



Full Application for ECHS Designation

**ECHS Academy: Wink-Loving Early College Academy
(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:

Wink-Loving Early College Academy

County District Campus Number 2:

County District Campus Number:

248902001

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:

PO Box 637

Mailing Address - Line 2:

200 Rosey Dodd Ave.

City:

Wink

State:

Tx

Zip Code:

79789

2.2 School District

School District Name

WinkLoving ISD

Mailing Address - Line 1:

PO Box 637

Mailing Address - Line 2:

200 Rosey Dodd Ave.

Mailing City:

Wink

State:

Tx

Mailing Zip Code:

79789

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: University of Texas of the Permian Basin	How many ECHS does this IHE partner with? 8	
Mailing Address - Line 1: 4901 East University Boulevard	Mailing Address - Line 2:	
Mailing City: Odessa	State: Tx	Mailing Zip Code: 79762

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

Partner Name: TSTC - Sweetwater	How many ECHS does this IHE partner with? 10	
Mailing Address - Line 1: 300 Homer K. Taylor Drive	Mailing Address - Line 2: Sweetwater	
Mailing City: Sweetwater	State: Tx	Mailing Zip Code: 79556

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

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

2.4 Education Service Center Region

Education Service Center Region: 18

2.5 Person Completing this Application

Title: Principal	
First Name: Scotty	Last Name: Carman
Phone: 432-527-3880	Email: scarman@wlsd.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Scotty

Phone:

432-527-3880

Last Name:

Carman

Email:

scarman@wlisd.net

2.7 Superintendent (District 1)

Title:

Principal

First Name:

Dewitt

Phone:

432-527-3880

Last Name:

Smith

Email:

dsmith@wlisd.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:

Early College High School
Coordinator

First Name:

Lillian

Last Name:

Porter

Phone Number:

(432) 552-3103

Email:

porter_l@utpb.edu

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

Title:

Manager of Dual Enrollment

First Name:

Rene

Last Name:

Ralston

Phone Number:

1.325.235.7412

Email:

rene.ralston@tstc.edu

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

Title:

First Name:

Phone Number:

Last Name:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

Director of Continuing Education

First Name:

Ray

Last Name:

Lascano

Phone Number:

(432) 770-7565

Email:

lascano_r@utpb.edu

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

Title:

Vice President of Student Learning &
Statewide Lead for Dual Enrollment

First Name:

Marina

Last Name:

Wilcox

Phone Number:

1-325-235-7412

Email:

marina.wilcox@tstc.edu

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

Title:

First Name:

Phone Number:

Last Name:

Email:

Part 3: Benchmarks

Benchmark 1 - Target Population

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

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	5	7	10	7	29
2017-2018 projected enrollment	0	0	0	6	7	9	12	34

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	34.9	n/a	n/a	0
At-Risk	29.2	n/a	n/a	0
LEP	2.4	n/a	n/a	0
White	58.4	n/a	n/a	0
Hispanic or Latino	38.6	n/a	n/a	0
Black or African-American	1.8	n/a	n/a	0
First Generation College-Goers	N/A	N/A	N/A	0
Other	1.2	n/a	n/a	0

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

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

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

An aggressive recruitment plan was designed by Wink-Loving ISD, in conjunction with university partners was developed to target students for the ECHS program. Several information sessions presented to students, parents, and the community at large with data that outlines the benefits of the ECHS program. These sessions were specifically tailored for historically underrepresented population that is primarily comprised of economically disadvantaged Hispanics who are identified as at-risk, first generation college goers. Outreach continued through the local media outlets. Other vehicles of communication included brochures, parent meetings, website, newspaper articles, and school presentations.

Wink-Loving Early College Academy will be working closely with TSTC and UTPB to build class schedules specific to the needs of each student and that are House Bill 5 complaint. Wink-Loving Early College Academy will have representatives from each college come to help promote a college going atmosphere. These representatives will present information specific to degree plans offered at the university that might be of interest to students at Wink High School. The recruitment goal is to prepare and motivate all students to take and pass all three portions of the TSI and have students enroll in college courses through UTPB and/or TSTC as early as their freshmen year.

ECHS Enrollment Process will begin during each students 8th grade year. Students their 8th grade year will take the TSI as many as three times if needed. Their first attempt will be administered in March of each year. After all students take the TSI, their scores and testing data will be shared with their math, reading, and writing teachers. Teacher can use data to tailor instruction during the second semester and in their classes to help close the gaps students exhibiting on the TSI in reading, writing, and math. Student's second attempt on the TSI assessment will come in May. Again, teachers will take the TSI data from their second attempt and remediate students in areas of weakness. Students will reattempt their TSI for the third time. Just because students are unsuccessful on their third attempt does not mean they do not still have an opportunity to be part of the ECHS program.

