



Full Application for ECHS Designation

ECHS Academy: Slaton 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:

Slaton High School

County District Campus Number 2:**County District Campus Number:**

152903001

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:

105 N 20th

Mailing Address - Line 2:**City:**

Slaton

State:

Tx

Zip Code:

79364

2.2 School District

School District Name

Slaton ISD

Mailing Address - Line 1:

140 E. Panhandle

Mailing Address - Line 2:**Mailing City:**

Slaton

State:

Tx

Mailing Zip Code:

79364

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?	
University of Texas of the Permian Basin	2	
Mailing Address - Line 1:	Mailing Address - Line 2:	
4901 E. University		
Mailing City:	State:	Mailing Zip Code:
Odessa	Tx	79762

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

Partner Name:	How many ECHS does this IHE partner with?	
Texas State Technical College	1	
Mailing Address - Line 1:	Mailing Address - Line 2:	
300 Homer K Taylor Dr		
Mailing City:	State:	Mailing Zip Code:
Sweetwater	Tx	79556

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:	
Assistant Superintendent	
First Name:	Last Name:
Christopher	Smith
Phone:	Email:
806-828-6591	cjsmith@slatonisd.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Assistant Superintendent

First Name:

Chris

Last Name:

Smith

Phone:

806-828-6591

Email:

cjsmith@slatonisd.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Julee

Last Name:

Becker

Phone:

806-828-6591

Email:

jbecker@slatonisd.net

2.7.a Superintendent (District 2)

Title:

First Name:

Last Name:

Phone:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Last Name:

Phone:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Senior Program Coordinator for ECHS

First Name:

Lillian

Last Name:

Porter

Phone Number:

432)552-3103

Email:

porter_l@utpb.edu

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

Title:

Vice President of Student Learning

First Name:

Marina

Last Name:

Wilcox

Phone Number:

325-235-7316

Email:

marina.wilcox@tstc.edu

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:

President of University of Texas of
the Permian Basin

First Name:

David

Last Name:

Watts

Phone Number:

432-528-4981

Email:

watts_d@utpb.edu

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

Title:

Vice President of Student Learning

First Name:

Marina

Last Name:

Wilcox

Phone Number:

325-235-7316

Email:

marina.wilcox@tstc.edu

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	37	33	17	26	113
2017-2018 projected enrollment	0	0	0	45	37	33	17	132

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	75	0	0	54
At-Risk	48	0	0	15
LEP	4	0	0	2
White	19	0	0	15
Hispanic or Latino	75	0	0	61
Black or African-American	5	0	0	5
First Generation College-Goers	N/A	N/A	N/A	89
Other	1	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	☒
Hispanic or Latino	☒
Black or African-American	☒
Economically Disadvantaged	☒
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.

Slaton Independent School District is committed to providing the academic opportunities made available to our students throughout the entire district. Slaton Independent School District has presented the Early College High School concept to the community at various locations including school board meetings, district executive committee meetings, college and career nights on secondary campuses and presented for discussion in local newspapers and media. These meetings have served as informative and exploratory opportunities for our community stakeholders. All students and parents will be invited to informational and recruitment meetings throughout the fall and spring. Those families that are interested in will be invited to application assistance and guidance meetings in which we will assist families in completing the applications. The actual application process will include a three step process. First, applicants must complete an application establishing each students qualifications, specifically free or reduced lunch status, and parents educational level. Information requested is required in accordance with the Public Education Information Management System (PEIMS) and federal regulations. The application will then include three scenario type open ended essay type questions regarding experiences and life goals. In addition, each applicant will be asked to compose a one page essay describing themselves, their goals, influential persons, or other relevant facts. In addition to the student application, each applicant will select two teachers to provide recommendations. Once this application is completed a committee of stakeholders including administration, teachers, counselors, parents, and university partners will evaluate the applications and rate the candidates on a provided rubric. In accordance with recommendations established by the application committee, the stakeholder committee will then meet to evaluate each application and determine eligibility. Slaton ISD is proud to commit to acceptance of any applicant determined qualified for the program. At this time, there is a plan to cap enrollment as our current PTR can provide for small group support. As referenced earlier, Slaton ISD serves a population that is considered under represented in colleges across the county. The recruitment of students in our district will undoubtedly focus these sub populations as it is the very composition of our district.

