



2016-2017

Application for ECHS Designation

ECHS Applicant: Silsbee Early College High School

Application ID: 337782236

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

Silsbee Early College High School - 337782236

1.1 ECHS Applying for Designation

ECHS Campus Name	Silsbee Early College High School	County District Campus Number	100904001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input type="radio"/> Belongs only to the ECHS		
Years Designated	0		
Application Status	New: applying for the first time to open and operate as a designated ECHS in the next school year.		
Mailing Address - Line 1	1575 Hwy 96 North	Mailing Address - Line 2	
Mailing City	Silsbee	Mailing Zip Code	77656

1.2 School District

District Name	Silsbee ISD		
Mailing Address - Line 1	415 Hwy 327 West	Mailing Address - Line 2	
Mailing City	Silsbee	Mailing Zip Code	77656

1.2.a Second School District

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

1.2.b Third School District

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

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Lamar Institute of Technology		
Mailing Address - Line 1	PO Box10043	Mailing Address - Line 2	
Mailing City	Beaumont	Mailing Zip Code	77710
How many ECHS does this IHE partner with?	2		

1.3 Second Primary Institution of Higher Education (IHE) Partner

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

1.3 Third Primary Institution of Higher Education (IHE) Partner

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

1.4 Education Service Center Region

5

1.5 Person Completing this Application

Title	Mrs.	First Name	Sherrie	Last Name	Thornhill
-------	------	------------	---------	-----------	-----------

Contacts

Silsbee Early College High School - 337782236

Phone 409-980-7823

Email sherrie.thornhill@silsbeeisd.org

1.6 ECHS Principal/Director

Title Mr. First Name Paul

Last Name Trevino

Phone 409-980-6000

Email paul.trevino@silsbeeisd.org

1.7 Superintendent

First Name Richard

Last Name Bain

Phone 409-980-7800

Email richard.bain@silsbeeisd.org

1.7.a Superintendent (District 2)

First Name Richard

Last Name Bain

Phone 409-980-7800

Email richard.bain@silsbeeisd.org

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name not named at this time

Last Name will be determined once designation is received

Phone 409-980-7823

Email sherrie.thornhill@silsbeeisd.org

1.8.a Second Institution of Higher Education Liaison

First Name

Last Name

Phone

Email

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 Paul

Last Name Szuch

Phone 409-880-8596

Email pjszuch@lit.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

1.9.b Third Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

Benchmark 1 - Target Population

Silsbee Early College High School - 337782236

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	0	0	0	0	0
2016-2017 projected enrollment	0	0	0	20	0	0	0	20

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	54.51	0	0	0
At-risk	54.29	0	0	0
LEP	1.27	0	0	0
White	70.65	0	0	0
Hispanic or Latino	6.91	0	0	0
Black or African-American	17.35	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
Other	5.09	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.

Upon approval for an ECHS, Silsbee ISD will implement the recruitment plan. Designation will be promoted through local media and district resources. First, recruitment information will be published on the district website and high school associated Facebook pages. At the same time, details for the ECHS will be published in the local newspapers. Flyers, provided in English and Spanish, will be strategically placed in key communication centers in the community. ECHS information will be made available to all home school students and to private school students in this age bracket. Secondly, Silsbee ISD will meet with students and parents through open forum meetings. An introduction to ECHS will be given along with the benefits and goals of this designation. During these meetings, the application will be distributed. Our final recruitment will be to target our at-risk students as defined by PEIMS and economically disadvantage subpopulation. This will be in a one-on-one setting with parent and student.

Assistance will be given to help in the application process. A rubric has been designed to evaluate the two student essay responses in the application. An assurance of parent commitment is part of the application process. The commitment necessary for student success will be emphasized in the parent meetings. Silsbee ISD's recruitment and enrollment process and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students. The enrollment decisions of the district shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average. Each step of the recruitment and enrollment process will include key stakeholders, encompassing students, counselors, principals, parents, school board and community members. The planned implementation timeline will be followed.

Students will be selected prior to the end of the current school year with a "scholarship" award presented by Lamar Institute of Technology and Silsbee ISD at a regular school board meeting.

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

Silsbee ISD utilized an ECHS administrative team to research the ECHS designation and a plan of implementation. In addition, Silsbee ISD held meetings with Lamar Institute of Technology to facilitate a partnership for ECHS.

