ECHS Designation Application

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Goals

Understand the requirements of the ECHS Blueprint:

- Account for every Benchmark's implementing criteria

- Consider implementation of each Benchmark's exemplar criteria

- Determine each criteria as an ISD, IHE, and/or a shared responsibility

Understand and be able to:

- Meet all **Provisions and Assurances** of the Designation Application

- Provide required and/or supplemental supporting documents

- Meet required implementing criteria within the MOU

- Inclusion of other implementing and exemplar criteria in MOU as appropriate

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Caution

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.

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Target Population Benchmark 1

The ECHS **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.

Benchmark 1 Target Population	√ ✕	ISD MOU	√ ✕	IHE MOU		√ ✕	ISD MOU	√ ✕	IHE MOU
Shall not discourage or exclude any sub pop, AR, LEP, failed STAAR, other state administered assessment scores, discipline, teacher recommendation, or GPA					Meets all implementing criteria				
Identify and recruit at risk and under represented in college (1st generation college, eco dis, AA, Hispanic, etc.)					Uses a performance blind open lottery or				
Clearly documented recruitment plan, enrollment policies, and practices that are reviewed and refined annually based on data					Uses a weighted lottery by targeted sub-pops or				
Make available to TEA their annual recruitment plan, enrollment policies, and data					Uses enrollment strategies to meet/or exceed ISD demographics for At-Risk and Eco. Dis.				
Includes input from all stakeholders									
Regular activities, marketing, material, and time lines to inform all stakeholders (students, parents, staff, BOE, and community members)									

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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, input 0 (zero).

Grades of students to be served: 6th   7th   8th   9th   10th   11th   12th   Total Enrollment

Demographics   % of HS Students ISD   % of 2nd ISD   % of 3rd ISD   % of All enrolled ECHS

Eco Dis
At-risk
LEP
White
Hispanic/Latino
Black or AA
1st Generation
Other

Please indicate the sub populations (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:

1st generation college   Hispanic or Latino   Black or AA   Eco Dis   Other
If other, please explain:

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 sub-populations.

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

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition and would you like the TEA to consider your ECHS for this?

Evidential Documents

- Recruitment Plan
  - Date-Time of Events
  - Communication and advertising
  - Location of informational sessions (ISD event, feeder schools, etc.)
  - Recruiting and marketing materials (in relevent second languages)
  - Student application processing from receipt to first day of school
- Admission Policy, Procedure, or Process Plan
- Student Application
- Inclusion within the Memorandum of Understanding

Partnership Agreement Benchmark 2

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

• 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,

• 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;

• 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

• includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

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Benchmark 2 Partnership Agreement	√ × ISD MOU	√ × IHE MOU		√ × ISD MOU	√ × IHE MOU
Location, costs and fees, transportation			Meets all implementing criteria		
Administration of state assessments under TEC Chapter 39 Subchapter B			Student access to all IHE services, resources, and facilities		
Grading periods and policies			PD for ECHS and IHE staff		
Course of study			Collecting-sharing student/teacher data		
Includes input from all stakeholders			Student advising of transferability		
Curriculum alignment			Transcripting college credits		
Instrucitonal materials			Articulation agreements		
Instructional calendar					
Tuition, fees, texts--waiver/discounted					
Enrollment and attendance policies					
Provision for discontinuation					
Data collection/review process for: • Credit attempt/pass • GPA • EOCs • SAT/ACT/PSAT • TSI readiness by grade level • ECHS staff qualifications • Location of courses			Provisions for using data to: • Implementing improvements • Articulation to four year IHE • Determine level of entry to IHE • Enrollment and retention rates • Leaver codes/attrition by grade • Increase participation in IHE activities		

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Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2016-2017 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics   **Page number in MOU where referenced**

Highly recommended MOU Topics   **Page number in MOU where referenced**

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition and would you like the TEA to consider your ECHS for this?

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Evidential Documents

- Memorandum of Understanding

- Typical Addendums but not limited to:
  - Four Year Course/s of Study
  - Shared Services Agreement
  - Shared Facilities Agreement
  - Shared Data Agreement
  - Shared Waiver of Liability/Security Agreement

- Letters of Support
  - ISD (from each partnering entity)
  - IHE (from each partnering entity)
  - Two-Year College District (as it applies)
  - Four-Year College/University(as it applies)

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P-16 Leadership Initiatives Benchmark 3

The ISD and the 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 ISD and IHE.

