



2016-2017

Application for ECHS Designation

ECHS Applicant: Riviera Seahawk Early College Academy

Application ID: 680526308

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

Riviera Seahawk Early College Academy - 680526308

1.1 ECHS Applying for Designation

ECHS Campus Name	Riviera Seahawk Early College	County District Campus Number	137903001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input type="radio"/> Belongs only to the ECHS		
Years Designated	1		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	203 Seahawk Drive	Mailing Address - Line 2	
Mailing City	Riviera	Mailing Zip Code	78379

1.2 School District

District Name	Riviera ISD		
Mailing Address - Line 1	203 Seahawk Drive	Mailing Address - Line 2	
Mailing City	Riviera	Mailing Zip Code	78379

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	Coastal Bend College		
Mailing Address - Line 1	3800 Charco Road	Mailing Address - Line 2	
Mailing City	Beeville	Mailing Zip Code	78102
How many ECHS does this IHE partner with?	5		

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

2

1.5 Person Completing this Application

Title	Ms.	First Name	Kathryn	Last Name	Kimball
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Contacts

Riviera Seahawk Early College Academy - 680526308

Phone	361-296-3607 ext 1322	Email	kkimball@rivieraisd.us
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1.6 ECHS Principal/Director

Title	Mrs.	First Name	Cindy	Last Name	Pelagio
Phone	361-296-3607 ext 1301	Email	cpelagio@rivieraisd.us		

1.7 Superintendent

First Name	Karen	Last Name	Unterbrink
Phone	361-296-3607 ext 1301	Email	kunterbrink@rivieraisd.us

1.7.a Superintendent (District 2)

First Name	Karen	Last Name	Unterbrink
Phone	361-296-3607 ext 1301	Email	kunterbrink@rivieraisd.us

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Kayla	Last Name	Jones
Phone	361-354-2714	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	Espinosa
Phone	361-354-2200	Email	bte@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	

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	24	30	43	39	41	36	34	247
2016-2017 projected enrollment	28	30	30	55	39	41	36	259

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	64	0	0	46
At-risk	53	0	0	67
LEP	4	0	0	7
White	22	0	0	39
Hispanic or Latino	76	0	0	6
Black or African-American	1	0	0	0
First Generation College-Goers	N/A	N/A	N/A	44
Other	0	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 facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

RSECA is an open enrollment program with the desire for all students to receive the support they need to attain an Associate's Degree.

In 2014 our eighth grade class had approximately twenty-eight students. We targeted all of these equally. The counselor and teachers met with many of the parents to discuss the benefits. Teachers held parent conferences and several evening presentations were provided to parents. Applications were passed out and they were due May 1, 2015.

Prior to May 1, the counselor began meeting with the eighth graders and their parents to develop their personal graduation plan. This one on one conversation helped parents understand the importance of the ECHS program. It also allowed parents to have any questions answered in a relaxed atmosphere.

After the application deadline, we are able to target students who did not turn in an application. All of the student who did not turn in an application were at-risk. Staff called the parents of these students to determine what the issues were and assisted in easing any fears. Despite parent requests, several of these students chose not to complete an application. Some did not want to do the essay or just did not want to take college classes. The summer bridge program was also a deterrent for a few.

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

The recruitment procedures were developed by our leadership committee. After our first recruitment and summer bridge program, the following concerns arose and were addressed by the leadership team:

We are a small campus. We had a small number of students including several new to the district choose not to enroll in our ECHS who are considered at-risk. While the counselor had conversations with these students and parents, it was determined that we need to do a better job educating parents about the benefits of ECHS. These are the parents who traditionally do not attend parent meetings therefore we need to address these issues with our spring recruiting. This past year phone calls were made to many of these parents. This year we will include home visits as needed to develop a rapport with our disenfranchised parents.

Despite early spring announcements, a three week mandatory summer bridge program was difficult to schedule. We had to negotiate around cheerleading camp and several student summer conferences. We said it would be mandatory, yet even the students enrolled in the course had conflicts on some days. We also had students leave on vacation the day of the final as well as a student who had a death in the family. Another deterrent to a three week summer program was that we are a predominantly ranching and farming community. Many of our students work during the summer.

