roosevelt Feeder Pattern Attendance Area. To achieve this goal, we will work closely with our feeder pattern middle school and provide information about our program during school and community events.

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

Roosevelt H-TECH team collaborated with IHE and Industry partners to ensure the development of the recruitment/enrollment processes and requirements are designed to adhere to the ECHS Blueprint. During the meetings, the recruitment plan was reviewed and the college and industry partners discussed their contribution to the process. Throughout the recruitment period enrollment processes are reviewed and feedback and data is collected to guide further revisions.

Roosevelt H-TECH's Leadership Team, Site Team, Steering Committee and Advisory Board meetings included time spent analyzing the recruitment and enrollment guidelines to ensure our plan for recruitment was implemented with fidelity. We were intentional with the recruitment process in order to educate and recruit students which mirror the demographics of our school community and focus on first-generation college students.

After we analyzed the recruitment and enrollment from the previous year, the following were refined to streamline the process:

- 1) The application documents will now be available online to all ECHS applicants in December 2016.
- 2) We will interview students and parents individually, to help give us a sense of the student and their family's academic, social and emotional history as well as help us identify the type of supports each student will need to help them be successful in this program.
- 3) Include a career/interest inventory to educate the student, parent, and Roosevelt H-TECH team about the student's interests and career pathway.
- 4) Roosevelt H-TECH will include a tracking system (Excel and Google Spreadsheets) to collect data weekly from the applications submitted and enrollment process.

**For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.**

STATUS: New Campus

## Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	1, 5, 6
Administration of statewide instruments under Subchapter B, Chapter 39	Attachment A 1, 2, 3
Grading periods and policies	Attachment A 4, 5,6
Courses of study	3,4
Curriculum alignment	3,4 Attachment A 4,5,6
Instructional materials	6
Instructional calendar	6
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	6
Student enrollment and attendance policies	1, 6 Attachment A 2, 3
Provisions for discontinuing ECHS operation (see next section for details)	7,8,9
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> <li>• Number of credit hours taken and earned</li> <li>• GPAs</li> <li>• State assessment results</li> <li>• SAT/ACT, PSAT scores</li> <li>• TSI readiness by grade level</li> <li>• Qualifications of ECHS staff</li> <li>• Location(s) where courses are taught</li> </ul>	Attachment A 1,2,3



Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	2, 5 Attachment A 5
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2, 3 Attachment A 4
Procedures for collecting and sharing student and teacher data	9, Attachment A 5
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	4
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	3,4
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> <li>• Articulation of high school students in four-year colleges/universities and level of entry</li> <li>• Enrollment/retention rates, leaver codes, and attrition rates, by grade level</li> <li>• Student participation in activities at IHE</li> </ul>	Attachment A 1-6

**For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.**

STATUS: New Campus

### Benchmark 3: P-16 Leadership Initiative

#### **P-16 Coordination & 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.**

August 25th (Site Team Meeting) ~ September 12th (Site Team Meeting) ~ September 30th (Steering Committee Meeting) ~ October 14th (Advisory Board Meeting) ~ October 28th (Steering Committee Meeting) ~ October 31st (Site Team Meeting) ~ November 4th (Steering Committee Meeting) ~ November 15 (Advisory Board Meeting) ~ December 5th (Site Team Meeting) ~ December 16th (Steering Committee Meeting)

Please list the names and titles of the group members. Fill all fields. Write "NA" if someone of a specified title is not a member of the leadership team.	
Title	Name
Superintendent	NA
Curriculum & Instruction or equivalent	Usamah Rodgers
ECHS principal or director	LaKisha Morris
IHE President	NA
IHE Provost	NA
Dean of college of Education	NA
ECHS Liaison	Kathy Acosta
Roosevelt Principal	Brian De Veaux
Executive Director	Harold Wright
Associate Dean- UT Southwestern	Stuart Ravnik
Director - UT Southwestern Medical Center	Thomas Spencer
Workplace Learning Coordinator	Ida Henry

**What are the functions of the group? Briefly summarize the role each member plays in the ECHS, topics/issues the group has addressed, decisions it has made, and accomplishments it is most proud of.**

The Steering committee for Roosevelt H-TECH at El Centro College is responsible for creating a shared vision for the school and helping to bring the vision to fruition by collaborating and building consensus among the partner organizations. The Steering Committee monitors the progress of the school, identifies opportunities to support it, and troubleshoots challenges as they arise. The Steering Committee includes representatives from each of the school's partners, including the principal, the school district, the College Partner (El Centro), the Employer Partner (UT Southwestern Medical and Bank of America).

