



Full Application for ECHS Designation

**ECHS Academy: Estacado Early College High School
(Previously Designated)**

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:

Estacado Early College High School

County District Campus Number 2:

County District Campus Number:

152901021

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?:

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

1504 E. Itasca

Mailing Address - Line 2:

City:

Lubbock

State:

Tx

Zip Code:

79403

2.2 School District

School District Name

Lubbock ISD

Mailing Address - Line 1:

1628 19th Street

Mailing Address - Line 2:

Mailing City:

Lubbock

State:

Tx

Mailing Zip Code:

79401

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Texas Tech University	1	
Mailing Address - Line 1:	Mailing Address - Line 2:	
Box 41071		
Mailing City:	State:	Mailing Zip Code:
Lubbock	Tx	79409

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:	Mailing Zip Code:
	Tx	

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:	Mailing Zip Code:
	Tx	

2.4 Education Service Center Region

Education Service Center Region: 17

2.5 Person Completing this Application

Title:	
Associate Superintendent for Secondary Schools	
First Name:	Last Name:
Doyle	Vogler
Phone:	Email:
8062190080	dvogler@lubbockisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Estacado High School Principal

First Name:

Tanna

Phone:

8062191473

Last Name:

Rodriguez

Email:

tannarodriguez@lubbockisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Berhl

Phone:

8062190070

Last Name:

Robertson

Email:

brobertson@lubbockisd.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:

Vice Dean of College of Education

First Name:

Robin

Last Name:

Lock

Phone Number:

8068343976

Email:

robin.lock@ttu.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:

Dean of College of Education

First Name:

Scott

Last Name:

Ridley

Phone Number:

8068341431

Email:

scott.ridley@ttu.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	57	0	0	0	57
2017-2018 projected enrollment	0	0	0	70	57	0	0	127

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	52.86	0	0	75.44
At-Risk	43.2	0	0	52.63
LEP	3.17	0	0	0
White	25.34	0	0	1.75
Hispanic or Latino	55.98	0	0	47.37
Black or African-American	14.69	0	0	49.12
First Generation College-Goers	N/A	N/A	N/A	88
Other	4.59	0	0	1.75

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:	

Please describe the recruitment and enrollment processes and requirements used by the EECHS. 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.

In order to secure the broadest applicant pool possible, LISD and the Estacado Early College High School (EECHS) will recruit qualified eighth grade students at Dunbar College Preparatory School and all other LISD middle schools. This process will include:

- the creation of a EECHS link on the Lubbock ISD website that provides recruitment and admission information
- distribution of recruitment/admission packets to targeted middle school students in the school district
- meetings with middle school counselors to introduce and explain the concept of the Estacado EECHS
- student/parent meetings at LISD middle school campuses explaining the opportunities and commitment required for the EECHS
- presentation of recruitment and admission information in a bilingual mode
- a comprehensive application and review process that requires applicants to reduce to words their desire to participate in EECHS; their ability to problem solve and overcome difficult situations; their background and life experiences; and any other information that they feel would make them a good candidate for the program
- parent and student interviews

Recruitment and Communications Plan:

- A coordinated media and recruitment calendar will be developed for all organizations involved.
- All communications, including print, audio, and visual materials, will be presented in English and Spanish, or contain subtitles where appropriate.
- Parent letters will be sent home to explain and garner interest in EECHS.
- All 8th grade students will be invited to informational presentations.
- EECHS recruitment letters will be mailed to the homes of students identified as part of the targeted sub-populations.
- Presentations will be made at LISD middle schools for recruitment.
- Dual Credit students will be utilized to recruit other students.

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

A committee of leaders from both LISD and Texas Tech University crafted these policies after careful consideration of the need to attract students from a wide variety of backgrounds. Using the TEA ECHS Blueprint as a guide, the policies utilize a holistic model that accounts for the students' ethnicity, socioeconomic status, parents' education level, previous academic record, teacher recommendations, level of commitment, parents' level of commitment, and any hardships the student has faced. The partnership further benefits from lessons learned from our initial year of implementation.

