



W W SAMUELL H S
ECHS Renewal Application
2021-2022

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Background

District Affiliation

DALLAS ISD

CD #: 057905

Region: 10

Mailing Address (Line 1): 9400 N CENTRAL EXPY

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75231

School Affiliation

W W SAMUELL H S

CDC #: 057-905-014

Region:

Mailing Address (Line 1): 8928 PALISADE DR

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75217

Academy Information

What is the academy name?

W.W. Samuell Early College High School (ECHS) at Dallas College

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

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

9

10

11

12

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

125

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

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

70

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal

Name Prefix

Mrs.

First Name

Jacqueline

Last Name

Renfro

Email

jrenfro@dallasisd.org

Phone

972-892-5100

Principal

Principal 1

Name Prefix

Ms.

First Name

Jennifer

Last Name

Tecklenburg

Email

jtecko55@dallasisd.org

Phone

972-892-5100

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Michael

Last Name

Hinojosa

Email

hinojosam@dallasisd.org

Phone

(972) 925-3700

Narratives

Current Designations at DALLAS ISD:

- BRYAN ADAMS H S - P-TECH - 1718
- W H ADAMSON H S - P-TECH - 1718
- MOISES E MOLINA H S - P-TECH - 1718
- HILLCREST H S - P-TECH - 1718
- THOMAS JEFFERSON H S - P-TECH - 1718
- JUSTIN F KIMBALL H S - P-TECH - 1718
- LINCOLN HUMANITIES/COMMUNICATIONS MAGNET HIGH SCH - P-TECH - 1718
- L G PINKSTON H S - P-TECH - 1718
- FRANKLIN D ROOSEVELT H S - P-TECH - 1718
- W W SAMUELL H S - ECHS - 1415
- SEAGOVILLE H S - P-TECH - 1617
- SOUTH OAK CLIFF H S - P-TECH - 1718
- H GRADY SPRUCE H S - ECHS - 1516
- SUNSET H S - P-TECH - 1718
- W T WHITE H S - ECHS - 2020
- W T WHITE H S - P-TECH - 1718
- DAVID W CARTER H S - P-TECH - 1718
- NORTH DALLAS H S - P-TECH - 1718
- SKYLINE H S - ECHS - 2021
- EMMETT J CONRAD H S - P-TECH - 1718
- JAMES MADISON H S - P-TECH - 1718
- KATHLYN JOY GILLIAM COLLEGIATE ACADEMY - ECHS - 0809
- TRINIDAD GARZA EARLY COLLEGE AT MT VIEW - ECHS - 0607
- DR WRIGHT L LASSITER JR EARLY COLLEGE H S - ECHS - 0910
- WILMER-HUTCHINS H S - ECHS - 2020
- WILMER-HUTCHINS H S - P-TECH - 1718
- North Lake Collegiate - ECHS - 2020

Previous Planning Year Applications at DALLAS 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, Recruitment and Enrollment, Degrees and Credentials: IHE Agreements

Degrees and Credentials

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

Education and Training

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

Early Learning

Teaching and Training

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

Education

Interdisciplinary Studies/General Studies

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

Virtual learning has changed our recruitment efforts and enrollment process. Fortunately, the Southeast Network has committed to equipping middle school students in our feeder pattern with the knowledge and skills needed to make informed decisions about their next steps, especially as it pertains to secondary program offerings that are "literally in their backyards". For Samuel Early College, this means that we are part of a network that brings middle and high school administrators, along with counseling staff, together to engage in dialogue focused on identifying and implementing strategies that successfully attract, engage and recruit at-risk students in our feeder pattern. As a result of the

initiative, not only is Samuel Early College being held accountable for connecting with middle schools, but middle schools are responsible for reaching out and providing opportunities for increased Early College presence on their campuses. The shift, with shared accountability, has allowed Samuel Early College more (online) presence at middle school campuses; having more access to speak with historically underrepresented students in both large and small group settings. In addition, information sharing of Samuel's online events and presentations have become more streamlined.

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 in Teaching	Texas Tech University	Bachelor of Science
Associate of Science	University of North Texas - Dallas	Bachelor of Science

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Dallas College

Name Prefix

Ms.