Wink-Loving Early College Academy enrollment process is systematic and goal driven with the main purpose of preparing students for the TSI assessment. This detailed systematic process will allow multiple opportunities for remediation to students that are lacking certain skills in math, reading, or writing based on thier TSI results which will benefit our target students the most. Once students pass all three areas of the TSI they are eligible to take classes specific to their degree plan and house bill 5 without subject limitations. If a student is successful in writing and reading only, they still can enroll in ECHS classes through UTPB with the exception of math and science courses. Students that just want to take vocational classes through TSTC are accepted automatically and are eligible without a passing TSI score. However, our goal will be to promote and prepare all students for TSI success before graduation

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

A comprehensive strategy, based on blueprint criteria, was implemented with the mindset that all WLISD students would have equal access to enrollment in the ECHS program. ECHS blueprint criteria defines that all students have an equal opportunity for acceptance, regardless of academic background. These parameters served as the foundation for the ECHS enrollment process. This process was developed by the ECHS leadership team in partnership with Wink-Loving ISD administration, UTPB staff and administration, and TSTC staff and administration. The Wink-Loving ECHS leadership met with UTPB representatives multiple times to develop an enrollment system that would promote ECHS to the targeted population. During these meetings we discussed TSI preparedness, possible class schedules, common predictable problems, grade reporting, enrollment procedures and recruitment, college visitations, college student resources and support, emotional and social support systems, House Bill 5 compliance and other factors that relate directly and indirectly to the ECHS program.

Through the enrollment development process we kept the end result in mind and made sure that remediation and social and emotional support was constant through out the process to help increase the success of our targeted population. Also we made sure the door was always open and support was always available for students that were unsuccessful after multiple attempts on the TSI assessment.

Wink-Loving College Academy Leadership Team will also play an important role in analyzing, reviewing, and refining the ECHS program as necessary. The leadership team members are the principal, counselor, and several designated lead teachers. Their role is not tied to just the success of individual students but the success of the entire program. During weekly meetings, the members of the Leadership team will talk about all aspects of the ECHS program and make adjustments as necessary. These members will consider student success, teacher facilitator effectiveness, system effectiveness, student preparedness, and overall communication.

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)

Wink-Loving Early College Academy meets all the implementing criteria which includes:

1. We meet all the Initiating criteria.
2. Our 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 recommendation, or minimum grade point average (GPA).
3. We 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, Hispanic.)
4. We clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. We make available to TEA our 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. Wink-Loving Early College Academy does not use either a performance-blind, open-access lottery system that encourages and considers applications from all students so we are not at the exemplar status.

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	10
Administration of statewide instruments under Subchapter B, Chapter 39	9
Grading periods and policies	5
Courses of study	7
Curriculum alignment	5
Instructional materials	11
Instructional calendar	12
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	8
Student enrollment and attendance policies	11
Provisions for discontinuing ECHS operation (see next section for details)	12
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

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	10
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	3
Procedures for collecting and sharing student and teacher data	n/a
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	10
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	10
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE 	7

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

STATUS: Implementing

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

Wink-Loving Early College Academy meets the criteria for an implementing campus.

1. Wink-Loving Early College Academy meets all the Initiating criteria.

2. Our MOU's include the following topics:

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

Wink-Loving Early College Academy is doing most to the Exemplar criteria but we are still working on the sharing of data with our IHE partners and the advising students on the transferability of all college credit offered and earned.

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.

2/8, 3/21, 3/30, 4/18, 9/19, 11/14

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	Dewitt Smith
Curriculum & Instruction or equivalent	Amy Hrcir
ECHS principal or director	Scotty Carman
IHE President	David Watts
IHE Provost	Daniel Heimmermann
Dean of college of Education	Roy Hurst
ECHS Liaison	Rey Lacano
ECHS Leadership Team	Samantha Carman
Counselor/ECHS Team	Priscilla Salgado
Adjunct Welding Teacher/ ECHS Leadership Team	Micheal Reddin
Adjunct Culinary Arts Teacher/ ECHS Leadership Team	Vonda Warren

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.

