



## **Abbreviated Application for ECHS Designation**

**ECHS Academy: Everman Collegiate High School  
(Previously Designated)**

**2017-2018**

## **Contents**

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 4](#)

[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:**

Everman Collegiate High School

**County District Campus Number 2:**

**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:**

Everman Collegiate High School

**City:**

Everman, Texas

**Mailing Address - Line 2:**

1000 S. Race St.

**State:**

Tx

**County District Campus Number:**

220904001

**County District Campus Number 3:**

**Zip Code:**

76140

---

### 2.2 School District

**School District Name**

Everman ISD

**Mailing Address - Line 1:**

608 Townley Drive

**Mailing City:**

Everman, Texas

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

76140

---

#### 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

|   |   |                                   |
|---|---|-----------------------------------|
| <b>Partner Name:</b><br>Tarrant County College - South Campus | <b>How many ECHS does this IHE partner with?</b><br>3 |                                   |
| <b>Mailing Address - Line 1:</b><br>5301 Campus Drive         | <b>Mailing Address - Line 2:</b>                      |                                   |
| <b>Mailing City:</b><br>Ft. Worth                             | <b>State:</b><br>Tx                                   | <b>Mailing Zip Code:</b><br>76119 |

---

### 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><br>Tx                              | <b>Mailing Zip Code:</b> |

---

### 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><br>Tx                              | <b>Mailing Zip Code:</b> |

---

### 2.4 Education Service Center Region

**Education Service Center Region:** 11

---

### 2.5 Person Completing this Application

|  |                                   |
|--|-----------------------------------|
| <b>Title:</b><br>Assistant Superintendent - Curriculum & Instruction |                                   |
| <b>First Name:</b><br>Cathy  | <b>Last Name:</b><br>Sewell       |
| <b>Phone:</b><br>817-568-4003  | <b>Email:</b><br>csewell@eisd.org |

---

## Part 2.a: School District Contact Information

### 2.6 ECHS Principal/Director

**Title:**

Principal

**First Name:**

Melvin

**Phone:**

817-568-5200

**Last Name:**

Bedford

**Email:**

mbedford@eisd.org

---

### 2.7 Superintendent (District 1)

**Title:**

Superintendent

**First Name:**

Curtis

**Phone:**

817-568-3500

**Last Name:**

Amos

**Email:**

camos@eisd.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:**

Vice President of Academic Affairs,  
TCC South Campus

**First Name:**

Dana

**Last Name:**

Grove

**Phone Number:**

817-515-8223

**Email:**

dana.grove@tccd.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, TCC South Campus

**First Name:**

Peter Grant

**Last Name:**

Jordan

**Phone Number:**

(817)515-4501

**Email:**

peter.jordan@tccd.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   | 56  | 36   | 43   | 0    | 135              |
| 2017-2018 projected enrollment  | 0   | 0   | 0   | 60  | 56   | 36   | 43   | 195              |

**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     | 75.00  | 0  | 0  | 81                                       |
| At-Risk                        | 54.29  | 0  | 0  | 63                                       |
| LEP                            | 9.97   | 0  | 0  | 15                                       |
| White                          | 3.12   | 0  | 0  | 5  |
| Hispanic or Latino             | 53.75  | 0  | 0  | 61                                       |
| Black or African-American      | 40.47  | 0  | 0  | 34                                       |
| First Generation College-Goers | N/A  | N/A  | N/A  | 90                                       |
| 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.

|   |  |
|---|--|
| <p style="text-align: center;"><b>First generation college-goer</b></p> | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p style="text-align: center;"><b>Hispanic or Latino</b></p>            | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p style="text-align: center;"><b>Black or African-American</b></p>     | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p style="text-align: center;"><b>Economically Disadvantaged</b></p>    | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p style="text-align: center;"><b>Other:</b></p>                        |  |

**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.**

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

Recruiting and enrolling targeted student populations: The ECHS recruits and enrolls students from Everman ISD. The district enrollment boundaries encompass a low income region of the Dallas-Ft. Worth metroplex including the town of Everman, and portions of Ft. Worth, Forest Hills, and Burleson. Everman ISD Texas Academic Performance Report data for the 2015-16 school year indicates, 71.6% of Everman ISD students are categorized as at-risk, 28.3% of students are English language learners, 72% of students met the state standards on all subjects of the state assessment, and 89.3% of the district's students are economically disadvantaged. In addition, demographic information indicates 37.5% of students in the district are African American, 55.9% are Hispanic, 4.2% are White and 2.4% are other races. Everman ISD demographics reveal the vast majority of learners are at-risk and historically under-represented in college. For these reasons, recruitment for the Everman Collegiate High School (ECHS) targets current Everman ISD students.

