



2016-2017

Application for ECHS Designation

ECHS Applicant: Kermit Early College High School

Application ID: 207049296

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	Kermit Early College High School	County District Campus Number	248901001
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	0		
Application Status	New: applying for the first time to open and operate as a designated ECHS in the next school year.		
Mailing Address - Line 1	601 S. Poplar St.	Mailing Address - Line 2	
Mailing City	Kermit	Mailing Zip Code	79745

1.2 School District

District Name	Kermit ISD		
Mailing Address - Line 1	601 S. Poplar	Mailing Address - Line 2	
Mailing City	Kermit	Mailing Zip Code	79745

1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.2.b Third School District

District Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	University of Texas of the Permian Basin		
Mailing Address - Line 1	4901 E. University Blvd	Mailing Address - Line 2	
Mailing City	Odessa	Mailing Zip Code	79762
How many ECHS does this IHE partner with?	8		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name	Odessa College		
Mailing Address - Line 1	201 W University Blvd	Mailing Address - Line 2	
Mailing City	Odessa	Mailing Zip Code	79764
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 Address - Line 2	
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.4 Education Service Center Region 18

1.5 Person Completing this Application

Title	Mrs.	First Name	Donna	Last Name	Price
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Contacts

Kermit Early College High School - 207049296

Phone	432-586-1003	Email	dprice@kisd.esc18.net
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1.6 ECHS Principal/Director

Title	Mr.	First Name	Rocky	Last Name	Ford
Phone	432-586-1050	Email	rkford@kisd.esc18.net		

1.7 Superintendent

First Name	Denise	Last Name	Shetter
Phone	432-586-1000	Email	dshetter@kisd.esc18.net

1.7.a Superintendent (District 2)

First Name	Denise	Last Name	Shetter
Phone	432-586-1000	Email	dshetter@kisd.esc18.net

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Reynaldo	Last Name	Lascano
Phone	432-254-4800	Email	lascano_r@utpb.edu

1.8.a Second Institution of Higher Education Liaison

First Name	Kim	Last Name	McKay
Phone	432-335-6683	Email	kmckay@odessa.edu

1.8.b Third Institution of Higher Education Liaison

First Name		Last Name	
Phone		Email	

1.9 Authorized Institution of Higher Education Official

First Name	David	Last Name	Watts
Phone	432-552-2109	Email	watts_d@utpb.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name	Gregory	Last Name	Williams
Phone	432-335-6400	Email	gwilliams@odessa.edu

1.9.b Third Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

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

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	100	105	99	116	84	85	86	675
2016-2017 projected enrollment	113	100	105	99	116	84	85	702

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	57%	0	0	57
At-risk	52%	0	0	52
LEP	13%	0	0	13
White	21%	0	0	21
Hispanic or Latino	75%	0	0	75
Black or African-American	2%	0	0	2
First Generation College-Goers	N/A	N/A	N/A	0
Other	N/A	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.

An assertive recruitment plan designed by Kermit ISD, in conjunction with university partners was developed to target prospective students for the ECHS program. Several Information sessions (both in English and Spanish) presented to students, parents, and the community at large with hard data that outlined the benefits of the ECHS program. The marketing strategy is specifically tailored for a historically underrepresented population that is primarily comprised of economically disadvantaged Hispanics who are identified as at-risk, first generation college-goers. Outreach continued through the local media outlets. Other vehicles of communication included brochures, parent meeting, website, UTPB and OC flyers, newspaper articles, and school presentations. The culmination of the recruitment processes yielded a formal application which was created with the caveat that all prospective KISD students could enroll in the ECHs program. Criteria was solely based on student interest, commitment, and future education career goals.

Kermit Early College High School will be working closely with OC and UTPB to build class schedules specific to the needs of each student and are House Bill 5 compliant. We will be working with students starting in the sixth grade with Early college High School admission in mind. Students in 6th, 7th, and 8th Grade will be part of the AVID program to promote college readiness. In the AVID program middle school students will be taught skills that are necessary to be successful in Early College High School. AVID also helps in the promotion and recruitment of 1st Kermit Early College High School will have representatives from each college come to help promote a college going that might be of interest to students at Kermit High School.