A strong mutual partnership between both the district and university has fostered a climate favorable to prosperity and progress. Following a path for continuous growth the leadership group fills the following roles:

- design of ECHS platform
- governance
- council in the alignment of curriculum
- seeks to establish new partnership
- plans for sustainability
- pursues improvement
- monitors data and accountability

ECHS Director: Wink-Loving Early College Academy's primary goal is to ensure W-LECA is in compliance with

ECHS blueprint and Curriculum and Instruction

-Ensure alignment of curriculum between W-LECA and UTPB and TSTC.

Superintendent: Oversee coordination and monitoring of ECHS at the district level.

IHE President: Overseen coordination and monitoring of ECHS at the university level.

Dean of College of Education: Assures faculty adheres to university protocol.

Provost: Defines university protocol.

The Wink-Loving Early College Academy Leadership team will be a key component to the success of the ECHS system. This team will meet once a month to discuss students, concerns, ideas, and planning. Each ECHS student will be designated to one ECHS Leadership team member. This team member will follow up with all of their designated students a minimum of three times a week. During these student follow up visits, W-LECA Leadership team members will assist ECHS students with organization, study skills, resources, motivation, parent communication, and serve as liaison between the student and the college professor if necessary. ECHS Leadership team members will also be responsible for communicating to the counselor, parents/guardians, and principal on any issues or concerns they have with ECHS students that would be an obstacle to their success. These leadership team members are in addition to the students' every day college class facilitators. Every day class facilitators will serve in these capacities as well. This gives the W-LECA program many different levels of follow-up to ensure the success of each student in the program.

Wink-Loving ISD will have one certified staff member to help facilitate ECHS classes. This new teacher will have a background in technology, so they can troubleshoot student computers in addition to keeping track of student progress. Since every student at W-LECA will have a school-issued Mac, technical issues will arise periodically. This staff member will play a vital role in making sure students are not having technical issues that would impede their progress in their college classes.

Currently Wink-Loving ISD has an expert welder on staff. He is fully credentialed by TSTC. He has welding experience as a teacher and in the workplace. TSTC is willing to adjunct this teacher and make him an "embedded instructor" to teach college welding classes on Wink-Loving ISD's campus. This is a great opportunity for Wink-Loving Early College Academy to certify students in welding before they graduate.

Wink-Loving ISD is has s state of the art welding and metal shop. This new building has six welding booths, a plasma cutter, and all the tools required to work with metal. This vocational element allows our students the opportunity to truly prepare for a future career in welding.

Wink-Loving ISD also has a fully credentialed culinary arts instructor through TSTC. Students will be able to take courses in Culinary Arts, Food Safety and Sanitation, and Food Science. We have a new high school and the new Family and Consumer Science wing will have state of the art kitchens with commercial vent-a-hoods and appliances, along with outstanding food preparation and storage areas.

Our district is very proud of the three-way partnership between UTPB, TSTC, and Wink-Loving ISD. The flexibility provided by this partnership will be a huge benefit to our students, meeting the needs of those who wish to focus on academics as well as students who desire to pursue a future in a vocational area.

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

Wink-Loving ISD has experienced little staff turnover in the past few years. A plan is under construction to identify and implement sustainable structures and staff turnover. WLISD provides some school housing and retention bonuses to promote teacher retention. WLISD employees are encouraged to seek professional development to fit their individual needs. Teachers are also provided two academic planning periods to ensure quality instruction and minimize their work load. WLISD also provides a 6% matching annuity to all staff and teachers. Teachers can invest up to 6% of their pay and the district will match this amount. Teachers must be with the district for four years to be 100% vested in the annuity. This benefit is a great incentive for teachers to stay employed at WLISD.

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: Initiating

Please provide a brief description of how your ECHS program plans to develop beyond Initiating in this benchmark. (300 word maximum)

Wink-Loving Early College Academy considers itself implementing campus.

1. We meet all the Initiating criteria.

2. We have established 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

3. Meeting minutes and agendas shall be publicly available.

Wink-Loving Early College Academy meets many of the exemplar criteria but we need to establish sustainability structures shall be identified and implemented to address and minimize the challenges of staff turnover.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Wink-Loving ISD offers endorsements in the following areas:
Business and Industry
Public Service
Multidisciplinary Studies

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

Wink-Loving ISD will not offer a specific associate's degree to the students, but all ECHS students will have the opportunity to receive 60 plus hours of college credits.

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

Wink-Loving ISD will not offer a specific associate's degree to the students, but all ECHS students will have the opportunity to receive 60 plus hours of college credits.

