2016-2017

Application for ECHS Designation

ECHS Applicant: Slaton High School

Application ID: 905124420

Provisions and Assurances

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.

1.1 ECHS Applying for Designation

ECHS Campus Name   Slaton High School   **County District Campus Number**   152903001

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
                                105 N. 20th   **Mailing Address - Line 2**

Mailing City   Slaton   **Mailing Zip Code**   79364

1.2 School District

District Name   Slaton Independent School District

Mailing Address - Line 1   140 E. Panhandle   **Mailing Address - Line 2**

Mailing City   Slaton   **Mailing Zip Code**   79364

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   University of Texas of the Permian Basin

Mailing Address - Line 1   4901 E. University   **Mailing Address - Line 2**

Mailing City   Odessa   **Mailing Zip Code**   79762

How many ECHS does this IHE partner with?   8

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name   Texas State Technical College

Mailing Address - Line 1   300 Homer K. Taylor Drive   **Mailing Address - Line 2**

Mailing City   Sweetwater   **Mailing Zip Code**   79556

How many ECHS does this IHE partner with?   4

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   17

1.5 Person Completing this Application

Title   Mr.   **First Name**   Christopher   **Last Name**   Smith

Contacts

Phone 806-239-6018	**Email** cjsmith@slatonisd.net

1.6 ECHS Principal/Director

Title Mr.   **First Name** Christopher   **Last Name** Smith

Phone 806-239-6018   **Email** ckennedy@slatonisd.net

1.7 Superintendent

First Name Julee   **Last Name** Becker

Phone 806-283-6503   **Email** jbecker@slatonisd.net

1.7.a Superintendent (District 2)

First Name Julee   **Last Name** Becker

Phone 806-283-6503   **Email** jbecker@slatonisd.net

1.7.b Superintendent (District 3)

First Name   **Last Name**

Phone   **Email**

1.8 Institution of Higher Education Liaison

First Name Lillian   **Last Name** Porter

Phone (432)552-3103   **Email** porter_l@utpb.edu

1.8.a Second Institution of Higher Education Liaison

First Name Rene   **Last Name** Ralston

Phone (325(235-7412   **Email** rene.ralston@tstc.edu

1.8.b Third Institution of Higher Education Liaison

First Name   **Last Name**

Email

Phone

1.9 Authorized Institution of Higher Education Official

First Name David   **Last Name** Watts

Phone (432)552-2100   **Email** watts_d@utpb.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name Irene   **Last Name** Cravey

Phone (512)759-5614   **Email** irene.crave@tstc.edu

1.9.b Third Authorized Institution of Higher Education Official

First Name Rey   **Last Name** Lascano

Phone (432)552-2556   **Email** lascano_r@utpb.edu

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	108	81	79	83	351
2016-2017 projected enrollment	0	0	0	100	110	82	85	377

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	69.8	0	0	7
At-risk	42.8	0	0	86.4
LEP	3.2	0	0	.25
White	23.8	0	0	20.0
Hispanic or Latino	70.1	0	0	74.3
Black or African-American	5.6	0	0	5.7
First Generation College-Goers	N/A	N/A	N/A	90.4
Other	.6	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:

Slaton Independent School District is predominantly Hispanic in composition, however an overwhelming majority of our students, regardless of ethnicity, are Economically Disadvantaged. The very nature of our student demographic breakdown means that a majority of our students, regardless of ethnicity, qualify as candidates for ECHS concept through ethnicity or economically disadvantaged identifier.

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

An aggressive recruitment plan was designed by Slaton ISD ISD, in conjunction with university partners was developed to target students for the ECHS program. Several information sessions presented to students, parents, and the community at large with data that outlines the benefits of the ECHS program. These sessions were specifically tailored for historically underrepresented population that is primarily comprised of economically disadvantaged Hispanics who are identified as at-risk, first generation college goers. Outreach continued through the local media outlets. Other vehicles of communication included brochures, parent meetings, website, newspaper articles, and school presentations.

