



Full Application for ECHS Designation

ECHS Academy: Three Rivers Early College High School

2017-2018

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Part 1: Provisions and Assurances

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.

1.1 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 students, and Hispanic students).
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.

1.2 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.

1.3 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 publicly available.

1.4 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 associate's 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 associate's 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.

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §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 associate's 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.
 - 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.
 - The ECHS shall report to TEA the dates the TSI is administered.
 - 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.

1.6 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;
 - 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.

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Three Rivers Early College High School

County District Campus Number:

149902101

County District Campus Number 2:

County District Campus Number 3:

This CDC number:

Is shared with a comprehensive campus

What is the 2016-2017 ECHS designation status of your campus?:

N/A: Not designated.

Mailing Address - Line 1:

351 S. School Road

Mailing Address - Line 2:

City:

Three Rivers

State:

Tx

Zip Code:

78071

2.2 School District

School District Name

Three Rivers ISD

Mailing Address - Line 1:

351S. School Road

Mailing Address - Line 2:

Mailing City:

ThreeRivers

State:

Tx

Mailing Zip Code:

78071

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name: Texas A&M University San Antonio	How many ECHS does this IHE partner with? 1	
Mailing Address - Line 1: One University Way	Mailing Address - Line 2:	
Mailing City: San Antonio	State: Tx	Mailing Zip Code: 78224

2.3.a Secondary Institution of Higher Education (IHE) Partner

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

2.3.b Additional Institution of Higher Education (IHE) Partner

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

2.4 Education Service Center Region

Education Service Center Region: 02

2.5 Person Completing this Application

Title: College and Career Advisor	
First Name: Judy	Last Name: Hudek
Phone: 361-786-3603	Email: jhudek@trisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Asst. Principal

First Name:

Haley

Phone:

3617863626 ext 300

Last Name:

Kopplin

Email:

hkopplin@trisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Mary

Phone:

361-786-3603

Last Name:

Springs

Email:

msprings@trisd.org

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Assistant Vice President of
Enrollment Management

First Name:

Eric

Last Name:

Cooper

Phone Number:

2107841353

Email:

eric.cooper@tamusa.edu

2.8.a Institution of Higher Education Liaison (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.8.b Institution of Higher Education Liaison (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

Vice President of Student Affairs

First Name:

Melissa

Last Name:

Mahan

Phone Number:

2107841371

Email:

melissa.mahan@tamusa.edu

2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

Part 3: Benchmarks

Benchmark 1 - Target Population

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, put 0 (zero).

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	0	0	0	0	0
2017-2018 projected enrollment	0	0	0	10	10	10	10	40

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 place a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to TEA in the spring.

Demographics	Percent of High School Students in District (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	60.37	0	0	60.37
At-Risk	39.94	0	0	39.94
LEP	2.8	0	0	2.8
White	40.6	0	0	40.6
Hispanic or Latino	58.6	0	0	58.6
Black or African-American	0.3	0	0	0.3
First Generation College-Goers	N/A	N/A	N/A	75
Other	0.3	0	0	0.3

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	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>
Black or African-American	<input checked="" type="checkbox"/>
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	

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.

Three Rivers Early College High School is a school wide model, thus all incoming 9th graders will be recruited and enrolled.
The recruitment process will include:

1. Identification and recruitment of all 8th grade students currently enrolled at Three Rivers Jr/Sr High School campus.
2. Three Rivers ISD is creating a link to the district website with ECHS requirements and information for admission.
3. The district administration will create and distribute informational resources including but not limited to: a brochure, a power point, Student Information Form, Student/ Parent Acknowledgement Form.
4. Informational sessions will be held for parents and students.
5. Informational sessions will be held for the district site based committee.
6. Individual student/ parent conferences will be held with the ECHS administrator to review grades and course status provided by the IHE.
7. Our incoming 9th grade cohort will be the first class in our ECHS. All incoming 9th graders will be enrolled regardless of their demographics, sub populations, GPAs, state assessment scores, and discipline history.
8. We will be hosting informational sessions for our students and parents about the benefits of ECHS, the options their children will have while attending TAMUSA, details concerning course sequence, and the deadlines to the student information process. In addition, our informational sessions will discuss our summer bridge program. We will also provide a recruitment night with our IHE partner TAMUSA, the enrollment specialist will present two sessions for our parents and students. Sessions will be in English, and translated to Spanish as needed.

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

In the planning process of developing the Three Rivers Early College High School, the planning committee attended the Freer ECHS Symposium. Such symposium described the building process and development of the Freer ECHS and IHE Texas A&M University-International. The symposium outlined best practices, needed resources, student, teacher and parent testimonials, scheduling development, and overall lessons learned from their experience. In addition, we toured the TAMIU campus, met with faculty and staff, visited classrooms and facilities, and further discussed the planning process based on the Freer ECHS. Because Freer High School and Three Rivers High School share many commonalities, we feel it will be appropriate to model our ECHS using Freer and TAMIU as an example.