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

In order to establish a fair and performance blind application process, regular meetings with stakeholders were held. Program overview meetings and planning meetings were held with Slaton ISD school board members, campus leadership teams, teachers, parents, students, and community partners. This process yielded an approach to active recruitment, beginning in 6th grade. In order to maximize the potential for student success the district has established a research based skill and progress developing system called the College Pathway by College Board. This will help us develop students capacity on college type curriculum and assessment. These assessments will ONLY be used to help drive enrichment and intervention on college skills, which will develop as students progress through the system. All students and parents will be invited to informational and recruitment meetings throughout the fall and spring. Those families that are interested in will be invited to application assistance and guidance meetings in which we will assist families in completing the applications. The actual application process will include a three step process. First, applicants must complete an application establishing each students qualifications, specifically free or reduced lunch status, and parents educational level. Information requested is required in accordance with the Public Education Information Management System (PEIMS) and federal regulations. The application will then include three scenario type open ended essay type questions regarding experiences and life goals. In addition, each applicant will be asked to compose a one page essay describing themselves, their goals, influential persons, or other relevant facts. In addition to the student application, each applicant will select two teachers to provide recommendations. Once this application is completed a committee of stakeholders including administration, teachers, counselors, parents, and university partners will evaluate the applications and rate the candidates on a provided rubric. In accordance with recommendations established by the application committee, the stakeholder committee will then meet to evaluation each application and determine eligibility. Slaton ISD is proud to commit to acceptance of any applicant determined qualified for the program. At this time, there is a plan to cap enrollment as our current PTR can provide for small group support. This process was developed over several meetings with the groups mentioned earlier. It was designed to provide fair and equal treatment to all applicants without utilization of formative assessment data. Each year this committee will review the effectiveness of the process and make changes as necessary.

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 Slaton ISD Early College High School program is one that is attempting to lead social change in our community. The recruitment team works with school administration and the college and career coordinator to identify students and families that could be interested in the program. This recruitment component has even expanded this past year as we now have a partnership with a technical school that has helped us offer technical certificates and strands dealing with industry and career certifications. TSI compliance is not a component of these registration requirements so it has opened up the opportunities for our students to participate in. The population of Slaton is comprised of traditional blue collar workers and does not have a large number of college graduate residents. As a result, we are able to recruit first generation college goers and under represented populations into our program. We will include the Slaton ECHS application and recruiting documents to this application renewal for review. We hold quarterly meetings to review practices and improve the processes that are used in our district.

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	9
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	5
Courses of study	7
Curriculum alignment	7
Instructional materials	7,11
Instructional calendar	11-12
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	2
Student enrollment and attendance policies	1-3
Provisions for discontinuing ECHS operation (see next section for details)	12-13
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	1

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	2-4
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2
Procedures for collecting and sharing student and teacher data	3
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	2
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	4-5,7
Provisions for implementing program improvements based on the collection and review of the following data: • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE	4-5

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)

Slaton ISD and the University of Texas of the Permian Basin have established a strong and collaborative relationship. This relationship has created a scenario where students can be supported and successful. There have been resources made available to Slaton ISD by UTPB including the following. TSI testing site with credits for testing students, ACT/SAT study workshops for our students to improve scores on college entrance exams. Established, yet flexible grading calendars and strong curricular alignment. In addition to these key components, UTPB has provided Slaton ISD with Instructional materials and even supported our enrollment with grants that have paid for tuition and fees for Slaton ISD students. This relationship is ongoing and collaborative. In addition to our relationship with UTPB, Slaton ISD has partnered with Texas State Technical College in order to offer technical school programming and training to our students that are interested in a technical program or have not met minimum TSI requirements for UTPB courses. TSTC has created a partnership where we support each other and the rate for the courses that our students participate in is very affordable for our district. This partnership is in its first year and continues to develop and improve. Meetings are held regularly and continued development is expected.