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

WLISD staff members will work closely with the IHE liaison to help keep students informed of their college progress and success. WLISD students will also be provided transportation to UTPB to visit the campus and library. In turn, college professor will also come to WLISD to visit the students periodically to help ensure student success. UTPB also offers student supports services and monitor their grade every three weeks. WLISD will also send parent progress reports home to parents every 3 weeks. The ECHS will keep in close communication with parents of ECHS students especially if they are struggling and need academic support.

Student monitoring process will involve: 1. Classroom facilitator, 2. ECHS Team Member, 3. Counselor, 4. ECHS Principal, 5. IHE ECHS Support Person, 6. IHE ECHS Liaison, 7. IHE Academic Dean (subject specific), 8. Individual College Professors.

WLISD staff will begin teaching with an emphasis on the College and Career Readiness Standards. The College and Career Readiness Standards are one of the major resources of preparation for the New TSI - College Readiness, such as the English Language Arts Standards along with the Mathematics Standards.

These standards are correlated to the TSI test and these standards are listed below:

The TSI Mathematics and Statistics Test is a multiple choice assessment covering the key College and Career Readiness Standards referenced below. There are approximately 20 items on the placement test, and 10 items on the diagnostic test.

Elementary Algebra and Functions (6 items on the placement test; 10 items on diagnostic test)

- Linear equations, inequalities, and systems
- Algebraic expressions and equations (other than linear)
- Word problems and applications Intermediate Algebra and Functions
- Quadratic and other polynomial expressions, equations, and functions
- Expressions, equations, and functions involving powers, roots, and radicals
- Rational and exponential expressions, equations, and functions Geometry and Measurement
- Plane geometry
- Transformations and symmetry
- Measurement (linear, area, three-dimensional)
- Modeling and applications Data Analysis, Statistics and Probability (3 items on placement test; 10 items on diagnostic test)
- Interpreting categorical and quantitative data
- Statistical measures
- Probabilistic reasoning

The TSI Writing Test is a multiple choice assessment covering the key College and Career Readiness Standards referenced below. There are approximately 20 items on the placement test, and 10-12 items on the diagnostic test.

Essay Revision (8 items on placement test; 12 items on diagnostic test)

- All items in this category will be passage-based items.
- Passages are drafts of essays in need of revision and will be approximately 250 words. Items will ask students to revise parts of the essay to improve coherence, organization, word choice, rhetorical effectiveness, and use of evidence

Agreement (3 items on placement test; 10 items on diagnostic test)

- All items in this category will be discrete items
- Items will cover topics such as subject-verb agreement, pronoun agreement, and verb tense. Sentence Structure (5 items on placement test; 10 items on diagnostic test)
- All items in this category will be discrete items
- Items will cover topics such as fragments, subordination and coordination, and parallelism
- Items will also cover topics such as comma splices and run-on sentences, as well as improper punctuation. Sentence Logic (4 items on placement test; 10 items on diagnostic test)
- All items in this category will be discrete items
- Items will test the student's ability to arrange the parts of sentences in the most logical way, including the use of logical transitions and the correct placement of modifying phrases and

The TSI Reading Test is a multiple choice assessment covering the key College and Career Readiness Standards referenced below. There are approximately 24 items on the placement test. There are 10-12 items per category on the diagnostic test.

Literary Analysis (4 items on placement test; 12 items on diagnostic test)

- All items in this category will be passage-based items.
- Passages are fiction or literary nonfiction and will be approximately 400 words in length.
- Items will ask students to identify and analyze ideas in and elements of literary texts. Main Idea and Supporting Details (5 items on placement test; 10 items on diagnostic test)
- All items in this category will be discrete items with single informational/expository passages of 75-125 words.
- Items will ask students to identify the main idea of a passage or comprehend explicit textual information in the passage.
- Inferences in a Text or Texts (8 items on placement test; 10 items on diagnostic test)
- All items in this category will be discrete items with one or, in some cases, two informational/expository passages of 100-150 words.
- Most items will ask students to make an appropriate inference about a single passage.
- Some items will require students to synthesize ideas by making a connection or comparison between two passages.
- Author's Use of Language (7 items on placement test; 10 items on diagnostic test)
- All items in this category will be discrete items with single informational/expository passages of 75-125 words.
- Some items will ask students to identify an author's purpose, tone, organization, or rhetorical strategies and use of evidence;
- Some items will ask students to determine the meaning of words in context.

The Texas College and Career Readiness Writing standards ask students to write essays that "demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose."

