



2016-2017

Application for ECHS Designation

ECHS Applicant: Port Arthur Early College High School

Application ID: 623002239

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

Port Arthur Early College High School - 623002239

1.1 ECHS Applying for Designation

ECHS Campus Name	Port Arthur Early College High School	County District Campus Number	111111115
County District Campus Number 2	County District Campus Number 3		
CDC Number Use	<input type="radio"/> Shared With a Comprehensive Campus <input checked="" 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	4801 9th Avenue	Mailing Address - Line 2	
Mailing City	Port Arthur, Texas	Mailing Zip Code	77642

1.2 School District

District Name	Port Arthur ISD		
Mailing Address - Line 1	4801 9th Avenue	Mailing Address - Line 2	
Mailing City	Port Arthur, Texas	Mailing Zip Code	77642

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 State College-Port Arthur		
Mailing Address - Line 1	P O Box 310	Mailing Address - Line 2	
Mailing City	Port Arthur, Texas	Mailing Zip Code	77641
How many ECHS does this IHE partner with?	1		

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	Dr.	First Name	Gary	Last Name	Stretcher
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Contacts

Port Arthur Early College High School - 623002239

Phone 409-984-6209

Email gary.stretcher@lamarpa.edu

1.6 ECHS Principal/Director

Title Dr. First Name Melvin

Last Name Getwood

Phone 409-989-6211

Email mgetwood@paisd.org

1.7 Superintendent

First Name Mark

Last Name Porterie

Phone 409-989-6211

Email mporterie@paisd.org

1.7.a Superintendent (District 2)

First Name Mark

Last Name Porterie

Phone 409-989-6211

Email mporterie@paisd.org

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name Gary

Last Name Stretcher

Phone 409-984-6209

Email gary.stretcher@lamarpa.edu

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 Betty

Last Name Reynard

Phone 409-984-6100

Email betty.reynard@lamarpa.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

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	100	0	0	0	100

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	67	0	0	0
At-risk	67	0	0	0
LEP	8	0	0	0
White	1.9	0	0	0
Hispanic or Latino	42	0	0	0
Black or African-American	49	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
Other	7	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.

PAISD has already conducted intensive training with its counselors and faculty in review of HB 5 and the importance of being aware of student’s interest in STEM and technical degrees. The focus on the ECHS will follow naturally upon this base of training. Prior to the recruitment process with students, all middle school counselors will be will trained on the early college high school application, purpose, schedule, possible degree plans, benefits, and outcomes for students. The middle school counselors will be the main contact for students and parents. After the intensive training, the early college high administrative team consisting of counselors, school administrators – both assistant principals and principals – and district directors will advertise and conduct information sessions for students and parents at Jefferson Middle School and Lincoln Middle School These sessions for students and parents will be hosted at the new Woodrow Wilson ECHS facility to allow interested students and parents to acquire a feeling for the building and its setting immediately adjacent to the Lamar State College of Port Arthur campus. College tours will be an integral part of the sessions to emphasize from the outset the strong educational/technical focus of the ECHS and the high expectations that will be placed on its students. ECHS counselor will be present at all sessions to explain his/her function in the new ECHS and to begin to form bonds of trust with both parents and students. Requirements and expectations of the high school will be discussed. The majority of students in the district are economically disadvantaged, at-risk, and minority. Recruiting efforts will naturally target these populations.

In March of the spring semester, additional campus meetings with 8th grade students will take place to highlight the high school. At that time, the student application will be available on each middle school campus. Students will complete the Early College High School application. The application will include two essays. The first will ask students why they would like to attend the ECHS, their expectation of the school, and obstacles, challenges, or successes they have experiences as a student. The second essay will ask students to describe themselves, their hobbies, interest, and favorite subject. Students must reside in the

district and also complete the online application for Lamar State College-Port Arthur. Students must complete the application and return it to their school counselor by May 20 , 2016.

For admission to the high school, students are expected to have regular attendance records and no expellable infraction on their disciplinary record. A lottery process will be implemented in the event applications out number spaces available in the high school. Additionally, any available spaces within the 9th grade year will become open at the beginning of the 10th grade year.