Slaton ISD Early College High School will be working closely with TSTC and UTPB to build class schedules specific to the needs of each student and that are House Bill 5 complaint. Slaton ISD will have representatives from each college come to help promote a college going atmosphere. These representatives will present information specific to degree plans offered at the university that might be of interest to students at Slaton Early College High School. The recruitment goal is to prepare and motivate all students to take and pass all three portions of the TSI and have students enroll in college courses through UTPB and/or TSTC as early as their freshmen year.

The ECHS Enrollment Process will begin during each student's 8th grade year. During students' 8th grade year, they will take the TSI as many times as needed. Their first attempt will be administered in March of each year. After all students take the TSI, their scores and testing diagnostic data will be shared with their math, reading, and writing teachers. Teachers can use data to tailor instruction during the second semester and in their classes to help close the gaps students were exhibiting on the TSI in reading, writing, and math exam. Student's second attempt on the TSI assessment will be in May. Again, teachers will take the TSI data from students' second attempt and accelerate students in areas of weakness. Students will reattempt their TSI for the third time. Just because students are unsuccessful on their third attempt does not mean they do not still have an opportunity to be part of the ECHS program.

Slaton ISD Early College High School enrollment process is systematic and goal driven with the main purpose of preparing students for the TSI assessment. This detailed systematic

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

A comprehensive strategy, based on blueprint criteria, was implemented with the mindset that all SLATON ISD students would have equal access to enrollment in the ECHS program. ECHS blueprint criteria defines that all students have an equal opportunity for acceptance, regardless of academic background. These parameters served as the foundation for the ECHS enrollment process. This process was developed by the ECHS leadership team in partnership with Slaton ISD administration, UTPB staff and administration, and TSTC staff and administration. The Slaton ISD ECHS leadership met with UTPB representatives multiple times to develop an enrollment system that would promote the ECHS targeted population. During these meetings we discussed TSI preparedness, possible class schedules, common predictable problems, grade reporting, enrollment procedures and recruitment, college visitations, college student resources and support, emotional and social support systems, House Bill 5 compliance and other factors that relate directly and indirectly to the ECHS program.

Through the enrollment development process we kept the end result in mind and made sure that acceleration and social and emotional support was constant through out the process to help increase the success of our targeted population. Also we made sure the door was always open and support was always available for students that were unsuccessful after multiple attempts on the TSI assessment.

The Slaton ISD Early College High School Leadership Team will also play an important role in analyzing, reviewing, and refining the ECHS program as necessary. The leadership team members are the principal, counselor, and several designated lead teachers. Their role is not tied to just the success of individual students but the success of the entire program. During weekly meetings, the members of the Leadership team will talk about all aspects of the ECHS program and make adjustments as necessary. These members will consider student success, teacher facilitator effectiveness, system effectiveness, student preparedness, and overall communication.

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	7
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	8
Courses of study	2
Curriculum alignment	3
Instructional materials	7
Instructional calendar	8
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	1
Provisions for discontinuing ECHS operation (see next section for details)	9
- Number of credit hours taken and earned - GPAs - State assessment results - SAT/ACT, PSAT scores - TSI readiness by grade level - Qualifications of ECHS staff - Location(s) where courses are taught	6

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

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

○ Yes ● No

P-16 Coordination and Communication
The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

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

8/6/15, 8/7/15, 10/13/15, 11/09/15, 11/16/15

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	Mrs. Julee Becker
Cirriculum & Instruction or Equivalent	Mr. Chris Smith
ECHS Principal or Director	Mr. Chris Smith
IHE President	Dr. David Watts
IHE Provost	Dr. Daniel Heimmermann
Dean of College of Education	Dr. Frank Hernandez
ECHS Liaison	Dr. Lillian R. Porter
Director of Continuing Education	Mr. Rey Lascano
Dual Credit Coordinator	Mrs. Heather Cress

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.

