



## **Full Application for ECHS Designation**

**ECHS Academy: The Collegiate Academy at Dunbar High School**

**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:**

The Collegiate Academy at Dunbar High School

**County District Campus Number:**

220905005

**County District Campus Number 2:**

**County District Campus Number 3:**

**This CDC number:**

Is shared with a comprehensive campus

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

N/A: Not designated.

**Mailing Address - Line 1:**

5700 Ramey Avenue

**Mailing Address - Line 2:**

**City:**

Fort Worth

**State:**

Tx

**Zip Code:**

76112

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### 2.2 School District

**School District Name**

FWISD

**Mailing Address - Line 1:**

100 N. University Dr.

**Mailing Address - Line 2:**

**Mailing City:**

Fort Worth

**State:**

Tx

**Mailing Zip Code:**

76107

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#### 2.2.a School District 2

**School District Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

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#### 2.2.b School District 3

**School District Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

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

<b>Partner Name:</b> Texas Wesleyan University	<b>How many ECHS does this IHE partner with?</b> 1	
<b>Mailing Address - Line 1:</b> 1201 Wesleyan Street	<b>Mailing Address - Line 2:</b>	
<b>Mailing City:</b> Fort Worth	<b>State:</b> Tx	<b>Mailing Zip Code:</b> 76105

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

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

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

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

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### 2.4 Education Service Center Region

**Education Service Center Region:** 11

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### 2.5 Person Completing this Application

<b>Title:</b> GSPOC/Advanced Academics Coordinator	<b>Last Name:</b> Hall
<b>First Name:</b> Lauren	<b>Email:</b> lauren.hall@fwisd.org
<b>Phone:</b> 817-815-3040	

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## Part 2.a: School District Contact Information

### 2.6 ECHS Principal/Director

**Title:**

Principal

**First Name:**

Sajade

**Last Name:**

Miller

**Phone:**

817-815-3000

**Email:**

sajade.miller@fwisd.org

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### 2.7 Superintendent (District 1)

**Title:**

Superintendent

**First Name:**

Kent

**Last Name:**

Scribner

**Phone:**

817-814-1902

**Email:**

kent.scribner@fwisd.org

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### 2.7.a Superintendent (District 2)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

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### 2.7.b Superintendent (District 3)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

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

### 2.8 Institution of Higher Education Liaison

**Title:**

Director, Collegiate Academy and  
College Credit Partnerships

**First Name:**

Jamal

**Last Name:**

Williams

**Phone Number:**

817-531-4202

**Email:**

jcwilliams1@txwes.edu

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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### 2.9 Authorized Institution of Higher Education Official

**Title:**

Provost

**First Name:**

Alan

**Last Name:**

Henderson

**Phone Number:**

817-531-4405

**Email:**

ahenderson@txwes.edu

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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### Part 3: Benchmarks

#### Benchmark 1 - Target Population

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

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	29	0	0	0	29
2017-2018 projected enrollment	0	0	0	60	29	0	0	89

**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	65	0	0	75.9
At-Risk	70	0	0	58.6
LEP	11	0	0	13.8
White	12	0	0	3.4
Hispanic or Latino	62	0	0	24.1
Black or African-American	22	0	0	72.4
First Generation College-Goers	N/A	N/A	N/A	79.3
Other	N/A	0	0	N/A

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

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

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

The Collegiate Academy at Dunbar High School is one of Dunbar High School's Gold Seal Programs of Choice (GSPOC). The GSPOC offers 8th grade students and their families the opportunity to enroll in programs based on particular interests. Students apply for up to three programs, selection for placement is made in January through a lottery. The recruitment plan for The Collegiate Academy at Dunbar High School is part of the GSPOC recruitment plan.

Recruitment takes place at all 22 of the district's middle schools. In an effort to further target under-represented sub-populations (First generation college-goers, Hispanic or Latino, Black or African American, LEP, and economically disadvantaged students) additional recruitment efforts are made at three area middle schools with the majority of the student body meeting at least two of the following qualifications: students who have limited English proficiency or who have failed a state administered assessment, historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic).

Recruitment for The Collegiate Academy begins in the fall and continues until the December 9, 2016 GSPOC application deadline, if maximum number of students have selected the program as their first choice on the GSPOC application. If capacity is not met (60 students), recruitment continues until the program meets capacity.