It was very important to the committee that the focus be on students who would not otherwise have the opportunity to benefit from such a program. Recruitment efforts began very broadly with programs at LISD Middle School campuses and were followed up by targeted mailings to students who met the criteria given on the application. Counselors and teachers were encouraged to recommend application to students who they believe would benefit from the EECHS. The EECHS leadership found this strategy effective for recruiting the initial cohort.

For the second cohort, the model not only maintains the middle school presentations, counselor recruitment, and targeted mailings, but also incorporates presentations at local college fairs, one-on-one conversations with eighth grade students, discussions with those who have heard about the program through word of mouth or media, and recruitment by the eighth grade teachers and principals. Additionally, with the additional time for recruiting and enrollment, university partners will assist with personalized follow-up with interested students through phone calls, in-person visits, and application assistance.

The Associate Superintendent hosts an ongoing series of public meetings where he directly engages key members of the EECHS community and neighborhood. These meetings have served as an invaluable opportunity for highlighting the EECHS and garnering community support. This support, in turn, has led to successful recruitment efforts from the EECHS feeder pattern.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

The EECHS support personnel and governance teams developed unified academic and support calendars which document recruitment, application, and enrollment processes. EECHS support personnel led targeted recruitment through phone calls and in-home visits with at-risk students and their guardians. The application and rubric documentation were specifically designed to prevent admission committee members from utilizing disallowed criteria in admission decisions. These documents and related meeting agendas have been archived to verify compliance with criteria outlined in the ECHS Blueprint.

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	1,3,5,6
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	5
Courses of study	2
Curriculum alignment	3
Instructional materials	4
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: • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught	3,4

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	2
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	3
Procedures for collecting and sharing student and teacher data	4
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	2,4
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: • 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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

All of the items outlined in the Implementing section of the ECHS Blueprint are currently addressed through the ongoing EECHS governance structure. As the partnership is new and many of the logistical processes are still being solidified, verbiage addressing these points will be codified in a future iteration of the EECHS MOU.

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.

ECHS TTU Team Meeting: 08/29/2016; 09/05/2016; 09/12/2016; 09/19/2016; 09/26/2016; 10/03/2016; 10/10/2016; 10/17/2016; 10/31/2016; ECHS Curriculum Committee: 07/12/2016; 07/19/2016; 08/26/2016; 09/12/2106 ECHS Campus Committee: 08/01/2016; 09/12/2016; 09/26/2016; 10/10/2016; 10/24/2016; 11/14/2016; 11/28/2016 ECHS District Committee: 08/01/2016; 08/29/2016; 09/19/2016; 10/03/2016; 11/07/2016 ECHS Executive Committee: 05/25/2016; 11/11/2016

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. Berhl Robertson, Jr.
Curriculum & Instruction or equivalent	Dr. Dorthery West
ECHS principal or director	Tanna Rodriguez
IHE President	Dr. Lawrence Schovanec
IHE Provost	Dr. Michael Galyean
Dean of college of Education	Dr. Scott Ridley
ECHS Liaison	Dr. Robin Lock
LISD AVID Coordinator	Dr. Beverly Finch
Deputy Superintendent for Academic Services	Dr. Theresa Williams
Associate Superintendent for Secondary Schools	Doyle Vogler
TTU Research Associate	Levi Johnson
TTU Research Associate	Sherida Hibbard

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

This group of Lubbock ISD and Texas Tech University Administrators collaboratively created the articulation agreement or MOU. The organizations worked together to insure that the agreement addresses the critical support efforts that the students will need to be successful in the EECHS.

The group determined that an emphasis would be placed upon the common instructional framework (CIF) and AVID strategies. It was decided that all Estacado HS Teachers and support staff would be trained on the use of the CIF and AVID strategies. Due to high teacher turnover late in the summer, the goal of having all core subject area teachers trained was not met. However, plans are in place to prevent this lapse in training in the future. Texas Tech administration is working closely with Lubbock ISD administration to formulate a series of personal and professional development opportunities for current and future instructors at EECHS.

