



2016-2017

Application for ECHS Designation

ECHS Applicant: Alief Early College HS

Application ID: 395574375

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

Alief Early College HS - 395574375

1.1 ECHS Applying for Designation

ECHS Campus Name	Alief Early College HS	County District Campus Number	101903012
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	6.5		
Application Status	Renewal: applying to renew designation on behalf of a fully designated ECHS.		
Mailing Address - Line 1	2811 Hayes Road	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77082

1.2 School District

District Name	Alief Independent School District		
Mailing Address - Line 1	4250 Cook Road	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77072

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 City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	Houston Community College		
Mailing Address - Line 1	3100 Main Street	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	76515
How many ECHS does this IHE partner with?	5		

1.3 Second Primary Institution of Higher Education (IHE) Partner

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

1.4 Education Service Center Region4

1.5 Person Completing this Application

Title	First Name	Samantha	Last Name	Tung
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Contacts

Phone	281-498-8110 ext. 5884	Email	Alief Early College HS - 395574375 samantha.tung@aliefisd.net
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1.6 ECHS Principal/Director

Title	First Name	Kerry B.	Last Name	Johnson
Phone	281-988-3010	Email	kerrybeth.johnson@aliefisd.net	

1.7 Superintendent

First Name	H.D.	Last Name	Chambers	
Phone	281-498-8110	Email	hd.chambers@aliefisd.net	

1.7.a Superintendent (District 2)

First Name	H.D.	Last Name	Chambers	
Phone	281-498-8110	Email	hd.chambers@aliefisd.net	

1.7.b Superintendent (District 3)

First Name	Last Name
Phone	Email

1.8 Institution of Higher Education Liaison

First Name	Genevieve B.	Last Name	Coogan	
Phone	713-718-5716	Email	genevieve.coogan@hccs.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	Zachary	Last Name	Hodges	
Phone	713-718-5040	Email	zachary.hodges@hccs.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

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	106	106	111	107	430
2016-2017 projected enrollment	0	0	0	106	106	111	107	430

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates'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.

AECHS students will originally be offered an endorsement in Multidisciplinary Studies. However, while pursuing their Associate Degree, students will also have the opportunity to earn endorsements in STEM, Business and Industry, Public Service, and Arts and Humanities.

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

Associate of Art and Associate of Science

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

BIM Students receive the Microsoft Office Specialist Certification.
1) Microsoft Office Specialist Certification in Word 2010
2) Microsoft Office Specialist Certification in Excel 2010
3) Microsoft Office Specialist Certification in PowerPoint 2010
4) Microsoft Office Specialist Certification in Excel Expert 2010
5) Microsoft Office Specialist Certification in Word Expert 2010
6) Microsoft Office Specialist Certification in Access 2010
Once they pass all 6 Exams, they will receive the Microsoft Office Specialist Master Certification which recognizes that they have passed all 6 exams.

Banking and Finance Students receive the Capital One Bank Everfi Financial Literacy Certification.

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.

AECHS strives to provide multiple support systems for students academically, socially, and emotionally.

Academic support is provided through AVID tutorials, the INOVA system which determines whether students should receive academic or psycho/social interventions, our Honor Societies, the SAT Scholar/Mentor program, College Test Prep classes, and afternoon tutorials three days a week (2:45-4:45). Three counselors provide academic guidance for high school and college planning. Our College Center Aide provides support for TSI readiness and testing, HCC course selection for Associate Degree requirements, and helps students monitor high school course completion to meet high school degree requirements. Beginning with the 2015 school year, our district has also provided a College Transition Counselor who works with the students in selecting HCC classes that will meet their Associate of Art/Science degree plans as well as serve them as they seek a four year degree. A Princeton Review TSI course helps students who have not passed the TSI. We honor student achievement by holding several Honor Roll Awards breakfasts in which students and parents are recognized. Our Tier program, which identifies struggling students through grade level team meetings, crafts interventions and makes parent contact in order to help students be successful.

The fact we are an all AVID school is instrumental in helping students deal with the various social and emotional issues faced by students at an ECHS. AVID is essential in promoting a family environment within the school, and by doing so, this allows for both students and staff to address family, school, and social issues which might otherwise go unnoticed in larger schools. As a result, students are more comfortable in bringing these issues to adults in the building. Our three counselors are trained in all aspects of crisis, stress, and grief counseling. Our special events counselor has implemented a Student to Student Peer Mentoring system to meet students’ emotional needs. He also leads the students in Red Ribbon Week and anti-bullying activities. The INOVA system helps determine if interventions for students should be academic or psycho/social.

We deeply believe in the importance of providing students with a balance between their academic and social lives; in other words, to focus only on academic success does not meet the whole needs of the child. Students need to develop outside interests to enhance their academic learning and we do so by providing various clubs, organizations, and activities which encourage student and parent participation. For example, next semester our Theater Club is hosting a Student/Family Talent Show. Our students also spend many hours volunteering their time in our community. Students in the COMET organization are paired with the local YMCA and volunteer time after school at area apartment complexes working with our district’s elementary age students.

We believe the efforts stated above serve to promote the academic, social, and emotional welfare of our students at AECHS.

