



Full Application for ECHS Designation

**ECHS Academy: Raul Yzaguirre School for Success 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:

Raul Yzaguirre School for Success
Early College High School

County District Campus Number:

101806001

**County District Campus Number
2:**

**County District Campus Number
3:**

This CDC number:

Is shared with a comprehensive
campus

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

Provisional: Operating under the 3
year provisionally designated status.

Mailing Address - Line 1:

2950 Broadway

Mailing Address - Line 2:

City:

Houston

State:

Tx

Zip Code:

77017

2.2 School District

School District Name

Raul Yzaguirre School for Success

Mailing Address - Line 1:

2950 broadway

Mailing Address - Line 2:

Mailing City:

Houston

State:

Tx

Mailing Zip Code:

77017

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Houston Community College	8	
Mailing Address - Line 1:	Mailing Address - Line 2:	
3100 Main St.		
Mailing City:	State:	Mailing Zip Code:
Houston	Tx	77002

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: 04

2.5 Person Completing this Application

Title:	
Ms.	
First Name:	Last Name:
Maggie	Rodriguez
Phone:	Email:
956-970-2597	erimaggie@hotmail.com

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Ms.

First Name:

Alma

Phone:

713-640-3704

Last Name:

Perez-Silva

Email:

perezsilva@tejanocenter.org

2.7 Superintendent (District 1)

Title:

Dr.

First Name:

Adriana

Phone:

713-640-3789

Last Name:

Tamez

Email:

adrianatamez@tejanocenter.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:

Catherine

Last Name:

O'Brien

Phone Number:

713-718-2383

Email:

Catherine.obrien2@hccs.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:

Dr.

First Name:

Cesar

Last Name:

Maldonado

Phone Number:

713-718-5059

Email:

office.chan@hccs.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	8	9	0	0	17
2017-2018 projected enrollment	0	0	0	15	15	15	0	45

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	93.5	0	0	94.1
At-Risk	67.7	0	0	52.9
LEP	12.9	0	0	12.0
White	0	0	0	0
Hispanic or Latino	0	0	0	0
Black or African-American	0	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
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	<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.

Raul Yzaguirre School for Success (RYSS) will continue to coordinate outreach and awareness activities to identify and recruit potential students for enrollment. This will affirm the equitable access to at-risk as well as sub-populations of at-risk students. This will include those who are potential first-generation college students of low socio-economic status, African American, Hispanic, Limited English Proficiency, or others that are historically underrepresented in college courses.

Students will continue to be made aware of dual-credit opportunities at the beginning of their secondary school year and each year thereafter, typically in the spring. Information about RYSS' ECHS is provided through counselor presentations, conferences, school websites, dual-credit publications, school curriculum guides and the annual registration process.

Student recruitment and admission process to the ECHS is as follows:

- RYSS' feeder 6-8 school;
- Students who reside in the RYSS boundary zone;
- All 8th grade students will be addressed;
- All parents of 8th graders and students will be given an orientation of the program early in the spring semester;
- Students and parents will be given an overview of the ECHS model;
- 8th grade students and parents will be encouraged to ask questions to the ECHS staff;
- 8th grade students will be given an application and be encouraged to apply to the ECHS; and
- The Academic Counselor will have the ECHS applications available for any student/parent not present at the meeting(s).

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

The recruitment processes were developed to support the mission and goals of the ECHS program of study and the needs of the students of the community. Clear and precise information of the program expectations and graduation opportunities are provided to all stakeholders (i.e. student, teachers, parents, administrators, etc.). ECHS students are given the opportunity to be adequately prepared to attend college and earn a degree for their future career interest.