The recruitment goal is to prepare and motivate all students to take and pass all three portions of the TSI and have students enroll in college courses through UTPB and/or OC as early as their freshman year. This goal is a district wide goal beginning in elementary school. We are currently implementing "Writing Across the Curriculum" strategies district- wide including grades 3rd through 12th to better prepare students for the writing requirements of college classes. Also our elementary math and reading programs will be geared not only around STAAR testing but also TSI preparedness.

Both the elementary school and high school will be hosting higher Education Wednesdays. On these days students will wear college shirts of their choice to promote college awareness. On higher education Wednesdays, teachers will also wear college shirts from the university they attended. This will help create and foster a college going culture in elementary with the emphasis that college is an attainable goal for most students.

Kermit Early College High School students will wear distinctive UTPB lanyards with their college ID cards attached on a regular basis. On Fridays, Kermit Early College High School uniforms will be worn at school by ECHS participants to promote the program to other students in Kermit High School. These uniforms will consist of the Kermit Early College High School polo with our crest and motto and Khaki pants. Uniforms will create a school within a school atmosphere and help promote the program to other students.

ECHS Enrollment Process will begin during each student's 8th grade year. This will be the third year students will be taking classes in the AVID program. Students their 8th grade year will take the TSI as many times as needed to be able to take college classes. Their first attempt will be administered in late December. After all students take the TSI assessment their scores and testing data will be shared with their math, reading, and writing teachers. Teachers can use this data to tailor instruction during the second semester and in their AVID classes to help close the gaps students are exhibiting on the TSI in reading, writing, and math. Student's

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

A comprehensive strategy, based on blueprint criteria, was implemented with the mindset that all KISD students would have equal access to enrollment in the ECHS program. ECHS blueprint criteria defines that all students have an equal opportunity for acceptance, regardless of academic background. There parameters served as the foundation for the ECHS enrollment process. This process was developed by the ECHS leadership team in partnership with Kermit ISD administration, UTPB staff and administration, and OC staff and administration. The Kermit ECHS leadership met with UTPB representatives multiple times to develop an enrollment system that would promote ECHS to the targeted population. During these meetings we discussed TSI preparedness, possible class schedules, common predictable problems, grade reporting, enrollment procedures and recruitments, college visitations, college students resources and support, AVID, emotional and social support systems, House Bill 5 compliance and other factors that relate directly and indirectly to the ECHS program. Throughout the enrollment development process we kept the end result in mind and made sure that remediation and social and emotional support was constant throughout the process to help increase the success of our targeted population. Also we made sure the door was always open and support was always available for students that were unsuccessful after multiple attempts on the TSI assessment.

Kermit Early College High School Leadership Team will also play and important role in analyzing, reviewing, and refining the ECHS program necessary. The leadership team members are the principal, counselor, and several designed lead teachers. Their role is to individually monitor students in the ECHS program and communicate with all stakeholders. Their role is not tied to just the success of individual students but the success of the entire program. During weekly meetings, the members of the Leadership team will talk about all aspects of the ECHS program and make adjustments as necessary. These members will consider their student success, teacher facilitator effectiveness, system effectiveness, student preparedness, and overall communication.

Data will be used base on student performance to improve and revise tutoring, student support period. UTPB faculty will review data and adjust curriculum and courses as necessary.

Application and Admission Policy

Early College High school is available to any Kermit ISD student that meet the criteria listed below:

1. The student must have a desire to be part of the ECHS program and be able to explain this in a written essay following guidelines.
2. The student's parent and/or guardian must want their child to be part of the program.
3. Both parent/guardian must agree to abide by the standards of the academic and behavioral expectations of Kermit Early College High School.
4. Both parent and student must agree to comply with all the policies of the program.
5. Both parent and student must agree to graduate from KAC/ECHS as planned.

