



Full Application for ECHS Designation

**ECHS Academy: Career and Technical Education Early
College High School - Spruce**

(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:

Career and Technical Education Early College High School - Spruce

County District Campus Number:

057905017

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?:

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

9733 Old Seagoville Rd.

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 Ave.

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	Mailing Address - Line 1: 3737 Motley Dr.	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 3
Mailing City: Mesquite	State: Tx	Mailing Zip Code: 75150	

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

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

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

Partner Name:	Mailing Address - Line 1:	Mailing Address - Line 2:	How many ECHS does this IHE partner with?
	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: Program Coordinator	Last Name: Burleson
First Name: Rachel	Email: rburleson@dallasisd.org
Phone: 972-892-5500	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Assistant Principal

First Name:

Alan

Phone:

972-892-5500

Last Name:

Varney

Email:

avarney@dallasisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Michael

Phone:

972-925-3700

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:

Associate Vice President

First Name:

Kimberly

Last Name:

Lowry

Phone Number:

972-860-7028

Email:

kimberlylowry@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	63	60	0	0	123
2017-2018 projected enrollment	0	0	0	65	63	60	0	188

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	85	0	0	89
At-Risk	61	0	0	62
LEP	25	0	0	59
White	5	0	0	2
Hispanic or Latino	70	0	0	88
Black or African-American	22	0	0	10
First Generation College-Goers	N/A	N/A	N/A	93
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	<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:	

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.

The recruitment and enrollment processes and requirements used by Eastfield College Career and Technical Education Early College High School at H. Grady Spruce (CTE ECHS) are designed to serve students who are historically under-represented in higher education. The campus currently serves students in grades 9 and 10, with intent to expand through grade 12 by 2019. Eastfield College CTE ECHS recruitment efforts are designed to reflect the student demographics of the comprehensive high school and Dallas ISD, as well as serve an equitable number of at-risk students.

Each fall prior to the next school year, Eastfield College CTE ECHS personnel coordinate outreach and awareness activities to identify and recruit potential students for enrollment, affirming equitable access to at-risk students, as well as populations of students historically under-represented in higher education, such as those who are first generation college students, of low socio-economic status, African American, Hispanic and of limited English proficiency. Outreach efforts will include the Eastfield College CTE ECHS Principal, Assistant Principal, Program Coordinator, Counselor, and Eastfield College representatives meeting with key personnel of community organizations, youth-oriented agencies, key members of the school district, and at middle-schools where potential enrollees are present. These activities and meetings are designed to provide information for potential students and parents and include classroom and school-wide informational presentations, college campus tours and specialized events, lunch hour visits with middle school students at informational tables, Open Houses, and presentations at Parent-Teacher Association/Organization (PTA/PTO). Furthermore, middle school principals, assistant principals, counselors, and teachers are provided with informational sessions, vertical meetings, and on-going outreach by the CTE ECHS to help educate and promote the program. Scheduled activities will include the Eastfield College CTE ECHS mission, goals, scope, academic program offerings, completion, and eligibility requirements for enrollment and the application process for admission. To minimize barriers in communication, program information will be disseminated in both English and Spanish.

A strategic application process will allow the Eastfield College CTE ECHS personnel to determine the eligibility of each applicant and gauge alignment of each student's career and educational goals with the goals and proposed outcomes for the CTE ECHS. In selecting eligible students, the application for enrollment packet will require prospective students to provide information necessary to determine eligibility, including address to verify the student is living within the district boundaries, grade level, and demographic information. Eastfield College CTE ECHS does not consider state and local assessment scores, grades, GPA, disciplinary history, nor teacher recommendations to determine eligibility.

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

The Eastfield College CTE ECHS staff and leadership team analyzed and evaluated the trends and challenges that occurred in the previous year's recruitment process, the identification of targeted student populations, the selection process, student enrollment, participation, as well as academic and social performance. A report documenting the recruitment and enrollment process was created, outcomes and findings were reviewed, and recommendations for improvement were given. This review process allowed us to focus our recruitment efforts to create a program more reflective of our comprehensive campus populations. As we analyzed enrollment trends and current student academic and socio-emotional success, we found it was better to focus our recruitment efforts to our feeder schools and surrounding areas. Applicants, districtwide, are accepted, stressing to all applicants and guardians the importance of time and commitment to the Eastfield College CTE ECHS program.

