



EVERMAN H S
ECHS Renewal Application
2021-2022

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Background

District Affiliation

EVERMAN ISD

CD #: 220904

Region: 11

Mailing Address (Line 1): 608 TOWNLEY DR

Mailing Address (Line 2):

City, State, Zip: EVERMAN, TX 76140

School Affiliation

EVERMAN H S

CDC #: 220-904-001

Region:

Mailing Address (Line 1): 1000 S RACE ST

Mailing Address (Line 2):

City, State, Zip: EVERMAN, TX 76140

Academy Information

What is the academy name?

Everman Collegiate 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

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.

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.

100

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

100

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal

Name Prefix

Dr.

First Name

Sean

Last Name

Milligan

Email

smilligan@eisd.org

Phone

8176153670

Principal

Principal 1

Name Prefix

Dr..

First Name

Mario

Last Name

Layne

Email

mlayne@eisd.org

Phone

8175685200

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Curtis

Last Name

Amos

Email

camos@eisd.org

Phone

8175683500

Narratives

Current Designations at EVERMAN ISD:

- EVERMAN H S - ECHS - 1415
- EVERMAN H S - P-TECH - 1819

Previous Planning Year Applications at EVERMAN 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.

Education and Training

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

Early Learning

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

Drafting and Design Technology

Liberal Arts

Education

Health Professions

Recruitment and Enrollment

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

No changes have occurred.

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?

No

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Tarrant County College

Name Prefix

Dr.

First Name

Shannon

Last Name

Ydoyaga

Email

shannon.ydoyaga@tccd.edu

Phone

8175158223

Job Title

Vice President 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.

The current articulation agreement builds a partnership between ECHS and TCC to provide each early college student, despite their pathway, the ability to accrue all credits necessary for a high school diploma, while simultaneously building the foundation for a bachelor's degree by way of achieving the associate's degree. Our design provide our 9th and 10th grade students to take advanced core subjects at the high school, while building capacity and skill for advanced dual credit options. Students must pass the reading and writing portions of the TSIA prior to their 11th grade year in order to take English Composition at TCC. We purposefully introduce our students to post-secondary work by enrolling students in non-TSIA compliant courses in order to introduce college level courses, and begin the evaluation of academic ability at the same time. Using this approach, we allow students the time and opportunity to build academic skills in lower challenge courses, while the high school evaluates, monitors and intervenes the academic progress of our cohorts. Finally, continual audits of credit, degree plans and regular meetings with TCC to maintain the progress and integrity of our pathways, all work together to ensure that ECHS and TCC are committed to student success and achievement.

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

The partnership between ECHS and TCC has facilitated and expanded the services provided to Everman students in early college. Every spring Everman Collegiate and TCC audit our pathways to maintain that all activities are progressing toward a degree or certification for all students. As a result of this, we streamline our offerings to reduce waste, and we use the opportunity to determine better offerings and options as best fit student progress. We also audit our grade reports and grade submissions every semester, and then do another transcript audit at the end of semesters for seniors and promoting juniors to ensure they are tracking correctly toward completion. Every senior in early college meets with their high school counselor and an advisor from TCC to facilitate the student's journey from high school to whatever is awaiting after high school graduation. During these meetings, the counselor and advisor both discuss transferability of credits and their options. Finally, we provide transportation access for students to use to go to TCC, to use their academic services and tutors. Everman Collegiate also invites TCC to meet with our students multiple times throughout the year, invitations to advisors, career counselors, financial aid, academic services, the librarian, among other guests from TCC.

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.

100% of transportation costs and responsibilities reside with the ISD. We provide transportation to TCC from the high school for any students taking classes at TCC. If the early college program is discontinued, the district has made provisions for the students currently enrolled in our early college to be able to complete their pursuit of their associate's degree. Everman ISD's commitment is that for any student who has begun the program will have the opportunity to complete the program, at no cost to

the student.

