



Full Application for ECHS Designation

**ECHS Academy: RRISD 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:

RRISD Early College High School

County District Campus Number 2:

This CDC number:

Belongs to only the ECHS

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

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

4400 College Park Drive

City:

Round Rock

Mailing Address - Line 2:

RRISD ECHS Building 369

State:

Tx

County District Campus Number:

246909015

County District Campus Number 3:

Zip Code:

78665

2.2 School District

School District Name

Round Rock ISD

Mailing Address - Line 1:

1311 Round Rock Ave

Mailing City:

Round Rock

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

78681

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: Austin Community College	How many ECHS does this IHE partner with? 8	
Mailing Address - Line 1: 5930 Middle Fiskville Rd	Mailing Address - Line 2:	
Mailing City: Austin	State: Tx	Mailing Zip Code: 78752

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: Tx	Mailing Zip Code:

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: Tx	Mailing Zip Code:

2.4 Education Service Center Region

Education Service Center Region: 13

2.5 Person Completing this Application

Title: ECHS Principal	
First Name: Clarissa	Last Name: Rodriguez
Phone: 512-704-1650	Email: clarissa_rodriguez@roundrockisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

ECHS Principal

First Name:

Clarissa

Phone:

512-704-1650

Last Name:

Rodriguez

Email:

clarissa_rodriguez@roundrockisd.org

2.7 Superintendent (District 1)

Title:

Superintendent of Schools

First Name:

Steve

Phone:

512-464-5022

Last Name:

Flores

Email:

superintendent_RRISD@roundrockisd.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, Early College High Schools

First Name:

Melissa

Last Name:

Beigert

Phone Number:

512-223-7686

Email:

melissa.beigert@austincc.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:

Director, Early College High Schools

First Name:

Melissa

Last Name:

Beigert

Phone Number:

512-223-7686

Email:

melissa.beigert@austincc.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	109	0	0	0	109
2017-2018 projected enrollment	0	0	0	125	125	0	0	250

Instructions:				
<ul style="list-style-type: none"> 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	26.5	0	0	48.6
At-Risk	30.4	0	0	29.4
LEP	9.3	0	0	2.8
White	40.5	0	0	31.2
Hispanic or Latino	30.6	0	0	45.9
Black or African-American	8.6	0	0	9.2
First Generation College-Goers	N/A	N/A	N/A	38.2
Other	20.3	0	0	13.8

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:	

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 process will begin in January across the Round Rock ISD community with information sessions for all 8th grade students who are interested in learning more about Early College High School. Early College administrators, counselor, and student representatives will deliver student presentations at each of the Round Rock ISD middle schools regarding benefits, expectations, and requirements of the ECHS. Sign up sheets will be collected for all 8th grade students wanting to additional information and/or to pursue the application process. A second parent and student information session will be held at the Round Rock ISD central administration building. Informational brochures, flyers, and social media advertisements, and videos will be distributed through middle school and high school campuses as well as the ECHS website, Twitter and Facebook in English and Spanish as part of a comprehensive marketing campaign. ECHS staff will also host information sessions in conjunction with current high school academy nights. Student and parent information sessions will also be held at area community centers.

Procedures to encourage application submission will be coordinated by ECHS principal, counselor, and middle school counselors with support from middle school principals. Input from 8th grade teachers will be included in the identification of potential ECHS students using the following characteristics:

- * Demonstration of average academic skills but may have a difficult time succeeding in a four year college preparation plan without the support of the ECHS program.
- * A need to participation in scheduled tutorial either during lunch, or before/after school to succeed within the rigorous curriculum required in a Pre-AP, IB, or dual credit class.
- * Underrepresented minorities
- * Economically disadvantaged
- * At risk of dropping out of school as defined by PEIMS
- * First generation college-goers
- * Need purposeful instruction in study skills
- * Qualifies for free or reduced meals
- * Has the potential to meet the requirement of the Texas Success Initiative college entrance exam requirements
- * Has the potential to fulfill a college preparatory program
- * Parents and student has the motivation to complete the ECHS program

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

The recruitment and enrollment processes were developed by the Round Rock ISD Early College High School Administration and counselor. Ideas were taken from the previous year's recruitment and other examples of surrounding ECHS campuses. A constant focus was maintained on district Strategic Plan Goal 3: We will provide open opportunities, staffing training, communication, and flexible programming to eliminate any disparities in expectations of achievement amongst our students and Goal 5: We will design all schools to have flexible learning programs and learning environments, in the development of this process.