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

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

1. Recruitment Events – Everman ISD (EISD) introduces the Everman Collegiate High School to Baxter Jr. High students and their families during the fall semester. At the event, ECHS teachers and students explain the early college program. During the meetings, parents receive the Everman Collegiate High School application and a question and answer session is conducted. Bilingual staff and translation equipment is utilized so that Spanish-speaking parents are able to participate fully in the question and answer process.
2. Recruitment and Enrollment Events - Prospective students and parents are invited to attend four meetings held between November and February at Baxter Jr. High School. During the meeting all aspects of the ECHS are presented. A survey is completed by participants at the end of each recruitment and enrollment event to solicit stakeholder feedback concerning recruitment and enrollment practices.

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

**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 Everman Collegiate High School meets Implementation Criteria as explained below:

1. The Everman Collegiate High School meets 'Initiating Criteria'.
2. The ECHS recruitment and enrollment processes and requirements do 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. The application process includes current grade and discipline reports, and teacher recommendation. However, the decisions are made based on the student's interest in a career field and the family's willingness to meet the standards of the ECHS as determined by student and parent statements submitted on the application.
3. The ECHS identifies, recruits, and enrolls subpopulations from the Everman ISD student body. Everman ISD Texas Academic Performance Report data for the 2015-16 school year indicates, 71.6% of Everman ISD students are categorized as at-risk, 28.3% of students are English language learners, 72% of students met the state standards on all subjects of the state assessment, and 89.3% of the district's students are economically disadvantaged. In addition, demographic information indicates 37.5% of students in the district are African American, 55.9% are Hispanic, 4.2% are White and 2.4% are other races. Everman ISD demographics reveal the vast majority of learners are at-risk and historically under-represented in college. For these reasons, recruitment for the Everman Collegiate High School (ECHS) targets current Everman ISD students.
4. The ECHS clearly documents recruitment and enrollment policies and practices, refining and improving them annually based on data reviews. At the end of each year of operation, the team works with the Joe C. Bean Campus Improvement Team to conduct a comprehensive needs assessment and develop an Everman Collegiate High School Campus Improvement Plan for the upcoming school year. This process includes reviewing the results of community surveys and enrollment data to determine the number of at-risk and traditionally under-represented students served by the ECHS. The needs assessment also includes a review of stakeholder surveys completed during recruiting and enrollment events to determine if changes are needed to recruit students or to assist with the application process. Based on the data and feedback, revisions are recommended. The Campus Improvement Plan is submitted by the Campus Improvement Team to the Everman ISD Superintendent for review and approval. The Superintendent then submits the plan to the EISD Board of Trustees for final review, revision, and approval.
  - a. The Everman Collegiate High School submits to TEA the annual recruitment and enrollment policies and data through the ECHS Designation process.
  - b. Recruitment and enrollment processes including marketing and recruitment plans, materials, and timelines are conducted by the Campus Improvement Team using the site based management process. This type of management includes community and district stakeholders in active decision-making to ensure the Campus Improvement Plan, including the recruitment and enrollment requirements, meet the unique needs of the students and families served in the early college program. The plan includes at least four ECHS orientation meetings held annually between November and February to educate students, counselors, principals, parents, and school board and community members.

## Benchmark 4: Curriculum and Support

### Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

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

Everman Collegiate High School students complete Foundation High School Program courses and Tarrant County College dual credit courses to fulfill 26 hours of credits and earn endorsements in three fields. The endorsement and associated degree plan are listed below:

1. Business and Industry Endorsement:
  - a. Associate of Applied Science in Heating, Ventilation, and Air Conditioning (HVAC)
  - b. Associate of Applied Science in Automotive Technology
  - c. Associate of Science in Computer-Aided Drafting and Design (CADD)
2. Public Service Endorsement:
  - a. Associate of Arts in Teaching
3. STEM Endorsement:
  - a. Associate of Arts (Science Emphasis)

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

Students attending the ECHS during the 2017-18 school year will have the opportunity to earn an Associate Degree in one of the following fields of specialization:

- a. Associate of Applied Science in Heating, Ventilation, and Air Conditioning (HVAC);
- b. Associate of Applied Science in Automotive Technology;
- c. Associate of Science in Computer-Aided Drafting and Design (CADD); and
- d. Associate of Arts in Teaching.
- e. Associate of Arts (Science Emphasis)

Beginning with the graduating class of 2018, Everman Collegiate High School students have had the opportunity to enroll in the Associate of Arts (Science Emphasis). The degree plan is designed to enable students to obtain an Associates degree and utilize all of their open electives for additional science courses that transfer seamlessly to a four-year institution upon high school graduation. This addition was made based on a program review that included student input related to the desire to transfer into four-year institutions in pursuit of degrees in the medical field.



