



2016-2017

Application for ECHS Designation

ECHS Applicant: ROAR Academy

Application ID: 747190142

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

I. Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

III. P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publically available.

IV. Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associates degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
- 3 The ECHS shall provide students with academic, social, and emotional support in their course of study.

V. Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall report to TEA the dates the TSI is administered.
 - c. The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

VI. School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or

- in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
- 2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; and
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
- 3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
- 4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

1.1 ECHS Applying for Designation

ECHS Campus Name	ROAR Academy	County District Campus Number	241904001
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	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	#1 Tiger Avenue	Mailing Address - Line 2	
Mailing City	Wharton	Mailing Zip Code	77488

1.2 School District

District Name	Wharton ISD		
Mailing Address - Line 1	2100 N. Fulton St.	Mailing Address - Line 2	
Mailing City	Wharton	Mailing Zip Code	77488

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	Wharton County Junior College		
Mailing Address - Line 1	901 Boling Highway	Mailing Address - Line 2	
Mailing City	Wharton	Mailing Zip Code	77488
How many ECHS does this IHE partner with?	1		

1.3 Second Primary Institution of Higher Education (IHE) Partner

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

1.3 Third Primary Institution of Higher Education (IHE) Partner

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

1.4 Education Service Center Region3

1.5 Person Completing this Application

Title	Executiv	First Name	Marcia	Last Name	Herrera
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Contacts

ROAR Academy - 747190142

Phone	979-532-3612	Email	mherrera@whartonisd.net
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1.6 ECHS Principal/Director

Title	First Name	Mark	Last Name	Anglin
Phone	979-532-6800	Email	manglin@whartonisd.net	

1.7 Superintendent

First Name	Tina	Last Name	Herrington
Phone	979-532-3612	Email	therrington@whartonisd.net

1.7.a Superintendent (District 2)

First Name	Tina	Last Name	Herrington
Phone	979-532-3612	Email	therrington@whartonisd.net

1.7.b Superintendent (District 3)

First Name	Last Name
Phone	Email

1.8 Institution of Higher Education Liaison

First Name	GG	Last Name	Hunt
Phone	979-532=6520	Email	gghunt@wcjc.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	Betty	Last Name	McChrohan
Phone	979-532-6400	Email	bettym@wcjc.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	25	23	0	0	48
2016-2017 projected enrollment	0	0	0	25	23	25	0	73

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	73	0	0	88
At-risk	32	0	0	18
LEP	2	0	0	0
White	20	0	0	12
Hispanic or Latino	54	0	0	65
Black or African-American	25	0	0	22
First Generation College-Goers	N/A	N/A	N/A	98
Other	1	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:

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.

Wharton ISD will continue to utilize its HR Department to promote this designation. First, Wharton ISD uses its marketing department and media resources to begin the initial recruitment process through advertisement. Wharton ISD publishes recruitment information on our website and Facebook. At the same time, details of the ECHS are published in the local newspapers. Flyers are strategically placed in various businesses in the community and all information to the public is provided in English and Spanish.

We will make contact with all home school students and parents in this age bracket. Also, all private school participants will be given this information as prospective students to ECHS. All avenues of recruitment will be used. Secondly, Wharton ISD will meet with students and parents through open forum meetings. An introduction to ECHS will be given along with the benefits and goals of this designation. During these meetings, the application will be distributed. Our final recruitment will be to target our at-risk as defined by PEIMS and economically disadvantaged subpopulation. This will be in a one-on-one setting with parent and student.

Assistance will be given to help with the application process. A rubric has been designed to evaluate the two student essay responses in the application. An assurance of parent commitment is part of the application process. The commitment necessary for student success will be emphasized in the parent meetings. Wharton ISD's recruitment and enrollment process and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students. The enrollment decisions of the district shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average. Each step of the recruitment and enrollment process will include key stakeholders encompassing students, counselors, principals, parents, school board and community members. The planned implementation timeline will be followed.

Students will be selected prior to the end of the current school year with an award ceremony for the “scholarship” being presented by Wharton County Junior College and Wharton ISD. Students selected for the ECHS will attend a summer bridge program where they will be pre-tested for the TSI followed by intense acceleration for areas of documented weaknesses. Students will then be given the TSI at the end of the bridge program for actual college admission. Students will enter the ECHS as freshman at a school within a school setting located in a specific area of the high school.

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

Wharton ISD developed an ECHS Research Team to investigate the possibility of applying for ECHS Designation. The team researched the ECHS designation and a plan of implementation. Our team then contacted other ECHS campuses for further input. The team visited two ECHS campuses in person. As an added benefit, the team attended the Houston Area Consortium of ECHS. Wharton ISD also held meetings with Wharton County Junior College to facilitate a partnership for ECHS. An Interlocal Agreement was created between Wharton ISD and Wharton County Junior College. Key members of the district and college were included to create a collaborative decision-making process.

