



2016-2017

Application for ECHS Designation

ECHS Applicant: Knippa Collegiate ECHS

Application ID: 158312241

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

Knippa Collegiate ECHS - 158312241

1.1 ECHS Applying for Designation

ECHS Campus Name	Knippa Collegiate ECHS	County District Campus Number	232901001
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	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	PO Box 99	Mailing Address - Line 2	
Mailing City	Knippa	Mailing Zip Code	78870

1.2 School District

District Name	Knippa ISD		
Mailing Address - Line 1	PO Box 38	Mailing Address - Line 2	
Mailing City	Knippa, Texas	Mailing Zip Code	78870

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	Southwest Texas Junior College		
Mailing Address - Line 1	Garner Field Road	Mailing Address - Line 2	
Mailing City	Uvalde	Mailing Zip Code	78801
How many ECHS does this IHE partner with?	2		

1.3 Second Primary Institution of Higher Education (IHE) Partner

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

1.3 Third Primary Institution of Higher Education (IHE) Partner

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

1.4 Education Service Center Region

20

1.5 Person Completing this Application

Title	Dr.	First Name	Jeff	Last Name	Cottrill
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Contacts

Knippa Collegiate ECHS - 158312241

Phone 8309342176

Email jeff.cottrill@knippaisd.net

1.6 ECHS Principal/Director

Title Mrs. First Name Melissa

Last Name Garza

Phone 8309342176

Email Melissa.garza@knippaisd.net

1.7 Superintendent

First Name Jeff

Last Name Cottrill

Phone 8309342176

Email jeff.cottrill@knippaisd.net

1.7.a Superintendent (District 2)

First Name Jeff

Last Name Cottrill

Phone 8309342176

Email jeff.cottrill@knippaisd.net

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name Mark

Last Name Underwood

Phone 8305917286

Email meunderwood@swtjc.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 Hector

Last Name Gonzales

Phone hegonzales@swtjc.edu

Email 8305917286

1.9.a Second Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

1.9.b Third Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

Benchmark 1 - Target Population

Knippa Collegiate ECHS - 158312241

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	30	40	26	28	20	21	20	185
2016-2017 projected enrollment	34	30	40	26	28	20	21	199

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	30	0	0	100
At-risk	33	0	0	100
LEP	2	0	0	100
White	46	0	0	100
Hispanic or Latino	54	0	0	100
Black or African-American	2	0	0	100
First Generation College-Goers	N/A	N/A	N/A	100
Other	8	0	0	

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

First generation college-goer Hispanic or Latino Black or African-American Economically Disadvantaged Other

If other, please explain:

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

The Knippa ISD is located in a small rural farming community in the eastern part of Uvalde County. The majority of the resident students are from low-socioeconomic standing, are Hispanic, will be a first generation college-goer, at risk, and under-represented sub-population students. 100% of our resident high school students will be enrolled in the Early College High School. The rest of our students are transfers from neighboring districts. 100% of our transfer students in high school will be enrolled into the Knippa Collegiate. Transfer admissions go through an application and interview process. Admission to the district is based on available space, discipline, attendance, and academic records.

100% of our resident and transfer students will be enrolled in the Early College High School.

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

The Knippa ISD does not have a recruitment process for our students. If they are attending the Knippa School, they will be automatically enrolled into the Knippa Collegiate. Transfer students and their families will fill out a transfer Request Application to the Knippa ISD and will go through an interview process that will determine if the student has any behavior, attendance, or academic concerns that may become an issue for their transfer approval. 100% of our students and their families work one on-one with the counselor so that a schedule and graduation plan can be developed, reviewed, and revised prior to the start of the school year. The Knippa ISD is a regionally acclaimed academic institution recognized for its adherence to rigorous learning all the while putting forth an exceptional emphasis on college and career readiness. Transfer students who enroll are made fully aware of the high standards and expectations for all students during the transfer process. Additionally, a comprehensive strategy, based on blueprint criteria, was implemented with the mindset that all Knippa ISD students would have equal access to enrollment in the Knippa Collegiate. 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. An in depth examination is conducted yearly at the board, administrative, and site-based decision making levels in the district.

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	6-7
Administration of statewide instruments under Subchapter B, Chapter 39	4-5
Grading periods and policies	8-9
Courses of study	4-6
Curriculum alignment	4-6
Instructional materials	6-7
Instructional calendar	9
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	6-7
Student enrollment and attendance policies	4-6
Provisions for discontinuing ECHS operation (see next section for details)	9-11
<ul style="list-style-type: none"> • 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 	4-6

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	6
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	4-6
Procedures for collecting and sharing student and teacher data	4-6
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	4-6
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	4-6
Provisions for implementing program improvements based on the collection and review of the following data:	
<ul style="list-style-type: none"> • 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 	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".