Admission Process

1. Student meets the counselor and or principal and express a desire to pursue ECHS.
2. Administrator or parent liaison schedules a meeting with the parent and student to discuss personal graduation plans.
3. Counselor and/or administrator conducts an in depth orientation and interview for both the parent and student. This orientation will cover the structure, goals, intent, and standard expectations of Kermit Early College High School Early College High School.
4. Student and parent/guardian will complete the ECHS application and written essay answering designated questions.
5. The Application is reviewed by the admissions committee which is made up of members of the Kermit Early College Leadership Team.
6. The Kermit Early College Leadership Team has the option of accepting the application of meeting with the student and parent/guardian in a final interview.

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	1-2, 8,
Administration of statewide instruments under Subchapter B, Chapter 39	8
Grading periods and policies	4
Courses of study	7
Curriculum alignment	2
Instructional materials	10-11
Instructional calendar	4
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	8
Student enrollment and attendance policies	11
Provisions for discontinuing ECHS operation (see next section for details)	12
- Number of credit hours taken and earned - GPAs - State assessment results - SAT/ACT, PSAT scores - TSI readiness by grade level - Qualifications of ECHS staff - Location(s) where courses are taught	3

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	8
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2, 7
Procedures for collecting and sharing student and teacher data	7
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	9
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	9
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	2

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".

8/31/15, 10/20/2015, 11//12/15, 12/02/15, 12/03/15, 12/07/15 12/09/15 12/14/15 12/15/15

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	Denise Shetter
Cirriculum & Instruction or Equivalent	Donna Price
ECHS Principal or Director	Rocky Ford
IHE President	Dr. David Watts
IHE Provost	Dr. Dan Heimmermann
Dean of College of Education	Dr. Frank Hernandez
ECHS Liaison	Dr. Lillian R. Porter
Dual Credit Coordinator	Heather Cress

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.

A strong mutual partnership between both the district and university has fostered a climate favorable to prosperity and progress. Following a path for continuous growth the leadership group fills the following roles: -design of ECHS platform –governance –council in the alignment of curriculum –seeks to establish new partnerships –plans for sustainability –pursues improvement –monitor data and accountability ECHS Direct: KISD primary goal is to ensure EHCS is in compliance with ECHS blueprint and Curriculum and Instruction: Ensure alignment of curriculum between KISD and UTPB and OC. Superintendent: Oversee coordination and monitoring of ECHs at the district level. The President: Oversee coordination and monitoring of ECHS at the university level. Dean of College of Education: Assures faculty adheres to university protocol Provost: Defines university comprehensive restructuring. As a result of multiple meeting the group decided to organize a face-to face lab setting on campus at UTPB for freshman taking Biology lab 1101/1102. This way freshman could experience college life on campus in a real Biology lab. The Kermit Early College High School Leadership team will be a key component to the success of the ECHS system. This team will meet once a week to discuss students, concerns, ideas, and planning. ECHS students will be designated to one ECHS Leadership Team member. This team member will follow up with all of their designated students a minimum of three times a week. During these student follow up visits, Kermit Early College High School Leadership team members will help ECHS students with organization, study sills, resources, motivation, parent communication, and serve as liaison between the student and the college professor if necessary. ECHS Leadership Team members will also be responsible for communicating to the counselor, parents/guardians, and principal on any issues or concerns they have with ECHS students that would be an obstacle to their success. These leadership team members are in addition to the students every day college class facilitators. Every day class facilitators will also serve in these capacities as well. This gives the Kermit Early College High School program many different levels of follow up to ensure the success of each student in the program. Kermit ISD will add an additional certified staff member to their existing staff to help facilitate ECHS classes. This new teacher will have a background in technology, so they can troubleshoot student computers in addition to keeping track with student progress. Since every student at Kermit Early College High School has a school issued Mac, technical issues arise periodically. This new staff addition will play a vital role in making sure students are not having technical issues that would impede their progress in their college classes. This person will also be part of the Kermit Early College High School Leadership Team. Currently Kermit ISD has an expert welder on staff. He has welding experience as a teacher and in the workplace. OC is willing to adjunct this teacher and make him an embedded instructor” to teach college welding classes on Kermit ISD’s campus provided that he qualifies. This is a great opportunity for Kermit Early College High School to certify students in welding before they graduate. Not only will Kermit ISD be able to provide an adjunct Teacher in partnership with OC, we also have a welding facility that is outstanding. We just recently passed a bond. With these bond funds we refurbished an existing building into a state of the art welding and metal shop. This new metal shop has six welding stations, a plasma cutter, metal bender, and all the tools required to work with metal. This vocational element really allows Kermit Early College High School the opportunity to work with students on a future career in welding. Vocational opportunities at Kermit Early College High School give us another track to reach our targeted populations. Many students that struggle in academic classes excel in this area and this gives them another option for collegiate success. The one are the group is most proud of is the partnership between UTPB, OC, and Kermit ISD. This three-way partnership gives this program much needed flexibility. UTPB will provide common core academic courses and OC will provide vocational classes to the students in Kermit Early College High School. Visits to UTPB and OC campuses will occur at least six times a year. Section 28.009: College Credit Program (a) Each school district shall implement a program under which students may earn the equivalent of at least 23 semester credit hours of college credit in high

