



2016-2017

Application for ECHS Designation

ECHS Applicant: Royal Early College High School

Application ID: 144674802

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

Royal Early College High School - 144674802

1.1 ECHS Applying for Designation

ECHS Campus Name	Royal Early College High School	County District Campus Number	237905003
County District Campus Number 2	County District Campus Number 3		
CDC Number Use	<input type="radio"/> Shared With a Comprehensive Campus <input checked="" 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	2500 Durkin Road	Mailing Address - Line 2	
Mailing City	Brookshire	Mailing Zip Code	77423

1.2 School District

District Name	Royal ISD		
Mailing Address - Line 1	3714 FM 359	Mailing Address - Line 2	PO Box 489
Mailing City	Pattison	Mailing Zip Code	77466

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	Lone Star College		
Mailing Address - Line 1	20515 SH 249	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77070
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 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

1.5 Person Completing this Application

Title	Mrs.	First Name	KT	Last Name	Trimbur-Glenn
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Contacts

Royal Early College High School - 144674802

Phone	281-934-3181	Email	ktrimbur-glenn@royal-isd.net
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1.6 ECHS Principal/Director

Title	Mrs.	First Name	KT	Last Name	Trimbur-Glenn
Phone	281-934-3181	Email	ktrimbur-glenn@royal-isd.net		

1.7 Superintendent

First Name	Stacy	Last Name	Ackley
Phone	280-934-6901	Email	sackley@royal-isd.net

1.7.a Superintendent (District 2)

First Name	Stacy	Last Name	Ackley
Phone	280-934-6901	Email	sackley@royal-isd.net

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Jennie	Last Name	Do
Phone	281-290-2862	Email	Jennie.Do@LoneStar.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	Mark	Last Name	Curtis-Chavez
Phone	281-290-2862	Email	Mark.Curtis@LoneStar.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	17	0	0	0	17
2016-2017 projected enrollment	0	0	0	22	17	0	0	39

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	63.8	0	0	47.1
At-risk	75.6	0	0	47.1
LEP	14.8	0	0	0.0
White	10.7	0	0	35.3
Hispanic or Latino	69.9	0	0	58.8
Black or African-American	17	0	0	5.9
First Generation College-Goers	N/A	N/A	N/A	52.9
Other	2.4	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:
Female- Our community sees a low number of females attending any college.

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.

Background Information
Royal ISD currently has 2 campuses that house 8th grade students. One campus is a traditional learning facility (Royal Junior High) and one campus offers a progressive academic focus on science, technology, engineering and math (Royal STEM Academy). It is the belief of the ECHS team that students from both schools will be academically eligible to attend the ECHS based on the processes and requirements set forth.

Recruitment:

Phase I- Recruitment
8th grade students will complete a survey to gain information related to the identification of under-represented college goers.
Any 8th grade students in the district can attend a presentation about ECHS.
Send out an all call to 8th grade parents informing them of the ECHS information being sent home today.
Website dedicated to ECHS information.
Using the information gained from the survey, staff will make contact with parents (of students who were tagged as at risk or under represented subpopulation) to personally invite them to attend parent information nights.
Parent informational night #1 (provide child care service)
Parent informational night #2 with IHE partner (provide child care service)
Parental contact of identified students who did not attend a parent information night, or have not completed an application.
Our goal is 22 students added to the 9th grade program.

Fill 5 10th grade spots for 16-17.

Phase II- Application Process
Students who will be attending Royal ISD as a 9th grader for the 2016-2017 school year target
Completed application on file prior to due date
Students placed on a rubric for vetting.
Completed applications meet with ECHS committee
Students notified of ECHS decision.
Class levels will be capped at 22 due to staffing.

Phase III-Final Selection
Students selected
Cohort attends ECHS camp

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

Drawing on the guidelines set forth by TEA and looking at our neighboring school districts with successful ECHS for guidance, Royal ISD leadership collaborated to create the requirements and enrollment process we believe will foster the greatest opportunity to make sustainable change for students wanting to obtain a post-secondary education.

The leadership team believes the processes and requirements set forth are not exclusionary and offer every 8th grade student the opportunity to attend the districts ECHS.

After implementing the recruitment and enrollment process for the 2015-2016 school year, Royal ISD leadership team analyzed the procedure used and make changes necessary to implement better procedures and protocols deemed necessary for student success.

2016-2017 refinements:
Use of Ambassadors
Survey data gathered from current students and parents
Bridge program for 8th grade students provide by partnership with company to be named.

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

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)	4
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	5
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	5
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 entry• Enrollment/retention rates, leaver codes, and attrition rates, by grade level• Student participation in activities at IHE</div>	5

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

☐ Yes ☒ No

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

Please list the dates that this group met during the past school year in the format "mm/dd/yy".
5/15, 10/15

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	Stacy Ackley
Cirriculum & Instruction or Equivalent	Dr. Ken Whitt
ECHS Principal or Director	KT Trimbur-Glenn
IHE President	N/A
IHE Provost	N/A
Dean of College of Education	Mark Curtis-Chavez
ECHS Liaison	Jennie Do
Assistant Superintendent	Dr. Ryan Steele

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 Royal ECHS leadership team functions to create a sustainable ECHS partnership with Lone Star Community College as well as ensuring the longevity of the Royal ECHS for future students.