January 13, 2015 & October 15, 2015

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

Title	Name
Superintendent	Jeff Cottrill
Cirriculum & Instruction or Equivalent	Jeff Cottrill
ECHS Principal or Director	Melissa Garza
IHE President	Hector Gonzales
IHE Provost	Mark Underwood
Dean of College of Education	Cheryl Sanchez
ECHS Liaison	Michelle Torres
Counselor	Megan Kunkel

What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

The functions of this group are to serve as the committee who constantly evaluates student success, the existing MOU, and the program's intent and execution. I am most proud of the openness to alter the agreement on both parties behalf as new issues have arisen bringing about brainstorming and program improvement.

Some of the topics reviewed over the past year are:

Course Offering

Content/Curriculum

Financial Operation

At every turn, both parties, the SWTJC and the KISD enter into discussion seeking to do what is best for the kiddos of the Knippa Collegiate while also balancing respective organizational needs.

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".

The negligible distance between the SWTJC and the KISD (8 miles) offers a great deal in terms of partnership and staffing solutions. The KISD anticipates to have 85% of the courses taught by full-time KISD staff for the 2016-2017 school year (Government and Economics notwithstanding). When these staffing issues have arisen, the students have been bused to the SWTJC campus for classes (seniors) and other instructors have traveled to the Knippa ISD to provide face-to-face instruction for to our students (freshman, sophomores, and juniors). The turnover in staff has been minimal, but evenso, the applicant pool to teach at the Knippa Collegiate offers a great deal of depth in candidates.

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.

Because we are such a small operation, our students are offered a track to complete an Associate of Arts degree in multidisciplinary studies. However, as the program continues to grow, we anticipate greater course offerings and program implementation.

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

The degree offered to our students is an Associate of Arts in Multidisciplinary Studies.

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

Currently, there are not any level 1 or level 2 certificates offered to our students through a strategic program due to interest and just how small of a student body we serve. However, if there is a particular interest in a specific content or trade, then the administration at both the IHE and the LDA collaborate in order to explore opportunities for that particular student(s).

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

The first component of data for review is that of our graduation rates and student retention rates (IHE terminology in effect not LDA terminology). With 40% of the graduating class of 2016 set to obtain an AA and 60% of the graduating class of 2017 set to obtain an AA, there is growth. Also, it is important to ensure which students are matriculating through the program on pace to complete that degree. Student attendance, grades, and more qualitative measures such as informal feedback from students are considered as well.

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

The Knippa Collegiate recognizes the importance of meeting all students needs. Further, students are individuals and possess a myriad of needs that may not be held by their peers. Understanding this pragmatic issue, our staff seeks to accommodate and individualize instruction while meeting the content needs. Given that 85% of the courses in the AA degree are instructed by the KISD full-time staff, these public education teachers, who hold master's degrees and 18 hours in the content field, understand the importance of opening opportunities for students. The KISD staff, in principles and values, provides the direct support every school ought to have.

Additionally, the campus principal and the counselor are constantly meeting (weekly) with students, monitoring their success, and promoting that very success. Should there be any emotional concerns, the counselor and other key staff who have connections/relationships with that student are engaged. If there are more academic concerns, a reading specialist and a math specialist are deployed to support our students in those particular content fields.

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

As provided in the answer above, the campus administrator and the counselor meet weekly to explore the needs of the students. If a social or emotional support is needed by a student, then a plan of intervention is enacted. This plan often engages staff who has a connection/relationship with the student who is experiencing a need. Often, given that these are high school students, the parent are brought into the fold to evidence to the student that a unified team of support exists and a message delivered that stands to communicate that we are all in this together in order to help and support you. The Knippa ISD, serving 430 students, functions in a family type atmosphere and when students experience these types of needs, the system rallies around the student and lifts them up to greater success.

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

This is specifically handled by our counselor. The school counselor, the principal, and the superintendent meet weekly and the TSI test administration is often discussed and reviewed

Please list the dates that the TSI will be administered in the coming year

The counselor administers the TSI on our campus as we are a testing site. The tests are provided as needed on a rolling basis

Is the ECHS a TSI assessment site or does the IHE administer the TSI?

