



Full Application for ECHS Designation

ECHS Academy: La Vega ECHS

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:

La Vega ECHS

County District Campus Number 2:

County District Campus Number:

161906002

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:

555 E. Loop 340

Mailing Address - Line 2:

City:

Waco

State:

Tx

Zip Code:

76705

2.2 School District

School District Name

La Vega ISD

Mailing Address - Line 1:

400 E. Loop 340

Mailing Address - Line 2:

Mailing City:

Waco

State:

Tx

Mailing Zip Code:

76705

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name: McLennan Community College	Mailing Address - Line 1: 1400 College Drive	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 1
Mailing City: Waco	State: Tx	Mailing Zip Code: 76708	

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

Partner Name: Texas State Technical College	Mailing Address - Line 1: 3801 Campus Road	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 3
Mailing City: Waco	State: Tx	Mailing Zip Code: 76705	

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

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

2.4 Education Service Center Region

Education Service Center Region: 12

2.5 Person Completing this Application

Title: Dean of Advanced Academics	Last Name: Hungate
First Name: Jan	Email: jan.hungate@lavegaisd.org
Phone: 254-299-6821	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Deean of Advanced Academics

First Name:

Jan

Phone:

254-299-6821

Last Name:

Hungate

Email:

jan.hungate@lavegaisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Sharon

Phone:

254-299-6700

Last Name:

Shields

Email:

sharon.shields@lavegaisd.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:

Director of Dual credit programs

First Name:

Londa

Last Name:

Carriveau

Phone Number:

254-299-8937

Email:

lcarriveau@mclennan.edu

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

Title:

Dual Enrollment Coordinator

First Name:

Sheryl

Last Name:

Allen

Phone Number:

254-867-3875

Email:

sheryl.kattnerallen@tstc.edu

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

Title:

First Name:

Phone Number:

Last Name:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

Johnette

Last Name:

McKown

Phone Number:

254-299-8620

Email:

jmckown@mclennan.edu

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

Title:

Vice President of Student Learning;
Statewide Dual Enrollment Lead

First Name:

Marina

Last Name:

Wilcox

Phone Number:

325-235-7316

Email:

mlwilcox@tstc.edu

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

Title:

First Name:

Phone Number:

Last Name:

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	63	48	0	0	111
2017-2018 projected enrollment	0	0	0	75	63	48	0	186

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	82	0	0	87
At-Risk	40	0	0	31
LEP	15	0	0	11
White	15	0	0	19
Hispanic or Latino	50	0	0	51
Black or African-American	34	0	0	30
First Generation College-Goers	N/A	N/A	N/A	42
Other	0	0	0	0

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

<p style="text-align: center;">First generation college-goer</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p style="text-align: center;">Hispanic or Latino</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p style="text-align: center;">Black or African-American</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p style="text-align: center;">Economically Disadvantaged</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
<p style="text-align: center;">Other:</p>	

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.

The recruitment and enrollment process and requirements used by the La Vega Early College High School will target, but will not be limited to, students who meet one or more of the following criteria:

- Students who are the first in their families to attend and graduate from a four year university or college
- Students who are English Language Learners
- Students who are Economically Disadvantaged
- Students who are at risk or not graduating from High School
- Students who have historically been underrepresented at four year universities or colleges

The recruitment process begins in the seventh grade. Students of the seventh grade class and their family members are provided information about the La Vega Early College High School program and encouraged to apply for admission into the program at the end of their eighth grade year. Because of the similarities in demographics between the students recruited for the Advancement Via Individual Determination (AVID) and the students recruited for the La Vega Early College High School program, seventh and eighth grade students are our target recruitment population. The demographics for the entire seventh and eighth grade populations meet or exceed the district's proportional demographic representation in the areas of at-risk and economically disadvantaged students. Key demographic information for the target seventh and eighth grade La Vega Early College High School population:

- Economically Disadvantaged: 94%
- At risk: 58%
- English Language Learners: 18%
- White: 16%
- Hispanic: 50%
- African American: 31%

The recruitment plan including timeline of recruitment and enrollment events has been uploaded. A communication plan is in place to utilize local media sources, newspaper, and electronic communication. A marketing brochure providing information on the Early College High School program and an application packet that includes the written admission policy and enrollment application is sent to all eighth grade families. A hard copy is provided to each of the La Vega ISD campuses and at the Administration Building. We found that our best and most effective way of answering parent's questions is through a series of informational meetings held at the Junior High campus, which we plan to continue to implement in the spring of 2017.

