



Abbreviated Application for ECHS Designation

**ECHS Academy: IMPACT Early College High School at Lee
College**

(Previously Designated)

2017-2018

Contents

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 4](#)

[Documents](#)

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:

IMPACT Early College High School at
Lee College

County District Campus Number:

101911016

**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:

1415 Market Street

Mailing Address - Line 2:

City:

Baytown

State:

Tx

Zip Code:

77520

2.2 School District

School District Name

Goose Creek CISD

Mailing Address - Line 1:

PO Box 30

Mailing Address - Line 2:

Mailing City:

Baytown

State:

Tx

Mailing Zip Code:

77522

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?	
Lee College	1	
Mailing Address - Line 1:	Mailing Address - Line 2:	
PO Box 818		
Mailing City:	State:	Mailing Zip Code:
Baytown	Tx	77522

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:	
Principal	
First Name:	Last Name:
Laura	Reyes
Phone:	Email:
281-420-4802	laura.reyes@gccisd.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Laura

Phone:

2814204802

Last Name:

Reyes

Email:

laura.reyes@gccisd.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Randal

Phone:

2814204800

Last Name:

O'Brien

Email:

randal.obrien@gccisd.net

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:

Lead Counselor

First Name:

Marissa

Last Name:

Moreno

Phone Number:

281-425-6384

Email:

mmoreno@lee.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:

Dennis

Last Name:

Brown

Phone Number:

281-425-6300

Email:

dbrown@lee.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	113	98	93	76	380
2017-2018 projected enrollment	0	0	0	120	113	98	93	424

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	57.29	0	0	61.32
At-Risk	40.87	0	0	15
LEP	5.78	0	0	0.53
White	20.83	0	0	11.32
Hispanic or Latino	58.62	0	0	74.21
Black or African-American	16.45	0	0	11.32
First Generation College-Goers	N/A	N/A	N/A	>65%
Other	4.1	0	0	3.15

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

First generation college-goer	☒
Hispanic or Latino	☒
Black or African-American	☒
Economically Disadvantaged	☒
Other:	

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.

RECRUITMENT:

Meeting with all district counselors to share information about ECHS goals, target population, recruitment plan and timelines, and to answer any questions they might have. We want them educated about the target students so that they are better able to advise students who are considering our school. 8th grade presentations were conducted at each of the 5 junior schools in our district and were inclusive of all students. Parent meetings held at each of the 3 high schools on "8th Grade High School Options" evening, which was a district-wide event; fliers were developed specifically for that event. Held 8th Grade Student and Parent night at our campus during which our IHE partners co-presented and our student Ambassadors participated in a panel to answer student/parent questions. Due to Junior School principals' concerns about instructional time, we could not schedule classroom visits, but have offered teachers the option to invite us in to speak to their students if they wish. We will return to the junior schools in January during lunches to encourage students to apply. For all events, our district communication system was used to notify and remind parents of the events in English and Spanish, and Spanish translation is available at all parent presentations. I work closely with the junior school principals and counselors in this entire process. All information is available on the campus website during key times of recruitment.

ENROLLMENT:

Our campus utilizes a weighted lottery with a 70/30 split. 70% of the students selected must be first-generation college goers, 30% may be all others. We select an equal number of students from each of the junior schools to ensure equal representation from across the district. Once enrolled, students remain with us unless they choose to move to their zoned traditional high school campus. Once a student withdraws they are not allowed re-enrollment due to the difference in our daily schedule, and other instructional differences between our campus and the traditional high schools (there is consideration for extenuating circumstances).

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

Recruitment processes are developed in collaboration with the 3 high school "Academies". Students must apply to attend the respective Academy at each of the high schools, and they must apply for IMPACT. Together, we create a timeline for recruitment, schedule the campus visits, have the same deadlines and similar processes for student notification of acceptance or wait list. We meet to confirm which students accepted our offers, as students are allowed to apply to all Academies and IMPACT. We also continue to communicate as students change their minds, other students are pulled from waiting lists, etc. Each year, we meet, review the process and adjust/revise/edit as needed.

The most recent change in our processes has been moving to an online application and incorporating "Writing Nights" during which students will come to our campus and complete a writing sample. We are still deciding on whether or not we'll do an interview that evening as well, and may just have a brief "exit interview" when students are done with their writing sample. The writing sample was added as a requirement to the application last year and has been a very positive addition to our process.

We will debrief after this next round of recruitment and enrollment and make any changes as needed to improve the process.