The committee that will continue to be responsible for recruitment and enrollment will be comprised of directors, counselors, teachers, Middle School and ECHS Principals, and staff. These individuals will continue to analyze, review, and refine applications to determine eligibility. Input from all partners will be sought in the continued refinement of recruitment and enrollment procedures. The ECHS Program will continue to seek best practice activities and recommendations from its partner. Based on Leadership Meetings that were conducted by the Charter, the following criterion have been identified for selection:

- Students who will be first year 9th graders;
- Students who demonstrate academic commitment;
- Students who have good attendance;
- Students who have good work ethic and study habits;
- Students who are residents of the RYSS boundaries; and
- Students who have attended RYSS as an 8th grader.

RYSS will also continue to target at-risk students from its 6th -8th grade campus for the proposed ECHS. The students to be targeted will meet one or more of the following criteria: At-risk; Economically Disadvantaged; and English Language Learners (ELL). RYSS 6th -8th grade campus has a current population of 291 students; 96.9% (282) are considered Economically Disadvantaged and 21.3% (62) of the students are ELL.

A total of 30 students applied for RYSS' ECHS in 2016-2017, of which only 17 met the eligibility criteria to be part of the ECHS. RYSS is anticipating to expand its enrollment to 45 for the 2017-2018 school year.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

In order to ensure that RYSS' ECHS Program meets the criteria for Implementing Status, the Charter and campus have met and exceeded the Initiating criteria for Benchmark 1. To meet this criterion and as part of its recruitment efforts, the ECHS has ensured that the recruitment and enrollment processes and requirements do not exclude or discourage the enrollment of any subpopulations of at-risk students. Therefore, the ECHS makes every effort to identify, recruit, and enroll sub-populations that are historically underrepresented in college.

In addition, enrollment decisions are not made based on state assessments, discipline history, teacher recommendations, or GPAs. As a matter of fact, all students at the campus that met the criteria for enrollment for the 2016-2017 academic school year were accepted. When the eligibility ever exceeds the enrollment capacity, a lottery system will be enacted in which all eligible applicants will have their name entered into a drawing. This is based off the criteria for meeting Exemplar status which is beyond the Implementing status.

Moreover, the ECHS has documented recruitment and enrollment policies and practices which are refined and improved annually based on data reviews. These recruitment and enrollment processes are updated with input from key stakeholders and the policies are available annually to the parents, public, and TEA.

Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	1,12,14
Administration of statewide instruments under Subchapter B, Chapter 39	2
Grading periods and policies	13
Courses of study	11
Curriculum alignment	13,16-18
Instructional materials	14
Instructional calendar	13
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	11,12
Student enrollment and attendance policies	24
Provisions for discontinuing ECHS operation (see next section for details)	2
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught 	10,16-20

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	14,25
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	2,16,20
Procedures for collecting and sharing student and teacher data	16-20
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	22-23
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	22
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE 	22-23

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

As can be noted by the page numbers in the Required MOU Topics and Highly Recommended MOU Topics, RYSS' ECHS and its partnering Institution of Higher Education (IHE) have included ALL topics in their MOUs. These topics have been addressed from the onset of the campus' designation; therefore, they meet the criteria for Implementing status for Benchmark 2.

Benchmark 3: P-16 Leadership Initiative

P-16 Coordination & 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.

The Leadership Team met on the following dates: 09/23/16; 09/27/16; 09/30/16; 10/06/16; 10/14/16; 10/18/16; and 12/09/16.

Please list the names and titles of the group members. Fill all fields. Write "NA" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Dr. Adriana Tamez
Curriculum & Instruction or equivalent	N/A
ECHS principal or director	Ms. Alma Perez-Silva
IHE President	Dr. Cesar Maldonado
IHE Provost	N/A
Dean of college of Education	Dr. Theodore Hanley
ECHS Liaison	Dr. Catherine O'Brien
College Readiness Director	Sagrario Salcedo
Director P-16	Scott Godley
Academic Counselor	Sagrario Salcedo
FACE Director	Blanca Saldana
Charter Data Quality Manager	Mary Galan

What are the functions of the group? Briefly summarize the role each member plays in the ECHS, topics/issues the group has addressed, decisions it has made, and accomplishments it is most proud of.

