



Full Application for ECHS Designation

ECHS Academy: West Oso 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:

West Oso High School

County District Campus Number 2:

County District Campus Number:

178915001

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:

754 Flato

Mailing Address - Line 2:

City:

Corpus Christi

State:

Tx

Zip Code:

78405

2.2 School District

School District Name

West Oso ISD

Mailing Address - Line 1:

5050 Rockford Dr

Mailing Address - Line 2:

Mailing City:

Corpus Christi

State:

Tx

Mailing Zip Code:

78416

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?	
Del Mar College	6	
Mailing Address - Line 1:	Mailing Address - Line 2:	
101 Baldwin Blvd		
Mailing City:	State:	Mailing Zip Code:
Corpus Christi	Tx	78404

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 02

2.5 Person Completing this Application

Title:	
Director/Principal	
First Name:	Last Name:
Alma	Charles
Phone:	Email:
361-806-5960	alma.charles@westosoisd.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Director/Principal

First Name:

Alma

Phone:

361-806-5960

Last Name:

Charles

Email:

alma.charles@westosoisd.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Conrado

Phone:

361-806-5900

Last Name:

Garcia

Email:

conrado.garcia@westosoisd.net

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 Early College Programs

First Name:

Robert

Last Name:

Montez

Phone Number:

361-698-2424

Email:

rmontez5@delmar.edu

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

Title:

First Name:

Last Name:

Phone Number:

Email:

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

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

Mark

Last Name:

Escamilla

Phone Number:

361-698-1203

Email:

mescamilla@delmar.edu

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

Title:

First Name:

Last Name:

Phone Number:

Email:

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

Title:

First Name:

Last Name:

Phone Number:

Email:

Part 3: Benchmarks

Benchmark 1 - Target Population

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

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	47	50	0	0	97
2017-2018 projected enrollment	0	0	0	50	47	50	0	147

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	89.8	0	0	19.74
At-Risk	63.76	0	0	11.88
LEP	3.13	0	0	17.65
White	2.31	0	0	14.28
Hispanic or Latino	86.82	0	0	14.80
Black or African-American	10.38	0	0	25.40
First Generation College-Goers	N/A	N/A	N/A	90
Other	.49	0	0	0

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

First generation college-goer	☒
Hispanic or Latino	☒
Black or African-American	☒
Economically Disadvantaged	☒
Other:	

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.

Recruitment and requirements-

We are a district that is 90% economic disadvantaged and as result the great majority of our students are at risk for not attending a higher education institution, therefore, it would be highly unlikely that they would complete an associate's degree. We will continue to pursue the identification and recruitment of students who have a need for college credit hours and face substantial barriers in pursuing or completing coursework for an associate's degree or a four year degree at a university. The students will be informed that they must be able to adhere to a strong commitment to be successful in dual credit courses in the ECHS. In addition, they will be notified that they need to strive to have strong academic performance, show interest, potential and effort which will lead to their success.

Enrollment-

Students who desire to be in the ECHS will also be enrolled in the AVID program. Ideally, most 9th graders who enroll in the ECHS will have spent 7th and 8th grade in the AVID middle school program. Incoming 9th graders will continue to participate in a Summer Bridge program where students will be provided time to build relationships with other ECHS students, develop time management skills, learn team building skills, set goals, and become accustomed in core AVID strategies.

Communication-

We will continue to develop timelines for the 2017-18 school year which will include a recruitment plan and enrollment events/deadlines by May of 2017. Recruitment materials will be ready for distribution by the end of this semester, December 2016. Recruitment will take place in January 2017; selection will be made February 2017; notification/celebration will be done at Del Mar College in early March 2017; March 2017 will be used to schedule advisement. The 50 ECHS freshmen class for 2017-18 will be selected by February 2017. Registration at Del Mar College will occur the first week of April 2017.