Students who are admitted to the high school will then be required to sign an agreement letter committing to the ECHS. These students will also be required to attend a two day orientation camp in August before classes begin for the fall classes. In the orientation camp will focus on helping students understand and adopt an academic mind-set focusing on responsibility, goal attainment, and positive role modeling. Every aspect of the ECHS will try and incorporate and instill this system of values.

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

A committee consisting of Lamar State College-Port Arthur and Port Arthur ISD administrative personnel was convened to develop the recruitment and enrollment process. This committee consisted of the Vice President for Academic Affairs, the Dean of Academic Programs, the Dean of Technical Programs and the Director of Institutional Effectiveness. PAISD was represented by the assistant superintendent for curriculum and instruction, counselors, other directors, and coordinators for academic support. The committee considered the needs of the student population and program availability offered through the college. The number of students the program could support was determined to be 100 per grade level, beginning at 9th grade.

Additionally, the committee discussed the importance of identifying applicants 'soft skill' traits contributing to students' academic and social success in a rigorous ECHS setting. Thus, during recruitment, administrators and counselors will stress the traits of a candidate for ECHS: willingness to work hard; drug-free; eager and willing to learn; willing to give up 'traditional' high school experience; good communication skills; and an attention to punctuality. It was also determined a lottery system would be implemented to provide all students with an equal and fair opportunity to enroll if the number of applications exceeded the high school capacity.

A focus of this enrollment process will be to provide access to as many students as possible, but the committee determined students should have no prior expellable disciplinary offenses for admission consideration. Recruitment will also include, middle school and high school counselors, the ECHS counselor and PAISD/Lamar State College-Port Arthur personnel, who serve as college liaisons to the high school campuses. Parents will be notified of the information meetings through student notices and the call-out system, including texts and emails in both English and Spanish.

The committee met regularly to discuss and review the process. In addition, a delegation from PAISD and Lamar-Port Arthur visited the established sites of San Jacinto College South/Clear Creek Clear Horizons Early College High School and San Jacinto College/Galena Park to interview the school's administrative and counseling team on their recruitment and enrollment processes.

The application requirements were aligned with the provisions and assurances of the TEA

Application for ECHS Designation. Therefore, enrollment decisions are not based on state assessment scores, discipline history, except as it pertains to drug-related offenses, teacher recommendations, or minimum grade point average.

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, 6, 9
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	8
Courses of study	6
Curriculum alignment	6
Instructional materials	7
Instructional calendar	4
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	7, 9
Student enrollment and attendance policies	2,4,8
Provisions for discontinuing ECHS operation (see next section for details)	11
<div><ul style="list-style-type: none">Number of credit hours taken and earnedGPAsState assessment resultsSAT/ACT, PSAT scoresTSI readiness by grade levelQualifications of ECHS staffLocation(s) where courses are taught</div>	1-11

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	4, 8
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	3, 5, 9
Procedures for collecting and sharing student and teacher data	8
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	8
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	8
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 entryEnrollment/retention rates, leaver codes, and attrition rates, by grade levelStudent participation in activities at IHE</div>	4,8

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".

The last meeting was 11/30/15

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	Dr. Mark Porterie
Cirriculum & Instruction or Equivalent	Dr. Melvin Getwood
ECHS Principal or Director	N/A
IHE President	N/A
IHE Provost	Dr. Gary Stretcher
Dean of College of Education	N/A
ECHS Liaison	Dr. Gary Stretcher
LSCPA Academic Dean	Dr. Charles Gongre
LSCPA Dean Tech. Programs	Dr. Ben Stafford
LSCPA Dir. Inst. Effectiveness	Dr. Nancy Cammack Stretcher
PAISD Counselor	Ms. Ora Hunter
PAISD Vocational Coord	Mr. Raymond Polk

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 group has been meeting during this school year and last year. Along with selected personnel from PAISD and an architectural firm this group has developed a plan to remodel the former Woodrow Wilson Middle School facility into an early college high school that can provide instruction and support services, including a cafeteria. Sufficient funds from a bond issue have been set aside for the remodeling project. Curricula has been designed so that students can complete an associate of arts degree or an associate of applied science degree. PAISD has developed a staffing plan.