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

La Vega ISD hosts by-monthly meetings with our IHE's and other key partners to analyze, review and refine the recruitment and enrollment process based on the activities of the program. The first year we had approximately 80 students apply, but only accepted 51. The second year we increased the number of positions available to 75, but only 63 applied with all being accepted into the program. We are currently reviewing and refining our recruitment materials, since we attracted fewer applicants last year. All applicants have equal opportunity for acceptance, regardless of background, academic performance, or past behavior.

In the last year we continued to schedule activities to educate principals, counselors, School Board members, and the community about the La Vega Early College High School program, including through press releases, presentations to trustees, and presentations to the local Chamber of Commerce. The La Vega Early College High School team meets regularly to analyze recruitment requirements and the La Vega High School demographic data in order to ensure recruitment, selection, and enrollment processes continue to be effective.

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: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

The La Vega ECHS program meets the criteria for Exemplar recognition since the recruitment and enrollment process do not exclude or discourage sub-populations of at risk students from applying. The ECHS program identifies, recruits and enrolls sub-populations that have been historically underrepresented in college courses such as low income students, African Americans, Hispanics, and first generation college students. All recruitment and enrollment policies and practices are available to TEA and the general public, and are constantly reviewed and refined by key stakeholders. All students have equal opportunity for selection into the program through a blind open access lottery system that encourages and considers applications from all students.

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
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	4
Courses of study	4
Curriculum alignment	5
Instructional materials	5
Instructional calendar	5
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	5
Student enrollment and attendance policies	6
Provisions for discontinuing ECHS operation (see next section for details)	8
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught 	7

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	6
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	6
Procedures for collecting and sharing student and teacher data	7
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	7
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	6
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE 	7

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 initiating criteria is in place. As indicated in the section above, the MOU with MCC is complete with all components. Bi-monthly meetings with IHE partner representatives are used to refine MOU's to conform to all required elements. We are currently working to coordinate information data such as enrollment rates, transfers, and withdrawal associated with leaver codes. The IHE's supply us with student transcripts and schedules for students in a timely manner. Success rates, completion rates, and attendance of students and professors will be tracked. Students are encouraged to consult with IHE partners through academic review of degree plans. Most of the Exemplar indicators are in place, as we work toward this rating, and ongoing refinement will occur during the 2017-2018 school year.

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.

7-15,27-16; 8-4-16;9-17-16; 10-8,22-16;11-5-16

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

Title	Name
Superintendent	Dr. Sharon Shields
Curriculum & Instruction or equivalent	Dr. Charla Rudd
ECHS principal or director	Dr. Jan Hungate
IHE President	Dr. Johnette McKown
IHE Provost	Adam Hutchison
Dean of college of Education	Dr. Donnie Balmos
ECHS Liaison	Londa Carriveau
ECHS Liaison	Sheryl Kattner-Allen
High School Principal	Chuck Klander
Deputy Superintendent	Diane Roepke
Asst. Principal Junior High	Ginny Ellis
ECHS Counselor	Joyce Cole

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 functions of the leadership team will include, but are not limited to: working collaboratively in an effort to make decisions about the certifications and degrees being offered through La Vega ECHS, applicable pathways offered to students, format and location of courses offered (online, campus-based) issues related to communication between the IHE's and La Vega ECHS, new and changing policies, curriculum alignment, cooperative staff development, scheduling and transportation.

The La Vega ECHS leadership team has continued to recruit additional stakeholders to increase sustainability, developed reasonable time-lines with reasonable implementation and evaluation checkpoints, and continued IHE partnerships. The leadership team also regularly reports to their respective Boards in order to communicate successes, concerns, and plan for the future of the program.

