



2016-2017

Application for ECHS Designation

ECHS Applicant: Karnes City High School ECHS

Application ID: 493549732

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

Karnes City High School ECHS - 493549732

1.1 ECHS Applying for Designation

ECHS Campus Name	Karnes City High School ECHS	County District Campus Number	128901001
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	400 N. Hwy 123	Mailing Address - Line 2	
Mailing City	Karnes City	Mailing Zip Code	78118

1.2 School District

District Name	Karnes City ISD		
Mailing Address - Line 1	314 Hwy 123	Mailing Address - Line 2	
Mailing City	Karnes City	Mailing Zip Code	78118

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 Address - Line 2	
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Coastal Bend College		
Mailing Address - Line 1	3800 Charco Rd.	Mailing Address - Line 2	
Mailing City	Beeville	Mailing Zip Code	78102
How many ECHS does this IHE partner with?	7		

1.3 Second 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?			

1.3 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

3

1.5 Person Completing this Application

Title	Mr.	First Name	Raymond	Last Name	Robinson
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Contacts

Karnes City High School ECHS - 493549732

Phone 830-780-2321 ext 360

Email rrobinson@kcisd.net

1.6 ECHS Principal/Director

Title Mr. First Name Raymond

Last Name Robinson

Phone 830-780-2321 ext 360

Email rrobinson@kcisd.net

1.7 Superintendent

First Name Jeanette

Last Name Winn

Phone 830-780-2321

Email jwinn@kcisd.net

1.7.a Superintendent (District 2)

First Name Jeanette

Last Name Winn

Phone 830-780-2321

Email jwinn@kcisd.net

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name Kayla

Last Name Devora-Jones

Phone 361-354-2245

Email kdjones@coastalbend.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 Beatriz

Last Name Espinoza

Phone 361-354-2200

Email presoffice@coastalbend.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

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	19	9	0	0	28
2016-2017 projected enrollment	0	0	0	20	20	10	0	50

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	55	0	0	46
At-risk	43	0	0	7
LEP	1	0	0	0
White	26	0	0	25
Hispanic or Latino	72	0	0	75
Black or African-American	1	0	0	0
First Generation College-Goers	N/A	N/A	N/A	43
Other	1	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:

The ECHS will open its doors to all students, but give preference to students that are historically underrepresented in college courses. Any student that meets minimum qualifications for acceptance into the program will be admitted.

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

The recruitment process used by the ECHS will continue to focus on two distinct groups of students. The first group (Group 1) being those students that are historically under-represented in college courses. Group 1 is the primary target group and is typically a first generation college goer, minority, economically disadvantaged, at-risk student (PEIMS identified). The typical student from this group might be an African-American student who is economically disadvantaged, where both parents are high school drop-outs, and has fail to pass several State assessments. The second group (Group 2) targeted by the ECHS will be those students that have traditionally enrolled in dual credit courses at the high school. This group has traditionally been A/B honor roll students in the top 10%-15% of their class. Students from this group might also meet the criteria from our primary target group.

While the application to the ECHS is open to any student (grades 8-10) that wish to apply we actively recruit students that are identified in Group 1 above. Our recruitment process consists of analyzing data from PEIMS to first identify students that meet at least one of the State's defined at-risk criteria. After this list is compiled, the ECHS will evaluate students based on other data such as grades, attendance, State assessments, discipline, and teacher feedback. The initial at-risk list is refined and students from this refined list are contacted by the ECHS principal or counselor to discuss their applying to the ECHS. A call for applications is initiated by the ECHS program and students must complete and submit their application within the designated time period. In the weeks leading up the application deadline, the ECHS makes multiple weekly announcements reminding students of the application deadline. After applications are received, the ECHS will hold a brief student assembly to detail the process from this point forward. During the assembly students are provided additional information on the ECHS selection process, other required documentation, and additional meeting dates for students/parents. One of the required meeting dates is for TSI testing. The ECHS will secure TSI testing dates with our IHE partner and parents/students are notified of those TSI dates. After TSI testing is complete and all data is reviewed and scored utilizing the selection rubric (point system) developed during year one, those students/parents that qualify for admittance to the ECHS will be contacted. ECHS administration will then meet with each student/parent to go over the ECHS contract that explains the rules and expectations for student

participation in the ECHS.

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

Recruitment and enrollment processes were developed based on site visits, consultation with other ECHS principals, and meetings with our district leadership team. From these meetings/visits, a recruitment/enrollment process was developed to provide the ECHS with the ability to recruit students based on criteria that consistently apply to all students. The ECHS developed a process that evaluates multiple criteria as the basis for recruitment to the ECHS which include the following: PEIMS data (At-Risk/Socio-Economic), GPA, attendance and discipline history, GPA, State assessments (Math/ELAR), interview (written/oral), teacher recommendation, and parent college history. Other data may be considered on a case-by-case basis.

