



TEXAS ACADEMY OF BIOMEDICAL

ECHS Renewal Application

2020-2021

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Background

District Affiliation

FORT WORTH ISD

CD #: 220905

Region: 11

Mailing Address (Line 1): 100 N UNIVERSITY DR

Mailing Address (Line 2):

City, State, Zip: FORT WORTH, TX 76107

School Affiliation

TEXAS ACADEMY OF BIOMEDICAL

CDC #: 220-905-082

Region:

Mailing Address (Line 1): 2100 CLOVER LN

Mailing Address (Line 2):

City, State, Zip: FORT WORTH, TX 76107

Academy Information

What is the academy name?

Texas Academy of Biomedical Sciences

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

Stand Alone Academy - All students on the campus 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.

Yes

Grade Levels Served

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

9
10
11
12

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

100

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

100

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

111

Enter the number of students that you plan to serve in 12th grade.

87

Contacts

Applicant

Applicant 1

Job Title

Executive Director of Choice and Enrichment Programming

Name Prefix

Mrs.

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Last Name

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Phone

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Principal

Principal 1

Name Prefix

Mr.

First Name

Jack

Last Name

Henson

Email

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Phone

817-515-1660

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Kent

Last Name

Scribner

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Phone

817-814-2000

Narratives

Current Designations at FORT WORTH ISD:

- DUNBAR H S - ECHS - 1718
- DUNBAR H S - P-TECH - 1920
- EASTERN HILLS H S - P-TECH - 1920
- NORTH SIDE H S - P-TECH - 1920
- POLYTECHNIC H S - P-TECH - 1920
- TRIMBLE TECHNICAL H S - P-TECH - 1920
- SOUTHWEST H S - ECHS - 1920
- O D WYATT H S - ECHS - 1819
- TEXAS ACADEMY OF BIOMEDICAL - ECHS - 1213
- MARINE CREEK COLLEGIATE H S - ECHS - 1011
- TARRANT CO COLLEGE SOUTH/FORT WORTH COLLEGIATE H S - P-TECH - 1819

Previous Planning Year Applications at FORT WORTH ISD:

- WESTERN HILLS H S - P-TECH/ICIA - Planning
- - P-TECH/ICIA - Planning
- Fort Worth ISD Collegiate Academy - ECHS - Planning
- FWISD PTECH ACADEMY - P-TECH/ICIA - Planning
- FWISD Information Technology PTECH Academy - P-TECH/ICIA - Planning
- FWISD Education And Training PTECH Academy - P-TECH/ICIA - Planning
- FWISD Health Science PTECH Academy - P-TECH/ICIA - Planning
- FWISD Construction And Manufacturing P-TECH Academy - P-TECH/ICIA - Planning

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.

Health Science

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Bio-Medical Science

Health Informatics

Nursing

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

Interdisciplinary Studies/General Studies

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	University of North Texas	Bachelor of Arts

2-Year Degree	University	4-Year Degree
Associate of Arts	Midwestern State University	Bachelor of Arts
Associate of Arts	Tarleton State University	Bachelor of Arts

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Tarrant County College District

Name Prefix

Mrs.

First Name

Tara

Last Name

Firmin

Email

tara.firmin@tccd.edu

Phone

817-515-1373

Job Title

Director of Academic Affairs

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.

"Texas Academy of Biomedical Sciences Course Crosswalk" as Exhibit A, (Course Crosswalk) of the Fort Worth ISD/ Tarrant County College (TCC) MOU, describes the courses needed for Texas Academy

of Biomedical Sciences (TABS) students to earn an Associate's degree while completing high school. This document describes the High School, College, and Dual Credit Courses approved and necessary to graduate with both a High School diploma and Associate's degree. The Crosswalk provides some flexibility in terms of student choice and academic readiness/aptitude. Additionally, the crosswalk lists career courses, which enable students to pursue a Central Sterile Processing Technician Certification upon passing the certification exams and mandatory clinical hours. The College waives TSI assessment, fees, and tuition costs for ECHS students.

