



Full Application for ECHS Designation

**ECHS Academy: Crowley Collegiate Early College High
School**

(Previously Designated)

2017-2018

Contents

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 2](#)

[Benchmark 3](#)

[Benchmark 4](#)

[Benchmark 5](#)

[Benchmark 6](#)

[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:

Crowley Collegiate Early College High School

County District Campus Number:

220912001

County District Campus Number 2:

220912002

County District Campus Number 3:

This CDC number:

Is shared with a comprehensive campus

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

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

1033 McCart Ave

Mailing Address - Line 2:

City:

Crowley

State:

Tx

Zip Code:

76036

2.2 School District

School District Name

Crowley ISD

Mailing Address - Line 1:

512 Peach St

Mailing Address - Line 2:

Mailing City:

Crowley

State:

Tx

Mailing Zip Code:

76036

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 - South Campus	3	
Mailing Address - Line 1:	Mailing Address - Line 2:	
5301 Campus Dr.		
Mailing City:	State:	Mailing Zip Code:
Fort Worth	Tx	76119

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:	
Director of Early College High School and Institutional Research	
First Name:	Last Name:
Tralissa	Griffin
Phone:	Email:
817-297-3018	tgriffin@crowley.k12.tx.us

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Director of Early College High School
and Institutional Research

First Name:

Tralissa

Last Name:

Griffin

Phone:

817-297-3018

Email:

tgriffin@crowley.k12.tx.us

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Dan

Last Name:

Powell

Phone:

817-297-5800

Email:

dan.powell@crowley.k12.tx.us

2.7.a Superintendent (District 2)

Title:

First Name:

Last Name:

Phone:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Last Name:

Phone:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Director of Academic Affairs

First Name:

Wendy

Last Name:

Jasper-Martinez

Phone Number:

(817) 515-4019

Email:

wendy.jaspermartinez@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:

Peter

Last Name:

Jordan

Phone Number:

817-515-8223

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	78	0	0	0	78
2017-2018 projected enrollment	0	0	0	100	78	0	0	178

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	49%	0	0	60%
At-Risk	63%	0	0	51%
LEP	8%	0	0	12%
White	17%	0	0	25%
Hispanic or Latino	31%	0	0	34%
Black or African-American	45%	0	0	33%
First Generation College-Goers	N/A	N/A	N/A	26%
Other	0	0	0	0

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

First generation college-goer	☒
Hispanic or Latino	☒
Black or African-American	☒
Economically Disadvantaged	☒
Other:	

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

The Crowley Collegiate Academy will use a recruitment strategy that includes a marketing campaign to 8th grade students, including written material as well as messages on social media to ensure that parents and students are aware of the ECHS program. The district will provide a series of parent meetings where an overview of the Crowley Collegiate Academy will be presented. Parents/Students will also be given instructions on the application process as well the deadline for application submission.

The Crowley Collegiate Academy will use an enrollment strategy with the intent that ECHS demographics meets or exceeds the district's proportional demographic representation in the areas of at-risk (63%) and economically disadvantaged students (49%). Presentations are made to educate middle school counselors, principals and teachers on the program and the intended population to aid the communication process to parents and students. CISD will use a weighted process with a strategy to exceed the ECHS eligibility requirements. In order to facilitate the selection process, CISD will use online student registration management software. There will be a point system that breaks down as follows:

1. Economically-disadvantaged students will receive 4 points
2. Students with an at-risk marker will receive 4 points
3. Historically under-served in college courses 4 points
4. First generation college goer 4 points
5. Students enrolled in Spanish I or Algebra I in 8th grade will receive 1 point for each course.

Once the demographic intent has been met, all remaining students will be selected for admission through a blind lottery.

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

After reviewing our demographic data in relation to the philosophy of ECHS, the committee determined that a point system best ensures that our target populations of this program are represented and served. CISD will use our internal process of introducing the ECHS opportunity to our constituency. There is an application process that includes a student questionnaire. The enrollment process and requirements were developed through a committee structure that strongly utilized the intended goals of the program as determined by the state of Texas. Additionally, we feel that our demographics strongly align with those goals set forth by the State. Each summer the recruitment and enrollment process will be evaluated for areas of strength and areas for improvement using a variety of data including input from parents.

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)

Crowley Collegiate Academy admission policies and recruitment procedures have been developed to identify and recruit the sub-populations that are historically underrepresented in college courses including students who are at-risk as defined by PEIMS.

Recruitment and marketing plan has been assessed for changes to improve toward Exemplar and will be assessed annually. Parents input on the application and enrollment process collected through a survey was utilized in this assessment. The plan is being sent to TEA with this application. And the plan includes regular activities to educate students, counselors, principals, parents and school board and community members.

Assessment of the Marketing and Recruitment Plan 2016-17 identifies three areas for changes: application to include parent college experience, interviews of students and parents will occur prior to acceptance, and after acceptance parents and students will attend mandatory meetings to fully understand the program and develop the student's degree plan.