In year one the ECHS developed a rubric to assist in scoring applicants. A total of 12 criteria are evaluated and students are assigned either 0, 5, or 10 points for 9 of the 12 areas and for the other three areas (2 interviews and teacher evaluations) points are averaged. Students can obtain a maximum of 110 points and the minimum points required for admittance to the ECHS is 50 points. Point cut-offs are evaluated each year and adjusted accordingly. The leadership team evaluates how many students applied and how many met the minimum requirement for admittance and determine if the cut-off needs to be adjusted. The leadership team will also evaluate the criteria used for the recruitment and enrollment to determine if one or more criteria creates an unfair advantage for students to not be accepted into the program. The goal is to admit as many students as possible to the ECHS and be fair and consistent in the process.

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	1,5,6
Administration of statewide instruments under Subchapter B, Chapter 39	5
Grading periods and policies	7
Courses of study	1
Curriculum alignment	2
Instructional materials	6
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	2
Student enrollment and attendance policies	7
Provisions for discontinuing ECHS operation (see next section for details)	8
- 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	2

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	2
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	8
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	4
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: - 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	9

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".

09-14-14, 11-12-14, 12-4-14, 12-10-14, 09-13-15 10-13-15 11-17-15

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	Jeanette Winn
Cirriculum & Instruction or Equivalent	Jo Ann Gutierrez
ECHS Principal or Director	Raymond Robinson
IHE President	Beatriz Espinoza
IHE Provost	N/A
Dean of College of Education	Mark Secord
ECHS Liaison	Kayla Devora-Jones
ECHS Counselor	Melissa Soliz-Johns
Dual Enrollment Specialist	Mariah Saucedo

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 functions will include, but not be limited to the following:

1. Collaboration in planning, implementation, and continuous improvement of the Karnes City ECHS programs including provisions for faculty, staff, and administration.
2. Curriculum development, training for appropriate faculty/staff, and provisions for student services and college credit courses.
3. Financial collaboration that addresses costs of all partners and assists each in obtaining necessary funds from local, state, federal, and private/foundation sources to operate the program successfully.
4. Selection of students that reflect the diversity of the region served by the Karnes City ECHS.
5. Vertical alignment that promotes a college-goinig culture in all areas of the Karnes City ECHS program to include teachers, college faculty, high school counselors/administration, and advisors/specialist associated with the institution of higher education.

Throughout the course of the first semester of the ECHS, the ECHS administration has worked very closely with the ECHS Liaison and Dual Enrollment Specialist assigned to our program. Issues that have been addressed relate to degree plan development and modification as new ECHS faculty were added that could teach dual credit courses, grading and reporting issues with online instructors, and course enrollment issues were streamlined and resolved to allow for easier ECHS student enrollment in dual credit courses. We are most proud of the fact that our ECHS students are being successful in their first dual credit class as 9th/10th graders. All students are passing their dual credit class this semester and are already enrolled in their class for the Spring semester. This is a testament to the working relationship that we have with our IHE partner and the willingness of all involved to do what is best for our students.

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".

Karnes City ISD recognizes that being a rurally located school district presents certain challenges; one being the ability to attract and retain highly qualified secondary school teachers. To address and minimize this challenge Karnes City ISD has implemented three major sustainability structures that will assist the ECHS program. First, the district applied for and was designated as an ECHS campus in the 2015-16 school year and has continued as one of its district's goals -to provide a culture of high expectations and create college and career ready students poised for success in the post-secondary world. Second, the district's approval of pay increases for certified teachers in the district plus stipends for teachers in high needs areas and/or teachers with master's degrees. A third and final sustainability measure approved by the district's Board of Trustees was agreeing to pay the cost for tuition, fees, and textbooks for any teacher wishing to pursue a master's degree in a content area that benefits our dual credit opportunities at the high school. District leadership felt this was an important first step in laying the groundwork for an Early College High School program that would not have to rely solely on distance learning or requiring our students to travel to the IHE for instruction. To this end the district has been successful in attracting four additional teachers to our faculty with master's degrees and have the potential to serve as adjunct instructors for our partnering IHE. We also have one high school teacher who will complete a Master's degree in history and another with plans to begin a Master's degree program in Communications.

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, Arts and Humanities, and Multidisciplinary Studies endorsements will be offered to students enrolled in the ECHS program. The majority of students in the ECHS have elected the STEM endorsement.