The La Vega ECHS has a leadership team which includes 12 education professionals, including high level personnel with decision making authority who meet regularly to discuss the activities of the ECHS and report to their respective organizations. The group has been meeting since the Spring of 2014 with the goal of developing a comprehensive, accelerated learning program for students in La Vega ISD who might not otherwise attend college. The La Vega ECHS team continues to partner with Texas State Technical College, McLennan Community College, La Vega Jr. High and La Vega High School for program options. Each member of the leadership team plays a vital role in the success of this program. Each member was specifically asked to be a part of this team because of their background and unique contribution to the success of La Vega ECHS.

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

The La Vega ECHS program implements a structured mentoring program for new teachers providing support in the areas of classroom management and pedagogy. Each teacher new to La Vega ISD is provided with an on site mentor for their first year. On site professional development sessions targeting high need areas and data driven topics occur monthly. During the second year of teaching, the mentor provides additional support throughout the year, and professional development sessions continue. The structure of the program includes research-based materials which become the property of the classroom teacher. The intent is to grow mentors, grow teachers, and increase staff accountability structures.

The district has implemented several programs to positively impact the culture and climate of the ECHS. The district provides support to the staff through a variety of systems, including vertical and horizontal curriculum planning, collaborative opportunities between grade levels and campuses, the Superintendent's Advisory Council, the District Quality Improvement Council, the Campus Quality Improvement Councils on each campus, the Parent Advisory Committee, the School Health Advisory Committee, Parent University training opportunities, Character Education curriculum, Peer Assisted Leadership, Leadership for College readiness training, AVID trainings, recurring staff development sessions, team and department meetings, topic based Professional Learning Communities, professional development through our IHE partners, and attendance at other ECHS consortium meetings around Texas.

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: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

The ECHS has established a leadership team that includes high-level personnel with decision making authority who meet regularly and report to their respective organizations with regard to design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability and continuous monitoring and improvement for the ECHS program. MOU's between parties are updated annually with necessary revisions, and presentations are developed to district and IHE boards that provide data, highlight success, and outline the plan for improvements. Minutes and agendas are available for public inspection. In addition, regular meetings occur between the District Superintendent, Assistant Superintendent, ECHS director, IHE provost, IHE President, Dean of Education, and the ECHS liaisons.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

La Vega Early College High School will offer the following endorsements:

1. Science, Technology, Engineering and Math (STEM)
2. Business & Industry
3. Public Service
4. Arts and Humanities
5. Multidisciplinary Studies

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

The associate's degrees offered include the following:

1. Associates of Science
2. Associates of Arts
3. Associates of Applied Science

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

All Level I and Level II certificates are offered that will lead to the Associates of Arts or Applied Science (such as EMT certificate) including but not limited to:

PROGRAM OF STUDY	TYPE OF CERTIFICATE
Mechanical Engineering	Machining Certificate
Culinary Arts Certificate, Culinary Certificate	Culinary Assistant
Auto Mechanic	Automotive Parts Specialist,
Automotive Technician	Building Construction Craftsman
Building Construction Certificate	Res. Energy Efficiency Specialist
Building Construction Certificate	Computer Maintenance Technician
Computer Maintenance	

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

Students are monitored regularly through three and six weeks grade checks. Students have the ability to log in through Blackboard or they will be able to submit a grade request through their professor for those that do not use Blackboard. The IHE's and district provide academic support by providing tutorial opportunities at the La Vega ECHS and the IHE's. The La Vega ECHS is structured so that the Freshman and Sophomore students are not off campus. Students meet regularly with counselors of academic advisement and college and career counseling. We also offer and encourage the use of Parent Portal at the High School so that parents can monitor their student's grades and attendance. Our IHE partners are able to provide similar support to parents with student approval.

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

La Vega ECHS provides academic support to the students through school guidance counselors, a college and career counselor, and a specific ECHS counselor who are assigned to a student each of the four years of ECHS. Advisors must meet with small groups or cohorts on the campus to discuss academic progress and provide academic support. In addition, students are provided with Homework Lab and tutors both before and after school. Students may also access the tutorial labs at McLennan Community College and Texas State Technical College.