As mentioned above we had a number of new students to the district enroll at the last minute who wanted to be part of our ECHS program. We are including Ricardo ISD in activities earlier in the spring which may help facilitate students and parents in making an earlier decision prior to the week before school.

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	4,7
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	5,6,8
Courses of study	1,3
Curriculum alignment	2,3
Instructional materials	7
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	1,2
Student enrollment and attendance policies	7
Provisions for discontinuing ECHS operation (see next section for details)	8
<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>	4,5

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	3,4,6,7
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	5
Procedures for collecting and sharing student and teacher data	2,4,5
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	n/s
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	3
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>	5

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".
11/11/2014, 12/4/2014, 4/28/2015, 11/12/2015

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	Karen Unterbrink
Cirriculum & Instruction or Equivalent	n/a
ECHS Principal or Director	Cindy Pelagio
IHE President	Beatriz Ezpinoza
IHE Provost	n/a
Dean of College of Education	n/a
ECHS Liaison	Kathryn Kimball
IHE Vice-President of Instruction	Kyle Wagner
IHE Liaison & Dual Credit	Kayla D. Jones
IHE Dual Credit Specialist	Mariah Saucedo
ECHS College & Career Adviser	Jenise Horner

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.

November 12, 2014: We discussed the following topics: preferred instructional mode, TSI testing discount, faculty credential requirements, test prep products, student support services provided by CBC, distance learning capabilities and shared resources regarding student success.

December 4, 2014 The group met and finalized plans for the MOU, course offerings, summer bridge program and other plans for the implementation of our ECHS.

April 28, 2015: The group discussed final plans for the bridge program, scheduling, and other concerns.

November 12, 2015: The group analyzed our summer bridge program and made decisions on how to improve our bridge program, schedule of courses for the degree plan, scheduling, and other issues.

Moving the EDUC 1300 Introduction to College course from the summer bridge program to the fall will allow students to have more time to be acclimated to college courses and learn how to navigate the online services. This will also allow us additional time to provide TSI prep. Students do not need to pass the TSI before they take EDUC 1300.

Our ECHS parent breakfast last May was very successful, although we would like to increase attendance. Parents had the opportunity to meet one on one with IHE personnel including the dual credit directors and professors. The parents who attended this event were very satisfied with the personal touch.

We were pleased with our May ECHS celebration which was paired with our senior college signing day. For our ECHS students IHE gave each student a gift, the ECHS gave each student a t-shirt, and Texas A&M university - Kingsville also gave students a gift. Laura Knippers from Texas A&M Kingsville announced to the students that TAMUK would welcome them to their four year program upon graduation.

In October we hosted an ECHS Parent dinner. The students were responsible for making the program, decorating, serving, and cleaning up. The program included general information for parents and then the students presented information on the TSI, college admissions testing, soft skills such as hand shaking, and a number of other topics. All of the parents and students attended except for two who had extenuating circumstances.

We are also working on a mentorship program where we pair ECHS freshmen with fifth graders. These students will be paired for the next four years in a variety of activities. Once the fifth graders become ECHS freshmen they will have their own pals. Their first activity in November was a joint field trip to Texas A&M University – Kingsville.

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

Benchmark 4: Curriculum and Support

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.

All five endorsements will be offered to our students.

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

Students will receive an Associate's of Science Degree from Coastal Bend College.

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

We offer a Certified Nurse's Aide program and Microsoft certifications. Students may also receive their Food Handler's Permit and Hunter's Safety Permit.

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

The ECHS has worked closely with our IHE and the dual credit specialist assigned to our campus to monitor student progress and work with the college instructors.

A mentor teacher is assigned to each of our two groups of ECHS students and meets with students on a weekly basis. Our College and Career adviser also meets with student regularly as well as the counselor. When quarterly grades are received from the IHE, the college and career adviser meets with the students individually.

The principal actively monitors high school course grades as well.

We have compared the STAAR 8th grade Reading scores to the initial TSI administration to determine if this would predict TSI success. We determined a strong correlation (100%) between a Level III on the STAAR reading and the TSI reading. However, there was no consistency for students who scored a Level II on the reading STAAR and passing the reading TSI. More emphasis is being placed on focused and targeted instruction in the area of reading and writing to insure a positive outcome on the TSI.

We are in the middle of the first year of ECHS operation. At this time, we have limited data to analyze. However, we will be analyzing student data and outcomes at the end of each semester regarding college success.