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".

N/A

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.

STEM, Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies

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

- Associate of Arts in Academic Studies
- Associate of Arts in Business Administration
- Associate of Arts in Criminal Justice
- Associate of Arts in Teaching
- Associate of Applied Science in Process Technology
- Associate of Applied Science in Instrumentation Technology
- Associate of Applied Science in Software Developer
- Associate of Applied Science in Computer Networking

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

Level 1 and Level 2 Certificates in Process Technology, Instrumentation Technology, Software Developer, and Computer Networking

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

A full-time counselor will be hired prior to the beginning of the first year of the high school. The counselor will guide individual students through the development of their educational and career plans, and ensure they are enrolled in sequential courses for the chosen associate of applied science degree. The counselor (or subsequent counselor team) will meet regularly and consult with teachers, staff and parents regarding the developmental needs of students. The counselor(s) will have access to all students' TSIA data and course grades and will use the data to assist students during the program. The counselor(s) will arrange all future testing administrations with the IHE testing department and assist teachers in comparing data between the baseline and other posttests. The counselor(s) will be trained to administer the TSIA and assist with administrations on the middle school campuses for future students.

Additionally, the counselor(s) will act as liaisons between the high school and the Lamar State College-Port Arthur testing department and become experts on the assessment, as well as interpretation of the results. College course pass/fail grades will be shared with the ECHS staff at six weeks each semester on all students. By FERPA regulations, college instructors do not meet with students' parents on academic progress or issues; students are considered, under the law, as adults when enrolled in a dual credit course. College instructors will be asked to alert the IHE dual credit director who will consult with the high school counselor(s) when students are at academic risk. When the counselor(s) and dual credit director are alerted to potential student issues, the high school counselor will contact parents. Students will then be guided to set a meeting with the college instructor to discuss current grades, areas of academic deficiency, plan of actions, and any possible assignment resubmission or extra credit. Parents will be encouraged to attend the conference between the student and the college instructor. While the parent may not actively participate in the conference, they will meet with their child and the high school counselor after the initial conference. The high school counselor(s), dual credit director, and parents will all participate in monitoring the students.' Just a comment here, a large study area will be provided where students would receive tutoring, could attend online classes with tutor's help and would work on their homework daily so that homework was actually completed with tutor's assistance.

All teachers in the ECHS will be assigned a group of students to mentor and monitor throughout the program. In the collaborative setting of the high school, teachers will meet regularly with the counselor(s) and principal team to discuss any student attendance, behavioral, or academic concerns. Teachers will also keep monitoring records on all students, including progress reports, conferences, and parent contacts.

Students will participate in all pre-assessment, benchmark tests designed by the district to monitor students' progress on TEKS and EOC (End of Course) objectives. These data will be used to provide intensive tutorials or enrichment for students in all high school courses.

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

The Port Arthur ISD Early College High School will allow the students to have a choice of Academic or Technical programs offered through Lamar State College-Port Arthur. As students progress through their high school years, they will take specific courses related to their program. When the ECHS students begin their specific program courses, they will be enrolled with other Lamar State College-Port Arthur students. A main goal of the program, therefore, will be to have a seamless transition from high school classes to college-level courses.

Prior to the beginning of program dual credit courses, ECHS faculty and college instructors will work collaboratively to develop reading and writing activities for students in the various associate of applied science programs while in high school. High school and college faculty will determine whether an identified program exists for one student, a small group of students, or a large group of students and use this knowledge to form the most suitable instructional design. The faculties will articulate college, certification, and career expectations for every student to help guide students growth and development.

Students will begin to become familiar with the vocabulary commonly used in each selected program. ECHS teachers in math and sciences, as well as social studies, will also integrate college curriculum into high school lessons. Such integration not only prepares students for college expectations, but it will also develop students' knowledge necessary to pass written and performance exams required for many certifications.

