



Abbreviated Application for ECHS Designation

**ECHS Academy: North Houston 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:

North Houston Early College High School

County District Campus Number:

101912308

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:

8001 Fulton St. Bldg C

Mailing Address - Line 2:

City:

Houston

State:

Tx

Zip Code:

77022

2.2 School District

School District Name

Houston ISD

Mailing Address - Line 1:

4400 W. 18th St.

Mailing Address - Line 2:

Mailing City:

Houston

State:

Tx

Mailing Zip Code:

77092

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		6
Mailing Address - Line 1:	Mailing Address - Line 2:	
1300 Main St.	#12E10 (MC 1112)	
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:	
Principal	
First Name:	Last Name:
Angela	Lundy-Jackson
Phone:	Email:
713-696-6168	alundyja@houstonisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Angela

Phone:

713-696-6168

Last Name:

Lundy-Jackson

Email:

alundyja@houstonisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Richard

Phone:

713-696-6000

Last Name:

Carranza

Email:

Superintendent@houstonisd.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:

P-16 Director

First Name:

Sam

Last Name:

West

Phone Number:

713-718-8250

Email:

Sam.West@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:

Associate Vice Chancellor, College
Readiness

First Name:

Catherine

Last Name:

O'Brien

Phone Number:

713-718-2383

Email:

catherine.obrien2@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	118	120	112	106	456
2017-2018 projected enrollment	0	0	0	130	115	115	108	468

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	76.36	N/A	N/A	91.78
At-Risk	64.15	N/A	N/A	24.89
LEP	30.29	N/A	N/A	1.56
White	8.4	N/A	N/A	.44
Hispanic or Latino	62.9	N/A	N/A	90.22
Black or African-American	24.5	N/A	N/A	7.78
First Generation College-Goers	N/A	N/A	N/A	68.0
Other	3.7	N/A	N/A	1.55

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.

The recruitment process at the ECHS is an ongoing effort. North Houston Early College High School recruits incoming 9th and 10th graders each year starting early fall through the summer for the subsequent school year. Early spring, a lottery is conducted at the district-level and 130 rising 9th graders are selected. Sophomores (10th graders) are selected based on available space. Recruitment efforts and events includes: hosting campus tours and open houses, presenting at parent meetings and participating in the district's Middle School Magnet Presentation Tour (where the Magnet Coordinator recruits and visits with middle school students and parents from all over the district). Additionally, we participate in five (5) district-wide magnet recruitment events that are held in different geographic areas within our school district. Our Junior AVID class has formed a team of recruiters who go out to middle schools, malls, and local venues to give a presentation to rising 9th grader students and parents. The team presents a recruitment video they have created which showcases the benefits of attending an early college; specifically North Houston Early College High School. They speak to students and parents during the group presentation and afterwards one on one. The members share their experiences of attending an ECHS and how they were able to overcome the rigors of going to college while attending high school. They also share obstacles and/or challenges as an underrepresented (or at-risk) student. Our selection and enrollment process consist of reviewing student's academic records, to include: academic grades, state assessment results, norm referenced test scores, and other considerations (i.e. limited-English proficiency (LEP) and low socio-economic status (SES)). The student population of Houston ISD is predominately minority and economically disadvantaged. Almost the entire pool of applicants to North Houston ECHS has historically matched the demographic targets with no additional guidelines in place. However, students who are identified as LEP or low SES receive additional points to their matrix score. The demographics of the middle schools in our area reflect a very high Hispanic population. Our targeted group for special recruitment is African American students. Many African American students that we have attempted to recruit decided to go to their zoned high schools because they want to participate in the University Interscholastic League (UIL) sports and activities and have the full social experience of the comprehensive high school. We have since instituted intermural sports activities (volleyball, basketball, and soccer) and "team/club time" wherein students have opportunities for social and physical activities such as dance, basketball, soccer, gaming, and girls/boys clubs in effort to attract more African American students. Additionally, our recruitment literature is offered in English and Spanish and features our campus' diverse culture. All presentations are conducted in both English and Spanish.

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

As part of the enrollment process, we strongly encourage all newly selected students to attend a two-week summer orientation. During that time, students and parents are acclimated to the campus, meet with school staff, tour the school (first time visitors), and participate in workshops and sessions on how the early college works. Also, during summer orientation we collaborate and partner with our postsecondary institution, Houston Community College to register and enroll students, and test to see if students are college-ready, through the Texas Success Initiative (TSI) examination. Those who do not test college-ready, are scheduled into support classes in their area(s) of weakness to strengthen their skills so that they will be able to handle the college schedule. Data indicates that this practice is advantageous to our students and that many of them test college ready upon their second test administration. At the end of the recruitment season, the leadership team examines the recruitment success for our target areas and develops a recruitment plan for the subsequent year to attract more students from an underrepresented group. Yearly, we add to our efforts based on successes and failures of our recruitment plan from the previous 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)

Our ECHS program continues to reach out to those scholars who need an opportunity to achieve beyond their wildest dreams. There is a rigorous recruitment schedule in place to ensure we reach those scholars in the areas of our city where students are least likely to attend college. Houston's Northside allows us to meet this need because of the large ELL, 1st generation and minority populations that exists there. Although the district provides a recruitment schedule for all middle schools, we add additional visits to campuses where fewer students seek opportunity for a magnet program in general. We also bring eighth graders to the campus for the "High School Student for A Day" program.

