



H GRADY SPRUCE 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

H GRADY SPRUCE H S

CDC #: 057-905-017

Region:

Mailing Address (Line 1): 9733 OLD SEAGOVILLE RD

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75217

Academy Information

What is the academy name?

H. Grady Spruce Career and Technical Education 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.

65

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

63

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

60

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

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal

Name Prefix

Mr.

First Name

Alan

Last Name

Varney

Email

avarney@dallasisd.org

Phone

972-892-5601

Principal

Principal 1

Name Prefix

Ms.

First Name

Francine

Last Name

Taylor

Email

frataylor@dallasisd.org

Phone

972-892-5500

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.

Architecture & Construction
Arts AV Tech & Communication
Manufacturing

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

Architectural Design
HVAC and Sheet Metal

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

Graphic Design and Multimedia Arts

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

Advanced Manufacturing and Machinery Mechanics

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

AD
PC
PC2

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

Item

Drafting and Design Technology

Mechatronics, Robotics, and Automation Engineering

Digital Media

Heating, Ventilation, Air Condition and Refrigeration Technology

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Computer Aided Design Foundation Level 1 Certificate

Advanced Manufacturing and Mechatronics Technology

Electronics Technology

Digital Media Technology-- Digital Media Certificate

Heating, Ventilation, Air Conditioning and Refrigeration Technology

What level 2 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

CAD/CADD Drafting and/or Design Technology/Technician

Heating Ventilation Air Conditioning and Refrigeration Technology/Technician

Recruitment and Enrollment

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

Significant changes in the recruitment process for the upcoming school year have been implemented to provide access and equity to all students. Virtual recruitment presentations are scheduled through our feeder and neighboring middle schools, and district-sponsored events. The H. Grady Spruce Career and Technical Education Early College High School (ECHS) at Dallas College will also host a virtual open house for interested students and families. Spruce CTE ECHS continues to encourage all students to apply to our program, with an emphasis on students at-risk of dropping out of school and historically underrepresented subpopulations such as English language learners, students of low socioeconomic status, and first generation college-goers. Grades, test scores, attendance records, and discipline reports are never reviewed beforehand. We provide interested students and families information on the pathways and the programs of study offered at Spruce CTE ECHS so they can make the most informed decision before applying. Students and families are ensured that academic and socioemotional supports are provided to all students to aid in their success. We encourage all students interested in our pathways to apply and utilize a weighted lottery that favors our targeted population.

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 Applied Science	Tarleton State University	Bachelor of Arts and Applied Sciences

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Dallas College

Name Prefix

Dr.

First Name

Anna

Last Name

Mays

Email

amays@dcccd.edu

Phone

214-378-1733

Job Title

Vice Provost for 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.

Curriculum alignment and courses of study are addressed in the IHE Articulation Agreement between Spruce Early College and Dallas College. The goals set forth by Dallas College and Dallas ISD align with statewide dual credit goals. They are agreed upon by the Texas Higher Education Coordinating Board and the Texas Education Agency. Participating students are allowed to complete high school graduation requirements, while also earning an Associate of Applied Science or up to 60 semester credit hours towards a baccalaureate degree. The IHE Articulation Agreement and IHE Blueprint describe the course of study and four-year crosswalk for H. Grady Spruce Career and Technical Education Early College High School (ECHS) at Dallas College. It specifies students' progress, goal achievement, and high school and college-level course alignment. Spruce CTE ECHS uses the high school academic plan and dual credit crosswalk to support the completion of all high school and college courses required to graduate with a high school diploma, associate degree, and/or industry certification. Curriculum alignment of college and high school courses is a collaborative process among representatives from both Dallas College and Dallas ISD and is updated each semester. Pathway crosswalks are modified to delineate courses needed for high school credit and graduation completion requirements, dual credit courses leading to a certification, an associate degree, and baccalaureate degree. Pathway crosswalks follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM).

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

Goal 2 of the IHE Articulation Agreement states that the College Transfer Services Office supports student transition and acceleration through postsecondary education. Students are advised on the transferability of college credits by the support team within the office, and they are assisted with choosing degree plans for other higher education institutions. Dallas College ensures that all college credit acquired is recorded on student transcripts immediately upon completion of each course's performance requirements. College program coordinators, high school counselors, and other administrative staff schedule individual or group advising sessions. Students review their advising reports at the end of each semester and plan for the upcoming semester. Individual meetings with college program coordinators are provided to ensure students are on-track with their program of study and will graduate with industry certifications and/or an associate degree. To ensure access and help prepare students for the transition to baccalaureate programs, the high school college access partner assists students during their senior year with completing college applications, scholarship applications, FASFA, and the Dallas County Promise Pledge. Additionally, the College Transfer Services Office provides transfer guidance to assist students when transferring into degree plans at other colleges and universities. Through Student Success Sessions provided by Dallas College, all early college students are informed of the full access to resources, services, and facilities offered by the IHE and are encouraged to utilize them as needed.

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 IHE Articulation Agreement between H. Grady Spruce Career and Technical Education Early College High School (ECHS) and Dallas College states that Dallas ISD must provide transportation for students to and from the college, as needed, at no additional cost to the student. Dallas ISD provides transportation near the student's home address. Other resources for the students are available from Dallas ISD Transportation Services, such as daily or monthly passes through Dallas Area Rapid Transit (DART), transportation for field experiences, program events, and school-based travels approved for funding. Additionally, a DART GoPass is available through Dallas College for all students who meet the enrollment requirements.

