



2016-2017

Application for ECHS Designation

ECHS Applicant: Longview Early College High School

Application ID: 728984829

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

I. Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

III. P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publically available.

IV. Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associates degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
- 3 The ECHS shall provide students with academic, social, and emotional support in their course of study.

V. Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall report to TEA the dates the TSI is administered.
 - c. The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

VI. School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or

- in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
- 2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; and
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
- 3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
- 4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

Contacts

Longview Early College High School - 728984829

1.1 ECHS Applying for Designation

ECHS Campus Name	Longview Early College High School	County District Campus Number	092903001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	☒ Shared With a Comprehensive Campus ☐ Belongs only to the ECHS		
Years Designated	1		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	201 E. Tomlinson Pkwy	Mailing Address - Line 2	
Mailing City	Longview	Mailing Zip Code	75605

1.2 School District

District Name	Longview ISD		
Mailing Address - Line 1	1302 E. Young St	Mailing Address - Line 2	
Mailing City	Longview	Mailing Zip Code	75602

1.2.a Second School District

District Name	N/A		
Mailing Address - Line 1	N/A		
Mailing City	N/A	Mailing Zip Code	00000

1.2.b Third School District

District Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Kilgore College		
Mailing Address - Line 1	1100 Broadway	Mailing Address - Line 2	
Mailing City	Kilgore	Mailing Zip Code	75662
How many ECHS does this IHE partner with?	1		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name	LeTourneau University		
Mailing Address - Line 1	2100 S. Mobberly Ave.	Mailing Address - Line 2	
Mailing City	Longview	Mailing Zip Code	75602
How many ECHS does this IHE partner with?	1		

1.3 Third Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.4 Education Service Center Region

7

1.5 Person Completing this Application

Title	Mr.	First Name	Everett	Last Name	Brunson
-------	-----	------------	---------	-----------	---------

Contacts

Longview Early College High School - 728984829

Phone	903-663-7231	Email	ebrunson@lisd.org
-------	--------------	-------	-------------------

1.6 ECHS Principal/Director

Title	Mr.	First Name	Everett	Last Name	Brunson
Phone	903-663-7231	Email	ebrunson@lisd.org		

1.7 Superintendent

First Name	James	Last Name	Wilcox
Phone	903-381-2219	Email	jewilcox@lisd.org

1.7.a Superintendent (District 2)

First Name	James	Last Name	Wilcox
Phone	903-381-2219	Email	jewilcox@lisd.org

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Terry	Last Name	Booker
Phone	903-983-0771	Email	tbooker@kilgore.edu

1.8.a Second Institution of Higher Education Liaison

First Name	Sharleen	Last Name	Hunt
Phone	903-233-4334	Email	SharleenHunt@letu.edu

1.8.b Third Institution of Higher Education Liaison

First Name		Last Name	
Phone		Email	

1.9 Authorized Institution of Higher Education Official

First Name	Terry	Last Name	Booker
Phone	903-983-0771	Email	tbooker@kilgore.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name	Sharleen	Last Name	Hunt
Phone	903-233-4334	Email	SharleenHunt@letu.edu

1.9.b Third Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

Benchmark 1 - Target Population

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, input 0 (zero).

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	76	0	0	0	76
2016-2017 projected enrollment	0	0	0	100	76	0	0	176

Instructions:

In the "Percent of High School Students in District" column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.

If the ECHS is not currently in operation, complete the district column and input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	58.7	0	0	61
At-risk	59.9	0	0	37
LEP	7.06	0	0	2
White	21	0	0	15
Hispanic or Latino	34.3	0	0	24
Black or African-American	38.7	0	0	61
First Generation College-Goers	N/A	N/A	N/A	53
Other	n/a	0	0	0

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

☒First generation college-goer ☒Hispanic or Latino ☒Black or African-American ☒Economically Disadvantaged ☐Other

If other, please explain:

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

Recruitment:
The district recruits ECHS candidates through communication at the three middle schools in district. Letters are sent to the parents of the 8th grade students explaining about Longview Early College High School. The letters also give information regarding parent meetings (held separately on each campus, plus additional meetings held at the high school) held each spring.

At least two parent meetings are held on each middle school campus and four are held at the high school campus. At each of the meetings parents receive a brochure detailing the ECHS experience and goals for the students. Parents also receive and are encouraged to fill out an ECHS application. The applications are collected and follow up calls are made with each candidate. Those with other questions or concerns are met with individually.