The teachers and instructors will team to create more problem-solving based activities and configure support around students working and learning in real-world environments. Within this scope of planning, the principal will endeavor to grow partnerships with area business and industry in order to provide students with field experiences and mentors. These leaders will identify and manipulate learning experiences closely related to current industry practices and standards. Practicing people most familiar with advances in technology, skills, and proficiencies will be well-suited to engage in enriching experiences with students that put students' performance into a personalized context.

High school and college faculty will implement a problem-solving process to analyze students' academic needs and provide the most enriching level of support to ensure academic success. Teachers will emphasize process and product with the students, as well as provide concrete learning experiences.

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

Beginning in the summer of the students' first year, the counselor and staff will begin to build relationships with their cohort teams. Each teacher will be assigned a group of students to monitor and mentor in the coming years. This personal connection will give students a deeper sense of belonging within the ECHS. All teachers will make contact with each of the students in their group(s) every week during the year. Through these personal contact times, the teachers will build personal bonds with the students and monitor their emotional well-being. Professional development will take place after the faculty has been hired by the principal to understand the needs of the ECHS students and provide the teachers with strategies for assisting students through the transition period from 8th grade to college-level experiences. While students are taking high school courses, they will be located in the Woodrow Wilson buildings specially designed for the ECHS. This will allow for a more protective and nurturing environment, as well as a hub for support as the students begin the program.

Teachers will also mentor students to help them learn time management skills. With the rigor of the program, students will be faced with curriculum, reading assignments, course work, lectures, and performance exams that may be beyond their current repertoire of skills. Teachers and counselor(s) will work to assist

Benchmark 4: Curriculum and Support

Port Arthur Early College High School - 623002239

students in building a strong sense of efficacy for collegiate expectations and program completion. Students will be given calendar/planners as a tool for time management. The ECHS teachers will help students gain proficiency with their calendar and semester planning.

Additionally, the teachers will monitor students' note-taking and test-taking strategies, helping the students to develop sophisticated abilities in essential college success methodologies. The connection teachers build with each student in the ECHS program will boost the students' confidence in them to effectively impact their success in college. This will, furthermore, positively affect students' emotional well-being. ECHS will closely monitor their students for any signs of social or emotional distress. The ECHS counselor will be available to further support students who need higher level of intervention. The teachers, principal, and counselor(s) will discuss students in their weekly meeting who may require increased assistance, counseling, and intercession.

Students in the ECHS will be enrolled in the EDUC 1300 - Learning Framework course during their first year of the program. This class will focus on learning styles and theories, emotional and multiple intelligences, and overall personal attributes essential to impacting future academic success.

Lamar State College-Port Arthur will implement student retention plans to involve the ECHS in campus life experiences. Examples of strategies the IHE uses with current students are campus festivals, clubs and organizations, concerts, and student mentoring programs. IHE faculty members also connect with students over the course of each semester through phone calls. The college will reach out to the ECHS students to engage them in the variety of campus-based activities available to students.