- 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, and sustainability
  - continuous monitoring and improvement of the ECHS
  - reviewing the MOU for necessary revisions
  - sharing responsibility (between the ISD and the IHE) for developing annual reports to ISD and IHE boards that provide data, highlight successes, and outline plan for improvement
  - meeting minutes and agendas shall be publically available.

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Benchmark 3 P-16 Initiatives	√ ✗	ISD MOU	√ ✗	IHE MOU		√ ✗	ISD MOU	√ ✗	IHE MOU
Established Leadership Team with decision making authority					Meets all implementing criteria				
Meets regularly					Meets regularly				
Presents reports to each organization • at least annually • provides data • highlights successes • outlines plan for improvement					Includes from the ISD: • Superintendent or designee • Asst. Superintendent of C & I or equivalent • ECHS principal or director				
Member and role identified for: • model design • governance • operations • accountability • curriculum development • professional development • constant monitoring for improvment					Includes from the IHE: • President or designee • Provost • V-P of C & I or designee • Dean of Education or designee • ECHS Liaison or equivalent				
Reviews MOU for necessary revisions					Sustainability structures identified and implemented to address and minimize challenges of staff turnover				
Meeting minutes and agendas are publically available									

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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 in the format "mm/dd/yy".

Please list the first and last names and titles of the group members. Fill in all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	
Curriculum & Instruction or Equivalent	
ECHS Principal or Director	
IHE President	
IHE Provost	
Dean of College of Education	
ECHS Liaison	

What are the functions of this group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

Do the answers to the questions for Benchmark 3 meet the criteria for Exemplar recognition and would you like the TEA to consider your ECHS for this?

Evidential Documents

- Description of each member and role within the team
- Purpose and functions of the group
- Meeting agendas and minutes documented and available
- ISD School Board presentations
- IHE Board/Regents presentations
- Inclusion within the Memorandum of Understanding

Curriculum and Support Benchmark 4

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 associates 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.

- 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 monitor student progress and report the number of hours completed per student, disaggregated by student groups.

- The ECHS shall provide students with academic, social, and emotional support in their course of study.

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Benchmark 4 Curriculum and Support	√ ✕	ISD MOU	√ ✕	IHE MOU		√ ✕	ISD MOU	√ ✕	IHE MOU
Course of study to: • HS diploma and AA • HS diploma and 60 credits for BA/BS • Academic plan that shows progress • Provide pathways toward BA/BS • Meets THECB Lower Division ACGM					Meets all implementing criteria and graduate most with: • AA • 60 credits toward BA/BS • 42 core credit complete • At least 30 credits toward BA/BS				
Monitor student progress: • Report hours completed by student • Disaggregated by student groups					Implement each semester: • Structured data review process • Identify strength and weakness • Create IEP to address concerns				
Academic support and personalized learning environment: • IEP for ongoing support • Tutoring BDA and/or Saturdays • Embedded advisory and/or CR • Establishing a mentorship program					Support students with enrichment: • Community service/involvement • Variety of career options • Internship opportunities				
Social and emotional support: • Connections to social services • Parent outreach and involvement					Provide college awareness to students and families for: • College application assistance • Financial aid counseling • College and career counseling				

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The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.) *Note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.

Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

Please indicate the associates degrees that will be offered to students.

Please indicate the Level 1 and Level 2 certificates that will be offered to students.

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

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

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

Do the answers to the questions for Benchmark 4 meet the criteria for exemplar recognition and would you like the TEA to consider your ECHS for this?

Evidential Documents

- Four-Year Plans for Identified Courses of Study

- Student Academic Monitoring and Support Plan
  - ongoing academic support
  - tutoring plan. embedded advisory, college readiness time, and/or mentoring
  - mentorship program

- Student Social Monitoring and Support Plan
  - direct services and connections to internal and external social services
  - etiquette, decorum, communication, and professional coaching

- Student Emotional Monitoring and Support Plan
  - direct services and connections to internal and external counseling services
  - parent/family support, outreach and involvement opportunities

- Inclusion within the Memorandum of Understanding

Academic Rigor and Readiness Benchmark 5

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.

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 ECHS 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 sub-populations of targeted students.