- ECHS is a TSI assessment site
- IHE administers the TSI

Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

The fee for the assessment is waived for all students. Each student is tested during the spring of their eighth grade year. Based on those results, we have found that approximately 90% of our incoming freshman pass the TSI. Those students who fall short of a successful score are remediated in the particular department serving in that content area. More often than not, the struggles can be found in our reading assessment. Our reading specialist has and will continue to provide intervention for those students not meeting standard.

The school has also purchased Schmoop, after a conversation with our ECHS Support, Sarah Croft, last year. It was revealed that this online program also provides support for students who are struggling to meet the criteria for program enrollment.

In general, we do not face tremendous issues with students qualifying via TSI, however, it is an area where we always want to secure increased qualification.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- Yes
- No

ECHS Site Design

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

- ECHS on a college campus
- Not located on a college campus
- A converted/transformed, school-wide high school 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.'

All the Knippa Collegiate students undergo an orientation on campus at the Southwest Texas Junior College. The staff members frequently reference the opportunity to make use of these additional resources. More than half of our high school students live within 5 miles of the SWTJC campus and therefore accessibility and usage of the facilities is both commonplace and pervasive amongst our student body. In particular are students have made good use of the writing lab at the SWTJC.

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 campus principal, who is new to the position, has worked very closely with the superintendent in these roles over the past year. That said, as she continues to gain familiarity with the needs and the program, she will be owning the scheduling, hiring, and budgeting. She also functions as the Knippa school principal so there is a great deal of overlap in her roles.

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.

Michelle Torres, Damacio Sanchez, and the greater outreach office are a call away. Not a week typically passes without some sort of collaboration on a topic. The partnership with the SWTJC Outreach Office has been executing this amazing partnership. If a need arises, the administration from the LDA can drop in at the IHE at any given time and vice a versa in order to troubleshoot or increase student services.

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.

During the entire month of August, our KISD staff undergo staff development that is beyond your typical school system. Our Knippa Collegiate staff travel to the SWTJC for an orientation and meeting with the department heads. Throughout the year, there are often opportunities for collaboration with the another member of the IHE, Charles Garabedian, who arrives, observes, and offers constructive criticism of the Knippa Collegiate Staff.

One component we are implementing now, is a Teacher in Training program. This program allows the Knippa Collegiate to on-board an individual in the spring of the academic year to bridge the transition to become a Knippa Collegiate teacher. This individual is afforded exceptional opportunities for observation, staff development through ESC Region 20, and meet with colleagues and supervisors frequently.

The purpose of this program is to on-board individuals and impart the values and instructional expectations over time as opposed to a one-stop shop in August prior to beginning work.

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

In all cases as freshman, sophomore, and junior year, these students are served in face-to-face courses taught by highly qualified public educators on the Knippa Collegiate Campus.

As a senior, students are bused to the SWTJC where they are taught classes with other college students. In the spring of their senior year, these students are permitted to transport themselves to and from their classes.

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



KCECHS.MOU.020916.docx

Status

Final Draft

Expected date for final draft:

02/09/2016

(mm/dd/yyyy)

Letter of Support from District #1



KISD.LOI.SWTJC.020916.doc

Status

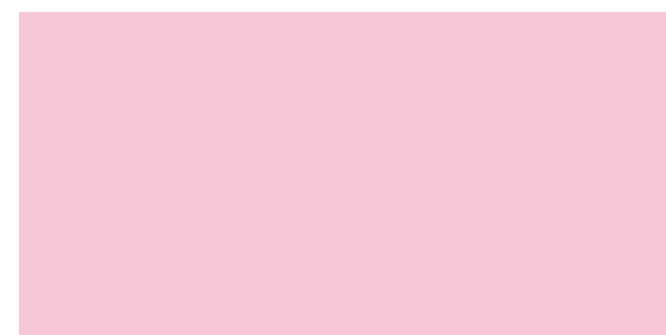
Final Draft

ECHS Recruitment and Enrollment Form



KISD.KC.Overview.pptx

Letter of Support from District #2



Status

Final Draft

Knippa Collegiate ECHS - 158312241

Expected date for final draft:

02/09/2016

(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



Status

Final Draft

Expected date for final draft:

(mm/dd/yyyy)

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from IHE Partner #1



SWTJC.LOI.KISD.020916.docx

Status

Final Draft

Expected date for final draft:

02/09/2016

(mm/dd/yyyy)

Letter of Support from IHE Partner #3



Status

Final Draft

Expected date for final draft:

(mm/dd/yyyy)

Other Supporting Documents



Knippa Collegiate Brochure.pub