



2016-2017

Application for ECHS Designation

ECHS Applicant: Holland Medical Early College High School

Application ID: 148291016

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

1.1 ECHS Applying for Designation

ECHS Campus Name	Holland Medical Early College High	County District Campus Number	221901009
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	P.O. Box 16135	Mailing Address - Line 2	
Mailing City	Abilene	Mailing Zip Code	79698

1.2 School District

District Name	Abilene Independent School District		
Mailing Address - Line 1	241 Pine Street	Mailing Address - Line 2	
Mailing City	Abilene	Mailing Zip Code	79601

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	Hardin-Simmons University		
Mailing Address - Line 1	2200 Hickory	Mailing Address - Line 2	
Mailing City	Abilene	Mailing Zip Code	79698
How many ECHS does this IHE partner with?	1		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name	Cisco College		
Mailing Address - Line 1	101 College Heights	Mailing Address - Line 2	
Mailing City	Cisco	Mailing Zip Code	76437
How many ECHS does this IHE partner with?	1		

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

14

1.5 Person Completing this Application

Title	Mrs.	First Name	Lyndsey	Last Name	Williamson
-------	------	------------	---------	-----------	------------

Contacts

Holland Medical Early College High School - 148291016

Phone	325-794-4120 ext. 1573	Email	lyndsey.williamson@abileneisd.org
-------	------------------------	-------	-----------------------------------

1.6 ECHS Principal/Director

Title	Mrs.	First Name	Lyndsey	Last Name	Williamson
Phone	325-794-4120 ext. 1573	Email	lyndsey.williamson@abileneisd.org		

1.7 Superintendent

First Name	David	Last Name	Young
Phone	325-677-1444	Email	david.young@abileneisd.org

1.7.a Superintendent (District 2)

First Name	David	Last Name	Young
Phone	325-677-1444	Email	david.young@abileneisd.org

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Tommy	Last Name	Brisco
Phone	325-670-1210	Email	tbrisco@hsutx.edu

1.8.a Second Institution of Higher Education Liaison

First Name	Julie	Last Name	Paredes
Phone	325-794-4503	Email	julie.paredes@cisco.edu

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	Lanny	Last Name	Hall
Phone	325-610-1227	Email	lhall@hsutx.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name	Bobby	Last Name	Smith
Phone	254-442-5000	Email	bobby.smith@cisco.edu

1.9.b Third Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

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

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	0	83	82	64	229
2016-2017 projected enrollment	0	0	0	90	100	100	75	365

Instructions:

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

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

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

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	55.2	0	0	55.0
At-risk	49.5	0	0	35.4
LEP	3.6	0	0	3.5
White	40.1	0	0	29.3
Hispanic or Latino	41.2	0	0	45.0
Black or African-American	12.6	0	0	16.2
First Generation College-Goers	N/A	N/A	N/A	57.5
Other	6.1	0	0	9.3

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:
American/Alaska Native, Asian, Hawaiian/Pacific Islander, Two or more reaces

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.

Targeted populations will be recruited through direct communication in the middle schools. Students will be presented in the 6th, 7th, and 8th grade year with information about the ECHS. Initial recruitment will also include recruiting 9th and 10th grade students. Parent meetings will be held at various times during the year to provide information to parents. The ECHS will host a cost-free exploration day during the school day to allow students to come to visit the ECHS and the college campuses. The ECHS will also host a cost free summer camp to help students explore their interests and prepare for enrollment in ECHS. At-risk students and under-served populations will be specifically recruited through large and small group discussions as well as individual meetings. Initially, students potentially interested in a future in health sciences will be specifically targeted as well through the 9th and 10th grade health sciences elective classes.

In 2015-2016, Holland Medical enrolled 90 sophomores to attend Holland for half of their school day, which was originally planned to start in 2016-2017. We plan to add 9th graders in 2016-2017 pending ongoing construction in AISD and the timeline for those projects. We need more space for 9th graders to be added and there are a few options in buildings that will be vacated once the projects are completed.