WritePlacer automatically evaluates students' essays written to one of several prompts. WritePlacer essays are electronically scored by the Intelligent Essay Assessor (IEA) that is powered by the Knowledge Technologies (KT) engine. The Intelligent Essay Assessor is a unique automated assessment technology that evaluates the meaning of text, not just grammatical correctness or spelling. The Intelligent Essay Assessor is based on Latent Semantic Analysis (LSA), a statistical language learning theory and computer model that measures the semantic similarity of words and documents with accuracy closely approximating that of human judges. Feedback is provided on the following six dimensions

- Purpose and Focus – The extent to which the writer presents information in a unified and coherent manner, clearly addressing the issue.
- Organization and Structure – The extent to which the writer orders and connects ideas.
- Development and Support – The extent to which the writer develops and supports ideas.
- Sentence Variety and Style – The extent to which the writer crafts sentences and paragraphs demonstrating control of vocabulary, voice, and structure.
- Mechanical Conventions – The extent to which the writer expresses ideas using standard English.
- Critical Thinking – The extent to which the writer communicates a point of view and demonstrates reasoned relationships among ideas.

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

Wink-Loving ISD will use a staff team approach to ensure student success in the ECHS program. Designated staff members will be assigned to specific ECHS students to followup on a weekly basis. These staff members will help students in the ECHS meet their deadlines and also help communicate to parents and ECHS Director when students are struggling. WLISD will also provide each student with a laptop so they have the freedom to work on their college lessons at school and at home. Also all school resources (library, school internet, books, periodicals, printer, librarian, etc) will be available for student use to help with research, study help, and writing support. WLISD director will meet with each ECHS student and parent to develop a personalized graduation plan that meets the requirements of House Bill 5 and corresponds with the ECHS program.

These plans will include the specific college classes the student will take in the ECHS plan that fits the goals of the individual student. Students will take classes that are aligned to the common core through UTPB and have a CTE vocational classes through TSTC. This will allow Wink-Loving Early College Academy to meet the needs of many different students. This also allows the option to allow several different tracks for students depending on their interests and skills. This allows Wink-Loving Early College Academy the flexibility to personalize the learning environment for each student based on their schedule and individual academic, social, and emotional needs.

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

WLISD will use a multi-staff approach to make sure students are supported in ways other than academics. WLISD instructional staff will visit with students daily to ensure they are handling the stress of taking college classes. WLISD will also have parent meetings once a year to address social and emotional concerns parents and parents might be experiencing due to the rigors of college classes. WLISD will also provide counseling services using our school counselor if students are having extreme difficulty.

WLISD will require all students to take a career class in the 7th grade and a technology class in 8th grade. During this classes, the students will focus on the process of selecting and exploring career fields. The classes will teach organizational and study skills, work on critical thinking, and participate in enrichment and motivational activities that promote college success. Starting in 2017, the 8th graders will spend a six weeks with the Dave Ramsey's "Foundations of Personal Finance" Course.

WLISD teachers will focus on five areas: promoting student's self-awareness, self management, social awareness, relationships, and responsible decision making. Teachers will promote self awareness skills for each student, so that the student can acquire the ability to recognize their emotions and thoughts. ECHS students will become more and more confident in their abilities to achieve higher education goals. Because many of these students will be their first of their family to attend college, it is essential that we provide them with as much support as possible.

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)

Wink-Loving Early College Academy meets the implementing campus status by following the following:

1. We meet all the Initiating criteria.
2. We provide a course of study that enables participating students to complete high school graduation requirements and an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. A plan must be in place showing how students will progress toward this goal. This plan must provide pathways to a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
3. We monitor student progress and report the number of hours completed per student, disaggregated by student groups.
4. We support students in their course of study.
 - a. We provide academic support to the students by personalizing the learning environment in the following ways:
 - developing a plan for ongoing academic support,
 - providing tutoring or Saturday school for identified students,
 - providing advisory and/or college readiness and support time built into the program of study, and
 - establishing a mentorship program
 - b. We shall provide social and emotional support to the students, including:
 - Connections to social services
 - Parent outreach and involvement opportunities

Wink-Loving Early College Academy needs to work on a structured program of community service to promote community involvement to reach the exemplar rating.

Benchmark 5: Academic Rigor and Readiness

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

4/28, 5/13, 6/6-6/10, and 7/18

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

4/12, 4/26, 5/24, 6/14, and 6/21

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.