The process, benefits, and quality of the program will be analyzed, reviewed, and refined from semester to semester through needs assessments, data analysis, and progress monitoring. Data analyzed included grades, attendance, district assessment scores and state assessment scores, PSAT and TSI scores. The enrollment and recruitment process encourages all students to apply, and focuses on students that are at-risk, underrepresented minorities, economically disadvantaged, and may be the first in their family to attend college.

Recruitment and enrollment will continue to be monitored by the ECHS staff based on the needs of our student population. ECHS and district staff will consistently gather academic data and social/emotional observations for the revision of these processes.

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 Round Rock ECHS program exhibits Implementing criteria through the current student population. Our 2016-2017 enrollment has high percentages for many of the sub populations that the ECHS program is designed for (as shown below) and mirrors the Round Rock district in all other sub population categories.

- * 48.6% Economically Disadvantaged
- * 29.4% At Risk
- * 45.9% Hispanic
- * 38.2% First Generation College-Goers
- * 9.2% Black or African American

Our recruitment is designed to ensure that students from each of the above mentioned categories are involved in delivering information to future potential students. This will serve to ensure that we continue to support underrepresented populations as we continue to increase enrollment.

Our recruitment and enrollment policies are defined thorough marketing material, enrollment application, handbook and information sessions delivered by ECHS administration and staff. Verification of these policies and data is reported to TEA as required.

In efforts to move beyond the Implementing status RRISD ECHS will be implementing a weighted lottery system that favors students who are at-risk or part of the targeted sub-populations for ECHS.

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	5
Administration of statewide instruments under Subchapter B, Chapter 39	3,4
Grading periods and policies	2
Courses of study	2
Curriculum alignment	2,3
Instructional materials	3,4,5
Instructional calendar	2
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	2,4,6
Student enrollment and attendance policies	3
Provisions for discontinuing ECHS operation (see next section for details)	1
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 	3,4

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	4,5
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	3
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.	3
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 	4

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 Round Rock ISD Early College High School has developed a partnership and MOU with Austin Community College that encompasses all the required topics listed in the Implementing stage as well as the "highly recommended" topics. As we continue to grow and additional data becomes available and relevant, we will work with our IHE to ensure that communication between each organization is fluid and complementary to foster student achievement and the goals of the ECHS program. Growth of the campus, regular data reviews, as well as collaboratively designed systems between Round Rock ISD ECHS and our IHE, will support the movement from implementing to exemplar.

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.

5/9/16, 5/23/16, 6/6/16, 6/20/16, 7/11/16, 7/25/16, 8/8/16, 9/19/16, 10/17/16, 11/17/16, 12/8/16

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. Steve Flores
Curriculum & Instruction or equivalent	Robin Gesch
ECHS principal or director	Clarissa Rodriguez
IHE President	Dr. Richard Rhodes
IHE Provost	Dr. Charles Cook
Dean of college of Education	Mike Midgley
ECHS Liaison	Dr. Melissa Biegert
Mandy Estes	Exec. Dir Teaching & Learning
Rebecca Donald	Exec. Dir Secondary Schools
Dr. Daniel Presley	Sr. Chief of Schools
Dr. Efrain Olivo	Dir of Secondary Schools
Randy Staats	Chief Financial Officer

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 function of the steering committee is to make decisions about programming, facilities, staffing, professional development, monitoring, and other critical areas for the ECHS program.

Planning meeting began in summer 2015. In August 2015 leadership from ACC and RRISD met to develop the vision for the RRISD ECHS and discuss specific logistics for the initiative. Planning continued with further meetings with district and ACC staff and several presentations were provided to update school board members and central office leadership. Over the course of September and October 2015, district leadership, central office staff, campus staff, and school board trustees visited a total of six existing ECHS campuses around the state of Texas to establish a deeper understanding of best practices for ECHS. Following these visit an application was presented to the board for approval in December of 2015 before final submission to TEA.

During these various committee meetings, several accomplishments were achieved and critical decisions were made, directly impacting the information included in the application and the vision for the ECHS. Discussions regarding facilities resulted in a location on the ACC Round Rock site as part of the master plan for the facility. A survey and marketing campaign generated community interest and excitement for the opportunity with 58% of 8th and 9th grade parents and students highly interested, and 31% somewhat interested. Topics such as curriculum crosswalks and instructional resources were also discussed during the course of several committee meetings to ensure fidelity of the program for both ACC and the Round Rock district.