FUNCTIONS OF THE GROUP: The RYSS ECHS Leadership Team will continue to oversee the functions of the ECHS campus, assure all programs are supported through resources and financing, and provide support to sustain the program. The Leadership Team is charged with providing expert information and feedback of best practices that helps ECHS students in their journey of achieving their college goals. Each member is responsible for sharing and discussing agenda items and conveying information respective to their areas of expertise. Their expertise and input plays a vital role in the support and success of the ECHS Program.

- Superintendent: Assures program is supported at the Charter-level and assists with program maintenance and sustainability.
- ECHS Principal: Oversees all aspects of the ECHS Program including maintaining the budget for the school, providing curriculum oversight, providing program sustainability, coordinating staff development, monitoring student enrollment, maintaining communication with HCC, overseeing staff and building maintenance, among other duties.
- HCC President: Assures the program is supported at the college level and assists with program maintenance and sustainability at the college.
- Dean of College of Education: Oversees that the department heads have seats and programs available for the ECHS students and that updates are provided to ECHS staff.
- ECHS Liaisons & Specialists: Assists with program implementation at the college, provides training and assistance to the ECHS Counselor, assists with registration, provides degree planning for students, attends parent trainings to provide information to parents on their respective college, and assists with information on TSI Assessments.
- ECHS Counselor: Oversees scheduling, Personal Graduation Plan for all students, college visits, ECHS/HCC crosswalks, college applications, scholarships, college visits, grade audits, grade conferences, HCC grade analysis, parent nights, recruitment, etc.

TOPICS/ISSUES THAT HAVE BEEN ADDRESSED BY THE GROUP: Topics that have been discussed include: Student college-readiness; Degree plans; Fields of study; Sharing of data; College course scheduling; Procedures and timelines; Faculty duties and responsibilities; ECHS uses of the IHE facilities; TSI Assessment prep programs, and more. The team has identified a total of four (4) teachers with their Master's degree in core and elective academic courses. RYSS has worked with HCC to have these teachers become credentialed to teach Dual Credit courses.

DECISIONS MADE BY THE GROUP: The Leadership Team is seeking its 2nd year renewal and Exemplar level and will continue to work with the IHE Partner.

ACCOMPLISHMENTS: During the first year of the ECHS implementation, RYSS student enrollment was a total of 17 students. With the outreach and interest that has been garnered by the ECHS, RYSS is anticipating that the 2017-2018 school year will have a minimum of 45 students enrolled. Additionally, RYSS had a total of 4 teachers, with Master's Degree in core and elective academics, become credentialed by HCC to teach Dual-Credit courses.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

IDENTIFIED AND IMPLEMENTED SUSTAINABILITY STRUCTURES: The administration increased the scope of recruiting staff and faculty for the RYSS ECHS. The recruiting efforts included online advertising through the RYSS website, which is a part of the ESC, Region 4 consortium, online newspaper job listings, and regional university job listing websites. Other forms of advertising conducted included: newspapers, job fairs, personal contacts, and college recruitment through career services at regional universities. The administration used the mission of the ECHS and the opportunity of working in a college-going culture to attract outstanding teachers. A set of minimum qualifications were determined and used to hire highly qualified teachers. RYSS' ECHS Master Schedule is created based on teacher credentials. Teachers qualified to teach a dual-credit course may be assigned to do so.

RYSS currently has 4 teachers with their Master's degree and all 4 of those, work on the RYSS High School campus. RYSS ECHS and Houston Community College (HCC) will continue to partner to offer professional development in highly effective strategies to support the staff. This includes:

- RYSS instructors attend Rice AP and Pre-AP Summer Institutes, which offer 30-hours of challenging AP and Pre-AP professional development courses and Academies that address advanced topics in AP.
- RYSS team will complete Princeton Review training from the nation's leader in test preparation, which provides teachers the skills needed to prepare their students for the SAT, ACT, MCAT, LSTAT, and other college entrance exams
- RYSS Science instructors join HCC personnel at the Human Anatomy and Physiology Society's 31st Annual Conference in May 2017 at Salt Lake City. The conference consists of presentations by leading researchers and experts. The Workshops portion are concurrent presentations by fellow faculty or vendors which enhance the teaching of human anatomy and physiology.