The following topics have been discussed in leadership meetings:  
IHE Involvement/Visits  
Academic Mentorship  
Recruitment  
Enrollment

The leadership team has made the following decisions:  
Host parent university - to get parents involved and using a community outreach group to assist (Concelio)  
TSI - develop intervention plan, implement a boot camp, and cohort students to participate in a online intervention program (APEX)  
Academic Support - Members volunteered to stay after school for scholars to use the library to study  
Enrollment process - Host a application night to offer technology to parents and include the parents in the interview process  
Community Involvement - Our students participated in the STEM Expo, Alumni Community Walk to clean the neighborhood, and donated toys, clothes, and toiletries to local community center.

The leadership team is most proud of the following accomplishments:  
Parent Involvement increased (PTA meetings and Parent University)  
Increase attendance for tutoring  
Student of the Month  
A/B Honor Roll  
TSI Passing Rate  
Community Involvement

Members of the leadership committee include:

Member Name: Israel Cordero  
Team Role: Chief of Strategy Officer for the Dallas Independent School District-  
Responsibilities: Oversees strategic initiatives inclusive of the Early College and P-TECH programs, governance and external relations of the Dallas Independent School District.

Member Name: Harold Wright  
Team Role: Roosevelt, Lincoln, & Madison Feeder Pattern  
Responsibilities: Coordinates with ECHS Executive Director, School Leadership, principal and other collegiate team members; works directly with high schools to implement ECHS Blueprint.

Member Name: Usasmah Rodgers  
Team Role: Executive Director of Early College Programs  
Responsibilities: Supports all Collegiate and P-TECH Early College High schools in Dallas ISD to ensure programs are implemented with fidelity.

Member Name: Jeannette Papadopoulos  
Team Role: Director of Workplace Learning  
Responsibilities: Serves as a liaison for all Industry Partners and Workplace Learning Coordinators for all Dallas Independent School District P-TECH Early College High Schools.

Member Name: Kathy Acosta  
Team Role: IHE Liaison  
Responsibilities: Research and attend DISD Steering Committee and Advisory Board Meetings, collaborate with the ECHS director to coordinate rigorous curriculum, TSI prep, and college experiences, develop & coordinate student recruitment plan with ECHS Team, and communicate mission/vision to staff, faculty, and students

Member Name: LaKisha Morris  
Team Role: ECHS Administrator/Director  
Responsibilities: Plans curriculum offerings, master schedule, staffing, approves budget, and professional development, ensures campus compliance to academy guidelines, develop mission statement for all academies, coordinates with central office, and conducts information sessions with faculty and staff.

Member Name: Brian De Veaux  
Team Role: Campus Principal  
Responsibilities: Oversees the program, selects staff, approves budget, ensures campus compliance to academy guidelines, develop mission statement and ensure alignment of all schools systems and protocols.

Member Name: Ida Henry  
Team Role: Workplace Learning Coordinator Industry  
Responsibilities: Responsible for coordinating career development services for all students and for establishing and maintaining business/education partnerships to support ECHS/P-Tech school's mission of college and career readiness.

Member Name: Dewayne Johnson  
Team Role: ECHS Counselor  
Responsibilities: Will be the lead counselor for the ECHS students, provide an overview of the H-TEH ECHS and other programs prior to student registration, conduct student surveys (career cruising MS), schedule student cohorts, assist with college/career site visits and tours, build partnerships with colleges to support Roosevelt H-TECH at El Centro College.

**If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.**

The ECHS Leadership team has explored and identified sustainability structures to address and minimize the challenges of staff turnover. One such structure is to establish a clear interview process for existing staff who teach on the comprehensive side of the high school. The interview process includes clear expectations of potential time commitments (Saturday School and recruiting events) and commitment to the visions and goals of the ECHS. The ECHS should also be explicit in explaining that Master's Degrees are encouraged.

Other sustainability measures include culture and team building before the school year begins, all staff working during Summer Bridge, an in-school mentorship program, weekly team building through Professional Learning Communities, teacher spotlights and incentive-based class competitions.

**For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.**

STATUS: New Campus

## Benchmark 4: Curriculum and Support

### Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

#### Please indicate the endorsements that will be offered to students.

Roosevelt H-TECH students will earn endorsements in:

- STEM,
- Business and Industry or
- Public Service and Multidisciplinary Studies.

