



2016-2017

Application for ECHS Designation

ECHS Applicant: Manor Early College High School

Application ID: 140311904

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

Manor Early College High School - 140311904

1.1 ECHS Applying for Designation

ECHS Campus Name	Manor Early College High School	County District Campus Number	227907001
County District Campus Number 2	County District Campus Number 3		
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input 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	12700 Gregg Manor Road	Mailing Address - Line 2	
Mailing City	Manor	Mailing Zip Code	78653

1.2 School District

District Name	MANOR ISD		
Mailing Address - Line 1	10335 US HWY 290 E	Mailing Address - Line 2	
Mailing City	MANOR	Mailing Zip Code	78653

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	AUSTIN COMMUNITY COLLEGE - ELGIN		
Mailing Address - Line 1	1501 US 290	Mailing Address - Line 2	
Mailing City	ELGIN	Mailing Zip Code	78621
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 Region13

1.5 Person Completing this Application

Title	Mr.	First Name	PHILIP	Last Name	SALAZAR
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Contacts

Manor Early College High School - 140311904

Phone	512-278-4650	Email	philip.salazar@manorisd.net
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1.6 ECHS Principal/Director

Title	Mr.	First Name	PHILIP	Last Name	SALAZAR
Phone	512-278-4650	Email	philip.salazar@manorisd.net		

1.7 Superintendent

First Name	KEVIN	Last Name	BRACKMEYER
Phone	512-278-4000	Email	kevin.brackmeyer@manorisd.net

1.7.a Superintendent (District 2)

First Name	KEVIN	Last Name	BRACKMEYER
Phone	512-278-4000	Email	kevin.brackmeyer@manorisd.net

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Melissa	Last Name	Biegert
Phone	512-223-4222	Email	melissa.biegert@austincc.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	Richard	Last Name	Rhodes
Phone	512-223-4222	Email	rrhodes@austincc.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	82	28	0	0	110
2016-2017 projected enrollment	0	0	0	100	60	28	0	188

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	78	0	0	70
At-risk	48	0	0	40
LEP	N/A	0	0	4
White	6	0	0	9
Hispanic or Latino	61	0	0	57
Black or African-American	26	0	0	23
First Generation College-Goers	N/A	N/A	N/A	50
Other	7	0	0	10

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:

MANOR, TX and MANOR ISD are experiencing tremendous growth in population and development. In addition to becoming a majority Hispanic district in 2005; Manor ISD has a growing population of Asian residents/students for the first time.

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.

Manor Early College High School (MECHS) will employ the following strategies for recruitment:

Recruitment:

The recruitments process will begin by promoting MECHS at both middle school campus to target incoming ninth grade students to Manor High School (MHS). Manor ISD will use several avenues to communicate about the program through already existing programs such as AVID, College Forward, and Breakthrough. Each of these initiatives focus on promoting college and career readiness in underrepresented student populations.

In the application process, students will share and explain their desire to participate in the program and what strengths they possess that will support them through the completion of their Associate's Degree. Parents or Guardians will also complete a portion of the application explaining why they want their student to attend MECHS and how they plan to support their student through the process. Students will additionally be required to turn in two teacher recommendation forms. All students who complete the application and teacher recommendation forms will be invited to an interview with members of the MECCHS Steering Committee. During the interview applicants will share their academic goals and explain how attending MECHS will help them achieve those goals.

1. MECHS will secure parent nights in the spring semester at feeder middle schools that correspond with course selection for 9th grade. Parent nights will focus on informational sessions regarding program details aimed at recruiting students for application. MECHS staff, Austin Community College staff and MECHS students will be featured speakers. Feeder middle schools include Decker MS and Manor MS.

