



Abbreviated Application for ECHS Designation

**ECHS Academy: Arlington Collegiate 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:

Arlington Collegiate 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:

2224 Southeast Pkwy

City:

Arlington

Mailing Address - Line 2:

State:

Tx

County District Campus Number:

220901011

County District Campus Number 3:

Zip Code:

76018

2.2 School District

School District Name

Arlington ISD

Mailing Address - Line 1:

1203 W. Pioneer Pkwy

Mailing City:

Arlington

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

76013

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: Tarrant County College Southeast Campus	How many ECHS does this IHE partner with? 1	
Mailing Address - Line 1: 2100 Southeast Parkway	Mailing Address - Line 2:	
Mailing City: Arlington	State: Tx	Mailing Zip Code: 76018

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: Tx	Mailing Zip Code:

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: Tx	Mailing Zip Code:

2.4 Education Service Center Region

Education Service Center Region: 11

2.5 Person Completing this Application

Title: Principal	
First Name: Ben	Last Name: Bholan
Phone: 817-515-3550	Email: bbholan1@aisd.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Ben

Phone:

817-515-3550

Last Name:

Bholan

Email:

bbholan1@aisd.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Marcelo

Phone:

682-867-4611

Last Name:

Cavazos

Email:

mcavazos@aisd.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:

Assistant to the President

First Name:

Michael

Last Name:

Cinatl

Phone Number:

817-515-3036

Email:

michael.cinatl@tccd.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 Southeast Campus

First Name:

Bill

Last Name:

Coppola

Phone Number:

817-515-3001

Email:

william.coppola@tccd.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	104	107	110	0	321
2017-2018 projected enrollment	0	0	0	110	104	107	110	431

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	69	0	0	88
At-Risk	62	0	0	29
LEP	26	0	0	70
White	23	0	0	3
Hispanic or Latino	46	0	0	71
Black or African-American	27	0	0	14
First Generation College-Goers	N/A	N/A	N/A	90
Other	0	0	0	0

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

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

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

Enrollment at our campus is open to all incoming 9th graders in our district. It is promoted on our district website, through social media, and through parent phone calls and text messages. We recruit by visiting campuses and speaking to all eighth graders during in class sessions. We discuss the school and the type of students we are looking for. Our applications ask specific questions about each student. Once applications are received, we score them using a rubric we created. The rubric is weighted to target the population we are striving to attain according to the TEA ECHS blueprint. We also conduct several parent information sessions describing our campus, the details of the TEA blueprint, and the type of student we are looking for. Students who are from under-represented subpopulations or who are classified as at risk are given more points in the scoring process. We conduct individual student interviews to make our final selections so we can get a better picture of the "whole" student. We also work with our 8th grade staff throughout the district so they are informed of the type of students we are looking for. This allows them to make suggestions to individual students or encourage certain students to apply from their campus who may meet the target population.

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

Our recruitment process was developed by visiting already existing ECHS's and having conversations with their staff about the recruiting methods they used. My counselor and I then sat down and developed an application and scoring rubric that would best align with the ECHS blueprint. We then did presentations to all eighth graders and had several parent information sessions to answer questions and discuss the specific details of our campus. We used social media to promote interest including the district's webpage, Twitter, and also made several automated phone calls to parents. After all applications are received, they are scored according to our rubric. We then conduct individual student interviews before the final selections are made. Analysis of the processes are conducted annually. We analyze the total number of applicants, the number of applicants from each school, and the number of applicants by demographics. We analyze and refine our application and interview questions to make sure we are finding the right students for our ECHS. If we don't feel we are getting a good picture of the student, we change or adjust our questions for the next year's applications. Our enrollment is monitored often to make sure we are meeting the TEA ECHS benchmark and also matching the district's demographics as close as we can. We have had a consistent number of applications both years so far and we have also been able to match the student demographic benchmarks as stated in the TEA ECHS blueprint.

Each year so far, ACHS has received more applications than we have available spots for incoming 9th graders. We use a detailed scoring rubric for each student application that is weighted to align with the target population according to the TEA benchmark. After each application is scored, each student is ranked from highest score to lowest score. We then organize individual student interviews for those who score in the top half (About the top 150). The interview helps us give the student a better understanding of what is required at ACHS. It also helps us to make sure the student truly wants to be a part of ACHS and is not being forced to attend by a parent. We add scoring for the interview and then calculate a new total. We then rank the students from highest to lowest and send out acceptance letters to the top 110. If any decline the invitation, we move down the waiting list until we can get to the 110 mark.

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)

Our recruitment and enrollment processes and procedures target the designated ECHS population as stated in the TEA blueprint. We have many students enrolled who are at-risk, first generation college students, come from lower socioeconomic backgrounds, and are from underrepresented populations. Recruitment and enrollment procedures are documented and refined yearly and include regular activities to educate students, counselors, principals, parents, and school board and community members. Our ECHS uses enrollment strategies that aim to meet or exceed the demographic representations of the school district in the areas of at-risk and economically disadvantaged students. Our application is a weighted process that favors students who are at risk or who are part of the targeted population for the ECHS.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

STEM
Business and Industry
Public Service
Arts and Humanities
Multidisciplinary Studies

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

Associates of Arts
Associates of Science

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.

Overall student progress in all classes (high school and college) is actively monitored by the ECHS principal and assistant principal. In addition, college course performance is actively monitored by the ECHS Liaison and IHE academic administration including the Vice President of Academic Affairs and all Academic Deans. IHE faculty communicate to the ECHS principal on regular basis regarding student progress and discuss students who may be in need of academic supports. The ECHS has a student support interventionist who also acquires student grades and offers student supports as needed. Performance reports are created each semester and evaluated by ECHS and IHE staff to identify points of success and to identify where adjustments may need to be made. Individual supports are put in place for all students as data is evaluated.

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

All ECHS staff are provided training at the start of the year in order for them to fully understand what it takes to work with ECHS students. A focus of the training is an emphasis on forming positive relationships with all students. During our summer bridge camp and throughout the year, students meet with support pieces such as the counselors or administrators so they feel comfortable talking to all adults about what they may need help in. The IHE also meets with the students so they understand what a college has to offer and the supports they can provide to them as needed. All students take a support class called Path College and Career.

This class works on establishing a personalized approach to each student and offers them social, emotional, and academic supports. Overall, we emphasize to the students that our ECHS is a special place to be and that all staff involved will go above and beyond to help them succeed.

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

There are many social and emotional supports in place for our students. It starts in our summer bridge camp and begins with an emphasis that students believe in themselves and that they can make it through the program successfully. ECHS teachers are trained in offering all types of supports to the students on a daily basis. The counseling staff and administration meet with students regularly and offer supports in a variety of areas by really getting to know the students backgrounds and what they deal with outside of school. All students take a support class called Path College and Career. This class offers social and emotional supports in all areas to students through daily and weekly lessons. We conduct regular parent meetings to inform them of what it takes to be an early college high school student so they can help their child through this process. We are in the process of establishing a family engagement center for parents of our ECHS students that will provide various classes and informative sessions for parents and families.

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 has an existing course of study that allows all students to complete a high school diploma and an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. We currently monitor student progress regularly and calculate the hours completed by student and by student groups.

We have plans in place for ongoing academic support. Those plans include tutorial supports by ISD teachers as well as support sessions outside of the school day that include Saturdays. The IHE also provides academic support through assigned supplemental instructors that provide weekly tutorial sessions. Students also regularly acquire academic assistance from the tutorial centers at the IHE which include, reading and writing, math, and science.

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)
	Not submitted	N/A