The ECHS application favors students who are at-risk or are part of the targeted sub-population by utilizing a weighted lottery system with additional points in targeted areas:

1. Economically-disadvantaged students will receive 4 points
2. Students with an at-risk marker will receive 4 points
3. Historically under-served in college courses 4 points
4. First generation college goer 4 points
5. Students enrolled in Spanish I or Algebra I in 8th grade will receive 1 point for each course.

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	2-7
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	6
Courses of study	4, Exhibit A
Curriculum alignment	4-5
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.	4
Student enrollment and attendance policies	6-7
Provisions for discontinuing ECHS operation (see next section for details)	10
Provisions for collecting and reviewing the following disaggregated data: • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught	8-9

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	5-8
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2-3
Procedures for collecting and sharing student and teacher data	8
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.	6
Provisions for implementing program improvements based on the collection and review of the following data: • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE	8

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)

Crowley ISD has had a dual credit partnership with TCC South Campus for many years. Our MOU developed for the ECHS includes all of the required topics as listed in the Implementing area of the ECHS Blueprint. Our current MOU also includes policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.

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.

5/12/16, 7/25/16, 11/16/16

Please list the names and titles of the group members. Fill all fields. Write "NA" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Dr. Dan Powell
Curriculum & Instruction or equivalent	Dr. David Priddy
ECHS principal or director	Tralissa Griffin
IHE President	Dr. Peter Jordan
IHE Provost	Dr. Dana Grove
Dean of college of Education	Carolyn Robertson
ECHS Liaison	Wendy Jasper-Martinez
Director of College and Career	Annette Duvall
Advanced Academics	Michael Mundt
Advanced Academics	Angie Wilkinson

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.

TCC South Campus and Crowley ISD have a long-standing relationship. We have been partners building college bound students for many years and have increased our dual credit offerings by over 400% since 2010. We are most proud of the fact that a SACS accredited satellite campus, TCC Crowley South Campus, operates on the second floor of CISD's Bill R. Johnson CTE Center. Because of our partnership, we quickly solved the questions of location, transportation, and method of providing meals to students as these procedures were already in place. The curriculum leaders from both institutions developed the curricular program of study we are all proud to offer. The student support leaders from TCC have been working with the ECHS director to provide a sense of belonging, so CCA students know they are TCC students and have access to campus supports.

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

NA

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 ECHS is in the process of developing an annual calendar for leadership team meetings and agendas based upon ECHS Blueprint and MOU. Activities for developing the meeting calendar begin with identifying and meeting with various contacts at CISD and TCC South Campus to determine appropriate roles in the leadership team.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

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Please indicate the endorsements that will be offered to students.

Business and Industry
STEM
Public Service
Multidisciplinary Studies

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

Associate of Arts with a Field of Study in Business

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

N/A

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

ECHS will use real time data in order to make real time decisions to execute early interventions. The data points will include TSI testing (Summer Camp, school-day TSI prep), weekly grade checks (AVID and tutorial teachers), attendance review (counselor), benchmark testing, standardized testing, student work samples and periodic teacher/student conferences. The ECHS teachers will review data during PLC time, students will review data during their AVID elective class. Also, the campus will follow a continuous improvement model and short-term and long-range campus planning.

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

Students will be supported through a framework that utilizes the following principles:

- Teaches skills and behaviors for academic success
- Provides intensive support with tutorials
- Cultivates strong student/teacher relationships
- Creates a positive peer group for students
- Develops a sense of hope for personal achievement gained through hard work and determination

Students will participate in the following activities:

- Summer Camp programming focusing on TSI and teamwork
- Bell Schedule that allows each student to have support through study groups
- Access to software that supports SAT/ACT skill acquisition
- Continuous TSI prep and skill acquisition to help ensure successful completion of TSI requirements
- Taught to use a variety of organizational strategies including planners, binders, and grade checks
- Taught note-taking strategies such as Cornell Notes, 3-column notes, interactive notebooks, and graphic organizers
- Assigned mentor program

Teachers will participate in the following activities:

- Planning lessons utilizing WICOR (Writing, Inquiry, Collaboration, Organization, Reading)
- Participate in regularly scheduled PLC's to monitor student progress and achievement
- Mentor a group of assigned students
- On-going Professional Development

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

The ECHS will have a full time counselor to help meet students' needs in relation to crisis counseling, academic advisement, college/career planning, prevention and intervention, student planning and goal-setting. Counselors will provide specific presentations related to stress management, study skills, time management, college/career planning, and goal-setting during designated times. With the goal of each student completing high school, an Associate's degree, and transitioning to a 4-year institution, CISD will offer professional development to ECHS teachers on how to encourage and motivate students, how to be a student advocate, and ways to develop a college-going culture. The faculty/staff will work toward creating a safe and nurturing environment through providing opportunities to participate in clubs and organizations as well as college and career-related field trips.

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 degree plan established by the partnership of CISD and TCC South Campus provides an opportunity for ECHS students to earn an Associate of Arts degree to include the 42 credit hours for students to become Core complete and 18 credit hours in Business.