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.

07/15/15, 9/19/15, 12/9/15, 3/29/16, 5/18/16, 07/19/16, 9/6/16, 10/17/16

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	Julee Becker
Curriculum & Instruction or equivalent	Chris Smith
ECHS principal or director	Shaye Murphy
IHE President	David Watts
IHE Provost	Dan Heimmermann
Dean of college of Education	Frank Hernandez
ECHS Liaison	Ray Lascano

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 leadership team has collaborated on multiple occasions to discuss the design, and operational protocols for the Early College High School in place in Slaton Independent School District. A very tight and concise collaboration has been established between the cooperating entities. Over the past three years, this relationship has blossomed into a collaborative initiative to grow and improve the ECHS partnership between Slaton ISD with UTPB. It has been UTPB's guidance and support that has helped us increase our enrollment and partnerships to include TSTC.

This group has met regularly to plan and develop the policies and support structures required to maintain and expand a successful model of the Early College High School. Together, this leadership team has created a mutually beneficial Memorandum of Understanding, which will allow Slaton ISD to sustain its implementation model through a financial

commitment voted on by the Slaton ISD school board. The University of Texas Permian Basin has also established positive financial supports and affordable options which allow for the successful expansion of the program. The leadership of each institution has established a strong commitment to the success of this program. The roles for each individual on the team are outlined as follows. Julee Becker, superintendent of Slaton ISD, and Chris Smith, assistant superintendent of Slaton ISD, serve as institutional policy developers and district level representatives with curricular and fiscal authority. Shaye Murphy, ECHS principal, and Chris Smith serve as the recruitment and campus implementation specialists. This tandem communicates directly with UTPB personnel to ensure successful recruitment and implementation in our district. Dr. Watts and Dan Heimmermann serve as the institutional policy developers and university level representatives with curricular and fiscal authority. Frank Hernandez and Ray Lascano serve as coordinators and liaison between UTPB and Slaton ECHS. Together, this group has worked to develop long term sustainability and establish support for the Critical Success Factors that students from our demographic benefit from. This group has collaborated to establish a challenging and rigorous curriculum established by the university and the school district. This curriculum meets the required college standards, while incorporating the TEKS students will need for success on required standardized exams. This team meets regularly and collectively to evaluate appropriate data, remove obstacles, and improve sustainability. There are several components that this team can take pride in, however one of the most impressive is the establishment of an agreement that allows for sustainability for the program. The commitment by both institutions is exciting and positive.

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

Slaton ISD is proud to reaffirm the commitment to the ECHS concept. Slaton ISD has committed district resources to maintain a low student teacher ratio. Slaton ISD has also established an ongoing professional development model for teachers called the Teacher Advancement Program (TAP). This program provides teachers with an ever present support structure coupled with training on best practices in education. Slaton ISD has also committed to supplemental funding for highly qualified teachers who work with ECHS students in order to improve their potential for success in the program. In addition to ongoing training and support, Slaton ISD is offering more opportunity for support teachers according to content specialization, to work with ECHS students. This allows for support for the student and support for the teacher/facilitator in the ECHS program.

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)

Slaton ISD and UTPB have a strong and collaborative relationship established from high ranking leadership positions that have the support and authority to create and support policy. This group meets regularly and has established an organizational chart that is used for the good of the program. There are reviews that take place with this team based on student and ECHS committee meeting recommendations and notes. The MOU is reviewed each year and suggestions and changes are recommended by both the IHE and the School District.