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

Associate's of Applied Science (AAS)

- 1) Management (AAS)
- 2) Internet Development Technologies (AAS)



**Please indicate the Level I and Level II certificates that will be offered to students.**

Students have the opportunity to earn the following Level I and Level II certificates:

- Supervisor Certificate
- Management Certificate
- Retail Mgmt Certificate
- Web Application Development Certificate
- Advanced Web Application Development Certificate

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

The Roosevelt H-TECH team meets frequently to review student data and monitor student progress. The Roosevelt H-TECH administrator and counselor frequently review information contained in the STARFISH and E-Campus databases. These two databases are utilized by El Centro College and provide an opportunity for H-TECH staff members to monitor student progress in college courses and review progress reports sent to students by professors. Roosevelt H-TECH staff members work collaboratively with our higher education partner to create systems and implement practices that provide the academic support necessary for student success.

The H-TECH administrator, counselor, and teachers monitor student progress using learning trackers which are spreadsheets that include student grades, attendance and dates of face-to-face student conferences. Data contained in the learning tracker is used to identify students who are in need of assistance and additional support. Listed below are some of the data tools which are utilized to monitor student progress:

- Student six-week grades monitored every two weeks
- Student six-week common assessment grades monitored with intervention plans
- Student e-campus grade(s) monitored every two weeks
- Student Profiles/Portfolio monitored every week in the Methods of Academic & Personal Success (MAPS) class
- TSI monitored each six weeks using a TSI tracker
- Fall/Spring ACP assessments
- STAAR - EOC exams
- Attendance monitored daily
- College Credits monitored every 6 weeks
- Academic/Behavior Contract for students and parents
- Intervention/Tutoring Letters
- Counselor's Four Year Plan

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

Franklin D. Roosevelt H-TECH at El Centro implemented several systems to support students academically and promote a personalized learning environment. Student progress is monitored every two weeks to determine what type of intervention is needed. The campus academic support plan includes tutoring before school, after school and on Saturday. The following information is utilized to identify students in need of additional support and required to attend tutorials:

- Progress report check for any grade(s) below 75 during the three week cycle
- Low grades reported on E-Campus and/or STARFISH (online progress report) every two weeks
- Failing common assessments
- Receiving a mandatory TSI letter and plan from counselors
- Placement on an Academic Contract by the administrator

The Roosevelt H-TECH team developed the following criteria for targeted TSI tutorials: TSI more than 10 points away from passing are assigned to Saturday School. In Saturday School, students are supported with APEX Learning (TSI online intervention) and English Language Arts/Writing stations. Methods of Academic & Personal Success (MAPS) and Advisory Period are an additional support for students. These courses were added to the master schedule to focus on soft skills for college, protocol for study hall and tutorial sessions, as well as serving as a resource for the core content teachers.

Our Workplace Coordinator also works with our students and developed individualized learning plans for each student within our H-TECH program. Roosevelt H-TECH students meet with college advisors and H-TECH Counselor to discuss academic plans and interventions every three weeks. In addition, the counselor meets with students every three weeks to discuss grades and other academic issues. During this time, students will conference about requirements and duties for their degree plan as well. IHE instructors will collaborate with counselors about student academic success. The Industry partners will collaborate with our Workplace Coordinator and ECHS team during Skill Mapping sessions to plan projects and mentor scholars on their pathway plans.

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

Roosevelt H-TECH provides social and emotional support for students through student success workshops, ECHS Monday Huddles with administration, as well as support services provided by our IHE and industry partners. During ECHS Monday Huddles, The 7 Habits of Highly Effective Teens will be used to facilitate group discussions. Students also have the opportunity to participate in study groups, book clubs, and organizations for career and academic support.

Parental involvement and support is another essential component of our plan for student success. We ask parents to attend an orientation session upon student's enrollment in the H-TECH program. We also host parent meetings, send electronic newsletters, and utilize Remind 101 (email/text notification) throughout the school year to disseminate important information and assist parents with nurturing and supporting our students.

Furthermore, the H-TECH counselor is dedicated 100% to the program and conducts individual and group counseling sessions to address any social or emotional challenges students may experience. Students also have access to IHE services for academic and emotional support. Additionally, Roosevelt H-TECH implemented a mentoring program with Industry Partners and community members to provide support to small groups of students.

**For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.**

STATUS: New Campus

## Benchmark 5: Academic Rigor and Readiness

**Please list TSI administration dates provided during the past school year.**

July 2016, September 15, 2016, December 16, 2016

**Please list the dates that the TSI will be administered in the coming school year.**

December 16, 2016, February 2017, May 2017

**Is the ECHS a TSI assessment site or does the IHE administer the TSI?**

IHE administers the TSI

**Please describe the ECHS's plan for TSI success, including 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.**

Roosevelt H-TECH developed the following to assist students with successfully meeting the TSI passing standard:

After initial acceptance into the ECHS the Roosevelt H-TECH Leadership team will work collaboratively with the reading teachers at the feeder pattern middle school to incorporate TSI reading strategies into daily instruction for 8th grade students.

