



CROWLEY H S
ECHS Renewal Application
2021-2022

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Background

District Affiliation

CROWLEY ISD

CD #: 220912

Region: 11

Mailing Address (Line 1): P O BOX 688

Mailing Address (Line 2):

City, State, Zip: CROWLEY, TX 76036

School Affiliation

CROWLEY H S

CDC #: 220-912-001

Region:

Mailing Address (Line 1): 1005 W MAIN ST

Mailing Address (Line 2):

City, State, Zip: CROWLEY, TX 76036

NORTH CROWLEY H S

CDC #: 220-912-002

Region:

Mailing Address (Line 1): 9100 S HULEN

Mailing Address (Line 2):

City, State, Zip: FORT WORTH, TX 76123

Academy Information

What is the academy name?

Crowley Collegiate Academy

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School: Multiple Campuses - A subset of students in grades 6-12 are enrolled in the academy. This model typically spans a middle school and high school.

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.

125

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

91

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

Contacts

Applicant

Applicant 1

Job Title

Academic Dean, ECHS

Name Prefix

Mrs.

First Name

Tralissa

Last Name

Griffin

Email

tgriffin@crowley.k12.tx.us

Phone

8172973018

Principal

Principal 1

Name Prefix

Mrs.

First Name

Tralissa

Last Name

Griffin

Email

tgriffin@crowley.k12.tx.us

Phone

8172973018

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Michael

Last Name

McFarland

Email

michael.mcfarland@crowley.k12.tx.us

Phone

817-297-5800

Narratives

Current Designations at CROWLEY ISD:

- CROWLEY H S - ECHS - 1617
- CROWLEY H S - P-TECH - 2020

Previous Planning Year Applications at CROWLEY 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

Liberal Arts

Recruitment and Enrollment

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

While in the midst of COVID-19 social distancing and limited gatherings, we have been developing more virtual opportunities for recruitment. We traditionally use current scholars to aid recruitment efforts through visits to middle school campuses, so this year we will modify these visits to include Zoom sessions and videos. Social media postings and videos will play a major role in promoting the ECHS opportunity. We also have our first cohort of graduates who will return home from their four-year universities to assist during our recruiting timeline. Our IHE partner has recently developed multiple videos providing instructions for the college application process and for instructional support services. We will continue to utilize a weighted application process for acceptance in order to meet open enrollment requirements and Outcome Based Measures in Access.

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

(817)515-4507

Job Title

Vice President, 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 Memorandum of Understanding (MOU) between Crowley ISD and Tarrant County College (TCC) indicates the ECHS will be designed to "provide opportunities for academic credit college courses for high school students" and the students will have the "potential to earn both a high school diploma and an Associate Degree, or two years of college credit toward a Bachelor's Degree." To develop the curriculum alignment, we worked collaboratively between the ISD and ECHS instructional leaders, IHE leaders and IHE advisors and transfer counselors in accordance with the Guiding Principles within our MOU. Based upon the work of these leaders, the ECHS developed three areas of degree focus within the confines of the Associate of Arts Degree. The purpose of the three areas of focus is to align the career goals of the student with a beneficial course sequence toward a higher degree and career readiness.

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

1) Our MOU addresses student advisement regarding the course plan and transferability of college courses within the Student Progress and Support section. ECHS students receive the same support services from the IHE "provided to all College students." The ECHS counselor also works with the college support services personnel to gain the knowledge and skills for providing academic and support to the ECHS students and their families. 2) The MOU ensures that transcription of college courses is the responsibility of the IHE upon the student's completion of the course. This is found in the Grading Policies section. 3) Advisement of students regarding the transferability and applicability of their college coursework toward a baccalaureate degree plan will involve both the ECHS counselor and the IHE support services personnel. 4) ECHS students have the same access to IHE facilities, services and resources as that of other college 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.

Transportation costs are addressed in the Transportation section which indicated the ISD maintains the responsibility to transport ECHS students to the ECHS facility and the College. Descriptions of fees are included in Duties of the College section as well as in the Tuition and Fees section where the IHE waives tuition and fees for ECHS students in college credit courses as well as the TSI administration cost. Information regarding discontinuing operation may be found in the Right of Revocation section and Discontinuation of Operation section. These sections describe the manner in which students will be allowed to finish their coursework.

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

Data sharing is addressed in several sections of our MOU. The Faculty sections provides information regarding teacher qualifications for both state and college requirements along with the sharing of these qualifications for credentialing at the college course level. Information regarding the sharing of student data such as credit hours earned, GPAs, state assessment results, SAT/ACT and PSAT results, TSI readiness and matriculation of ECHS students toward high school graduation are all included in the Evaluation, Research and Development section.

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?