Furthermore, RYSS implements sustainability incentives by utilizing data collected through ECHS student, parent and teacher surveys, testimonials from students and parents, and focus groups to determine student satisfaction, implementation, and completion in order to compensate and retain highly successful adjunct faculty.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

RYSS' ECHS currently has an established Leadership Team that meet regularly regarding the planning of the ECHS. This team includes high-level personnel with decision-making authority such as: Superintendent, ECHS Principal, HCC President, Deans of College of Education, ECHS Liaisons, Director P-16, CCR College Readiness Director/Academic Case Manager/Counselor, Charter Data Quality Manager, and FACE Director.

During the meetings, the Leadership Team ensures the following topics are addressed:

- Identifying the members and roles each member will play;
- Reviewing the MOUs for any revisions necessary, if any; and
- Sharing responsibility for developing annual reports to the Charter and Institution of Higher Education (IHE) boards that include data, successes, and plan for improvement.

The team ensures that meetings and agendas are publicly made available in accordance with the Charter policy. The goal for the team to meet Exemplar status is to continue to identify and implement sustainability structures during the current academic year to address and minimize the staff turnover rate. As previously mentioned, RYSS increased the scope of recruiting staff and faculty for the RYSS ECHS.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

RYSS ECHS is currently offering all five (5) endorsements to its high school students including Science, Technology, Engineering, and Math (STEM), Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

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

The ECHS will continue to offer students an Associate of Arts Degree. This degree encompasses the 42-hour core courses, including classes in: Communication; Mathematics; Life and Physical Sciences; Language, Philosophy and Culture; Creative Arts; American History; Government/Political Science; Social and Behavioral Sciences; and a Component Area Option.

The ECHS will continue collaborating with HCC in expanding the Associate Degree options that will be offered to ECHS students.

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

The ECHS and HCC will still not be offering Level 1 or Level 2 certificates this year. However, RYSS assures that it will work with HCC to offer Level 1 and Level 2 certificates to students within a three (3) year period.

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

MONITOR STUDENT PROGRESS: RYSS currently uses TxEIS software to track and monitor student progress. The Charter can access teacher classroom lists, individual students, individual student test scores, individual student test scores by objective, and individual student grades. Teachers can monitor students in groups which allows them to determine progress by grade levels and core subject areas. TxEIS also allows teachers and administrators to access all state-mandated test scores. This allows a teacher to see if a student has traditionally been weak in a specific subject area. The teacher can check End-Of-Course (EOC) exams, benchmark tests, TELPAS, and STAAR.

STUDENT DATA TO SUPPORT SUCCESS: TxEIS also allows a teacher and/or an administrator to review students' prior grades. This is important in evaluating which type of remediation will work best for each student. Some of the remediation is conducted at a very high level, if a student has been traditionally weak in this area.

TxEIS includes a parent/teacher/student-focused set of applications that includes the txGradebook teacher portal, the txConnect parent portal, and the txMyZone student course request system.

RYSS will continue to work closely with Houston Community College (HCC) to obtain feedback on student progress throughout the course of instruction. If a student is not performing at the required level, interventions will be implemented by the ECHS Program Director and the Academic Counselor. These individuals will meet with the student to identify reason(s) for low performance and take the required actions.

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

The ECHS Program will continue to provide a personalized learning environment by creating a seamless curriculum between high school and college. The ECHS provides a work-based experience to students through rigorous, purposeful, and responsive instruction that emphasizes leadership and relationship development.