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	May 20, 2015
Please list the dates that the TSI will be administered in the coming year	TSI testing is on a walk in basis Monday through Friday from 8:00 a.m. to 1:00 p.m. after receiving a referral from from the admission advisors
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input type="radio"/> ECHS is a TSI assessment site</div> <div><input checked="" type="radio"/> IHE administers the TSI</div>
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>After students have been selected for participation in the ECHS in the spring semester, they will be administered the TSIA in May. (Students will take the math and reading section on one day and the writing assessment on another so there is less fatigue for students. The aim will be to provide an optimal testing situation to reflect student ability). This initial assessment will be diagnostic and provide baseline data needed to further support all students' readiness for college-level course work. Prior to testing, the students will be given two Saturday tutorials to review and prepare for the assessment. Students will also take the PAA (Pre-assessment Activity) to gain familiarity with the test. Assessment data will be given to the ECHS teachers so they are aware of students' readiness and areas to develop. (All ECHS teachers will take the TSIA as a practice to understand the assessment and the state expectations for college readiness.)</p> <p>During the summer, students who will begin the 9th grade at the ECHS will participate in an intensive two week high school/college preparation workshop. The camp will be on the ECHS campus and serve to orient students to the physical campus as well as the expectations for the program. The camp will include activities to help students gain an understanding of the increased level of expectation in the upcoming program. Lamar State College-Port Arthur will assist in the development of the summer orientation program curriculum. The district development team (including assistant superintendent, executive directors, program director, ECHS principal and high school faculty) will work collaboratively with the Lamar State College-Port Arthur Vice President and faculty to create a comprehensive syllabus for the orientation.</p> <p>During the 9th grade year, students will be enrolled in EDUC 1300 (Learning Framework) for college success and BCSI 1305 Business Computer Applications. Students are normally required to score 7 on the reading and writing TSIA to enroll in EDUC 1100.</p> <p>During the fall and spring semesters, PAISD teachers will work in tandem with the college faculty and department chairs to increase the rigor of the high school courses. District teachers and college faculty will work together in regular planning activities to create common reading and writing activities, which will support students' academic success in following years and on TSIA if students need to retake any section. The collaboration will impact the high school curriculum by adding integrated reading and writing performance objectives using, for example, process technology text in the high school English classes with students pursuing Process Operator's certification. Thus, the extensive district and IHE collaboration will result in vertically aligned high school courses geared to increasing students' college readiness as they progress through the 9th and 10th grades. Students will have contextualized reading and writing experiences that will increase students' proficiency in all academic areas, as well as the TSIA.</p> <p>Students will retake the TSIA at the end of the fall semester of 10th grade to gather "post test" data and measure progress from the baseline assessment. Students who may still not score college ready in any area will be given additional tutorials based on the assessment data. Students will retest in the spring semester.</p> <p>The Port Arthur ISD will seek ways to offset TSIA fees.</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?	
<div><input type="radio"/> Yes</div> <div><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

All of the high school courses will be taken on the ECHS campus. Approximately 25% of the postsecondary courses will be taken on the ECHS campus and the remainder on the

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.'

*75% of the college classes will be taken on the campus of Lamar State College-Port Arthur (LSCPA).
*Port Arthur ECHS will provide a cafeteria in its facility. However, ECHS students will be eligible to purchase food and soft drinks from the Snack Bar in the LSCPA Student Center.
*Port Arthur ECHS students will receive a LSCPA ID card and will be admitted without charge to all campus events for which admission is free to students including athletic contests and cultural events.
*Eligible ECHS students will be invited to join to Phi Theta Kappa, the international honor society for all students in two-year colleges. The Software Developer and Network Administration majors will be eligible to join Alpha Beta Gamma, the national honor society for students in two-year colleges majoring in business fields.
*All ECHS students will have a LSCPA e-mail account, library privileges, and be eligible for learning support, job placement, and advising services.

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.

DUTIES AND RESPONSIBILITIES

Instructional Leadership:
Direct the Port Arthur College High School's (PAECHS) focus on student achievement including using data to chart the course of student learning;
Design and implement the school's academic program;
Ensure alignment of curriculum standards;
Monitor instructional and supervisory processes to ensure that program activities are related to program outcomes and use these finding for improvement;
Create the school's extracurricular, intervention, service learning and enrichment programs;
Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.

School Climate:
Create a structure and culture that will lead to student success;
Foster collegiality and team building among staff;
Provide for two-way communication with administration, staff, students, parents, college partners, and the community;
Communicate and promote expectations for high-level performance from staff and students;
Recognize excellence and achievements;
Resolve conflicts;
Create a high performing and sustainable educational enterprise;
Build and maintain systems for managing information and communication such as scheduling and student management;
Assume responsibility for developing the budget and track expenditures

School Improvement:
Develop an accountability system;
Recognize the importance of AEIS data and use it for planning and improvement purposes;
Maintain a focus on motivating students to achieve superior academic results;
Collaborate with leaders at the PAECHS, the College, and the District to plan and prepare for academic, social, fiscal and other transition issues;
Create a culture of character, leadership, and exemplary behavior;
Build a common vision with staff for school improvement;
Direct planning activities and implement programs collaboratively with staff to ensure attainment of the school's mission;
Involve stakeholders in developing performance objectives;
Use information systems and records to measure performance objectives addressing academic excellence indicators.

