



Abbreviated Application for ECHS Designation

**ECHS Academy: W.W. Samuell High School
(Previously Designated)**

2017-2018

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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:

W.W. Samuell High School

County District Campus Number 2:

County District Campus Number:

057905014

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?:

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

8928 Palisade Dr

Mailing Address - Line 2:

City:

Dallas

State:

Tx

Zip Code:

75217

2.2 School District

School District Name

Dallas ISD

Mailing Address - Line 1:

3700 Ross Avenue

Mailing Address - Line 2:

Mailing City:

Dallas

State:

Tx

Mailing Zip Code:

75204

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name: Eastfield College, Dallas Community College District	How many ECHS does this IHE partner with? 4	
Mailing Address - Line 1: 3737 Motley Dr.	Mailing Address - Line 2:	
Mailing City: Mesquite	State: Tx	Mailing Zip Code: 75150

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 10

2.5 Person Completing this Application

Title: Assistant Principal	
First Name: Nooraaney	Last Name: Sattar
Phone: 972-892-5225	Email: nsattar@dallasisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Jennifer

Phone:

972-892-5100

Last Name:

Tecklenburg

Email:

JTeck055@dallasisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Michael

Phone:

(972) 925-3220

Last Name:

Hinojosa

Email:

HINOJOSAM@dallasisd.org

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Associate Dean

First Name:

Janice

Last Name:

Hicks

Phone Number:

972-860-7296

Email:

jmhicks@dcccd.edu

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

Title:

First Name:

Last Name:

Phone Number:

Email:

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

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

Jean Conway

Last Name:

Conway

Phone Number:

972-860-7001

Email:

jconway@dcccd.edu

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

Title:

First Name:

Last Name:

Phone Number:

Email:

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

Title:

First Name:

Last Name:

Phone Number:

Email:

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	93	117	79	48	337
2017-2018 projected enrollment	0	0	0	125	95	117	79	416

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	89.6	0	0	95.7
At-Risk	64.2	0	0	54.3
LEP	43.1	0	0	27.3
White	4.7	0	0	1.2
Hispanic or Latino	70.4	0	0	80.7
Black or African-American	22.6	0	0	17.8
First Generation College-Goers	N/A	N/A	N/A	95
Other	2.4	0	0	.61

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	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>
Black or African-American	<input checked="" type="checkbox"/>
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	LEP

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.

We recruit from schools across Dallas ISD but we focus on schools within the Pleasant Grove area of the city. The student body of schools in this area are majority at-risk students (Low SES, LEP). We recruit students who will be the first person to attend college in their family. We focus on personal characteristics such as motivation and grit rather than academic achievement. We work closely with AVID teachers in our feeder Middle schools to recruit AVID students.

October - November: Visit Middle Schools, Eastfield College holds College fair and open house

November - January: Visit Middle Schools, Attend Dallas ISD High School fair, Hold Open Houses

December - February: Application period opens, Visit middle schools to hold application sessions.

December - March: Application Review, Student and Parent Interviews

Students who go through the interview process fall into three categories. Accepted, Wait Listed and Not-Accepted.

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

The recruitment and enrollment processes and requirements were developed in collaboration with the ECHS Advisory Council, campus staff, our feeder middle schools and current students. The enrollment process and requirements are assessed annually based on staff, student and community feedback. Adjustments are made to modify the enrollment process in order to make it easier for families to access the EC option. For example, this school year the enrollment forms were placed online in English and Spanish and the number of questions asked was reduced. Recruitment was expanded this year to include a greater number of schools. Our Early college sent teams to recruitment events across the city. Promotional materials explaining the benefits of the Early College model were developed and distributed widely. The promotional materials were developed by campus staff based on feedback from students and the community.

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: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

- Students are admitted on a performance-blind basis. We recruit and enroll subpopulations in addition to those identified as at-risk. Recruitment and Enrollment practices are clearly documented.
- We recruit first generation college goers, students of low SES and African American and Hispanic students.
- Recruitment and enrollment policies are documented.
- The recruitment and enrollment procedures (marketing materials, timelines etc.) are developed in collaboration with staff, students, feeder pattern schools and community partners.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

STEM, Arts and Humanities, Multidisciplinary Studies

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

Associates of Science Degree

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

n/a

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

We track student progress using a Google spreadsheet that contains student information such as TSI test scores, EOC Test scores, probation status, Dual credit classes, Dual Credit Hours, College Acceptances and Scholarships earned. This data is used by teachers, counselors and administrators to tailor interventions for each student and to ensure that every student is on track to graduate core complete and with an Associates degree. In addition, teachers in each content area track student performance in each TEKS and provide interventions based on student performance. Struggling students are assigned to a mentor teacher. Data conferences are held every six weeks between the ECHS administrator, instructional coach and teacher to discuss general and specific student performance. Parent conferences are held for students who are struggling. We work closely with the college advisers to streamline scheduling, progress reporting and data analysis.

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

Students are given access to several types of support. They have access to in person tutorials delivered by campus staff and online resources (such Khan Academy which offers personalized tutorials based on student performance on the PSAT) In addition to meeting with students regularly to discuss student academic plans and progress towards completion, Early college counselors lead small group sessions that focus on study skills in specific content area classes.

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

Students have access to two counselors and the ECHS Coordinator who provide social and emotional support individually or in small group settings. All staff are trained to communicate concerns they have about students who may be struggling socially and emotionally with ECHS administrators and counselors. Staff members maintain regular communication with parents. Students are encouraged to participate in extracurricular activities.

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: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

We graduate most of our students with either an associate's degree, 60 semester credit hours towards a bachelor's degree and with the entire THECB core curriculum completed; and with at least 30 semester credit hours toward a baccalaureate degree. Student data is reviewed every 6 weeks in order to identify strengths and weaknesses and to develop intervention plans. Our students are required to participate in community service. We provide regular college awareness, Application assistance, Financial aid counseling and college and career counseling to current students and families through our regular classes and in collaboration with our community partner Education is Freedom.

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)
View Uploaded Document	Final	N/A

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

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	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