



2016-2017

Application for ECHS Designation

ECHS Applicant: West Oso High School

Application ID: 238015448

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	West Oso High School	County District Campus Number	178915001
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	754 Flato Rd	Mailing Address - Line 2	
Mailing City	Corpus Christi	Mailing Zip Code	78405

1.2 School District

District Name	West Oso ISD		
Mailing Address - Line 1	5050 Rockford Dr.	Mailing Address - Line 2	
Mailing City	Corpus Christi	Mailing Zip Code	78416

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	Del Mar College		
Mailing Address - Line 1	101 Baldwin	Mailing Address - Line 2	
Mailing City	Corpus Christi	Mailing Zip Code	78404
How many ECHS does this IHE partner with?	1		

1.3 Second Primary Institution of Higher Education (IHE) Partner

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

1.3 Third Primary Institution of Higher Education (IHE) Partner

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

1.4 Education Service Center Region 2

1.5 Person Completing this Application

Title	Mr.	First Name	Tony	Last Name	Bonilla
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Contacts

Phone	361-806-5960	Email	Tony.bonilla@westosoisd.net
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1.6 ECHS Principal/Director

Title	Mr.	First Name	Tony	Last Name	Bonilla
Phone	361-806-5960	Email	tony.bonilla@westosoisd.net		

1.7 Superintendent

First Name	Elizabeth	Last Name	Saenz
Phone	361-806-5900	Email	elizabeth.saenz@westosoisd.net

1.7.a Superintendent (District 2)

First Name	Elizabeth	Last Name	Saenz
Phone	361-806-5900	Email	elizabeth.saenz@westosoisd.net

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Leonard	Last Name	Rivera
Phone	361-698-2404	Email	lrivera@delmar.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	Escamilla	Last Name	Mark
Phone	361-698-1200	Email	mescamilla@delmar.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

1.9.b Third Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, input 0 (zero).

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	50	0	0	0	50
2016-2017 projected enrollment	0	0	0	50	50	0	0	100

Instructions:

In the "Percent of High School Students in District" column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.

If the ECHS is not currently in operation, complete the district column and input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	88.35	0	0	92
At-risk	44.74	0	0	30
LEP	2.44	0	0	.04
White	1.32	0	0	.02
Hispanic or Latino	85.15	0	0	84
Black or African-American	12.59	0	0	.14
First Generation College-Goers	N/A	N/A	N/A	84
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:
Single Parent Families

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.

Recruitment and requirements-
We are a district that is 90% economic disadvantaged and as result, the great majority of our students are at risk for not attending post-secondary education, let alone completing an associate's degree. We will pursue the identification and recruitment of students who have a need for college credit hours and face substantial barriers to pursing or completing coursework for an associate's degree or a four year degree at a university. These students will need to demonstrate that they have the commitment to be successful in dual credit courses at the ECHS and that they have a track record of academic performance, potential and effort that will lead to success.

Enrollment-
Students who desire to be in the ECHS will also be enrolled in our AVID program. Ideally, most 9th graders who enroll in the ECHS will have spent 7th and 8th grade in our AVID middle school program. Incoming 9th graders would participate in a Summer Bridge program where students will be given time to make connections with other ECHS students, develop time management skills, team building skills,set goals, and become fluent in core AVID strategies.

Communication-
If identification as an ECHS, we will have defined timelines for the 2016-17 school year beginning with a recruitment plan and enrollment events/deadlines by May of 2016. Recruitment materials and community brochures are ready for distribution by to this years potential recruits. The 50 ECHS freshmen class for 2016 -17 would be identified by June 5, 2016.

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

Our recruitment and enrollment process was developed after the meeting with our higher education partner, Del Mar College, and after communicating with other ECHS programs like Collegiate High School in CCISD. We also reviewed other campuses and district websites to identify what is working for those entities. We chose to focus on identifying the key characteristics that would help our ECHS students be successful and complete their coursework while also providing structures and educational experiences that will prepare them for ECHS and post-secondary success.

These processes were developed from a core of district personnel including our Superintendent, Director of Curriculum and Instruction, the Director of the ECHS, discussions with academic counselors, and our Del Mar College partners.

We began our ECHS program with a 9th grade cohort of 50 students (approximately 40% of that student body) and began with their enrollment in AVID along with the completion of TSI assessments and the identification of any remediation or supports necessary for students to be ready to take dual credit courses beginning their summer year between 9th and 10th grade or after their 10th grade year.