In order to ensure students feel comfortable and are successful in their classrooms and coursework, the ECHS implements strategies that are designed to help develop a personalized learning environment. If a student is not performing at the required level in more than two college courses, the ECHS Program Director and Academic Counselor personally meets with the student to identify the reason for low performance. This occurs after each progress reporting session and after each report card distribution.

Once the issue has been identified the required measures are taken. Measures taken include, but are not limited to, the following actions:

- Teachers meet as a team to discuss grade level student needs and discuss plans on how to implement a plan of intervention;
- Parents are contacted for any student failing or borderline of failing;
- Teachers at the RYSS campus provide tutorial programs to assist students' needs;
- Individual Graduation Plans are set up with the Academic Counselor to assist students in order to remain on track;
- Houston Community College provides tutorial programs to ECHS students. HCC provides free, confidential and convenient academic support to ECHS students in both online and on-campus environments. Tutoring is provided by HCC personnel to ensure that it is contextual and appropriate for students taking HCC's classes; and
- AskOnline, an online tutoring program for students who cannot come to the campus tutoring center, is available to the ECHS students.

The learning environment will continue to be one of the Charter's top priorities for ECHS to ensure students feel comfortable and become successful in their classrooms and coursework.

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

The social and emotional support of the ECHS students is crucial to ensure academic success. The ECHS Program will continue to provide social, academic, and emotional support to students through counseling, academic and career advising, schedule management, resource referrals and managing student concerns. The ECHS Program Director, Counselor, and College Readiness Director will also continue to provide academic, social and emotional guidance, and counseling services to the ECHS students.

The ECHS Program's objective is to provide social and emotional support to the students by developing a Personalized Learning Community (PLC). This is accomplished by offering individualized career and course planning to all students, setting up Individual Graduation Plans, assisting in personal or family matters, and providing social and emotional advisement.

Group sessions are provided when necessary to handle social and emotional issues with fellow students. Additionally, student/parent/teacher conferences are set up as needed to ensure academic and emotional encouragement are provided not just to the student, but to the parents as well.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

As can be noted above, RYSS' ECHS meets the criteria for Implementing status. The ECHS provides a course of study that enables participating students to complete high school graduation requirements and an Associate's Degree, or at least 60 semester credit hours toward a Baccalaureate Degree. In addition, the ECHS monitors student progress and utilizes a variety of strategies and reports the number of hours completed per student and by student groups to TEA.

Moreover, the ECHS provides not only academic support, but social and emotional support to its students. The ECHS Principal and Counselor ensure that numerous strategies are implemented to provide a personalized learning environment as mentioned above. The Counselor also provides counseling services to the ECHS students and visits with them numerous times a week.

To move forward into the Exemplar status, the ECHS will work on providing enrichment opportunities to support students in their course of study. This includes promoting community involvement, partnering with community businesses to expose students to career options and internship opportunities, and providing college readiness to include college and career awareness.

Benchmark 5: Academic Rigor and Readiness

Please list TSI administration dates provided during the past school year.

The dates the TSI was administered during the past school year includes: 1/8/2016; 3/23/2016; 6/15/2016; 07/22/16; 10/14/16; 11/18/16; and 12/14/16.

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

The dates the TSI will be administered during the coming school year includes: 10/13/17; 11/17/17; 12/15/17; 01/10/18; 03/09/18; and 05/18/18.

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

IHE administers the TSI

Please describe the ECHS's plan for TSI success, including 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.

RYSS ECHS's plan for TSI success will include academic preparation classes, academic interventions for students who do not pass the TSI, and waived assessment fees.

ACADEMIC PREPARATION CLASSES: After concluding their state assessments, interested 8th grade students receive targeted TSI assessment preparation by Reading, Writing, and Mathematics teachers. Additionally, core academic teachers incorporate TSI objectives in their lessons and conduct formal and informal assessments. Furthermore, the Charter contracts with Princeton Review to host Summer TSI Prep Camps and plans to continue hosting Summer TSI Prep Camps to prepare the ECHS students to take their exams. RYSS will continue to work alongside HCC to provide TSI preparation workshops.