A strong mutual partnership between both the district and university has fostered a climate favorable to prosperity and progress. Following a path for continuous growth the leadership group fills the following roles:
- design of ECHS platform
- governance
- council in the alignment of curriculum
- seeks to establish new partnership
- plans for sustainability
- pursues improvement
- monitors data and accountability
ECHS Director: Slaton ISD Early College High School's primary goal is to ensure Slaton ISD is in compliance with ECHS blueprint and Curriculum and Instruction
-Ensure alignment of curriculum between Slaton, UTPB and TSTC.
Superintendent: Oversee coordination and monitoring of ECHS at the district level.
IHE President: Oversee coordination and monitoring of ECHS at the university level.
Dean of College of Education: Assures faculty adheres to university protocol.
Provost: Defines university protocol.
The Slaton ISD Early College High School Leadership team will be a key component to the success of the ECHS system. This team will meet once a month to discuss students, concerns, ideas, and planning. Each ECHS student will be designated to one ECHS Leadership team member. This team member will follow up with all of their designated students a minimum of three times a week. During these student follow up visits, the Slaton Leadership team members will assist ECHS students with organization, study skills, resources, motivation, parent communication, and serve as liaison between the student and the college professor if necessary.
ECHS Leadership team members will also be responsible for communicating to the counselor, parents/guardians, and principal on any issues or concerns they have with ECHS students that would be an obstacle to their success. These leadership team members are in addition to the students' every day college class facilitators. Every day class facilitators will serve in these capacities as well. This gives the ECHS program many different levels of follow-up to ensure the success of each student in the program.

Currently Slaton ISD has an expert welder on staff. He is fully credentialed by TSTC. He has welding experience as a teacher and in the workplace. TSTC is willing to adjunct this teacher and make him an

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".

Slaton ISD has experienced little staff turnover in the past few years. We've had zero turnover in the ECHS area. A plan is under construction to identify and implement sustainable structures and staff turnover. SLATON ISD provides some school housing and retention bonuses to promote teacher retention. SLATON ISD employees are encouraged to seek professional development to fit their individual needs. Teachers are also provided two academic planning periods to ensure quality instruction and minimize their work load. SLATON ISD also provides a 6% matching annuity to all staff and teachers. Teachers can invest up to 6% of their pay and the district will match this amount. Teachers must be with the district for four years to be 100% vested in the annuity. This benefit is a great incentive for teachers to stay employed at SLATON ISD.

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.

Endorsements
For the rst time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.
Students must select an endorsement* in the ninth grade. Districts and charters are not required to o er all endorsements. If only one endorsement is o ered, it must be multi-disciplinary studies.
Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.
Students can choose from 5 endorsement areas
Science, Technology, Engineering and Mathematics (STEM)
• Career and Technical Education (CTE) courses related to STEM • Computer Science • Mathematics • Science
• Combination of no more than two of the categories listed above
Business and Industry (one of the following or a combination of areas)
           • Agriculture
• Arts
• Audio/Video • Finance
• Marketing
• Food and Natural Resources • Hospitality and Tourism
• Information Technology
• Manufacturing
• Architecture and Construction
• Technology and Communications
• Business Management and Administration
• Transportation or Distribution and Logistics
• English electives in public speaking, debate, advanced
broadcast journalism, advanced journalism including newspaper and yearbook
• Education and Training
• Government and Public Administration
• Junior Reserve O cer Training Corps (JROTC)
   • Technology Applications Public Service (one of the following)
 • Human Services
• Law
• Corrections and Security

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

Slaton ISD will not offer a specific associate's degree, but all ECHS students will be given an opportunity to receive 60 college hours or more.

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

Slaton ISD students will have the opportunity to take classes toward Level 1
certificates in :
Welding
Health Science
Culinary Arts
The students will have 12 hours toward a Level 1 certificate in these areas.

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

SLATON ISD staff members will work closely with the IHE liaison to help keep students informed of their college progress and success. SLATON ISD students will also be provided transportation to UTPB to visit the campus and library. In turn, college professor will also come to SLATON ISD to visit the students periodically to help ensure student success. UTPB also offers student supports services and monitor their grade every three weeks. SLATON ISD will also send parent progress reports home to parents every 3 weeks. The ECHS will keep in close communication with parents of ECHS students especially if they are struggling and need academic support.

Student monitoring process will involve: 1. Classroom facilitator, 2. ECHS Team Member, 3. Counselor, 4. ECHS Principal, 5. IHE ECHS Support Person, 6. IHE ECHS Liaison, 7. IHE Academic Dean (subject specific), 8. Individual College Professors.