Benchmark 4: Curriculum and Support**Benchmark 4: Course Crosswalk**[View Uploaded Document](#)**Please indicate the endorsements that will be offered to students.**

In response to House Bill 5, Slaton ISD is committed to offering endorsements in each of the five areas. Slaton ISD will offer STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies. I have listed the courses currently available in Slaton ISD, whether taught on campus or dual credit via ITV.

STEM Endorsement

Science, Technology, Engineering, Advanced Math & Health Science

Courses for STEM Endorsement

Science –Physics, AP Physics I, II, Physics I, Environmental Systems, Biology AP, Chemistry AP, Anatomy & Physiology, Forensic Science

Mathematics –Algebra II, Algebra II Pre-AP, Pre-Calculus, Calculus AB, Calculus BC, Independent Study Mathematics College Algebra,

Business and Industry Endorsement

Database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, and agricultural science

Courses for Business & Industry Endorsement

Agriculture, Food and Natural Resources–Principles of Agriculture Food and Natural Resources, Agribusiness Equine Science, Food Technology and Safety, Landscape Design and Turf Grass Management, Horticulture Science, Interior Design. Business Management and Administration – Business Information Management I, II,

Courses for Public Service Endorsement

Education & Training– Principles of Education and Training, Child Development, Government and Public Administration– Human Services–Principles of Human Services, Child Development, Dollars and Sense, Interior Design, Fashion Design, Advanced Fashion Design, Lifetime Nutrition and Wellness, Culinary Arts,

Courses for Arts and Humanities Endorsement

Social Studies–Psychology, Sociology, World Geography Studies, World History Studies, World History Studies AP, United States History, United States History AP, Government, Government AP, Economics, Economics AP.

Spanish I, Spanish II, Spanish III, Spanish IV.

Courses for Multidisciplinary Endorsement

Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence; or

Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics; or

Four advanced placement courses to include one credit in each of the four foundation subjects.

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

Slaton ISD Early College High School students will be given an opportunity to earn up to 60 hours towards their baccalaureate degree. Slaton ISD has partnered with TSTC; therefore, students who are enrolled in the ECHS program will be given an opportunity to work towards earning a certification or license.

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

Level I certifications offered to students are as follows:

- Micro-Soft
- OSHA
- Culinary Serv Safe

Level II certification offered to students are as follows:

- Welding
- Electrical
- HVAC
- Cosmetology

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

Student progress will be monitored on an ongoing basis. Slaton ISD leadership and instructional staff along with UTPB faculty and staff will utilize a team approach to monitor student progress, make decisions regarding student progression through the ECHS program, analyze and dis-aggregate student data, and offer ongoing communication with parents and/or guardians. Facilitators will provide daily anecdotal notes, progress reports, contact parents via email or telephone, and also visit UTPB during scheduled student visits. The ECHS principal or school counselor will meet one-on-one with students and parents to generate a graduation plan that meets House Bill 5 requirements as well as provide the opportunity for students to earn up to 60 hours toward college credit. Students will take courses that align with Texas Common Core college courses through UTPB. Slaton ISD leadership and instructional staff will personalize the learning environment for each student based on their individual academic, social, and emotional needs. UTPB faculty will provide grades to Slaton ISD every three weeks. Slaton ISD leadership and instructional staff will meet to discuss student needs/progress and will meet with UTPB faculty and staff as needed to set in place strategies to support and address student needs. In addition, parents will be given the opportunity to participate in educational planning and conferences. Student grades will be made accessible through an online grade reporting system. All students will receive counseling from a dedicated school counselor. In addition, UTPB advisors will assist students with developing a degree plan.

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

Students will receive Individual Graduation Plans that will be instrumental in personalizing the learning environment. Each student will have a graduation plan that focuses on all of the endorsements. Slaton ISD offers; which coincide with the TEA graduation requirements. Also, the graduation plan will be the student's articulated Individual Education Plan (IEP) for college readiness and career preparedness with the focus on completing up to 60 hours of college level course work.