In accordance with the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) requirements, the annual recruitment and enrollment reviews, data, and modifications will be reported and made available to TEA and THECB. Additionally, any modifications approved by the CTE ECHS leadership team will be documented in the Eastfield College CTE ECHS policy and procedures manual as well as where applicable in the Memorandum of Understanding between the independent school district and the college partners

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

In addition to meeting the initiating criteria, our ECHS does not exclude nor discourage the enrollment of any subpopulation of at-risk students. We work with our feeder elementary and middle schools to identify and recruit at-risk and historically underrepresented student groups in college courses, as well as to educate and inform parents, students, school personnel, and community members about the ECHS program. Recruitment and enrollment practices are reviewed and refined annually by our Leadership Team and Advisory Board, data is made available to all stakeholders, and input is welcomed and encouraged.

Plans to develop our ECHS program beyond implementation include further analysis of our subpopulations. Currently, we meet or exceed our district's proportional demographic representation in all subpopulations and of at-risk and economically disadvantaged students. However, our African American representation is significantly lower compared to our district. Recruitment efforts are currently being made to increase enrollment of our African American students (considering current male and female enrollment) to better represent district and comprehensive high school demographics in order to serve and more closely reflect our local community.

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	9-10
Administration of statewide instruments under Subchapter B, Chapter 39	17-21
Grading periods and policies	23
Courses of study	28-31
Curriculum alignment	4-5
Instructional materials	10
Instructional calendar	11
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	10
Student enrollment and attendance policies	11
Provisions for discontinuing ECHS operation (see next section for details)	13
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught 	17-22

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	23-24
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	5,8
Procedures for collecting and sharing student and teacher data	5-6
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	22
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	25
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE 	4,25

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

The Eastfield College CTE ECHS has met the criteria for all required and highly recommended MOU topics. Plans to develop the MOU to an exemplar level include drafting the MOU based on the TEA blueprint and ensuring our program meets all requirements and is stated such on the next draft of the MOU.

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.

10/14/15, 11/11/15, 12/17/15, 1/13/16, 2/10/16, 3/9/16, 4/13/16, 6/7/16

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	N/A
Curriculum & Instruction or equivalent	Linda Johnson
ECHS principal or director	Alan Varney
IHE President	Jean Conway
IHE Provost	Michael Gutierrez
Dean of college of Education	Kimberly Lowery
ECHS Liaison	Janice Hicks
Spruce High School Principal	Danielle Petters
Dallas ISD CTE Director	Richard Grimsley
Deputy Chief of School Leadership	Brian Lusk
Chief Strategy Officer	Israel Cordero

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.

Planning and implementation of the CTE ECHS was initiated by the Superintendent's designee, IHE President and Provost, as well as the Director of Curriculum and Instruction and the Director of Career and Technical Education. They are responsible for all budget and fiscal decisions, development and submission of contracts, agreements, and performance reports to the governance of each entity, site development and expansion, as well as hiring and supervision of the principal/director of the CTE ECHS. Campus-based team members provide insight to daily operational procedures and advocate for campus needs.

As a newly designated ECHS, the main issues addressed by the Advisory Board focused on allocating space within the school, determining and purchasing technology needs based on the chosen pathways, updating classroom furniture and technology, and providing materials needed for a successful launch of the program. The Advisory Board worked collaboratively to review the MOU, made necessary revisions and submitted the revised MOU to the governing board of each entity for approval prior to implementation.

Currently, the Advisory Board is working to evaluate current pathways and determine additional pathways to be included in the program that would be beneficial to the comprehensive high school as well as the community. A plan to include Auto Body Collision Repair as a CTE ECHS pathway is being developed for the upcoming school year. Current building schematics were reviewed and improvement plans have been set in place to upgrade the current facilities, as well as including future plans for a new CTE building that will house the CTE ECHS.

Among many accomplishments, the board is most proud of achieving the designation of the first CTE ECHS in not only Dallas ISD, but in all of North Texas. It is an accomplishment not only for the Dallas ISD and Eastfield College, but speaks to the commitment and dedication to serving the local community. Additional accomplishments include professional development opportunities to support teachers in using the common instructional framework as well as TSI success strategies, and allocating monies to build a new CTE center for the ECHS.

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

Strategic hiring practices will be utilized by the CTE ECHS, in collaboration with Eastfield College, to ensure sustainability and minimize the challenges of staff turnover. Candidates will be screened carefully, giving preference to those holding or pursuing a master's degree in their field. Eastfield College will review candidate credentials to ensure they meet academic credentialing requirements and will be capable of assuming dual credit instruction as needed.