Timeline of Recruitment & Enrollment Activities	
January 2016	Begin media notification blitz through website, Facebook, school messenger, flyer, announce ECHS and goals
February 2016	Begin holding student & parent meetings, circulate recruitment/application
March 2016	Applications due
April 2016	Selection of Participants, letters of acceptance, student plans developed
May 2016	TSI prep course, college application completion/primary scheduling
June 2016	TSI prep course and testing, attend orientation

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	1,3
Administration of statewide instruments under Subchapter B, Chapter 39	3
Grading periods and policies	4
Courses of study	3,4
Curriculum alignment	3
Instructional materials	3,4
Instructional calendar	5
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	3
Student enrollment and attendance policies	3
Provisions for discontinuing ECHS operation (see next section for details)	1
<div><ul style="list-style-type: none">• 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</div>	1

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	2,3
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2
Procedures for collecting and sharing student and teacher data	4
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	4
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	4
Provisions for implementing program improvements based on the collection and review of the following data: <div><ul style="list-style-type: none">• 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</div>	4

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

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".
10/27/15, 11/09/15, 12/10/15

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	Mr. Richard Bain
Cirriculum & Instruction or Equivalent	Mrs. Sherrie Thornhill
ECHS Principal or Director	Mr. Paul Travino
IHE President	Dr. Paul Szuch
IHE Provost	NA
Dean of College of Education	Ms. Melissa Armentor
ECHS Liaison	NA
IHE Vice President of Academic	Dr. Daniel Wright

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.

Function of the group is to establish a collaborative leadership team to promote early college admission for high school students least likely to attend college.

- Topics/issues the group has addressed:
- explore existing ECHS partnership and learn about start up issues that could be headed off prior to start up
 - review program requirements and application components
 - coordinate the curriculum with the college
 - identifying student target group for application
 - discuss location of ECHS
 - discuss criteria for admission to ECHS
 - discuss options for courses to be offered at ECHS
 - staff to be dedicated to ECHS

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".

Silsbee ISD will facilitate staff development for an ECHS Director and Liaison. Staff training will also occur with current high school staff on recruitment and certification needs. Stipends will be given as incentives for those pursing and obtaining a master's degree to become eligible to teach an ECHS course. All district employeed teachers will be highly qualified and certified in Gifted and Talented. Silsbee ISD will implement an annual professional development plan based on the needs of the ECHS faculty. Leaders will create a Professional Learning Community to help create a positive learning environment and empower staff. Additionally, ECHS faculty will participate in LIT's faculty training.

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

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.

Silsbee ISD is able to offer students a course of study in each of the endorsements. The student will be able to select high school courses from the following endorsements: STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

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

Associate of Art in General Studies

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

NA

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

Each ECHS student will have a personal graduation plan completed in the district-wide data management program called DMAC. Students' grades and achievement data can be disaggregated into various reports to enable ECHS staff to interpret and understand student strengths and weaknesses. They will also work with the counselor to develop a college degree plan. Students will have access to both the ECHS counselor and liaison to receive guidance on their academic goals and plans for the future. Both counselor and liaison will monitor student progress through various data sources.

Student progress will be monitored on a personalized plan. The model course schedule will be modified for each student according to personal student interests. The modified daily schedule will benefit the student as Friday will be used to adjust and further student progress through weekly monitoring.

Success will be determined as each student gains high school credit, college credit as well as individual skills that will allow them to be employable in a degreed or certificate requiring position upon the completion of high school or in a position to continue with their postsecondary experience at a four year college.

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

Silsbee ISD is investigating the utilization of the AVID Program that would be required for all district middle school students and ECHS students. This program will be purchased and implemented for the next school year. The college readiness system is designed to increase school wide learning and performance. AVID uses research based methods to accelerate student learning.

The ECHS will provide academic support to the students by personalizing the learning environment through student engagement. The following strategies will be implemented school-wide at our ECHS: collaborative group work, writing to learn, questioning, scaffolding, literacy groups

Lamar Institute of Technology and Silsbee ISD are currently working to build relationships and encourage post-secondary education for all students and are excited about the opportunity to provide ECHS for our students. The district superintendent and school board are supportive of new areas that will provide post-secondary excellence. The district is currently working on ways to enhance certification programs offered on the high school campus. Our students at ECHS will have equal access to all of the college benefits.

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

A counselor will be designated to ECHS students. The counselor will conduct individual conferences with students to monitor student success. Group sessions will also be held by the counselor to address college-related issues. Parent-Student conferences and group meetings will be held to foster peer support and gain input for monitoring student engagement and motivation.