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 current data sharing agreement between ECHS and TCC is straight forward and simple: TCC provides student attendance and academic performance 3 times a semester to the early college so the early college can adequately monitor student growth. As a result of this exchange, the maintenance of accurate records of which students are on track for an associate's degree and students struggling is made much more effective. A running accounting of credit hours, degree progress, and GPA allows for the early college to nimbly address student concerns as soon as the data reaches the team. TSIA scores are shared between institutions, and this has become the primary benchmark for college readiness, followed closely by college GPA and attendance. ECHS currently has one embedded teacher, that was vetted and approved by TCC. Once again, regularly scheduled meetings between the early college and TCC provide ample opportunity to discuss student concerns, data concerns, and instructional concerns. The early college and TCC have monthly status meetings regarding student achievement and institutional collaboration. As a result, the flow of information between ECHS and TCC has been improved by addressing common areas of concern and building better collaborative structures.

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?

Finding teachers qualified to teach dual credit on site has been challenging because of the specialization necessary for degree plans, and struggling to find the correctly credentialed teachers for the positions. Offering Geology and Biology as our two college lab sciences works for TCC, but finding science composite with a biology masters or a geology masters has proved daunting. As our dual

credit offering become more specialized, we find the challenge of hiring embedded individuals daunting. As we expand our embedded offerings, we will offer open up dual credit classes to more and more non-early college students interested in dual credit offerings.

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
Formal Tutoring	Tutoring from academic tutors are available every day of the week, at TCC and at ECHS.
Individual interventions	Students who continue to struggle will have a personal growth meeting, and determinations of special services - mandatory tutoring, grade checks, advising sessions - are required for the student to reclaim their academic independence.
PASS Seminars	In conjunction with TCC, ECHS provides a formal academic recovery seminar for students on academic probation/suspension. Each student is teamed with an ECHS team member and attends TCC's academic improvement seminar sessions.
Career Investigations	Field trips, symposiums, trade shows, demonstrations are all activities we try to expose our students to. Health fairs for our public health majors, teacher workshops for our aspiring teachers, and industry fairs for our CADD students all work to encourage career investigations.

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
TSIA prep	We provide detailed, in-depth TSIA prep for all incoming freshmen in order to best address their academic needs to successfully pass the TSIA.
Summer Bridge	All incoming freshmen go through our summer bridge as an orientation and introduction to early college. They meet the EC team, they learn about their TCC

Activity	Description
	classes, and we begin addressing student needs: organization, time management, self-advocacy, and improved study habits.
Academic Support	Our program provides full time academic coach who is focused on student assistance and success, primarily by working one on one with struggling students.
Community Service	The early college program is committed to giving back, which is why we schedule two service activities a semester for students to participate in. It is part of their early college portfolio.

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

We are a single HS district, so we have little difficulty recruiting. However, we do use our recruitment as a time to refine our messaging, taking out information that is unnecessary or confusing, and building a better recruitment message. One area of difficulty is overcoming the stereotypes and misinformation about early college. We still find, after 8 years, is most people still think we are an advanced academics program. Challenging that belief and making our audience realize this is an opportunity for at risk first is what we're attempting to do at this time. Performance data is fairly consistent. We find that a student's success is based on their motivation, so we use our achievement data to address those students who are losing ground to the rest of the cohort. We are finding the best way to describe our efforts is we're building success by structuring smaller attainment goals - all lectures and assignments attended for one week - as a positive way to address students who struggle. If we can overcome the culture shift into early college - and it takes time - we find that academic success comes soon after. it is definitely a change in attitude and practice that most determines a student achieving success.

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
Student retention - Benchmark 4	Building a support framework that better address student struggles and performance is crucial for our early college to improve our retention.
Academic Rigor - Benchmark 5	Improved curriculum in the core subjects in 9th and 10th grades is needed to better prepare our students transition to full time students.
Instructional	Improved collaboration between TCC and ECHS to best determine areas of

Rigor -
Benchmark
Benchmark 6

concern and areas of focus to better prepare early college students for collegiate success..

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.eisd.org/domain/632>

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.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

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.eisd.org/domain/632>

Benchmark 2 Products

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

<https://www.eisd.org/domain/632>

Benchmark 3 Products

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

Benchmark 4 Products

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

Provide a link to the academy's Master Schedules

<https://www.eisd.org/domain/632>

Benchmark 5 Products

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

Provide a link to the academy's Bridge program curricula

<https://www.eisd.org/domain/632>

Benchmark 6 Products

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

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

<https://www.eisd.org/domain/632>

