



CROCKETT H S  
ECHS Renewal Application  
2020-2021

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# Background

## District Affiliation

AUSTIN ISD

CD #: 227901

Region: 13

Mailing Address (Line 1): 1111 W 6TH ST

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78703

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## School Affiliation

CROCKETT H S

CDC #: 227-901-008

Region:

Mailing Address (Line 1): 5601 MANCHACA RD

Mailing Address (Line 2):

City, State, Zip: AUSTIN, TX 78745

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## Academy Information

**What is the academy name?**

David Crockett 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  
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.

85

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

40

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# Contacts

## Applicant

### Applicant 1

**Job Title**

Director of Early College High Schools and P-TECH Programs

**Name Prefix**

Ms.

**First Name**

Sissy

**Last Name**

Camacho

**Email**

[sissy.camacho@austinisd.org](mailto:sissy.camacho@austinisd.org)

**Phone**

5124144650

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## Principal

### Principal 1

**Name Prefix**

Ms.

**First Name**

Kori

**Last Name**

Crawford

**Email**

[kori.crawford@austinisd.org](mailto:kori.crawford@austinisd.org)

**Phone**

512.414.7806

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## Superintendent

### Superintendent 1

**Name Prefix**

Dr.

**First Name**

Paul

**Last Name**

Cruz

**Email**

superintendent@austinisd.org

**Phone**

512.414.2482

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# Narratives

## Current Designations at AUSTIN ISD:

- LANIER H S - ECHS - 1617
- LANIER H S - P-TECH - 1819
- REAGAN H S - ECHS - 1112
- TRAVIS H S - ECHS - 1516
- CROCKETT H S - ECHS - 1718
- CROCKETT H S - P-TECH - 1819
- ANDERSON H S - T-STEM - 1516
- LBJ HIGH SCHOOL - ECHS - 1112
- LBJ HIGH SCHOOL - P-TECH - 1819
- AKINS H S - ECHS - 1819
- AKINS H S - P-TECH - 1920
- AKINS H S - T-STEM - 1011
- EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS - ECHS - 1617

## Previous Planning Year Applications at AUSTIN ISD:

- REAGAN H S - 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.

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# 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

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 General Studies	University of Texas	Bachelor of Arts

# Narratives: Strategic Partnerships

## Strategic Partnerships

### IHE Partner 1

#### Affiliation

Austin Community College

#### Name Prefix

Dr.

#### First Name

Shasta

#### Last Name

Buchanan

#### Email

shasta.buchanan@austincc.edu

#### Phone

512.223.7679

#### Job Title

Associate Vice President of College and High School Relations

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**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).**

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**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.**

All courses necessary for students to attain an Associate Degree in General Studies are available to Crockett ECHS students through our IHE partner Austin Community College (ACC). Austin ISD and ACC have established a 4 year crosswalk of courses that addresses the IHE Blueprint requirement regarding curricular alignment and course of study that enables students to take coursework that satisfies high school graduation requirements while earning an associate degree by the end of their senior year. The ECHS crosswalk is evaluated and is adjusted regularly to determine potential changes for program improvement. ACC is responsible for delivery for all ECHS dual credit courses, as well as for additional sections to facilitate the goals of the ECHS. (MOU Sections 7.B and 8.B )

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**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**

ACC is responsible for the delivery of college services and for providing support assistance to Crockett ECHS. This support comes not only from the delivery of instruction, but also through the services designed to improve student retention and completion rates, and provide the guidance necessary for a successful transition from an associate degree to a bachelor's degree. These services include access to all ACC facilities, including libraries, study rooms, learning labs, and guidance staff. In addition, ACC provides electronic resources delivered via technology for all ECHS students. ACC hosts ECHS events such as the Junior January Jumpstart (J3) Conference, which features a scholarship fair and workshops geared to ECHS juniors specifically to address the transition to a four year degree. Our agreement also stipulates that ACC will post final grades for ECHS students no later than the Wednesday after the close of each semester, which provides for timely intervention if adjustments to individual student plans need to be made. Each ECHS student participates in the Midterm Advisement meeting involving the student, the ACC academic advisor assigned to the campus, and the ECHS coordinator. Topics covered include student progress, next course(s), a review of transferability to 4 year institution, and academic coaching on topics such as time management, organization, tutoring, and the effective use of online tools. (MOU Sections 7.E, 8.A, 8.E)

**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.**

The agreement between AISD and ACC stipulates that all classes, except for the first one, will be taught on an ACC campus. AISD will provide transportation for ECHS students to and from the ACC campus where they are enrolled. In addition, AISD will provide transportation for up to six visits per year for any ECHS student providing them with access to the testing center, academic advisement and career exploration services. If the agreement between AISD and ACC is terminated prior to the expiration of the term, the ECHS student cohorts enrolled at the time of termination, will be able to complete the program as designed through the date of their expected high school graduation. (MOU Sections 2, 7.F)

**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**

The data sharing agreement specifically details the student information the district will provide ACC and specifically identifies the shared data to include the following: student name, grade level, DOB, endorsement area, address, email, test scores, credit attempted/earned, GPA, and TSI readiness by grade level. This information is provided electronically in a template designed by ACC. In addition, ACC is required to provide the following to AISD: postsecondary transition rates to institutions of higher learning, dual credit enrollments by AISD campus per semester, and success outcomes. Upon written request ACC will provide articulated credit attainment information and college major selections. ACC

will use an early alert system to identify ECHS students at-risk of not completing coursework to provide the ECHS Coordinator time to effectively structure support for the student. (MOU Section 6)