Recruitment events include:

- 8th grade presentations to the three abovementioned middle schools which include performances by the DHS band, cheerleaders, dancers, and conversations with DHS teachers and students
- Field trip and tour to DHS for the three abovementioned middle schools, including attending the Airshow with high school students and teachers
- Mini-Expos at all 22 FWISD middle school campuses- by recruiting at all middle schools, no students is excluded from the program, as the selection process is completed through a lottery, and each middle school has the opportunity to learn about the program
- District GSPOC Expo- all GSPOC programs in the district have the opportunity to market to students and parents in the same setting for two days
- Pyramid (feeder school) Open House with five elementary schools and pyramid middle school- allows students from the surrounding community to engage with current students and learn about the program
- ECHS Open House (interest meetings) – During the GSPOC application window (Fall- December 9, 2016) three interest meetings are held, showcasing the program, students, and teachers. While visiting, parents and students have the opportunity to meet stakeholders from the ISD and IHE.
- Assisting with applications at the three abovementioned middle schools after school and during lunch

Marketing materials include:

- GSPOC Choice catalogs
- Postcards with important dates for the application and recruitment process
- Video showcasing the program
- Brochures and handouts in both English and Spanish, in the future Nepalese and Swahili, ensuring that students/parents who have limited English proficiency are not excluded from the recruitment process
- Interest meetings

Students identified as at-risk and/or under-represented receive additional information, phone calls, mail-outs, e-mails, and invitations to interest meetings at the three abovementioned middle schools, as all three of their populations include students who are at-risk and under-represented.

#### Application

- Participation in The Collegiate Academy is through application
- November- December the application window opens for students considered "home campus" students (residing in the attendance zone)
- Home campus student applications accepted November- March (if the program does not meet capacity prior to the March deadline)
- The GSPOC application does not have grade or essay requirements, which opens the program up to those who might otherwise not apply)

• Upon completing the GSPOC application found on FWISD's website, students will be entered into a lottery for random selection.

#### Lottery

- Even if Dunbar High School is the student's home campus, he/she must complete the GSPOC application to participate in the lottery
- Any student who applies on-time is eligible for lottery selection
- Students not assigned to their first-choice are placed on a waiting list
- The District GSPOC office assigns students from the waiting lists (on-time and late) through the first week of school as requested by DHS
- Once random lottery selection is complete, a list of assigned students is sent to the campus coordinator to begin the registration/enrollment process

#### Enrollment

- Once assigned through the lottery process, the student receives a letter from both the district and campus regarding placement and registration/enrollment
- Parents/guardians and the student must attend registration with required documents, if parents/guardians cannot attend, they must re-schedule registration, as this is the point in which the interview takes place and summer programs are explained
- Any "no-shows" will be contacted, if they have elected not to attend, or DHS is unable to make contact, that student's spot is forfeited, and will go to a student on the waiting list.
- Students not placed in their 1st choice will be on the waiting list for that selection- even if they were assigned to another program
- Placement from waiting lists will be made through May.
- During registration, students and parents will complete interest forms and answer questions in regards to interests and expectations of the program, as well as the expectations
- Additional information sessions for parents and students include information for parents on how to assist their student with time and stress management, as well as parent involvement with both the ISD and IHE. Since the goal is to enroll students who are first-generation college goers, the parent sessions offer valuable social capital regarding college expectations and success.
- Mandatory Summer Bridge programs run throughout the summer prior to the start of school. Held at both the Dunbar High School campus and the Texas Wesleyan University campus settings for team-building, seminars on stress and time management, college expectations, and strategies to maintain social and emotional health, parent sessions, TSI test prep, and TSI testing offer students a transition period from middle to not only high school, but also college.

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

After each recruiting event, sign-in sheets, Remind 101 sign-ups, and participant feedback are evaluated to ensure target students were reached. If target student turn-out is low, evaluation of marketing and communication with feeder schools is reviewed and refined through meetings with the advisory committee and feeder schools. Upon completion of recruitment and receipt of assigned rosters, the advisory and leadership committees meet to ensure that capacity is met. If capacity has been reached, refining the process for next year begins by reviewing data for target demographics, as well as enrollment from feeder schools. If capacity is not met, both committees meet to plan increasing enrollment through amending current marketing strategies, as well as way to increase both visibility and reach beyond feeder schools. Meeting with feeder school administrators and counselors ensures consistency and alignment regarding marketing, timelines, as well as benefits of the program. During meetings with feeder schools, reviewing both school calendars for conflicting event dates (open house, interest meetings) and ensuring a clear pipeline for the dissemination of information to potential students and families provide additional recruitment opportunities to increase low enrollment.