- Timeline of Recruitment & Enrollment Activities
- January 10, 2016 Begin Media Blitz through website, Facebook, School Messenger, flyers
 - January 15, 2016 Announce ECHS and its goals in local newspaper
 - January 16 – 17, 2016 Begin holding student & parent meetings
 - February, 2016 Circulate application
 - February, 2016 Applications/Recruitment
 - March, 2016 Selection of Participants, Letters of Acceptance (open lottery)
 - March, 2016 College Application completion/primary scheduling
 - May, 2016 TSI baseline
 - June, 2016 Students participate in summer bridge program
 - August, 2016 Student and Parent Meetings

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	1,4,5,6
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	3,4
Courses of study	2,3,4
Curriculum alignment	2,3,4,5
Instructional materials	2,5,6
Instructional calendar	4
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	1,6
Student enrollment and attendance policies	1,4,6,7
Provisions for discontinuing ECHS operation (see next section for details)	6
- 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	3,4,5

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	3,5
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	6
Procedures for collecting and sharing student and teacher data	3,4
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	3
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	3
Provisions for implementing program improvements based on the collection and review of the following data: - Articulation of high school students in four-year colleges/universities and level of entry - Enrollment/retention rates, leaver codes, and attrition rates, by grade level - Student participation in activities at IHE	4

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

☐ Yes ☒ No

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

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

11/25/14, 03/02/15, 04/09/15, 06/01/15, 09/17/15, 11/5/15

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

Title	Name
Superintendent	Mrs. Tina Herrington
Cirriculum & Instruction or Equivalent	Dr. Brian Yearwood
ECHS Principal or Director	Mr. Mark Anglin
IHE President	Ms. Betty McChrohan
IHE Provost	NA
Dean of College of Education	NA
ECHS Liaison	Dr. Brian Yearwood
WCJC Liaison	GG Hunt
Executive Director of Student	Mrs. Marcia Herrera
High School CTE Counselor	Mrs. Sheryl Smith
Academic Advisor	Alec Lawrence
Academic Advisor	Johnathon Gibson

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.

Functions of the Group:

- Coordinate the curriculum with the college to promote success in college courses
- Explore existing ECHS partnerships to learn about start up issues that could be headed off prior to our start
- Meet once per 6 weeks

Topics/issues group has addressed:

- Identifying student target group for application to ECHS
- Determining criteria for admission to ECHS (open lottery)
- Designing application for students
- Possible locations for ECHS
- Curriculum and courses to be offered at ECHS
- Staff to be dedicated to ECHS
- Possible locations for ECHS

Accomplishments most proud of:

- Securing one-on-one Chrome Books for ROAR students
- Strong working relationship between WISD and WCJC

Roles of members:

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".

Wharton ISD conducted In-House Training with current high school staff once the designation was received from TEA. We will be facilitating professional development for a Director of ECHS. Staff Development will also occur with current high school staff. All teachers will be highly qualified and certified in Gifted and Talented. Stipends will be given as incentives for those pursuing and obtaining a master’s degree. Wharton ISD shall implement an annual professional development plan based on the needs of the ECHS faculty. Teacher Training and Recruitment will be incorporated into the ECHS program. Leaders will create a Professional Learning Community to help create a positive learning environment and empower staff.

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.

STEM
Public Service
Multi Disciplinary
Arts and Humanities

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

Associate's Arts (Specificity will occur as Academy matures. We are the 1st ECHS to partner with WCJC and have no precedence.

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

We are currently exploring options with WCJC which include welding, HVAC, etc.

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

Each ECHS student will have a personal graduation plan completed in the district-wide data management program called DMAC. Students' grades and achievement data can be disaggregated into various reports to enable ECHS staff to interpret and understand students' strengths and weaknesses. They will also work with the ECHS counselor to develop a college degree plan. Students will have access to both the ECHS counselor and the WCJC Liaison to receive guidance on their academic goals and plans for the future. Both counselor and liaison will monitor student progress through various data sources.

Student progress will be monitored on a personalized plan. The model course work will be modified for each student according to personal student interests. The modified daily schedule will benefit students as Friday will be used to adjust and further student progress through weekly monitoring. Odyssey Ware will be incorporated and monitored through data collection.

Success will be determined as each student gains high school credit, college credit as well as individual skills that will allow them to be employable in a degreed or certificate position upon the completion of high school or in a position to continue with their post-secondary experience at a 4 year college or university.

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

The Early College High School will provide academic support to the students by personalizing the learning environment through student engagement. The following strategies will be implemented school-wide at our ECHS:

- ☐ Collaborative Group Work
- ☐ Writing to Learn
- ☐ Questioning
- ☐ Scaffolding
- ☐ Classroom Talk
- ☐ Literacy Groups

Project Based Learning will be a positive method used to provide instructional support. Training will occur with staff to develop a powerful learning process with the success of our students always the end measure.