## 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?**

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?**

Our IHE, Austin Community College, provides qualified instructors for our Early College High School program. ACC has created a targeted recruitment effort to increase faculty involvement in High School Programs courses. As appropriate, the academy has identified high school faculty that is qualified to teach a dual credit course. The challenge is not so much with identifying qualified high school staff, but rather with being able to allocate those individuals to teaching the dual credit class. However, as the ECHS cohorts continue to grow, this will become less of a problem. We encourage teachers to work on earning their master's degree, or to engage in advanced coursework that will allow them to become adjunct instructors. Also, our hiring process includes the consideration of potential candidates to eventually qualify as a dual credit instructor. In addition, high school faculty teaching dual credit classes earn a \$500 stipend per class, per semester.

**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.**

<b>Activity</b>	<b>Description</b>
AVID Support-Advancement Via Individual Determination	The AVID program promotes college readiness and lays the foundation for college success. Critical components of the AVID program include the requirement that each student participates in at least one tutorial session each week, and the weekly review of assignments and projects. The AVID teacher provides individual student feedback designed to support and motivate improvement where needed based on the weekly review.
Friday Tutorials	Students are required to attend Friday tutorials at Austin Community College or at their home campus. The Early College High School Coordinator at their home campus offers tutorials to assist with homework, projects, and testing prep. Students also have the opportunity for collaborative group work. Depending on the need, the ECHS coordinator also facilitates effective group work by getting assignments/reading material information from professors on upcoming assignments or tests that students need to study for prior to Friday. Fridays also serve as a great way for students to connect with each other and build on each other's strengths as well as building relationships that ultimately help strengthen the group/cohort as a whole.
Early College Specific Advisory Period	All students in Early College High School at Crockett are cohorted with other ECHS students for their Advisory class. Advisory classes meet twice weekly and focus on AVID skills as well as Social Emotional Learning.

**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.**

<b>Activity</b>	<b>Description</b>
Social-Emotional Support	Because the ECHS program comes with rigorous and accelerated classes, it is our priority to make sure that our students' social and emotional needs are met. ECHS students have access to counseling and advising services both within the ISD and with the IHE. Crockett ECHS has a campus wide focus on SEL curriculum and instruction—all ECHS students participate in an SEL focused lesson weekly within their advisory period. Our students also have access to counseling through Communities in School and VIDA Clinic.
Parent/Family Support	Parental support is critical to success in the Early College High School program. Families are invited to attend a meeting once a semester to receive pertinent information regarding students' progress toward earning their AA. Additionally, the ECHS Coordinator and Counselor offer open-door policies for all ECHS students and families.
Lunch Hour Study Clubs	The Early College Center is open during lunch time for all ECHS students to work with fellow students on homework assignments and projects. ECHS students are

Activity	Description
Advisory Period	also able to visit with their high school teachers during this time. ECHS students are assigned to small, ECHS specific advisory classes. These advisors have been selected by administrators to specifically be ECHS advisors. Advisors have ongoing communication with the ECHS coordinator to address any arising issues/concerns that the advisor may be able to address with their advisory group.

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

Our academy actively monitors our access, achievement, and attainment data to better serve students enrolled in our Early College High School program. Data is shared with our ECHS Leadership Team as well as other stakeholders. This data is used to target recruitment for future cohorts as well as to provide support services to current cohorts.

## 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	Our goal is to sustain a targeted recruitment in each identified subpopulation in addition to those who are identified as at-risk by PEIMS. We are aiming to sustain 100 students in each Early College cohort.
Benchmark 4	Our goal is to develop and provide individualized plans for ongoing academic support in students' college courses. We will focus on the grade 11 and grade 12 courses in our 60-hour crosswalk.
Benchmark 6	Our goal is to create and implement an effective way to more closely monitor IHE provided course success throughout the semester. We aim to encourage IHE faculty to alert Early College personnel of academic, attendance, and behavior concerns at a regularly scheduled rate throughout the academic semester.

# 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.**

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-1>

**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.**

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-1>

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-1>

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-1>

## Benchmark 2 Products

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-2>

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## Benchmark 3 Products

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

<https://www.crockett.org/our-programs/early-college-hs/benchmark-3>

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

<https://www.crockett.org/our-programs/early-college-hs/benchmark-3>

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

<https://www.crockett.org/our-programs/early-college-hs/benchmark-3>

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## Benchmark 4 Products

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-4>

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-4>

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-4>

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-4>

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**Provide a link to the academy's Master Schedules**

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-4>

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## Benchmark 5 Products

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-5>

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

[https://www.austinisd.org/sites/default/files/dre-surveys/rb/18.34\\_CollegeReadiness\\_2018-2019.pdf](https://www.austinisd.org/sites/default/files/dre-surveys/rb/18.34_CollegeReadiness_2018-2019.pdf)

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-5>

**Provide a link to the academy's Bridge program curricula**

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-5>

## Benchmark 6 Products

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-6>

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-6>

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

<http://www.crocketths.org/our-programs/early-college-hs/benchmark-6>