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

Associate of Arts or Science

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

No Level I or II certificates will be offered at this time. The ECHS is working with the IHE to provide Marketable Skills Achievement Awards in the following areas:

- Automotive Technology (Pending) - Marketable Skills Achievement Award consisting of 14 credit hours
- Law Enforcement (Pending) - Marketable Skills Achievement Award consisting of 12 credit hours
- Welding (Pending) - Marketable Skills Achievement Award consisting of 13 credit hours

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

The ECHS will monitor student progress in four general areas with the assistance of our AVID program staff, school counselors, and campus administration. The first being an initial assessment to determine student academic knowledge and/or the ability to be successful at the post-secondary level. This initial assessment will utilize PEIMS data, TSI data, and data obtained from students participating in our AVID program. This initial assessment is part of our recruitment and enrollment process for prospective students. A second level of progress monitoring will be on feedback the ECHS program provides to students as it relates their academic performance, attendance, discipline, and faculty feedback on specific areas of concern. During year one of the program, we developed our master schedule to be able to provide ECHS students with an extra layer of support with our students taking online courses as part of their degree plan. To this end, we utilized content specific teachers to proctor similar dual credit classes. In other words, if a student is taking dual credit Speech, that class is proctored by our high school speech teacher. We work with our IHE to ensure that both the high school and IHE instructor work with each other to ensure success for our students. The ECHS PEIMS and grade reporting data will be the primary sources of student data used to provide students with feedback on their academic progress. Sign in sheets, survey data, PEIMS data, and certificates of participation/completion will be used to monitor the program's delivery and receipt of services provided to students. Finally, information on end of semester and progress toward graduation will be monitored through the use of PEIMS reports, transcripts, and grade reports that reflect the success of students in the program.

Additional tutoring, advising, and assistance will be offered to any student that is struggling academically in the program.

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

The ECHS will provide academic support to students by personalizing the learning environment by offering opportunities for blended learning, focusing on individualized student college and career readiness plans, and by engaging/empowering students in authentic learning. The blended learning environment of the ECHS will help to personalize student learning to the extent that students will have multiple (digital, distance/online, and face-to-face) opportunities in which to learn thereby opening the doors to new ways of engaging students in content that meets their individual needs and addresses the diverse learning styles of each individual student. By taking a blended learning approach to the academic component of the ECHS program students will have opportunities to utilize an instructional software program (GradPoint) to help personalize lessons and assist students with mastery of skills development. The GradPoint program will give students the opportunity to customize their learning as it is self-paced and self-directed. By providing students with the opportunity to participate in distance/online instructional opportunities students will be able to enroll in dual credit classes and thus receive college credit. Finally, face-to-face instruction will be used to the greatest extent possible to deliver core and elective content that engages students in authentic learning experiences. The ECHS will personalize the learning environment through its efforts to engage and empower students to take responsibility for their educational experience. To this end, the ECHS will take a collaborative approach that calls upon teachers, parents, and program personnel to help develop a sense of ownership in our students that leads to a greater understanding of how their educational experience and success is linked to their college and career goals.

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

The ECHS will provide social and emotional support to students by helping students acquire resiliency, coping, decision-making, interpersonal, and mediation skills that will assist them as they enroll in more challenging dual credit courses. ECHS administration, faculty/staff, and partners will foster student motivation by helping students to connect short-term and long-term goals as they relate to their post-secondary experience. The AVID program will be used in grades 7-10 to facilitate and coordinate access to instruction related to personal-social development that supports ECHS efforts to positively impact school culture and climate including a focus on a college-going culture and transition to post-secondary education.

The ECHS will provide social and emotional support to students by being responsive to their individual needs and consistent in the manner in which their needs are dealt with. The ECHS will provide an atmosphere that is both nurturing and affectionate to our students. Students will know that the ECHS program staff care about them as people and want them to be successful. The social and emotional support that ECHS students gain from

Benchmark 4: Curriculum and Support

Karnes City High School ECHS - 493549732

knowing that the ECHS is a safe and secure place for them to grow and become more independent will be invaluable as they progress in the program. The ECHS program will provide social and emotional support to students through continued encouragement and support of student growth in the areas of resiliency, coping, decision-making, interpersonal, and mediation skills.