On-going professional development, mentoring, instructional coaching, and collaboration opportunities are some of the structures in place that will help reduce turnover, as well as low student-teacher ratios. Teachers are also encouraged to attend regional and national professional conferences, with registration and travel expenses paid for by the CTE ECHS.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

During the Initiating phase, the CTE ECHS had a Design Team in place that meet a minimum of once per month for the purpose of planning. The Design Team has since been replaced with an Leadership Team that meets once a month, with minutes and agendas made available. High-level district personnel with decision-making authority are invited, with district representatives in attendance to report outcomes of each meetings. Our Leadership Team works to identify key members necessary to the implementation and sustainability of our ECHS program, including a shared responsibility for reporting data, highlighting successes and providing improvement plans. Furthermore, they make suggestions to the Advisory Board during the annual review and revision of the MOU.

As our district moves to expand ECHS offerings at other campuses, the Advisory Board will take more of a systematic approach to the development, initiation, and implementation of the ECHS programs with monthly meetings needed to sustain these programs on such a large scale. Discussions are currently in place to address dual credit certification needs. The Advisory Board and Leadership Teams are working toward ways to support teachers and staff as they move toward dual credit certification, thus addressing and working toward minimizing staff turnover.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Business and industry

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

Associates Degree in Applied Science

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

Level I and Level II certificates in the following CTE pathways:

- Computer Aided Draft and Design
- Heating, Ventilation and Refrigeration
- Digital Multimedia
- Mechatronics (Advance Manufacturing)

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

In order to ensure success for our at-risk students, Eastfield College CTE ECHS provides a strong foundation of academic support. The ECHS monitors student progress every three weeks and uses student data to support academic success based on the career and technical program choice. The campus administrator, counselor, and teachers, in collaboration with Eastfield College, monitor student progress using learning trackers such as spreadsheets with student grades, logs during student conferences, and data from multiple assessment tools such as EOC exams, fall and spring ACP assessments, and TSI. Data from the learning trackers help identify students who are struggling and in need of interventions. Weekly intervention meetings are held to address student concerns. During these meetings ECHS teachers and staff review student data, interventions are established and recorded in a shared file, and progress monitoring is ongoing. Parents are contacted to discuss academic progress and parent conferences are scheduled as needed. In addition, attendance is monitored daily and parents are contacted if a concern arises. The high school counselor and academic advisor work collaboratively to review high school and college credits at the end of each semester, and GPA is reviewed every six weeks. The counselor and advisor also meet with struggling students and their parents to inform them of their academic standing and provide available resources.

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

ECHS provides a course of study for students to complete their high school diploma requirements, Level I and Level II certification in their designated pathway, and up to 60 hours of college credit. The CTE ECHS offers four college pathways: Heating, Air Conditioning and Refrigeration, Computer-Aided Draft and Design, Digital Media, and Mechatronics. Numerous stakeholders, including the IHE partner and district partner collaborated to identify specific course that aligned to the college. A crosswalk was developed which identifies courses that students need to take every year at the high school and college level, in order to fulfill high school graduation requirements, as well as attain an Associate's Degree in Applied Sciences and certification. Alternative educational pathways are considered based on individual academic progress, credit and course completion, and the socio-emotional needs of each student.

All 9th graders entering the program will complete a fall semester "survey course" at the high school to allow them to explore each of the four CTE pathways prior to the official pathway selection process. Students will have opportunity to research each of the pathways as well as experience basic level student activities on the Eastfield campus with college instructors to help determine their career interests and strengths. ECHS students meet with college advisors and the ECHS counselor to discuss academic plans and interventions. Counselors will also meet with students each six weeks to discuss grades and other academic issues. During this time, students will conference about requirements for their degree plans as well. IHE Instructors will collaborate with counselors about student academic success.

In addition to support academic provided by the CTE ECHS personnel at the high school, ECHS students will also have access to the same academic support services as students on the college campus. Academic support services such as individual and group tutoring, online resources, library resources, pre-assessment activities, and intervention strategies will be available at the CTE ECHS campus, as well as the Eastfield campus, to encourage student use. TSI assessment fees, tuition and fees for dual credit courses, textbooks, and transportation services will also be provided at no cost.

The ECHS has also included parent involvement and collaboration as a means of personalizing and supporting the learning environment. Parents were given an annual calendar and parent involvement opportunities are provided each month in the form of conferences, parent meetings, college campus events, and outreach activities. Parents are also invited to intervention meetings as needed.