Slaton ISD leadership will conduct scheduled parent meetings to make parents aware of the ECHS goal and objectives. Frequent parent student conferences will also be a major method of communication. The conferences will provide ongoing feedback to parents concerning student success and outcomes. UTPB faculty will provide grade reports every three weeks; which will be provided to parents. Students will be given an opportunity to participate in tutorials and also receive academic support from the Student Success Center, a service provided by UTPB.

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

Slaton ISD is committed to providing a strong support system for students and their families. A supportive schedule will be implemented to provide students with maximum potential for success. Opportunities for students to collaborate, when appropriate, with other students and instructional staff will be provided each day. Slaton ISD will employ a full-time ECHS counselor. The school counselor along with UTPB staff will communicate via email, telephone conferences, Skype, and face-to-face to discuss and plan strategies to address student progress. The counselor along with the ECHS principal will schedule regular parent meetings, participate in parent teacher conferences when needed, and also provide counseling and support to student who may have an emotional or social need. Through college prep and counseling, students will be given the necessary tools to accomplish rigorous college level course work; strategies include, managing stress, controlling impulses, self-motivation, and setting and working toward personal goals. Slaton ISD ECHS instructional staff will receive ongoing support and staff development in college prep strategies through The University of Texas of the Permian Basin School of Education. The Dean of the School of Education will play an integral role in the development and implementation of the college prep program.

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)

Slaton ECHS works very diligently to provide our students with the best possible experience in college and high school. By working with the IHS and regular high school. Students are supported with with regular meetings with ECHS facilitators regarding their course work and work with the ECHS counselor in order to schedule their HS and college courses. In addition, meeting with UTPB and TSTC counselors offers students and their families and opportunity to develop an academic plan is accurate and efficient. The Slaton ECHS additional support hours occur on Thursday evenings and Sunday afternoons. Students are allowed to come and work on projects or assignments with the support of the facilitators and content area specialists that assist students. The ECHS parent and community advisory panel meet to discuss and establish supports for students as they work through the college and career crosswalks. This support takes them through gen ed regular courses and dual credit courses. There are multiple opportunities for parents to interact with ECHS facilitators, counselor, and principal. In addition, Slaton ISD and UTPB offer mentors periodically through out the semester.

Benchmark 5: Academic Rigor and Readiness

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

1/11/16, 1/12/16, 1/16/16, 3/11/16, 3/12/16, 5/23-5/25, 6/6-6/8, 6/13-6/15

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

Multiple, Ongoing, 1/6/17, 1/14/17, 3/11/17, 3/13/17, 5/22-5/24, 6/5-6/7, 6/12-6/14

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

IHE administers the TSI

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.

Students do not have to be TSI compliant to participate in the Early College High School program.

In order to prepare students for the ECHS program, TSI objectives will be integrated into the 7th and 8th grade curriculum to maximize TSI readiness for all students. Slaton ISD teachers are well-versed in college readiness standards and will be required to embed College Readiness Standards into curriculum and instruction. Students who are accepted into the ECHS program will receive ongoing TSI test prep and support. Students will receive instruction in the area of college level writing at the ELA level. Prior to the end of the student's eighth grade school year, students will be given the opportunity to begin taking the TSI assessment. Students who do not successfully meet TSI requirements in the areas of Reading and Writing will be given the opportunity to participate in a two week Summer Bridge Camp at UTPB. Slaton ISD leadership and UTPB staff will meet prior to the end of the spring 2017 semester to establish the goals and outcomes of Summer Bridge. During Summer Bridge, highly-qualified UTPB faculty will provide intensive targeted instruction to address deficiencies in Reading, Writing, and Math. UTPB faculty are experienced with bridging secondary school academic standards with college rigor. Periodic TSI testing will be conducted during spring 2017 semester. UTPB has sanctioned Slaton ISD as an authorized testing site. All costs associated with the TSI testing assessment is 100% funded by UTPB with no incurred costs to the district or students. Slaton ISD has also incorporated a TSI prep course within the schedule of ECHS students. This allows for them to develop skills and knowledge that will prepare them for the TSI. In addition, Slaton ISD has worked with UTPB to begin the facilitation for Test prep seminars, which is primarily focused on ACT, however this can support student performance on the TSI.