Wharton ISD requires all ECHS students to take TEA approved innovative courses that have been added to our curriculum which include courses associated with the College and Career Path.

ECHS students will also have access to the STEM Success Center. The center is equipped with all of the technology and resources students need to be successful. The STEM staff are comprised of advisors to guide and help our students. The STEM staff strives to enrich the academic environment. Students that need academic advising will have access to a Success coordinator and a Success Coach. Students that need help with coursework can get assistance from the Supplemental Instruction Coach. As a team, the STEM staff will ensure academic success.

ECHS students will have available to them the Learning Assistance Center. This center offers free face-to-face tutoring. The center is staffed by professional tutors who are certified by the College Reading and Learning Association. These tutors assist students in the academic subjects of Reading, Writing, and Math.

Students for 2016/17 in ECHS will be reflective of the true "college" environment by following a modified curriculum schedule by allowing student schedules to be blocked to M/W and T/T classes.

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

A counselor will be designated to ECHS. The counselor will conduct individual conferences with students to monitor student success. Group sessions will also be held by the counselor to address college-related issues. A local mentoring program called IMPACT, Individual Mentoring for Personal Achievement in College Team, will provide social and emotional support to the students of ECHS. The Boys & Girls Club of America has a chapter and teen organization in our community and can provide resources to ECHS students. A local community outreach program called "Just Do It Now" also provides services to our students in the district.

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

☐ Yes ☒ No

TSI Testing and Success	
Please list the dates that this group met during the past school year	11/25/14, 03/02/15, 04/09/15, 06/01/15, 09/17/15, 11/05/15
Please list the dates that the TSI will be administered in the coming year	Wharton High School is a TSI testing site, therefore testing times are available upon request.
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. For students whose TSI Assessment (the placement test) indicates a need for college preparatory work, the summer bridge program at Wharton County Junior College is designed to assist students in their efforts to become college ready in English, reading, and/or math. The summer bridge program is an intensive two-week program in which students spend concentrated time working on their areas of deficiencies in the subjects listed above. The students are also introduced to study skills and positive behavioral strategies that have been proven to increase student success. In the best-case scenario, students will retake the TSI assessment upon completion of the bridge program and test into the required credit-bearing course or courses. The bridge program will be held in June from 8:30 a.m. to 3:30 p.m. The academic advising, team building, student success strategies and field experience will be provided. A research and writing workshop will be included. Curriculum: The STEM Summer Bridge Program will incorporate two Project Based Learning experiences with TSI prep. Student Success Skills: Discussions and activities to incorporate college resources, study skills, and college transition skills such as organization, note taking, active reading, test taking strategies, research resources and presentation skills will be embedded in the workshops when appropriate. Additional activities and discussions of these topics will be facilitated by STEM Staff. TSI support will also be offered as an elective for all students not meeting the TSI requirements. No student will be required to pay for their TSI assessment as long as they are enrolled in the ECHS. Students will continue to prepare through the College and Career Innovative course requirements.	
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 small learning community, where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, shcedule, and cirriculum plan, within a larger high school

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, 'ECHS is on a college campus.'

Students from the ECHS will be allowed access to all facilities including but not limited to the following:

The STEM Success Center is a relaxed and informal environment equipped with all of the technology and resources students need to be successful. The STEM staff works as a family of advisors, guides, helpers, and friends to each student. The STEM staff strives to expand the horizons of students academically, socially, and culturally. Students that need academic advising will have access to a Success Coordinator and a Success Coach. Students that need help with their coursework can get assistance from the Supplemental Instruction Coach. As a team, the STEM staff will ensure academic success. The center will be equipped with 20 computers and 12 laptops for students to use. Models, calculators, charts, books and other resources will also be available for students to use at the center to complete their work.

Faculty will be encouraged to use the center to meet with students and have students work collaboratively in learning communities.

The STEM Success Project focuses on one activity: student learning and success in STEM fields of study, with three integrated components: 1) planning, development, and establishment of a comprehensive STEM Success Center integrating STEM academic and student support services; 2) revising and upgrading courses and programs, and focusing faculty development on STEM-related issues; and 3) increasing STEM articulation agreements among WCJC and four-year universities.

Wharton County Junior College offers free face-to-face tutoring for all current students through the Learning Assistance Centers. The labs are staffed by professional tutors who have been certified by the College Reading and Learning Association (CRLA). These certified tutors are trained to assist students in the areas of READING, WRITING, and MATH. In many instances, they can also help students locate/utilize online resources to complement course content.