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

Our recruitment and enrollment process was developed after meeting with the higher education partner, Del Mar College, and after communicating with other ECHS programs like Collegiate High School in Corpus Christi ISD. We also reviewed other campus and district websites to identify what is working for those entities. We chose to focus on identifying the key characteristics that would help our ECHS students be successful.

For the 2016-17 school year cohort (freshmen class) we began the process by conducting interviews with the finalists for ECHS admission. A committee consisting of the ECHS Director, ECHS Counselor, Director of C&I and the Director of Special Education interviewed the finalists. The 56 finalists were then narrowed to 50 with the 6 not chosen placed on a waiting list.

These processes were developed from a core of district personnel including our Superintendent, Director of Curriculum and Instruction, the Director of the ECHS, discussions with academic counselors, and our Del Mar College, our IHE partner. We began our ECHS program with a 9th grade cohort of 50 students two years ago and have added a new cohort of 50 students this year. The students were enrolled in the AVID course each year. Students also took the TSI and the scores have been analyzed to provide support systems in preparation to either retake it or to enroll in dual credit courses. After analyzing and reviewing the current data, changes were made to refine our processes which positively effected the students. Beginning Spring 2017, 9th grade students will be enrolled in dual credit courses. WOECHS has 95 of the 97 students enrolled in Del Mar College that will begin in January 2017. Forty students are enrolled in two classes and 55 are enrolled in one class. Some students are enrolled in courses that may not require passing the TSI so that they can become familiar with the college setting and expectations. The intent is to acclimate them in the college culture.

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)

West Oso ECHS meets criteria for Implementing because our process is an open application for all upcoming 9th grade students. All recruitment and selection is done without excluding or discouraging any subpopulations of at-risk, including students who are LEP or who have failed an EOC. Enrollment decisions are not made based on EOC, discipline history, teacher recommendation or GPA.

We have a true representation of our student population. We currently serve two students who are being served in the Special Education program, 3 classified as limited English proficient, 1 teen parent, and 2 who have been retained one or more school years. The majority of our students are first time generation college goers, come from a low socioeconomic home with a median income of ,158. In addition, the West Oso ECHS is serving 16 of the 63 African American students and 78 of the 527 Hispanic students.

The WOECHS has clearly documented recruitment and enrollment policies and practices. Based on feedback from stakeholders, changes have been modified to recruit students at the Junior High School. Parent meeting will be set at Del Mar College to celebrate the selection of the student and to expose them and the students to the college campus in the Spring 2017.

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
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	2
Courses of study	1
Curriculum alignment	3
Instructional materials	3
Instructional calendar	3
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	3
Student enrollment and attendance policies	1
Provisions for discontinuing ECHS operation (see next section for details)	6
Provisions for collecting and reviewing the following disaggregated data: • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught	1

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	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.	4
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	4
Provisions for implementing program improvements based on the collection and review of the following data: • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE	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)

West Oso ECHS meets the criteria for implementing because we meet regularly with Del Mar College leadership to ensure our MOU meets all the topics included in Benchmark 2. We have added a course of study based on workforce need and student interest. We will add additional course of studies as the need arises. We collect and share data to help us plan for next semester and ensure we offer support to students as needed.

West Oso ECHS will develop beyond implementing as we begin to plan professional development for 2017-18 and collaborate with Del Mar College so that we both offer purposeful and relevant PD to our staff jointly. Del Mar College has already begun to meet with students and parents to complete their degree plan and share how they can transfer their credits. Del Mar College currently transcripts college credit earned in the same semester. We will continue to work to include provisions for articulation to a four year university, student data regarding enrollment, retention, and leaver codes by grade level and continue to encourage students to participate in IHE activities.

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.

September 29, October 04, October 10, October 21, October 24, November 04, November 29

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	Conrado Garcia
Curriculum & Instruction or equivalent	Christopher Summers
ECHS principal or director	Alma Charles
IHE President	Mark Escamilla
IHE Provost	Elizabeth Lewis
Dean of college of Education	Jonda Holcomb (Dean of Arts & Science)
ECHS Liaison	Cheryl Fillmore
IHE Director of Early College Programs	Robert Montez
IHE Enrollment Specialist	Lisa Centennial
IHE Dean of Enrollment Management	Patricia Dominguez
IHE Director of Enrollment Management	Graciela Martinez
IHE Early College Coordinator	Victoria Preece

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.