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	05-22-15, 05-25-15, 12-02-15, 12-03-15, and additional dates in May 2016 that have not been scheduled
Please list the dates that the TSI will be administered in the coming year	December 2015 and May and June 2016 dates will be scheduled.
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.	
The ECHS plan for TSI success is to provide a college readiness courses in English/Language Arts that will begin at our Jr. High school. The IHE in conjunction with several other IHEs partnered with each other to develop a college readiness course in English. Once the course is complete (Fall 2015), the IHE will train selected ECHS faculty to teach the course and implement the course at our Jr. High and High School campuses. Where student schedules allow, they will be changed to make accommodations for enrollment in the college readiness course. The Jr. High campus is prepared to implement the college readiness course in the Spring of 2016 if completed by the IHE consortium. Rather than overload our students with a crash course during the summer or a few weeks prior to testing we will teach the English/Language Arts college readiness curriculum over the course of the entire Spring semester. With the implementation of AVID and a college readiness prep course, we feel our students will be better prepared to take and pass the TSI. For those students that are not successful in passing the TSI we will utilize PLATO which is an online learning system that Coastal Bend College has invested in for all students to receive additional self-paced instruction. PLATO is a self-paced, online curriculum (Plato) that will be utilized to provide students with additional assistance and to build and develop skills where students are deficient. Our IHE partner provides a summer bridge program that all ECHS students are required to attend. This program is provided at both the high school campus as well as the IHE campus.	
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, shchedule, 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.'

The ECHS students will be fully-immersed in a college setting during the Summer Bridge program where they will tour the campus. During the Bridge program students will utilize all of the support facilities and support staff available to them such as the Student Success Center (Mac Computers available for use), Tutoring services, all CBC advisors, Gym, STEM Center, Student Union Building (student life activities and dining) and they will have the chance to interact with college professors. When the students are at their ECHS location, students are still able to utilize IHE online resources for tutoring, TSI prep, e-library, distance learning technology such as Blackboard and Adobe Connect. During year one of operation the ECHS scheduled several additional college campus tours to our IHE partner. During the Fall semester students were taken on a tour of the campus library and other facilities. Library staff provided students with valuable information regarding use of library resources, student IDs were taken and distributed to students, and the day ended with a scavenger hunt of the campus which was designed so that students had to find and identify various significant campus buildings and markers. During the Spring semester we are scheduled to attend several Spring sporting events. In year two we will continue with these events and add to them.

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 directs and manages the instructional program and supervises operations and personnel at the campus level. The principal provides leadership to ensure high standards of instructional service and oversees compliance with district polices, success of instructional programming, and operation of all campus activities. The ECHS principal, counselor, and IHE faculty will work together to develop individual student schedules that will allow students to meet State graduation requirements, obtain endorsement/s under the Foundation High School Program, and meet IHE degree requirements. The ECHS principal and/or counselor will individually meet with parents and students to discuss the student's schedule and graduation plan. The ECHS principal will interview and/or select and orient new staff to the ECHS program. Orientation of ECHS staff will include defining expectations for staff performance with regard to instructional strategies, classroom management, and communication with the IHE, public, and other ECHS partners. The ECHS principal will observe employee performance, record observations, and conduct evaluation conferences with staff. The ECHS principal will make recommendations to superintendent on termination, suspension, or nonrenewal of employees assigned to the ECHS program. The ECHS principal in conjunction with the superintendent and business manager will have the responsibility of developing the campus budget based on documented program needs, estimated enrollment, personnel, and other fiscal needs. The ECHS principal will accurately report fiscal information and operate within budget limits. Other duties assigned to the ECHS principal will be related to at-risk services and attendance. The duties associated with at-risk services will include coordination with counselors and administration from the elementary and Jr. High schools to identify at an early stage those students that might qualify to enroll in our ECHS program. These other duties will require the ECHS principal to gather data on at-risk students from our elementary and Jr. High schools for the purpose of selecting candidates to participate in the ECHS program. By assigning the ECHS principal these additional duties and granting him authority to work with students/parents at multiple campuses, we will be able to target and educate students on the importance of post-secondary education. The ECHS principal will also coordinate a truancy program throughout the district with the primary goal of standardizing truancy procedures in the district. Campus administrators will still have the primary responsibility of handling truancy related problems at the individual campus level, the ECHS principal will just serve as an extra layer of support in the districts effort to curb truancy.

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 IHE Liaison duties and responsibilities will include providing technical assistance and support to the ECHS program staff, students, parents, and ECHS partners. The IHE Liaison will maintain essential records related to the operation of the ECHS. The IHE liaison will maintain a positive working relationship with ECHS administration and other agencies and attend and participate in ECHS program leadership meetings. The IHE liaison will maintain confidentiality of information on all ECHS programs and perform other duties as assigned by the IHE president. Other duties and responsibilities of the IHE liaison will include but may not be limited to the following:

- Coordinate with ECHS Director/Principal in developing, implementing, and evaluating individual curriculum plans for students to attain an associate's degree and high school diploma.
- Serve as the academic advisor for ECHS students; meet with students at least once a month.
- Coordinate and administer placement testing for ECHS students.
- Facilitate registration of ECHS students for appropriate CBC courses each term.
- Foster and support the positive relationships between CBC and ECHS staff and students.
- Assist in connecting ECHS students to student life at CBC.
- Develop and create policies and regulations pertaining to ECHS.
- Ensure ECHS adherence to applicable CBC policies and procedures and work with ECHS Director/Principal to resolve issues or infractions.