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".

Kermit ISD has experienced a 15 to 20% turnover at the HS level. Reasons for the mobility can be attributed to the general mobility of our area. Kermit ISD works hard to offer a competitive salary and benefits package that includes longevity pay, stipends in high need areas, free medical insurance, and a personal leave bank. A plan is under construction to identify and implement sustainable structures to limit staff turnover. Kermit ISD also provides and encourages professional development to each teacher to fit their individual needs. Teachers are also provided with two academic planning periods to ensure quality instruction and minimize their workload. Kermit ISD teachers and staff are all given incentive bonuses in their November paychecks between, \$200- \$750 based on set criteria from the previous year.

Kermit ISD also pays 100% of the cost of Aetna Active Care II insurance policy for every staff member along with a free \$10,000 dollar life insurance policy. Another incentive is every teacher has a structured schedule with two planning periods built into the Master Schedule. Extra planning time during the school day is very beneficial for most teachers and helps keep teachers at KISD.

We are setting the bar for excellence higher than it has ever been and are looking for people at the top of their game to serve our kids and community. In order to sustain excellence in education we have put systems in place to ensure ease of transition. Our curriculum and classroom expectations are uniform throughout the district. Additionally, the district has a mentoring program to assist new teachers to the profession.

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.

- Science, Technology, Engineering and Mathematics (STEM)
*Science
*Math
- Business and Industry
*Finance
*Manufacturing
*Technology Applications
- Public Service
*Human Services (Culinary Arts)
- Arts and Humanities
*Band
*Choir
*Theater
*Art
- Multi-Disciplinary Studies
*4 advanced courses from other endorsement areas
*4 credits in each foundation subject area, including English IV and chemistry and/or physics
*4 dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

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

- Associates in Applied Science:
- Business Leadership
- Occupational Safety and Environmental Technology
- Associate of Arts:
* General Studies Degree
- STEM MetaMajor

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

- Level I Certificate:
- General Welder
- Office Clerk
- Level II Certificate:
- Office Assistant

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

KISD staff members will also work closely with the IHE liaison weekly to help students informed on their college progress and success. KISD students will also be provided transportation to UTPB to visit the campus, library, and lab classes. In turn, college professors will also come to KISD to visit students periodically to help ensure student success. UTPB also offers students support services and monitor their grades every three weeks using an early alert committee system. KISD will also send parent progress reports home to parents every three weeks. The ECHS will keep close communication with parents of ECHS students especially if they are struggling and need academic support.