Enrollment:
Enrollment is open to any student coming to the high school at the ninth grade level. The Longview ECHS currently has a limit of 110 students which is based upon teacher availability. Students take POFI 1301 as their first college course while in the ninth grade. The instructor is approved by Kilgore College to teach three Dual Credit courses per semester. The student lab is limited to twenty computer stations--so that means we can easily handle 55 students each semester.

Enrolling students also take a psychology course (focusing on best practices for college and career) that is placed opposite of the POFI course. In other words, a student taking POFI in the fall would take the psychology course in the spring and vice versa.

Requirements:

Students (and their parents) are required to sign a commitment document stating that they will commit to the program and the coursework necessary to earn 60 hours of college credit or an Associate's Degree.

Students and parents also agree to attend a one-week course in adopting a college going culture and learning about good study habits. Students are also receive test prep for the TSI test. Students take the TSI the final two daysof the course. Those achieving the minimum scores take POFI in the fall. Those needing further assistance are placed in a one semester test prep program in both the TSI and the ACT testing formats. These students retake the TSI following the Thanksgiving break. Note--of the seventy-six students in the inaugural program, fifty one achieved a passing score. at the end of the summer seminar. The remaining twenty-five were scheduled into the test prep class. All twenty-five achieved the minimum score before the end of the semester.

Meeting the demographic goals:
Extra time is devoted to those students identified as AT-Risk or Economically Disadvantaged to make sure they remain successful through the duration of the program. Lessons learned from the STEM program have been a great advantage in working with these students.

Please describe how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

The Longview High School campus also houses a TEA authorized STEM Academy in a school-within-a-school setting and has done so since the fall of 2008. The demographic targets of the ECHS differ little with those of the STEM Academy. The experiences gained in the last eight years as a STEM Academy transfered over very well in developing the processes of recruitment, enrollment, and retention. In addition to, and because of the success of the STEM Academy, the residents of the district--parents, students, teachers, and other stake holders--are very familiar with the various district programs and they quickly welcomed the concept of an Early College High School on the Longview High School Campus.

Process:
As soon as student STAAR scores are released from the 1st middle school testing, passing students are identified and letters are sent to each family. Early on a decision was made by the committee to not send letters to families of students already committed to the International Baccalaureate program. Our goal originally was to not confuse and poach students from another program. Too, our thoughts were that those students going into the IB program were not the targeted demographic of students we were seeking for the ECHS. However, in the days leading up to the summer student ECHS seminar week we began to receive inquiries from IB parents. In the end, three students formerly committed to IB switched over to the ECHS program. (note--the course requirements of the IB program do not allow the time for students to take the necessary college coursework.)

The ECHS student seminar began on Monday, August 7 and culminated on Friday, August 11th. Student schedules were then created and distributed to the students the following week.

Review and Refinement:
During the course of this first year we have identified some areas needing refinement:
1. Because we didn't receive the approval of the ECHS setting from TEA until June, the month of August was the soonest we could put the summer seminar together. This was problematic in that it competed with sport and band summer camps. Plus, it pushed the time we could build the individual student schedules to the last minute.
Correction:
The summer seminar will occur the week of May 23. This is the week that the majority of the high school students will be released so that the campus can host the FLEX week for students not yet successful on the STAAR exam. Buses will still be running(as transportation was an issue with some of the parents last August) , the cafeteria will still be open, and summer campus construction and repair will not yet have started--making the seminar a much more kid friendly atmosphere.
2. Again because we were waiting for the approval, the recruitment process for our inaugural class did not occur until the first part of June. We didn't feel we had reached all of the parents who might have been interested. Plus, holding the numerous meeting at both the middle school and high school campus's was a bit of a strain.
Correction:
Middle School campus visits will begin the first week of February. Presentations will be made to the 8th grade students during the day and follow up meetings with the parents will be held in the evenings. Two evening meetings for the parents will be held on each middle school campus (two per week times three weeks).