Current Holland students will be involved in presentations to younger students and parents to discuss benefits of the program and conduct demonstrations of health science skills. Holland students are visible throughout the community while participating in clinical experiences and during community service opportunities.

Students are expected to complete an application for enrollment in the ECHS. Students will be asked to complete various short essay questions used to gauge interest, as well as a short interview with the students and their parent/guardian. Timelines are established for application submitted based on the district's choice of subjects timeline for the middle and high schools. As a requirement for clinical rotations and earning health science certifications, students are expected to complete a criminal background check, drug screen, obtain required immunizations, and complete other requirements for certification and clinical rotations. All

sophomores at Holland will complete the TSI, provided by the district. Any juniors who have not already taken the TSI will also take the exam. When full implementation is achieved, students will prepare and take the TSI exam as part of their 9th and 10th grade year in preparation for dual credit.

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

Holland has a site-based team (teachers, parents, students, and community members) who help plan and review, along side Holland and district administration, the recruitment and enrollment process. Committee members determine the procedure to be put in place and prepare or edit the application each year. The committee will review the application process and make changes, as necessary. The ECHS advisory committee will continue to meet to review all areas of the enrollment process and requirements moving forward.

In addition to Holland's advisory committee, the ECHS includes our higher education partners in the planning and preparation for recruitment and enrollment. We meet at various times throughout the year with key Hardin-Simmons University and Cisco College staff members to get their input on our processes. the Holland site-based team and HSU/Cisco staff will continue to meet and refine the recruitment and enrollment process and serve as the advisory committee to guide Holland.

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	3
Grading periods and policies	3
Courses of study	2
Curriculum alignment	2
Instructional materials	2
Instructional calendar	3
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	3
Provisions for discontinuing ECHS operation (see next section for details)	4
- 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	3

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	2
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	1
Procedures for collecting and sharing student and teacher data	4
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	4
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	4
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".

04/24/15, 04/27/15, 05/1/15, 05/19/15, 06/15/15, 07/13/15 07/30/15 10/13/15 10/29/15 11/05/15

Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Dr. David Young
Cirriculum & Instruction or Equivalent	Dr. Audra Ude
ECHS Principal or Director	Mrs. Lyndsey Williamson
IHE President	Dr. Lanny Hall
IHE Provost	Dr. Tommy Brisco
Dean of College of Education	Dr. Perry Brown
ECHS Liaison	Grant Greenwood
IHE (2) President	Bobby Smith
IHE (2) VP for Instruction	Randall Golson
Dean of HSU General Education	Dr. Laura Pogue
Director of CTE	Gail Gregg
Director of Public Relations	Phil Ashby

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.

Each of the members advise on policy, procedures, and goals of their respective institutions and serves to collaborate with the other representatives of their institutions in regards to the development of Holland and college readiness initiatives. Various groups meet to look at student success and interventions needed, plan for the future as Holland expands to include full day students, set goals and expectations for growth, and to publicize the partnerships.

This year we have more students taking dual credit courses at Cisco College than at Hardin-Simmons University even though we are located on Hardin-Simmons' campus. This is mainly because Hardin-Simmons, a private university, does not accept the TSI. This is very concerning to, specifically, Laura Pogue and Grant Greenwood who are confident Holland students can be successful at HSU without meeting ACT/SAT requirements as sophomores. We have met several times throughout this semester and created a plan to better assess sophomores to determine eligibility to enroll in HSU courses their junior year. Beginning the 2016-2017 school year TSI results in conjunction with other available information (potentially PSAT scores, EOC scores, writing samples) can determine eligibility for HSU dual credit classes and diagnose where further support needs to occur. We are proud of the partnership we have had with HSU the past 8 years and are excited to see the partnership expanding as the Early College is further implemented.

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".