- 2. MECHS will host local parent nights on campus at Manor High during the spring semester that will focus on informational sessions regarding program details aimed at recruiting students for application. MECHS staff, Austin Community College staff, and MECHS students will be featured speakers.
- 3. MECHS will host a professional development for middle school counselors that focus on informational sessions regarding program details aimed at recruiting students for application. Middle school counselors will strengthen recruitment by being well informed about the program benefits and mission.
- 4. MECHS will participate in call-outs, website advertisement, and automated emails to maintain visibility during recruitment season.
- 5. UIL sponsors will contribute during informational sessions to strengthen recruitment efforts aimed at students wishing to pursue a well-rounded student experience. Inclusion in traditional UIL activities is often nonexistent in ECHS campuses, but MECHS offers some flexibility in scheduling. This is a unique strength to the program that produces intangibles desirable to college admissions.

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

The process for designing the recruitment and enrollment plan began with contacting another Early College High School in Central Texas to review the model for recruitment/enrollment for an open enrollment process. The MECHS Steering Committee then analyzed these procedures and refined according to district needs.

MECHS is an open enrollment program committed to recruiting students that are statistically underrepresented in higher education. The application and enrollment process is aimed at educating stakeholders about the support and commitment required in a very rigorous course of study.

It is necessary for students to produce data or semester grades that allow them remain on track for both the four year high school diploma and two year Associate's Degree simultaneously. MECHS staff will review semester grades to ensure that every student remains eligible to continue through the program. In addition, students must meet certain designated state standardized college entrance exam scores in order to enroll in classes requiring a skill level of "7" in Reading and Writing and a "9" in Math at Austin Community College. The current standardized college entrance exam is the TSI-A test. MECHS students will continue to be enrolled in a TSI Test Prep class taught by MECHS staff in the first trimester of their 9th grade year in order to prepare to meet exam requirements. Students will be tested and re-tested once certain benchmarks have been met throughout the semester as MECHS is a designated TSI Testing Site per College Board with Mr. Philip Salazar as the Institution Administrator for the TSI Testing Site at MECHS. TSI scores will also serve as an eligibility markers for progression and eligibility through the program.

MECHS continues to have success with the TSI-A results, however MECHS continues to research different ECHS models that have similar success in order to build best practices. Thus far TEA or Region 13 or the IHE partner have not provided a standard TSI-A Curriculum for reading, writing, and math. These models or classes remain internal initiatives. MECHS partners with MISD Advanced Academics in order to research and invest resources that enable growth in TSI-A passers school-wide. This goal would allow for students to be added to MECHS as well as grow overall dual credit eligible students.

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

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, please review this information for consideration.

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	2, 4
Administration of statewide instruments under Subchapter B, Chapter 39	1
Grading periods and policies	3
Courses of study	3
Curriculum alignment	5
Instructional materials	2
Instructional calendar	5
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	4
Student enrollment and attendance policies	3
Provisions for discontinuing ECHS operation (see next section for details)	2
<div><ul style="list-style-type: none">Number of credit hours taken and earnedGPAsState assessment resultsSAT/ACT, PSAT scoresTSI readiness by grade levelQualifications of ECHS staffLocation(s) where courses are taught</div>	2

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	0
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	0
Procedures for collecting and sharing student and teacher data	0
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	0
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	0
Provisions for implementing program improvements based on the collection and review of the following data: <div><ul style="list-style-type: none">Articulation of high school students in four-year colleges/universities and level of entryEnrollment/retention rates, leaver codes, and attrition rates, by grade levelStudent participation in activities at IHE</div>	0

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

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

Please review the information for consideration. Our current MOU is active until 2017.

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".

08/13/15, 09/15/15, 10/14/15, 11/04/15, 12/02/15, 01/14/15 02/03/15 03/04/15 04/01/15 05/05/15

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	KEVIN BRACKMEYER
Cirriculum & Instruction or Equivalent	JENNIFER MANN
ECHS Principal or Director	PHILIP SALAZAR
IHE President	N/A
IHE Provost	N/A
Dean of College of Education	N/A
ECHS Liaison	MELISSA BEIGERT
MISD ADVANCED ACADEMICS	LISA JOHNSON
GEAR UP DIRECTOR	CYNTHIA GILL
MHS PRINCIPAL	EMILIO VARGAS
ACC ECHS Program Manager	Stephen Clifton

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.