Various members of the group have met in the past year and a half to bring to fruition the belief that Royal ISD is capable of creating and sustaining a ECHS for its students and community. With the help of each member above, the leadership team has planned, recruited and committed to the betterment of our district, community and it's students.

Stacy Ackley- Mr. Ackley oversees the district interest. As the district Superintendent, he has been instrumental in the support of the districts efforts to establish a ECHS.

Dr. Ken Whitt- Dr. Whitt keeps the leadership team focused on rigor and relevance when discussing ECHS implementation.

KT Trimbur-Glenn- Mrs. Trimbur-Glenn represents the secondary views for the district. She brings to the table the knowledge of the High School requirements for graduation, as well as preparing our students for college. She is currently the principal of Royal ECHS.

Mark Curtis-Chavez- Mr. Chaves is the lieaison between Royal ISD and Lone Star-University Park. His guidance and counseling keeps the team focused on making sure we are meeting the needs of our students.

Dr. Ryan Steele- Dr. Steele represents the districts financial and supportive interests. He offers support from the districts perspective and keeps us moving toward our goals.

Jennie Do- Works directly with the ECHS as the liaison. She is instrumental in the communication between the two systems and keeps the ECHS and college moving as a partnership.

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".

It is the belief of the ECHS leadership team that professional development, and creating a supportive environment will aide in sustaining staff and student turnover.

Professional Development Opportunities-
District PD
IHE PD
TSI Expectations
College Readiness
Technology Applications for 21st Century learners
Best practice for reaching ALL students Early College High School
PLTW

Support-

Supportive meetings with ECHS Principal

Peer Observations
Round table discussions
IHE Liason

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 may choose between the following endorsements:

- STEM- Currently offered in the district
- Business & Industry- Currently offered in the district
- Public Service- Currently offered in the district
- Art & Humanities- Currently offered in the district
- Multidisciplinary Studies- Currently offered in the district

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

Students who are successful in the ECHS program beginning the 2016-2017 school year may receive an Associates in Science degree.

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

- Level I
- Apple Final Cut Pro I
 - ASE I (Automotive Service Excellence)Heating & A/C
 - ASE I (" " ").....Electrical
 - Adobe Certified Associate- Photoshop
 - AWS (American Welding Society)D 1.1 Certification
 - Cosmetology Operators License
 - Floral Design Certification
 - Microsoft Office Specialist in each of the following: Word, Excel, Powerpont, & Access
 - NCCER (National Center for Construction Education & Research) -Welding I
 - NIMS (National Institute for Metal Working Skills) -Level I
 - Pharmacy Technician
 - Texas Beef Quality Assurance Certificate
 - Certified Veterinary Assistant

Level II

Apple Final Cut Pro II
NCCER (National Center for Construction Education & Research) -Welding II

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

The ECHS began the year with a small number of students(17) in the cohort. The ECHS created a team of staff members who monitor, advise and mentor students through their first year. The team will continue to monitor until their graduation.

The ECHS uses data collected the previous year by the district to establish baseline measures. Using this data students will receive a Personal Education Plan (PEP). Monitoring of students will be done by the Campus Academic Review Team (CART) to determine academic success at the end of every grading cycle. Updates and refinements of a students PEP will be bases on data gathered from observations, student interviews and various academic sources.

Transcripts-College and High school
Assessments
Tutoring sign-in sheets
PGP
Lead4ward Data
Student Interview
TSI data
Attendance redords
To determine student success(which will look different for each child), the team will review student progress annually or as needed if sooner.

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

Each student will have a Personal Education Plan developed based on district provided assessments and data. Once a student's PEP has been developed, the student will be assigned a mentor from the community with preference being given to those with the same career as the students field of interest. (in progress)

Students will attend a New Student Orientation on the college campus.
ECHS students will be enrolled in ECHS sections for core only
Group Tutoring
Individual Tutoring
College Campus student center visits
Academic Mentoring
Academic Advising
Parental Support on an individual and group bases as needed.
Make changes to classroom instruction if deemed necessary.

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

It is the belief of the ECHS leadership team that there is a direct link to students social and emotional health and academic success. It is our expectation that when we create a school where students feel accepted and supported, they feel valued and have purpose.

The ECHS leadership team believes if we provide our students with the following experiences, we can meet the social and emotional needs of our students.