Holland has an established culture among its staff of collaboration and support. All staff are actively involved in decision-making and meet regularly to provide leadership for the campus. Holland staff are backed and supported by a highly effective community advisory committee that promotes their accomplishments and provides valuable feedback to continually innovate. Staff are provided with up-to-date facilities, equipment, and staff development in areas of interest and need through the generosity of Dr. Scotty Holland, Hardin-Simmons University, Hendrick Medical Center, the Diane Graves Owen Foundation, the Dodge Jones Foundation, and other community partners.

The district has maintained competitive salaries and benefits to recruit and retain Highly Qualified teachers. The district also regularly advertises and promotes accomplishments of Holland staff and students, establishing a presence for Holland that is positive and serves to help recruit and retain students and staff. The Holland staff is positive and serves to help recruit and retain students and staff. The Holland staff love the small school environment and value devilmnt of meaningful relationships with students to further their academic studies and career interests.

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.

Our primary focus is on STEM and Public Service-Health Science. We will not preclude any student from fulfilling any additional endorsement they wish to pursue, as other endorsements may also fit well with the medical fields of service. Abilene ISD offers the five state-approved endorsements including Business and Industry, Arts and Humanities, and Multidisciplinary, along with STEM and Public Service.

Additionally, Holland and the district have prioritized the expectation that all students should complete the Foundation Plus Endorsement Graduation Plan and any appropriate Distinctions and Performance Acknowledgements. AISD provides a variety (all available) of strategies to successfully complete the Distinctions and Endorsements. Students who entered the 9th grade prior to 2014-2015 are expected to complete the requirements needed for the Recommended or Distinguished Achievement Graduation Plans.

We are continually looking into new courses and certifications we can offer students that will allow them to further pursue their interests and goals in the medical field. Because we are an early college students are able to work toward completion of Associate or Bachelor degrees in their area of interest while earning valuable certifications and experience in our CTE courses.

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

Our primary goal is for our students to fulfill up to sixty hours of a bachelor's degree through Hardin-Simmons University and Cisco College. Students may earn an Associates in Arts or Science through Cisco College, as well as various medical certifications. Cisco and HSU already have articulation agreements in place and have recently strengthened their partnership with further commitment to transfer credit, share accountability, and work more seamlessly together so students will not lose time or credit when transferring from Cisco to HSU.

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

Students have the opportunity to earn credits towards fulfilling the following Level I and Level II certificates, such as:

Clinical Medical Assisting- Level I
Administrative Medical Assisting- Level I
Clinical and Administrative Medical Assisting- Level II
Pharmacy Technician- Level I
Biotechnology Technician- Level II
Vocational Nursing

Students also be work towards earning Career and Technical Education Certificates at the high school level and will earn at least one, and usually more than one, of the following:

CPR- Health Care Provider
OSHA- 10 hr General Industry
Certified Nursing Assistant

National Foundational Skills Certification
Registered Dental Assistant
Certified Medical Assistant
Certified Pharmacy Technician
Certified Phlebotomist
Certified EKG Technician

Holland advisory committees are always exploring other medical certifications to add. For 2016-2017 we are looking at adding biotechnology as a high school course and certified personal trainer.

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

HSU has a monitoring software called Beacon that is currently utilized to monitor progress and retain students. We will continue to discuss the need for access to that program, and as we have more students enroll in courses at HSU, we will be able to monitor our students’ grades, attendance, and other critical factors. Currently I meet with the HSU students periodically to review their grades, discuss issues, and discuss any issues they may be having in their courses.

Cisco College uses the Canvas and Campus Connect software. Each student is expected to sign an agreement permitting the ECHS to monitor their grades, attendance, and other critical information needed at the college level. We utilize semester grade reporting from college courses in planning for future course enrollment. We also utilize current high school grades, attendance, and assessments at Holland to determine which dual credit courses students are best prepared to take and when they are prepared to do so. The data will help us as we determine which preparatory course we will offer to freshmen and sophomores as we expand to ensure they are set up for success when they begin taking dual credit courses. The performance of our students will guide the decisions we make, so we can progressively grow and become more successful in scaffolding our students to be independent in college and the workforce.

