



2016-2017

Application for ECHS Designation

ECHS Applicant: Victory Early College HS

Application ID: 550637216

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.

I. 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, Hispanic.)
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.

II. 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.

III. 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 publically available.

IV. 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 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.

1. 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. 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.

V. Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§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 associates 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.
 - a. 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.
 - b. The ECHS shall report to TEA the dates the TSI is administered.
 - c. 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.

VI. 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; and
 - 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.

Contacts

Victory Early College HS - 550637216

1.1 ECHS Applying for Designation

ECHS Campus Name	Victory Early College HS	County District Campus Number	101902008
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input type="radio"/> Shared With a Comprehensive Campus <input checked="" type="radio"/> Belongs only to the ECHS		
Years Designated	9		
Application Status	Renewal: applying to renew designation on behalf of a fully designated ECHS.		
Mailing Address - Line 1	4141 Victory Drive	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77088

1.2 School District

District Name	Aldine ISD		
Mailing Address - Line 1	14910 Aldine Westfield Rd.	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77032

1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.2.b Third School District

District Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Lone Star College-North Harris		
Mailing Address - Line 1	2700 W W Thorne Drive	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77073
How many ECHS does this IHE partner with?	2		

1.3 Second Primary Institution of Higher Education (IHE) Partner

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

1.3 Third Primary Institution of Higher Education (IHE) Partner

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

1.4 Education Service Center Region

4

1.5 Person Completing this Application

Title	Dr.	First Name	Phyllis	Last Name	Cormier
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Contacts

Victory Early College HS - 550637216

Phone 281-810-5675

Email pacormier@aldineisd.org

1.6 ECHS Principal/Director

Title Dr. First Name Phyllis

Last Name Cormier

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1.7 Superintendent

First Name Wanda

Last Name Bamberg

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1.7.a Superintendent (District 2)

First Name Wanda

Last Name Bamberg

Phone 281-449-1011

Email wsbamberg@aldineisd.org

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

First Name Charlotte

Last Name Twardowski

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Email Charlotte.Twardowski@lonestar.edu

1.8.a Second Institution of Higher Education Liaison

First Name

Last Name

Phone

Email

1.8.b Third Institution of Higher Education Liaison

First Name

Last Name

Phone

Email

1.9 Authorized Institution of Higher Education Official

First Name Gerald

Last Name Napoles

Phone 281-618-5444

Email Gerald.F.Napoles@lonestar.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

1.9.b Third Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

Benchmark 1 - Target Population

Victory Early College HS - 550637216

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
2015-2016 enrollment	0	0	0	111	120	119	99	449
2016-2017 projected enrollment	0	0	0	115	111	120	119	465

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. 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.

Multidisciplinary Studies

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

Associate of Arts

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

None

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?

Yes No

Please provide additional information about the exemplar activities related to this benchmark below.

Victory provides students the opportunity to graduate with a high school diploma and Associates Degree or two years of college credit towards a Baccalaureate Degree. The school, now in its ninth year, has graduated five classes. The first graduates, Class of 2011, consisted of 42 graduates. Of those 42 students, 27 received an Associate of Arts degree from Lone Star College-North Harris. Class of 2012, had 72 graduates with 60 of those students receiving an Associate of Arts degree. Class of 2013 graduated 78 students. Fifty-seven students were awarded an Associate of Arts degree, and the Class of 2014 graduated 82 seniors with 60 students receiving an Associates from Lone Star College. Class of 2015 graduates consisted of 95 graduates with 87 students receiving the Associates degree. Students enrolled in college courses are held to the same placement standards as all LSC-North Harris college students.

Every quarter, the Campus Improvement Plan is reviewed for the purpose of analyzing our strengths, weaknesses and opportunities for improvement.

The early college counselor reviews student transcripts to ensure students are meeting course requirements set forth in graduation plans. The Curriculum Assistant Principal reviews the master schedule and course offering and works collaboratively with the college Dean of Instruction, Liaison, and Associate Vice President to make sure the needs of the student are being met and the appropriate courses are being offered.

Various organizations including school within Aldine ISD often invite Victory students to participate in various service learning activities. Additionally, Victory seeks out opportunities for students and that information is placed in the announcements for students. Students are awarded community service hours and receive community service recognition at the awards program and at graduation.

Victory Early College host a College and Career Event during the months of January, February and May. During this event students become familiar with various career and internship opportunities with various organizations and companies. The faculty and staff along with the Aldine ISD Community Liaison recruit businesses to come in and share their expertise with students.

The early college provides college awareness through the high school counselor, College Access Adviser, and school district Financial Aid Adviser. The school district host a College Night with over 100 colleges and universities attending. Additionally, students and parents work individually with the College Access Adviser in completing necessary applications. Students and parents are invited to participate in several college related field trips exposing them to college life throughout the year. Finally, students meet with a College Connections adviser provided by the IHE and other advisers as part of several classes and the "seamless transition" for early college students.