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

Within the development of the Round Rock ISD Early College High School, staff retention and sustainability is a critical component. Some strategies for maintaining high quality, stable staffing include:

- * Hiring staff that fully understand the nature and purpose of the ECHS program and are committed to the long term success of all students enrolled.
- * Providing continuous support and training throughout the year to enable teachers to be successful and therefore enjoy the assignment.
- * Involving teachers in developing the campus culture through regular weekly professional learning communities where the opportunity for feedback is available.
- * Providing a positive climate to foster high moral among all teachers and staff.
- * Providing leadership opportunities on the ECHS campus, within the district, and with the IHE.

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)

Round Rock ISD ECHS has met all criteria of the initiating stage by establishing a leadership team and conducting regular meetings for planning, reflection, and revision of the ECHS program. We are currently working toward satisfying all criteria of the implementing stage by ensuring that all members of the leadership team have a clearly defined role with appropriate decision making authority, take part in the review and revision of the MOU, and share in the responsibility for developing necessary annual reports to both district and IHE boards. All meeting minutes and agendas are shared and available for review.

As we continue to develop our ECHS, we will ensure that sustainability structures are developed and implemented to address and minimize the challenges of staff turnover.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

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Please indicate the endorsements that will be offered to students.

Students enrolled in the Round Rock ISD ECHS will graduate on the Distinguished Achievement Plan with an endorsement in Multidisciplinary Studies as well as an Associate of Arts in General Studies from Austin Community College. Some students may also qualify to earn a Humanities endorsement. Other endorsements offered may be expanded as the program expands and electives are added.

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

Students enrolled in the Round Rock ISD ECHS will graduate with an Associate of Arts in General Studies from Austin Community College. As the ECHS expands, additional options in the applied science field may be available.

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

Currently level I and level II certificates are not offered but may be an option in the future.

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

The focus of Round Rock ISD ECHS is to equip students to self-monitor their progress towards learning goals and the advocate for assistance when needed. Teachers at ECHS meet in campus instructional-based Professional Learning Communities twice a week to analyze the Texas Essential Knowledge and Skills, student performance, review assessments, and refine instruction. Students' academic performance on district and campus assessments within high school courses will be tracked through the Eduphoria Aware system and monitored closely by students and teachers.

Additionally, the ACC early alert system will be used and the administrative team will work closely with students and the ACC liaison to monitor academic progress and college hours completion. If students are deemed in jeopardy of failing ACC courses, the guidance counselor and advisory teacher will meet with the student and his/her parent(s) to complete an improvement plan.

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

Academic success will be frequently celebrated at RRISD ECHS. Students will be recognized for academic accomplishments and for exemplifying the core values of the school. Advisory teachers will be assigned to a group of students each year to build close relationships with adult mentors who will provide guidance throughout the time the student is enrolled in the ECHS. Advisory classes will contain students from all grade levels to allow junior and senior students to also serve as mentors and tutors to younger students.

At each grading period, students who are identified to be struggling and at risk of failing will meet with the teacher of the course and guidance counselor to develop and individualized improvement plan. The teacher will meet weekly with the student to monitor his/her progress on the improvement plan goals. If, after the implementation of the improvement plan, the student still receives a failing grade for the six weeks period, the teacher and guidance counselor will conference with the student and his/her parent to modify the improvement plan and discuss additional interventions. If the student does not demonstrate improved academic achievement after three weeks, the principal will meet with the student and his/her parent again. In some cases, this may include a discussion about whether ECHS is the right fit for the student or if the student needs to transfer.

In addition to academic support, students will be supported in matriculating into four year institutes of higher education. Students will take the TSI assessment either the summer prior to entering the 9th grade at ECHS or during the first semester as an ECHS student, so that immediate, individualized assistance may begin for each student. Staff members assist ECHS students with college and career exploration, SAT/ACT test preparation, and college entrance and financial aid applications to ensure that graduates of the RRISD ECHS are prepared to advance into four year institutes of higher education. Students from the ECHS will attend the annual RRISD College Fair for college exploration with over 200 colleges and universities in attendance. They will also participate in the ACC Transfer Academy, in which they will meet representatives from four year institutions to discuss transfer opportunities.

