



**2016-2017**

## **Application for ECHS Designation**

ECHS Applicant: South ECHS

Application ID: 556476498

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.

1.1 ECHS Applying for Designation

ECHS Campus Name	South ECHS	County District Campus Number	101912486
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	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	7414 St Lo Road	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77033

1.2 School District

District Name	Houston ISD		
Mailing Address - Line 1	4400 West 18th Street	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77092

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	P.O. Box 667517	Mailing Address - Line 2	
Mailing City	Houston	Mailing Zip Code	77266
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 Region 4

1.5 Person Completing this Application

Title	Mr.	First Name	Steven	Last Name	Gourrier
-------	-----	------------	--------	-----------	----------

# Contacts

South ECHS - 556476498

Phone	7137323623	Email	sgourrie@houstonisd.org
-------	------------	-------	-------------------------

---

1.6 ECHS Principal/Director

Title	Mr.	First Name	Steven	Last Name	Gourrier
Phone	7137323623	Email	sgourrie@houstonisd.org		

---

1.7 Superintendent

First Name	Terry	Last Name	Grier
Phone	7135566300	Email	tgrier@houstonisd.org

1.7.a Superintendent (District 2)

First Name	Terry	Last Name	Grier
Phone	7135566300	Email	tgrier@houstonisd.org

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

---

1.8 Institution of Higher Education Liaison

First Name	Monique	Last Name	Smith
Phone	7137186119	Email	Monique.smith4@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	Kimberly	Last Name	Beatty
Phone	7137185040	Email	Kimberly.beatty@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	74	63	27	21	185
2016-2017 projected enrollment	0	0	0	125	100	63	27	315

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 input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	77	0	0	78
At-risk	64	0	0	47
LEP	30	0	0	3
White	8	0	0	0
Hispanic or Latino	62	0	0	32
Black or African-American	25	0	0	66
First Generation College-Goers	N/A	N/A	N/A	N/A
Other	1	0	0	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.

☒First generation college-goer ☒Hispanic or Latino ☒Black or African-American ☒Economically Disadvantaged ☐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 facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

The recruitment of students for SECHS from the at risk and under represented college attendance populations in the Houston ISD school attendance zone is wide and comprehensive. Students and their parents are able to apply to attend SECHS through the HISD school of choice website. Personnel from SECHS are sent to recruiting events at all HISD middle schools in the fall, and may begin submitting their online applications for upcoming school openings as early as October. There are also paper copies of the school choice applications available in the office at the campus for parents that may not have computer access that can be submitted manually for consideration for the district/school blind lottery drawing that will occur beginning in the late fall/early spring. SECHS does not have defined attendance zones, and students attend SECHS from over 20 Houston ISD high schools. District bus transportation is available for students that live more than two miles from the SECHS campus. The majority of the recruited students meet the at risk and underrepresented criteria, and many are first generation college attendees. SECHS is a school-wide Title I campus, and the majority of the students are economically disadvantaged as well. Several of the staff are bilingual, and we have attracted a large number of English as a Second language students and parents into the program. In our recruitment efforts, we have utilized English and Spanish media to help get the message out about the school choice application process, and have significantly increased the interest, applications, and enrollment of students in the program.

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

The recruitment and enrollment processes were developed to ensure that a diverse population of students in the Houston ISD would have access to school choice options that were not previously widely known or available to the students in the neighborhood schools. Being the recipient of a federal magnet grant allowed us to outreach to the entire city. We are constantly refining the process of our recruitment to ensure that we are building a program from a small number of isolated students, to a number that is more reflective of the rich and widespread cultural landscape of our city. The process has been streamlined to a primarily online application, but paper copies are available for those that may be technology limited. Parents submit enrollment verification documents once their students have accepted the available space at SECHS. Parents do not have to attend interviews prior to being admitted, and there are school signing days available where parents can accept their child's space on the spot via computer.