**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: Initiating

**Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)**

A coherent schedule of tasks, activities, and set benchmarks are in place to reach exemplar status over the next three years. Through the recruitment and enrollment processes, which include a lottery, none of the PEIMS identified sub-populations or at-risk students are excluded from applying to The Collegiate Academy at Dunbar High School. Program enrollment is not based on state assessment scores, discipline history, recommendation, or GPAs. Students identified as at-risk and underrepresented on college campuses are the target for the program. As the program develops, disaggregating enrollment data to ensure continued marketing reaching at-risk and underrepresented students at schools across the district increases the likelihood of reaching exemplar status. Discussions surrounding recruitment and marketing during advisory, leadership, and student-lead committee meetings ensure stakeholder input on materials, plans, and processes. Recruitment activities beginning in September instead of October, ensures potential incoming students have information about the program prior to the application deadline in December. Holding meetings with principals and counselors from feeder middle schools, as well as community and school board members in October to answer questions and provide information on the program will assist in dissemination of accurate information as well as confidence in promoting the program on those campuses.

## 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	5,6,7
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	3
Courses of study	8
Curriculum alignment	4
Instructional materials	6
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	6
Student enrollment and attendance policies	7
Provisions for discontinuing ECHS operation (see next section for details)	10
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> <li>• Number of credit hours taken and earned</li> <li>• GPAs</li> <li>• State assessment results</li> <li>• SAT/ACT, PSAT scores</li> <li>• TSI readiness by grade level</li> <li>• Qualifications of ECHS staff</li> <li>• Location(s) where courses are taught</li> </ul>	8

<b>Highly Recommended MOU Topics</b>	<b>Page number in MOU where it is referenced</b>
Access to IHE facilities, services, and resources for ECHS students	5
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	5
Procedures for collecting and sharing student and teacher data	8-9
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	8
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	3
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> <li>• Articulation of high school students in four-year colleges/universities and level of entry</li> <li>• Enrollment/retention rates, leaver codes, and attrition rates, by grade level</li> <li>• Student participation in activities at IHE</li> </ul>	8-9

**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: Initiating

**Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)**

The MOU between FWISD/Dunbar High School and Texas Wesleyan University currently includes the required information regarding:

- Location, costs and fees, transportation
- Administration of statewide instruments
- Grading periods and policies
- Courses of study
- Curriculum alignment
- Instructional materials
- Instructional calendar
- Policies regarding eligibility of ECHS students for financial assistance from the higher education partner, specifically, waivers for tuition and fees
- Student enrollment and attendance policies
- Provisions for discontinuing ECHS operation
- Provisions for collecting and reviewing the following disaggregated data:
  - o Number of credit hours taken and earned
  - o GPAs
  - o State Assessment results
  - o SAT/ACT, PSAT scores
  - o TSI Readiness by grade level
  - o Qualification of ECHS staff
  - o Locations where courses are taught

In order gain exemplar status, revisions including details on the following topics are necessary:

- Professional development for ECHS faculty (including district and IHE staff)- development currently occurs, but is not mentioned in the MOU
- The processes for collecting and reviewing the disaggregated data

### 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.**

3/28/2016, 4/6/2016, 4/18/2016,5/6/2016, 5/27/2016, 6/13/2016, 8/30/2016, 11/8/2016

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	Kent Scribner
Curriculum & Instruction or equivalent	Cherie Washington
ECHS principal or director	Sajade Miller
IHE President	Fred Slabach
IHE Provost	Alan Henderson
Dean of college of Education	Helena Bussell
ECHS Liaison	Jamal Williams
Leadership Director	Steven Johnson
Dean of Instruction	Sonia Fortson
Grant Coordinator	Regina Williams
Senior Director of Sponsored Programs & Foundation Relations	Shawn Farrell
GSPOC/Advanced Academics Coordinator	Lauren Hall