Students monitoring process will involve: 1. Classroom facilitators, 2. ECHS Team Member, 3. Counselor, 4. ECHS Principal, 5. IHE ECHS Support Person, 6. IHE ECHS Liaison, 7. IHE Academic Dean (subject), 8. Individual College Professors

KISD faculty and staff beginning in 6th grade will be teaching with an emphasis on the College and Career Readiness Standards. The AVID program will instruct and promote these standards daily. The College and Career Readiness Standards are one of the major resources of preparation for the New TSI-College Readiness, such as the English Language Arts Standards along with the Mathematics Standards. These standards are essential for students to be successful in ECHS classes. These standards are listed below:

The ELA performance indicators are:

- I. Writing
 - A. Compose a variety of texts that demonstrate clear focus, the logical development of ideas in well- organized paragraphs, and the use of appropriate language that advances the author’s purpose.
 - 1. Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.
 - 2. Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.
 - 3. Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generate, and formulate a thesis.
 - 4. Recognize the importance of revision as the key to effective writing. Each draft more precisely and effectively, and draw the reader to the author’s purpose.
 - 5. Edit writing for proper voice, tense, and syntax, assuring that it conforms to Standard English, when appropriate.
- II. Reading
 - A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
 - 1. Use effective reading strategies to determine a written work’s purpose and intended audience.
 - 2. Use text features and graphics to form an overview of informal texts and to determine where to locate information.
 - 3. Identify explicit and implicit textual information including main ideas and author’s purpose.
 - 4. Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
 - 5. Analyze the presentation of information and the quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.
 - 6. Analyze imagery in literary texts.
 - 7. Evaluate the use of both literal and figurative language to inform and shape the perceptions of readers.
 - 8. Compare and analyze how generic features are used across texts.

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

KISD will use a staff team approach to ensure student success in the ECHS program. Designated staff members called the ECHS Leadership Team will be assigned specific ECHS students to follow-up with on a weekly basis. These staff members will help students in ECHS meet their deadlines and also help communicate to parents and ECHS Director when students are struggling. KISD will also provide each ECHS student with a laptop so they have the freedom to work on their college lessons at school and at home. Also all school resources (library, school internet, books, periodicals, printer, and librarian) will be available for student use to help student with research, study help, and wiring support. KISD director will meet with each ECHS and their parent to develop a personalized graduation plan that meets the requirements of House Bill 5 and corresponds with ECHS program. These plans will include the specific college classes the student will take in the ECHS plan that fits the goals of the individual student. Students will take classes that area aligned with the common core through UTPB and have a choice of CTE vocational classes through OC. For example, some student might choose to take just vocational classes through OC and some students will take just academic common core classes through UTPB and some students will take classes with both. This allows Kermit Early College High School to meet the students of many different students. This also allows the option to allow several different tracks for students depending on their interest and skill. This ultimately allows for Kermit Early College High School the flexibility to personalize the learning environment for each student based on their schedule and individual academic, social, and emotional needs.

Kermit Early College High School CLASS SCHEDULE 2016-15 will be built in accordance to the needs and desires of each student in ECHS. Each student's schedule will be developed to match their PGP.

Kermit High School is a small school of around 365 students. Our small size, actually allows us the opportunity to personalize the learning environment by customizing the students' schedule based on their individual learning style. Also, it allows the student to continue to take their high school electives which may be more confined by their schedule because we have limited staff.

The University of Texas of the Permian Basin will provide Kermit ISD’s ECHS students' access t resources in order to provide support services through the Success Center. The Success Center provides tutoring for math, science, reading, and writing. The Success Center also provides supplemental instruction in all areas of discipline. The Success Center is also accessible to our ECHS students through Skype, phone, email, and in person. The Online-Writing Center is another support service offered to our ECHS students in order to help develop the skills and writing level needed to be successful in the course.

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

KISD will us a multi-staff approach to make sure students are supported in ways other than academics. KISD Curriculum and Instruction Staff member will visit with student daily to ensure they are handling the stress of taking college classes. KISD will also have parent meetings once a semester to address social and emotional concerns parents and students might be expecting due to the rigors of college classes. KISD will also provide counseling services using the school counselor if students are have extreme difficulty and need counseling support.