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

☐ Yes ☒ No

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015 -2016 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	6,7,8,9
Administration of statewide instruments under Subchapter B, Chapter 39	6
Grading periods and policies	5,6
Courses of study	12,13
Curriculum alignment	2,3
Instructional materials	3,7,9
Instructional calendar	10
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	5-10
Student enrollment and attendance policies	8,9
Provisions for discontinuing ECHS operation (see next section for details)	9
- Number of credit hours taken and earned - GPAs - State assessment results - SAT/ACT, PSAT scores - TSI readiness by grade level - Qualifications of ECHS staff - Location(s) where courses are taught	5,6

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	3,5,7
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2,6,7
Procedures for collecting and sharing student and teacher data	10
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	8,9
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	5
Provisions for implementing program improvements based on the collection and review of the following data: - Articulation of high school students in four-year colleges/universities and level of entry - Enrollment/retention rates, leaver codes, and attrition rates, by grade level - Student participation in activities at IHE	n/a

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition, and would you like the TEA to consider your ECHS for this?

☒ Yes ☐ No

Please provide additional information about the exemplar activities related to this benchmark below.

After comparing MOU's from other ECHS/ IHI facilities, we believe the partnership between LISD and Kilgore College covers the intent and purpose of instituting a program that well promotes student success. Of the criteria established above, only the section relating to Articulation of high school students to four-year institutions, enrollment and retention rates, etc., were not addressed in the MOU. At the time the MOU was created we understood that the collection and distribution of student data fell completely under the auspices of the ISD-- which is why it was not addressed in the MOU.

P-16 Coordination and Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year in the format "mm/dd/yy".

04/09/15; 05/27/15; 06/09/15; 08/20/15; 09/17/15; 10/15/15; 11/12/15

Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	James Wilcox
Cirriculum & Instruction or Equivalent	Horace Williams
ECHS Principal or Director	Everett Brunson
IHE President	Bill Holda
IHE Provost	Julie Fowler
Dean of College of Education	n/a
ECHS Liaison	Terry Booker
Asst. Supt. of Seconday Ed	James Brewer
Dist. Curriculum Dir. Secondary	Melanie Pondant
ECHS counselor	Melanie Hudson

What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

The LISD group meets monthly to monitor progress against the Blueprint. The Agenda is set by Mr. Brunson and is distributed for comment prior to the meetings. The meetings are held at the High School. Benchmarks have been established for year one and these are examined at the same time. Meetings in June, August, and September also addressed funding and budgeting issues (Mainly for textbook purchases--all resolved). The October meeting was held late in the month and was combined with the November meeting and revolved around the following agenda items--

- Student success--a) interim grade reports on students in the POFI class
b) progress and TSI testing schedule for the students in the TSI prep class
- Staffing--District Administrators had asked for a comparison report of the cost benefits of using Kilgore College staff for all college classes versus the hiring of LISD staff with college teaching credentials. It was determined at the meeting that from both a cost and administrative perspective that the use of Kilgore staff throughout the program (all 4 years) was extremely beneficial to the district. Kilgore College had expressed a genuine willingness to supply and/or help obtain instructional staff. From a logistical standpoint Kilgore has a much deeper and wider pool of talent available. The District had tried in the past--using various financial incentives--to hire and retain staff with post graduate degrees. Finding staff with credentials in the proper fields of study had been problematic in the past given Longview's geographical location. It was hard to entice teachers to come here and then, to stay here.
- Transportation--Beginning in Year 2 the District will provide a shuttle bus that will drop off and pick up students at Kilgore College (Longview Center) and LeTourneau University. The shuttle will transport both ECHS and traditional Dual Credit students between the campuses. Students will be able to take coursework at the KC-Longview Center, such as science and arts courses that would be cost prohibitive to provide on the High School Campus.

Greatest accomplishment--During the summer and culminating in the fall we developed and signed an MOU with LeTourneau University. Thus far we have developed degree plans for the Aviation Program and we are working on degree plans for the School of Nursing and the School of Psychology. The Aviation program is a mirror of the plan LeTourneau developed with McKinney ISD. Students can earn degrees in Flight, Aircraft Maintainance, UAV's (unmanned vehicles-Drones), and Air Traffic Control. Most of the courses are geared for students in their junior and senior years. This semester we had one Dual Credit student who took coursework at LeTourneau under the new agreement.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

As mentioned above, we did a study of cost, acquisition, and retention effectiveness for ISD staff to support both the ECHS and Dual Credit programs. We determined that in all areas the District was better off utilizing IHE staff. Another benefit is public perception. Many still feel that college coursework taken at the high school level is "watered down" by public school teaching staff. By utilizing IHE staff that teach the same courses at the colleges that argument becomes moot.