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	10/27/15, 11/09/15, 12/10/15
Please list the dates that the TSI will be administered in the coming year	Last Monday of each month
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input checked="" type="radio"/> ECHS is a TSI assessment site</div> <div><input type="radio"/> IHE administers the TSI</div>
<p>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.</p> <p>The district will implement a study review for the selected students through tutorials prior to the first TSI testing. For students whose TSI Assessment indicates a need for college preparatory work, the free TSI Prep program offered by the Workforce Solutions Southeast Texas is designed to assist students in their efforts to become college ready in reading, writing and math. The program is an intensive self-paced program in which students spend concentrated time working on their areas of deficiencies in the subjects listed above. Upon completion of the program, students will retake the TSI assessment and test into the required credit-baring course. In the event that such gains and successes are not realized, students will have the opportunity to place into a high level of developmental education classes at the Developmental Studies Department at the college offers. The TSI remediation program will be held weekly throughout the year on Tuesdays and Thursdays from 8:30 am to 12 noon by a Lamar University professor.</p> <p>TSI support will also be offered as an elective for all students not meeting the TSI requirements. No student will be required to pay for their TSI assessment as long as they are enrolled in the ECHS.</p>	
<p>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?</p> <div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	

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 smaller learning community wthin 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 from the ECHS will be allowed access to all LIT facilities including but not limited to the following: library, learning center and labs, eating facility, career center, computer center. Additionally, students would have access to the LIT Robinson facility in Silsbee for computer access. Students will have access to these facilities throughout the school year on an as-need basis. All students will be provided the opportunity to become acquainted with the facility each semester.

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 ECHS principal will be expected to supervise and maintain the articulated curriculum plan between Silsbee High School and Lamar Institute of Technology to guarantee the availability of a high school diploma along with 60 college credit hours available to all ECHS students within a 4- year graduation plan. They will foster collaboration between SHS and LIT leadership and faculty for the purposes of improved instruction and curriculum alignment. The principal will promote a college going culture that builds on student behavioral expectations and persistence through high school, as well as developing the skills and awareness to succeed in college.

In order to continuously improve the ECHS experience for all students, the principal will evaluate staff and faculty professional development effectiveness, evaluate and improve the instructional program effectiveness to insure rigor, support and student progress in college coursework, establish sustainable and accurate methods for tracking school and student data for SHS and LIT progress and reporting, and review, interpret and use data to understand and improve school and student success.

For staffing purposes the high school principal will be over all scheduling and hiring of teachers for the first two years. We will transition to an ECHS director. Staffing will be addressed through the hiring process as we will attempt to hire faculty with master's degrees so they will be able to work as adjunct professors with the college.

The school district currently has a fund balance of over 7.1 million dollars. In planning for the utilization of this fund balance, the ECHS would receive top priority.

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.

The liaison for ECHS will serve as an information resource for the ECHS program, policies, procedures and materials. He/she will maintain a positive relationship between SHS and LIT. The liaison will develop, coordinate, and evaluate ECHS services on the high school campus, and coordinate and deliver on site services such as admissions, testing and academic advising. He/she will develop restricted LIT classes held on the SHS campus and assist with promotion and recruitment of faculty where needed. The liaison will serve as primary contact for LIT faculty teaching on the high school campus and create recruitment and advising materials for SHS. In addition, he/she will assist students with registration problems. The liaison will meet with the principal/director, students and other stakeholders as necessary to ensure the success of this collaborative effort.

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.

ECHS teachers will participate in LIT mentor programs and training as provided by LIT for their instructors. Each semester the ECHS teachers and LIT instructors will meet to review course outline. Teachers will also be encouraged to attend appropriate content area staff development workshops and/or conferences during the summer. Course and instructor evaluation would be conducted for ECHS courses similar to the current practice for LIT instructors.

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

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:

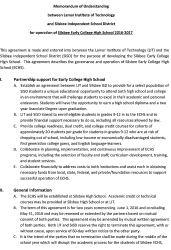
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers 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



Silsbee ECHS Timeline.docx

Letter of Support from District #2



Status
☐ Final ☐ Draft

Expected date for final draft:

Application for Early College High School Designation

Generate PDF of Application

Letter of Support from District #3

(mm/dd/yyyy)

(mm/dd/yyyy)

Letter of Support from IHE Partner #1

[illegible]

(mm/dd/yyyy)

(mm/dd/yyyy)

