

**The Woodrow Wilson National Fellowship Foundation  
Early College High School Initiative**

**Preaffiliation Matrix**

Affiliation Criteria  
(13 total criteria)

- |  |   |
|--|---|
| <p>1. Leadership and Governance<br/>University* Level<br/>School District/Operator Level<br/>School Site Level<br/>Communication Across Levels<br/>Decision Making Structures<br/>    University Level<br/>    School District/Operator Level<br/>    School Site Level<br/>    Committee Across Levels<br/>    MOU</p> <p>2. Site and Facility<br/>Location/Transportation<br/>Size and condition of Facility<br/>Access to University Resources</p> <p>3. Students<br/>Grades<br/>Demographics<br/>Admissions</p> <p>4. Faculty (University and ECHS)<br/>Qualifications<br/>Recruiting<br/>Accountability</p> | <p>5. Policy Environment<br/>State Level<br/>University Level<br/>School District/Operator Level<br/>School Site Level</p> <p>6. Scheduling<br/>Year Calendar<br/>Weekly/Daily Course Schedule</p> <p>7. Curriculum<br/>Scope and Sequence<br/>Diploma plus 60<br/>Student Readiness Assessments</p> <p>8. Instruction<br/>Shared practices<br/>Professional Development<br/>Data-Driven Instruction</p> <p>9. Student Assessment<br/>New Student and End of Semester Assessments<br/>    to Drive Instruction<br/>Required State Tests<br/>University Entrance Exams<br/>Student Information System to track progress 6-16**</p> |
|--|---|

\* *University* is used throughout this document and is intended to signify public, private, two and four year institutions of higher education.

\*\* Whether the ECHS serves grades 6-12, 9-13, 6-14 or any other permutation, it will be necessary for the school to track student data, and understand the scope and sequence of curriculum and pedagogical strategies from grades 6-16.

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10. Support Systems

Principal  
Faculty  
Students

11. Implementation and Sustainability Plan Outline

Timeline for Implementation  
Responsible Parties for Implementation Matrix

12. Evaluation Plan Outline

13. Budget

Balanced Budget Plan  
Sustainable Plan

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| 1. LEADERSHIP and GOVERNANCE (cont'd)  | ECHS Model   |
|--|--|
| <p><b>University/College Level</b></p> <ul style="list-style-type: none"> <li>▪ Depth and Breadth of University Commitment</li> <li>▪ History of Success</li> <li>▪ Tangible Measures of Commitment</li> </ul>     | <ul style="list-style-type: none"> <li>▪ President is committed to the ECHS.</li> <li>▪ President and other key players engage appropriate faculty in core disciplines to identify draft of course framework for ECHS students.</li> <li>▪ University has history of working effectively as a partner of local 6-12 schools, the district and other organizations.</li> <li>▪ Faculty representing key disciplines (math, science, history, politics, literature, the arts, language other than English) are committed to the ECHS.</li> <li>▪ University is interested in providing in kind donations and in fundraising for the ECHS.</li> </ul>   |
| <p><b>School Operator/District Level</b></p> <ul style="list-style-type: none"> <li>▪ Depth and Breadth of District Commitment</li> <li>▪ History of Success</li> <li>▪ Tangible Measures of Commitment</li> </ul> | <ul style="list-style-type: none"> <li>▪ Superintendent/CEO and School Board are committed to the ECHS.</li> <li>▪ Superintendent has the leverage to see the ECHS through start up and steady state and to engage necessary staff.</li> <li>▪ School Operator has history of innovation and research and development.</li> <li>▪ School Operator has history of success.</li> <li>▪ School Operator is able to grant autonomy (e.g., budget, staffing, calendar, curriculum) to the ECHS and has a good history with collective bargaining organizations.</li> <li>▪ School Operator can commit transportation, facilities, release time and professional development to ECHS.</li> </ul> |

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| 1. LEADERSHIP and GOVERNANCE (cont'd)   | ECHS Model   |
|---|--|
| <p><b>School Site Level</b></p> <ul style="list-style-type: none"> <li>▪ Depth and Breadth of Site Commitment</li> <li>▪ History of Success</li> <li>▪ Tangible Measures of Commitment</li> </ul> | <ul style="list-style-type: none"> <li>▪ Principal is committed to the ECHS.</li> <li>▪ Principal and/or other key player have the leverage to see the ECHS through start up and through steady state and to engage necessary staff.</li> <li>▪ Principal has history of innovation.</li> <li>▪ Principal has history of success.</li> <li>▪ Principal can hire teachers who suit the purposes of the school.</li> </ul>   |
| <p><b>Communication Across Levels</b></p> <ul style="list-style-type: none"> <li>▪ Players</li> <li>▪ Frequency</li> <li>▪ Location</li> <li>▪ Purpose</li> </ul>                                 | <ul style="list-style-type: none"> <li>▪ ECHS Liaisons are hired at both the University and High School to coordinate ECHS work.</li> <li>▪ Players from each site hold authority to speak on behalf of their site at joint meetings.</li> <li>▪ Meetings are held frequently enough to ensure effective communication (1/mo?)</li> <li>▪ Players from across sites come together with the purposes of:               <ol style="list-style-type: none"> <li>a. creating a high school experience for at risk youth that ensures the students access to higher education;</li> <li>b. a desire to make the progression from 6-16<sup>th</sup> grades smooth and logical (e.g., designing course sequences, new curriculum, refining pedagogical approaches, etc.)</li> </ol> </li> </ul> |