MECHS has formed a Steering Committee to collaborate in the planning, implementation, and evaluation of the ECHS program processes and services. The Steering Committee is comprised of college, district, and campus leadership staff, meets monthly or as needed to collaborate and further the goals of the ECHS partnership. Members include Manor High Principal, Emilio Vargas, MECHS Director, Philip Salazar, Manor ISD Chief Academic Officer, Jennifer Mann, Manor ISD Advanced Academics, David Surdovel, Manor ISD Advanced Academics, Lisa Barrett Johnson, Gear Up Director, Cynthia Gil, Manor High Lead Counselor, Juliana Woodall, Austin Community College Liaison, Dr. Melissa Biegert, and Austin Community College ECHS Program Director, Stephen Clifton.

In 2013-2014 Mrs. Mann (MHS Principal 2012-2015) was the impetus behind first applying for ECHS designation as she saw the true benefit for students through this extraordinary opportunity. Moreover, she provided leadership on how to proceed with decisions based on campus needs. Mr. Emilio Vargas assumed Principalship of MHS in September 2015 and the corresponding leadership associated with MECHS.

Mr. Salazar directs the everyday goals and procedures of the MECHS program regarding student recruitment, enrollment, and program completion.

Mr. Surdovel, Mrs. Johnson, and Mrs. Gil provide guidance with the critical partnerships of Manor ISD central administration, Austin Community College, and advanced academics throughout the district. Advanced Academics' GEAR UP works closely with MECHS in providing PBIS incentives to students that meet their individual goals.

Mrs. Woodall forms the scheduling of classes for students at MECHS. Mrs. Woodall also monitors the 4-year graduation plan of MECHS students in order to complete their high school diploma and Associate's Degree.

Mrs. Biegert and Mr. Clifton foster support for Memorandum of Understanding (MOU) between Manor ISD and Austin Community College. They provide support in outreach and make the campus available to potential recruits for MECHS college days. Mrs. Biegert and Mr. Clifton also schedule out their computer labs so that MECHS students can TSI test as a satellite campus.

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".

In an effort to retain SACS qualified teachers, MECHS' professional development plan will mirror the current Manor High School (MHS) professional development calendar during the school year and the summer. Gear Up will provide substitute teaches so MECHS cohort teachers can have a (PLC) meeting monthly or bimonthly. During this time teachers meet in PLCs to collaboratively plan lessons, write common assessments, disaggregate data, create intervention plans based on data and receive professional development on strategies specific to student needs.

MECHS will mirror this professional development plan focusing on interventions specific to the students in this program. Teachers at MECHS will attend additional team building activities to both strengthen their relationship with each other as well as help them focus on how to best prepare students for college.

MECHS Retention, Growth, Promotion:

-MECHS teachers will also attend trainings at Austin Community College Elgin in addition to virtual trainings such as blackboard.

-In Fall 2015 Dr. Beigert reported to the MECHS Steering Committee that ACC has established a professional development: Dual Credit - Teacher Academy. This academy seeks to help new adjunct faculty (high school teachers) establish best practices towards teaching dual credit.

-Gear Up has provided a grant in summer 2015 to create the MECHS’ Professor’s Academy. This grant will allow a MECHS teacher to enroll in graduate school to become a SACS qualified teacher for ACC. This will provide MHS with a SACS qualified adjunct professor to teach a dual credit to MECHS and dual credit students at MHS.

-MECHS also received two grants from Applied Materials aimed at providing students with test prep and accelerated course completion:

- 1. A Math TSI Prep class will be created as a zero hour opportunity in order to help students prepare and successfully pass the TSI math section.
- 2. A Spanish CLEP Prep class will be created to help bilingual students prepare for and pass the CLEP test to earn Spanish credit through acceleration.