Additionally, students have access to the following supports/resources:

Peer study sessions

IHE Liaison consultation

Project Link Liaison

Accelerated Instruction built in to the school day

Communities In Schools

Learning Center at MCC and TSTC

College Go Center

Writing Center at MCC

AVID Path College Career Course

High School Instructional Staff

On-line library resources at both High School and college levels

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

After school programs support students by offering them a meal, allowing them to connect with positive adult role models, and giving them a safe place to receive tutoring. The IHE's and ECHS personnel support the students through on-going communication, with three week progress notices from the IHE professors to the ECHS Counselor regarding behavior, tardiness, late or incomplete work and other challenges. In response, the ECHS administration and faculty provide the students with advising during the 4th week and make an action plan so that by week eight, changes occur. If there is no behavioral change, then at week twelve, a conference takes place between the student, professor, and the ECHS faculty.

Students can seek assistance at any time for tutoring, and are invited to the IHE campus events, college fairs, summer bridge programs, and encouraged to access student services at the respective IHE's. Biweekly tutorial sessions are built into the AVID elective curriculum.

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 ECHS is currently implementing Benchmark 4 by supporting students through tutoring, advisory time, and links to services both on and off of campus. We currently do not have connections to social services through the ECHS program, but students can be referred through the counseling office and the campus Communities in Schools program. We currently do not have a mentoring program for the students, but will look at structure for such a program. The course of study enables students to participate in all high school graduation requirements and up to 60 hours toward a baccalaureate degree.

Benchmark 5: Academic Rigor and Readiness

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

6/7/16 - 7/8/16, 10/7/16, 10/12/16, 10/14/16, 11/11/16

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

1/13/17, 1/20/17, 2/17/17, 3/3/17, 4/7/17

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 Texas Success Initiative college placement exam will be given to all 8th grade students in the spring. The test assesses student readiness, aids in designing individual instruction plans, and enables students to begin college courses based on their performance. The La Vega ECHS enrolls all 8th grade students and returning 9th grade students in a summer bridge program with emphasis on TSI prep so they can be successful on the TSI.

Academic preparation for students moving to the La Vega ECHS is provided by professional staff with additional certifications. (i.e. Master Reading Teacher and Master Math Teacher) who have extensive skills in providing scaffolded support for struggling learners. These teachers provide summer support through the bridge program focusing on critical reading, writing, and mathematical skills. In addition, students will be allowed to practice with the exam format and take practice exams. Data is used to target interventions accordingly. The college transition course offered in the summer between 8th and 9th also grade provides study skills, personal goal setting skills, and time management techniques.

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: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

The ECHS is a TSI assessment site, which also has 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 administration of the TSI. Student weaknesses can be assessed through analysis of raw data and interventions tailored to improve student readiness. Bridge programs are provided before and after 9th grade to help students master the work load. All dates that testing has occurred are available to TEA.

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 small learning community (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) within a larger high school

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

A college culture awareness program has been designed for the ECHS students. Incoming Freshmen participate in summer college campus tours highlighting college orientation, campus library, and student help centers. They also participate in college and career nights and transfer fairs. Students complete the local credit college transition/orientation course as well. Each semester, ECHS students participate in campus life activities including but not limited to sporting events, fine arts events, and academic advising. In the spring semester of the Freshman year, students participate in college class observations as well as library sessions. During the 10th grade year, students tour lab facilities as well as utilize technology resources such as college email, Blackboard assignment submissions, Webadvisor class scheduling and on-line library resources. Students in the 11th and 12th grade year take classes on the college campus.

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.