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)

Target population - Exemplar: recruitment and enrollment processes are inclusive of all sub-populations of at-risk students, historically underrepresented, first-generation college goers, low-socioeconomic, and Hispanic and African-American students. All marketing is reviewed and revised/edited as needed to keep it up to date and accurate. Information sessions are scheduled and presented, and available to all members of the school community. Involvement at School District School Board meetings and meetings of the IHE Board of Regents ensure clear communication of ECHS goals and objectives. Equal representation from across the district is guaranteed by establishing a set number of students accepted at each junior school. Based on current enrollment, the 2017-18 class will be 120 students, 24 from each junior school. All data are available and shared. Processes include input from key stakeholders, target appropriate populations, and include regular activities to educate all members of the school community. A weighted lottery that favors first-generation college goers is used for student selection.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

All students are offered the Multidisciplinary Studies endorsement Dual Credit Option.

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

All students are offered the Associate's of Arts in General Studies degree.

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

Certificates are only offered when students are not able to become college-ready/TSIA complete and are determined on a student by student basis.

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

At the ECHS: through the use of failure reports, teacher reported concerns, and our Save One Spartan (SOS) program (information included in the documents attachment), we are able to monitor student progress and provide additional support for students, such as mentoring, tutorials, targeted study halls, scheduling to meet students' needs, and regular parent conferences.

Through joint efforts with our IHE Liaison and Advisor, queries have been created and are run on a regular basis to monitor student progress in college classes. Students go through New Student Orientation before their first college class, and Freshman Follow Up at the end of their first semester. During those sessions, students are given guidelines and expectations are clearly communicated. If students fall below a 2.0 GPA, the advisor will call the students in, counsel them, place them on academic probation, and require them to have their instructors complete grade progress forms at set intervals throughout the semester. This continues until grades improve or the student will be required to sit out of college classes for a semester.

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

We are an AVID campus and utilize WICOR is a campus-wide initiative that guides our academic planning in all subject areas. The components of WICOR are in alignment with the CIF. We also incorporate Writing Across the Curriculum to reinforce writing skills and higher level learning.

We provide after-school tutorials with transportation two days a week, teachers are available every day after school for at least 30 minutes to work with students, and several offer morning assistance before school. We have a built in Study Hall that students and teachers can utilize during the school day for additional academic support. Teachers communicate and "share" students as needed to allow students additional time learning content. We provide computer labs for students to use as needed for academic assignments. Our teachers created an 80 and above challenge to encourage students to perform at higher levels academically. Our college students have full access to Writing, Math, and Science labs at the college and we are flexible in working with students to get assistance as needed for their college classes. We have also incorporated (when possible) trailer courses for some of the more challenging college courses; the college instructor and ECHS teacher plan and work together and schedule students with the teacher here to allow for extended support, time, and guidance in those particular courses.

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

During Summer Bridge, we work to bring our students together through bonding activities. Throughout the year we sponsor several schoolwide activities to keep our students united and tied in to our campus culture. We are pursuing the creation of "families" similar to those at Quest ECHS to build stronger student/student and student/faculty relationships.

Students identified as at risk due to academic performance, personal situations, or other identified risk factors are put on our SOS list. Teacher teams choose students to mentor and take responsibility for communicating with parents and other teachers, development of goals for improvement with the student, scheduling tutorials, monitoring progress, and any additional support that the student needs. The SOS teacher is the advocate for the student takes responsibility for them during the time they are on the list. The goal is to get the student back on track and teach skills that lead to their successful independence. Grade level teams with at least one administrator included comprise the SOS teams. When parent/student conferences are held, all members are expected to be in attendance.

Students in more serious emotional situations are referred to our Student Support Team where they are monitored more closely, the SST meets every week to review student status. During the meetings we may add new students who may be in crisis, remove any students who are no longer "critical" and discuss referral to the SOS team, or continue monitoring students. Parent contact is made, home visits scheduled when needed, referral to the campus Communities in Schools case-worker, schedule sessions with the Social Worker, or refer to outside agencies to meet student needs. The principal, academic dean, counselor, nurse, social worker, and CIS case manager are members of SST.

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)

Curriculum and Support – Implementing: Our IHE has developed queries at our request for various student data, including, but not limited to hours completed per student, mid-term grades, etc. Tutorials, Study Hall, Independent Studies are all structured times for students to receive additional instructional support. Additionally, we have improved recruitment strategies for PTSO, Tuesday Talks are offered twice a month to meet with the Counselor and College and Career Readiness Specialist, our TEACH club offers English classes for parents and family members of our students, Saturday Spartan Talks are scheduled for the spring and are an open session for parents and students to meet with IHE and ECHS leadership teams. More than 70% of our students have graduated with an associate's degree or core complete, but we need more guidance on how to graduate ALL students with at least 30 semester credit hours. We are still working on development of business partnerships that might lead to internships.

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

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