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

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

MECHS believes that we are the only ECHS in Texas to award full tuition for graduate school to exceptional teachers to pursue their master's degree and grow/promote dual credit completion among students. Our first identifiable need has been focused on math. Our next rotation of will focus on economics or government.

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.

MHS and MECHS will offer all five House Bill Five Endorsements, however most students will fall under the Multidisciplinary Studies or STEM endorsements. The endorsement pathways will be a part of informational recruitment sessions provided by MECHS.

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

MECHS students will pursue an Associate's Degree of General Studies. This degree is a well rounded and user friendly in terms of scheduling/sequencing of courses.

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

Certificate classes will not be offered to MECHS students. Only academic classes that satisfy the Associate's Degree will be offered.

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

The MECHS director and guidance counselor will partner with teachers to formatively assess and monitor student’s needs. Once the intervention is determined, the team of teachers will develop an individualized action plan for the student. After the action plan has been implemented, the ECHS team will monitor the student’s progress to determine if more intense interventions are needed.

MECHS will utilize progress report or midterm updates provided by Austin Community College (ACC) to maximize the efficiency of tutorials and interventions.

MECHS and ACC have targeted the first two years or first six college classes to be offered on campus at MHS and taught by SACS/ACC qualified MHS staff members and dedicated ACC adjuncts. MISD will also prov

Stakeholders will have immediate feedback and open communication between MECHS staff regarding student progress. Stakeholders will also have immediate feedback and open communication between MECHS staff regarding the frequency of tutorials or interventions attended.

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

The MECHS counselor will support students in their course of study. He or she will help to personalize the learning environment for each student by developing personal graduation plans for ongoing academic support, organizing interventions with the MECHS director for students targeting specific academic needs, and establishing an advisory/college readiness program.

In addition to academic interventions, MECHS students will be enrolled into a TSI preparation class during the Fall trimester in order to be prepared to take the TSI for the first time prior to the Spring trimester. The preparation class will be targeted based on the student's prior academic data and the objectives needed to pass the TSI. Once the TSI is administered, students who have not successfully met the requirements will utilize the TSI diagnostics as an intervention to specifically target the areas of need.

MECHS will also create academic support classes for students. These classes will focus on reteaching concepts and analysis. Remediation will also be offered as many students still have large academic gaps present from middle school. The academic support classes will meet on the off days of the dual credit classes (which meet only two days a week).

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

The counselor is well versed in what is needed to be successful in dual credit courses. Therefore, she will be able to anticipate the issues that students may encounter due to the pressures of high rigor courses. The counselor will assist teachers in the creating of study groups for academic support, but also provide social and emotional support to these groups. The counselor will set recurring appointments with students in MECHS to ensure that the students are supported.

MECHS teachers will also play a critical role in providing social and emotional support to students. Teachers at MECHS will receive professional development on how to best support students who are receiving college level instruction and demands at such an early age. This training will include best practices for instruction, pedagogy, and how students learn.

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

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

Yes, please review the information for consideration.

TSI Testing and Success

Please list the dates that this group met during the past school year	August 2015 - present
Please list the dates that the TSI will be administered in the coming year	9/8/15, 9/18/15, 10/13/15, 10/28/15, 11/19/15, 11/20/15, January (2X), February (2X)
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input checked="" type="radio"/> ECHS is a TSI assessment site</div> <div><input type="radio"/> IHE administers the TSI</div>

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.

MECHS students will be enrolled into a TSI preparation class during the Fall trimester in order to be prepared to take the TSI for the first time prior to the Spring trimester. The preparation class will be targeted based on the student’s prior academic data and the objectives needed to pass the TSI.

The TSI will be offered free to MECHS students at a site designated by the Accuplacer Institution Administrator/MECHS Director. MECHS is a TSI designated testing site via Accuplacer that can assign satellite or remote testing sites through the Institution Administrator.

Once the TSI is administered, students who have not successfully met the requirements will utilize the TSI diagnostics as an intervention to specifically target the areas of need.