Dean of Advanced Academics

MAJOR RESPONSIBILITIES AND DUTIES:

Instructional Management

1. Develop, implement, and evaluate all educational programs and budgets relating to the La Vega Early College High School (ECHS).
2. Direct and facilitate, through the professional growth of teachers and staff, improved student performance as measured by the State and Federal mandated tests and standards, i.e. STAAR and TELPAS.
3. Model effective classroom management and instructional techniques which when appropriately implemented by the classroom teacher will lead to improved student performance.
4. Provide direction and facilitate campus collaboration with Prosper Waco through the Project Link Liaison to bridge programming for students transitioning into higher education.
5. Facilitate the district-wide operations of the Gifted and Talented program.
6. Serve as the Campus AVID Coordinator with support at each level (direct AVID programs at the secondary and be a support resource for the elementary programs)
7. Assist in the planning and implementation of staff development programs designed to fulfill the professional growth needs as identified by the Campus Improvement Plan and the Curriculum Directors.
8. Provide direction and ensure compliance for all UIL Academics including the oversight of sponsors and student activities
9. Facilitate dual credit program in collaboration with the high school counselors, College and Career Counselor, and ECHS Counselor and serve as the liaison between LVISD, MCC & TSTC.
10. Facilitate and coordinate all advanced college predatory assessments including the TSI, PSAT, SAT, ACT, ASPIRE, etc.
11. Facilitate the alignment of campus and district curricula with the LVISD exit outcomes, the TEKS, and nationally identified educational goals.
12. Attend and participate in appropriate staff development opportunities with an emphasis on instruction and curriculum and related program responsibilities.
13. Compile, maintain and file all reports, records and other documents required for assigned area.
14. Comply with policies established by federal and state law, State Board of Education rule, and the local board policy.
15. Facilitate the district-wide College and Career Culture Committee to support the mission of a college going culture for all students of LVISD.
16. Assist in the development of a master schedule of classes for La Vega ECHS and La Vega HS to ensure efficiency and economy of services.
17. Work with campus and IHE staff to plan and implement curriculum that aligns ECHS student degree plans and high school graduation plans.
18. Facilitate the development of articulation agreements between LVISD and IHE partners for dual credit courses for ECHS and traditional high school programming.

School/ Organizational Climate

19. Develop and maintain the ECHS budget to provide instructional resources and materials to support teaching staff in accomplishing instructional goals.
20. Foster collegiality and team building among staff; encourage their active involvement in the decision process.
21. Provide for two-way communication with superintendent, central office personnel, high school administration, staff, students, parents, and community.
22. Establish performance goals and communicate expectations for high-level performance from staff and students; recognize and celebrate excellence and achievement.
23. Facilitate effective and timely resolution of conflicts.

School/ Organizational Climate

24. Identify and develop a common vision with campus and IHE staff for school improvement; implement program improvement initiatives collaboratively with staff to ensure alignment of school and district mission.
25. Facilitate the ECHS Leadership team comprised of members from each IHE, District, and Campus staff.
26. Identify, analyze, and apply research findings (e.g., critical success factors) to facilitate school improvement.
27. Lead a collaborative process to develop campus performance objectives involving staff, parents, and community members.
28. Develop, maintain, and use appropriate information systems and records necessary for attainment of campus performance objectives addressing each academic excellence indicator.

Personnel Management

29. Interview and select all assigned La Vega ECHS personnel by utilizing the District approved personnel process.
30. Define expectations for staff performance regarding instructional strategies, classroom management, and communication with parents, community and public.
31. Observe employee performance, record observations, and conduct evaluation conferences with staff.
32. Make recommendations relative to personnel placement, transfer, retention, promotion, and dismissal.
33. Confer with subordinates regarding their professional growth; work jointly with them to develop and accomplish improvement goals.

Administration Management

34. Develop budgets based upon documented program needs, estimated enrollment, personnel and other fiscal needs; implement programs within budget limits; maintain fiscal control; accurately report fiscal information.
35. Supervise or arrange supervision at extra-curricular after school events.
36. Manage the use of school facilities; supervise maintenance of facilities to ensure a clean, orderly, and safe campus.

Student Management

37. Work with faculty and encourage student input to develop a student management system that results in positive student behavior and enhances the school climate.
38. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.
39. Conduct conferences with parents, students, and teachers concerning school and student issues.