Kermit ISD will partner with The University of Texas of the Permian Basin as they both implement AVID (advancement Via Individual Determination.) UTPB adopted the program at their campus. It will be implemented as designed to increase school-wide learning, performance, and college preparedness. AVID, a public school program which is also adopted by Institutes of High Education prepare students in the academic world, has a proven track record in bringing out the best in the students and in closing the achievement gap. The partnership will focus on the mission of AVID which focuses on providing access to higher education for students and helps them be capable of completing a college preparatory path so they can achieve success in a rigorous curriculum. Kermit ISD, UTPB, and OC will work together in building a strong social and emotional support surrounding academic support, focused on the common objectives of all Early College High School

students reaching towards the targeted goal of graduation from high school with 60 hours of college credit. The ECHS student in AVID classes on a daily basis will learn organizational and study skills, work on critical thinking and learning to inquire with probing questions, get help from peers and college tutor, and participate in enrichment and motivational activities that promote college success. One key goal of AVID is to help and encourage students to believe that if they work hard and master certain skills they can be successful in college courses. AVID has also proven to encourage improvement with self-confidence as students become academically successful leaders and role models for other students. Students will have the opportunity to attend AVID classes daily. During AVID classes students will be mentored by high school teachers and college professors via “Skype”, Blackboard.com, and other methods of online instructional delivery. ECHS teachers using the AVID curriculum will be based on rigorous standards and also driven by the WICR method, which stands for writing inquiry, collaboration, and reading. AVID will also be used as an avenue for building the social and emotional needs of the student. Kermit ISD will use the AVID program to facilitate structured tutorials, guide well-defined academic peer groups, emphasize study skills and organization, and promote college readiness skills that are necessary for success in the ECHS program. The AVID program support will focus on five distinct areas: promoting students’ self-awareness, self, management, social awareness, relationship and responsible decision making skills. Kermit Early College High School teachers and staff will work on strengthening self-awareness skills for each student, so the student can acquire the ability to accurately recognize their emotions and thoughts. Teaching self-awareness skills is a key and vital part of the AVID program. ECHS students will become more and more confident in their abilities to achieve their higher education goals. Because many of these students will be the first of their family to attend college, it is essential that we provide them with as much support as possible and the AVID program is one component of that support.

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	8/31/15, 10/20/2015, 11//12/15, 12/02/15, 12/03/15, 12/07/15, 12/09/15, 12/14/15, 12/15/15
Please list the dates that the TSI will be administered in the coming year	12/2/15, 04/08/16, 05/18/16, 06/29/16
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.	
Kermit ISD and UTPB periodically examine TSI assessment data and construct individualized student intervention plans to close the gap between areas of need and success on the TSI assessment. District teachers are well versed in college readiness standards and TSI testing requirements. Daily classroom instruction focuses on equipping students with higher level learning skills, thus ensuring success or continued growth in all areas of the TSI assessment. A well-established summer bridge program, hosted by the University of Texas of the Permian Basin, provides students with two separate opportunities to participate in a two-week residential camp that provides intensive targeted instruction to address deficiencies in reading, writing, and math. Instruction is facilitated by university professors who are seasoned in bridging secondary school academic standards with collegiate rigor, as witness through TSI assessment results. Non-TSI compliant students have ample opportunities, such as before/after school tutorials, AVID, and remediation classes built in the schedule to improve their skills in the core subject areas of reading, writing, and math. Teachers use TSI data accordingly and tailored instruction is interwoven into daily activities. In addition a structured course, “Introduction of College Research Writing”, is available to all non-TSI compliant students. Periodic testing is conducted throughout the academic year. The university partner has sanctioned KISD as an authorized testing site. All costs associated with the TSI testing assessment are 100% funded by the University of the Permian Basin, with no incurred cost to the district or student. ECHS Enrollment Process will begin during each student’s 8th grade year. This will be the third year students will be taking classes in the AVID program. Students their 8th grade year will take the TSI as many as three times if needed. Their first attempt will be administered in late December. After all students take the TSI assessment their scores and testing data will shared with their math, reading and writing teachers. Teachers can use this data to tailor instruction during the second semester and in their AVID classes to help close the gaps students are exhibiting on the TSI in reading, writing, and math. Student’s second attempt on the TSI assessment will come during the second week in April. Again, teachers will take the TSI data from their second attempt and remediate students in areas of weakness. Students that are unsuccessful on both TSI attempts will then be required to attend a one week free summer bridge program on UTPB campus. During this summer bridge program, students will be provided with direct instruction in math, reading, and writing, specific to the TSI assessment. On the last day of the summer bridge program, students will reattempt their TSI for the third time. Students that are unsuccessful for a third time will be placed in a specific class during the next school year to help in the areas the student is still struggling in. Just because student are unsuccessful on their third attempt does not mean they do not still have an opportunity to be part of the ECHS program. They will get up to three attempts each year and follow the same process stated above each year. Kermit Early College High School enrollment process is systematic and goal driven with the main purpose of preparing students for the TSI assessment. This detailed systematic process will allow multiple opportunities for remediation to students that are lacking certain skills in math, reading, or writing based on their TSI they are eligible to take ECHS classes specific to their degree plan and house bill 5 without subject limitations. IF a students is successful in writing and reading only, they still can enroll in ECHS classes through UTPB with the exception of math and science courses. Students that just want to take vocational classes through OC are accepted automatically and are eligible without a passing TSI score. However, our goal will be to promote and prepare all students for TSI success before graduation.	
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.'