SLATON ISD staff will begin teaching with an emphasis on the College and Career Readiness Standards. The College and Career Readiness Standards are one of the major resources of preparation for the New TSI - College Readiness, such as the English Language Arts Standards along with the Mathematics Standards.

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

Slaton ISD will use a staff team approach to ensure student success in the ECHS program. Designated staff members will be assigned to specific ECHS students to follow-up on a weekly basis. These staff members will help students in the ECHS meet their deadlines and also help communicate to parents and ECHS Director when students are struggling. SISD will also provide each student with a laptop so they have the freedom to work on their college lessons at school and at home. Also all school resources (library, school internet, books, periodicals, printer, librarian, etc.) will be available for student use to help with research, study help, and writing support. WLISD director will meet with each ECHS student and parent to develop a personalized graduation plan that meets the requirements of House Bill 5 and corresponds with the ECHS program. These plans will include the specific college classes the student will take in the ECHS plan that fits the goals of the individual student. Students will take classes that are aligned to the common core through UTPB and have a CTE vocational classes through TSTC. This will allow Slaton ISD Early College Academy to meet the needs of many different students. This also allows the option to allow several different tracks for students depending on their interests and skills. The allows Slaton ISD Early College High School the flexibility to personalize the learning environment for each student based on their schedule and individual academic, social, and emotional needs.

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

SLATON ISD will use a multi-staff approach to make sure students are supported in ways other than academics. SLATON ISD instructional staff will visit with students daily to ensure they are handling the stress of taking college classes. SLATON ISD will also have parent meetings once a year to address social and emotional concerns parents and parents might be experiencing due to the rigors of college classes. SLATON ISD will also provide counseling services using our school counselor if students are having extreme difficulty.

SLATON ISD will require all students to take a career class in the 7th grade and a technology class in 8th grade. During this classes, the students will focus on the process of selecting and exploring career fields. The classes will teach organizational and study skills, work on critical thinking, and participate in enrichment and motivational

activities that promote college success.
SLATON ISD teachers will focus on five areas: promoting student's self-awareness, self management, social awareness, relationships, and responsible decision making. Teachers will promote self awareness skills for each student, so that the student can acquire the ability to recognize their emotions and thoughts. ECHS students will become more and more confident in their abilities to achieve higher education goals. Because many of these students will be their first of their family to attend college, it is essential that we provide them with as much support as possible.

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	08/06/15, 08/07/15, 10/13/15, 11/09/15, 11/16/15
Please list the dates that the TSI will be administered in the coming year	01/09/16, 01/23/16, 2/13/16, 2/27/16, 03/05/16, 03/26/16, 04/09/16, 04/23/16, 05/07/16, 05/21/16. 06/06/16, 06/07/16, 06/08/16, 06/20/16, 06/21/16, 06/22/16, 08/05/16, 08/08/16
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.

Slaton ISD is an authorized testing site sanctioned through the University of Texas of the Permian Basin (UTPB). All costs associated with the TSI assessments are 100% funded by UTPB, with no cost to the student or district. District teachers have been trained on college readiness standards and TSI testing requirements. The ECHS enrollment process will begin during the student's 8th grade year. Students will take the TSI assessment in late December. Student TSI scores and assessment data will be shared with their math, reading, and writing teachers. Teachers will use the data to remediate students during the spring semester that have failed to pass one or more portions of the TSI. The students will have a second opportunity to take the TSI assessment during the second week of April. Again, teachers will take the data to provide remediation for those students that have not passed one or more portions of the TSI. SLATON ISD will offer a one-week summer bridge program for those students that have failed to meet this TSI standard. During the summer bridge program students will be provided instruction in math, reading, and writing specific to the TSI assessment. During the summer bridge program, students will reattempt their TSI for the third time. If a student does not pass the TSI before the first day of college classes they will not be allowed to participate in the ECHS program. Students will have multiple opportunities to pass the TSI.
The Slaton Early College High School enrollment process is systemic and goal driven with the main purpose of preparing students for the TSI assessment. This detailed systemic process will allow multiple opportunities for remediation to students lacking certain skills in math, reading, and writing based on their TSI results which benefit our target students the most. Students interested in taking just vocational classes are accepted automatically and are eligible without a passing TSI score. However, the goal of Slaton ISD will be to promote and prepare all students for TSI success before graduation.
Slaton ISD and UTPB will periodically examine TSI assessment data and construct individualized student intervention plans to close the achievement gap between student subpopulations.