We chose to explore a partnership with TAMUSA due to the location of the 2 campuses. The campus officials from TAMUSA are in agreement to positively impacting the TR ECHS by giving the Three Rivers students the opportunity to attend class on the TAMUSA campus and further developing the college experience for our high school students. With this, we are currently planning meetings, class schedules, curriculum, and college course tracks for our students. We are making campus visits and planning parent informational meetings for the Spring of 2017.

Each component of recruitment, enrollment and retention will be evaluated on a quarterly basis and adjustments will be made based on our data.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: New Campus

Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	3,5
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	4
Courses of study	2
Curriculum alignment	2
Instructional materials	3
Instructional calendar	5
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	3
Student enrollment and attendance policies	4
Provisions for discontinuing ECHS operation (see next section for details)	6
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught 	2,3

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	3
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	3
Procedures for collecting and sharing student and teacher data	2,3,6
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	4
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	4
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE 	1,2

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: New Campus

Benchmark 3: P-16 Leadership Initiative

P-16 Coordination & 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.

11/28/16

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

Title	Name
Superintendent	Dr. Mary Springs
Curriculum & Instruction or equivalent	Dr. Mary Springs
ECHS principal or director	Haley Kopplin
IHE President	Dr. Cynthia Teniente-Matson
IHE Provost	Steven G. Olswang, J.D., Ph.D.
Dean of college of Education	Dr. Debbie Vera
ECHS Liaison	TBD

What are the functions of the group? Briefly summarize the role each member plays in the ECHS, topics/issues the group has addressed, decisions it has made, and accomplishments it is most proud of.

The Three Rivers ECHS have currently met formally and informally to set-up the agreement to partner with TAMU-SA. We have discussed the draft of the Memorandum of Understanding details. Upon official approval of the MOU by both parties, will continue with the following planning process through Spring 2017.

*Recruitment activities will take place for the 2017 8th grade class.

*Planning meetings will be held with TAMUSA officials to further commit to class schedules, student acceptance and enrollment, student resources including books, technology, and tuition, and Three Rivers ECHS liaison assignment

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

In order to determine the most effective teachers be assigned to the ECHS teacher group, and in order to reduce staff turnover, the planning committee will determine the job responsibilities for such positions. After we determine the staff needs and responsibilities, we will discuss the available staff who could fit qualifications needed to inhabit the ECHS positions. Those staff members will be informed they are being considered to be a part of the ECHS teacher group. Furthermore, the staff members will have the opportunity to accept or decline the rolls outlined by the administrative committee. Upon approval of the teacher group, the teachers will be asked to sign a letter of commitment to the program in order to ensure minimal staff turnover.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: New Campus

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

The following endorsements offered by the TR ECHS will be as follows:

1. STEM
2. Business and Industry
3. Public Service
4. Arts and Humanities
5. Multidisciplinary Studies (3 Levels)

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

Because we are partnering with a 4 year university, students will only have the opportunity to obtain 42-60 semester credit hours prior to graduating from high school. Upon completion of such hours, students will have the opportunity to apply credit hours toward the chosen field of study.

Please indicate the Level I and Level II certificates that will be offered to students.

Because we are partnering with a 4 year university, students will only have the opportunity to obtain 42-60 semester credit hours prior to graduating from high school. Upon completion of such hours, students will have the opportunity to apply credit hours toward the chosen field of study.

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

The ECHS will monitor student's progress through the following:

1. Teacher meetings will be held quarterly to discuss students at risk of failing their courses. From the discussions, the tutorials will be set up to improve academic progress.
2. Usage of Data- DMAC and self created teacher assessments will be used to gauge student performance and be used as prescriptive tool for tutorials.
3. Coordinate meetings with university professors to discuss issues concerning student performance and implement an action plan to improve academic grades/ performance.
4. Meetings will be hosted for students and their families to discuss accommodations for students with special needs and provided with assistance through Three Rivers ISD and TAMUSA disability services.
5. Report card and progress reports will be used as a method of monitoring progress.
6. Parent conferences are held to discuss students who are at risk of failing and/or overall student performance.
7. Teachers will serve as advisors for students. Teachers will provide encouragement, positive feedback and motivation in case of academic concerns.
8. Students will have opportunities to provide feedback to the administrative committee on semester reflections.

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

The TR ECHS will provide academic support through the following:

1. Tutoring
2. TSI workshops
3. Summer TSI bridge program
4. Winter TSI bridge program
5. Differential instruction

Daily academic support will take place through interactions between students and the ECHS Liaison.

