



2016-2017

Application for ECHS Designation

ECHS Applicant: Legacy Early College High School

Application ID: 830475129

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

I. Target Population:

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

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

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

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

III. P-16 Leadership Initiatives:

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

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

IV. Curriculum and Support:

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

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

V. Academic Rigor and Readiness:

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

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

VI. School Design:

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

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

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

Contacts

1.1 ECHS Applying for Designation

ECHS Campus Name	Legacy Early College High School	County District Campus Number	246911001
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	9		
Application Status	Renewal: applying to renew designation on behalf of a fully designated ECHS.		
Mailing Address - Line 1	516 North Main St.	Mailing Address - Line 2	
Mailing City	Taylor	Mailing Zip Code	76574

1.2 School District

District Name	Taylor ISD		
Mailing Address - Line 1	3101 North Main Street	Mailing Address - Line 2	
Mailing City	Taylor	Mailing Zip Code	76574

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	Temple College		
Mailing Address - Line 1	2600 South First St.	Mailing Address - Line 2	
Mailing City	Temple	Mailing Zip Code	76504
How many ECHS does this IHE partner with?	1		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name	University of Texas		
Mailing Address - Line 1	The University of Texas at Austin	Mailing Address - Line 2	Cockrell School of Engineering 10100
Mailing City	Austin	Mailing Zip Code	78758
How many ECHS does this IHE partner with?	1		

1.3 Third Primary Institution of Higher Education (IHE) Partner

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

1.4 Education Service Center Region

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1.5 Person Completing this Application

Title	Ms.	First Name	Rosemary	Last Name	Kelly
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Contacts

Legacy Early College High School - 830475129

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1.6 ECHS Principal/Director

Title

Ms.

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Last Name

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1.7 Superintendent

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1.7.a Superintendent (District 2)

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1.7.b Superintendent (District 3)

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1.8 Institution of Higher Education Liaison

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1.8.a Second Institution of Higher Education Liaison

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1.9 Authorized Institution of Higher Education Official

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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	55	52	35	40	182
2016-2017 projected enrollment	0	0	0	55	52	50	30	187

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.

All Legacy ECHS students have the opportunity to earn a STEM endorsement through both math and science. All Legacy ECHS students graduate with a Humanities & Arts Endorsement through the social studies pathway (PAP World Geography; PAP/AP World History; Dual Credit US History I; Dual Credit US History II, Dual Credit Government & Dual Credit Economics. Students also have the option to earn the Humanities & Arts Endorsement through Languages Other Than English (PAP Spanish I, PAP Spanish 2, PAP Spanish III; AP Spanish Language & Culture: AP Spanish Literature).

All Legacy students receive the Multidisciplinary Studies Endorsement through both Option 2 and Option 3.

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

Legacy ECHS students earn an Associate of Arts degree.

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

At this time we are not offering certificates as our focus is on earning an associate's degree that transfers to a 4 year university.

Do the answers to the questions for Benchmark 4 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☒ Yes ☐ No

Please provide additional information about the exemplar activities related to this benchmark below.

Legacy ECHS students have the opportunity to earn multiple endorsements due the variety of science and mathematic course offerings at our school. In addition, for the last three years our students have earned 60 college credits with 95% receiving an Associate of Arts degree.

We are a small school that provides many options for our students. Legacy is unique as an early college high school in that we offer multiple Advanced Placement courses (AP World History, AP Spanish Language and Culture, AP Spanish Literature, AP Statistics) as well as an engineering program through a partnership with the University of Texas. Providing two AP language courses enables our students to earn additional college credit. Many of our students graduate with 12 or more credits in Spanish based upon success on AP exams versus 8 credits that they would earn in a dual credit Spanish I/II program.

Legacy students who take engineering also take dual credit geology to create a strong pathway for future studies. We are 1 of only 4 high schools out of over 100 high schools across the country selected to pilot a program through the University of Texas that offers our students the very unique opportunity to earn dual credit in engineering. In addition, we are piloting a second year engineering curriculum in partnership with UT. This advanced curriculum was designed and developed through a partnership between NASA and the UT Cockrell School of Engineering.

Legacy students have multiple levels of support and interventions for high school as well as for dual credit classes. An important method of support is our daily Pathways to College course that is taught by Legacy ECHS teachers. Each month is dedicated to a different general topic plus our cross curricular reading plan for the month. August and September are dedicated to study skills including time management, learning styles, time management, note-taking, organizational skills, test taking strategies, goal setting, academic integrity and additional topics. Every Friday, the Pathways to College teacher monitors student progress in all courses. Students print out their current courses grades in dual credit classes. Students who are struggling are immediately set up with a tutor and or other interventions (Tier II or Tier III intervention).