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

☐ Yes ☒ No

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015 -2016 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
The location of the ECHS, allocation of costs and fees, and transportation	12
Administration of statewide instruments under Subchapter B, Chapter 39	11
Grading periods and policies	13
Courses of study	21
Curriculum alignment	21
Instructional materials	13
Instructional calendar	21
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	14
Student enrollment and attendance policies	22
Provisions for discontinuing ECHS operation (see next section for details)	7
<div><ul style="list-style-type: none"><li>• Number of credit hours taken and earned</li><li>• GPAs</li><li>• State assessment results</li><li>• SAT/ACT, PSAT scores</li><li>• TSI readiness by grade level</li><li>• Qualifications of ECHS staff</li><li>• Location(s) where courses are taught</li></ul></div>	13

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	22
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2
Procedures for collecting and sharing student and teacher data	19
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	3
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	12
Provisions for implementing program improvements based on the collection and review of the following data: <div><ul style="list-style-type: none"><li>• Articulation of high school students in four-year colleges/universities and level of entry</li><li>• Enrollment/retention rates, leaver codes, and attrition rates, by grade level</li><li>• Student participation in activities at IHE</li></ul></div>	19

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?

☐ Yes ☒ No





**P-16 Coordination and 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 in the format "mm/dd/yy".

01/15/15, 02/19/15, 03/19/15, 04/16/15, 05/21/15, 06/25/15 07/30/15 08/20/15 09/17/15 10/15/15

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

Title	Name
Superintendent	N/A
Cirriculum & Instruction or Equivalent	Kimberly Beatty
ECHS Principal or Director	Steven Gourrier
IHE President	William Harmon
IHE Provost	N/A
Dean of College of Education	Cheryl Peters
ECHS Liaison	Monique Smith
School Support Officer	Jennifer Topper
HCC Liasion	Charles Whigham

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

The group has been meeting monthly concerning the planning for the new early college campus that is currently under construction at the HCC South campus, and is scheduled to open Fall 2016. The group has been engaged in creating sustainable structures between the ISD and the IHE. Houston ISD has assumed a leadership role to ensure that all early college high school students in the community are able to access college level support and resources. The Houston Community College has taken a vital role in providing the service and support necessary for the high school students will experience success at the college level. There are ongoing discussions about the transition that will occur once the students relocate to the new campus, and the updated MOU provides the support to provide a seamless transition between the two campuses as we begin the transition this spring to the new space for student learning. We are most proud that finally after 10 years we were able to move forward with the construction of the new facility, and look forward to the challenges and opportunities that await our presence on the community college campus and the mutual benefit to both entities.

**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".**

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?

☐ Yes ☒ No

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.**

The specific endorsements that are offered at SECHS are STEM and Multidisciplinary.

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

Associates of Arts  
Associates of Science  
Associates in Applied Science (Computer Science)

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

The Level 1 certificates to be offered are: A+ certification, N+ certification, IC3 (Internet, Computing, and Networking), Solid Works.

The Level 2 certificates to be offered are: Siemens and Alan Bradley certifications in Automation.

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

Student progress is checked weekly by assigned faculty advisors, and students are conferenced with weekly by their advisors. Parents are involved in mandatory conferences at progress reporting every 4-6 weeks, and at the end of cycle report card conferences at the 9th week reporting period. Their is a daily advisory period Monday-Thursday for approximately 60 minutes a day where advisors provide either direct or group support through structured activities to assist students with academic and social (soft) skills practice. Students are assigned to the same advisor for the four years they are at SECHS to build in the support for the student and family to have one adult who is familiar with their child's personalized learning plan. The advisors are provided with the students personalized data, and they create a portfolio to monitor and provide the student with guidance as they complete their prospective four year learning plan that includes data on grades, EOC, TSI, PSAT, and SAT data. The weekly focus of the campus PLC, known as the growfessional development, is centered in on the relevant discussion of student data and supports that discuss best practices and what can be done to support student learning throughout the year. Teachers have access to data through the dashboard which provides student data from which teachers can narrow in on trends and tendencies where student weaknesses can be identified and interventions developed to assist with remediation.