A review of the recruitment and enrollment process was done during the Fall of 2015 by the Superintendent, Director of Curriculum, and the Director of the ECHS. After review, it was determined that the recruitment process should begin during the Fall of 2015 for the 2016-17 cohort. In addition, a more complete explanation of the application process will be given to the parents of 8th graders.

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	2
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	2
Courses of study	1
Curriculum alignment	2
Instructional materials	2
Instructional calendar	2
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)	3
<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>	2

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	3
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2
Procedures for collecting and sharing student and teacher data	3
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	2
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>	3

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".
11/19/14, 11/25/14, 12/3/14

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	Elizabeth Saenz
Cirriculum & Instruction or Equivalent	Christopher Summers
ECHS Principal or Director	Tony Bonilla
IHE President	Dr. Mark Escamilla
IHE Provost	Dr. Fernando Figueroa
Dean of College of Education	N/A
ECHS Liaison	Patricia Benavides-Dominguez

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.

This group has met multiple times since September 2013. The topics of the meeting were in regards to securing an ECHS designation in West Oso ISD and partnering with Del Mar College as the IHE. Meetings were held to define the partnership, secure a commitment to the dual credit philosophy, and obtain an MOU between WOISD and DMC. The MOU was signed in the Fall of 2015. The group met twice again in November 2014 to begin work on the ECHS application and aligning the dual credit coursework with our HB5 endorsement and pathways. The WOISD members of the group met with Collegiate High School (and ECHS designated school) to learn of how they worked through the application process, define the courses to be offered, and align the work of securing dual credit courses and faculty. We have meet twice in the Fall of 2015.

Ms. Saenz is the Superintendent of schools for WOISD. Christopher Summers is the Director of Curriculum and Instruction and will work side by side with Harrison Jones, WOHS principal, and the ECHS director Tony Bonilla to develop the key components of the ECHS plan.

We will work most closely with Dr. Escamilla and Patricia Benavides-Dominguez in developing the course schedules for dual credit. Patricia will be our ECHS liaison for DMS.

We have 50 freshman who are enrolled in our first cohort. They have met all expectations and should be successful in ECHS program. We have also purchased laptops for all students and teachers in ECHS.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

Our primary incentive to reduce turnover and ensure that our ECHS students have the best possible teachers in the classroom is to provide for our ECHS faculty to become dual credit certified. West Oso ISD will provide tuition support so that ECHS faculty can complete work on their Master's Degree in the content area they teach in order to deepen their knowledge base, provide for professional growth and enrichment, and obtain dual credit certification. Our primary staffing goal in ECHS is to have our own district faculty provide the ECHS dual credit instruction for all students.

- In addition we either offer or plan to offer these additional incentives to our faculty:
- First Year Teacher Academy
 - Teacher Mentorships
 - Financial support/incentives to pursue Masters Degree or graduate level core content for dual credit
 - Stipend for teachers who teach the dual credit course on campus
 - AVID program professional development opportunities
 - PLC meetings twice a week to support teachers

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.

Students will be able to pursue any of the following Endorsements and Pathways within:

- STEM Endorsement--
CTE STEM Pathway
Mathematics Pathway
Science Pathway
- Business & Industry Endorsement--
Graphic and Design Pathway
Welding Pathway (DMC and CTC)
Marketing Pathway
- Public Service Endorsement--
Health Science Pathway
ROTC Pathway
- Arts & Humanities Endorsement--
Art Pathway
Bank Pathway
Choir Pathway
- Multidisciplinary Endorsement

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

Liberal Arts

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

Welding, Cosmetology, Automotive

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

Professional learning communities have enabled teachers to collaborate and discuss student progress, grades, and interventions. Teachers have used formative and informative assessments to determine areas of strengths and weaknesses. Student data is imported into Eduphoria, a system which helps teachers dis-aggregate by learning objective. This information is critical to students success and ensuring that students are learning at the level that is required of students to be successful at the college level.

A summer writing institute will be held to prepare students for the upcoming academic school year. The student center is available for one of one tutorials to students who are in need of additional support. In addition, the 21st Century Ace Program is providing before and after school tutorials and transportation to and from school.

All ECHS students are enrolled in AVID classes. The AVID program is designed to prepare students with college readiness skills. AVID teachers have access to monitor students grades, and attendance.