**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.**

Kent Scribner, Superintendent- decision-making authority for the ISD  
Cherie Washington- Chief of Secondary Schools- ISD decision-making authority, stands-in for Superintendent  
SaJade Miller- ECHS Principal or director- decision-making authority for ECHS  
Fred Slabach- IHE President- decision-making authority for IHE  
Alan Henderson- IHE Provost- decision-making authority, stands-in for IHE President  
Helena Bussell- Associate Provost- accreditation liaison, IHE academic support services  
Jamal Williams- ECHS Liaison- partnership implementation, professional development, curriculum  
Steven Johnson- Leadership Director- decision-making authority, curriculum  
Sonia Fortson- Dean of Instruction- enrollment, curriculum, scheduling  
Regina Williams- Grant Coordinator- advisory and leadership committee meeting facilitator, finance  
Shawn Farrell- Senior Director of Sponsored Programs & Foundation Relations- strategic focused use of grant funds,  
Lauren Hall- GSPOC/Advanced Academic Coordinator- liaison, trajectories, testing  
Throughout the ten meetings held prior to submission of this application, the leadership team discussed issues including, but not limited to; course trajectories, summer bridge agendas and activities, marketing, recruitment, application process, MOU, job descriptions, hiring process and qualifications, facilities and upgrades, early warning systems, enrollment process map, interest meeting agendas, conference recaps, IHE campus visits for students, TSI testing and prep, student updates, and designation application timeline, components and responsibilities. The team began by discussing and creating the trajectory of courses for the ECHS students, with input from each person on the Leadership Team, the trajectories for all four areas of study were completed prior to the start of school for the 2016-2017 school year. The Leadership team created the job description for and hired the ECHS liaison for Texas Wesleyan University, as well as the instructor for the ECHS students. The biggest accomplishments to date include; creating the trajectory for the four courses of study, creating and hiring for the necessary positions for both partners, as well as marketing, recruiting, and enrollment processes.

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

Providing instructors and staff with professional development opportunities on behalf of the IHE and ISD, staff gain an understanding of both ends of the partnership. Mentors assigned to staff provide assistance with instruction, classroom design, as well as strategies working with students transitioning from middle school into the rigorous program. Additional planning time each day affords staff the time needed to plan high level instruction and spend with IHE support staff. IHE liaisons travel to the ECHS campus in order to train staff on curriculum, on-line text book usage, electronic platforms, as well as team-building strategies to improve the social/emotional well-being of the students. Opportunities to travel to the IHE campus six to ten times per year, create a setting of inclusion in at both the IHE and ECHS campus. Students attend summer bridge programs prior to the beginning of school, which affords the staff the opportunity to introduce expectations and guidelines easing the transition from middle to high school/college. Four ECHS College and Career Readiness coaches work on the ECHS campus to provide additional support to the students, which allows the staff to further focus on instruction as well as the social and emotional well-being of the 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: Initiating

**Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)**

In order to develop an exemplar campus the leadership team along with stakeholders will create additional opportunities for ECHS staff to visit mentor instructors, as well as regularly scheduled professional development visits for all ECHS staff. Working with the IHE liaison in creating a calendar of scheduled visits for the ECHS instructors to visit not only classrooms on campus, but also planning time with the assigned mentor will further the development of the instructors on ECHS campus. Working with the IHE professional development director to create personalized learning opportunities based on the needs of our instructors and available tools on the university campus increases mastery for the success of both students and instructors in the ECHS setting. Providing meeting minutes and agendas on the ECHS web-site allows community feedback as well as marketing to potential students and their families.

## Benchmark 4: Curriculum and Support

### Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

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

Students will have the opportunity to earn endorsements in STEM, Business and industry, as well as humanities.

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

The Collegiate Academy at Dunbar High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and at least 60 credit hours toward a baccalaureate degree in Engineering, Business, or Humanities during grades 9-12.

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

The Collegiate Academy at Dunbar High School provides students with the opportunity to earn up to 60 hours of college credit toward a baccalaureate degree in the areas of Engineering, Business, or Humanities, while providing various programs that lead to Level 1 Certificates. Current CTE offerings leading to Level 1 certification include Automotive General Service Technician as well as a license in cosmetology. The aviation dual credit courses requiring TSI compliance in math, reading, and writing lead to a level 2 certificate in Airframe and Power plant.

