



Abbreviated Application for ECHS Designation

**ECHS Academy: Victory 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:

Victory Early College 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:

4141 Victory Drive

City:

Houston

Mailing Address - Line 2:

State:

Tx

County District Campus Number:

101902008

County District Campus Number 3:

Zip Code:

77088

2.2 School District

School District Name

Aldine ISD

Mailing Address - Line 1:

2520 W W Thorne

Mailing City:

Houston

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

77073

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: Lone Star College North Harris	Mailing Address - Line 1: 2700 W W Thorne	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 2
Mailing City: Houston	State: Tx	Mailing Zip Code: 77073	

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 04

2.5 Person Completing this Application

Title: Principal	Last Name: Cormier
First Name: Phyllis	Email: pacormier@aldineisd.org
Phone: 281-810-5675	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Phyllis

Phone:

281-810-5675

Last Name:

Cormier

Email:

pacormier@aldineisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Wanda

Phone:

281-985-6200

Last Name:

Bamberg

Email:

wsbamberg@aldineisd.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:

Liaison/Program Manager

First Name:

Charlotte

Last Name:

Twardowski

Phone Number:

281-765-7835

Email:

Charlotte.Twardowski@lonestar.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-Lone Star College-North
Harris

First Name:

Gerald

Last Name:

Napoles

Phone Number:

281-618-5400

Email:

gerald.f.napoles@lonestar.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	111	105	99	115	430
2017-2018 projected enrollment	0	0	0	120	111	105	99	435

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	88.3	N/A	N/A	79.7
At-Risk	65.2	N/A	N/A	22.7
LEP	34.0	N/A	N/A	0.4
White	109	N/A	N/A	2.2
Hispanic or Latino	72.0	N/A	N/A	81.1
Black or African-American	23.8	N/A	N/A	12.0
First Generation College-Goers	N/A	N/A	N/A	94.0
Other	N/A	N/A	N/A	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.

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

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.

Section 1: RECRUITMENT AND ENROLLMENT PROCESSES TO RECRUIT TARGET POPULATION

Victory Early College begins the recruitment process in October by attending Aldine I.S.D.'s middle schools' Open House Night. Victory sends out student ambassadors and a staff member to all ten middle schools in the district to man an informational booth for the night. The students and staff member to inform parents and students about the early college program and the opportunities that it provides for the student. The parents can take Victory Early College literature with them and they can also take a flyer inviting them to the Middle School Parent Informational Meetings in November and December.

In the month of October, Victory coordinates with all ten middle schools to plan an assembly for all eighth grade students. The purpose of the assembly is to inform the eighth graders of the early college opportunity that Aldine ISD provides for them through Victory Early College. Throughout the months of October, November and December, staff members and student ambassadors visit each middle school and deliver a 30 minute presentation on the early college program. The 30 minute presentation emphasizes the target population (first generation college goers), the accelerated curriculum, the maturity, motivation, and dedication commitment, and the goal of attaining a high school diploma and Associate's degree simultaneously. At the conclusion of the presentation, every eighth grader is invited to attend a Middle School Parent Informational Meeting if they are interested in more information. The counselors at the middle schools are given the flyer with all the information about the meetings. Eighth graders are encouraged to attend if they are at all interested.

In the month of November and December Victory administration, staff and students conduct Middle School Parent Informational Meetings. All Aldine ISD parents and students are informed of these meetings through a mass postcard mailout. The meetings are provided in English and in Spanish. There are meetings set each year so that parents can choose to attend the one that is most convenient to them. The parents received the same information that the students received at the middle school so that they can see and hear why their student's interest perked in the first place, but they also get more detailed information about the program so that they can decide whether it is a right fit for not only their student but their family. To conclude the meeting the parents and students receive a "Save the Date" flyer and they are walked through the application page by page, the presenters allow time for clarifying questions. The parents and students are then given information to complete the on-line application between November 28, 2016 and January 20, 2017. It is highly encouraged for parents to attend the informational meetings so that all requirements and expectations are clearly explained and understood.

Once the student has submitted his/her application an electronic file is started for that student. The criteria that used for consideration for admission are: enrolled in and Aldine ISd school the entire 8th grade year.

Essay and Interview:

- The student will write an authentic essay at their middle school.
- The student will interview with a Victory admissions panel.

The essay and interview criteria are not used to determine if a student is accepted or not but as a tool in getting to know the student.

Once students have completed the basic application by a specified deadline names are drawn for 120 slots.

