



Abbreviated Application for ECHS Designation

**ECHS Academy: Marine Creek High School
(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:

Marine Creek High School

County District Campus Number 2:

County District Campus Number:

220905085

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:

4801 Marine Creek Parkway

Mailing Address - Line 2:

City:

Fort Worth

State:

Tx

Zip Code:

76179

2.2 School District

School District Name

Fort Worth ISD

Mailing Address - Line 1:

100 North University

Mailing Address - Line 2:

Mailing City:

Fort Worth

State:

Tx

Mailing Zip Code:

76107

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?	
Tarrant County College	7	
Mailing Address - Line 1:	Mailing Address - Line 2:	
4801 Marine Creek Parkway		
Mailing City:	State:	Mailing Zip Code:
Fort Worth	Tx	76179

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: 11

2.5 Person Completing this Application

Title:	
Principal	
First Name:	Last Name:
Benjamin	Leos
Phone:	Email:
817-515-7184	benjamin.leos@fwisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Benjamin

Phone:

817-515-7184

Last Name:

Leos

Email:

benjamin.leos@fwisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Kent

Phone:

817-814-2000

Last Name:

Scribner

Email:

kent.scribner@fwisd.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:

Director of Academic Affairs

First Name:

Gloria

Last Name:

Garcia

Phone Number:

817-515-7764

Email:

gloria.garcia@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:

Vice President of Academic Affairs

First Name:

Judith

Last Name:

Gallagher

Phone Number:

817-515-7702

Email:

judith.gallagher@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	89	99	73	51	312
2017-2018 projected enrollment	0	0	0	120	100	99	73	392

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	65	0	0	70.7
At-Risk	70	0	0	52.88
LEP	13	0	0	4.49
White	12	0	0	7.37
Hispanic or Latino	63	0	0	78.84
Black or African-American	22	0	0	12.5
First Generation College-Goers	N/A	N/A	N/A	N/A
Other	4	0	0	1.6

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.

Marine Creek Collegiate High School (MCCHS) is open to all 8th grade students wanting to participate in the early college Program of Choice for high school and a limited number of 9th graders seeking to the program during 10th grade. Students must apply to enter the program during their 8th grade year for 9th grade entry to the program. 10th grade program entry also requires application and is based on availability of seats.

Recruitment for the program primarily takes place during the fall before the school year that the student will enter the program (i.e. recruitment for SY 2017-2018 takes place in fall of 2016). Recruitment activities for MCCHS involve campus tours, personal contact with students and parents, as well as, video, and printed and internet materials provided through email and the webpage. Opportunities for students, parents and middle schools to discover the MCCHS early college program and benefits begin in September.

Campus tours begin the recruiting season. In conjunction with TCC NW campus, campus tours and informational sessions are provided. One way providing tours to middle schoolers in a group facilitates the recruitment process is that many of the students would not be able to visit the school any other way. With parents working often working in hourly positions, many times not speaking English or not speaking fluently

The tours begin just after Labor Day and run through the December application deadline. In addition to the formal program overview and seeing the facilities, students are shown not only classrooms but allowed to observe classes in session. Some instructors allow the students to participate in a hands-on activity with the class in order to enrich the experience and increase excitement.

From mid-October through mid-November, formal program presentations are made at all the Fort Worth ISD middle schools. Program of Choice catalogues (<http://www.fwisd.org/Page/345>) are distributed, in both English and Spanish, to middle schools prior to the presentation. The catalogue includes the application and selection process, a calendar of key recruitment, selection, and enrollment dates, as well as, a description of the early college program. By providing the catalogues before the event, students are able to review them and ask questions in the open forum at the end of the presentation. The presentations focus on the Programs of Choice through PowerPoint and video.

After the presentations, students visit with the school to acquire more detailed information in a one-on-one and small group format. Many of the middle schools now have lessons associated with the program presentation and meeting with the school that mirror college comparison activities that simulate what students typically experience as Juniors or Seniors in a traditional high school.

The applications are available to students in mid-November and always on the first day of the Choices Expo. The Choices Expo provides a one-stop shop opportunity for families. Where the middle school presentations focus primarily on the students though parents may attend, the Choice Expo allows parents to visit with more than one school in a "trade show" environment. This also facilitates families learning about a variety of schools and school paths that have children at more than one school level. Students are required to complete a Programs of Choice application. All students, regardless of high school and program within the Fort Worth ISD or outside, are required to complete this application.