Kermit ECHS has a technology footprint that allows them immediate and anytime access to all on-line resources both in system, in the UTPB system, and web based resources from all entities. Additionally, Kermit ECHS students are on the UTPB campus at the beginning of each semester for registration, counseling, book purchase and orientation. They make two to four additional trips each semester to participate in college activities, counsel and meet with professors, utilize learning and resource labs, attend specialized learning sessions, and attend lectures, concerts and other fine arts activities. In the summer months Kermit ECHS students attend four week long bridges designed to acclimate them to living in dorms, attending instructional face to face classes with professors and interact with college level peers. Students from Kermit ECHS will attend Biology lab classes at UTPB once a week and experience the college lab setting and use of resources. In other words, Kermit ECHs students will be on UTPB college campuses at least once a week for Biology lab in addition, to 2 to 4 campus visits to meet with professors, tour the campus and learn how to use college resources such as the college library and media center. Examples:

- Students taking Jazz/Pop will go to UTPB and do research on UTPB campus and attend a Jazz concert in Odessa.
- Students will attend Summer Bridge on UTPB campus for a week and use recreational facilities as well as academic
- Students will tour both OC and UTPB their Freshman year in high school
- Students will be able to use all student resources that are available to all other UTPB students.
- Kermit Early College High School will bus students to campus to attend sporting events and college theater productions periodically.
- Students at Kermit Early College High School will be able to use the UTPB campus writing labs to assist in student writing.
- Students will be able to attend 3-hour labs on UTPB campus once a week in Biology 1106/1107.

These are not the only examples but represent the most likely. At Kermit Early College High School we are going to make every effort to help students have the whole college experience while in high school

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 is 100% dedicated to the Early College High School program. *Scheduling-Ensure students are adhering to their individual graduation plan requirements by taking required high school and college courses. *Hiring-Secure highly qualified certified personnel for ECHS *Budget-Provided campus needs such as personnel, materials, resources, and transportation for ECHS within a budget Professional Development-Based on student data, best practices Parental and Community Involvement-schedules meetings and conferences as needed to ensure student success at ECHS. Keeps parents abreast with ECHS activities.

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 facilitates communication between the entities, coordinates problem resolution, insures performance criteria are met and maintains a constant dialogue with the ECHS administration, staff and students. There are at least three telephonic conferences each week and an additional face to face conference either at the IHE or ECHS weekly.

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.