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

The Collegiate Academy at Dunbar High School coordinator analyzes student grades, attendance, and discipline records weekly. With the help of the ECHS College and Career Readiness Coaches, students struggling to succeed are provided with improvement plans including but not limited to; stress and time management plans, and referrals to counselors, as well as trips to the IHE campus to take advantage of counseling services, and RTI. Study sessions including personalized instruction from core content teachers occurs twice a week after school in addition to regularly scheduled teacher study sessions. The students placed in cohorts by their entry year, spend the majority of their day together, providing ample opportunities for relationship building and communication skill growth.

The use of AVID strategies (Cornell Notes, assignment logs, focused tutorials), taught in the AVID class as well as other core classrooms provides students with additional organizational and communicative support structures necessary for success in the college classroom. Parents have access to the Parenting Center on the ECHS campus, which provides assistance with using the Parent Portal (grading/monitoring system for student grades, discipline, and attendance), scheduling parent/teacher conferences, and resources for families struggling financially.

ECHS Team meetings provide ECHS teachers with the opportunity to highlight areas of growth as well as success. The instructors use data and discussion to drive instruction for the ECHS students.

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

Study sessions consistently held twice a week after school provide students with a personalized learning environment intended to improve mastery of skills. Counselors work with the Dean of Instruction and GSPOC/Advanced Academics coordinator to ensure proper placement in each course. The use of progression plans, completed during the previous assist in ensuring students earn necessary credits to graduate. Four ECHS College and Career Readiness coaches provide students with individualized support involving study skills, financial aid, SAT/PSAT, and college applications. Students have access to various computer-based programs involving career exploration and course selection. The 1:1 student to computer ratio provides additional outside resources for student success.

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

Upon enrollment, students and parents/guardians are provided with information and resources regarding stress and time management, as well as the services offered on the ECHS campus, as well as the IHE campus. Students have full access to high school counselors as well as college counselors. Students in the program are encouraged to enroll in AVID to help support both time and stress management through the skills taught within the program. Every grading period, social and emotional wellness checks take place with each student. Each cohort of students participates in team building activities to encourage relationship building amongst themselves, providing an additional source of emotional support.

With the stress of high school as well as college, an Intervention Specialist and counselors available on the high school level provide students with professionally trained support systems to maneuver the rigorous academic expectations.

**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: Initiating

**Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)**

Support services extended to ECHS students include four ECHS College and Career Readiness Coaches, enrollment in AVID, along with the implementation of the AVID strategies across contents, mentorships, extra-curricular activities, study sessions led by content teachers, as well as Saturday study sessions to assist in team building as well as academic success. The coaches on the ECHS campus provide students with access to information about college, financial aid, scholarship opportunities, career exploration activities, and various social support activities. ECHS students enrolled in AVID and exposed to various organizational and time management strategies are equipped to handle the additional stress of carrying both high school and college loads. Mentorship programs throughout the community as well as with the partnering ECHS students provide students with additional resources to support any challenges faced in the rigorous environment. The Collegiate Academy at Dunbar High School is part of a comprehensive high school, allowing students to participate in extra curricular activities on the same campus which they attend class. Study sessions offered by content-specific instructors allow students additional opportunities to master skills taught in class or increase their knowledge through enrichment, both after school and on Saturdays.

### Benchmark 5: Academic Rigor and Readiness

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

2/22/2016, 2/24/2016, 12/2/2016

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

2/10/2017, 3/10/2017, 4/3/2017, 6/16/2017, 7/14/2016

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.

Once students enroll, their first informational session with their parent/guardian includes information on the test layout and the courses which require passing TSI test scores. Students will take the TSI the spring of their 8th grade year. Students enrolled in the ECHS will attend TSI test prep sessions during Summer Bridge and take the test again the summer before their first year as an ECHS student. Those who do not pass the TSI will attend a second summer bridge program with intense TSI preparation and re-test before the beginning of school. Those who have not mastered the skills necessary to pass will attend tutorials during their ECHS tutorial time and retest in the Fall. AVID will be used as an avenue for additional preparation, as many of our incoming freshman will continue to

**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: Initiating

**Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)**

The Collegiate Academy at Dunbar High School is in the process of completing the necessary process to become a TSI testing site. Once designated as a TSI testing site, students will test more frequently and have more time to complete the necessary test for enrollment into specific college-level courses. Students who struggle to pass portions of the test will enter rigorous TSI test prep offered during Summer Bridge, AVID class, and after school. Working with content-area teachers to ensure necessary skill usage throughout the day increases the likelihood of success. Students will take their first test during the spring of 8th grade in order to identify areas of strength and areas of weakness. By testing students prior to enrollment, the identification of target areas provides ample time to master necessary skills for success on the test.