The sequence of courses was discussed and planned with the intention that all of students' dual credit course work through Texas Tech would transfer to any state supported university in Texas. Therefore, a coherent sequence of courses has been developed for grades 9 - 12 with of the opportunity for up to 60 dual credit hours.

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

Lubbock ISD and TTU continue to discuss how to increase the number of teachers qualified to teach dual credit. The discussions have ranged from offering differentiated pay to paying the tuition for teachers to earn advanced degrees and/or college hours. At this time, classes are taught by Texas Tech faculty with a Lubbock ISD instructor present during the instruction. Using this model, the LISD instructor can supplement and build upon the college level instruction during the days in which the TTU personnel are not present on campus. The instructors work closely together to plan and streamline their teaching so that all requirements, both high school and college, are being met. We will continue to refine this model with the LISD Human Resources Office, the LISD Superintendent, and TTU.

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: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

Staff from TTU and LISD meet weekly to discuss the changing needs and/or supports of the ECHS students and/or staff. The members included in the meetings are the following: Deputy Superintendent, Associate Superintendent, Assistant Superintendent for C & I, Director of ECHS, ECHS Liaison, and TTU Research Associates.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

All of the endorsements are offered to all of our high school students in Lubbock ISD based upon the course offering guide to be released in January.

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

While Texas Tech does not grant Associates Degrees to students who complete the recommended coursework, students will have the opportunity to complete up to sixty (60) hours of college credit that is transferrable to any public state institution. If students successfully complete all of the recommended coursework, they will be core complete upon entry into any public four year institution in Texas.

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

EECHS will not offer Level 1 or Level 2 certificates.

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

The dual credit support coaches will prepare bi-weekly reports containing incremental HS and TTU grades for each student and submit to the EECHS Director and Campus-Level Governance Committee for review. Because the dual credit success coaches will be fully embedded in the dual credit courses, they will be well positioned to provide nimble monitoring and support. While the EECHS Director will have primary responsibility for monitoring student performance and guiding responsive supports in the day-to-day operations, larger-scale supports will be designed with input from all levels of the governance structure.

At the end of each six week period, the EECHS support team will compile progress reports for each student which will be preserved in the individual students' files. These reports will serve as a prompt for program mentoring and support efforts. They will also inform the production of aggregated reports for governance review.

We realize the importance of supporting the students as they move through the sequence of courses. Therefore, EECHS professional learning communities (PLC) will be scheduled daily in the master schedule. During the PLC, individual student data files will be reviewed, and student success plans will be refined in consultation with the EECHS Director and dual credit success coaches.

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

The EECHS will introduce incoming students to the increased rigor and demands of the ECHS coursework during a summer bridge hosted by the EECHS Director and dual credit support coaches. The bridge will feature diagnostic activities to support the development of individualized instruction plans to be utilized in personalizing future academic supports. Students will be required to participate in incremental student performance conferences which will serve as opportunities to update and further personalize their learning environments.

While EECHS staff and dual credit support coaches will all provide ad-hoc support, the following "standard" times will be scheduled for delivering social and emotional supports as well as TSI and traditional academic tutoring.

I. AEC (Academic Enrichment Center), once per week

- Time: After-school
- Description: Students receive tutoring from Texas Tech tutors, participate in study groups, or use technology to complete dual credit assignments in a controlled environment.

II. Lunch Meeting, once per week

- Time: A, B and C Lunch
- Description: Students receive individualized instruction on their core coursework and dual credit classes, as needed.

III. Saturday Extended Learning Program (SELP), four times per semester

- Time: 8:00 am- 12:00 pm
- Description: Students receive targeted instruction and specific interventions focused on TSI success.

IV. AVID Elective, twice per week

- Time: 50 min class session
- Description: Students participate in structured tutoring and supplemental instruction focused on TSI success.