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

Social and emotional support activities, such as student success workshops, coaches, and counseling, as well as other support services, are available to all students enrolled in the Eastfield College CTE ECHS. CTE student clubs and organizations at both the high school and college campus are available to all students and advised by faculty and teachers of the ECHS for career and technical support. Parent involvement and support is an essential component for many ECHS students' success. As a result, participation in a student and parent orientation is required for new students upon enrollment. Additional parent meetings are organized throughout the school year to disseminate important information pertaining to the ECHS program and to provide support to parents of the ECHS students. Additionally, the high school counselor conducts individual and group counseling sessions to address any social or emotional challenges students may experience. Bi-weekly advisory periods have also been added to the master schedule. In these classes, the soft skills needed to succeed are addressed, such as interpersonal communication skills, character development and the importance of academic and personal grit. CTE ECHS students also have access to counseling services at the college campus, as well as career and course advising on an as-needed basis. The college Licensed Professional Counselor (LPC) is invited to the high school campus throughout the year to provide group presentations on stress management, balancing college life, and TSI test prep.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

Students have the potential to obtain up to 60 credit hours toward a baccalaureate degree, with each student receiving an individual completion plan reviewed at the end of each semester. Student progress is monitored weekly, grades are reviewed every six weeks and completion plans are modified as needed. Interventions are provided as needed with a progress monitoring system implemented. Social and emotional supports are in place for students, and parent outreach and involvement opportunities are developed.

Plans to move beyond the implementing phase of this benchmark include establishing a partnership with four year universities offering a BAAS in the chosen pathway and to educate and advise students and their families the options of continuing in that pathway. This will work to ensure that our ECHS graduates all students with at least 30 semester hours toward a BAAS. Furthermore, we are working toward reviewing and restructuring current pathway course crosswalks to ensure Level I and Level II certifications and the AAS can be obtained in four years while meeting all high school requirements. An advising plan is being developed to educate each individual student on the variety of career possibilities. Efforts will focus on smoothly transitioning students to four-year universities by supporting students during the application process, informing them of financial assistance, and offering college and career counseling.

Benchmark 5: Academic Rigor and Readiness

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

4/15/16, 4/22/16, 6/8/16, 6/9/16, 6/14/16, 6/15/16

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

4/13/17, 4/20/17, 6/21/17, 6/22/17

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.

Upon enrollment, each student will be expected to complete a Texas Success Initiative (TSI) assessment (as defined by TAC 4.53) before enrolling into a college level course. TSI assessments will only be administered after the student has been enrolled, but no later than, the student's ninth grade year. The assessment will enable the CTE ECHS personnel to design individual instructional plans and enable students to begin college courses based on their academic readiness. In accordance with the state mandate for all students planning to enroll in college level coursework, before completing the TSI assessment each CTE ECHS student will also be required to complete a Pre-Assessment. The Pre-Assessment activity will allow the student and the CTE ECHS administrative team to complete a diagnostic review, identify deficiencies, and develop a plan for intervention across the three areas of competency. Intervention activities will be incorporated and administered prior to each student's completion of the first TSI assessment and before students re-take an assessment. An intervention team, consisting of teachers, counselors and administrators, with consultation from the IHE, will give a diagnostic analysis of previous test results, conduct goal-setting conferences with individual students and implement an intervention plan consisting of mandatory tutoring before re-test. Intervention activities will include, but are not limited to, TSI web-based study applications, sample writing essays, practice tests, and sample questions provided by College Board specifically aligned with the TSI. Eastfield College will waive the fee for the first and second administration of the TSI. The CTE ECHS will budget for additional administration and will work with the Leadership Team and Advisory Board to create alternative methods of assisting struggling students to become qualified to take college level courses.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

Having met all initiating criteria, the CTE ECHS currently has a TSI timeline in place. Students are tested initially as a diagnostic. Preparation classes and interventions are in place. TSI data is reviewed, reported to TEA, and demographic disaggregation is utilized to refine intervention plans.

Current efforts are being made to make our comprehensive high school campus a TSI testing site which will allow us to refine the intervention process. Budget needs are being assessed. We are also considering alternatives for those students who cannot pass the TSI. Plans are being made to budget for developmental reading courses to ensure students are college ready by the 11th grade.

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."

Eastfield College CTE ECHS students have access to academic support services, such as individual and group tutoring, online resources, library resources, pre-assessment activities and intervention strategies will be available at the CTE ECHS location and college campus to encourage student success. Access to all college student education and supportive services (academic tutoring, library services, security, health services, social and academic support services, etc.) are available at no cost to the student or independent school district. Students are provided with transportation to the secondary location (Eastfield College) for the participation in academic, social and emotional services at least, but not limited to, six times per academic school year during 9th and 10th grade enrollment which they receive at the high school campus. Within the first three years of operation, the CTE ECHS will operate at both the primary and secondary locations simultaneously. Eastfield College has agreed to provide faculty to assist with teaching the CTE dual credit courses, as needed.