The ECHS counselor meets regularly with each student. These meetings are geared to provide emotional support, remove barriers, communicate with parents and to evaluate students growth and progress in the ECHS program.

ECHS will continue to collaborate with representatives with Del Mar College to make decisions regarding each students individual needs and to design a plan for their success.

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

Prior to enrollment, each ECHS student will meet with their counselor to develop a personalized degree plan. Each student has a time management plan customized to their individual needs and situation.

ECHS teachers and counselor provide study strategies and activities that support a college-going culture which will equip students with the necessary skills for college success (example: bridge programs, participation in college extracurricular activities, and professor review of student work). Students who receive assistance will receive support in completing FAFSA, understanding college registration, GPAs, and reviewing their transcripts.

Many classes will be taught at the West Oso ECHS campus and will be taught by ECHS staff.

ECHS has taught academic behaviors, self-discipline, promoted student mentoring, self-directed learning, group study and tutorials into the program of study academic support services that maximize and ensure student success.

ECHS and campus counselors have provided emotional and social support services to students, guidance counseling, and individualized graduation plans.

ECHS will provide opportunities for students to have regular access to Del Mar College facilities, resources it; libraries, science labs, technology, writing labs and sports facilities.

ECHS has established a partnership with parents and the community to develop strategies and activities designed to encourage high school completion and success.

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

Our ECHS has two dedicated staff members to help the academic, social, and emotional support needs of our students. We have an ECHS director along with a guidance counselor who has primary responsibilities over the ECHS student body. They meet with each ECHS student at least once every three weeks to checkup on them and review their academic progress and assess any social or emotional support any particular student may need along the way. We will also have ECHS faculty aligned as academic support teams to maintain frequent and consistent support and communication with each student and their families. Data will be kept to ensure that these meetings and support occur with fidelity.

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	11/4/14, 11/18/14, many times during the Fall of 2015
Please list the dates that the TSI will be administered in the coming year	December 7, 2015, March 2016, May 2016, August 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> <div><p>We will utilize a variety of academic preparation strategies to helps ensure students meet TSI requirements. The core strategies for ECHS students will:</p><ul style="list-style-type: none">--AVID program participation for 7th and 8th grade students prior to entering ECHS.--AVID program participation while in ECHS--Summer Bridge program Year 1 (9th grade) and Year 2 (10th grade)--Students participate in developmental course when TSI is not met--After school tutoring--21st Century ACE enrichment after school programs-- Del Mar College will provide Professors to teach ECHS students who have not passed the TSI</div>	
<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.'

District transportation will be provided by WOISD for students to access the IHE during the instructional day for coursework or necessary supplemental work for courses taught in the district.

Students will also have a free bus pass from B Line (city transportation, RTA). This will allow students free transportation 7 days a week to the IHE for use of libraries, labs, and any other IHE resources/centers.

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 director will have direct oversight of the ECHS program, with support form the Director of curriculum and Instruction and Superintendent as well. The ECHS director will ensure that all recruitment, enrollment, and eligibility procedures are followed and implemented. The ECHS director will also be responsible for recruiting, hiring, developing, and evaluating the ECHS faculty. The director will lead the campus team and work closely with the IHE liaison to ensure that all instructional programming is consistent with the MOU and any ECHS requirements--this can include developing the master schedule and aligning budgets to meet those needs. The director will also be responsible for ensuring that all academic, social, and emotional support systems are in place and occurring with fidelity. The director will be an active part of all aspects of the 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.

Our ECHS liaison from Del Mar College will have the primary responsibilities of representing the college and providing our ECHS with support and resources to assist the ECHS in operating in a rigorous and complimentary manner to allow students to be successful in a dual credit setting. The liaison will provide leadership from the college perspective, support the ECHS in selecting and supporting students, support the ECHS in hiring highly qualified faculty, assist in developing operating procedures at the ECHS and aligning initiatives with those procedures, coordinate any professional development needed to enhance and support rigorous instruction, developing the master schedule at the ECHS, attend and/or present at board meetings when necessary for ECHS related reports/updates, and assisting with gathering data on student progress and overall program success.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

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

The Collegiate School (CCISD)
Harold T. Branch High School
Gregory Portland 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.

We use two systems of support for our new-to-the-profession teachers.

First Year Teacher Academy (FYT Academy) support sessions each month throughout the first year provides our brand new teachers with a consistent and systemic level of support each month during their first year. We met each month to review best practices, identify key next steps, and address any challenges they may be facing in their first year.