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| 1. LEADERSHIP and GOVERNANCE (cont'd)  | ECHS Model   |
|--|--|
| <p><b>Decision Making Structures</b></p> <ul style="list-style-type: none"> <li>▪ University Level</li> <li>▪ School District/Operator Level</li> <li>▪ School Site Level</li> <li>▪ Committee Across Levels</li> <li>▪ MOU</li> </ul> | <ul style="list-style-type: none"> <li>▪ ECHS decision making structure at the university level is clear and understood by all parties.</li> <li>▪ ECHS decision making structure at the school district/operator level is clear and understood by all parties.</li> <li>▪ ECHS decision making structure at the school site level is clear and understood by all parties.</li> <li>▪ A committee on which representatives from all parties sit is identified and a schedule of meetings is understood.</li> <li>▪ All parties are prepared to write and sign an MOU detailing the particular responsibilities of each party.</li> </ul> |

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| <b>2. SITE &amp; FACILITY</b>   | <b>ECHS Model</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>▪ Location/Transportation</li> <br/> <li>▪ Size and Condition of Facility</li> <br/> <li>▪ Access to University Resources</li> </ul> | <ul style="list-style-type: none"> <li>▪ The ECHS is located on the university campus or there is reliable, affordable, convenient transportation between the university campus and the ECHS.</li> <li>▪ The ECHS facility is in good condition and is or can be made to inhabit a college culture. Furthermore, the facility has sufficient space to serve students in grades 6-14 and all necessary staff in professional space.</li> <li>▪ Students and teachers at the ECHS have access to university resources such as labs, computers, libraries, tutors, mentors, athletics, museums, health services, summer courses, etc.</li> </ul> |
| <b>3. STUDENTS</b>  | <b>ECHS Model</b>   |
| <ul style="list-style-type: none"> <li>▪ Grades</li> <br/> <li>▪ Demographics</li> <br/> <li>▪ Admissions</li> <br/> <li>▪ Recruitment</li> </ul>                           | <ul style="list-style-type: none"> <li>▪ The ECHS serves up to 400 students in grades 6-12/13 or has a plan that addresses the needs of students at each of these nine grade levels.</li> <li>▪ The demographics of the student body show that the majority of students are the first in their families to attend college and are students from low socioeconomic families. Other characteristics may include low achievement scores.</li> <li>▪ Students are admitted without any sort of achievement-based assessments.</li> <li>▪ Students are recruited to match the demographics described above.</li> </ul>                             |

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| <b>4. FACULTY<br/>(University and ECHS)</b>  | <b>ECHS Model</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Qualifications</li> <li>▪ Recruiting</li> <li>▪ Accountability</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Faculty at both the University and ECHS are highly qualified as leaders and/or as teachers in specific content areas.</li> <li>▪ Faculty at both the University and ECHS are actively recruited to fit with and to understand the unique opportunities and vision of the ECHS model.</li> <li>▪ Faculty at the ECHS are ultimately accountable to a committee on which representatives from the ECHS and university sit. The responsibilities of this committee include approval of all hiring and firing decisions.</li> </ul>   |
| <b>5. POLICY ENVIRONMENT</b>   | <b>ECHS Model</b>  |
| <ul style="list-style-type: none"> <li>▪ State Level</li> <li>▪ University Level</li> <li>▪ School District/Operator Level</li> <li>▪ School Site Level</li> </ul> | <p>The policy environment at the state, university, school district/operator and school site levels is hospitable to the ECHS model in terms of:</p> <ul style="list-style-type: none"> <li>▪ Awarding dual credits for ECHS and university level courses</li> <li>▪ Developing new courses for credit at the ECHS and university levels</li> <li>▪ Providing tuition reduction or no tuition to students in need</li> <li>▪ Allowing for the transfer of university credits earned in the ECHS to other universities in the state</li> <li>▪ Funding students enrolled and supported by both the ECHS and university</li> </ul> |