Kermit ISD is trained by UTPB staff on strategies that help students become Texas College and Career Reading and TSI ready. Kermit ISD is also part of the ESC 18 CSS cohort which provided Kermit ISD Staff members with different teaching strategies to increase student engagement in the classroom. These strategies are focused on the Texas College and Career Readiness Standards. Teachers will also be provided with local training and preparing students for the TSI assessment. Kermit ECHS Staff will also be provided opportunities in the master schedule to meet in PLC's bi-weekly to discuss and plan strategies to implement in the classroom to expose students to the Texas College and Career Readiness Standards and TSI preparedness. "The ECHs students will enroll in core and elective courses that is an AVID institute. Professional development will be available for ISD faculty and staff. They would be invited to participate in AVID Professional Development activities throughout the year at UTPB".

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:

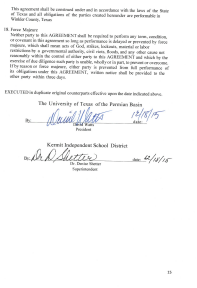
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers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

03/15/2016

(mm/dd/yyyy)

Letter of Support from District #1

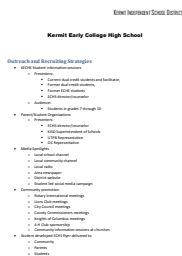


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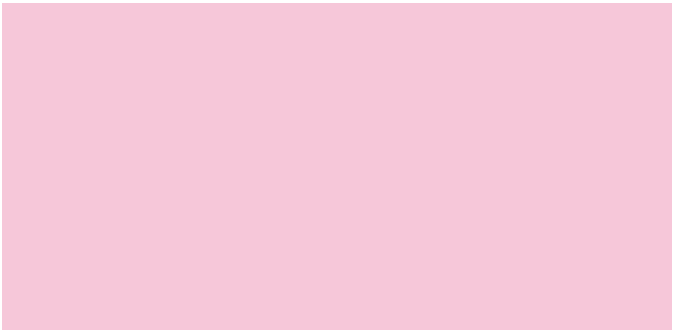
Status

☒ Final ☐ Draft

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

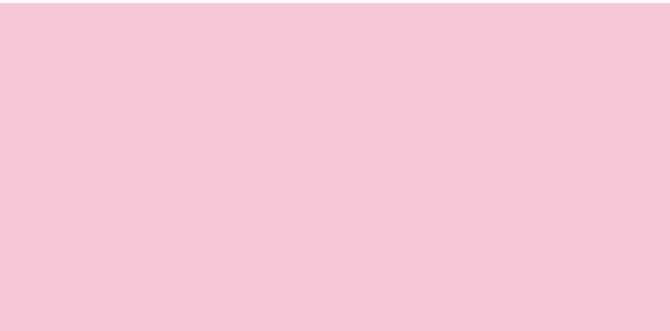
Application for Early College High School Designation

Kermit Early College High School - 207049296

Generate PDF of Application

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

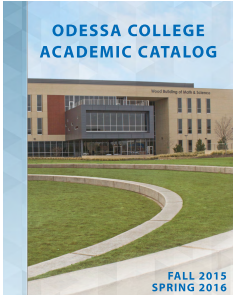
Letter of Support from District #3



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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:
03/15/2016
(mm/dd/yyyy)

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

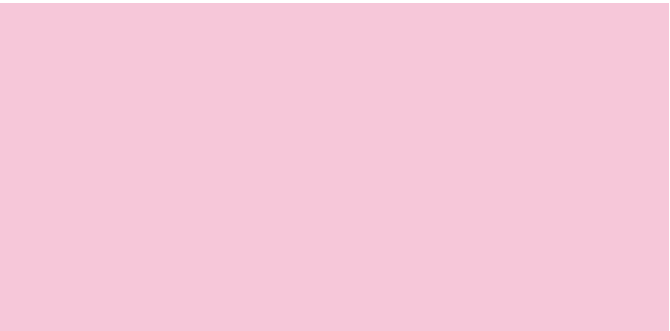
Letter of Support from IHE Partner #1



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