Texas Education Agency

LUFKIN H S

ECHS Renewal Application

2020-2021

Contents

Background

District Affiliation

LUFKIN ISD

CD #: 003903
Region: 07
Mailing Address (Line 1): P O BOX 1407
Mailing Address (Line 2):
City, State, Zip: LUFKIN, TX 75902

School Affiliation

LUFKIN H S

CDC #: 003-903-001
Region:
Mailing Address (Line 1): 309 MEDFORD DR
Mailing Address (Line 2):
City, State, Zip: LUFKIN, TX 75901

Academy Information

What is the academy name?

Lufkin Early College High School

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the academy.

Distinguished Recognition

Would your campus like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OBMs.

No

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

9
10
11

Enter the number of students that you plan to serve in 9th grade.

130

Enter the number of students that you plan to serve in 10th grade.

125

Enter the number of students that you plan to serve in 11th grade.

110

Contacts

Applicant

Applicant 1

Job Title

Director

Name Prefix

Mrs.

First Name

Charlotte

Last Name

Davis

Email

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Phone

9366304442

Principal

Principal 1

Name Prefix

Mr.

First Name

Brandon

Last Name

Boyd

Email

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Phone

9366304100

Superintendent

Superintendent 1

Name Prefix

Mrs.

First Name

Lynn

Last Name

Torres

Email

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Phone

9366304257

Narratives

Current Designations at LUFKIN ISD:

- LUFKIN H S - ECHS - 1819

Previous Planning Year Applications at LUFKIN ISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

NA

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD

What associate degree(s) does the academy plan to offer?

Item

Liberal Arts

Degrees and Credentials: IHE Agreements

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Associate of Arts	Stephen F. Austin State University	Bachelor of Applied Arts & Sciences
Associate of Arts	UT Tyler	Bachelor of Applied Arts & Sciences
Associate of Arts	Lamar Univeristy	Bachelor of Applied Arts & Sciences

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Angelina College

Name Prefix

Dr.

First Name

Michael

Last Name

Simon

Email

msimon@angelina.edu

Phone

9366335203

Job Title

President of Angelina College

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that defines the partnership between the school district(s) and the institution(s) of higher education (IHE).

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

The memorandum of understanding is actually several documents including the actual MOU, a data-sharing agreement, a dual credit articulation agreement, and a student safety agreement with an effective date until July 31, 2021. In the main document of the MOU, Section C addresses the course of study whereby students in the Lufkin ECHS have the opportunity to receive a high school diploma and the opportunity to gain up to 60 semester hours towards an Associate of Arts in General Studies. Through numerous leadership and advisory planning meetings, a course crosswalk was developed aligning Lufkin High School coursework with viable Angelina College courses. Collaboratively with our IHE, individual student academic plans are developed upon the completion of a career and program of

study inventory to ensure we align with the recently updated State Goals for Dual Credit.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

Frequent conversations between the ECHS and IHE ensure that we are aligned to the MOU. The awarding of credit for courses is addressed in Section B of the MOU whereby the dual credit courses 'shall have been evaluated and approved through the official College curriculum approval process in accordance with Texas Higher Education Coordinating Board requirements' and transcripted through the Angelina College Student Portal as designated in Section 8 of the Dual Credit Articulation agreement as well as the Data Sharing Agreement. Required postsecondary advising by Angelina College personnel as part of Senate Bill 25 to develop a viable degree plan completed which aides in the conversations about transferability and applicability to a four-year university or entrance into the workforce. This advising includes a discussion about the appropriateness of an Associate's degree vs. Core Curriculum attainment. All ECHS students have access to the IHE facilities, services, and resources. Students access online resources through the Blackboard and/or Angelina College website. ECHS students are granted an Angelina College ID which grants entrance to any sporting and/or fine arts event. Lufkin ECHS students travel to the IHE each year for an on-campus experience which may include college knowledge activities as well as departmental program immersion. Postsecondary academic supports include access to both face to face as well as online tutorials. Morning and afternoon tutorials are offered on the ECHS campus (Mon. through Fri.) and required for any student not meeting adequate academic progress in either core academic and dual credit coursework.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

In Section I of the MOU, it is explicitly stated that the ISD will encur any transportation costs and fees included in any future transportation of students to and from the IHE campus. Currently, all dual credit coursework is completed on the ISD campus by vetted adjunct instructors who were already employed by the ISD. With regard to the discontinuation of operation, this is covered in Section 7 of the MOU. According to the MOU, 'the institution teaches out currently enrolled students; no longer admit students to programs; and terminates the program' in the event of a decision such as this.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