At current projections the cost of the ECHS to the district will run in the neighborhood of \$600,000 per year by year three. This includes both the cost of tuition and textbooks. (Textbooks were already being supplied by the district for all Dual Credit students). One ISD teacher costs an average of \$50,000 per year. To fully staff the program by year three would require 9 teachers (Approximately \$450,000) and by year four a staff of 13 teachers would be required (Approximately \$650,000). These estimates do not include the staff necessary to serve Dual Credit students--currently 150 per semester. For various reasons we do not feel that Dual Credit will ever fully go away. There will always be students in the regular and AP programs wishing to knock out 3 to 30 hours of college credit prior to graduation.

Also, in regard to staffing, Kilgore College Policy limits an adjunct professor to three courses (9 hours) per semester. So, though we could have teachers that could teach college courses all day long, they would not be able to due to KC policy. As this policy is tied to the Affordable Care Act, and exceptions would not be made. All-in-all this is the main issue that contributes to the high number of qualified staff to man the ECHS--much less the dual credit program.

FTE offset--as the size of the ECHs grows, and by utilizing IHE staff, the Full-Time-Equivalents necessary for a campus of our size (2100 students) will decrease. This opens the district to some creative options in that we can reduce staff to offset cost and /or decrease the teacher/student ratio in classrooms of At-Risk students. We consider this to be very much a win-win situation.

Do the answers to the questions for Benchmark 3 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☒ Yes ☐ No

Please provide additional information about the exemplar activities related to this benchmark below.

Our decision on utilizing IHE staff and providing shuttle service to the college campuses appears to be a neat and tidy solution to staffing and plant problems.

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates's degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.)

**note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.*

Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

Longview High School is able to offer endorsements in the following areas:
STEM
Business and Industry
Public Service
Arts and Humanities
Multidisciplinary Studies

Longview ISD will offer endorsements in all 5 areas including Science, Technology, Engineering and Math (STEM), Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies. Students seeking the STEM endorsement may a coherent sequence in Engineering (Project Lead the Way), Mathematics, Science or a combination. Public Services endorsements may be completed through coherent sequences in Education and Training, Child Guidance, Cosmetology, Law, Public Safety, Corrections and Security, Health Science including Pharmacology or Emergency Medical Technician or Junior Reserved Officer Training Corps (JROTC).

Arts and Humanities Endorsements may be completed by completing pathways in Social Studies, Languages other than English (LOTE) including French, Spanish, or Latin, Sign Language, or fine arts including drawing, ceramics, sculpture, dance, band, orchestra, and choir or English electives. Business and Industry endorsements may be earned by completing pathways in Welding, Manufacturing/Process Technology, Audio Video Production, Finance, Business Management and Administration, Hospitality, Information Technology, Marketing, Automotive Technology, Meat Processing, Animal Science, Wildlife and Forestry, Horticulture, Agribusiness, Architecture, Plumbing, Yearbook and Journalism.

Multidisciplinary Studies Endorsement may be earned by students who complete 4 credits in the four foundation academic areas including English 4, Chemistry and/or Physics, 4 AP, IB or Dual Credit courses in core academic areas, 2 credits from 2 languages other than English or fine arts or students who take a variety of advanced courses from multiple content areas.

Please indicate the associate's degrees that will be offered to students.

The following degrees will be offered to LECHS students:
1. Associates of Arts Degree
2. Associates of Applied Science Degree

Please indicate the Level 1 and Level 2 certificates that will be offered to students.

All dual credit programs offered through the CTE program are designed to meet the needs of the area for a skilled workforce while meeting a broad spectrum of student interests, abilities and needs. Programs offer various exit points with Level 1 Certificates, Level 2 Certificates with or without an Associate’s Degree and may also be used to complete an Applied Bachelor’s Degree at a University.

Programs are added annually. Currently Level 1 certificates may be completed in Automotive General Service Technician (15 hrs.), Nail Technician (16 hrs.), Facial Specialist (25 hrs.), Culinary Arts (27 hrs.), Diesel Technology (42 hrs.), Drafting Design (24 hrs.), EMT Intermediate (30 hrs.), Entry Industrial Maintenance Technician (27 hrs.), Basic Welding (12 hrs.). Some programs are completed on the high school campus and other programs allow you to take some classes on the KC-Longview campus and still others on the main Kilgore College campus.