This application is available in print, downloadable, or for the students' convenience, they may apply online at www.fwisd.org/choice. Each student applying must complete one application. If multiple students are applying from one family, they must each complete an individual application and rank their top three program choices. A computer lab is staffed so that families can complete the Choice application while attending the Expo. Paper applications are available to families that prefer to take them home. All applications are submitted electronically, by mail, or in person to the Advanced, Accelerated and Innovative Learning Department at the Fort Worth ISD district office. An additional ECHS packet is required that includes a student written response as to how they believe the program will benefit their pursuit of college and career; a parent response that includes how they can support their child and information they want us to know about their student; a core teacher recommendation; and, their most recent report card for faculty and class planning. The application and packet are then provided to the early college. AAIL manages the submittals for all high schools to insure fairness and ease of access so that families do not have to go multiple places should they have more than one child or if their student is applying to more than one program.

Once applications are received, students/families, are scheduled for a January orientation. During the orientation, frequently asked questions and program requirements are reviewed in small groups. Attendees are able to ask questions and the small group setting allows for thorough program review. Students are asked to reaffirm their desire to attend MCCHS. This affirmation and a completed application with ECHS packet qualifies the student to be entered in a performance-blind, open-access lottery administered by District level personnel. Students that are selected are notified by both the District and MCCHS the first week of February. District notification merely indicates that the student has been accepted into the program. The MCCHS notification congratulates the student and outlines the enrollment process and other activities that the student will participate in prior to the start of school including a mandatory summer bridge program.

Enrollment includes both the IHE and the high school. MCCHS enrollment includes completing standard FW ISD paperwork that will be used to enroll the student in the electronic data system (FOCUS) for fall. It also includes course selection for fall, and collecting information such as uniform sizes.

The IHE activities focus on completing the TCC (IHE) application through ApplyTexas along with submitting the proof of meningitis vaccination and proof of residency. Students may complete the ApplyTexas application independently prior to the enrollment activities that are held in mid-February or students may complete the application with IHE assistance during the enrollment/registration meetings. The bulk of the enrollment activities are completed during one night meeting. Those unable to attend have been scheduled individually. Within two weeks, the student will receive their TCC ID number and forward that to MCCHS so that the students can be registered in the TCC college fall courses. Registration for fall courses is anticipated to be completed by April.

The process culminates in a mandatory summer bridge program (Shark Camp). Shark Camp is 8-12 days during June. The primary objective for the camp is to prepare the students for the TSI exams in reading, writing and math. Two additional courses are included to round out the day and mimic the time schedule they will have in early college. Those classes include a computer course for typical college programs like Word, Excel, and PowerPoint to support their homework and projects. The last class is an overview of the computer systems the students will use like WebAdvisor for schedules, transcripts, GPA, degree audits, etc.; Blackboard for course syllabi, class assignments, and monitoring grades; and, my.tccd for announcements and email. ECHS students, like regular undergraduates are required to take the TSI tests prior to the start of their first semester. The tests are schedule over the last 2-3 days of Shark Camp. Students do not have to "pass" these exams (first few semesters are non-TSI pre-requisite courses) but do have to have them on record. The TSI exams also assist staff and faculty in planning instruction.

Below is the calendar of recruitment and enrollment activities.

Recruitment

September 6 – December 9:	Campus tours with program overviews coordinated and conducted with IHE for middle schools
October 17 – November 10:	Presentations to 8th Grade – all Fort Worth middle schools
November 11:	Application Available
November 11 – 12:	Choices Expo
November 17:	Open House with campus tours, 6 – 7:30 p.m.
December 9 at 5 p.m.:	Application Deadline
December 12-19:	Applicant invited to Orientation
January 9 – 18:	Applicant and Parent/Guardian Orientations
	Student deadline to submit ECHS application with current report card for future scheduling and proof of meningitis vaccination
January 24:	Student eligibility lists are submitted to FWISD Department of Advanced, Accelerated and Innovative Learning (AAIL) for Lottery. Students who have incomplete materials are not included in the Lottery.
January 26-27:	Lottery
February 6:	Acceptance letters mailed to students with HS enrollment materials
	Forms required for IHE application completion and HS enrollment are included with enrollment schedule

Enrollment

February 13-24:	• IHE – Tarrant County College NW ☐ Student completes IHE application through Apply Texas ☐ Student residency is verified by IHE ☐ Student proof of meningitis vaccination is verified by IHE ☐ IHE student identification numbers established ☐ Student provided opportunity to participate in college level Spanish placement test • HS – Marine Creek Collegiate High School ☐ Students submit HS enrollment materials ☐ Fall course selection is completed
-----------------	---

June: Summer Bridge program to include TSI exam preparation and testing; access and email.