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.

Per the ILA/MOU between institutions, the CTE principal, within the rules and guidelines established by THECB, TEA, Dallas ISD, and DCCCD, and in collaboration with the Institution of Higher Education (IHE) Liaison, will have the authority to implement governance: staffing, budget, student assessment, curriculum and scheduling, professional development, access to school and student data for the CTE ECHS college students with permission of the college, and parent and community involvement consistent with the mission and needs of the school. The CTE ECHS principal will also report to Dallas ISD's Superintendent or his/her designee through the established Dallas ISD governance structure and will collaborate with the College President and the IHE Liaison on matters related to the CTE ECHS prior to final decisions being made. The CTE ECHS principal will be the primary contact of and spokesperson for the CTE ECHS with the community and college partners. Additional responsibilities include overseeing the comprehensive high school social studies department, as he previously worked as a social studies instructional coach and curriculum writer. He is also the administrator over the AVID program, as well as the Gifted and Talented and Advance Placement courses. It is the goal of the CTE ECHS to decrease additional responsibilities within the first four years of the CTE ECHS opening in order to have a dedicated CTE ECHS principal.

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.

Per the ILA/MOU between the institutions, the IHE liaison duties will include involving instructional deans and full-time faculty who are teaching in the appropriate disciplines in overseeing college course selection and implementation in the high schools. The IHE liaison will consult with the college faculty who are teaching ECHS students for feedback, suggestions, and to offer professional development, as well as act as the primary contact and representative for the College in regards to all things related to the CTE ECHS. The IHE liaison will ensure that the course guidelines are followed as well as apply the standards of expectation and assessment uniformly in all venues where the College offers courses. The IHE liaison will also ensure the following: All College Core Curriculum courses are available for the student's Individual Instruction Plan for Dual Credit; designate personnel to monitor the quality of instruction in order to assure compliance with the Course Articulation Agreement and the standards established by the State, applicable Accrediting Body, the College and Dallas ISD; and develop reports on the salaries to be paid of college instructors who teach college courses. The IHE liaison will participate in an advisory role in the selection of the CTE ECHS principal and provide vertical and horizontal articulation support with the CTE ECHS Leadership Team for the CTE ECHS students. The IHE Liaison will also be the contact point for the CTE ECHS administrative team and will meet weekly or as needed to address academic and scheduling concerns, plan for upcoming events and support TSI preparation, testing, and remediation.

Is the IHE liaison working with other ECHS campuses?

Yes

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

Samuell Early College High School
Seagoville P-Tech
Bryan Adams Collegiate Academy (applying this year for designation)

Which statement best reflects the assignment of the ECHS teachers?

The ECHS will employ highly qualified teachers who within four years will be reporting 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.

The annual professional development plan is designed to support continuous growth for all employees based upon diagnosed student needs from TSI assessments, academic performance reviews, evidence-based practices, and the goals of the college, independent school district, and respective governing boards for the CTE ECHS. The purpose of professional development for Eastfield College CTE ECHS will be to encourage improvement in job performance and organizational development that ultimately results in higher student achievement. All CTE ECHS personnel will participate in professional development activities imperative to each stage of program implementation, while reviewing student data to address specific needs and to help them progress toward program completion. Needs will be assessed and a professional development plan will be created and modified annually based on program needs, student achievement, TSI and other assessment data, and teacher, parent and student surveys. All CTE ECHS teachers will have the opportunity to attend AVID Summer Institute in order to teach and support the time-management and organization skills students will need to be successful in both their high school and college coursework, as well as how to increase the rigor in high schools coursework and utilize study skills needed to be successful in more challenging classes. In addition the CTE ECHS faculty will be expected to attend and implement professional development opportunities made available by the independent school district and the IHE, such as sessions on TSI preparation, dual credit courses and the common instructional framework.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core and elective 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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

We are currently within our initial four years and working toward all core teachers to be serving only ECHS students. We have all but two teachers serving only ECHS students. We will be at 100% next school year as we add a third cohort to our program. Our administrator and counselor are working toward non-ECHS duties being removed from their workload. All other implementing criteria have been met.

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


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)
View Uploaded Document	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)
View Uploaded Document	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)



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)



Not submitted

N/A