Level 2 certificates that are currently offered are Cosmetology Operator, Criminal Justice, Auto Technician, Drafting Design Technology, Culinary Management, Structural Welding, and Process Technology.Criminal Justice, Auto Technician, Drafting Design Technology, Culinary Management, Structural Welding, and Process Technology.

Please indicate how the ECHS will monitor student progress and use student data to support success.

Students are monitored in their high school classes through frequent communication with their teachers. In addition, we monitor their 6-weeks progress reports. In regard to the college classes, the Kilgore instructors have been willing to share some information. Most of the time they are willing to share a student's specific grades or, at least, let us know when a student is floundering. Only one instructor (who will not be returning in the spring) was reticent in sharing student information.

Students who need extra assistance are either enrolled in the ACT/ TSI prep class or meet before and after school for extra tutorial help. Most often, the student difficulty is less academic and more dealing with maturity and emotional issues. (Especially at the 9th grade level). When this is the case, the student is referred to the ECHS counselor.

In addition to monitoring 6-week and semester grading data, the results from the common assessments are also examined for alarming trends. Students at Longview High School take a common assessment each six week period in each of the core classes. We find this data--because it is specific to the TEKS--a much more valuable tool than 6 week grading data.

In the long term, cohort performance will be examined eacFor the purposes of this benchmark student data includes, but is not limited to: grades, attendance, discipline, state assessment scores, common assessment scores, and college entrance exam scores from TSI, ACT, PSAT, or SAT exams.

1. Kilgore College has agreed to share with the LECHS any concerns regarding student success with the LECHS director and counselor. KC also provides shared information with the student's parent provided a signed release document is submitted to the college by the student and parent/guardian.
2. Kilgore College will submit all grades to the High School's office of Registrar. These grades will be inputted into Skyward, LISD's student information system. All counselors, administrative staff, and instructional staff have access to Skyward. In addition, parents also have access to Skyward for their individual student.
3. LHS and LECHS counselors monitor all student progress on a regular basis. In addition to course completion, these counselors also monitor student progress rate, failure rate, and discipline. Counselors initiate a 4-year graduation plan in the spring of the student's 8th grade year. The four-year plan is then examined twice each year. The four-year plan is signed off on by both the student and parent with each meeting or when a change in plan occurs.
4. LISD will collect and dis-aggregate State Assessment scores, ACT, SAT, PSAT, and TSIscores, and Advanced Placement scores and share data with LECHS administration and instructional staff and with TEA.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

1. All incoming LECHS freshmen will be required to take a TSI/ACT test preparation course. This is a one semester course that is already in place at Longview High School. The course will be adjusted for LECHS students to also include coursework on personal responsibility and study skills.
2. Through Kilgore College, LECHS students will also enroll in EDUC 1100 Learning Foundations, a one-hour course designed to assist students making the transition from secondary school to college.
3. LECHS students will also enroll in BCIS 1305 Computer Literacy. This course is designed to assist the student in familiarity with electronic systems and various data base systems. Prior to this, all Global STEM Academy students were enrolled in Principles of Information Technonlgy (PIT), a course very similar in nature to POFI 1301.
4. Each LECHS student will develop and receive a comprehensive four-year graduation plan which will include elements of high school coursework, college coursework, and graduation endorsements in the areas of STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies. The four-year graduation plan will be examined and re-evaluated by the parent, student, and LECHS counseling staff twice each year--once at the beginning of the year and again at the end of the school year.
5. LECHS students will have access to Kilgore College facilities such as the Library, Office of Admissions, and College Counseling office as needed. In addition, students also have access to all the facilities located at the KC-Longview Center which includes the offices listed above as well as student tutorial services. Transportation to the KC campuses will be provided by LISD as organized group functions.

Please indicate how the ECHS will provide social and emotional support to the students.

The LECHS will have a dedicated counselor to aid students in choosing the proper pathway as well as providing a concerned ear to the student's social and emotional issues. In order to build esprit de corps there will be planned student assemblies where educators, mentors, business leaders will speak on issues unique to being part of an early college high school.