Is the IHE liaison working with other ECHS campuses?

- ☒ Yes ☐ No

Please list the other ECHS campuses the IHE liaison works with.

1H.M. King Early College High School, Mathis Early College High School, Alice Early College High School, Hebbronville Early College High School, San Diego Early College High School, and Seahawk Early College High Academy

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.

All faculty and staff of the ECHS will be required to attend yearly staff development training. The district provides professional development in various areas as they pertain to district goals and objectives. Our current focus is on the 4Cs (communication, collaboration, creativity, and critical thinking) of 21st century learning to which the district strives to provide quality staff development as it relates to 21st century learning. Karnes City ISD currently assigns a mentor teacher to any first time teacher that is employed by the district. This policy will continue to be in force for the ECHS program. ECHS principal and teachers will work collaboratively to develop a professional development program for all ECHS teachers that meet the teacher's individual needs. ECHS administration, faculty and staff professional development needs will be directly related to peer observations which are conducted 1-2 times per year and from information and feedback obtained from administrator walk-throughs conducted periodically throughout the year. While the district/ECHS provides annual district level professional development at the beginning of each school year, the ECHS will strongly encourage faculty and staff to seek professional development opportunities that are intended to develop skills in students that are lacking or where improvement is needed. The IHE conducts a leadership symposium that is held in August of each year and is the annual professional development day for dual enrollment faculty. The leadership symposium provides training on a variety of topics such as, Blackboard Training, entering grades, teaching strategies, etc.. CBC also offers several online and face-to--face professional development opportunities throughout the year. The IHE also conducts annual observations of dual enrollment faculty that work on the ECHS campus.

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

All dual credit courses enrolled in as part of the degree requirements from our IHE partner will consist of core and elective courses that include only ECHS students. Core and elective courses that are part of the high school degree plan might include students that are not enrolled in the ECHS program. The ECHS will make every attempt possible through scheduling and faculty availability to ensure that ECHS students are enrolled in classes with only ECHS students.

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.

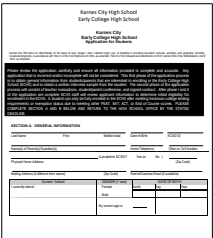
Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



CBC MOU 2016-17 Draft.docx

ECHS Recruitment and Enrollment Form



Status

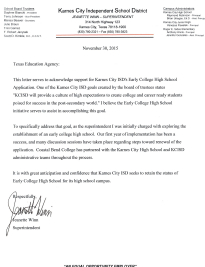
☐ Final ☒ Draft

Expected date for final draft:

02/01/2016

(mm/dd/yyyy)

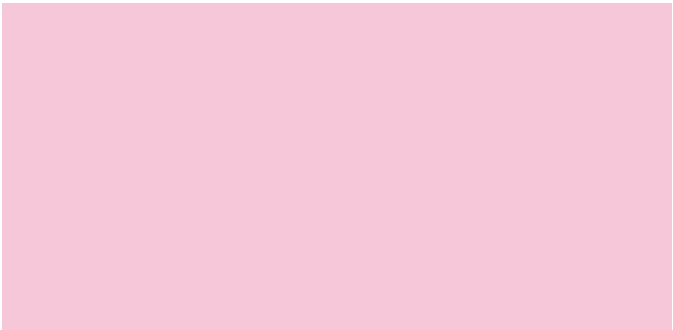
Letter of Support from District #1



Status

☒ Final ☐ Draft

Letter of Support from District #2



Status

☒ Final ☐ Draft

Texas Education Agency

Application for Early College High School Designation

Karnes City High School ECHS - 493549732

Generate PDF of Application

Expected date for final draft:
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Letter of Support from District #3

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☐ Final ☐ Draft

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

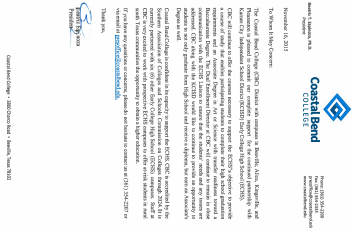
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

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

Other Supporting Documents