



2016-2017

Application for ECHS Designation

ECHS Applicant: Quest ECHS

Application ID: 595140159

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	Quest ECHS	County District Campus Number	101913005
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	5		
Application Status	Renewal: applying to renew designation on behalf of a fully designated ECHS.		
Mailing Address - Line 1	1700 Wilson Road	Mailing Address - Line 2	
Mailing City	Humble	Mailing Zip Code	77338

1.2 School District

District Name	Humble ISD		
Mailing Address - Line 1	20200 Eastway Village Drive	Mailing Address - Line 2	
Mailing City	Humble	Mailing Zip Code	77347

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	Lone Star College - Kingwood		
Mailing Address - Line 1	20000 Kingwood Drive	Mailing Address - Line 2	
Mailing City	Kingwood	Mailing Zip Code	77339
How many ECHS does this IHE partner with?	3		

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	Mrs.	First Name	Kimberly	Last Name	Mouser
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Contacts

Quest ECHS - 595140159

Phone	832-775-0868	Email	kimberly.mouser@humble.k12.tx.us
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1.6 ECHS Principal/Director

Title	Mrs.	First Name	Ginger	Last Name	Noyes
Phone	832-775-0863	Email	ginger.noyes@humble.k12.tx.us		

1.7 Superintendent

First Name	Guy	Last Name	Sconzo
Phone	281-641-8001	Email	guy.sconzo@humble.k12.tx.us

1.7.a Superintendent (District 2)

First Name	Guy	Last Name	Sconzo
Phone	281-641-8001	Email	guy.sconzo@humble.k12.tx.us

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Kimberly	Last Name	Klepcyk
Phone	281.312.1652	Email	Kimberly.Klepcyk@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	Katherine	Last Name	Persson
Phone	281-312-1600	Email	katherine.persson@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	

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	112	112	82	80	386
2016-2017 projected enrollment	0	0	0	120	112	112	82	426

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.

STEM, Arts and Humanities, and Multidisciplinary Studies

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

Associate of Arts and Associate of Science

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

N/A

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.

At Quest ECHS, we provide a course of study that enables 100% of our students to complete high school graduation requirements at the Distinguished Level of Achievement. In addition, we will graduate our third senior cohort next spring with most students attaining an associate’s degree, and we are on track to graduate all students having completed the THECB core curriculum. Each year we have increased the number of students earning Associate degrees, from 70% with our first cohort to 85% with our second cohort. 100% of our seniors were accepted to four year universities last year as well. We routinely monitor student data and progress to identify student strengths and weaknesses, and then develop individual instructional plans to target specific skills deficits, enabling student to meet with greater success in the ECHS program. We have multiple layers of monitoring student academic concerns, as well as their social-emotional needs:

- AVID classes and curriculum to strengthen academic skills
- Advisory system which meets daily where students are counseled by teachers about their academic progress and plans are made for improvement
- “Family” meetings each day to teach and strengthen social-emotional needs
- Facilitator grade level meetings held weekly to target student academic and social-emotional concerns
- An Intervention layer including At-Risk personnel and a Quest Success Plan (QSP) to target specific areas of concern that may be barriers to student success here at Quest. The At-Risk and QSP are monitored situations that are reviewed weekly and within specific windows of time.
- Tutoring offered each day in all core subject areas
- Twice weekly tutorial sessions in the AVID classes, which every student takes for all four years at QECHS
- Access to the college tutoring centers on the Kingwood campus

At all levels, we include parents in conferences to provide an additional level of awareness and support for students.

We support students in their course of study through enrichment opportunities such as weekly Service Learning where our students go into the community every Friday and perform 2.5 hours of service each week in local schools, assisted living centers, nature parks, hospitals, and hold internships with local businesses in the greater Houston area. Our students learn the “soft skills” during their Service Learning that help them navigate the work place with confidence and experience. Through these service learning opportunities and internships, students learn about careers they may be interested in or best suited for before they earn a degree in a field which they may regret. Our students provide over \$500,000 in potential wages earned if businesses had to pay others to do the jobs our students perform for free. Many of them continue on to do extra service hours on their own time including after school and weekends.