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

Students attending the ECHS during the 2017-18 school year will have the opportunity to earn one of four Enhanced Skills Certificates in the following areas:

- a. Heating and Air Conditioning & Refrigeration Technology;
- b. Auto Engine Analysis;
- c. Computer Aided Drafting and Design;
- d. Heating and Air Conditioning & Refrigeration Technology; and
- e. Teaching Assistant.

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

To ensure student success in rigorous high school and college credit courses, it is essential for Everman Collegiate High School educators to continually assess student academic and non-academic needs and monitor progress.

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

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

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

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

Enrichment opportunities support students in their course of study. During their junior year, ECHS students participate in a service learning project to develop leadership and civic responsibility. In 12th grade, students have the opportunity to participate in a practicum which is an unpaid internship or paid employment opportunity in their chosen career field.

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

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

1. Academic Support –Students attend endorsement field courses in cohorts based on the career field they have chosen. The small learning community enables students to work together to explore content and complete assignments. The cohort model empowers teachers to develop cooperative learning projects that rely on the strength of the group to accelerate learning for individuals.

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

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

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

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

6. Beginning in the 2015-16 school year, the ECHS began offering a Path to College Career course to all students to provide an added layer of support and guidance toward their postsecondary success.

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

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

1. Career Exploration and Planning: During the 8th-12th grade, students attend an AVID advisory group. In 8th grade, a student assembly and corresponding parent orientation meetings are held. In the spring, College Bound events are held to empower students to explore career interests. Topics include career awareness, career exploration, and career planning. Career Night is also conducted to introduce students and their families to high demand careers of the DFW metropolitan region. During the event, Workforce Solutions of North Texas representatives and business partners present information about occupations in the region as well as responsibilities and salary of persons employed in the profession. The ECHS Dean presents high school diploma plans for each career field to prospective students at the event. Once students and their families select an endorsement field, the counselor works with them to develop a Personal Graduation Plan and the student is scheduled into an AVID Advisory with other students interested in the same career. During 9th grade, AVID career planning sessions focus on required TSI testing, financial aid, and the college application process. Each student works with their AVID advisor and the counselor to complete admissions requirements and enroll in Tarrant County College during the 9th grade year. During 10th grade, students have the support of their AVID Advisory group as they begin college credit courses. During the student's junior and senior year, AVID cohort activities focus on providing counseling and support to ensure students complete 60 hours of courses in their career field, participate in a service learning project, complete a career-based practicum, and complete enrollment requirements to transition into a four year university.

2. College Persistence: The high school counselor will present positive behavior lessons during the AVID period on topics that include reducing test anxiety, building self-esteem, and managing stress. During the spring semester, the 8th graders will be introduced to the ECHS program in which they will be eligible to attend college credit courses in their chosen career field. 9th grade students will begin taking courses in their endorsement field. The community college will pay tuition and fees. The districts will provide textbooks and online required materials at no cost to the ECHS student. In 10th grade, students will continue taking courses in their chosen career field to earn tuition credits. By 11th grade, students will take college credit and dual credit endorsement field courses. The ECHS scholarship plan will serve as a high expectation, high achievement model to promote student success. In 12th grade, Career to College Events will be held for ECHS families to review degrees in the student's chosen career field at four year postsecondary education institutions. The students will work with their families, high school counselor, and the TCC Scholarship Office to apply for grants and financial scholarships to continue postsecondary education.

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

**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 Everman Collegiate High School meets criteria for implementing as explained below:

1. The ECHS meets all "Initiating" criteria. The Advisory Team has designed a coherent schedule of tasks, activities, and accomplishment based on a timeline that culminates in achievement of Exemplar targets within a logical and reasonable timeframe.
2. The ECHS provides a course of study that enables participating students to complete high school graduation requirements and an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. A course plan has been submitted that depicts how students will progress toward this goal. The plan includes pathways to a baccalaureate degree and follows the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
3. The ECHS monitors student progress and reports the number of hours completed per student, disaggregated by student groups.
4. The ECHS supports students in their course of study.
  - a. The ECHS provides academic support to the students by personalizing the learning environment. An AVID elective is part of the student's schedule to provide college readiness in Reading, Writing and Math, ongoing academic support and, tutorials for identified students, and an advisor to mentor students.
  - b. The ECHS provides social and emotional support to the students, including connections to social services and parent outreach and involvement opportunities. The ECHS counselor schedules these services.

## 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> | Final  | N/A                                |

**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                                |

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

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