Dean of Advanced Studies

Professional Growth and Development

40. Use information and insights provided through assessment instruments, the district appraisal process, evaluative feedback from line supervisors, and professional development programs to improve performance.
41. Provide leadership in addressing challenges facing the profession; pursue professional development activities; disseminate ideas and information to other professionals.
42. Observe professional ethical standards in accordance with generally accepted community standards and the Texas Education Agency code of ethics.

School/Community Relations

43. Work in a supportive and collaborative fashion with district personnel.
44. Articulate a positive image of the school district and school district personnel.
45. Demonstrate awareness of school/community needs and initiate activities to meet those identified needs.
46. Use appropriate and effective techniques for community and parent involvement.
47. Any other duties as assigned by the superintendent.

SUPERVISORY RESPONSIBILITIES:

Supervises students and staff of the Early College High School.

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

The IHE liaison is responsible for keeping the La Vega ECHS principal and appropriate faculty and counselors apprised of all changes, opportunities, and challenges that may arise for students in the IHE. These include, but are not limited to, academic tutoring, mentoring, and course changes and alignment. The IHE liaison meets with the La Vega ECHS staff on a bi-monthly basis and also makes himself available for contact as needed. The La Vega ECHS Principal and the IHE Liaison will meet at least once per month.

The IHE liaisons for TSTC and MCC will:

Serve as the primary contacts between the IHE's and La Vega ECHS administration

Coordinate placement testing for ECHS students

Coordinate college and transfer advising

Facilitate registration of ECHS students for appropriate courses each semester

Schedule courses needed for the La Vega ECHS students' academic plan in conjunction with the Division Directors and Instructional programs

Foster and support the positive relationships between their respective IHE and La Vega students and staff

Assist in connecting La Vega ECHS students to college activities on the IHE campus

Develop and create policies and regulations pertaining to La Vega ECHS

Assist with compliance to college guidelines regarding ECHS instructors

Assist high school staff with logistics related to college textbooks and other college materials

Advise college on matters regarding assigned programs/services and provides information including data sharing and documents to staff, administrators, and others as needed

Analyze program facilities, equipment, and materials and makes recommendations for needed changes to ensure student success

Attend ECHS ceremonies and programs as appropriate

Provide proof of staff background checks on request to La Vega ECHS

Arrange and facilitate all ECHS and IHE meetings to discuss needs, facilities, MOU's, and other pertinent issues that apply to the day to day operations of early college high schools

Is the IHE liaison working with other ECHS campuses?

Yes

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

IHE Liaison Partner # 1 works with La Vega ECHS and Connally ECHS.

IHE Liaison Partner # 2 works with Connally ECHS, and Rapoport Academy ECHS, as well as La Vega ECHS.

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.

La Vega ECHS staff members participate in the La Vega ECHS annual staff development plan. All teachers and administrators attend AVID Summer Institute each year, and first year teachers are given mentors to provide support. They are also included in the teacher induction program, which meets monthly with the Assistant Principal for instruction for training and problem solving. In some classes, the ECHS teacher observes the college professor in order to make sure that students do not have gaps in their TEKS mastery. These peer observations have proven to be very effective.

Through our Regional PK-20, the "Heart of Texas Council" we will work with educators to promote a college going culture for our students, and teachers will receive training on what such a culture looks like. Professional development of at least four hours a semester is required at MCC, one of our IHE's, but we are working to develop collaborative training opportunities on a semester basis that would include all ECHS instructors.

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)

The La Vega High School ECHS meets all initiating criteria. It is a small learning community within a larger high school and disaggregates required ECHS student data. The staff includes a Dean of Advanced Academics who has scheduling, hiring and budget autonomy. There are IHE liaisons for each of two partners who interact directly and frequently with ECHS staff and the ECHS administrator. Highly qualified teachers report to the Dean of Advanced Academics teach only ECHS students. Students are enrolled in ECHS sections or dual credit courses for all core courses. An annual professional development plan is being developed with IHE partners, and standard student data sharing will be implemented

Plans are being made to reach out to other ECHS programs in the area for networking and Professional Development and we are working with both IHE's to develop annual coordinated offerings for the ECHS staff.

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	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)
View Uploaded Document	Final	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