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

Recruitment and Enrollment processes were developed through the partnership between the ISD and IHE. The partnership is defined through a memorandum of understanding that identifies the roles of each (i.e. the ISD is responsible for recruitment and enrollment is by both).

The recruitment process, described above, follows the same timeline and activities that are used for all high school programs. The ECHS school principals and program coordinators meet with the ISD coordinator to review the recruitment process, application materials, orientation activities, and timeline relative to the recruitment goals and objectives. Since these activities and materials already exist, the meetings focus on refinement. Each year, the application and orientation materials are addressed. The group seeks to streamline the materials so they are easy for the student/family to understand and complete, as well as, for the staff. Points of confusion or observations for improvement are addressed and adjusted by consensus. The application and ECHS packet are the same for all FW ISD ECHS. The group also develops an orientation that is the base for all to use but allows for each campus to add items that may be unique to their campus. For example, MCCHS not only requires uniforms but also purchases those uniforms for the students so this is added to the base orientation materials.

The enrollment process is coordinated by both entities with each taking ultimate responsibility to ensure that all their legal requirements have been met and are efficient to the extent possible. Meetings are held during the fall to collaborate on the process, develop a timeline and assign responsibilities for the spring enrollment, course selections and registration. This group is call the Core Team. The Core Team includes the principal, dean of instruction, program coordinator and counselor from the high school and the director of academic affairs, registrar, college advisor and faculty liaison.

After recruitment and again after enrollment the Core Team debriefs. Each are reviewed relative to timing, location, days and hours that the individual activities were held. The group identifies what they think worked well and which components can be improved upon in the upcoming year. Items that need to be addressed at the district level are forwarded to the Partnership Council that includes the ISD Superintendent, principal, director of academic affairs and vice president of academics.

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)

All students in FW ISD have equal opportunity to enter MCCHS through a performance-blind, open-access lottery. Students are not prohibited from acceptance due to academic history, performance on state assessments, disciplinary history, grade point average, limited English proficiency, or grade point average. Additionally, there are no course prerequisites or pre-testing or screening to apply for the MCCHS ECHS. Students are given the following priority order during the lottery process: 1. Students living in district; 2. Siblings of resident students who are currently enrolled in MCCHS; 3. Children of resident District employees; 4. Children of non-resident District employees; and, 5. Students living outside of the District.

To facilitate enrollment in MCCHS, in district students are provided transportation to and from school. Centralized transportation pick-up and drop-off locations are considered for every student outside of a 2-mile radius of current stops which are typically the middle schools and some elementary schools.

MCCHS has an open-access admission policy that is marketed in English and Spanish through printed materials and through in-person tours, presentations, and meetings using print materials and/or interpreters. Printed recruitment materials are provided to all 8th grade students in FW ISD. Additional informational materials such as brochures and fliers are provided with information provided in English and Spanish. The time and place of marketing is established by the FW ISD and a timeline is provided on the FW ISD and school webpages and Programs of Choice catalogue. Communications with the students and families is also distributed in both English and Spanish.

The communication plan for the ECHS is outlined on the FW ISD webpage at <http://www.fwisd.org/Page/329>. The plan includes the Choice Catalogue including timeline, application, detail on the high school program, frequently asked questions, general information, and key dates.

Planning and implementation of policies and practices are conducted using longitudinal data of the school, as well as, needs assessment results, input from students, families, various stakeholders, the Site Based Decision Making Committee, high school and IHE faculty and staff, and PTA. Anecdotal information from parent calls and emails are also taken into consideration when planning and implementing policies and practices.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Endorsements:

- Multi-disciplinary
- Arts & Humanities
- STEM

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

Associate Degrees:

- Associate of Arts
- Associate of Science

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

A Certification

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

Success is monitored through TSI reading, writing and math readiness; college transcripts and degree audits, high school grades, state level standardized tests, PSAT 10 and 11/NMSQT; and SAT. High school grades are monitored on three week intervals; TSI, transcripts and degree audits on a semester basis; and state assessments, PSAT and SAT during their reporting periods.