Within the classroom teachers will personalize learning improvements by providing differentiated instruction.

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

TR ECHS will provide social and emotional support to the students by providing:

1. Resources and discussion opportunities on the following topics: time management, stress management, cyber bullying, depression, stress, abuse in relationships, and organizational techniques.
2. Parent trainings will take place to address parental support regarding college requirements, post secondary readiness assessments, and time commitment.
3. Parents will be invited to attend TAMU-SA campus tours and visit with TAMU-SA staff to address further questions and concerns.
4. Counseling will be provided as needed to all students through Three Rivers ISD and TAMU-SA.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: New Campus

Benchmark 5: Academic Rigor and Readiness

Please list TSI administration dates provided during the past school year.

TBD

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

TBD

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

ECHS is a TSI assessment site

Please describe the ECHS's plan for TSI success, including 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.

Three Rivers High School is currently a testing site for administration of the TSI test. Therefore, we are able to easily work with our students to provide the TSI assessments as a group of students need to be assessed.

Three Rivers will administer the TSI exam to all incoming 9th graders. In conjunction with the test administration, students will take a practice TSI test. TSI preparation will be developed according to the results of the practice test.

Summer and Winter TSI bridge classes will take place. Upon completion of the initial TSI exam, students needing remediation will receive assistance through the Edgenuity online program in addition to teacher review. Three Rivers ISD will work in conjunction with TAMU SA to further develop TSI prep programs.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: New Campus

Benchmark 6: School Design

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

Not located on a college campus:
A converted/transformed, school-wide high school campus

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

ECHS student will attend all dual enrollment classes at the university. Our students will be bused to the TAMU-SA Campus on Tuesday and Thursday each week. Our IHE partner will schedule sessions to support our students in the library, computer center, writing center, recreational center etc. Thus, students will have access to all facilities, cultural facilities and sport facilities. Transportation arrangements will be provided for students needing additional time at TAMU-SA facilities.

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 duties and responsibility of the ECHS principal will serve as the instructional leader of the campus and provide adequate and necessary training to all campus teachers. The principal in collaboration with the school counselor will meet regularly with the TAMU-SA staff when planning and scheduling ECHS students into their courses. The principal will have open lines of communication with the university's recruitment office, as students in their high school begin to take courses geared toward their degree plan. The principal is responsible for creating the master schedule, the hiring of staff and is accountable for the budgetary needs of the ECHS, developing a projected five year budget plan. The principal and counselor are responsible for the recruitment of incoming 9th graders for every school year. The principal is also a key member of the TR ISD/ TAMU-SA advisory and is a community advocate for the school.

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.

Responsibilities of the IHE liaison:

- *Assisting with the application process and recruitment activities
 - *Works with TAMU-SA faculty and staff designated to provide instruction and support services for early college high school initiatives.
 - *Attend all TAMU-SA ECHS committee meetings.
 - *Working closely with high school principal and administrative staff by analyzing data and presenting it to the advisory committee.
 - *Assisting student affairs with summer bridge programs and other college related events.
 - *Assisting the school principal with the yearly designation application submitted to TEA
 - *Assisting the development of the TRISD/ TAMU-SA memorandum of understanding
 - *Attending conferences, workshops and study tours associated with early college high school and college readiness
- *The IHE liaison and other university administrators met with TRISD through conference calls, meetings at TAMU-SA, meetings at TRISD, parent nights, and ECHS conferences.

Is the IHE liaison working with other ECHS campuses?

No

Which statement best reflects the assignment of the ECHS teachers?

The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teaching only ECHS students in all core courses.

Please describe the ECHS's 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.

Professional development will focus on Three Rivers end of the year performance through data analysis with district goals in mind. In addition Three Rivers will also focus on the implementation of the Early College high School.

ECHS Professional Development will focus on the following to ensure the ECHS staff are fully prepared. This will include the following:

1. Advanced Placement and Pre-Advanced Placement Training for staff in core areas
English, Math, Science, Social Studies
2. Common Instructional Framework
Questioning, Scaffolding, Collaborative Group Work
3. TEA Blueprint Requirements Training:
Target Population, Partnership Agreement, Leadership Initiatives, Curriculum and Support and School Design)

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: New Campus

Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 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 2017 school year.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Draft	02/01/2017


ECHS recruitment and enrolment documents: Written policies, application and evaluation documents, etc.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A


ISD Letter of Support (District 1): The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

ISD Letter of Support (District 2): The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

ISD Letter of Support (District 3): The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

IHE Letter of Support (IHE 1): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

IHE Letter of Support (IHE 2): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)



Not submitted

N/A

IHE Letter of Support (IHE 3): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A

Other Supporting Document: The ECHS may upload one additional supporting document.

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A