This group has met multiple times during the 2016 Fall semester. The topics of the meeting were in regards to modifying any part of the partnership between West Oso ISD and Del Mar College. Meetings were held to introduce the new West Oso ECHS director and ECHS Early Programs Director for Del Mar College. The intent was to solidify the partnership commitment and to discuss challenges and celebrations as well as next steps.

Decisions made were to separate the dual credit program MOU and the ECHS MOU, to host a parent night with DMC present to discuss the TSI and Spring 2017 registration expectations as well as to sign-up for their child's DMC and WOECHS advising session. As a team, we determined which week for the DMC advisor to visit with parents and the parents scheduled a time to meet with both WOECHS and DMC advisors to complete their child's graduation plan and associates degree plan.

In addition, we discussed the Cluster Innovative Academy grant and agreed to submit the grant application and met a couple of times to complete it. At this time we decided to pursue and add to the ECHS course offerings, Process Technology. Therefore, we met with the United Chamber of Commerce, Workforce Solution of the Coastal Bend and the Corpus Christi Economic Development Corporation to acquire support.

We are proud that 95 of the 97 ECHS are currently enrolled in DMC courses for the Spring 2017.

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

The ECHS Director, Counselor and DMC Director of Early College Programs met with Provost Dr. Lewis in November 2017 to request a consistent set of adjunct instructors or full time instructors to be selected to teach the WOECHS students.

Our primary incentive to reduce turnover and ensure that our ECHS students have the best possible teachers in the classroom is to provide for our ECHS faculty to become dual credit certified. West Oso ISD will provide a stipend so that ECHS faculty can be encouraged to work on their Master's Degree in the content area they teach in order to deepen their knowledge, provide for professional growth and enrichment, and obtain dual credit credentialing. Our primary staffing goal in ECHS is to have our own district faculty provide the ECHS dual credit instruction for all students.

In addition we offer these additional incentives to our faculty:

- First Year Teacher Academy
- Teacher Mentorships
- Stipend for teachers who teach the dual credit course on campus
- AVID program professional development opportunities
- PLC meetings twice a week to support teachers

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)

Members of the leadership team meet regularly.

Design and governance - Superintendent & President

Operations - Business manager and ECHS director and Early College Programs director

Accountability - Everyone; PEIMS coordinator, Data and Assessment coordinator, ECHS director and Early College Programs director, Superintendent & President, Curriculum and instruction director, counselor and advisor

Curriculum development and Professional development - - Curriculum and instruction

director, ECHS director and Early College Programs director, counselor and advisor

Outreach - Everyone

Sustainability - Superintendent & President and their boards

Continuous monitoring and improvement of ECHS - ECHS director and Early College Programs director, counselor and advisor

We have met and reviewed the MOU and changes have been made and are being proposed for the 2017-18 school year. The team shares data making it easy to complete reports. The relationship we have is strong and is of mutual respect with the willingness to help each other to help our students.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

For the ECHS students at West Oso HS, we will be offering Arts and Humanities through the Associates of Science degree in Liberal Arts and STEM through the Associates of Applied Science degree in Process Technology.

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

Associates of Arts - Liberal Arts
Associates of Applied Science - Process Technology

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

Process Technology

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

With the new student information system, we are able to generate reports on the ECHS students to monitor their grades and attendance. We will address their needs by continuing to offer AVID courses, Independent class, tutoring in the morning and afternoon, DMC instructional support services, and counseling. We continue to review data and analyze it to provide proper interventions and involve parents by scheduling one-on-one conferences with both student and parents.

