



SKYLINE 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

SKYLINE H S

CDC #: 057-905-025

Region:

Mailing Address (Line 1): 7777 FORNEY RD

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75227

Academy Information

What is the academy name?

Skyline 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

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.

133

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

126

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal

Name Prefix

Dr.

First Name

Richard

Last Name

Bond

Email

rbond@dallasisd.org

Phone

214-402-1445

Principal

Principal 1

Name Prefix

Mr.

First Name

Dwain

Last Name

Simmons

Email

dwsimmons@dallasisd.org

Phone

214-686-4842

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: IHE Agreements, Degrees and Credentials, Recruitment and Enrollment

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

Recruitment and Enrollment

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

Skyline Early College High School (ECHS) has a comprehensive recruitment plan that was adjusted, with the assistance of stakeholders, to meet changing demands. As part of this plan, we identified middle schools in and around our district's parameters to serve as recruitment resources for potential candidates (noted in Benchmark 1 -Target Population). We continue to identify, recruit, and enroll at-risk students' subpopulations, as defined by Texas Education Code (TEC) 29.081 and PEIMS. Virtual/online recruitment and enrollment information formats are now offered as part of our revised plan. We have also compiled contact information, inclusive of middle school guidance counselors and principals, to offer invitations to our Virtual Open Houses and information sessions on our pathways and program offerings. Counselors are of particular value to our recruitment as they have access to students during the school day in advisory and/or scheduled sessions, thus we shared messaging and program materials with them describing the ECHS model and how it supports students. Our new presentations are narrated in English and Spanish to reach all interested parties. We have also included student testimonials to encourage students historically underrepresented in college courses to enroll in our program. These testimonials showcase the diverse student population at Skyline ECHS. Our application process has been made easier, after the creation of a newsletter detailing the process in

simple steps and informing parents about the program from beginning to end. Finally, outreach efforts have increased to existing Skyline ECHS families to assist with the recruitment of potential candidates.

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	Texas Tech University	Bachelor of Arts

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.

As stated in Goal 4 Course Quality and Rigor part F, the ECHS shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. Created together with Dallas College, a four-year crosswalk is in place detailing how students progress toward this goal, including alignment of high school and college-level courses. All freshmen and sophomores take Pre-AP or AP courses to provide the most rigorous curriculum possible. College classes are strategically phased in with first-year students taking one or two courses, sophomores taking two or three, and then juniors and seniors taking four or five courses. The crosswalk provides pathways to certification, an associate degree, or a baccalaureate degree and must 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). The campus may implement multiple dual enrollment delivery models: a) College courses taught on the college campus by college faculty. b) College courses taught on the high school campus by college faculty. c) College courses taught on the high school campus by qualified high school faculty. d) College courses taught virtually, via distance/online/blended learning.

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 part G of the IHE articulation agreement, specifies that the College Transfer Services office shall provide information about the transfer of college credit courses from Dallas College to other colleges and universities. Special visits to UNT, Texas A&M, and UT-Tyler are scheduled for junior and senior year students because all three have specific recognition of early college students. Counselors and teachers will also receive additional training/information on advising students who enter college with 60+ hours and the implications toward a bachelor's degree. Students will meet with the Dallas College advisors much like a traditional community college student. As stated in Goal 5 part E, transcription of credit for ECHS Dual Credit Courses, high school, and college credit shall be transcribed immediately upon a student's completion of the performance required in the course through an automated

dashboard co-developed by Dallas College and Dallas ISD. The leadership team, composed of the administrator, counselor, and coordinator, will verify transfer credits in conjunction with ensuring student schedules are accurate, often requiring individualization. In keeping with the guiding principles enumerated in Section 1, "Guiding Principles," of the ILA, for example, once the COVID-19 restrictions are lifted, Skyline ECHS sophomores will travel to the Dallas College campus at least one time to utilize the Writing Center in order to orient them with the services provided. As stated in Goal 5 part J, juniors will utilize the Dallas College advising services. Seniors will conduct research using the Dallas College library and databases.

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 5G(4), the IHE ILA clearly states that Dallas ISD will assume all responsibility for transportation costs for students to and from the Dallas College Campus when necessary. Additionally, in the case of discontinuing operations, the existing students will be allowed to continue their degree plan through dual credit offerings at Skyline High School, including all requirements that still need to be met. Benchmark 2: Partnership Agreement outlines that the ECHS shall have a current, signed memorandum of understanding (MOU), interlocal agreement (ILA) for each school year that defines their partnership between the school district and the institution of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability and applicability of college credit between a two year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation.

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 IHE articulates the process by which we work with the deans of the respective departments to ensure that instructors employed by Dallas ISD are credentialed, with a Master's Degree and 18 hours in the content they are teaching. Teachers utilize formative assessments throughout the academic calendar year, along with critical markers EdReady, Methods of Academic and Personal Success, College Board Advanced Placement goals, and TSI preparations for college readiness. As defined in the ILA, Dallas College shares data on GPA and credits through a data portal. From that data, Skyline ECHS implements individual contingency plans for students off-track for success in the ECHS/P-TECH program; support systems include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program. Based on communications directly with the Cedar Valley instructors, formative data is obtained for the ECHS to provide academic support for each class. Additionally, student support services include college success workshops, learning support and tutoring centers, academic advising, and career workshops. The ECHS allows students to earn both a high school diploma and an Associate degree. Students may take approved dual credit courses that apply toward the core curriculum, a certificate program, an Associate of Applied Sciences, an Associate of Arts, and an Associate of Science.

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?

