



Abbreviated Application for ECHS Designation

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

2017-2018

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Part 1: Provisions and Assurances

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

1.1 Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college. ☒

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA). ☒
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g. first generation college goers, students of low socioeconomic status, African American students, and Hispanic students). ☒
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews. ☒
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data. ☒
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members. ☒

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that: ☒

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation, ☒
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE; ☒
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and ☒
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS. ☒

1.3 P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s). ☒

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics: ☒
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS ☒
 - Reviewing the MOU for necessary revisions ☒
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement ☒
2. Meeting minutes and agendas shall be publicly available. ☒

1.4 Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study. ☒

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study. ☒
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups. ☒
3. The ECHS shall provide students with academic, social, and emotional support in their course of study. ☒

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance. ☒

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study. ☒
 - The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test. ☒
 - The ECHS shall report to TEA the dates the TSI is administered. ☒
 - The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students. ☒

1.6 School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training. ☒

1. The ECHS location shall be: ☒
 - on a college or university campus, or
 - in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities. ☒
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data. ☒
2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy; ☒
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; ☒
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses. ☒
3. The ECHS students shall be enrolled in ECHS-only sections for core classes. ☒
4. ECHS shall implement an annual professional development plan based on needs assessment of student data. ☒

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Knippa Collegiate Early College High School

County District Campus Number:

232901001

County District Campus Number 2:

County District Campus Number 3:

This CDC number:

Is shared with a comprehensive campus

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

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

PO Box 99

Mailing Address - Line 2:

City:

Knippa

State:

Tx

Zip Code:

78870

2.2 School District

School District Name

Knippa ISD

Mailing Address - Line 1:

PO Box 99

Mailing Address - Line 2:

Mailing City:

Knippa

State:

Tx

Mailing Zip Code:

78870

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?	
Southwest Texas Junior College	3	
Mailing Address - Line 1:	Mailing Address - Line 2:	
2401 Garner Field Road		
Mailing City:	State:	Mailing Zip Code:
Uvalde	Tx	78801

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: 20

2.5 Person Completing this Application

Title:	
Superintendent	
First Name:	Last Name:
Jeff	Cottrill
Phone:	Email:
8309342176	jeff.cottrill@knippaisd.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Melissa

Phone:

8309342176

Last Name:

Garza

Email:

melissa.garza@knippaisd.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Jeff

Phone:

8309342176

Last Name:

Cottrill

Email:

jeff.cottrill@knippaisd.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:

Outreach Coordinator

First Name:

Damacio

Last Name:

Sanchez

Phone Number:

8305914198

Email:

dsanchez22065@swtjc.edu

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

Title:

First Name:

Last Name:

Phone Number:

Email:

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

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

Vice President of Academic Affairs

First Name:

Mark

Last Name:

Underwood

Phone Number:

8305917286

Email:

meunderwood@swtjc.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	34	33	40	27	22	19	19	194
2017-2018 projected enrollment	30	32	31	38	26	21	19	197

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	26	NA	NA	26
At-Risk	23	NA	NA	23
LEP	0	NA	NA	0
White	48	NA	NA	48
Hispanic or Latino	50	NA	NA	50
Black or African-American	NA	NS	NA	NA
First Generation College-Goers	N/A	N/A	N/A	?
Other	NA	NA	NA	NA

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

First generation college-goer	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>
Black or African-American	<input checked="" type="checkbox"/>
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	We target 100% of our students for ECHS enrollment. For instance, 100% of our eighth grade students will take the TSI test on December 15, 2016.

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 Knippa ISD is located in a small, rural farming community in the eastern part of Uvalde County. The majority of the resident students are from low-socio-economic standing, are Hispanic, will be a first generation college-goer, at risk, and under-represented sub-population students. 100% of our resident high school students will be enrolled in the Knippa Collegiate Early College High School (barring TSI disqualification). The rest of our students are transfers from other regional school districts. Similarly, 100% of our transfer students in high school will be enrolled into the KCECHS (barring TSI disqualification). Transfer admissions go through an application and an interview process. Admission to the district is based on available space, discipline, attendance, and academic records.

100% of our resident and transfer students (barring TSI disqualification) will be enrolled in the KCECHS.

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

The recruitment process is not so much a concern since we are pursue all of our students for enrollment into this program. However, the qualification of those students (TSI) is more of our concern. It is difficult to recruit and enroll students who cannot qualify for the program. So, we engage in monthly monitoring of all our eighth grade students who are set to have the opportunity to enroll into the program. Additionally, we are supporting and retargeting students who may not have qualified as 9th graders for enrollment, but are in their sophomore, junior, or senior year and are capable of enrolling into the program at a later date.

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)

We are an equal opportunity recruiter, supporter, enroller. All of our families with students enrolled, beginning at 4 years old in pre-kindergarten, understand this is an early college high school and their child will have the opportunity to obtain two years of college concurrently while obtaining a high school diploma.

