



Abbreviated Application for ECHS Designation

**ECHS Academy: Alamo Colleges-Memorial Early College 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:

Alamo Colleges-Memorial Early
College High School

County District Campus Number:

046902007

**County District Campus Number
2:**

**County District Campus Number
3:**

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:

1419 N Business IH 35

Mailing Address - Line 2:

City:

New Braunfels

State:

Tx

Zip Code:

78130

2.2 School District

School District Name

Comal ISD

Mailing Address - Line 1:

1404 IH 35 North

Mailing Address - Line 2:

Mailing City:

New Braunfels

State:

Tx

Mailing Zip Code:

78130

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:		How many ECHS does this IHE partner with?
St. Phillips College - Alamo Colleges		4
Mailing Address - Line 1:	Mailing Address - Line 2:	
1801 Martin Luther King Drive		
Mailing City:	State:	Mailing Zip Code:
San Antonio	Tx	78203

2.3.a Secondary 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:	Mailing Zip Code:
	Tx	

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:	Mailing Zip Code:
	Tx	

2.4 Education Service Center Region

Education Service Center Region: 20

2.5 Person Completing this Application

Title:	
Assistant Principal	
First Name:	Last Name:
Meredith	Pappas
Phone:	Email:
8302212909	meredith.pappas@comalisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Nickolas

Phone:

8302212909

Last Name:

Smith

Email:

nickolas.smith@comalisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Andrew

Phone:

8302212000

Last Name:

Kim

Email:

andrew.kim@comalisd.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:

College Coordinator High School
Programs

First Name:

Jessica

Last Name:

Flores

Phone Number:

2104862190

Email:

jflores999@alamo.edu

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

Title:

First Name:

Last Name:

Phone Number:

Email:

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

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

Adena

Last Name:

Loston

Phone Number:

2104862900

Email:

aloston@alamo.edu

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

Title:

First Name:

Last Name:

Phone Number:

Email:

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	98	89	57	49	293
2017-2018 projected enrollment	0	0	0	110	98	89	57	354

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	21.84	0	0	21.84
At-Risk	19.45	0	0	19.45
LEP	0	0	0	0
White	53.92	0	0	53.92
Hispanic or Latino	38.23	0	0	38.23
Black or African-American	2.05	0	0	2.05
First Generation College-Goers	N/A	N/A	N/A	n/a
Other	0	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	<input checked="" type="checkbox"/>
Hispanic or Latino	
Black or African-American	
Economically Disadvantaged	
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.

The recruitment process starts with the counselor speaking to all middle school counselors, explaining the process of enrollment at our campus. This meeting emphasizes the variety of students that attend showcasing their successes in order to clarify any misconceptions regarding who should or should not apply based only on academic performance.

MECHS recruits at all middle schools in our district. The high school counselor takes a team of 9th grade students who formerly attended that middle school to speak to all 8th graders. Information about the benefits and requirements are presented to students through a power point presentation and discussions with group and individual students. Middle school counselors also identify students meeting the enrollment criteria and refer those students to meet with the counselor and current 9th graders on that day or through follow up phone conversations with parents.

In addition, the principal, assistant principal and counselor attend 8th grade transition parent information meetings at all high schools, presenting information about our school.

Finally, we have 6 information/recruitment meetings held at our campus both in the evenings and during the school day so parents and prospective students can visit and tour the campus.

Students applying from under-represented populations are given bonus points on the rubric during the selection process.

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

The recruitment process is reviewed annually by a team that includes district and campus administration and teachers. Each year during recruitment, we make note of aspects of the process that need improvement so that when we begin planning for the upcoming recruitment season we review those as possibilities. We also compare our process with the ECHS Blueprint and MOU with Alamo Colleges to make sure we are aligning our steps to fulfill the purpose and requirements of being an Early College and the partnership with our IHE. For example, this year in our review, teacher feedback shows there may be a need to incorporate into our list of commitments and our information powerpoints an emphasis on students needing to continue building strong organizational and time-management habits throughout all four years, beyond their freshmen College and Career Readiness course.