Typically, our African American populations are more difficult to recruit because we do not offer the complete comprehensive programs offered at other high schools like UIL sports. We are continuing efforts to recruit this group because we have found many are just not aware, and we do allow students to participate in extracurricular programs at the home school if they can make it to the practices. As a result, we are attracting a more diverse population into the application pool. Students are chosen based on a lottery system. Our success indicates that even our lowest achieving students find success here. We will always continue to seek the diversity that at least matches the demographics of our district

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

The endorsements offered at North Houston Early College High School are: STEM, arts and humanities, and business and industry.

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

The Associate of Arts and the Associate of Science degrees are offered to the students.

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

We do not offer certificates to our students.

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

Student progress is monitored throughout the school year. Parent Involvement Day is a part of the school calendar and parents are encouraged to come out and speak to the teachers. After each progress report, grade level teams look at the students' progress and schedules additional parent meetings as needed. The data gathered from this monitoring is used to adjust the pacing of instruction as well as to create tutorial sessions for the students according to their need. At the end of each school year, the ECHS Registrar evaluates the transcripts of each student. A data sheet is completed which indicated what courses have been taken and which courses still need to be taken. At the beginning of the next school year, the Registrar along with the campus deans meet with each student in the senior class to audit the high school and college transcripts for high school graduation requirements as well as the requirements for the Associate's Degree. If the student lacks any courses, he/she is immediately enrolled in the course or a plan of action for course completion is developed. All students leave the audit knowing his/her deficiencies. Each underclassmen is given a data sheet as well as a transcript via the AVID period so that the student can map his/her progress and see what classes he/she still needs to take. Students are invited to come into the Registrar's office to check on their progress if they find a discrepancy on what they have taken and what is reported on the transcript. These processes make students responsible for their own education. They allow the staff to be overseers of the students' education, but it puts the students in the position to make decisions and be constantly aware of the choices they make in their education.

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

Using current benchmark test data, the ECHS teachers will develop lessons which provide additional time on task for those concepts in which students show the greatest weakness. Small group instruction will allow students who are experiencing problems on one concept to get instruction on that problem while students who are experiencing a different problem are receiving instruction on that concept. Teachers can plan focused tutorials and utilize their time more constructively. Additionally, analyzing data allows teachers to develop peer tutoring assignments which allow students to connect and share ideas and methods of problem solving with others in their age group. Teachers are encouraged to make data-driven decisions about their class assignments, pacing, and even which student ability level should be given more effort. Reviewing the data allows the teacher to see what he/she needs to emphasize and who he/she should target. When the majority of the students in a class have mastered a certain concept, the teacher can spend less time in whole-group instruction and/or review of that skill and move on to the concepts which the students need to master. Our schedule for Friday instruction is tailored to give the students a chance to experience in-school tutorial. Students regardless to grade level can attend tutorials with teachers who divide the concepts to their area of expertise and allow students who need practice to come to them for instructional support.

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

Our ECHS provides social and emotional support to the students through a number of ways. First, we have a Community in Schools social worker who regularly speaks to the students about their social and emotional well being and develops programs to ensure that all students feel included. When a problem is identified, she seeks out the student and connects him/her to services to meet the need. She is a liaison between the students and the social services in our city. She regularly checks grades of students who she sees and meets with the student and teacher to help the student to develop a plan for success. Our social worker sponsors an "angel tree" at Christmas to ensure that needy students receive gifts and attention during the holiday. Most importantly, she regularly checks in with students to determine their emotional state and to keep them visible to the staff and administration. From her observations, she has partnered older students with younger ones to provide security to the new student and to ensure that no student feels isolated from the rest of the student body. Another way that we offer social and emotional support is through our department activities. We recognize that many of our students are so focused on their school work that they do not take out time for social development. Our clubs offer social interaction and an opportunity for our students to form lasting relationships with other students. We currently have 16 clubs in operation at our ECHS. Each club has an adult sponsor, and all of them meet bi-weekly during the school day. Students are able to sign up for the club of their choice based on their interests. Our grade level teams have weekly assemblies with all students in the grade level. These meetings are used to communicate expectations and to recognize the students' hard work at school. Student achievement is spotlighted weekly and a "Student of the Week" is named from each grade level. Those students who are not performing as well academically are given opportunities for tutorial and academic growth in a non-threatening atmosphere. Periodic Parent Involvement days are built into the ECHS schedule. All parents are invited to regularly review the progress of their child and to partner with the team of teachers to ensure the student's success. The team encourages students to work harder by monitoring progress reports and having additional parent conferences when the student begins to fail more than one class.

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)

Our campus carefully put systems in place to support our scholars in their success towards obtaining an Associate's degree. We meet quarterly with parents to engage them on topics relative to curriculum and how they can support their own children and partner with us to ensure their success. We monitor our students' progress by auditing all transcripts twice per year and having one on one meetings with each student. We have begun implementation of the AVID program on our campus so that we are continuously developing soft skills, study skills and focus in our scholars. We have also garnered support from our IHE partner. Together we have developed a plan to allow additional time and tutorials for those scholars having difficulty with passing the TSI assessment. Often, we find students are stressed or have some difficult situations at home that cause them to lose focus on school. To help to support them, our campus social worker is there to provide emotional support and connect them with the additional social services students may need to get back on track. Tutorials are offered Monday through Thursday from 3:30 - 5:00 to allow for additional academic support. More than 50% of our students graduate with the Associate's degree annually, and at least 80% or more are core complete. With the assistance of our on-site college access coordinator, students receive financial aid support, college visits, academic counseling, career seminars, etc., to ensure they are moving in the direction of being college and career ready.

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