The environment at RRISD ECHS is personalized for students. Students participate in team building activities in the summer bridge program to promote school pride and identity. During the 2016 summer bridge program, the first cohort of students selected the motto, mascot, and school colors for the RRISD ECHS. Students also have the opportunity to form student clubs and participate in various activities based on their areas of interest. Upperclassmen will have the opportunity to participate in service learning projects and internships with local employers.

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

All ECHS staff members will play an integral role in ensuring students are supported socially and emotionally. Staff members will receive professional development to anticipate issues students may encounter due to the pressures of high rigor course work, the non-traditional setting and age-appropriate social development. The ECHS staff will support the social and emotional needs of students in a three-pronged approach utilizing the bridge program, advisory classes and the role of the school administrative team.

Social and emotional support begins during the summer bridge program. It is critical for all staff to participate with students in building trusting relationships through various team building activities. Through establishing support during the bridge program, ECHS staff and students set a foundation for success. As students matriculate through ECHS, upperclassmen will take a leadership role in various team building activities.

Students will also receive support in the context of their advisory class. As mentioned previously, advisory teachers will be assigned to a group of students through graduation to enable the teacher and students to form lasting relationships built on trust. Some topics during advisory and reinforced in all classrooms include time management, strategies for handling stress, and study skills. Junior and senior students will work with teachers to plan and lead group discussions during various class times.

Through administration support, students will receive small group guidance lessons on topics such as stress management, healthy relationships, bullying, drug and alcohol awareness, and suicide prevention. The counselor is also available to conduct individual conferences for students needing personalized support. The counselor is also equipped to provide community based referrals when necessary.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

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

Round Rock ISD ECHS provides a course of study that enables students to complete high school graduation requirements as well as an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. The ECHS administrative team has developed a schedule of conferences to support, monitor, and advise students throughout their degree plan and ensure adequate progress is being made. Data gathered from these checkpoints will be analyzed and used to initiate intervention measures when needed.

Teachers and administration work together to ensure that the social and emotional needs of all students are being met through advisory classes, student clubs and organizations, and integrated counseling sessions. Additionally, services from the district and IHE partner are provided when necessary.

Benchmark 5: Academic Rigor and Readiness

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

10/21/16, 10/25/16, 10/26/16, 10/28/16, 11/2/16-11/4/16,11/9/16-11/11/16,11/17/16, 12/1/16, 12/2/16

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

02/2017, 03/2017, 04/2017, 06/2017, 07/2017

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.

To ensure TSI success, RRISD ECHS has employed a comprehensive system of academic preparation and intervention.

Summer Bridge/Summer Scholars Program - Incoming 8th graders: The first year student program focuses on the emotional and social needs of the students. Team and relationship building among students and staff will be the top priority, but the program will also explore college life skills and academic expectations. Students take the first TSI testing during the first semester to give the student parents and faculty valuable information for developing an academic plan for the year. As 9th grade students they continue to explore college life skills and increase in academic and college readiness. Based on student growth and needs, the program is designed around academic core content areas, SAT, PSAT, and TSI readiness. Pre-AP strategies will be used as well as Cornell notes through implementation of the AVID program.

College Life Skills/AVID - College going culture, academic support in all areas, college counseling sessions provided, take part in college campus visits around Texas.

Extended day: targeted population in need of additional academic or social support as well as clubs and after-school enrichment activities.

Parent involvement will be fostered through a variety of events including parent orientations, which are information nights to discuss ECHS in detail and additional orientations throughout the year with information on college registration, application and academic expectations for success. Discussions center around next steps for incoming students and academic advising for currently enrolled students. Other parent information events will cover topics such as college readiness, testing, and college counseling sessions.

Faculty advisors engage targeted professional development focused on the TSI. Faculty members will take the TSI to help them understand the testing level, content, and how to read the results. Each incoming student will have a RRISD advisory teacher for the duration of the program.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

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

At Round Rock ISD ECHS our classrooms are designed to prepare students for rigorous coursework to complete the high school and associate's degree plan requirements. As a main component of this preparation, TSI support and testing is a critical piece to the success of students. RRISD ECHS implemented a TSI prep course in our first year that focuses on the reading and writing components to reinforce skills needed for a passing score. Each core classroom teacher is also equipped with the training and resources to implement an instructional model that focuses on building and enhancing student's soft skills. This design teaches students the value and need for critical thinking, personal accountability, self-discipline, and critical thinking. Along with this instructional model is the integration of our AVID program which focuses heavily on the importance of organization, and developing a college-going mindset. Learning spaces enhance and foster the strategies mentioned above to provide an environment that centers around high expectations. All these factors work together to support students as they prepare for TSI and future success in all high school and college courses.