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

- ☒ The campus number is shared and the partners agree to collect and disaggregate data
- ☐ Not applicable

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The ECHS principal will be expected to supervise and maintain the articulated curriculum plan between Wharton High School and Wharton County Junior College to guarantee the availability of a high school diploma along with 60 college credit hours available to all ECHS students within a 4-5 year graduation plan. They will foster collaboration between WHS and WCJC leadership and faculty for the purposes of improved instruction and curriculum alignment. The principal will promote a college going culture that builds on students' behavioral expectations and persistence through high school, as well as developing the skills and awareness to succeed in college.

In order to continuously improve the ECHS experience for all students, the principal will evaluate staff and faculty professional development effectiveness, evaluate and improve the instructional program effectiveness to insure rigor, support and student progress in college coursework, establish sustainable and accurate methods for tracking school and student data for Wharton High School and WCJC progress and reporting, and review, interpret and use data to understand and improve school and student success.

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 IHE liaison for ECHS will serve as an information resource for the ECHS program, policies, procedures and materials. They will maintain a positive relationship between Wharton High School and WCJC. The liaison will develop, coordinate, and evaluate ECHS services on the high school campus, and coordinate and deliver on site services, such as admissions, testing, and academic advising. They will develop restricted WCJC classes held on the WHS campus and assist with promotion and recruitment of faculty where needed.

The liaison will serve as primary contact for WCJC faculty teaching on the high school campus and create recruitment and advising materials for Wharton High School. In addition, they will assist students with registration problems. The IHE liaison will meet with the principal/director, students and other stakeholders as necessary to ensure the success of this collaborative adventure.

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.

All ECHS teachers will be required to attend professional development that is pertinent to the subject they teach. Some of this professional development will be offered to teachers prior to the start of the school year. PD will be designed to help teachers to promote success in a college-going culture, as well as to build college readiness skills. Teachers will also be encouraged to attend appropriate content area staff development workshops and/or conferences during the summer. The number of hours required of teachers will be decided upon by the ECHS administration and will be documented on the Wharton ISD district-wide professional development record card. Documentation will be turned in to the ECHS principal by the end of the first grading period. This will be used as part of the annual appraisal of teachers at the ECHS.

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:

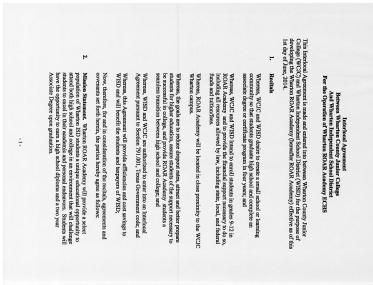
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers 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



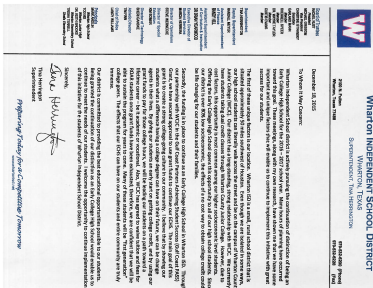
Status

- ☒ 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



ROAR Application 2016.docx

Letter of Support from District #2



Status

- ☐ Final
- ☐ Draft

Expected date for final draft:

(mm/dd/yyyy)

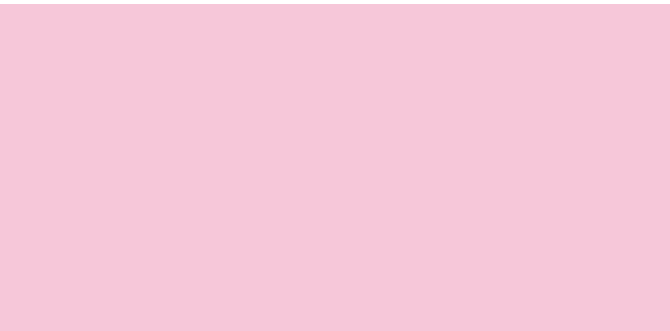
Letter of Support from
District #3



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☐ Final ☐ Draft

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

Letter of Support from
IHE Partner #2



Status
☐ Final ☐ Draft

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

(mm/dd/yyyy)

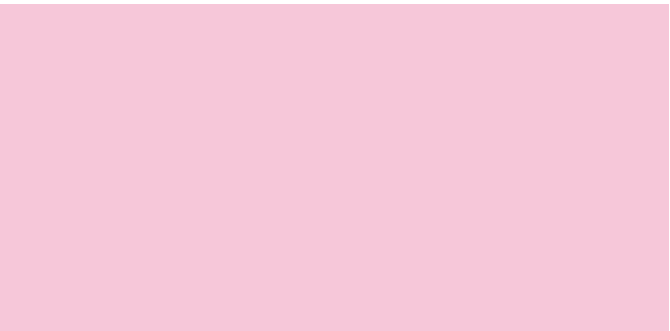
Letter of Support from
IHE Partner #1



Status
☒ Final ☐ Draft

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

Letter of Support from
IHE Partner #3



Status
☐ Final ☐ Draft

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

Other Supporting
Documents