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

Section 2: RECRUITMENT AND ENROLLMENT DEVELOPED, ANALYZED, REVIEWED, and REFINED

The recruitment process was developed with the goal of informing all eighth graders of the opportunity that Victory could afford them. Asking each middle school to give us thirty minutes to talk to all of their eighth graders is sometimes difficult to accomplish because their class time is valuable too; however, we insist that we must inform all students not just the ones in a college prep club, the GT students, or the students in advanced classes.

We also learned that the student and parent needed to know how the program works and the level of commitment that will be needed to succeed before they choose early college for four years. That is why we find it very important to hold the parent informational meetings at varying times and dates. We also offer them in Spanish to encourage that population to apply for an opportunity that they may shy away from if they do not get all the information in a language they understand.

A new phase to the recruitment process that has not been implemented at all the middle schools is a visitation day at Victory Early College. We have several schools, not all of them, request to bring a group of students (their selection) to spend the day at Victory to "feel" the difference. These schools have usually had a higher number of applicants and we believe it's due to the exposure and interaction that they have to Victory before making a decision to apply.

The selection and enrollment process has been revised since its inception. In the beginning the rubric did award those students with A's in their subjects the most points possible. In our third year we changed that by awarding the B students with the most points possible and that has made a great difference not only in ensuring we get the middle of the road student but in limiting the number of GT students accepted into the program.

In keeping with Benchmark 1, Victory no longer considers teacher recommendations, academics, discipline, attendance, state testing scores as part of the application process.

Students will be notified in March if they have been selected through the lottery system. They have until May 1, 2017 to accept or reject their invitation to attend Victory. Once students declare their acceptance they will attend Viking Camp during the month of June for a more in-depth understanding of their early college journey.

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)

Exemplar activities include:

Marketing of the early college program at Aldine ISD Middle Schools;

Assemblies held at all ISD middle schools for 8th graders;

Parent information meetings in English and Spanish

Scholarship Ceremony for incoming 9th graders;

Fish Camp held for incoming 9th graders during the summer prior to the start of school.

These activities have enhanced the recruitment process with all stakeholders becoming more knowledgeable about the early college and the benefits it provides.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Victory Early College High School students are offered the opportunity to receive the Multidisciplinary Studies endorsement.

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

Victory Early College High School students are offered the Associate of Arts degree.

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.

Various data and tracking systems are used to monitor student progress. E School Student Information System monitors, LEP, Attendance, Discipline, Grades, Statewide testing, and all special populations information. Additionally, we use My Lone Star System provided by our IHE partner.

EDUPHORIA monitors student benchmark testing.

College Readiness is tracked through, state report cards. Additionally, SAT, ACT, PSAT, TSIA, College Hours, College GPA is tracked.

From this data, we counsel with students guiding them towards specific courses and other resources to support them in being a successful student at the early college.

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

Academic conferences will be held with each students along with his/her parents. The conference will focus on college and career ready while personalizing plans for students. Additionally, students have the opportunity to choose college course towards their career interests. The student teacher ratio will remain small to accommodate individualized instruction in the classroom. Students also have availability online resources, personalized tutoring from ISD faculty while also receiving support form the IHE personnel.

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

The early college has a club day Friday of each week lending itself to social interactions. This provides an opportunity for students to intermingle with each other. The early college also has extracurricular activities outside of the school day including but not limited to school dances, soccer games, burger night, etc.....

The early college counselor provides support to any students demonstrating the need for emotional support. Through the ISD other personnel also provides services to students. This includes a Social Worker, Crisis Intervention Counselor, Psychologists, and Attendance Counselor.

Varied services are also available to the early college student by the IHE as part of the partnership agreement.

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)

Victory Early College has graduated six classes. Each of the graduating classes has 70% or more of the students graduate with an Associates and all students have graduated with college hours.

each semester including the summer, the Campus Improvement plan is reviewed for the purpose of analyzing our strengths, weakness and opportunities for improvement. the early college counselor reviews student transcripts to ensure students are meeting course requirements set forth in graduation plans. The Curriculum Assistant principal reviews the master schedule and course offerings and works collaboratively with the IHE Dean of Instruction, Liaison and Associate Vice president to ensure the needs of the students are being met and the appropriate courses are being offered.

Various organizations including schools with in the Aldine district often invite Victory students to participate in various activities. Students are awarded community service hours and depending on the number of hours accumulated their senior year, receive community service recognition at graduation and at an awards program.

Victory early College host a College and Career Event to familiarize students with various career opportunities and internships available through companies. The faculty and staff recruit businesses to visit and share their expertise with students during this event.

The early college provides college awareness through the high school counselor, College Access Advisor, and school district Financial Aid Adviser. The school district host a College Night with over 100 colleges and universities attending. Additionally, students and parents work individually with the College Access Advisor in completing necessary applications. Students and parents are invited to participate in several college related field trips exposing them to college life throughout the year.

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