In the past, the review team has made extensive changes when needed. For example, the year 2013-2014 was a restructuring year where the emphasis in recruitment was on informing the public and district of the intended purpose of the school and strive to clarify common misconceptions. It was in this year of recruitment that the district Assistant Superintendent took multiple opportunities to communicate to the School Board, each high school, and key district personnel. This is also the same year that the information parent nights began where the MECHS principal presented to the incoming 9th grade students and families.

Other changes that have been made over the last three year include providing the application and information in Spanish and revising the recruitment student presentations and parent information presentations.

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)

MECHS application process does not discourage the enrollment of any subpopulations. While our application takes into consideration, through a point system, current academic performance, discipline history, and adult (teacher, counselor, and other) recommendations, we verify that there is not one indicator that would cause a student not to be eligible. Students who are at risk and historically underrepresented in college are given extra points on their total.

Our recruitment process involves multiple opportunities for current students to visit their middle school as well as lead tours during visits from interested students and families on campus. We offer 6 opportunities during the day and in the evenings. We also present at parent information nights for students transitioning from 8th grade to high school at each high school in the district.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Students at MECHS may earn a STEM, Business & Industry, Arts & Humanities, or Multidisciplinary Studies endorsement.

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

Students at MECHS are offered the Associate of Arts degree.

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

Students at MECHS are not currently offered certificates.

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

At MECHS, we monitor student progress through multiple sources. At each grading period, administration and counselor meet with any failing students to discuss next steps for improving their academic status. STAAR EOC scores are analyzed from previous years to identify struggling and advanced students. Common Assessment scores are used as curriculum snapshots and student progress snapshots as a measure for student improvement or lack there of. Decisions are made regarding needed curriculum adjustments for courses and individual student interventions or advancements. The campus staff has also created a culture of looking at actual student work and products of learning to make critical decisions. This is crucial in that the common assessment scores are only for the core curriculum and occur three times in the year.

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

Student voice and choice is a key piece to the campus culture and is essential in student support action steps. Project and problem-based learning are emphasized throughout the campus in every course. This type of instruction allows students and small groups of students to move through a project or problem based on their own inquiry and interests. The setting in our classrooms allows for small group and one-on-one teaching with the teachers which helps students be more connected to the curriculum and content and receive more support.

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

Social and emotional support are provided to students primarily through their daily advisory class. Teachers develop positive and encouraging support to students through lessons and academic monitoring designed specifically by grade level. Additionally, the principal, assistant-principal and counselor meet with students by grade level and individually to provide further support when needs are identified. Individual referrals to counseling are made to the district social worker who initiates weekly counseling support provided to by an LPC or LMSW who is funded by a district level grant if students do not have insurance.

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)

MECHS graduates most students with their associate's degree (48/49 last year) and at least 60 semester hours toward baccalaureate degree. Students earn this through a specified pathway of courses at each grade-level.

MECHS teachers and instructional leadership team schedule data meetings in order to review all or some of the following sources of data: student work, TSI, Common Assessments, EOC, and PSAT/SAT/ACT. Interventions are embedded within the class period in small groups or one-on-one with the teacher or done through scheduled tutorial sessions before school, at lunch, and after school.

MECHS has built in an advisory course that is a 20 minute, four day a week period that focuses on college and career readiness, empowering school culture, and provides a time for students to check their grades weekly and consult with their advisory teacher.

Memorial ECHS has a Service Cord Program that encourages students to volunteer in their community throughout their high school academic career. The program requires students to complete 120 hours of community service. Upon completion students are recognized at graduation with a program distinction and service cord worn during graduation services. Three internship opportunities are currently being offered to seniors including partnering with the City of New Braunfels Parks and Recreation and New Braunfels Teen Court.

Memorial ECHS 9th grade College and Career Readiness class exposes students to college and career exploration and options through the projects the students complete. We also seek out opportunities for students to attend College campus visit days and local college fairs and/or career fairs to advertise for students to attend. We arrange for college admissions counselors, community businesses, and military recruiters to come to our campus twice a month to present information about college, careers and volunteer opportunities.

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	Draft	01/15/2016

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)
View Uploaded Document	Submitted	N/A