Monthly the ECHS staff monitors the progress of students in both high school and college courses through Professional Learning Community (PLC) meetings. The ECHS staff review progress data along with academic supports and interventions in order to develop appropriate plans for struggling students. The ECHS schedule provides a tutorial period each day to aid academic support for all students.

The ECHS counselor is on campus full time to provide student social and emotional support along with the teachers. All students are enrolled in the AVID elective course. The curriculum of the AVID elective course is designed to teach research-based college readiness skills such as Cornell note-taking, completing planners that schedule assignments and due dates, reading strategies, writing strategies, collaboration with their peers, and questioning at higher levels.

Benchmark 5: Academic Rigor and Readiness

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

5/18/16, 5/19/16

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

12/9/16, 5/17/17, 5/18/17, 5/19/17

Is the ECHS a TSI assessment site or does the IHE administer the TSI?

IHE administers the TSI

Please describe the ECHS's plan for TSI success, including academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

In the spring of 2016 all students who have been offered and accepted enrollment in the ECHS take the TSI exam to diagnose their strengths and weaknesses. Crowley ISD along with IHE developed a Summer Camp program to build our student's skills in an effort to help students successfully complete all portions of the TSI. This curriculum developed by IHE based on their current TSI test preparation curriculum and the ISD with age-appropriate delivery of this curriculum to the intended audience. The ECHS will also utilize an online TSI strength building program to provide students practice any time of day. Students will then be assessed by taking the TSI at the end of this summer program or during the fall semester. Students who have not successfully met TSI requirements will be offered additional TSI test preparation during the school year with availability during the regular school day and after school hours. Students will be provided additional opportunities to take the TSI in each required area.

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 ECHS provides opportunities for all students to take the TSI during the school year and summer. The current 9th grade cohort has had two opportunities for TSI testing with a focus on Writing and Reading. Thirty-nine students have met the TSI standard in Writing and 37 students have met the Reading standard. Thirteen of the students met both the Reading and Writing standard at their first testing, so during the second test opportunity these students took the Math section. Seven of these students are now TSI complete.

Of our student population ethnicities, 6 are Asian, 25 African American, 27 Hispanic, and 20 White. Students identified as at-risk according to PEIMS are 39 and 44 are identified economically disadvantaged.

Those who have met the Reading TSI college readiness standard include 2 Asian, 14 African American, 10 Hispanic, and 11 White. For the Writing TSI, 3 Asian, 17 African American, 11 Hispanic, and 8 White have met this standard. And of the few who have taken the Math TSI, 1 Asian, 2 each of African American, Hispanic and White have met the readiness standard.

Of the At-risk students 16 have met the Reading TSI standard, 17 have met the Writing TSI standard, and 3 have met the Math TSI standard. And for economically disadvantaged, 21 have met the Reading TSI standard, 22 have met the Writing TSI standard, and 4 have met the Math TSI standard.

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."

Tarrant County College South Campus has established resources on the ECHS campus including libraries, science labs, and TCC staff. Additionally, Crowley ISD works with TCC College Access department to offer students advising services. All students will have a TCC ID that allows them to gain access to use TCC facilities and events including writing center and math center tutoring, career center, cultural and sports events.

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 ECHS director will be 100% assigned to the ECHS and will do all of the scheduling, hiring and budgeting based on district policies and procedures.

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 duties for the IHE liaison will be to arrange courses and personnel for the ECHS. There will be regular meetings between ECHS director, counselor, Career and College Readiness team and IHE liaison and partners.

Is the IHE liaison working with other ECHS campuses?

Yes ☒

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

Everman ISD
Fort Worth ISD

Which statement best reflects the assignment of the ECHS teachers?

The ECHS employs highly qualified teachers who report 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.

All core teachers will attend AVID summer training as well as Pre-AP/AP Training every other year. Based upon needs assessment and student data, the campus professional development focus of 2016-17 is on the development of a campus vision and creating school culture within the ECHS framework. All teachers will also participate in long-range planning in their subject area, developing a growth mindset, understanding and implementing metacognitive strategies, and authentic learning techniques. Opportunities will be provided for professional development between IHE instructors and ECHS staff to ensure smooth transition from high school to college courses.

Which statement best reflects the enrollment policies regarding ECHS students?

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

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

STATUS: Implementing

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

The ECHS is located on a high school campus where ECHS students are part of a smaller learning community, taking all courses (core and elective) in ECHS-only sections. Data for ECHS students is disaggregated to determine ECHS student needs.

ECHS professional development plan was designed based upon ECHS student needs while developing a new campus vision and culture. ECHS professional development includes T-TESS training with a focus on the ECHS Common Instructional Framework and AVID strategies, Long-range planning in each subject area, Growth Mindset, Campus Needs Assessment and Improvement Planning, Collaboration with TCC dual credit instructors, Authentic Learning, Metacognition, and Professional Learning Communities (PLC).

Part 4: Supporting Documents

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Attached	Status	Expected Date for Final (if draft)
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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)

[View Uploaded Document](#)

Submitted

N/A