## 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."

Students will visit the college campus at least six times during the school year, and twice in the summer. During the summer bridge summer program (for each grade level), students will visit the library, labs, advising center, cafeteria, and dorms. Students have access to the library at all times, since they are Texas Wesleyan students, with ID access to all facilities. Tutorial times are scheduled for the ECHS students (twice per semester) on the Texas Wesleyan University campus.

## School Design: Staffing

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

The principal works closely with the Dean and coordinator to ensure that all students are scheduled appropriately into all classes. The principal is directly involved in the hiring process. The principal selects the eligible candidates from the pool, send credentials to the IHE for approval, then pulls a panel to interview the applicant.

**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.**

The IHE liaison and coordinator meet twice monthly for updates. Listed below are the duties and responsibilities for our IHE liaison:

- Provide leadership and administration of existing partnerships, serving as key contact and resource for and between high schools and/or school districts and the University.
- Coordinate and oversee the administration of the ECHS and College Credit program including the development and dissemination of processes and guidelines for instructors, schools, students, and academic departments, implementation of policy, and recommending policy and procedural changes in line with high school and/or school districts, University, and institutional and accreditation guidelines and requirements.
- Handle the day-to-day operations of the partnerships including but not limited to processing student applications, registrations, and grading meeting established deadlines; coordinate course scheduling with Registrar; assist with program billing; collecting and reviewing instructor credentials to ensure they meet minimum requirements; maintain program website and handbooks, and update agreements annually.
- Connect program instructors with faculty and academic departments at the University for the purposes of course development and ongoing teaching support.
- Plan and implement orientation activities for students and instructors at the high schools and the University, coordinating with the high schools and the University's Student Life, Admissions, and academic departments; prepare orientation packets and other materials. Meet with students as coordinated with the schools at key points in the program.
- In cooperation with the Provost Office and University schools and departments, provide oversight to evaluation of program activities including faculty evaluations (IDEA evaluations, classroom observations) and planning and engaging in course learning outcomes assessment.
- Promote the growth, development, and marketing of the ECHS and College Credit program, connecting with high schools, making presentations at schools and meeting with students as coordinated with schools, identifying new dual credit courses, locations, and deliveries, working closely with high schools, in consultation with Wesleyan's academic leadership, to respond to high school needs, and initiating formal agreements with schools.
- Contribute to the achievement of the University's recruitment and retention goals by collaborating with the offices of admission, registration, and student life, encouraging dual credit students to consider attending the University upon high school graduation. Work cooperatively with the offices of Admission and Marketing and Communications staff to develop and implement effective recruitment and marketing strategies related to the dual enrollment program, including assistance with web content, preparation of publications, distribution of brochures and catalogs, school visits, etc.
- Engage in annual outcomes assessment of dual enrollment program to ensure activities are effective, meet requirements, and program goals are met.

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

No

**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.**

When the students visit the IHE, the instructors visit their mentors on their campus/classroom setting. The IHE provides constant support to the ECHS instructors, through visits to the high school campus to engage in activities with the students and instructors used with college students on the IHE campus. The IHE liaison works closely with ECHS instructors on technology training as well, offering training three times a semester.

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

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

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

STATUS: Initiating

**Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)**

Based on the needs of the current class, planned professional development for all staff who work with ECHS students, including ECHS-specific conferences as well as IHE professional development. The IHE liaison and coordinator will set weekly meetings to discuss progress and data. As the number of ECHS students increase, the hired instructors will only teach ECHS students, which is the same for the counselor. A mentor program matching ECHS instructors with an instructor at the IHE will assist in the growth and retention of our ECHS instructors. ECHS instructors will continue to attend visits with the students, but spend time with their mentors during the student activity time.

## 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

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

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

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

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

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

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

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

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