First Name

Anna

Last Name

Mays

Email

amays@dcccd.edu

Phone

214-378-1733

Job Title

Vice Provost of Educational Partnerships

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 IHE agreement between Samuel H S and Eastfield College addresses the Blueprint Requirement by stating the purpose and goals of the partnership (Sec. 5. A & Sec. 4). The agreement states that students may take approved ECHS classes as well as career and technical classes. At this time, all dual-credit courses necessary to complete the requirements for the Associate of Science have been offered in an online format. Currently, students attend classes at the high school for the first two years, where they can earn up to 9 hours of dual-credit from credentialed dual-credit teachers at the high school. Students secure the remaining hours during their junior and senior years via courses offered at Dallas College. The courses are primarily taken during the fall and spring semesters, but can also be taken during accelerated terms, ie: mini-esters or summer school. In order to take dual-credit courses, the agreement states that students must have met the requirements of the TSI. The agreement lists the aligned courses in Attachment B, and all parties agree to collaborate to ensure the academic rigor of the program. The college will offer remedial courses in order to help students meet the requirements, if necessary. When students have successfully met the college course requirements, they will receive their Associate of Science Degree.

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

In the IHE agreement, Goal 3 addresses the college and academic readiness advising and support services for early college students. It defines the following components: 1) The ECHS shall designate a liaison to monitor and advise students on transferability of college credits. Traditionally, the designated liaison has been the high school counselor. The high school counselor and the academic advisor for

the college collaborate regarding student progress and they ensure that students satisfy the correct number of credits for the required degrees, as well as the credits needed for transferring to a baccalaureate program. 2) The ECHS liaison ensures that credits are earned and awarded for the correct semester. 3) Both the college and the ECHS provide career advising to students as well as college advising. The college will provide career workshops and tutoring, while the ECHS also offers career readiness advising and tutoring opportunities. 4) In Attachment A, the college states that students who take dual-credit classes have access to the library and all the resources within the library. Students also have access to tutoring at the library and other supporting resources available within the college. The high school also provides social and emotional support and academic support for the students.

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 12, E of the IHE agreement, it states that when necessary, transportation for students to and from the IHE campus is the responsibility of the district with no cost to the students and their family. However, due to the exclusivity of online courses for the current school term, district-based transportation has not been necessary. Once Dallas ISD and Dallas College resume in-person instruction, transportation will be made available to all students free of charge. Students are provided district busing at no cost to and from the high school campus as well as the opportunity to ride DART using district purchased monthly bus passes. Students previously enrolled in the high school, who need to complete their course of study, may receive DART Go Passes through the summer term. In the event that the ECHS operation is discontinued due to breach of contract, the IHE agreement states that students currently enrolled in the ECHS will have the opportunity to complete their college coursework without penalty.

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

Per the Blueprint Requirements, the IHE agreement states that both Dallas College and Dallas ISD will provide applicable data and information concerning students enrolled in both institutions simultaneously. The IHE agreement also includes coordinated data sharing to ensure appropriately qualified teachers and ongoing monitoring for student credit completion. The college and Dallas ISD can share student information in accordance with FERPA and as agreed upon in the articulated data sharing agreement. Neither the college nor the high school are allowed to disclose any of the data shared by the other to a third party without written consent from the parent or eligible student. All shared information must be destroyed when it is no longer required by the IHE agreement or Data Sharing Agreement. The Dallas ISD Postsecondary Success Dual-Credit Dashboard is the shared platform used between the IHE and Dallas Independent School District. The Dual-Credit Dashboard includes student TSI scores, enrollment data, college credits, and student demographic data every 24 hours from Dallas College. College grades are uploaded at the end of each each term. Once grades are entered, the Samuell ECHS conducts a GPA analysis and updates student plans to provide interventions when necessary to help students stay academically on-track.

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?