Personnel Management and Development:

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 Lamar State College-Port Arthur (LSCPA) Liaison shall cooperate with and facilitate communication between the PAISD and the College. The LSCPA Liaison will meet with the Port Arthur ECHS principal and other representatives as may be needed to support the goals of the program.

The Liaison shall serve as the LSCPA representative to participate in the process of hiring the ECHS Principal.

The Steering Committee will include the ECHS Principal and the Liaison and will meet at least every 6 months, or more often as needed.

Professional development for cross-over learning and collaboration will be planned and implemented by the Port Arthur ECHS Principal and the Liaison.

The LSCPA Liaison and the ECHS Principal will be responsible for working with Port Arthur ECHS faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment.

Based on various assessments, the Liaison and the ECHS Principal will determine what forms of assistance and remediation may be needed by a student prior to the student's enrollment in a given college-level course.

The LSCPA Liaison assigned to the ECHS will inform the ECHS administration of students with excessive absences and academic concerns in college-level courses prior to the end of a semester to provide for intervention for success.

The ECHS counselor and the Liaison will work together to ensure students receive pertinent information regarding higher education and financial assistance.

Mediate issues with students, parents, and PAECHS personnel.

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.

PAECHS teachers will participate in PAISD professional development at the beginning of each school year. These include content specific inservices, as well as campus orientations led by the principal. The campus will also have ten late arrival dates each semester, which will allow for an additional two hours of staff development per date. Teachers may meet as a faculty or with content directors from the district. Students will be dismissed at 1:30 on Friday, allowing teachers, principal, and counselor to meet on student needs and plan interventions as needed. The PAECHS teachers will be partnered with IHE faculty and/or department chairs as points of contact and collaboration. Each semester, PAECHS teachers, department chairs, and IHE faculty will meet to share program goals, college expectations, certification requirements, and retention strategies.

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.

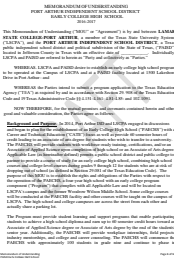
• **IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.

• **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:

04/01/2016

(mm/dd/yyyy)

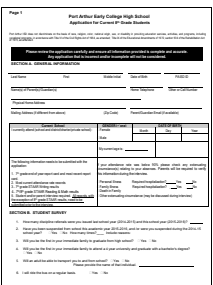
Letter of Support from District #1



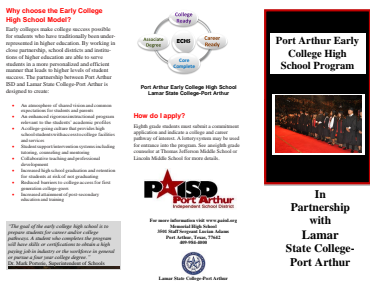
Status

☒ Final ☐ Draft

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

Application for Early College High School Designation

Port Arthur Early College High School - 623002239

Generate PDF of Application

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from District #3

Doc_LoSDist1_Status

☐ Final ☐ Draft

Expected date for final draft:

none submitted

(mm/dd/yyyy)

Letter of Support from IHE Partner #2

Status

☒ Final ☐ Draft

Expected date for final draft:

NA

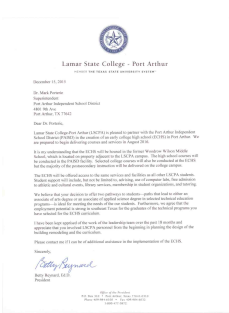
(mm/dd/yyyy)

Expected date for final draft:

None submitted

(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

Status

☒ Final ☐ Draft

Expected date for final draft:

NA

(mm/dd/yyyy)

Other Supporting Documents

