



Abbreviated Application for ECHS Designation

**ECHS Academy: Texas Academy of Biomedical Sciences
(Previously Designated)**

2017-2018

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Part 1: Provisions and Assurances

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

1.1 Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college. ☒

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA). ☒
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g. first generation college goers, students of low socioeconomic status, African American students, and Hispanic students). ☒
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews. ☒
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data. ☒
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members. ☒

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that: ☒

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation, ☒
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE; ☒
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and ☒
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS. ☒

1.3 P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s). ☒

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics: ☒
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS ☒
 - Reviewing the MOU for necessary revisions ☒
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement ☒
2. Meeting minutes and agendas shall be publicly available. ☒

1.4 Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study. ☒

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study. ☒
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups. ☒
3. The ECHS shall provide students with academic, social, and emotional support in their course of study. ☒

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance. ☒

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study. ☒
 - The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test. ☒
 - The ECHS shall report to TEA the dates the TSI is administered. ☒
 - The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students. ☒

1.6 School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training. ☒

1. The ECHS location shall be: ☒
 - on a college or university campus, or
 - in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities. ☒
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data. ☒
2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy; ☒
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; ☒
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses. ☒
3. The ECHS students shall be enrolled in ECHS-only sections for core classes. ☒
4. ECHS shall implement an annual professional development plan based on needs assessment of student data. ☒

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Texas Academy of Biomedical
Sciences

County District Campus Number:

220905082

**County District Campus Number
2:**

**County District Campus Number
3:**

This CDC number:

Belongs to only the ECHS

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

Full: Operating beyond the 3 year
provisional designation status

Mailing Address - Line 1:

3813 Valentine Street

Mailing Address - Line 2:

City:

Fort Worth

State:

Tx

Zip Code:

76107

2.2 School District

School District Name

Fort Worth ISD

Mailing Address - Line 1:

100 N. University

Mailing Address - Line 2:

Mailing City:

Fort Worth

State:

Tx

Mailing Zip Code:

76107

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Tarrant County College Trinity River Campus	1	
Mailing Address - Line 1:	Mailing Address - Line 2:	
300 Trinity Campus Circle		
Mailing City:	State:	Mailing Zip Code:
Fort Worth	Tx	76102

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 11

2.5 Person Completing this Application

Title:	
Principal	
First Name:	Last Name:
Troy	Langston
Phone:	Email:
817 815-2300	troy.langston@fwisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Troy

Phone:

817 815-2300

Last Name:

Langston

Email:

troy.langston@fwisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Kent

Phone:

817 814-1900

Last Name:

Scribner

Email:

kent.scribner@fwisd.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:

Director of Academic Affairs

First Name:

Labotta

Last Name:

Taylor

Phone Number:

817 515-1338

Email:

labotta.taylor@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

First Name:

Sean

Last Name:

Madison

Phone Number:

817 515-0924

Email:

sean.madison@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	103	105	94	83	385
2017-2018 projected enrollment	0	0	0	110	110	105	94	419

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	61
At-Risk	70	0	0	17
LEP	13	0	0	1
White	12	0	0	14
Hispanic or Latino	63	0	0	60
Black or African-American	22	0	0	15
First Generation College-Goers	N/A	N/A	N/A	67
Other	4	0	0	11

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

First generation college-goer	☒
Hispanic or Latino	☒
Black or African-American	☒
Economically Disadvantaged	☒
Other:	those interested in biomedical sciences professions

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.

TABS as well as the other FWISD Early College High Schools gain students through lottery. 8th and 9th grade students are allowed to apply through the Choice Application each Nov/Dec. for their top 3 choices for high school. A lottery is run in Jan/Feb and students are informed of their placements.

TABS markets our program to middle schools, attending mini expos at all FWISD middle schools, holding an open house in November, and going into 8th grade classes to discuss our program to potential students.

Once applicants have been identified by our district office, lists are sent to the ECHS campuses for orientations. Each family who has applied to one or more ECHS will attend at least one orientation, which explains the Early College High concept and gives families details and understandings about our programs. After the orientations, students and parents are asked if they wish to remain in the lottery process.

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

The process is a district process, developed by a central office (AAIL office) to be part of the schools and programs of choice in FWISD. Each year the process is reviewed by ECHS principals and central office personnel to tweak and improve the process. In addition district leadership continued to make efforts to ensure the process of school choice remains the focal point of our enrollment processes for all programs and schools of choice.

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)

TABS has consistently reviewed our data, our enrollment numbers and processes, and our purpose to serve students in FWISD. We understand that the fact students may not want to leave their neighborhood to attend a school across town must be balanced with the benefits. We work and will continue to work with students who are in the toughest situations to make our school worthy of their efforts to apply and get to our campus. FWISD continues to support TABS and the other schools of choice by providing transportation from the various neighborhoods. TABS also uses budget funds to provide late buses two days per week to allow students the opportunity to get tutoring, use campus resources, get help from teachers, do homework and study, and participate in school activities, therefore providing an opportunity for those who wouldn't otherwise have transportation. We also review applicant data and compare that data to district populations to see if we are getting too many or too few applicants from certain areas of town so that we can understand if there is any unintended patterns of applicants that would prevent target populations from getting into the school.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

TABS will offer STEM, public service, arts and humanities, and multidisciplinary studies endorsements.

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

TABS will continue offering AA and AS degree programs.

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

Pharmacy Technician and Patient Care Technician

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

Professors and college instructors are given contact information for ECHS administrators and invited to an orientation session each semester. They typically send concerns directly to the school. High school teachers meet daily with students, where they periodically check students' progress in college classes. The school reports high school grades each three weeks. Ninth grade teachers meet each week to discuss concerns and strategies to support 9th graders. Counselors work with teachers and administrators to develop our watch list for students who are seen to be struggling, and create success plans with students. Plans are monitored and revisited periodically. Our IHE partners have assigned Director of Academic affairs to help maintain open lines of communication between school, instructional staff, and college support systems to enhance what the school does to support academic success.

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

Although our program has strands of academic programs, each student will be counselled and advised based on individual desired outcomes, previous and current levels of success, and willingness to work towards one of our various programs. We work to provide experiences that are as diverse as possible, giving each student opportunities to connect and succeed. We have guest speakers, we are working on student electronic portfolios, and we have various course choices for students.

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

9th graders attend the summer bridge as teams with team building activities built in. Each 9th grader takes a course that is intened to help them in the transition to higher educations. Each 9th grader has an older student who has volunteered to be a big brother/big sister at the beginning of the year. 9th grade teachers meet as a team, and also meet together with students who may need extra support. Each student in all four grades is assigned a faculty mentor, and mentor groups meet periodically throughout the year. We have two counselors who work with students. Support groups are established periodically as needed. Fun activities such as dances, clubs, and organizations based on student interest provide additional student support structures.

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

STATUS: Implementing

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

We currently have a 60 our graduation plan and are working to make TSI completion a major emphasis in 9th grade so that more students will complete our program with 30-60 hours.

We currently have several local businesses where students shadow and are working to increase the number of opportunities for shadowing.

We currently have some community service opportunities for students during the year and are increasing our organization to incorporate those and other opportunities into our program more effectively.

This year we have used title 1 funds to hire a Coach and Career Coach to work with students in all 4 grades, and are working on curriculum components to help more students find success getting into colleges and paying for their college experience.

Part 4: Supporting Documents

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

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 School Year): The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2017 school year.

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

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

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

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

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Submitted	N/A