Professional learning communities have enabled teachers to collaborate and discuss who their students are and what challenges they bring to the classroom; they have had to dig deeper into their students files to KNOW if they are Sped, LEP, long term LEP, disability, how long have they been receiving services, what type of services, what type of home environment they live in, what academic challenges have they had since elementary, what success have they had, what state assessment have they passed, what concepts do they struggle with and how do teachers need to respond to the student's individual gaps of learning.

Teachers have used formative and informative assessments to determine areas of strengths and weaknesses. Student data is imported into Eduphoria, a system which helps teachers disaggregate by learning objective. This information is critical to students success and ensuring that students are learning at the level that is required of students to be successful at the college level.

The ECHS counselor meets regularly with each student. These meetings are geared to provide emotional support, remove barriers, communicate with parents and to evaluate students growth and progress in the ECHS program.

ECHS will continue to collaborate with representatives from Del Mar College to make decisions regarding each individual needs and to design a plan for their success.

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

Prior to enrollment, each ECHS student will meet with the counselor to develop a personalized degree plan. Each student has a time management plan customized to their individual needs and situation.

ECHS teachers and the counselor provide study strategies and activities that support a college-going culture which will equip students with the necessary skills for collegiate success (example: bridge programs, participation in college extracurricular activities, and professor review of student work). Students will be provided assistance in completing FAFSA, understanding college registration and their GPAs, and reviewing their transcripts.

ECHS teachers have taught academic behaviors and self-discipline, they have promoted student mentoring and self-directed learning, group study and tutorials in the classroom. Teachers provide academic support services that maximize and ensure student success. The ECHS counselor has provided emotional and social support services and guidance & counseling, and developed individualized graduation plans with students.

ECHS along with DMC staff have provided opportunities for students to have regular access to Del Mar College facilities, resources; libraries, science labs, technology, writing labs and sports facilities. ECHS and DMC staff have established a partnership with parents and the community to develop strategies and activities designed to encourage high school completion and success.

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

Our ECHS has two dedicated staff members to help the academic, social, and emotional support needs of our students. We have an ECHS director along with a guidance counselor and both visit with students regularly. In addition, students are offered assistance from Communities In School and receive support from their classroom teachers.

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 WOECHS meets the criteria for implementing because it has in place a course of study for the AS in Liberal Arts and has developed the course of study for the AAS in Process Technology. In addition, as common practice, we monitor student progress and readily have available the number of hours completed by student.

Students have academic support because the ECHS counselor meets with them weekly along with their AVID teacher to develop ongoing academic support, and provide tutoring every day. We are working on a mentorship program for students.

Students are provided additional social services beyond what our counselor can provide by Communities in School (CIS). The WOECHS, DMC, and CIS work together to provide parent outreach and involvement opportunities.

Benchmark 5: Academic Rigor and Readiness

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

May 14, 2016; September 19-24, 2016; January 28, 2017

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

January 28, 2017; May 13, 2017; September 16, 2017; September 18-22, 2017; January 27, 2018; May 19, 2018; September 15, 2018; September 17-21, 2018

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.

We will utilize a variety of academic preparation strategies to help ensure students meet TSI requirements. The core strategies for ECHS students that will prepare them for TSI success are:

- AVID program participation for 7th and 8th grade students prior to entering ECHS.
- AVID program participation while in ECHS
- Summer Bridge program for year 1 students (9th grade)
- Students participate in developmental course when TSI is not met
- After school tutoring
- 21st Century ACE enrichment after school programs
- Del Mar College will provide instructors to teach ECHS students who have not passed 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 WOECHS has provided TSI assessment opportunities to accepted students in grade 9. In addition, we have a plan for TSI success and have academic interventions in place for students who do not pass TSI. The students do not pay for the TSI test.

We have included the dates we have administered TSI.

The following is the data with the number of students who have currently passed each section of TSI. To date, we have 11 students who have passed all three parts of TSI, 8 females and 3 males in the 2019 cohort and of the 2020 cohort, 4 students have successfully passed all three areas of the TSI, 3 females and one male. We have 95 of the 97 students enrolled in Del Mar College courses for Spring 2017.