Wink-Loving I.S.D. is an authorized testing site sanctioned through the University of Texas of the Permian Basin (UTPB). All costs associated with the TSI assessments are 100% funded by UTPB, with no cost to the student or district. District teachers have been trained on college readiness standards and TSI testing requirements. The ECHS enrollment process will begin during the student's 8th grade year. Students will take the TSI assessment in late December. Student TSI scores and assessment data will be shared with their math, reading, and writing teachers. Teachers will use the data to remediate students during the spring semester that have failed to pass one or more portions of the TSI. The students will have a second opportunity to take the TSI assessment during the second week of April. Again, teachers will take the data to provide remediation for those students that have not passed one or more portions of the TSI. WLISD will offer a one week summer bridge program for those students that have failed to meet this TSI standard. During the summer bridge program students will be provided instruction in math, reading, and writing specific to the TSI assessment. On the last day of the summer bridge program, students will reattempt their TSI for the third time. If a student does not pass the TSI after three attempts they will not be allowed to participate in the ECHS program. Students will have an opportunity three times each year to pass the TSI.

Wink-Loving Early College Academy enrollment process is systemic and goal driven with the main purpose of preparing students for the TSI assessment. This detailed systemic process will allow multiple opportunities for remediation to students lacking certain skills in math, reading, and writing based on their TSI results which benefit our target students the most.

Students interested in taking just vocational classes are accepted automatically and are eligible without a passing TSI score. However, the goal of Wink-Loving I.S.D. will be to promote and prepare all students for TSI success before graduation. Wink-Loving I.S.D. and UTPB will periodically examine TSI assessment data and construct individualized student intervention plans to close the achievement gap between student subpopulations.

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)

Wink-Loving Early College Academy is an implementing campus for benchmark 5 for the following reasons.

1. We meet all the Initiating criteria.
2. We provide a TSI assessment at no cost to students as early as possible.
 - a. We 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.
 - b. We report to TEA the dates the TSI is administered.
 - c. We report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown

Wink-Loving needs to work on providing access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success in order to become an exemplar campus.

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 newly-formed, stand-alone high school campus

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

Wink-Loving Early College Academy has a technology footprint that allows them immediate and anytime access to all on-line resources both in system, in the UTPB system, and web based resources from all entities. Additionally, Wink ECHS students will be on UTPB campus each year for registration, counseling, book purchases and orientation. ECHS students will also make at least 2 more trips each semester to participate in college activities, counsel and meet professors, utilize learning and resource labs, and attend lectures, concerts and other fine arts activities. In the summer Wink-Loving Early College Academy students may attend the two week UTPB summer bridge program. This bridge program is designed to acclimate them to living in dorms, attending instructional face to face classes with professors, and interact will college peers.

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 is 100% dedicated to the Early College High School program.

Scheduling - Ensure students are adhering to their individual graduation plan requirements by taking required high school and college courses.

Hiring - Secure highly qualified certified personnel for ECHS.

Budget - Provided campus needs such as personnel, materials, resources, and transportation for ECHS within a limited budget.

Professional Development - Based on student data, best practice.

Parental and Community Involvement - Schedules meetings and conferences as needed to ensure student success at ECHS. Keeps parents abreast with ECHS activities.

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 facilitates communication between the entities, coordinates problem resolution, insurance performance criteria are met and maintains a constant dialogue with the ECHS administration, staff, and students. There are at least one telephone conference each week and additional face to face conferences at the IHE or ECHS.

Is the IHE liaison working with other ECHS campuses?

Yes

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

Presidio
Rankin
Marfa
Balmorhea
Kermit
Pesos-Barstow-Toyah
Slaton
Ector County 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.

Wink-Loving ISD is trained by UTPB on strategies that help students become Texas College and Career Ready and TSI ready. Wink-Loving works with ESC 18 to provide Wink-Loving ISD staff members with different teaching strategies to increase student engagement in the classroom. These strategies are focused on the Texas College and Career Readiness Standards. Teachers will also be provided with local training on preparing students for the TSI assessment.

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)

Wink-Loving Early College Academy meets all the Initiating and Implementing criteria. We do not meet the following exemplar criteria:

1. We do not provide students with weekly use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities.
2. Our staff does meet and/or works directly with the principal/director on, at least, a weekly basis and our teachers do not report only to the ECHS principal/director and teach only ECHS students
3. Our counseling staff does not report only to the ECHS principal/director and serve only ECHS students.
4. Are ECHS students do not enroll in core and elective courses that include only ECHS students and/ or college 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		N/A


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

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


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

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

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

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

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

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

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

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

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

Attached



Status

Not submitted

Expected Date for Final (if draft)

N/A

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

Attached

[View Uploaded Document](#)

Status

Submitted

Expected Date for Final (if draft)

N/A