Abbreviated Application for ECHS Designation

ECHS Academy: Splendora Early College High School

(Previously Designated)

2017-2018

Contents

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:

Splendora Early College High School

County District Campus Number 2:

This CDC number:

Is shared with a comprehensive campus

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

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

23747 FM 2090

City:

Splendora

County District Campus Number:

170907001

County District Campus Number 3:

Mailing Address - Line 2:

State:

Tx

Zip Code:

77372

2.2 School District

School District Name

Splendora ISD

Mailing Address - Line 1:

23419 FM 2090

Mailing City:

Splendora

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

77372

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 Kingwood

How many ECHS does this IHE partner with?

3

Mailing Address - Line 1:   **Mailing Address - Line 2:**

20000 Kingwood Drive

Mailing City: **State:**   **Mailing Zip Code:**

Kingwood   Tx   77339

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: 06

2.5 Person Completing this Application

Title:

Director of Advanced Academics

First Name: **Last Name:**

Rhonda   Bell

Phone: **Email:**

28168894427   rbell@splendoraisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:
Principal
First Name: **Last Name:**
John   Debrock
Phone: **Email:**
2816898030   jdebrock@splendoraisd.org

2.7 Superintendent (District 1)

Title:
Superintendent
First Name: **Last Name:**
Michael   Say
Phone: **Email:**
2816894433   msay@splendoraisd.org

2.7.a Superintendent (District 2)

Title:

First Name: **Last Name:**

Phone: **Email:**

2.7.b Superintendent (District 3)

Title:

First Name: **Last Name:**

Phone: **Email:**

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:
Dean of Academic Partners

First Name:	**Last Name:**
Kim	Klepcyk

Phone Number:	**Email:**
2813136152	Kimberly.klepcyk@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

First Name:	**Last Name:**
Katherine	Perrson

Phone Number:	**Email:**
2813121640	Katherine.Persson@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	290	294	298	301	293	283	233	1992
2017-2018 projected enrollment	280	290	294	298	301	293	283	2039

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	51.08	0	0	100
At-Risk	59.37	0	0	100
LEP	4.05	0	0	100
White	64.50	0	0	100
Hispanic or Latino	33.42	0	0	100
Black or African-American	.81	0	0	100
First Generation College-Goers	N/A	N/A	N/A	42
Other	1.8	0	0	.9

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 facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

Splendora ECHS is a school wide Early College High School. Splendora ISD is a Title 1 school district and all of our students in Splendora ECHS are Early College students.

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

We decided to follow the model of many of the schools in the Valley and become a school wide early college high school. As a Title 1 school district, we recognize that if it's good for some students, it's good for all students. We transitioned to a school wide early college three years ago and now all of our students are labeled Early College. We have three elementary schools, one junior high school, and one early college high school. We start educating our community and students on the elementary level. We recognize that all of our stakeholders need to be informed of all of the components of being an Early College student/family and we are diligent in our efforts to succeed in this area. We have coded all of our students in PEIMS as Early College at the high school level.

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)

As a Title 1 school district, the majority of our students fall within the guidelines for being accepted into an Early College program. We transitioned to a school wide Early College High School three years to best meet the needs of all of our students. The majority of our students are underrepresented at the post secondary level in several categories. We looked carefully at that data and made the decision to become an school wide Early College.   We host an 8th grade career/college day which examines all of the areas of Early College for all of our 8th grade students. We also host an 8th grade parent meeting for all of our parents of incoming freshmen. In addition, we hold personal graduation plan (PGP) meetings where a counselor meets with each student/family individually to discuss all aspects of the Early College program. The Director of Advanced Academics also reports to the school board at least two times per year about the progress of the Early College program.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.
We offer all of the endorsements for all of our ECHS students. The majority of our students select the multidisciplinary path for their endorsement.   As a school, we have made the concerted effort to offer all of the endorsements and make them available for all of our students in order to best meet their individual needs for their post secondary needs.

Please indicate the associate's degrees that will be offered to students.
In the past, we only offered the Associate's of Arts degree for our students. Two years ago, we expanded and began to offer the Associate's of Science degree for our students. We are currently in discussions with our IHE about offering a wider variety of pathways under the AA and the AS. Next year we will have students graduating with their Associate's of Science and Associate's of Arts degrees.

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

Level 1
NCCER General Construction
Cosmetology operators license
Certified Nursing Asstistant
Microsoft Office Specialist
Texas Beef Quality Assurance
Floral Design Certification
National Institute for Metal Working Skills

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

Before students enter our high school, we have accumulated data on all of our incoming freshmen. We begin to create spreadsheets on all relevant data for our students. The first piece of data we focus on is their TSI status. We work during Bridge Camp to help our students achieve their goals of becoming TSI ready before they start 9th grade. We disaggregate TSI data among our staff in Bridge Camp and we focus our efforts to assist students.

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

We provide academic support based on the individual needs of our students. We have Professional Learning Community periods built into our school day for our teachers. We meet once a week in our data room to discuss individual students and their needs. We target different areas every 3 weeks to make sure we cover a variety of areas of need for our students. We are very intentional in what we target based on the time of year. For example, we have a heavy focus on the PSAT for our students the six weeks leading up to the PSAT. We understand that it is not enough to just get into college classes and be successful. We want to look at the big picture and help students get into the college of their choice and to earn as many scholarships as possible. We have instructional coaches that work with our teachers on the Common Instructional Framework (CIF) for our classes. We follow best teaching practices in order to provide the academic foundation that students needs.

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

We strongly believe in creating a family atmosphere from day one with our students. We spend a lot of time during our summer Bridge Camp to create our culture. We want students learning very quickly that they can depend on their peers, instructors, counselors, and Dean for support. We have our students participate in a variety of team building exercises before they even step foot on our campus. We also strongly believe in goal setting. A lot of our students do not have support systems at home so we are their support system on many levels. We believe that by setting short and long term goals, it helps our students celebrate success on a consistent basis. Too many of our students are not used to being recognized so we are consistently seeking ways to provide support for our students. Another way we offer social and emotional support is through our mentor program. We have our upperclassmen paired with underclassmen to offer an additional layer of support. It is important that the younger students see the varied levels of success for the upperclassmen, for them to see it can be done.

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)

Splendora ECHS provides classes that enable students to complete their high school graduation requirements and earn an Associate's degree. Our counselors meet with each student each year to make sure they are on the right path to complete both of these goals. The ECHS teachers meet on a consistent basis to help determine strengths and weaknesses in individual students. We use data to track their progress and meet consistently to discuss their data. We set up a tutoring schedule to meet the needs of students before and after school. We have also implemented study session boot camps on some Saturdays to help students. We also are diligent in our efforts to make sure our students are receiving the emotional and social support they need. We realize our students don't always have the support they need at home so we try to offer varying levels of support at school.

Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 School Year): The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2017 school year.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Draft	02/28/2016

ECHS recruitment and enrolment documents: Written policies, application and evaluation documents, etc.

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

Other Supporting Document: The ECHS may upload one additional supporting document.

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