As mentioned previously, we have a separate Data Privacy and Confidentiality Agreement with Angelina College which specifically addresses data sharing. According to Section 3.1 Access to College Information Resources, we are granted access to the Angelina College Portal which allows us to view real-time student data. This agreement specifies that the 'District's ECHS Director, Career Readiness

Facilitator (Success Coach) and Director of Counseling will be provided network access' which allows us to track students' course work to timely advice and counsel students with respect to transition to college, degree plans, attendance, and other matters relation to students' dual enrollment. Individual student data is used to generate reports and to analyze program effectiveness. The Data Sharing Agreement specifies that future longitudinal data includes college hour accumulation, aggregate GPA, certificate and degree attainment, core complete status, and analysis of courses needed by students for various purposes, including planning, and scheduling.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC
AP

What type of dual credit courses does your campus plan to offer?

WECM
AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

Since we have made the decision to offer all dual credit coursework on the ISD campus, finding qualified educators that meet the requirements of adjunct instructors by the IHE has been challenging thus far. The ISD created a "Grow Your Own" Dual Credit Instructor program in the Fall of 2018. This program was created to encourage existing ISD staff members who already have a master's degree in another area to gain the additional 18 hours in the content area needed for the dual credit course. Currently, we have two math teachers who will complete their additional 18 hours in Summer 2020 and will be ready to teach dual credit mathematics once they are approved by the IHE. In addition, we have two English teachers who are working toward additional coursework as well. Having shared this, we are finding it difficult to locate a qualified ISD teacher who may be approved to offer US History 1301 and 1302 for the 2020-2021 school year. We do not currently have any teachers on staff who are qualifed or interested in the Grow Your Own program.

Is the academy a TSIA testing site?

Yes

Narratives: Student Support

Student Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Individualized Six Year Plans	Each student has a yearly planning meeting attended by the student, family, ECHS Director, ECHS Success Coach and grade level counselor to plan academic, emotional, and social supports.
Tutorials	Free academic tutorials are available Monday through Friday in all core and dual credit courses. In addition, students may access tutorials at Angelina College.
Guidance Counseling	Academic guidance counseling is provided by Angelina College Student Success personnel before the completion of the 15th college hour.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
English as Second Language Classes for ECHS Families	We have partnered with Angelina College's Adult Education Department to offer free ESL classes to the nonEnglish speaking ECHS families. We meet at our school twice weekly for the entire semester.
Six Year Planning Meetings	The six year planning meetings include all of the relevant stakeholders including: the student, family, Success Coach, special program directors such as Special Education or 504, as well as the student. We address academic, social, emotional, and developmental needs.

How does your academy use the access, achievement, and attainment data for program improvement?

With the recommendation and assistance of the our TEA Technical Assistant, we use student data to project OBM attainment and identify areas of needed improvement. An example of this includes the incremental review of Curriculum-Based Assessments to project STAAR EOC Algebra I results which are included in Achievement outcome-based measurement. We identified a group of students who did not achieve the passing standard and planned targeted intervention.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Increased College Knowledge-- Benchmark #4	Based on the realization that our students do not have a good college readiness understanding, we are planning focused meetings twice monthly about various topics such as transferability, programs of study, NCAA requirements, and 4 year options.
Evaluation of admission criteria-- Benchmark #1	Based on the recommendation of our TEA Technical Assistant, we are evaluating our previous year's admission policy which includes automatic admission to students meeting all target populations measured in the Access OBM. Realizing we were not meeting the design element of a true lottery system, we have adjusted our admission policy to include a weighted lottery that favors students who are At Risk or who are part of the targeted subpopulations.
Transferability/Student Planning--Benchmark #2	Based on questions from our students and stakeholders as well as conversations with Angelina College, we are working toward better student academic advising based on workforce data, student aptitude and possible future postsecondary options.

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's written admission policy and enrollment application.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant languages.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher educational personnel, etc.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Benchmark 2 Products

Provide a link to the academy's final, signed, and executed MOU with their IHE.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Benchmark 3 Products

Provide a link to the academy's leadership meeting agendas and minutes.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's school board and board of regents' presentations.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's description of each member and role in committee.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Benchmark 4 Products

Provide a link to the academy's 60 college credit hours crosswalk

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's calendar of family outreach events.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's professional learning community agenda and notes

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's advisory/study skills curriculum material

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's Master Schedules

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Benchmark 5 Products

Provide a link to the academy's calendar of TSI test administration dates.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's aggregate reports of TSI exam performance

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's tutoring and bridge program schedules

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's Bridge program curricula

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Benchmark 6 Products

Provide a link to the academy's mentor/induction program plans.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU

Provide a link to the academy's ECHS leader/liaison meeting agendas and notes.

https://drive.google.com/drive/folders/1xwNGmFCK0ZNyIsD-QWvzB69aiiLqFltU