We will continue to do field trips to various colleges so that the LECHS students will have the chance to experience the look and feel of attending four-year institutions of higher learning. In the past we have arranged trips to Stephen F. Austin University, Kilgore College, UT-Tyler, East Texas Baptist University, Wiley College, Le Tourneau University and Jarvis College.

As a STEM Academy we depended on frequent parent, teacher, and student communication to ensure that the students was on track or to arrange for various educational interventions if necessary. The Academy instructors made parent contact every three

weeks to pass on, not only concerns, but also praise when a student did well. This dedication to communication will continue as en ECHS.

Students will also have access to the full counseling and tutoring facilities at KC-Kilgore and KC-Longview.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

TSI Testing and Success	
Please list the dates that this group met during the past school year	Week of August 10 - 14, 2015. The ACT/TSI class meets 4th period on Monday/ Wednesday; 8th period on Tuesday/ Thursday and on alternating Fridays
Please list the dates that the TSI will be administered in the coming year	As we are a TSI assessment site the test is administered as needed throughout the year. TSI testing was made available to all students from November 3rd through the 20th. Testing will
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	☒ ECHS is a TSI assessment site ☐ IHE administers the TSI
Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.	
Assessment fee waivers--as we are a TSI testing facility, no student (ECHS or Dual Credit) is charged for taking the TSI exam. 1. All incoming LECHS freshmen who are not successful at reaching TSI minimum scoring on the Reading and Writing exams will be required to take a TSI/ACT test preparation course. This is a one semester course that is already in place at Longview High School. The course will be adjusted for LECHS students to also include coursework on personal responsibility and study skills. 2. Through Kilgore College, LECHS students will also enroll in EDUC 1100 Learning Foundations, a one-hour course designed to assist students making the transition from secondary school to college. 3. Students unsuccessful in making the minimum standards required by the TSI will be rescheduled in the TSI/ACT test preparation class each semester until reaching the minimum scores . Students will also receive after school tutorial assistance provided by the LECHS instructional staff. 4. All fees for the TSI exam will be paid for by LISD. 5. Students identified as Low Socio-economic also receive a free testing waiver for both the ACT and SAT test each year. 6. A summer bridge program has been in place for the STEM Academy since its inception in 2008. This program is a three-day summer bridge camp occurring in August each year. The camp will be adapted to suit the needs of incoming LECHS students. After the lessons learned in the first bridge program (August 10 - 14) we have shifted the program to the week of May 23, 2015. This is the first week of FLEX week. The 9-day FLEX program allows students who were unsuccessful on the State STAAR End-of-Course exams re-mediation time in a small setting. All other high school students are released for the summer holidays at that time. Eighth grade student entering the ECHS program will attend the Bridge Camp on the high school campus at that same time. The benefits of hosting the camp at this time will enable the counselors to finalize student schedules bases upon their success on the TSI exam and/or need for further re-mediation for the exam. In addition, the school busses will still be in operation thereby alleviating transportation issues of our lower ECD families. The cafeteria will also be in operation at this time.	
Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?	
☐ Yes ☒ No	

ECHS Site Design

What is the design of the ECHS model for which partners are requesting designation?

- ☐ ECHS on a college campus
- ☒ Not located on a college campus

A small learning community, where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, shcedule, and cirriculum plan, within a larger high school

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, 'ECHS is on a college campus.'

Students enrolled in the Longview Early College High School have all the privileges and rights to access the support facilities of Kilgore College as would any other Kilgore College Student. These privileges and rights include, but are not limited to, libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities.

LECHS students have access to the KC facilities during all times of normal KC operation. Students may provide their own transportation to both the KC-Kilgore campus and the KCLongview campus. LHS students already take many of their college courseworks at the KCLongview campus and this can/will continue following the establishment of the LECHS.

LISD will also provide transportation to the KC facilities, both in Longview and Kilgore, on a periodic and pre-plann basis. Beginning in Year-2, LISD will provide a shuttle bus that will run a continuous loop between the high school and the college campuses. Students will be able to access the service as their needs require.

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

- ☐ The campus number is shared and the partners agree to collect and disaggregate data
- ☒ Not applicable

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The duties and responsibilities listed below have been taken directly from the District's Job Description for Campus Principal and have been adapted to reflect the duties and responsibilities of the Director for the Longview Early College High School. Any duties related to the sole campus principal have been edited to strictly reflect the duties of the LECHS Director.