V. Morning tutorials, twice per week

- Time: Before school
- Description: Students receive tutoring from Texas Tech tutors, participate in study groups, or use technology to complete dual credit assignments in a controlled environment.

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

In addition to the academic supports outlined in other sections, the EECHS will provide social and emotional support through established mechanisms at both Texas Tech University and Lubbock ISD. Relevant departments and programs are listed below.

Texas Tech University

1. Division of Institutional Diversity, Equity & Community Engagement
2. Mentor Tech
3. Office of Community Engagement
4. Upward Bound
5. Institute for the Development and Enrichment of Advanced Learners
6. University Advising
7. University Career Center
8. Office of the Dean of Students

Lubbock ISD

1. EECHS counseling staff
2. AVID
3. Advanced Academics
4. Testing Support
5. Counseling & College/Career Readiness
6. Student & School Support

In addition to formal, targeted mentoring from EECHS support staff, students will connect with TTU student organizations during summer bridge and academic year activities hosted on the TTU main campus. These student organizations will expose EECHS students to groups of university students with similar demographic and economic backgrounds who have successfully navigated their academic careers into four-year degree 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: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

In the coming year, the EECHS governance and support teams will focus on implementation fidelity. In our first year, a wide range of efforts were piloted and refined, and we are now positioned to formalize these efforts and our documentation. There have also been a series of staffing and job duty changes which will ensure that support roles are clearly articulated which will further aid in progressing beyond Initiating for this benchmark.

Benchmark 5: Academic Rigor and Readiness

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

6/2015, 8/2015, 11/2015, 3/2016, 4/2016, 5/2016, 6/2016

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

10/12/16, 11/15/2016, 12/9/16, 1/10/17, 2/21/17, 4/6/17, 5/16/17

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.

The EECHS will provide an intense TSI diagnostic and preparation program as a part of a summer bridge for incoming freshman and rising sophomores who have not already achieved TSI success. The individualized instruction plans will articulate supports to be provided throughout the academic year. While EECHS staff and dual credit support coaches will all provide ad-hoc support, the following "standard" times will be scheduled for delivering social and emotional supports as well as TSI and traditional academic tutoring.

- I. AEC (Academic Enrichment Center), once per week
 - Time: After-school
 - Description: Students receive tutoring from Texas Tech tutors, participate in study groups, or use technology to complete dual credit assignments in a controlled environment.
- II. Lunch Meeting, once per week
 - Time: A, B and C Lunch
 - Description: Students receive individualized instruction on their core coursework and dual credit classes, as needed.
- III. Saturday Extended Learning Program (SELP), four times per semester
 - Time: 8:00 am- 12:00 pm
 - Description: Students receive targeted instruction and specific interventions focused on TSI success.
- IV. AVID Elective, twice per week
 - Time: 50 min class session
 - Description: Students participate in structured tutoring and supplemental instruction focused on TSI success.
- V. Morning tutorials, twice per week
 - Time: Before school
 - Description: Students receive tutoring from Texas Tech tutors, participate in study groups, or use technology to complete dual credit assignments in a controlled environment.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

EECHS meets the criteria for an implementing campus based upon the on-going opportunities that students have for additional academic support after-school, on Saturdays, and during their AVID class time. Incoming students participated in a summer bridge program that introduced them to the TSI test, as well as skills that they need to be successful ECHS students. Going forward, a diagnostic test will be administered to students during or prior to the summer bridge program to gauge their level of preparation and knowledge.

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."

IHE academic and support facilities will be made available to EECHS students in a number of different ways. The students' first exposure to the Texas Tech Campus as an EECHS student will be during the Summer Bridge program. The Summer Bridge will serve primarily to prepare students for the academic rigor that comes with the Early College High School programming. They will be given introductions to AVID strategies as well as directed instruction on the TSI. Students who successfully complete the instructional component of the Summer Bridge will be given the opportunity to experience a taste of what campus life is like at Texas Tech.