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

The Slaton ECHS campus is located on Slaton High School. There are designated classrooms with new technology and available ITV lab. Most courses take place via blended delivery, including online, professor face to face in Slaton,

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.'

Slaton High School has a technology plan in place that allows students immediate and anytime access to all online resources both in system, in the UTPB system, and web based resources from all entities. Additionally, Slaton High School students will be on UTPB campus each year for registration, counseling, book purchases and orientation. ECHS students will also make at least 2 or more trips each semester to participate in college activities, counsel and meet professors, utilize learning and resource labs, and attend lectures, concerts and other fine arts activities. In the summer Slaton High School students may attend the two week UTPB summer bridge program. This bridge program is designed to acclimate them to living in dorms, attending instructional face to face classes with professors, and interact will college peers.

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 is 100% dedicated to the Early College High School program.
Scheduling - Ensure students are adhering to their individual graduation plan requirements by taking required high school and college courses.
Hiring - Secure highly qualified certified personnel for ECHS.
Budget - Provided campus needs such as personnel, materials, resources, and transportation for ECHS within a limited budget.
Professional Development - Based on student data, best practice.
Parental and Community Involvement - Schedules meetings and conferences as needed to ensure student success at ECHS. Keeps parents abreast with ECHS activities.

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 ECHS liaison facilitates communication between the entities, coordinates problem resolution, insurance performance criteria are met and maintains a constant dialogue with the ECHS administration, staff, and students. There are at least one telephone conference each week and additional face to face conferences at the IHE or ECHS.

Is the IHE liaison working with other ECHS campuses?

◉ Yes　○ No

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

The IHE liaison works with Presidio, Marfa, Balmorhea, Rankin, Wink-Loving, Pecos, and Ector County ISD.

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.

Slaton ISD is trained by UTPB on strategies that help students become Texas College and Career Ready and TSI ready. Slaton ISD works with ESC 18 to provide Slaton ISD staff members with different teaching strategies to increase student engagement in the classroom. These strategies are focused on the Texas College and Career Readiness Standards. Teachers will also be provided with local training on preparing students for the TSI assessment.

Which statement best reflects the enrollment policies regarding ECHS students?

○ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.

○ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

○ Other

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

○ Yes ⦿ No

Supporting Documents

Program Requirements

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

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

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

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

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

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

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

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

• **IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.

• **IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

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

MOU

ECHS Recruitment and Enrollment Form

Slaton Early College High School Hand Book.docx

Status

◉ Final ○ Draft

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

Letter of Support from District #1

Letter of Support from District #2

Status

◉ Final ○ Draft

Status

◉ Final ○ Draft

Expected date for final draft:

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from District #3

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○ Final   ○ Draft

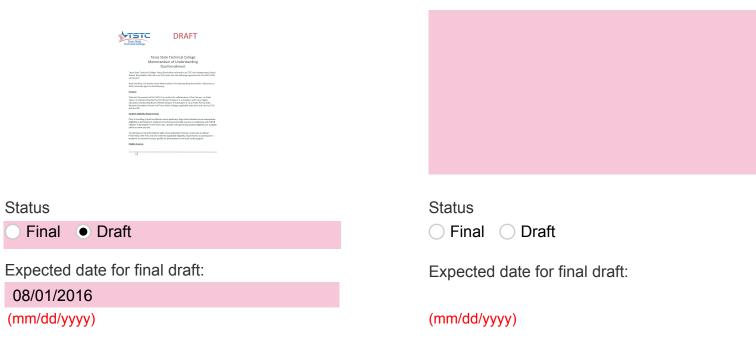Expected date for final draft:
(mm/dd/yyyy)

(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 #2

Status
○ Final   ◉ Draft

Expected date for final draft:
08/01/2016
(mm/dd/yyyy)

Letter of Support from IHE Partner #3

Status
○ Final   ○ Draft

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

Other Supporting Documents

ECHS Rubric.docx