TSI Saturday School will be implemented prior to Summer Bridge 2017 and during Summer Bridge to support success on TSI Reading.

Summer Bridge 2017 will focus on prepping the students in the Class of 2021 to prepare for TSI Reading.

Summer Bridge 2017 prep sessions will be extended to include students from the Class of 2020 cohort who are not yet met in reading.

Advisory period is built into the ECHS master schedule to provide study groups with targeted focus for TSI

Scholars scores that are 340-350 will be targeted to re-test in October (Saturday School Intervention offered on the following dates: Oct. 22nd, Oct. 28th, Nov. 12th, and Dec. 3rd)

Intervention:

~ APEX LEARNING – Students with scores lower than 340 will be assigned APEX TSI prep. A student/parent contract will be distributed to those students this week by the collegiate counselor. Students are required to dedicate 1 hour to prep for the TSI reading tutorial. Students must complete all 9 modules during the month of October. Tentative Test Date December 2016.

Students will be placed in targeted intervention groups based upon the areas most in need of acceleration. The interventions will be structured based upon the following:

- Literary Analysis
- Main Idea and Supporting Details
- Inferencing
- Author's Use of Language

TSI Writing Preparation/Academic Interventions:

Students who have passed TSI-Reading will participate in TSI writing preparation sessions during afterschool and Saturday prep sessions.

Saturday prep sessions will be implemented in the fall of the school year for those students who met the TSI requirement for Reading during summer bridge sessions.

Summer Bridge sessions will be implemented for the Class of 2020 cohort students who have completed Algebra II but have not passed TSI Math.

TSI Math Preparation/Academic Interventions:

Students who are TSI met in Reading/Writing will be targeted for TSI math preparation beginning in the spring.

Saturday prep sessions will be implemented in the spring semester of each school year for those students who are enrolled in Algebra II.

Summer Bridge sessions will be implemented for the Class of 2020 cohort students who have completed Algebra II but not met in TSI Math.

Students who do not meet TSI requirements are enrolled in APEX Learning online program. Students will be placed in targeted intervention groups based on area of highest critical need.

The following areas will be the focus during the intervention period:

- Elementary Algebra Functions
- Intermediate Algebra Functions
- Geometry & Measurement
- Data Analysis, Statistics, and Probability

Each incoming Freshman will be enrolled in M.A.P.S. course. The M.A.P.S. course helps prepare students for the TSI exam by focusing on the four components and exposing students to ACT/SAT academic vocabulary. Students create a portfolio to track their deficits in the four TSI tested areas. Students will improve understanding of vocabulary used on TSI exam by creating an interactive notebook in MAPS.

**For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.**

STATUS: New Campus

## Benchmark 6: School Design

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

Not located on a college campus:

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 curriculum plan) within a larger high school

### 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."

Roosevelt H-TECH and El Centro meets every 3rd Thursday of the Month during Steering Committee meeting to discuss opportunities for ECHS students to access the IHE academic and support facilities. The following activities have occurred and are planned:

- May 2017 (Signing Day at El Centro) - scholars and parents attended to enroll into college, take badge pictures, attend orientation, and tour the campus
- July 2017 (TSI Reading Testing) - scholars took their TSI testing in the computer lab on IHE campus
- November 2017 (Lab Tours) - scholars will visit campus and have class in the labs provided on the IHE campus
- November 2017 (ID Badges) - scholars enrolled in SPRING courses go to campus to take pictures for IHE badges
- December 2017 (Sports Event)
- January 2018 (Cultural Activity/Event)



## 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 ECHS administrator is 100% dedicated to the ECHS. All duties and responsibilities are for the ECHS and because we are a school within a school deliberate collaboration with the high school principal is necessary.

### Scheduling:

The ECHS director collaborated with the principal of Pinkston High School to create a master schedule that could accommodate the needs of the ECHS as well as the comprehensive program. The ECHS follows the same school day schedule as the comprehensive program and participates in elective courses offered through the comprehensive program.

### Hiring:

The ECHS director consulted with principal of Pinkston High School with all hiring decisions. The ECHS director was responsible for interviewing and recommending qualified candidates, however, the ECHS director requested input and advice from comprehensive principal.

### Budgeting:

The ECHS director manages the budget for the ECHS, however, the ECHS director consults with the comprehensive principal and office manager prior to making purchases.