Manor ISD also teams with several different non-profit organizations or “educational partners”. MECHS has requested that these educational partners consider joining or co-teaching MECHS support classes to target TSI prep or remediation during the school day, after school, and during the summer. At this moment no organization such as Breakthrough, GEAR UP, College Forward, Texas State’s Educational Talent Search, Texas State University’s Educational Talent Search have all declined offering assistance to meet this particular (TSI readiness) college readiness standard.

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

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

Our College Readiness course prepares students for the rigors of college in a threefold manner:

1.

Provides test preparation and practice for the TSI Reading and Writing in 9th grade

2.

Creates a framework of study skills, student self-advocacy and mentorship support

3.

Develops and strengthen key college readiness skills in the areas of technology, research, and public speaking culminating in a college readiness portfolio.

Please review this information for consideration.

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

MECHS is located at MHS and is a school within a 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.'

9th and 10th grade students at MECHS will participate in periodic site visits to ACC Elgin with their director, counselor, and/or other ECHS staff members. These guided visits will help acclimate students to the campus and the available support facilities. MECHS students will also TSI test on location as ACC Elgin has been designated a TSI remote testing site by the Institution Administrator. This will also help students acclimate to routine college procedures like utilizing their separate ID and login to access libraries and computer labs.

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.

- Scheduling, hiring (or recommendations), and budget autonomy (or coordination)
- Manage or Appraise ECHS teachers/staff
- Coordinate ordering of supplies, technology, textbooks, and transportation
- Meet with/work IHE liaison (ACC Dual Credit) montly
- Coordinate dual credit registration (Fall, Spring, Summer) and graduation
- Schedule ACC Summer School with transportation department and educational partners
- Monitor student transcripts for irregularities
- Develop master schedule with Lead Counselor and Campus Principal
- Meet with counseling staff weekly or lead data meetings with teachers & administrative team to analyze and interpret data
- Develop a mentoring & induction program for newly hired ECHS staff (mission/goals = school based ISM and Leadership Program)
- Provide ECHS staff with extensive training and support through scheduled formative peer observations and collaboration with IHE faculty (N/A ACC 2014...MECHS initiative for TSI prep)
- Explore the possibility of creating more dual credit certified staff through entrance into unique master's programs through University of Texas at Brownsville (UT-B partners with Gear Up for a tuition reduction)
- Plan and implement an annual professional development plan based on needs assessment of student data (Vocabulary Deficiencies...vertical alignment with middle school Pre-AP English/AVID needed)
- Develop plan of action to achieve EXEMPLAR status per TEA ECHS Blueprint

Meet biweekly with TEA Coach, Amy Buller

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 liaison meets monthly with MECHS. Scheduling and registration of classes remains a top priority. Securing quality adjunct staff also remains a priority.

Is the IHE liaison working with other ECHS campuses?

☐ Yes ☒ No

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:

MISD is working toward the selection indicated. However, budget concerns for the district may inhibit the natural growth of MECHS and MECHS' budget. The open enrollment application model may have to be adjusted to compensate for financial restrictions.

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.

The IHE partner is in the process of creating a dual credit academy. This would allow MISD employees that are potential adjuncts to receive pedagogy and professional development.

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

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

Please review this information for consideration.

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:
(mm/dd/yyyy)

Letter of Support from District #1



Status

☒ Final ☐ Draft

Expected date for final draft:

ECHS Recruitment and Enrollment Form



NEW MECHS PROFILE.docx

Letter of Support from District #2



Status

☐ Final ☐ Draft

Expected date for final draft:

Texas Education Agency

Application for Early College High School Designation

Manor Early College High School - 140311904

Generate PDF of Application

(mm/dd/yyyy)

Letter of Support from District #3

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☐ Final ☐ Draft

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

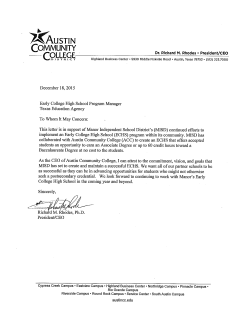
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

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

(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