As we welcome additional cohorts of students, a bridge program designed to prepare and test accepted students for TSI will take place in the summer. This will determine a student's level before they begin freshman year and provide an understanding of the individual needs so that a customized learning plan can be developed for each student.

Benchmark 6: School Design

What is the design of the ECHS model for which partners are requesting designation?

ECHS on a college campus:

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

Since RRISD ECHS is located on the IHE campus, students will have the same access to all ACC support facilities that traditional ACC students have.

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 principal serves as the instructional leader on the campus in developing the implementing state/district/ACC policies, programs, curriculum and instructional activities, and budget in a manner that promotes student and faculty growth and success. The principal ensures a safe, orderly environment that encourages students to take responsibility for behavior and creates a rigorous academic environment among staff and students. Specific duties include:

- * Creating and maintaining the master schedule of the school including teacher assignments, hours, creating of new courses, adaptations to meet state graduation requirements, and analyzing each student's schedule.
- * Overseeing the recruitment and hiring of all ECHS teachers including establishing interview protocols, conducting interviews with the IHE liaison, recruiting from inside and outside the district, and recommending candidates for hire to the district Human Resources department.
- * Directing the budget for the ECHS including determining priorities using student placement and achievement data and reflecting priorities in the campus improvement plan and budget documents.

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 assists the ECHS principal and administrative team in navigating the IHE systems and protocols. Meeting were frequent during the opening of the school, and have now become monthly. In working our administrative team, the IHE liaison:

- * Keeps administration informed of the necessary admissions, testing, and scheduling requirements and dates as determined in ensuring that the students have met the expected requirements.
- * Assists the administrative team in developing the appropriate plan for involving ECHS students in campus life at the IHE, including working with the ECHS counselor in implementing the college life plan.
- * Collaborates with the ECHS administrative team in teacher recruitment and in overall student related systems and procedures.
- * Communicates regularly with the ECHS principal.

Is the IHE liaison working with other ECHS campuses?

Yes

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

Austin ISD - Travis, Reagan, LBJ
Del Valle ISD
Elgin ISD
Bastrop ISD - Colorado River Collegiate Academy
Manor ISD

Which statement best reflects the assignment of the ECHS teachers?

The ECHS employs highly qualified teachers who report 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.

The ECHS annual professional development plan is a combination of embedded professional development opportunities for Austin Community College professors and Round Rock ISD staff to collaborate on student support throughout the school year. Both entities utilize training held at the Region 13 Educational Service Center focused on best practices of ECHS instruction and procedures. Training dates prior to students starting the fall semester are utilized for whole staff professional development via RRISD. Staff also take part in peer observation and mentor opportunities consistent with systems already in place for RRISD and ACC. Specific training includes:

- * College Board APSI
- * 30 Hour Gifted and Talented Training and annual 6 hour update
- * Engage2Learn Project Based Learning Model
- * ESL/ELL training
- * Special Education support training

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core and elective courses that include only ECHS students and/or only college students.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

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

Round Rock ISD ECHS has met all requirements of the Initiating stage and is currently in the Implementing stage. The ECHS campus is located on the Austin Community College Campus. Staff includes a principal that is dedicated solely to ECHS, an IHE liaison with decision making authority, and a counselor and highly qualified teachers who report directly to the ECHS principal and teach only ECHS students in all core courses. All staff work together to support student achievement and progress.

ECHS administrative team works to design annual professional development plans based on the needs assessment of student qualitative and quantitative data. Sessions are also embedded throughout the year to provide continuous support for teachers.

As ECHS increases in size and student enrollment, mentor programs will be initiated withing the student body as well as with community partners. Teaching staff will also take part in mentoring additional teachers that are hired to support the additional cohorts of students.

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	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)



Not submitted

N/A

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

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A

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

Attached

Status

Expected Date for Final (if draft)



Not submitted

N/A