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

Students will have data meetings with mentor teachers to analyze their own grades and set both long term and short term goals. Our mentor teachers, district counselor and our college and career advisor work with our ECHS students on an a weekly basis. The college and career adviser meets face to face with each student once quarterly grades are received. .

The students have all been assigned a mentor teacher who checks with them at least twice a week to monitor those enrolled in a college class. These mentor teachers also provide additional organizational skills, study skills, personal assessment, effective communication, skills in advocating for themselves and other related topics as needed.

Because we are so small, it allows us more flexibility for teachers, advisers, and IHE personnel to work individually with students. The IHE's faculty advisers, face to face and online tutoring, and additional resources assist in personalizing the learning environment.. As student needs arise, they are addressed with the adviser, mentors, an/or counselor.

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

ECHS students are learning to develop many of the social and workforce skills needed to be successful. This includes how to speak to an adult, handshaking skills, and other soft skills. At our October parent dinner and meeting, students made presentations and demonstrated some of these skills. Students were required to introduce themselves to at least two adults they didn't know to practice.

The ECHS counselor and college and career adviser as well as IHE support staff are available for students who need emotional counseling and/or academic counseling.

In addition, we have developed a mentor program where our ECHS students will mentor our current fifth graders and follow them up until they are eighth graders. Through this program, the ECHS students are receiving instruction on how to support and encourage these students academically, confidentiality, and other skills. By teaching these students how to work with their younger student assigned to them, they will also learn valuable coping and social skills as well.

Students are also receiving instruction in overcoming test anxiety. A plan will be developed for other emotional concerns as they develop.

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	11,11,2014, 12/4/2014, 4/28/2015, 11/12/2015
Please list the dates that the TSI will be administered in the coming year	December 11, 2015, June 15, 2016, August 2016, October 2016, December 2016
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input checked="" type="radio"/> ECHS is a TSI assessment site</div> <div><input type="radio"/> IHE administers the TSI</div>
<p>Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.</p> <p>The summer bridge program did not provide adequate TSI preparation. Initially, we struggled with providing some of our students the proper materials. Our instructor who is teaching a preparatory class this fall recently took the TSI herself. This gave her valuable information on how to help the students. The strategies that students have learned over the years cannot necessarily help on a computer based test.</p> <p>We also determined that the TSI preparation in the summer and taking EDUC 1300 was too much. Moving the EDUC 1300 to the fall and imbedding TSI prep into the course, will allow students more time to be better prepared for the TSI as well as have more time to absorb the tremendous amount of information included in the EDUC instruction. The EDUC 1300 course does not require a specific TSI score.</p> <p>If students do not pass the TSI at the end of the first semester, they will be enrolled in professional communications. While this does is not included in the IHE degree plan, it does satisfy Riviera ISD's graduation requirements. We will include skills on being successful on the TSI into this class curriculum.</p> <p>We will restructure our bridge program to be a three day program and develop “modules” that can be taught separately or as a whole. These modules would cover note taking, college expectations including attendance and behavior, time management and organization, common college terms, and technology services. The bridge program will also include trips to the CBC Kingsville and Beeville campus.</p>	
<p>Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?</p> <div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	

ECHS Site Design

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

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

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

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

Distance from our IHE is an issue. We have provided a variety of online resources for students such as 24-7 online tutoring, learning management system, library resources, etc.. We will continue to work with our IHE to collaborate on utilizing innovative technology to make sure ECHS students are offered a variety of ways to stay connected with the services provided by the IHE. Also, our IHE provides advisers and other support staff to come to our campus.

We have taken our students to the CBC-Kingsville campus on July 2, 2015 and the CBC – Beeville campus on December 8, 2015. We have also taken the students to our local university, Texas A&M University – Kingsville on November 19, 2015.

During the Summer Bridge program we will incorporate a college experience for the students where they get to eat in their designated area, use the library services to have ID's made, visit the Student Success Centers and much more.

Plans are to get students on the CBC campuses in the spring for the following activities.

CBC- Alice:	Teacher and classroom observation
CBC – Kingsville:	TSI Boot camp
	Oil & Gas Mobile Unit
CBC-Beeville	Sporting Event (spring baseball game)

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.