Well qualified teachers are crucial to the success of Samuel ECHS students. In an effort to address the need of identifying qualified educators to teach dual-credit classes, Samuel launched a school-wide campaign to recruit instructors. Through surveys and interest meetings, educators interested in teaching dual-credit classes were provided with a platform that addressed any questions or concerns around credentialing criteria. For the current school year, Samuel has implemented regularly scheduled meetings to provide support for educators who teach dual-credit courses. The meetings drive collaborative conversation, especially for those who are primarily teaching courses where they are the only content teacher, while providing dual-credit update information and peer support. Dallas ISD Human Capital Management (HCM) also hosts recruiting events on behalf of campuses to continue to recruit qualified candidates that can teach dual-credit courses at ECHS programs districtwide. Additionally, Samuel ECHS also shares credentialing and continuing education information with current teachers who have expressed an interest in becoming credentialed to teach dual-credit courses in a effort to skill-up our incumbent workforce to meet our future staffing needs.

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and 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
Mentoring	11th and 12th graders identified as needing additional support receive an adult mentor who meets with them virtually each week to check in on progress.
Dallas College Virtual Tutoring	11th and 12th graders can attend virtual tutoring offered by Dallas College. They can also access the writing center for additional help with assignments pertaining to writing, grammar, punctuation, etc.
Daily Advisory (Huddle)	All 9th through 12th grade students are assigned to a daily Advisory class with an Early College teacher. Academic check-ins are conducted weekly.
Tutoring: EC Teacher and Peer	High school teachers provide afterschool and Wednesday Flex Day virtual tutoring for students in grades 9th - 12th. Early college teachers of 11th/12th grade students provide tutoring and guidance that support student utilization of Dallas College Tutoring. In addition, select students who have been successful in DC classes offer tutoring to their peers.
EdReady	Online platform that provides baseline data and milestone goals to assist students in preparation for the TSIA assessment.
Tiered Intervention Plan	Intervention plan designed to provide support and services to students based on academic standing at the completion of each academic quarter.

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
Student Leadership/PALS	Classes that provide academic, social and civic preparedness. Students utilize school-wide AVID strategies, UTD Brain Health SMART strategies, Pathway to Success and EdReady Platform
Counselor Minute Minutes (Check-Ins)	Individual meetings with 9th-12th grade students to build relationships with students to ensure appropriate levels of support are provided as needed.
Counselor Referrals on behalf of Students and/or Guardians	Licensed Clinicians and psychiatrists offers a range of services to promote the wellness of students and families and improve access to health care and education.

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

Samuell ECHS uses the access, achievement, and attainment data to help inform continuous program improvement techniques and to measure progress against goals. Samuell ECHS uses PowerSchool to

review student progress via Grade Reports and Transcripts. This data is then used to determine targeted intervention for high school courses. The Dual-Credit Dashboard is an electronic platform, utilized by Dallas ISD, that allows program coordinators, administrators, and counselors to access the college data. The dashboard is used to track students' progress and review advising reports. This data is analyzed to identify program strengths and opportunities for growth. An in-depth analysis of this data allows our administrative team to use the necessary resources to build intervention plans that provide students with strategies to increase their success rate. In addition, Samuel ECHS maintains a database that includes student TSI scores and course performance analytics that is updated each semester and shared with pertinent staff to utilize as part of the program progress monitoring process. The data is also used to create action plans to assist with increasing student achievement. Program improvements implemented after review of the data include: a more rigorous math curriculum, a widened mentoring and tutoring program, targeted TSI boot camps, increased scrutiny of college coursework after leaving early college, and a more in-depth analysis of dual-credits and course requirements.

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 5 - Academic Rigor and Readiness	Successful completion of first college math course by end of 11th grade.
Benchmark 4 -Curriculum and Support	75% of students enrolled in the 9th grade remain in the ECHS program into the fall of 12th grade.
Benchmark 6 - Recruitment of teachers credentialed to teach dual credit courses	Secure high school teachers who are credentialed to teach dual credit courses.

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

Products, Benchmark 2 Products

Benchmark Products

Benchmark 1 Products

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

<https://www.dallasisd.org/domain/26342>

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.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

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.dallasisd.org/domain/26342>

Benchmark 2 Products

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

<https://www.dallasisd.org/domain/26342>

Benchmark 3 Products

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

Benchmark 4 Products

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

Provide a link to the academy's Master Schedules

<https://www.dallasisd.org/domain/26342>

Benchmark 5 Products

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

Provide a link to the academy's Bridge program curricula

<https://www.dallasisd.org/domain/26342>

Benchmark 6 Products

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>

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

<https://www.dallasisd.org/domain/26342>