The ECHS has faced challenges recruiting and hiring staff with qualifications for teaching the college level courses within our articulation agreement. We have found many candidates with Master's degrees, however, they lack the minimum requirement of 18 graduate hours in the subject area necessary to teach specific dual credit courses. Our pursuit to aid student development and preparation for college-level work led to our collaborative discussions with the IHE academic leadership regarding alternative plans. One such plan involves research into the offering of UT OnRamps courses which has two components: a high school certified teacher teaching and providing grades for the high school credit course while facilitating student development in a college course directed by a university professor who assigns college coursework and provides the grade for the college course. The college course is transcribed by the University of Texas and accepted by the IHE. During the 2020-2021 school year the ECHS has enrolled several students in the OnRamps courses for US History and English Rhetoric. The fall semester shows promise of this program as approximately 25% of those enrolled were able to earn college credit to transfer.

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
TSI Bridge	Although we struggled with the COVID-19 shutdown early summer, and were not able to hold all of our Summer Bridge, we plan to continue this process in June 2021. All incoming students along with current students who are not yet TSI compliant are invited to participate in summer TSI bridge camp. Sessions offered during this camp are developed in collaboration between ECHS staff, IHE staff and ECHS students who have demonstrated previous success in a TSI subject area. ECHS students and staff provide the sessions for student participants.
Orientation	Current ECHS student leaders and staff collaboratively develop sessions for orienting incoming students and their parents. These sessions provide a foundation of the academic support for all ECHS students. This year all sessions were provided via Zoom and Flipgrid.
Student Intervention	Daily class time for all ECHS students to participate in collaborative study groups or tutorials based upon the student's individual needs. Each class of ECHS students is assigned to a teacher/mentor who helps students form study groups, provides tutorials or coordinates tutorials with a different instructor.
AVID	Every ECHS student is enrolled in an appropriate grade level of AVID (Advancement Via Individual Determination). The AVID curriculum trains students in college-ready study skills and promotes habits by holding students accountable for practicing these learned skills.
ECHS Counselor	The ECHS counselor works with students on their individual career interests and advises, in collaboration with IHE counselors, them on appropriate coursework for their degree plan. She works with students who are struggling to meet their academic goals by helping them review and practice the study skills taught in their AVID class.
TCC Support Services	ECHS students have access to the support services offered on the IHE campus. ECHS students learn to schedule appointments with the Writing Center and Math Emporium or with academic/transfer counselors for guidance and assistance in their college classes. This year the IHE has developed additional online resources, supplemental instruction and tutoring services to promote student success.

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
ECHS Counselor	ECHS counselor works with students and their families when a need arises. She helps connect families with appropriate community services.
ECHS Teachers	Teachers in the ECHS maintain communication with student families and are the first line in identifying needs.
Parent Newsletters & Virtual Meetings	ECHS staff provide information in parent newsletters several times each school year. Parent meetings are held each semester providing opportunities for parents to network together.

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

ECHS staff and IHE staff discuss ECHS data to identify areas of strength and areas for improvement based upon the ECHS outcome-based measures. As the outcome-based measures are being phased in, the ECHS is working with its partners to evaluate practices helping us reach the Distinguished levels by the time this ECHS reaches our fifth year of implementation. Our practices which demonstrate a strength in access include our open application system with a weighted lottery, promotional materials in English and Spanish, and recruitment through AVID classes at the middle schools. For the achievement data, we have demonstrated strength in TSI preparation through the use of student leadership in the development and delivery of preparation sessions. Currently, our curriculum plans provide for our ECHS students to reach achievement at the Distinguished level, and we are continuing to collaborate with our IHE to coordinate any changes necessary in our degree plans with the common Fields of Study as posted by the THECB. The strength from our degree plans stems from the career research and goals of our students as they meet with the ECHS counselor and college advisers.

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	Revise recruitment methods to include more virtual and video offerings. Continue to monitor access measures throughout the open enrollment process.
Benchmark 4	Evaluate the use of OnRamps courses in reaching our attainment measure goals.

Benchmark	Description
Benchmark 2	Continue to pursue more efficient ways to share data between IHE and ISD.

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.crowleyisdtx.org/Page/5434>

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.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

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.crowleyisdtx.org/Page/5434>

Benchmark 2 Products

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

<https://www.crowleyisdtx.org/Page/5434>

Benchmark 3 Products

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

Benchmark 4 Products

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

Provide a link to the academy's Master Schedules

<https://www.crowleyisdtx.org/Page/5434>

Benchmark 5 Products

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

Provide a link to the academy's Bridge program curricula

<https://www.crowleyisdtx.org/Page/5434>

Benchmark 6 Products

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

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

<https://www.crowleyisdtx.org/Page/5434>