ACADEMIC INTERVENTIONS: The ECHS offers summer TSI assessment prep classes for all other 9th, 10th, and 11th grade students who are not TSI ready in one or more sections. The ECHS also offers TSI prep classes through HCC during the regular school year for those students who need to pass one or more sections of the TSI assessment. Additionally, RYSS is purchasing additional support resources through Think Through Math (TTM). This will include Advanced Math College preparation, TSI Math, and Geometry online, live tutorial services and resources. This resource will also provide professional development to teachers. ECHS students will have added avenues to participate in an online tutorial to help them prepare for the TSI Assessment. The necessary technology is made available by RYSS in order for students to participate in this online tutorial. The type of technology that is offered includes but is not limited to computer, Internet, iPads, smartboards, and printers.

HCC also provides initial TSI preparation workshops, called Academies, where students are offered very specific individualized assistance. The workshops are between two (2) to three (3) weeks in length and follow a pre- and post-test model. Students who are not successful are placed in a TSI Academy to work with English and/or Math faculty to help them master objectives from their TSI diagnostic report that shows deficiencies.

ASSESSMENT FEE WAIVERS: HCC will continue to waive assessment fees for the administration of the TSI test.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

RYSS' ECHS currently meets all the Initiating Criteria of Benchmark 5. As can be noted in the dates of the TSI tests, the ECHS will provide students with the TSI assessment a minimum of six (6) times during the upcoming school year.

To ensure that students are successful in their TSI, the ECHS has developed a plan that includes academic preparation, interventions, and fee waivers of the test. The ECHS teachers incorporate TSI objectives into their lessons and conduct assessments. For those students who are not TSI ready, the ECHS offers summer preparatory classes for 9th and 10th graders. In addition, the IHE offers workshops to better prepare students for the TSI.

Furthermore, students enrolled in the ECHS are not required to pay any TSI assessment fees to HCC.

RYSS' ECHS hopes to make progress to develop beyond the Implementing status by expanding the dates available for TSI testing to students before the 9th grade. Although the campus is on its way to meeting Exemplar status, additional services still need to be expanded on to be considered fully for the Exemplar status.

Benchmark 6: School Design

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

Not located on a college campus:

A small learning community (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) within a larger high 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."

The ECHS students will continue to be issued a Houston Community College (HCC) Student Identification Card, which will allow them access to all HCC academic and support facilities, including libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities.

The ECHS Campus is located two (2) miles from the HCC campus; thus, allowing for a fast commute between the campus and college facilities. Furthermore, RYSS will continue to provide transportation for ECHS students.

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.

DUTIES AND RESPONSIBILITIES OF THE ECHS PROGRAM DIRECTOR: The ECHS Principal has the following roles in scheduling, hiring, and budgeting for the ECHS:

- Hire and supervise all program management staff within the ECHS budget;
- Monitor expenditures of all funds assigned to the ECHS Program;
- Secure college course sections, ensure ECHS faculty/section correspondences, and work with HCC departments to ensure continuity of faculty assignments;
- Serve as a liaison between the HCC student enrollment and academic department;
- Convene regular meetings with HCC staff and RYSS staff to ensure successful program integration;
- Provide campus orientations and support services to college faculty teaching at the ECHS; and
- Oversee provision of student support services, including on-site academic testing where necessary to ECHS students taking classes.

DUTIES OR RESPONSIBILITIES UNRELATED OR IN ADDITION TO ECHS LEADERSHIP: The ECHS Program Director will continue with her current role as Principal, Director of Education K-12. RYSS believes that her current position and experience facilitates program integration between all ECHS Program stakeholders and provision of student support services. Duties and responsibilities unrelated or in addition to ECHS leadership include:

- Hire and supervise all program management staff within the K-12 budget;
- Monitor expenditures of K-12 funds;
- Convene regular meetings with K-12 staff to ensure successful program integration;
- Provide campus orientations and support services to K-12 faculty; and
- Oversee provision of K-12 student support services.