Team Building-Develop a sense of belonging.
Students will attend a New Student Orientation on the college campus.
Study Session Nights
Community Service Projects

As a cohort the students will complete a service projects.
Ambassador Program-Students become representatives of the school and speak at events on behalf of the school.
Student Center Area for ECHS only-Create a place for students to feel is there space.(In progress)
Mentor program with STEM Academy students
College campus visits
Establishing a social relationship with a neighboring ECHS

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	10/8, 10/30,11/20,12/7
Please list the dates that the TSI will be administered in the coming year	Summer 2016, Fall 2016 and Spring 2017
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input type="radio"/> ECHS is a TSI assessment site</div> <div><input checked="" type="radio"/> IHE administers the TSI</div>
<p>Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.</p> <p>The ECHS will continue to have a 3 Phase Plan-</p> <p>Phase I</p> <p>Students in the 8th grade who complete an application will be provided with an online tutorial program (Edgenuity and College Board Prep Programs) for the TSI assessment Students accepted into the program will attend a bridge program (in talks at the moment with Imagine Excellence Program for bridge). Students will seat for the TSI test in May and August</p> <p>Phase II</p> <p>Students not passing the TSI after Phase I will be placed in a tutorial program within the school day. Students will be monitored and assessed to assure they are ready to successfully complete the TSI. Students will sit for the exam at various points within the semester.</p> <p>Phase III</p> <p>Students who continue to be unsuccessful on the TSI, will be assigned one on one tutoring time during the school day. Lone-Star University will waive fees for first time TSI administration for all students. Students that need additional TSI testing opportunities will have the TSI fee waived and subsequently all testing fees assumed by the District.</p>	
<p>Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?</p> <div><input type="radio"/> Yes <input checked="" type="radio"/> No</div>	

ECHS Site Design

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

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

A small learning community, where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, shchedule, 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.'

Students enrolled in the ECHS will have 6 opportunities per year to use IHE facilities. Students will be bused to Lone Star College-University Park campus to attend various activities on the college campus.

- First Semester-
- 1.Students will attend a New Student Orientation on the college campus

2. Meet with an adviser, attend a campus life event and receive information about the facilities.

3. Students will meet with an adviser, receive financial information and tour the EMI facility.

- Second Semester-
1. Attend a class on campus and attend a campus life event.

2. Utilize campus facilities and meet with an adviser.

3. Utilize campus facilities and meet with an adviser.

- 3rd Semester-
1. Attend a class on campus and attend a campus life event.

2. Utilize campus facilities and meet with an adviser.

3. Utilize campus facilities and meet with an adviser.

- 4th Semester-
1. Attend a class on campus and attend a campus life event.

2. Utilize campus facilities and meet with an adviser.

3. Utilize campus facilities and meet with an adviser.

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 has hiring and budgeting authority as granted by the district. Other essential duties and responsibilities include:

* Researches and incorporates established best practices for ECHS instruction to include differentiation and accelerated instruction; supports a rigorous curriculum and strong academic programs.

* Fosters extensive collaboration between ECHS and Lone Star College leadership for the goal of ensuring effective instruction and curriculum.

* Plans, develops, coordinates as well as supervises and evaluates all instruction programs that address the needs of all ECHS students

* Develops and implements personalized education plans for all ECHS students.

* Fosters parent and community feedback through collaborative relationships and partnerships.

* Works to ensure a college going culture that promotes behavioral expectations and persistence through high school and skills and awareness to success in college.

* Maintains accurate, up-to-date records and data; establishes accurate methods for tracking of school data for high school and higher education progress and reporting.

* Ensures recruitment materials and school information has reached the entire audience of potential ECHS students, parents, teachers and principals.

* Supports the values of the ECHS in support of diversity, teaching excellence, student success, innovation and creativity.

* Works with partners to create student activities and opportunities such as clubs, internships, extra-curricular activities that align with the goal of continuous improvement of instructional programs and student support services for all students.

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.

- *Oversees implementation of ECHS program on behalf of Lone Star-University park Works with the principal to hire and supervise all IHE staff.
- *Provides IHE accredited staff for course sections taken by ECHS staff.
- *Schedules college course sections for ECHS.
- *Provides all pre-enrollment services for ECHS students; manages deliver of services on ECHS campuses
- *Provides campus orientations and support services to college faculty teaching at the ECHS.
- *Meets quarterly with the ECHS principal.
- *Oversees provision of student support services, including on-site academic testing where necessary.
- *Assists staff with relation to college textbooks.
- *Advises the ECHS Leadership Team on matters regarding programs/services; and provides information, advice, and documents.

Is the IHE liaison working with other ECHS campuses?

- ☒ Yes ☐ No

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

iSchoolHigh-University Park

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 IHE will collaborate to determine professional development that best meets the needs of our specific students and campus once students and staff have been selected.

Anticipated professional development:

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



Lone Star College Early College contract 2015-16 MOU.docx

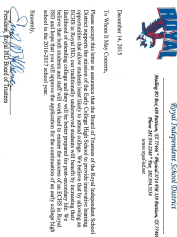
Status

☒ 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



ECHS Applicaton.docx

Letter of Support from District #2



Status

☐ Final ☐ Draft

Expected date for final draft:

Application for Early College High School Designation

Generate PDF of Application

Letter of Support from District #3

(mm/dd/yyyy)

(mm/dd/yyyy)

Letter of Support from IHE Partner #1

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(mm/dd/yyyy)

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