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| <b>6. SCHEDULING</b>   | <b>ECHS Model</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ Yearly Calendar</li> <br/> <li>▪ Weekly/Daily Course Schedule</li> </ul>                                      | <ul style="list-style-type: none"> <li>▪ The yearly calendar of the ECHS is flexible/ can parallel the university calendar to a great extent.</li> <li>▪ The yearly calendar provides time for university and ECHS faculty to meet, train and plan together at multiple points in the year. Time for PD.</li> <li>▪ The weekly and/or daily course schedule of the ECHS is flexible and provides time for students to move between university and ECHS sites, allows students to take block classes at either site, provides time for teacher collaboration at the ECHS, includes advisory or blocks of time for students to receive explicit support in college planning and college course support.</li> </ul> |
| <b>7. CURRICULUM</b>   | <b>ECHS Model</b>  |
| <ul style="list-style-type: none"> <li>▪ Scope and Sequence</li> <br/> <li>▪ Diploma plus 60</li> <br/> <li>▪ Student Readiness Assessments</li> </ul> | <ul style="list-style-type: none"> <li>▪ All parties are committed to creating curriculum scope and sequence for grades 6-16.</li> <li>▪ Curricula choices are informed by research.</li> <li>▪ All parties are committed to graduating students from the ECHS with a high school diploma and 60 university credits. This scope and sequence is based on state standards particularly in states where there are high stakes, standards-based</li> <li>▪ There is an alignment of high school exit requirements and college entrance expectations.</li> <li>▪ There are simple assessments to identify student readiness for university courses.</li> </ul>   |

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| 8. INSTRUCTION   | ECHS Model  |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Shared practices</li> <li>▪ Professional Development</li> <li>▪ Data-Driven Instruction</li> </ul>  | <ul style="list-style-type: none"> <li>▪ All faculty at the university and ECHS are committed to developing shared practices in their instruction with the goal of effective teaching and preparation for college level work.</li> <li>▪ Instructional strategies are determined based on research.</li> <li>▪ All faculty are committed to professional development opportunities to deepen their work as instructors.</li> <li>▪ All faculty are committed to using data to inform their instruction.</li> <li>▪ ECHS faculty will familiarize themselves with successful college-level student work and expectations.</li> </ul>   |
| 9. STUDENT ASSESSMENT  | ECHS Model  |
| <ul style="list-style-type: none"> <li>▪ New Student and End of Semester Assessments to Drive Instruction</li> <li>▪ Required State Tests</li> <li>▪ University Entrance Exams</li> <li>▪ Student Information System to track progress 6-16</li> </ul> | <ul style="list-style-type: none"> <li>▪ New students at each grade level and all students at the end of each semester are assessed in core subject areas to determine growth. This data is then used to inform instruction.</li> <li>▪ All parties recognize that required state tests and university entrance exams shape the landscape in which the school must operate and are committed to gaining full understanding of the implications on curriculum of these tests and exams. Assessments will be developed for 13<sup>th</sup> and 14<sup>th</sup> grade courses.</li> <li>▪ A student information system is identified to track student progress grades 6-16.</li> </ul> |

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| 10. SUPPORT SYSTEMS  | ECHS Model  |
|--|---|
| <ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Faculty</li> <li>▪ Students</li> </ul> | <ul style="list-style-type: none"> <li>▪ The principal of the ECHS is provided with appropriate release time to attend professional development seminars, and to observe and support other ECHS models.</li> <li>▪ Faculty of the university and ECHS are provided with release time to attend professional development seminars and to observe and support other ECHS models.</li> <li>▪ Students are provided with support systems such as tutors, mentors, advisory classes, after-school opportunities, a college counselor with a reasonable case load</li> <li>▪ University commits to providing support for teachers and leaders.</li> </ul> |
| 11. IMPLEMENTATION PLAN OUTLINE  | ECHS Model  |
| <ul style="list-style-type: none"> <li>▪ Timeline</li> <li>▪ Responsible Parties Matrix</li> </ul>   | <ul style="list-style-type: none"> <li>▪ A timeline is outlined detailing the work that must be done in order to open the ECHS by the desired date.</li> <li>▪ A matrix is outlined detailing who is responsible for the various tasks necessary to opening the ECHS by the desired date</li> </ul>   |

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| 12. EVALUATION PLAN OUTLINE   | ECHS Model   |
|---|--|
| <p>Evaluation Plan Outline</p>  | <ul style="list-style-type: none"> <li>▪ A plan to evaluate the success of the ECHS is outlined. The plan includes evaluation of:               <ul style="list-style-type: none"> <li>- Student achievement</li> <li>- Parent satisfaction</li> <li>- Quality of the teaching at university and ECHS levels</li> <li>- Quality of the leadership at the university and ECHS and school district/operator levels</li> <li>- Satisfaction of the leadership and the faculty at university and ECHS levels<br/>and</li> <li>- Longitudinal data collection 6-16</li> </ul> </li> </ul> |
| 13. BUDGET  | ECHS Model   |
| <ul style="list-style-type: none"> <li>▪ Balanced Budget Plan</li> <li>▪ Sustainable Plan</li> <li>▪ Fiscal Management and Oversight</li> </ul> | <ul style="list-style-type: none"> <li>▪ There is a balanced budget plan for the ECHS that includes all revenues and all costs necessary to support the ECHS model including additional transportation, books, tuition, fees, salaries.</li> <li>▪ A sustainable, long term plan is outlined in cases where much of the budget relies on soft monies. (\$250k for each 100 kids -- \$5mil endowment?)</li> <li>▪ The party responsible for fiscal management and oversight is identified.</li> </ul>   |