



Abbreviated Application for ECHS Designation

**ECHS Academy: Bryan Collegiate High School
(Previously Designated)**

2017-2018

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Part 1: Provisions and Assurances

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.

1.1 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 students, and Hispanic students).
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.

1.2 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.

1.3 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 publicly available.

1.4 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 associate's 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 associate's 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.

1.5 Academic Rigor and Readiness:

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

1.6 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;
 - 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.

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Bryan Collegiate High School

County District Campus Number 2:

This CDC number:

Belongs to only the ECHS

What is the 2016-2017 ECHS designation status of your campus?:

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

1901 E Villa Maria

City:

Bryan

Mailing Address - Line 2:

State:

Tx

County District Campus Number:

021902003

County District Campus Number 3:

Zip Code:

77802

2.2 School District

School District Name

Bryan ISD

Mailing Address - Line 1:

101 N. Texas Ave

Mailing City:

Bryan

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

77803

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name: Blinn College		How many ECHS does this IHE partner with? 1
Mailing Address - Line 1: 2423 Blinn Boulevard	Mailing Address - Line 2:	
Mailing City: Bryan	State: Tx	Mailing Zip Code: 77802

2.3.a Secondary Institution of Higher Education (IHE) Partner

Partner Name: Texas A&M University		How many ECHS does this IHE partner with? 1
Mailing Address - Line 1: 400 Bizzell St.	Mailing Address - Line 2:	
Mailing City: College Station	State: Tx	Mailing Zip Code: 77843

2.3.b Additional Institution of Higher Education (IHE) Partner

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

2.4 Education Service Center Region

Education Service Center Region: 06

2.5 Person Completing this Application

Title: Mrs.		
First Name: Christna	Last Name: Richardson	
Phone: 979-209-2793	Email: christina.richardson@bryanisd.org	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Mrs.

First Name:

Christina

Phone:

9792092790

Last Name:

Richardson

Email:

christina.richardson@bryanisd.org

2.7 Superintendent (District 1)

Title:

Dr.

First Name:

Timothy

Phone:

979-209-1001

Last Name:

Rocka

Email:

timothy.rocka@bryanisd.org

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Dr.

First Name:

Greg

Phone Number:

979-830-4202

Last Name:

Phillips

Email:

gphillips@blinn.edu

2.8.a Institution of Higher Education Liaison (complete when there are two IHE partners)

Title:

Mr.

First Name:

Robert

Phone Number:

979-862-6700

Last Name:

Bisor

Email:

r-bisor@tamu.edu

2.8.b Institution of Higher Education Liaison (complete when there are three IHE partners)

Title:

First Name:

Phone Number:

Last Name:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

Dr.

First Name:

Mary

Phone Number:

979-830-4112

Last Name:

Hensley

Email:

DistrictPresident/CEO@blinn.edu

2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)

Title:

Dr.

First Name:

Michael

Last Name:

Young

Phone Number:

979-845-2217

Email:

presidentyoung@tamu.edu

2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

Part 3: Benchmarks

Benchmark 1 - Target Population

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, put 0 (zero).

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	140	137	100	73	450
2017-2018 projected enrollment	0	0	0	150	130	130	90	500

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

Demographics	Percent of High School Students in District (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	68	0	0	69
At-Risk	70	0	0	40
LEP	12	0	0	6
White	26	0	0	23
Hispanic or Latino	54	0	0	69
Black or African-American	19	0	0	7
First Generation College-Goers	N/A	N/A	N/A	77
Other	N/A	0	0	N/A

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	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>
Black or African-American	<input checked="" type="checkbox"/>
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

There are no requirements for entry into Bryan Collegiate High School. Students complete a written application, and are then invited for an interview night. Students are not judged on their past academic performance, including test scores, grade retention, GPA, or any other criteria. The written application is primarily used in order to identify whether students are in an eligible district and to obtain demographic information that would be needed in a lottery. The interview night is an opportunity for potential students to meet multiple members of our faculty and for us to gain an insight into the personalities and interests of our new students. The answers students give to their verbal and written questions are not used to judge them. As long as students complete the entire application and interview process they are accepted for admittance.