Job Description
Director – Longview Early College High School

PRIMARY PURPOSE:
Direct and manage LECHS instructional program and supervise operations and personnel at campus level; provide leadership to ensure high standards of instructional service; oversee compliance with district policies, success of instructional programs, and operation of all campus activities

SECONDARY PURPOSE
Assist Campus Administration in instructional and curriculum supervision in areas where LECHS and LHS opportunities coincide.

QUALIFICATIONS:

Education/Certification:
Master's degree in Educational Administration from an accredited college or university
Texas Mid-Management or other appropriate Texas certificate
Certified Professional Development and Appraisal System (PDAS) appraiser

Special Knowledge/Skills:

Working knowledge of curriculum and instruction
Ability to evaluate instructional program and teaching effectiveness
Ability to manage budget and personnel
Ability to coordinate campus functions
Ability to interpret policy, procedures, and data
Strong organizational, communication, public relations, and interpersonal skills

Experience:
Three years experience as a classroom teacher

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

- 1. The IHE liaison meet on a regular basis with the LECHS steering committee.
- 2. The IHE liaison will work closely with the LECHS Director to
 - a) coordinate all student application paperwork to ensure enrollment procedures are met
 - b) assist in the coordination of KC instructors presence on the LECHS campus at appropriate times for classes
 - c) assist in the procurement of KC instructors to teach dual credit course work when LECHS instructors are not available
 - d) oversee the reporting of student grades to the LHS Registrar's office in a timely manner
 - e) assist the LECHS in the further and future development of appropriate college course work opportunities

Is the IHE liaison working with other ECHS campuses?

☐ Yes ☒ No

Which statement best represents the assignment of the ECHS teachers?

- ☒ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ Other

If other, please describe below:

Please describe the annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

- 1. LECHS administrative and instructional staff will be supported and encouraged, and funds provided to attend any and all regional and state-wide conferences that have affiliations with Early College High Schools.
- 2. LECHS instructional staff will be observed by LECHS Director and Kilgore College Mentors to determine quality of instruction.
- 3. LECHS instructional staff will attend Kilgore College instructional seminars as outlined in the Memorandum of Understanding.
- 4. A Professional Learning Community will be established especially for the LECHS staff and instructional schedules will be developed to allow for LECHS staff attendance both inside and outside of the normal instructional day.

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☒ Other

Students who are enrolled in high school core and elective courses that are not dual credit courses will take instruction with other students in either Pre-AP or AP classes in years one and two of the program. By year three we expect our numbers to be sufficient to have dedicated ECHS classroom instructors. ECHS students taking dual credit courses will be in classes only with other ECHS and/or college students.

ECHS students in the TSI/Act college prep course are in the classroom with only other ECHS students. This also applies to the College EDUC 1100 Learning Foundations course.

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

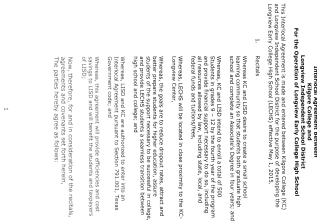
Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

- Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.
- ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.
- ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



Status

☒ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from District #1



Status

☒ Final ☐ Draft

Expected date for final draft:

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



There is no second district involved with our program.doc

Status

☒ Final ☐ Draft

Expected date for final draft:

Texas Education Agency

Application for Early College High School Designation

Longview Early College High School - 728984829

Generate PDF of Application

(mm/dd/yyyy)

Letter of Support from District #3



There is no third district involved with our program.doc

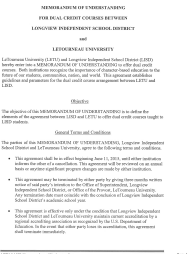
Doc_LoSDis1_Status

☒ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from IHE Partner #2



Status

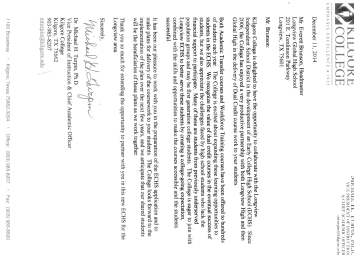
☒ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

(mm/dd/yyyy)

Letter of Support from IHE Partner #1



Status

☒ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from IHE Partner #3



There is no Partner #3 involved with our program.doc

Status

☒ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

Other Supporting Documents