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

Personalization of the learning environment at SECHS is one of the foundational attributes of the school. Students are assigned an advisory teacher who continues with the student for the four years they are enrolled. The faculty advisor facilitates and coordinates the student's academic programming and advising, and serves as the central point of contact for communication between the student academic teachers and the parents. Academic support is directed with attention to student data points. Master scheduling and instruction: To ensure that students receive accelerated and rigorous instruction as 9th graders, most 9th graders are double blocked into Pre AP Math and ELA classes, 90 minutes per school day. The students are exposed to intensive practice with persuasive, argumentative, and research writing, and multi cultural, varied timed narratives and expository readings that align with college level subjects, and texts that prepare students for college level summative testing, the Common Instructional Frameworks, and other high yield instructional strategies are used school-wide. One Goal Program: In order to increase the number of students from poverty backgrounds that are expected to attend and graduate from college by the Age of 25, we have implemented the OneGoal program for our students. The course is teacher led persistence program and allows the student to earn a credit in a highly structured learning environment that supports our early college mission and vision. Next year we will have a total of 4 cohorts of students who are participating and being monitored from Grade 10 through their first year of college.

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

South Early College High School will provide social and emotional support to support to students through our personalized learning environment and schoolwide advisory, student developed and student led focus groups and organizations, mentoring programs, and school district psychological services. In the daily advisory, students participate in activities that have been created to help scholars develop the academic behaviors required to be successful in college and industry. Students will actively engage in student selected activities that emphasize time management, study skills, coping with the stress of school, and team building. Students will have the opportunity to express their thoughts, feelings, and ideas through daily connections in advisory. Students are provided the opportunity to start and participate in student lead clubs and organizations will occur once a week for students to escape from the day to day grind of the academic environment, and participate in activities that they find enjoyable such as the gameroom, movie club, dance club, culinary arts, paints and pastels, and the Scouting Venturers. Focus groups give students voice and choice in what happens in the school. Our students are able to discuss what they would like to see happen in the school, what should be changed, and how they feel as high school and community college students. SECHS utilizes district psych services for cases that may require consultation. Individual students or their parents have the opportunity to request these services, and the district provides services and makes recommendations to

the campus for follow up.

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?

☐ Yes ☒ No

TSI Testing and Success

Please list the dates that this group met during the past school year

02/12/15, 03/12/15, 03/25/15, 05/15/15, 06/11/15, 08/11/15, 08/18/15, 10/29/15

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

01/16/16, 02/20/16, 03/19/16, 04/23/16, 05/21/16

Is the ECHS a TSI assessment site or does the IHE administer the TSI?

☐ ECHS is a TSI assessment site

☒ IHE administers the TSI

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.

SECHS has set high expectations for all students to be TSI compliant by the start of their sophomore year. Students that are accepted in the spring as freshmen participate in a two week summer bridge during the month of July which is solely dedicated to the improvement and building of reading, writing, and math skills in preparation for the TSI. The students are administered a comprehensive diagnostic exam to determine the student's needs for differentiated practice during the program, and in consideration for the courses in Additionally, because we are a T-STEM campus there is a focus on introducing students to STEM through project based learning. During the academic year, students that have not met TSI requirements continue to receive differentiated support through their core academic classes, as well as through special prep sessions that are available one Saturday a month. The core ELA and Math class instructors are required to design effective lesson plans, units, and assessments based on individualized student learning goals that include TSI preparation.

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?

☐ Yes

☒ No

ECHS Site Design

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

- ☐ ECHS on a college campus
- ☒ 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. SECHS wil be relocatngto

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.'

The new South Early College High School is presently under construction at 1990 Airport Boulevard, Houston Texas, on the campus of HCC South.and is scheduled to be complete and ready for occupancy during the Spring 2016. In the meantime, my students are able to use the facilities at the Central and South campus as needed. My students have participated in multiple events at both campuses, and have participated in all facilities and activities, as we are able to provide bus transportation for the students, or the students are able to drive themselves or ride public transportation to the college campus for events.