Data from these sources is then used for planning summer academic camps, instructional planning and course scheduling. Students' goals are to meet or exceed benchmarks and standards. There is a timeline for TSI in particular. Though historically, 36-40% of students have been successful in meeting the TSI reading, writing and math requirements during their initial summer bridge program, students are advised that the goal is to meet reading and writing by the end of their sophomore year and math by the middle of their junior year in order to earn and Associate degree while in the program. Students may take the TSI test on-demand with a minimum wait of two weeks wait time if repeating a test. Students not meeting the college readiness standard after multiple attempts are encouraged to attend a two-week summer program (SCUBA-Shark Camp Upper Bridge Academy) for test preparation and test strategies. SCUBA also includes PSAT and SAT preparation. SCUBA has PSAT/SAT morning sessions and TSI preparation in the afternoon. Students that have not passed TSI attend both morning and afternoon sessions. SCUBA is managed by the program of choice coordinator.

Students that are not successful in their state level standardized testing attend subject specific tutoring during spring and mandated summer tutorial sessions. The spring sessions are managed by the dean of instruction. Sessions are offered in English I/II, algebra, biology, and US history. Sessions are held on Fridays for either half-day or full-day. They are held on Fridays because there aren't college classes and the sessions can be planned as intensives. Students may re-take the exams in the summer or at the end of the fall semester.

College transcripts and degree audits are used to assess a student's college readiness and whether the student is on-track for an Associate's degree. Students that have failing grades are met with by the high school counselor, program of choice coordinator and the college advisor. Plans for improvement are developed. Students that make a D or F in a college course are required to re-take the class for a passing/transferrable grade and to maintain a GPA that will allow them to pursue college beyond the community college. Every effort is made to have the student remediate the grade during the next semester. If that is not possible then the course is schedule over the summer.

Data from all sources is used in instructional planning through the PLCs and staff meetings.

Students identified as needing additional help and resources attend tutoring with high school teachers and/or college instructional assistants and college labs.

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

Course selection

Summer bridge programs

Tutoring

Counseling

Writing Lab

Math Lab

World Language Lab

PLC/Department Planning

AVID all four years

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

Counseling and Advising individual and group

Clubs

Social Events

Teacher mentors

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)

The 2016 graduating class had 90% graduate with an AA degree and anticipates the same number for 2017. Students are completing at least 30 hours toward their Bachelor's degree. Students are monitored throughout each semester with individualized comprehensive review once a semester. The comprehensive review considers student performance, student academic goals, their career goals and interests. Future scheduling, tutoring, study plans, opportunities are determined and student meetings take place to share and coordinate future actions.

Students are encouraged to engage in community service. To facilitate volunteerism, each semester students participate in a community service project. The activities are coordinated by graduating class. Community service activities sponsored by the school include: Tarrant County Food Bank; Cowtown Marathon; Sansom Park clean-up; and, Humane Society of North Texas. These activities provide a minimum of 64 hours per student of actual work time. Students also participate in community service independently and document their hours through a centralized spreadsheet.

Students are encouraged to participate in programs and internships to pursue and enrich their learning experience. For 2017-2018, MCCHS is partnering with Allied Health Pathways E3 - Exposure, Experience, and Excellence. Students will tour professional clinics and facilities; meet with health professionals; be mentored by professionals, academic advisors, AHPE3 mentors; and peers) AHPE3 focuses on Latinos and African American students that are interested in health professions including audiology, occupational therapy, physical therapy, and speech-language pathology. It also offers opportunities for MCCHS students to gain experience related to allied health professions such as earning workforce credentials and certifications. Additional partners to their program are the American Academy of Physical Therapy; Cottonwood Rehabilitation; Dallas and Tarrant Counties; Paramount Rehabilitation; Parkland Health & Hospital System; Seniors in Motion; U of North Texas: Audiology and Speech-Language Pathology, College of Arts and Sciences, Health Center, Kinesiology, Health Promotion and Recreation, and the UNT Speech and Hearing Center.

College awareness is provided to all students. Students who are considering the program are advised on the benefits of ECHS during the recruiting phase and it carries on through graduation for those who attend. Whether students are considering the ECHS or are pursuing a four-year degree once here, the program coordinator and counselor assist with applications. Additional assistance is provided by the IHE Registrar's Office, Transition Center, Go Center and Career Center. Students have access to a minimum of 16 group financial aid sessions and individual financial aid sessions are provided as needed. In addition to the high school and college departments that the students have access to for college and career counseling and financial aid, a "Go Center" has been set-up with a dedicated advisor three days a week. Students may come by the Go Center without appointment to work on college applications, scholarships, and financial aid.

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	03/01/2017

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