Truly, we cannot talk about our ECHS without beginning with our pre-kindergarten program. The foundation is set for this program beginning in Pre-K and is scaffolded throughout the years. This is why we have a 75% TSI qualification rate of students district-wide when they are in 8th grade and also why 100% of our students district-wide take Algebra I in 8th grade. This math foundation will assist in elevating that 75% TSI qualification to an even more exclusive percentage.

We can offer words to explain what is in action, but as the old adage goes, a picture is worth a thousand words. The picture to be painted of our 2017 graduating class is 68% of students enrolled in the district as seniors will graduate with an associate's degree.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Currently, we offer endorsements in:

STEM
Business and Industry
Public Service
Multidisciplinary Studies
Arts and Humanities

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

The degree offered to our students is that of a Associate of Arts in Multidisciplinary Studies.

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

Currently, there are not any level 1 or level 2 certificates offered to our students through a strategic program due to interest and just how small of a student body we serve. However, if there is a particular interest in a specific content or trade, then with the administration at both the IHE and the LDA collaborate in order to explore opportunities for that particular student or group of students.

For instance, one of our graduating seniors in 2016 did not possess an interest in Biology, but instead held an interest in Chemistry and Physics. Although those two classes did not fit within the scope of the sequence for all of our students, his area of interest was accommodated and he was permitted to enroll in a college class more in line with his career goals. He is now studying Astrophysics at Stanford University.

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

The first component of data for review is our pre-kindergarten reading rates. We believe that setting a foundation in pre-kindergarten will support the framework of learning to follow. From there we monitor our students yearly in their courses and their performance on nationally norm-referenced tests, state standardized tests, and the TSI in eighth grade. We also pay close attention to retention rates (IHE terminology not LDA terminology). With 40% of the 2016 graduating class and now 68% of the 2017 graduating class set to obtain an A.A., a trajectory of progress is evidenced. Also, it is important to ensure which students are matriculating through the program on pace to complete the degree. Student attendance, grades, and more qualitative measures such as informal feedback from students are considered as well.

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

The Knippa Collegiate recognizes the importance of meeting all students needs. Further, students are individuals and possess a myriad of needs that may not be held by their peers. Each student is a unique individual. Understanding this pragmatic issue, our staff seeks to accomodate and individualize instruction while meeting the content needs. Given that 85% of the coures in the AA degree are instructed by the KISD full-time staff, these public education teachers, who hold master's degrees and 18 hours in the content field, understand the importance of opening opportunities for high school students who are academically at the collegiate level. The KISD staff, in priciples and values, provides the direct support every school ought to have.

Additionally, the campus principal and counselor are constantly meeting formally on a weekly basis with students, monitoring their success, and promoting that very success. Noteworthy, their work ethic and drive to serve has them meeting daily informally. Should there be any emotional concerns, the counseolro and other key staff who have connections/relationships with the student are engaged. If these are more academic-related concerns, a reading specialist and a math specialist are deployed to support our students in those particular content fields.

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

As provided in the answer above, the campus administrator and counselor formally meet weekly to explore the needs of the students. If a social or emotional support is needed by a student, then a plan of intervention is enacted. This plan often engages staff who has a connection/relationship with the student who is experiencing a need. Often, given that these are high school students, the parent(s) are brought into the fold to evidence to the student that a united team of support exists and a message delivered that stands to communicate that we are all in this together in order to help and support that student. The Knippa ISD, now serving approximately 450 students, functions in a family type atmosphere and when students experience these types of needs, the system rallies around the student and lifts them up to greater success.

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)

1. The Knippa Collegiate Early College High School (KCECHS) meets all the Implementing criteria.
2. The Knippa ISD (not just the KCECHS) graduates 68% of its students with an associate's degree, 60 semester credit hours toward a baccalaureate degree, or the entire THECB core curriculum completed; and the KCECHS targets graduating all students with at least 30 semester credit hours toward a baccalaureate degree. Even special education students have enrolled and obtained college hours through this model.
3. The KCECHS principal and counselor meet weekly and implement in each term a structured data review processes designed to identify student strengths and weaknesses and develop individual instructional plans.
4. The KCECHS supports students in their course of study through enrichment opportunities--(dictated by student interest).
 - a. The KCECHS implements a structured program of community service to promote community involvement.
 - b. The KCECHS partners with community businesses to expose students to a variety of potential career options and possible internship opportunities.
 - c. The KCECHS provides support, information, and college awareness to current and prospective students and families, including:
 - Pre-K Meetings--"Setting the Vision"
 - 8th Grade Meetings--"Prospecting and Qualifying"
 - 9th Grade Meeting--"Progress Made and Projecting What's Next"
 - 10th Grade Meeting--"Progress Made and Projecting What's Next II"
 - 11th Grade Meeting--"The Homestretch"
 - FAFSA Night
 - College and Career Counseling Events (A plethora of visits, sessions, opportunities, etc.)

Part 4: Supporting Documents

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

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

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

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

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

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