Additionally, students will have a minimum of six structured visits on the Texas Tech campus each year that they remain in the program. Visits will consist of a variety of activities focused on celebrating their achievements, honing their academic skills, introducing them to campus offerings, and supplementing their instruction with additional academic programs. Through these visits, we hope to create a seamless pipeline from high school to college.

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.

Mrs. Wilbanks, the campus principal, will provide support and instructional expertise to the EECHS initiative, but the majority of responsibility will be handled by the EECHS Director, Tanna Rodriguez. She will work in collaboration with Mrs. Wilbanks and Mr. Chambers, Associate Principal, to: Hire highly qualified staff, create a master schedule which is conducive to the ECHS student needs, and budget for all of the ECHS processes and needs. Due to EECHS being housed on the high school campus, there will not be a campus level administrator assigned solely to the EECHS at this time. However, Mrs. Rodriguez will focus her time and attention on support the daily needs of the program and students. She has the full support of campus administration to handle all matters as they arise. Additionally, a team of Texas Tech employees will work closely with Mrs. Rodriguez and campus level administration and staff to provide support and assistance as needed.

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.

In collaboration with LISD leadership, the Vice Dean of the College of Education, Dr. Robin Lock, who serves as the ECHS Liaison will be working side-by-side with Mrs. Rodriguez to make decisions on behalf of TTU and LISD on a daily and weekly basis. Both Dr. Lock and Mrs. Rodriguez will collaborate with the appropriate deans and associate deans to recruit, hire, train and evaluate TTU dual credit instructors. Representatives from TTU and LISD will meet weekly, bi-weekly, monthly and quarterly to evaluate instructional and programmatic activities; identify problems, issues and challenges that arise; and make recommendations regarding more effective coordination and collaboration.

Is the IHE liaison working with other ECHS campuses?

No ☒

Which statement best reflects the assignment of the ECHS teachers?

The plan is to have as many as possible highly qualified teachers at Estacado ECHS teaching all of the dual credit courses. However, until we build the program numbers to sustain teachers only teaching ECHS dual credit students, we will continue to do a hybrid model of using Texas Tech staff as well as Lubbock ISD staff. Therefore, teachers who are employed by LISD as full-time teachers will have section(s) of only ECHS students and sections of non-ECHS students. However, if a TTU professor is teaching a section(s) of dual credit course(s), then they will only teach ECHS students.

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 learning and development is a non-negotiable practice. In LISD, professional development (PD) is a comprehensive and strategic approach to increase content knowledge, educator effectiveness and positive results for students. We believe that professional development is the key to a successful educational system. Professional development fosters collective responsibility for improved student outcomes and is intentional, explicit and focused on the needs and goals of LISD. The core of our professional development is dedicated to the following:

- Literacy across all content areas and grade levels (This is a priority area at the Estacado HS feeder system. There are literacy coaches at the elementary schools and the middle school that feeds into Estacado HS).
- Numeracy across all grade levels (there is a math coach in the middle school and at Estacado HS to support the math teachers)
- Technology Integration
- In addition to these practices at the Early College we will also incorporate scheduled, comprehensive, frequent, and ongoing collaboration between the teachers and the university instructor, Early College High School PLC, Lubbock ISD Instructional Core, and AVID.

Texas Tech University and Lubbock ISD will continue to support all PD efforts to enhance the effectiveness of the EECHS staff. We understand the importance for our ECHS staff to be stellar teachers and unwavering advocates for our EECHS students. Texas Tech University is committed to providing any necessary PD and/or resources to enhance the teacher effectiveness.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

EECHS meets the criteria for an implementing campus based upon the smaller learning community within the school, strategic staffing initiatives, and master scheduling that allows all EECHS students to be in EECHS specific courses. Currently, the principal, Angelica Wilbanks, and the ECHS director, Tanna Rodriguez, have scheduling, hiring and budget autonomy. The ECHS will provide on-going, comprehensive, and strategic PD for staff based on data and student need.

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		N/A

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		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)
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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