**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.**

### IHE Liaison Roles and Responsibilities:

- Oversees implementation and operation of the ECHS program at the college campus.
- Provides scheduling assistance for college course sections for ECHS, ensuring ECHS faculty/section correspondences and working with college departments to ensure continuity of faculty assignments.
- Ensures college faculties are in compliance with ISD requirements as well as college guidelines prior to being sent to teach on an ECHS campus.
- Provides all pre-enrollment services for ECHS students (admissions to graduation); manages college resources to deliver services to ECHS students.
- Coordinates campus orientations and support services to college faculty teaching at the ECHS.
- Serves as a resource for ISD district guidance and counseling to facilitate student enrollment in the ECHS.
- Oversees provision of student support services, including on-site academic testing when available to ECHS students.
- Assists high school staff with logistics related to college textbooks and other college materials.
- Guides collaborative efforts to support effective delivery of services between the ISD and IHE.
- Advises college on matters regarding assigned programs/services; and provides information including data sharing, advice, and documents to the staff, administrators, and others as necessary.
- Serves on the ECHS Steering Committee as well as hosts the meetings on the college campus.
- Coordinates ECHS and college meetings to discuss needs, facilities, MOUs, and any other pertinent issues that apply to the day-to-day operation of the early college program.

**Is the IHE liaison working with other ECHS campuses?**

Yes

**If "Yes," please list the other ECHS campuses the IHE liaison works with.**

All of the following are Dallas ISD schools:

1. Madison P-TECH
2. Pinkston H-TECH
3. Lincoln B-TECH
4. Adamson P-TECH

**Which statement best reflects the assignment of the ECHS teachers?**

The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teaching only ECHS students in all core courses.

**Please describe the ECHS's 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.**

Franklin D. Roosevelt H-TECH at El Centro College professional development plan was developed for teachers through collaboration with IHE and industry partners. The ECHS professional development plan is given through professional learning communities. The ECHS director conducts weekly professional learning community (PLC) meetings in collaboration with the ECHS teachers. The focus of the PLC varies weekly but focuses on student data and the common instructional framework. The PLC focuses on improving instructional practices and developing systems of support for students (academic, behavioral and social-emotional). The ECHS teachers bring student artifacts of strategies that are currently being implemented as a campus to discuss successes and challenges. For example, our current focus is teacher and student questioning. Teachers are responsible for conducting learning walks to collect data of level 1, 2, and 3 questions students and teachers are asking during their 20 minute visit. The data is collected during PLC and as a group, we share successes and troubleshoot any challenges.

The ECHS staff also are asked to conduct learning walks (peer observations) to observe best practices at the campus. ECHS staff members are encouraged to attend a college class to familiarize themselves with the expectations our students will encounter when sitting in a college course. Teachers meet district professional development requirements in ECHS-only professional development. Because of the size of our district, we are afforded this unique opportunity where teachers receive the required pedagogy and content training with other ECHS teachers.

The ECHS director provides observations and follows up with feedback sessions on instructional strategies discussed in the PLC.

Listed below are planned professional development activities:

Instructional Rounds: Curriculum: Acceleration vs. Remediation  
Key components: compacting curriculum with CCCR  
Audience: Central and Campus leadership

PD Session: ECHS Counselors Workshop  
Key components: Focus on counselor needs in this unique role  
Audience: ECHS Counselors

Site Visits: Small Group Site Visit  
Key components: 3 hour blocks on each campus  
Audience: Campus leadership

PD Session: Intro to Common Instructional Framework Training  
Key components: Writing to Learn and Collaborative Group Work and Habits of Mind  
Audience: 4 schools per day, Campus Leadership and Collegiate Teachers

**Which statement best reflects the enrollment policies regarding ECHS students?**

The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

**For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.**

STATUS: New Campus

## Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.

**Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 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 2017 school year.

Attached	Status	Expected Date for Final (if draft)
<a href="#">View Uploaded Document</a>	Draft	01/20/2017


**ECHS recruitment and enrolment documents:** Written policies, application and evaluation documents, etc.

Attached	Status	Expected Date for Final (if draft)
<a href="#">View Uploaded Document</a>	Final	N/A


**ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
<a href="#">View Uploaded Document</a>	Final	N/A

**ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

**ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

**IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)
<a href="#">View Uploaded Document</a>	Final	N/A

**IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)
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Not submitted

N/A

**IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

**Attached**

**Status**

**Expected Date for Final (if draft)**



Not submitted

N/A

**Other Supporting Document:** The ECHS may upload one additional supporting document.

**Attached**

**Status**

**Expected Date for Final (if draft)**

[View Uploaded Document](#)

Submitted

N/A