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

1. The MOU states that ECHS students "will receive the same support services provided to all college students." While this does include academic counseling, the document is prescriptive that FWISD will provide a High School counselor. High School counselors, we have two, and a full-time College and Career Readiness Coach are the student's primary source for guidance on the transferability of college credits. Additional supports include the college articulation webpage (<https://www.tccd.edu/services/transfer-center/transfer-agreements/>), and weekly advisory teachers who monitor progress, grades, and matriculation decisions. 2. The MOU explains that the College will be responsible for the college transcript and FWISD will be responsible for the High School transcript. Additionally, FWISD will determine how college courses will reflect on the high school transcript including not only grades but GPA and class ranking as well. Specifically, college courses, along with Advanced Placement courses and Honors courses will receive additional weighting on the students High School weighted GPA and class rank. 3. FWISD assigns a counselor to the ECHS students and this counselor works in conjunction with an assigned individual from TCCD to provide guidance to the ECHS students regarding college credit transferability and applicability to the baccalaureate degree plans. 4. The MOU explains that ECHS students integrate "into campus facilities and College co-curricular activities." TABS students have access to TCCD facilities and resources in the same manner as other TCCD students. The Interlocal Agreement and Facilities Use Agreement also articulate this agreement.

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.

Regarding Transportation, the MOU explains that FWISD is solely responsible for the transportation of ECHS students to and from their home campus to the ECHS Campus. This provides transportation for students at no cost. FWISD also assumes responsibility for all transportation as well as "the acts and omissions of all transportation personnel." If the operation of the ECHS should discontinue the current ninth through twelfth grades (and more specifically "an 11th-grade cohort"), the MOU states that operation will continue through that cohort's scheduled graduation. Additionally, during that time, the school will not enroll students in grades that have been phased out. The ECHS will continue to meet required design elements and fully support students in the ECHS while in the process of discontinuing service.

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

Our MOU states that TCCD will ensure that grades for college courses are entered into the college software. College Credits will appear on the College Transcript as each course is completed by ECHS students. The College transcript is the responsibility of the college and High School transcript is the responsibility of TABS (FWISD). The College provides credit reports to the ECHS as requested. FWISD will determine how college grades are recorded on the high school transcript as well as how they are used for grade point average and ranking. Further, the MOU provides that the college and FWISD "allow a flexible and creative response to the...data needs of all parties." Currently, this flexibility has resulted in TABS counselors granted rights to view college course grades and an open line of communication between TABS counselors and college professors.

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?

TABS hiring practices recognize the need for instructors that fit well in both the college and high school settings. Retention challenges include a mindset that any student in a college-level class should be able to perform without typical high school supports like parent phone calls, scaffolding in tier 1 instruction, guided study or tutoring, and relationship building that promotes student motivation. As steps to improve relationships and motivation, our practices include looking not only for instructors with a Master's degree and content knowledge but also come in with an understanding that they will contribute to the school community and culture beyond the classroom through sponsorship of clubs, organizations, grade levels, etc. To improve student study habits and monitor student progress all TABS teachers, including embedded college professors, lead an advisory class to review student needs and serve as an advisor by looking at student grades, attendance, etc. Junior and Senior advisors ask students for grade progress checks from their myTCC (college) accounts, work with students, and report to counselors with concerns as appropriate. Other steps that contribute to the low turnover at

TABS include 1. Size- We are a small campus that fosters a sense of community. 2. Safety/Security- We are a safe campus with low disciplinary incidents. 3. Administrative Support- Administration allows staff to attend innovative training relevant to both direct and indirect instruction. 4. Biomedical Focus- Curriculum centers on a biomedical science pathway.