This system would not be successful in reaching our target population of At-Risk, Low-Income, Minority, and/or First-Generation College students without deliberately encouraging these students to apply. One of our most successful programs is offering an Auto-Admit process to a actively recruit at-risk students. Middle school teachers and counselors are educated about Bryan Collegiate High School and our target population of students through a video and visits from our counselor. Teachers then nominate students who meet one or more of the target criteria. These students receive a customized invitation to apply to Bryan Collegiate. Finally, these students are automatically admitted if they return the written application by the deadline.

In addition to the Auto-Admit process, we encourage students to apply in a variety of other ways. Beyond putting students on the Auto-Admit list, we rely on teacher advocates at the middle schools to encourage students to fill out their applications and recruit additional students who may not have been nominated. The strong connections students have with these teachers really helps students to follow through with the application process. A recruitment video is played during morning announcements at the middle schools on a regular basis. This video emphasizes the unique opportunities available to ECHS students and encourages everyone to apply in an engaging and fun way.

As students and parents hear about our school through these varied venues, we offer multiple parent information nights throughout the year. At these, the principal and other staff walk through the history of our school, the unique educational opportunities offered at a BCHS, and many of the support structures in place. Afterwards, prospective students and their parents have the opportunity to ask questions and fill out their applications.

In the past nine years, we have not needed a lottery. Fortunately, we have been able to accept all students who have completed the application process by the deadline. After the deadline, if we fill our class, then students are placed on a wait list and admitted if other students choose not to attend. Originally, we were capped at accepting approximately 100 rising 9th graders, however, we have such a strong belief that the ECHS experience is so beneficial we have worked with our district to raise the cap in order to accept all students. In the event that we have more students who apply and attend the interview night, than we may admit, we would institute a weighted lottery. All students will receive at least one entry into the lottery, but students in the target population would receive additional entries for each criteria they meet. Names would then be randomly drawn until the class has been filled.

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

This process has been developed, reviewed and refined by the entire staff at BCHS. Everyone gives input for the content of the recruitment documents, interview questions, etc. Each year in November the documents and process is reviewed by staff to be updated as needed for the beginning of recruitment in December.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

Bryan Collegiate High School demonstrates an exemplar status in our recruitment of students in the Target Population for Early College High Schools (At-Risk, Low-Income, Minority, and/or First Generation College Students). Our campus works diligently to recruit and retain students of all abilities and backgrounds. This is demonstrated in our current enrollment. Our total enrollment during the 2016-2017 calendar year is 450 students. Among these, 40% are categorized as At-Risk, 69% have Low Socio-Economic Status, 6% LEP students, and 76% are underrepresented Minority students (Hispanic/African-American) and 77% are first-generation college goers. In order to continue to increase our target population we use the following recruitment methods.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Endorsements offered are: STEM, Arts and Humanities, and multidisciplinary studies.

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

Associate of Arts

Please indicate the Level I and Level II certificates that will be offered to students.

none

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

we closely monitor attendance, high school grades, college course grades, missing assignments, TSIA test results, EOC test results, PSAT data, SAT data and ACT data.

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

One of Bryan Collegiate High School's strengths is providing a variety of enrichment activities that allow students to gain confidence, relate to our community, and explore opportunities beyond high school. One of our most successful enrichment activities is a Bridge program that occurs at the end of our school year. All of our students participate in this program and activities at each grade level are designed to meet student's current needs. Grade level activities include team-building, curriculum extensions, college visits, cultural awareness, and community service. During this time, we also incorporate two school wide activities. One of these is a team-building activity to promote community within our school and the other is a college and career day. Last year we had approximately 20 presenters at College and Career day, representing a wide variety of careers and colleges. Each presenter gives a 45 minute presentation and students rotate through seven presentations of their choice throughout the day. Career presentations focus on what credentials are needed in a given industry and what an average day on the job looks like. Students fill out observation sheets and give reflections at the end of the day about what they learned and found most interesting.

Students at BCHS must complete over 100 hours of community service prior to graduating. Within these hours, students are scaffolded into completing their own projects. The Service Learning group and staff members at our school advertise a variety of service events to our students. All students are encouraged to participate in these events, but it is especially helpful for our underclassmen in identifying their areas of interest. During their junior year students work individually or within small groups to complete a large project that focuses on one interest with at least 30 service hours. These projects range greatly; from working with small children through the elderly, to raising awareness and fundraising for local to international causes. At the end of the year, Juniors create presentation boards to share their experiences with the underclassmen and school personnel.