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Benchmark 5 Academic Rigor and Readiness	√ ✕	ISD MOU	√ ✕	IHE MOU		√ ✕	ISD MOU	√ ✕	IHE MOU
Provide a TSI assessment to accepted students as early as possible (no earlier than their acceptance and no later than spring of grade 9)					Meets all implementing criteria				
Implement a TSI plan for success: • academic prep for accepted students • interventions for non-passers • fee waivers for all administrations					ECHS is a TSI Assessment Site: • allows frequent testing • access to raw data • uses data to design an IEP • intervenes to improve success				
Report all testing dates to TEA					Provides a bridge program that: • provides intensive preparation • provides IEPs to strengthen academic skills necessary before and after grade 9 • Grade 10 • Grade 11 • Grade 12				
Report to TEA: • the number of students who have passed each section • the breakdown of TSI data by sub-populations of targeted students									

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TSI Testing and Success
- Please list the dates that the TSI was administered during the past school year.
- Please list the dates that the TSI will be administered in the coming year.
- Is the ECHS a TSI assessment site or does the IHE administer the TSI assessment?

Please describe a plan for the ECHS to achieve TSI success. Include information about 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.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition and would you like the TEA to consider your ECHS for this?

Evidential Documents

- Assessment Calendar and Data Review Plan

- TSI Assessment Performance Reports

- Individual Instructional Plans

- Tutoring and Support Schedules

- Bridge Program Plan
  - Required from Grade 8 to 9
  - Grade 10-12 opportunities
  - Curricula
  - Schedule

- Inclusion within the Memorandum of Understanding

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School Design Benchmark 6

The ECHS must provide a full-day program 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.

- 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

- ECHS required staffing include a principal, or program director who has scheduling, hiring, and budget autonomy

- The IHE liaison has decision-making authority and interacts directly and frequently with ECHS staff and administrators

- ECHS has 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

- The ECHS students shall be enrolled in ECHS-only sections for core classes

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Benchmark 6 School Design	√ ✕	ISD MOU	√ ✕	IHE MOU		√ ✕	ISD MOU	√ ✕	IHE MOU
ECHS location shall be: • On IHE campus • SA and SWS at comprehensive HS • SWS within the comprehensive HS • K-12 school-wide • K-12 school-wide rural • Not on IHE must provide students regular use of college academic facilities at least six times per year • ECHS that is a SWS must disaggregate required ECHS student data					Meets all implementing criteria • Not on IHE must provide students regular use of all college academic and support facilities at least weekly				
ECHS staff shall include: • Principal/director 100% within four years • Principal or director with scheduling, hiring, and budget autonomy • IHE Liaison with decision-making authority • IHE Liaison interacts directing and frequently with ECHS staff • Counselor 100% within four years • HQ teachers 100% within four years • ECHS students enrolled in pure core sections					ECHS/IHE staff shall include: • IHE Liaison with decision-making authority • IHE Liaison interacts directly at least weekly with ECHS staff • Counselor 100% , reports only ECHS leader, and serves only ECHS students • HQ teachers 100%, report only to ECHS leader, serves only ECHS students • 100% ECHS students enroll in core and elective courses that include only ECHS and college students				
Shall implement annual PD plan based on assessment of ECHS student data					Shall implement the following staff support structures: • mentoring and induction program for new hires • opportunities for ECHS and IHE faculty to receive training, support, scheduled peer observations, and other collaborative activities				

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

ECHS on a college campus   ECHS is not located on a college campus

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

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

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

The campus number is shared and the partners agree to collect and disaggregate data.   Not Applicable

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.

Is the IHE liaison working with other ECHS campuses?
If yes, please list the other ECHS campuses the IHE liaison works with.

Which statement best represents the assignment of the ECHS teachers?
- The ECHS employs highly-qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- The ECHS will employ highly-qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses
- Other and explain below.

Please describe the 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.

Which statement best reflects the enrollment policies regarding ECHS students?
- The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- The ECHS students will enroll in core courses that include only ECHS students and/or only college students
- If other, please describe below:

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition and would you like the TEA to consider your ECHS for this?

Evidential Documents

- Staffing Plans
- Job Descriptions
- PD and Support Plans
- Mentor/Induction Programs for Staff
- Professional Learning Calendars
  - ECHS PLC
  - IHE PLC
  - Joint PLC
- Master Schedule and teaching assignments
- Inclusion within the Memorandum of Understanding

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Questions????

Target Population

P-16 Initiatives

Partnership Agreement

Curriculum and Support

Academic Rigor and Readiness

School Design

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