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 TSI is an area where Slaton ISD has developed a very strong testing plan and regimen.. Preparation for this exam is emphasized by including the college and career readiness standards at every level beginning at grade 5. While these students have not reached a testable grade yet, we are confident that we will see scores impacted in a positive manner. In regards to current students. Slaton ISD has implemented a testing program at JH. 8th grade students are introduced to the exam in the fall semester after participating in a prep course with our college and career coordinator. Students who do not pass then placed in small group intervention groups. The success of our students has been significant for our district. We offer multiple opportunities including individualized scheduling if necessary. The number of students who have passed the TSI in our school has greatly increased as a result of the emphasis on the college and career readiness standards.

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 students will make a minimum of six visits to UTPB during the academic school year. While on the campus of UTPB, students will have access to all student related services; such as, the library resource center, Student Success Center, Student Activity Center, Pass Office, Office of the Registrar, Financial Aid Department, and Office of Admissions. In addition, while on campus student eat in the dining facility located on campus. Students are exposed to the campus culture by interacting with college students, professors, and representatives. Students are allowed to participate in utilization of the sports facilities when time allows. Each visit is a immersion opportunity that students are allowed to participate in.

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 director is vital to the success of the ECHS. They will work hand in hand with UTPB and the campus principal to create the most optimal schedule for students enrolled in the ECHS. The director will lead a hiring team in regards to filling available positions in the ECHS. This team will consist of UTPB, SISD, and campus personnel. The director is also responsible for scheduling and planning for ECHS meetings with parents and students. The director serves as the liaison between the IHE and the school district over all topics for discussion. The director manages the budget for the school and utilized the instructional materials allotment to help support the ECHS.

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.

As stated throughout the application, SISD and UTPB have established a great collaborative relationship over the past year. This person will serve a vital role in the evolution and support of the ECHS. This person will meet with the ECHS director monthly and also maintain ongoing dialog and communication. This support and open relationship will be positive and collaborative in nature.

Is the IHE liaison working with other ECHS campuses?

Yes ☒

If "Yes," please list the other ECHS campuses the IHE liaison works with.

At this time, the IHE liaison works with Presidio, Rankin, Balmorhea, and Marfa

Which statement best reflects the assignment of the ECHS teachers?

The ECHS will employ highly qualified teachers who within four years will be reporting 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.

Slaton ISD is a TAP district. This means that teachers receive ongoing and formative professional development. There is time built into the schedule where teachers work with Master/Mentor teachers. In addition to this model, ECHS teachers will work with UTPB personnel to mold and refine their crafts in regards to teaching college level courses and curriculum. These teachers will also be AP certified which adds another layer of teacher development. UTPB also provides training opportunities in AVID strategies. Another component that has evolved is the opportunity for Slaton ECHS facilitators and instructors to work with other ECHS facilitators and instructors. This opportunity is presented and sponsored by UTPB.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core and elective 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)

The Slaton ECHS is a smaller learning community within the larger high school. There is a core team including the principal, counselor, facilitators, and other support staff. Our staff reports to the ECHS administrator, but collaborates with the professional development team that is provided through TAP. The professional development plan contains best practice training in ECHS. It also focuses on TSI and college entrance exam development. Students are scheduled preferentially into their core classes so that they can continue to grow as a collaborative learning cohort.

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	Final	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		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)
View Uploaded Document		N/A

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

Attached



Status

Not submitted

Expected Date for Final (if draft)

N/A

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

Attached

[View Uploaded Document](#)

Status

Submitted

Expected Date for Final (if draft)

N/A