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

Provisions and processes for collecting, sharing, and reviewing the program and student-level data is outlined within the articulation agreement. The purpose of this agreement is to assess the progress of the H. Grady Spruce Career and Technical Education Early College High School (ECHS) at Dallas College. The data shared includes teacher qualifications, student-level data, credit hours taken and earned, student GPAs, and formative data. The information is transmitted to assess college-level course success rates, students' on-track status, and assess the program's overall success. Collectively, Dallas College and Dallas ISD acknowledge that each party has a legal obligation to maintain student records confidentiality and privacy according to the Family Education Rights and Privacy Act (FERPA). The Data Sharing Agreement ensures that neither Dallas College nor Dallas ISD discloses student information or records to a third party without prior written consent from a legal parent or guardian or eligible student. The data-sharing agreement is referenced within the IHE articulation agreement on page 13 in Section F(14). Any information received about a student is to be destroyed once the data is no longer needed for educational purposes.

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?

The H. Grady Spruce Career and Technical Education Early College High School at Dallas College recognizes the importance of recruiting and retaining highly qualified teachers who desire to become dual credit credentialed educators. Our challenges remain in recruiting talented, dual credentialed Mathematics and English teachers. This area of concern has been a continuous challenge for our ECHS program. The Spruce CTE ECHS administrative team actively seeks out applicants through district-sponsored job fairs and other networking events. We have encouraged current staff considering pursuing additional education and degrees, understanding that there is a shortage of qualified dual credit staff across the district. Staff is also encouraged to attend information sessions and events hosted by Dallas ISD and Dallas College regarding dual credit certification. Dallas College continues to allow college professors to teach those courses on the high school campus until Spruce CTE ECHS and Dallas ISD have secured teachers.

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
Individualized graduation plans	Students receive an individualized graduation plan that is reviewed and updated at the end of each semester to assess their graduation status. They are modified at the end of each 8-week and 16-week college course period as needed.
Academic Action Plan Contracts	Students receiving failing grades are placed on an Academic Action Plan. A contract is developed that lists academic goals, identifies obstacles to those goals, creates strategies to overcome them, and tracks progress. Students with a contract review their plan weekly with the school guidance counselor.
Probationary Check-Ins	Following Dallas College requirements, students with a low college GPA or who have failed or dropped college courses are placed on probation. Probation students are required to check in weekly with the guidance counselor and receive progress

Activity	Description
Tutoring	Teachers are required to offer regular office hours before and after school. Students who have failed or are in danger of failing a course must attend after-school tutoring as part of their Academic Action Plan Contract.
M.A.P.S. Course	All ECHS 9th grade students are required to take the M.A.P.S. class. In this class, they learn time management and organization strategies, professional communication, monitoring grades, using their syllabus, and accessing and utilizing online portals, such as Econnect, Ecampus, and Powerschool. Students are taught how to review high school report cards and transcripts and understand what grades are needed to pass classes and if credit recovery is required.

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
Social Services	Students in need of additional social services, such as on-going counseling, crisis intervention and additional agency referrals can be seen by the on-campus social worker.
Psychological and Social Services	A district psychologist is available for weekly or bi-monthly counseling for students in need.
Youth and Family Center	The on-campus social worker can see students in need of additional social services, such as on-going counseling, crisis intervention, and other agency referrals.

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

The H. Grady Spruce Career and Technical Education Early College High School at Dallas College uses access, achievement, and attainment data to assess the current program design, identify academic trends and patterns in student achievement, and modify procedures and best practices. The Outcome-Based Measures are used to prioritize and proactively design action plans when identified data indicators are not met. Spruce CTE ECHS is currently focusing on increasing student achievement data related to TSI and English II EOC and implementing strategies and interventions to improve those scores. Spruce CTE ECHS staff collaborates with Dallas College partners to ensure students are aware of services and opportunities available to them. Students are encouraged to utilize the library tutoring center, TSI prep sessions using software such as EdReady, and enrolling in developmental courses as needed. Continual efforts to provide exemplary programming and increase student achievement are made through sharing best practices and engaging in professional development opportunities. The anticipated number of associate degrees per graduating class is tracked. Students needing additional support are identified during their junior year, and interventions are put in place to ensure they stay on track to earn an associate degree. Attainment data for each graduating class allows a holistic view of the programs, activities, and interventions provided and evaluates effectiveness.

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	Spruce CTE ECHS is setting a priority to recruit more African American students. Our percentage of this subpopulation of students in our ECHS is lower than our district and comprehensive school. By increasing this percentage, we will better represent the community we serve more accurately and will increase our students' options for our academy and postsecondary success.
Benchmark 5: Academic Rigor and Readiness	A top priority for Spruce CTE ECHS is to increase Reading TSI passing rates. This will contribute to the success of our academy as more students will be able to earn an associate degree without having to enroll in developmental reading courses to be considered TSI met.
Benchmark 4: Curriculum and Support	We are setting a priority to increase our academic supports and interventions in order to increase overall student achievement in completing not only industry certifications but earning their associate degree as well. All our students successfully earn pathway certifications, but we would like to increase the number earning an associate degree.

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/Page/53015>

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/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

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/Page/53015>

Benchmark 2 Products

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

<https://www.dallasisd.org/Page/53015>

Benchmark 3 Products

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

Benchmark 4 Products

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

Provide a link to the academy's Master Schedules

<https://www.dallasisd.org/Page/53015>

Benchmark 5 Products

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

Provide a link to the academy's Bridge program curricula

<https://www.dallasisd.org/Page/53015>

Benchmark 6 Products

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>

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

<https://www.dallasisd.org/Page/53015>