Second Year Teacher Academy focuses on going deeper now that they are in their second year of teaching. The meetings are held twice each semester and topics include strategies and concepts on a deeper level that build on best practices introduced in year one. There is also a 3 day FYT induction session in August to help the new teachers prepare for their new careers and/or district.

Each campus in our district also implements the PLC (professional learning community) model for reviewing student progress but also providing job embedded and real time PD around student needs in the current grading cycle and school year.

ECHS faculty will also be expected to attend and participate in designated AVID professional development opportunities that are provided throughout the year and each summer.

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☐ Other

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

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

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

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

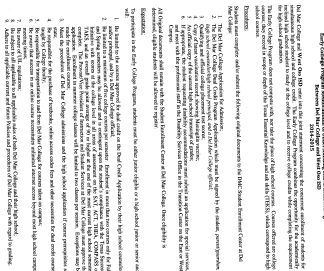
- Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers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

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

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

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

MOU



Status

☐ Final ☒ Draft

Expected date for final draft:

02/01/2016

(mm/dd/yyyy)

ECHS Recruitment and Enrollment Form



recruitment_doc.docx

Letter of Support from District #1

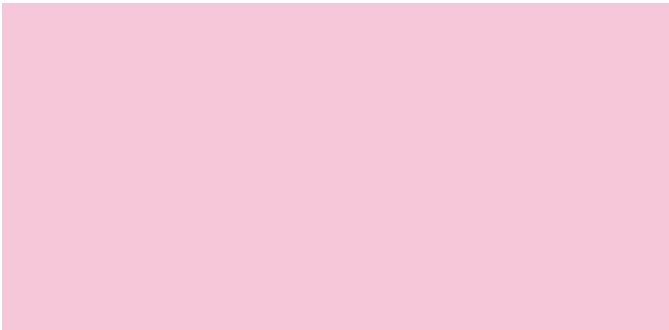


WOISD Support of the ECHS Letter 2015.docx

Status

☒ Final ☐ Draft

Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

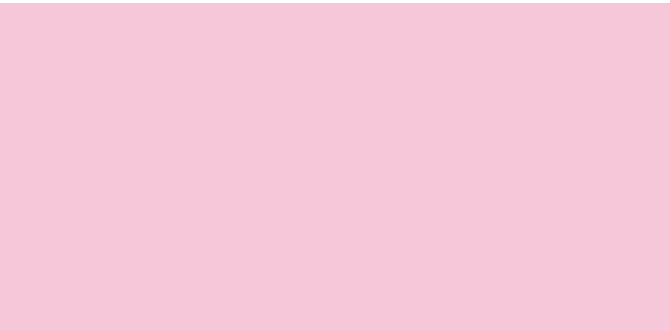
Application for Early College High School Designation

Generate PDF of Application

West Oso High School - 238015448

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)

Letter of Support from IHE Partner #2



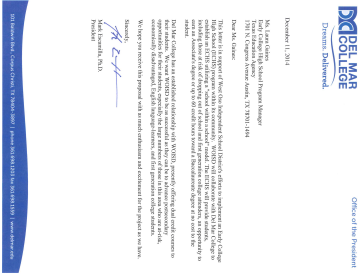
Partnering ISDs Letter 2015.docx

Status
☐ Final ☐ Draft

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

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(mm/dd/yyyy)

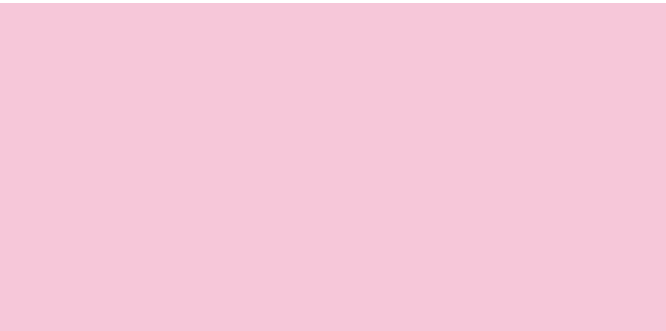
Letter of Support from IHE Partner #1



Status
☐ Final ☒ Draft

Expected date for final draft:
02/01/2016
(mm/dd/yyyy)

Letter of Support from IHE Partner #3



Status
☐ Final ☐ Draft

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

Other Supporting Documents