Student surveys are given to students at the end of each semester. This allows them to give feedback on the courses they took that semester and helps us plan better in the future. The surveys include questions about instructors, class times, travel time, scheduling, etc.

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

Students' learning is personalized through customized scheduling to fit the needs and goals of each student and their opportunities for success. Scheduling is based on performance in both high school and college courses. Students will have regular access to ECHS campus tutoring as well as full access to college/university tutoring. Students are permitted to utilize college/university campus resources such as the writing center, student success center, library, and advising office, in addition to college prep courses and resources at Holland. We also conduct student and parent orientations and have ongoing collaborative discussions with parents to help support student success.

Holland is continually looking for ways to increase parental involvement. We stress to parents the importance of their input and assistance in promoting and supporting students for academic success at Holland through involvement in tutoring, sponsoring academic competition, and public relations. Parents are key members of our advisory team. When students see their parents' commitment to their success it helps tremendously in their academic performance.

All the teachers at Holland are committed to ensuring all students are successful. All teachers are available to tutor students no matter the subject area. An example of this is our English teacher regularly working with our dual credit students when their schedule makes it difficult for them to go to the writing center or tutorials at the college campuses.

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

The teachers at Holland are made aware of their students' struggles in dual credit classes. The teachers have very positive relationships with the students and are able to coach them through challenges. This helps ensure our students know we are committed to their overall success in school. Our teachers are available to encourage, advise, tutor, and support all of our students and are committed to doing so.

The principal at Holland regularly meets with students to ensure they are equipped to manage the stress of taking dual credit courses along with staying committed and caught up in their health science classes. Time-management and organization are two topics that are talked about regularly with students.

Before the 201502016 school year began we offer a voluntary boot camp for all incoming students. We had a positive turnout. The boot camp included introductions of the teachers and staff, an overview and history of Holland, icebreaker and team building activities, and “need to know” sessions led by the Holland teachers. Students were able to tour the campus and become acclimated with what a typical day would be like at Holland. The boot camp allowed students to immediately

Benchmark 4: Curriculum and Support

Holland Medical Early College High School - 148291016

begin forming relationships with their teachers and understand how committed their teachers are to their success. We hope to expand this event in the future to include college readiness activities including writing and TSI sessions and have individuals from our IHEs present and lead student sessions.

Holland supports students socially by offering them the opportunity to be a member of our active HOSA organization. Students work together to serve our community and our school in positive ways throughout the year. Membership in HOSA allows the opportunity to begin earning service hours and building their resume for college applications. HOSA is a key component in Holland being a small learning community and offers students opportunities to grow emotionally and socially through serving others.

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	07/13/15, 09/15/15, 09/24/15, 01/04/16, 02/01/16
Please list the dates that the TSI will be administered in the coming year	05/21/15, 06/03/15, 01/06/16-01/08/16, 01/06/16, 01/07/16, 01/08/15, 03/07/15, 03/10/15, other times as needed
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. Holland Medical ECHS is an approved TSI assessment site. All sophomores currently attending Holland will be testing in early January. TSI specific strategies are taught through core content classes. Remediation plans will be developed based on individual student needs after their initial TSI is completed. Abilene ISD recently purchased the Edmentum TSI programs which will be very beneficial in personalizing remediation for our students. This school year most of the Holland students taking dual credit classes are doing so at Cisco College. Many of our students wanted to take classes at Hardin-Simmons but were unable to meet their ACT/SAT requirements by the end of their sophomore year. Hardin-Simmons, a private university, does not typically accept the TSI. After much brainstorming and conversation, beginning next year, they will allow Holland juniors to take dual credit courses at HSU, based on TSI scores. HSU is opening this opportunity to Holland students only and is evidence of their commitment and confidence in our students. All TSI fees are paid for through district funds. Test dates are flexible and more testing opportunities can be easily given. Students can also choose to take the TSI at Cisco College and pay a minimal fee.	
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

Main IHE campus (HSU campus)

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.'