Our campus provides a supportive, personalized learning environment by offering local credit courses, tutorial programs, a no-zero policy, and peer-mentoring program. In order to accomplish our goal to give students the maximum skills to succeed in college and earn as many credit hours as possible, it is imperative that we know our children. Our campus and district practice the Capturing Kids Hearts model to develop strong relationships with our students. In addition, our teachers work to have positive interactions with our students on a daily basis and express interest in their lives outside of school. Finally, every two to three weeks teachers meet with other members in the same grade level to discuss students who are excelling and struggling. These discussions are used to identify additional opportunities for students who are excelling and create an action plan for students who are struggling. Struggling students may be assigned to tutorials, Saturday retesting, or more structured interventions as described below in our support classes. In order to facilitate these tutorials, each teacher offers two hours of tutorial time outside of the school and our school is open between 8 am and 12 pm on Saturdays. Another option for struggling students is to be assigned a peer mentor. Peer mentors are upperclassmen who have strong leadership skills and are currently experiencing success in all of their courses. These students are paired with an underclassman student with similar interests, hardships, and/of experiences to help build their confidence.

BCHS offers a variety of local credit courses to support our students throughout their four years of high school. One of these is our Path College Career (PCC) courses, which students take each year. At the freshmen and sophomore levels, PCC focuses on developing organizational and study skills and introducing students to a variety of careers and colleges. Students receive help organizing a planner, maximizing their studying efficiency, and organizing their course work. Students also complete college and career explorations, which they then share with their peers through presentations. This gives students a broad background as they enter their Junior and Senior year. By investigating colleges and careers, students have identified course requirements that they will use to select their electives as upperclassmen. Students fill out a Personal Growth Plan each year in order to track the classes they have taken and choose classes for the future to become core complete and take relevant electives based on their career path. Finally, during their remaining two years at BCHS their PCC course focus changes to preparing college applications, preparing for the SAT/ACT, and financing college. Students receive help writing college essays, signing up for and preparing for the SAT/ACT, and filling out college and scholarship essays. As a result, 94% of this year's graduating class are already accepted to four year universities. As the college and scholarship application season draws to a close, students will spend the remainder of their senior year PCC course working through Dave Ramsey's finance curriculum.

We also offer support classes for students struggling in specific areas. There are opportunities for these courses all four years. At the freshmen level students can take Algebra I lab, which is designed to give students an extra intervention in math, or Read 180, to provide targeted reading intervention. At the sophomore level students may continue into Geometry Lab and/or Read 180, though many students no longer need these interventions. We also offer TSIA tutorial classes for sophomores who have not passed the Reading section of the TSIA, so they can continue taking Blinn courses their Junior and Senior year. Finally, at the upperclassmen level, our support classes transition to students who need extra support in their college courses. We offer a Writing Lab, Dual Credit Math Lab, Dual Credit History Lab, and Dual Credit Science Lab. All of these courses are designed to help students succeed in these subjects at the community college by providing work time, creating studying groups, and organizational assistance.

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

Bryan Collegiate High School is also supportive of our student's social and emotional needs. We employ a full time counselor on our campus. In addition to being an asset to many of the above programs, our counselor advocates for our students with social and emotional needs. She has organized counseling services through the STAR program and Baby Love. Both of these programs meet with students on our campus, which eliminates any barriers to students receiving this aid. For students that don't qualify for either of these programs, our counselor still advocates for and assists students into other services that do meet their needs.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

Benchmark 4 aspires to have students graduate college ready and with the maximum number of credit hours through providing a rigorous high school experience with relevant support structures in place. This is another area where Bryan Collegiate High School attains exemplar status. Our campus employs a wide range of specialized courses, enrichment activities, and a 4-year plan that ensures most students can graduate core-complete and/or with an associate's degree.

Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.


Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 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 2017 school year.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document		N/A

ECHS recruitment and enrolment documents: Written policies, application and evaluation documents, etc.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

Other Supporting Document: The ECHS may upload one additional supporting document.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A