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."

District transportation has been provided by W0ISD for students to access the IHE during the instructional day for coursework or necessary supplemental work for courses taught in the district.

Students have had free bus access from B Line with their college ID (city transportation, RTA). This has allowed students free transportation 7 days a week to the IHE for use of libraries, labs, and any other IHE resources/centers.

Students have been using the Stone Writing Center, the computer lab, the math lab and the library as needed during the semester they are taking classes.

In addition, Del Mar College and West Oso ECHS are working towards more classes being taught on DMC campus so our students can become accustomed to the college experience. Some instructors require students to use the writing lab to receive feedback or the library to do research so it opens the opportunity for students to utilize the DMC facilities.

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The ECHS director has direct oversight of the ECHS program, with support from the Director of Curriculum and Instruction and the Superintendent. The ECHS director has ensured that all recruitment, enrollment, and eligibility procedures are followed and implemented. The ECHS director has also been responsible for recruiting, hiring, developing, and evaluating the ECHS faculty.

The director has led the campus team and worked closely with the IHE liaison to ensure that all instructional programming is consistent with the MOU and any ECHS requirements--this included the development of the master schedule and aligning budgets to meet those needs. The director has also been responsible for ensuring that all academic, social, and emotional support systems are in place and occurring with fidelity. The director has an active part of all aspects of 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.

The ECHS liaison from Del Mar College has the primary responsibilities of representing the college and providing our ECHS with support and resources to assist the ECHS in operating in a rigorous and complimentary manner to allow students to be successful in a dual credit setting.

The liaison has provided leadership from the college perspective, supported the ECHS in helping students, participated in the hiring process of ECHS highly qualified faculty, assisted in developing operating procedures at the ECHS and aligning initiatives with those procedures, coordinated any professional development needed to enhance and support rigorous instruction, helped to develop the master schedule at the ECHS to align with DMC courses, attended and/or presented at board meetings when necessary for ECHS related reports/updates, and assisted with gathering data on student progress and overall program success. We will be presenting to the Board of Regents and the School Board in February.

Is the IHE liaison working with other ECHS campuses?

Yes ☒

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

Alice ISD
San Diego ISD
Corpus Christi ISD (Collegiate ECHS and Branch ECHS)
Robstown ISD

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.

We use two systems of support for our new-to-the-profession teachers.

First Year Teacher Academy (FYT Academy) support sessions each month throughout the first year provides our brand new teachers with a consistent and systemic level of support each month during their first year. We met each month to review best practices, identify key next steps, and address any challenges they may be facing in their first year.

Second Year Teacher Academy focuses on going deeper now that they are in their second year of teaching. The meetings are held twice each semester and topics include strategies and concepts on a deeper level that build on best practices introduced in year one. There is also a 3 day FYT induction session in August to help the new teachers prepare for their new careers and/or district.

Each campus in our district also implements the PLC (professional learning community) model for reviewing student progress but also providing job embedded and real time PD around student needs in the current grading cycle and school year.

ECHS faculty will also be expected to attend and participate in designated AVID professional development opportunities that are provided throughout the year and each summer. We are planning to provide PD opportunities for both DMC and WOECHS staff to jointly attend and implement.

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 WOECHS students have been provided an opportunity to use the DMC facilities and with the new ECHS Director, we are scheduled to be more deliberate. Since WOISD has a new student information system, the PEIMS coordinator has assisted the ECHS Director with generating reports specifically of the ECHS students.

The ECHS director has had scheduling, hiring and budget autonomy and meets regularly with the Director of Early College programs

Part 4: Supporting Documents

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

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 School Year): The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2017 school year.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Draft	02/10/2017

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

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

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

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

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

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

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

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

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

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

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

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

N/A

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

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A

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

Attached

Status

Expected Date for Final (if draft)

[View Uploaded Document](#)

Submitted

N/A