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.

DUTIES AND RESPONSIBILITIES OF THE IHE LIAISON: As the appointed IHE Liaison, the Houston Community College (HCC) Associate Vice Chancellor is committed to the following duties and responsibilities:

- Serve as the information resource agent for the ECHS;
- Maintain a close working relationship with the ECHS administrative team;
- Coordinate and deliver necessary services such as testing, admissions, and academic advising to the ECHS;
- Serve as the primary contact for HCC's corresponding faculty, ECHS administrators, counselors, and staff;
- Assist with developing recruitment and advising materials for distribution;
- Meet monthly to address issues and concerns regarding ECHS; and
- Address questions promptly regarding the ECHS.

Is the IHE liaison working with other ECHS campuses?

No ☒

Which statement best reflects the assignment of the ECHS teachers?

The ECHS is a small learning community within a larger high school. The ECHS has not employed new teachers but will continue to designate ECHS students to existing courses taught by highly qualified teachers. RYSS is currently working with teachers who have Master's degrees to become credentialed by HCC. It is anticipated in the near future that RYSS will increase the number of designate credentialed teachers at the ECHS.

Please describe the ECHS's 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.

PROFESSIONAL DEVELOPMENT PLAN: Teachers are encouraged to participate in continuous professional development which strengthens them in a higher learning instruction. The objective of the professional development provided to ECHS teachers is to prepare teachers to better serve students for post-secondary education through dual-credit classes offered at the high school.

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: ECHS teachers are invited to participate in all the professional opportunities offered by the HCC English and Math departments. HCC makes all their curriculum available to ECHS teachers. Furthermore, workshops are provided for ECHS teachers at the RYSS location to address the latest techniques in accelerating the reading, writing, and math achievement. Experienced ECHS teachers will continue to mentor new teachers and visit classrooms, demonstrate lessons, and provide feedback to new teachers and any teacher in need of assistance.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

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: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

To meet the Implementing status, the RYSS' ECHS ensured it met all of the Initiating requirements. Although the ECHS is not located on a college campus or a stand-alone high school campus, the ECHS campus is in a smaller learning environment within a larger high school. The campus ensures that ECHS student data is disaggregated from regular high school students.

Moreover, the RYSS ECHS' staff consists of a Principal, an IHE Liaison with decision-making authority, and highly qualified teachers as required by the Implementing status.

During this phase, the ECHS will work to ensure that students are only enrolled in the ECHS sections for core academic classes, as well as, develop and implement an annual professional development plan based on the needs assessment of student data.

The Leadership Team will meet to discuss future plans of expanding the ECHS campus to include weekly student use of IHE facilities and hiring Highly Qualified (HQ) teachers and counselor(s) who report only to the ECHS Principal. The ECHS will provide Mentoring and Induction Programs for any newly hired staff and will offer training opportunities with IHE faculty. These new strategies will help lead the campus to Exemplar status for Benchmark 6.

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	Final	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


ISD Letter of Support (District 1): The ECHS must have a current, signed letter of support from each partnering ISD.

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

ISD Letter of Support (District 2): The ECHS must have a current, signed letter of support from each partnering ISD.

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

ISD Letter of Support (District 3): The ECHS must have a current, signed letter of support from each partnering ISD.

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

IHE Letter of Support (IHE 1): The ECHS must have a current, signed letter of support from each partnering IHE.

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

IHE Letter of Support (IHE 2): The ECHS must have a current, signed letter of support from each partnering IHE.

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

N/A

IHE Letter of Support (IHE 3): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached

Status

Expected Date for Final (if draft)



Not submitted

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