Skyline ECHS's team includes staff/faculty who are dual credentialed by Dallas College. They are as follows: ECHS Administrator; ECHS Coordinator; ECHS Lead Teacher-PAP English I. However, there are challenges with ensuring our academy has additional educators with qualifications to teach dual credit. As stated in Benchmark 6: School Design, ECHS staff shall include an ECHS leader who has autonomy for the course and instructor scheduling, staff and faculty hiring, and budget development. However, autonomy by the ECHS within a school model is limited by the overarching school campus budget for hiring faculty. To facilitate budget considerations, we are working with Dallas ISD Human Capital Management to identify potential existing and/or future teachers with a master's degree to secure staff that can provide dual credit courses on the Skyline ECHS campus. Recruiting teachers with advanced degrees, who are life-long learners and recognize the growth mindset, is critical. Our ECHS teachers are expected to be capable and accomplished in their accredited fields of study. Additionally, when a teacher is close to finishing the Master's degree, the collegiate administrator collaborates with Dallas College to ensure that the graduate classes completed lead to dual credit credentialing. Our collegiate teachers are encouraged to continue with graduate studies to obtain their Master's degrees.

Is the academy a TSIA testing site?

No

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
EdReady Learning Management System	EdReady lets students assess their readiness for college Math and English. It also provides a personalized study path to fill our ECHS students' knowledge gaps.
Student Case Management	All students are tiered via criteria based on academic performance, standardized test assessments, attendance, and social and emotional needs. Every student in the ECHS is assigned to a faculty/staff member to help with ongoing academic support, attendance, tutoring, social and emotional support.
Individualized Student Plans for Tier II & III Students	Student Cohort Committees collaborate on devising and designing personalized student plans for academic services/interventions.
Saturday School Tutoring for Tier III Students	Zoom links set-up by ECHS Faculty for Saturday School Tutoring. Students receive invitations to tutoring based on their academic performance and tier.
Get Back On Track Wednesdays for our Dallas College Cedar Valley Campus Students	With the Hybrid Master schedule due to COVID-19, students are asked to return to campus to work on their college classes with academic support from our faculty and coordinators.
Evening Academy-Skyline High School	The purpose of Evening Academy is to provide an opportunity for all district students in grades 9-12 to receive credits for previously failed semesters or complete coursework for acceleration.

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
Technology Outreach	Due to COVID-19 and the need for virtual/online learning, students have 24/7 technical support and access to laptops for their high school and college classes through Dallas ISD IT Services.
Health Services-Dallas ISD	A selection of clinic locations across the district provides families access to health and wellness services in nearby schools or neighborhoods.
Mental Health Services-Dallas ISD	The program offers mental, behavioral, and physical health services both on campus and at school-based health clinics.

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

Using the three Outcome-Based Measures (OBM) data indicators of Access, Attainment, and Achievement outlined in the Texas Early College High School Blueprint, we continually strive for the ECHS Designation with Distinctions. Our ECHS staff meets twice weekly for professional development to improve continuously in the OBM areas and critically examine the program. Using reflective instructional practices and instructional rounds will drive instruction towards a rigorous setting. Functioning as a team, we ensure effective communication with all stakeholders. We determine stakeholders' roles in the students' education and continually shift priorities to serve students. Team planning, consistent cohort analysis with academic, attendance, and family communication, ECHS Blueprint components/layers ensure students meet their high school and Associate Degrees criteria. Targeted professional development that focuses on the Common Instructional Framework with instructional strategies that support and cultivate student-centered learning will help teachers be more successful in the ECHS classroom and, consequently, help reach our OBM targets of Attainment Achievement. Professional development geared towards building interpersonal relationship skills that promote more social-emotional support for ECHS at-risk students will provide teachers with an arsenal of tools to be more successful and help reach our OBM targets of attainment. Our ECHS administrator, coordinator, and guidance counselor collaborate weekly to implement and manage recruitment and enrollment processes that include stakeholder input to attain access to OBM targets.

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	TSIA College Readiness Standards in English Language Arts & Reading (ELAR) and Writing or TSI exemption through successful completion of first College reading/writing course (e.g., ENGL 1301/102) by the end of 11th Grade meets 70% pass rate for Early College Designation).
Benchmark 4: Curriculum and Support	Earning 9 college credits (any) by end of 10th Grade. 40% of students attain this target for Early College Designation.
Benchmark 1: Target Population	The ECHS campus will achieve the Early College Designation OBM Targets by being proportionate to or over-represents economically disadvantaged students (grades 9-12) and no more than 10% points under the district.

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://www.dallasisd.org/site/Default.aspx?PageID=56282>

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/56281>

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

<https://www.dallasisd.org/site/default.aspx?PageID=56283>

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/73305>

Benchmark 2 Products

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

<https://www.dallasisd.org/Page/73362>

Benchmark 3 Products

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

<https://www.dallasisd.org/site/default.aspx?PageID=73363>

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

<https://www.dallasisd.org/Page/56279>

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

<https://www.dallasisd.org/Page/73365>

Benchmark 4 Products

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

<https://www.dallasisd.org/Page/56280>

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

<https://www.dallasisd.org/Page/56279>

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

<https://www.dallasisd.org/site/default.aspx?PageID=73366>

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

<https://www.dallasisd.org/site/default.aspx?PageID=73367>

Provide a link to the academy's Master Schedules

<https://www.dallasisd.org/Page/73368>

Benchmark 5 Products

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

<https://www.dallasisd.org/Page/73369>

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

<https://www.dallasisd.org/Page/73370>

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

<https://www.dallasisd.org/Page/73371>

Provide a link to the academy's Bridge program curricula

<https://www.dallasisd.org/Page/73372>

Benchmark 6 Products

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

<https://www.dallasisd.org/Page/73373>

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

<https://www.dallasisd.org/Page/56279>

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

<https://www.dallasisd.org/Page/73375>