ECHS is on a college campus, Hardin-Simmons University. Students are also transported, if necessary, to Cisco College to take courses and utilize their facilities as well. Students take courses and utilize necessary facilities at either campus on a daily/weekly basis according to the dual credit courses in which they are enrolled. Hardin-Simmons is very accommodating to Holland students, even those not enrolled in college courses. They open their campus, whenever possible, to our sophomore students. They also make their recruiters and advises available whenever requested to advise and inform Holland students in various areas related to college readiness and success.

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 principal is responsible for Holland's budget, staffing, evaluation, transportation arrangements, student discipline, parent and community communication, establishing the master schedule, student scheduling, management of facilities, coordinating enrollment and registration with IHE, instructional materials, recruitment and retention, accountability, PEIMS reporting, course offering decisions, and other duties as assigned pertaining to leadership and support of Holland Medical Early College High School.

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 Hardin-Simmons University Provost and the Cisco College Director of Dual Credit serve as the primary IHE liaisons. The IHE liaisons and the ECHS principal communicate as often as necessary and officially on an almost monthly basis. The IHE liaisons are responsible for communicating university/college information in regards to course scheduling, enrollment and registration deadlines, and providing feedback on the IHE processes and policies as they apply to the ECHS. The IHE liaisons facilitate communication regarding academic progress, advising, eligibility requirements for courses, curriculum alignment, financial aid, and use of facilities.

Is the IHE liaison working with other ECHS campuses?

☐ Yes ☒ No

Which statement best represents the assignment of the ECHS teachers?

- ☒ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ Other

If other, please describe below:

Please describe the annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

The ECHS and Abilene ISD are committed to allowing and funding attendance to conferences such as the Texas ECHS conferences. Training on study skills, networking, organization, navigating college resources, and communication with IHE faculty/staff are a priority. The Holland staff is already accustomed to observing each others classes and interacting about instructional best practices, and we will continue to improve and grow in this area. As Holland expands and new teachers are added it is especially important that we participate in networking activities and visits to other early colleges and works towards becoming and exemplary model. ECHS core class teachers will have training in AVID and Pre-AP and AP strategies to support high school credit and college readiness.

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:
(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

Generate PDF of Application

Holland Medical Early College High School -

(mm/dd/yyyy)

Letter of Support from District #3

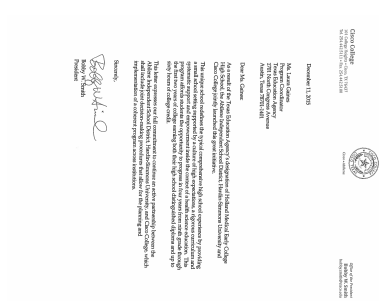


Doc_LoSDis1_Status
☐ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from IHE Partner #2



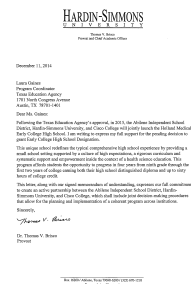
Status
☒ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

(mm/dd/yyyy)

Letter of Support from IHE Partner #1



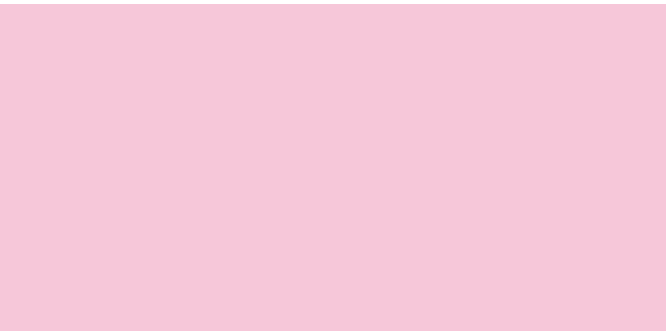
Status
☐ Final ☒ Draft

Expected date for final draft:

01/20/2016

(mm/dd/yyyy)

Letter of Support from IHE Partner #3



Status
☐ Final ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

Other Supporting Documents



2442 Cedar Street
Arlington, TX 76010
(254) 794-4128