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
TCC Writing, Science, Math Labs	Tarrant County College provides tutorial labs that are open to TABS students during school and after hours
Afterschool tutorials on Tuesday and Wednesday	University of North Texas Health Science Center tutors students Tuesdays and Wednesdays afterschool
Texas Success Initiative Tutorials	Students are registered in Edgenuity for TSI tutorial sessions
Doctors as Tutors	Two retired physicians tutor students throughout the school day and provide additional course content for teachers
Academic Advancement Sessions	Twelfth grade peer mentors partner with underclassmen to improve organizational skills, study skills, and planning/calendar help
Teacher tutorials	Daytime and afterschool tutorials available for students
Student Conferences with teachers	Students meet with teachers for academic conferences during the day, after school and during advisory periods.

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
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Grade level Activity counselors	Description
	TABS employs two full time grade-level counselors who are equipped to provide student support beyond academic counseling. These counselors take the lead in staff and student training and support. Services are provided for stress, grief, depression, suicidal ideation, and making connections to outside agencies when needed.
Intervention Specialist	TABS employs a half-time counselor who serves as an intervention specialist. This counselor provides one-on-one support for students with mental, emotional, or physical/material needs. Risk assessments are performed when needed and referrals to district resources or outside agencies are made when more intensive supports are needed.
Rebecca's Closet	TABS maintains an in-house food bank that confidentially provides food and hygiene supplies to students in need.
FWISD Emergency response teams	When tragedy, loss, or an emergency impacts the school. FWISD provides a response team to help staff and students process and get through the situation. This team is typically made up of counselors but may include emergency response professionals as well.
Advisory teachers	In addition to academic support the Advisory teacher is tasked with forming positive relationships with students and to act as an advocate beyond the classroom. It is TABS' goal for every student to have a caring adult they can rely on for support.
On Campus High School Nurse	The nurse provides district authorized medical services to students.
College and Career Readiness Coordinator and Coach	These individuals provide college and career advisory services for students throughout the four years. Students are provided guidance on testing, post-secondary applications and financial aid.

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

Benchmark data is reviewed at least three times a year by the entire staff- the beginning of year, middle of year, and end of year. Access data is referred to regularly in order to create and modify the recruitment plan for the coming year(s). As an example, this data shows that while we are meeting most measures, the at-risk measure needs targeted attention. Subsequently, TABS focused on recruiting efforts exclusively on middle schools with the highest at-risk populations. Achievement and attainment data are used to guide future initiatives and inform school frameworks including the master schedule, Campus Improvement Plan, Advisory and support plan, student tutoring schedules, and General/Title 1 budgets. Data from Outcome-Based Measures is shared internally and with stakeholder groups in order to effect necessary changes and increase targeted collaboration through SBDM, PLCs, department meetings, faculty trainings, IHE Leadership Team, and parent meetings.

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
Benchmark 1: Target Population	TABS will focus on targeted recruiting at Middle Schools with the highest at-risk populations within Fort Worth ISD. This includes school-based meetings with students and parents, avid class visits, and students Expos. This will include application assistance at target schools as well as social media and a mail campaign in Spanish and English.
Benchmark 4: Curriculum and Support	Increase Associate's degrees earned by students. Implement a four-year graduation plan focused on passing TSI and correct course sequence for the Associate of Arts or Science degree. By improved fidelity to the academic supports above, we hope to move the Associate's degree from 89% of High School Seniors to 94%.
Benchmark 5: Academic Rigor and Readiness	With increased effectiveness in Tier 1 instruction and TSI online tutoring we will increase to 50% of ninth grade students passing English and Math TSI1 prior to end of year.

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

Benchmark Products

Benchmark 1 Products

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

<https://www.fwisd.org/domain/4460>

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://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

Benchmark 2 Products

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

<https://www.fwisd.org/domain/4460>

Benchmark 3 Products

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

Benchmark 4 Products

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

Provide a link to the academy's Master Schedules

<https://www.fwisd.org/domain/4460>

Benchmark 5 Products

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

Provide a link to the academy's Bridge program curricula

<https://www.fwisd.org/domain/4460>

Benchmark 6 Products

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>

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

<https://www.fwisd.org/domain/4460>