Riviera ISD is a small, rural district. The high school has approximately 150 students. Our high school principal also serves as the principal for the ECHS. Our freshmen class is our first ECHS cohort. The principal works in collaboration with our ECHS coordinator/ liaison. The two work together to provide scheduling, hiring, and budgeting for the ECHS.

At the present time an instructional budget for the ECHS is combined with Kaufer High School. This will be adjusted based on the percentage of our enrollment in ECHS. In four years, we plan on having a separate budget based on the enrollment of our ECHS.

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 liason mainatins an open and positive line of communication between our ECHS and IHE and provides opportunities to strengthen the partnership. Her duties include collaboration in planning, implementation, and continuous improvement of the ECHS programs. This includes coordinating professional development, curriculum development, training and student support services. The IHE liaison works with the ECHS principal and liaison in developing, implementing and evaluating individual curriculum plans for students to attains an Associate's degree and high school diploma. She oversees other IHE support staff and facilitate registration, assist in connecting ECHS students to student life at the IHE, develops and creates policies and regulations pertaining to the ECHS and ensure ECHS adherence to applicable IHE policies and procedures. She works with the ECHS liaison and principal to resolve any issues. In addition, she serves on the leadership team and provides valuable feedback on improving the ECHS program. She has met with the principal at these four meetings. However, the IHE liaison communicates with the ECHS liaison/coordinator on a regular, almost weekly basis through e-mail, phone conversations, face to face, and at ECHS regional meetings.

Is the IHE liaison working with other ECHS campuses?

- ☒ Yes ☐ No

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

H. M. King High School - Kingsville ISD, Mathis High School - Mathis ISD, Karnes City ECHS, San Diego ECHS, Hebbronville ECHS

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 Riviera secondary faculty have been asked to complete the College and Career Readiness online professional development by December 18, 2015. At this time, over ninety percent of the teachers have completed the training. This training has allowed us to have conversations with our faculty about how to better prepare our students for college. Professional development has also centered around monitoring students and their progress. Our counselor and our ECHS instructor participated in a two day training for the EDUC 1300 Cougar Course. Another instructor and the college and career adviser attended the IHE Leadership Symposium on the CBC - Beeville campus. In addition, our counselor and college and career adviser have participated in the counselor and dual credit update at our IHE. Our only college professor comes on campus and is IHE faculty.

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

At the present time, our ECHS students do have other students enrolled in their non-dual credit core classes. Sixty six percent of the freshmen class is ECHS. At this time, our size makes it difficult to separate them.

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

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

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

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

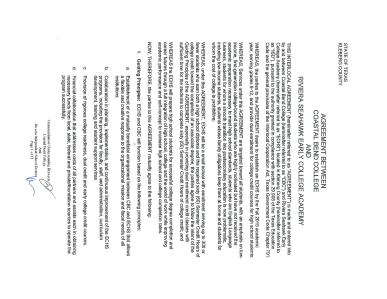
- Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.

- ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.

- ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

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

MOU

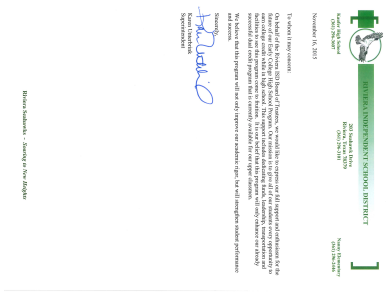


Status

☒ Final ☐ Draft

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

Letter of Support from District #1

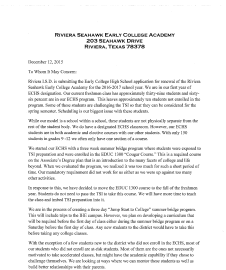


Status

☒ Final ☐ Draft

Expected date for final draft:

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

Expected date for final draft:

Texas Education Agency

Application for Early College High School Designation

Riviera Seahawk Early College Academy -

Generate PDF of Application

(mm/dd/yyyy)

Letter of Support from District #3

Doc_LoSDis1_Status
☐ Final ☐ Draft

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

Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

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

(mm/dd/yyyy)

Letter of Support from IHE Partner #1



Status
☒ Final ☐ Draft

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

Letter of Support from IHE Partner #3

Status
☐ Final ☐ Draft

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

Other Supporting Documents