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

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 SECHS Principal is responsible for the daily implementation of a rigorous, college readiness curriculum, while providing staff and others the necessary academic and behavioral support to ensure the students have full opportunity to experience success in an integrated dual enrollment environment. The management and administration are all school based functions that must occur daily, and those systems are reviewed regularly to ensure continuous improvement of student learning outcomes are maximized.



Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

The IHE liason is responsible for ensuring that all of the students enrolled at the SECHS campus are provided with support and fidelity the opportunity to participate as a full partner as an enrolled college student at the Houston Community College. The liason serves as a bridge between the early college high school students and the college, and works collaboratively with both staffs to ensure that all students have the support and services they need to maximize their attendance and success at the community college.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

Please list the other ECHS campuses the IHE liaison works with.

Houston Academy International Studies (HAIS) Early College High School

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

If other, please describe 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.

We have adopted a comprehensive plan for curriculum, instruction, assessment and school culture systems to address our student learning goals which are aimed at 100% of our 9th graders being TSI ready in ELA and Math by the end of their first year in the school, 100% of our students achieving a C or higher in their coursework, and 100% of the students enrolled in Class of 2018 and 2019 being either 100% core complete or Associates degree awarded. We employ data mining and strategic planning to ensure TSI readiness by the end of the 9th grade year, the passing of high school and dual credit courses. We will also use data for planning individualized support for all underclassmen that need TSI support. The lesson and unit planning that teachers are engaged aligns with TEKS, Pre AP and AP college readiness standards to ensure higher order thinking is occurring in class daily. The implementation of project based learning across the curriculum to build student hads on capacity for learning. The building of personalization through the advisory system that will enable students to build their academic and behavioral acumen. Establishing collaboration through peer rounds protocols, common assessments, and planning with other early college educators and the IHE partners to discuss strengths and challenges in programming to support student learning and success at the college level. Peer rounds also involve looking at student work and providing students regular feedback. All new teachers are partnered with a highly effective mentor teacher during the first two years of teaching, and veteran effective teachers receive ongoing support from their department chair who will assist in acclimating the new staff member to standard campus practice and expectations.

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:

- ☐ Other

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?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

- Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 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 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.
- ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.
- ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



Status

☐ Final ☒ Draft

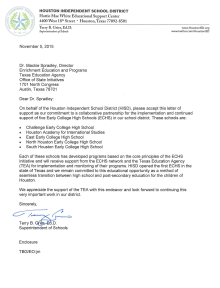
Expected date for final draft:

12/30/2015  
(mm/dd/yyyy)

ECHS Recruitment and Enrollment Form



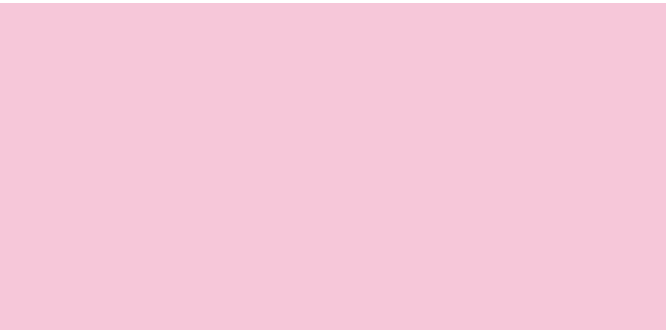
Letter of Support from District #1



Status

☒ Final ☐ Draft

Letter of Support from District #2



Status

☐ Final ☐ Draft

# Texas Education Agency

Application for Early College High School Designation

South ECHS - 556476498

Generate PDF of Application

Expected date for final draft:  
(mm/dd/yyyy)

## Letter of Support from District #3

Doc\_LoSDis1\_Status  
☐ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

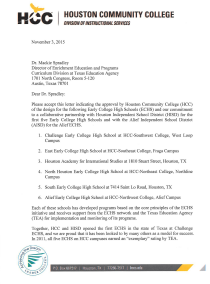
## Letter of Support from IHE Partner #2

Status  
☐ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

Expected date for final draft:  
(mm/dd/yyyy)

## Letter of Support from IHE Partner #1



Status  
☒ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

## Letter of Support from IHE Partner #3

Status  
☐ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

## Other Supporting Documents