



Full Application for ECHS Designation

ECHS Academy: Eastside Memorial Early College High School

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:

Eastside Memorial Early College High School

County District Campus Number:

227901019

County District Campus Number 2:

County District Campus Number 3:

This CDC number:

Is shared with a comprehensive campus

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

N/A: Not designated.

Mailing Address - Line 1:

1012 Arthur Stiles

Mailing Address - Line 2:

City:

Austin

State:

Tx

Zip Code:

78721

2.2 School District

School District Name

Austin Independent School District

Mailing Address - Line 1:

1111 W. 6th Street

Mailing Address - Line 2:

Mailing City:

Austin

State:

Tx

Mailing Zip Code:

78703

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: Austin Community College	Mailing Address - Line 1: 5930 Middle Fiskville Road	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 9
Mailing City: Austin	State: Tx	Mailing Zip Code: 78752	

2.3.a Secondary Institution of Higher Education (IHE) Partner

Partner Name:	Mailing Address - Line 1:	Mailing Address - Line 2:	How many ECHS does this IHE partner with?
	Mailing City:	State: Tx	Mailing Zip Code:

2.3.b Additional Institution of Higher Education (IHE) Partner

Partner Name:	Mailing Address - Line 1:	Mailing Address - Line 2:	How many ECHS does this IHE partner with?
	Mailing City:	State: Tx	Mailing Zip Code:

2.4 Education Service Center Region

Education Service Center Region: 13

2.5 Person Completing this Application

Title: Associate Superintendent for HS	Last Name: Shapiro
First Name: Craig	Email: craig.shapiro@austinisd.org
Phone: 512-414-4771	

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal, Eastside Memorial High School

First Name:

Bryan

Phone:

512-414-2310

Last Name:

Miller

Email:

bryan.miller@austinisd.org

2.7 Superintendent (District 1)

Title:

Superintendent of Schools for AISD

First Name:

Paul

Phone:

512-414-2482

Last Name:

Cruz

Email:

superintendent@austinisd.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, ECHS

First Name:

Melissa

Last Name:

Biegert

Phone Number:

512-223-7686

Email:

melissa.biegert@austincc.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, Austin Community College

First Name:

Richard

Last Name:

Rhodes

Phone Number:

512-223-7598

Email:

rrhodes@austincc.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	0	0	0	0	0
2017-2018 projected enrollment	0	0	0	30	30	0	0	60

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	48.5	0	0	0
At-Risk	52.2	0	0	0
LEP	12.9	0	0	0
White	27.7	0	0	0
Hispanic or Latino	56.9	0	0	0
Black or African-American	8.9	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
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.

The Eastside Memorial ECHS is a comprehensive high school serving students in the eastern part of Austin, Texas. The diversity of its population mirrors the surrounding community. The school's demographics reflect a student population that is primarily composed of student groups who are underrepresented in higher education such as Economically Disadvantaged (85.2%), At-Risk (80%), Hispanic 79.6%, and African American (14.9%).

ECHS recruitment efforts will be focused on serving 9th and 10th grade students primarily in east Austin. To recruit and publicize the program, Eastside Memorial staff (teachers, administration, counselors, and parent support specialists) will visit 5 area middle schools, including Martin Middle School, Kealing Middle School, O. Henry Middle School, Murchison Middle School and Lamar Middle School.

Recruitment efforts will include special evening parent sessions, information sessions with guidance counselors, and course fairs at both home school and middle school campuses. The ECHS will also host an informational meeting for area middle school counselors during March so they will be well informed of the opportunity being presented to their 8th grade students. This will help the counselors become familiar with the recruitment process, the importance of early acceleration (Algebra I, health, etc in the 8th grade), and the skills tested on the TSI exam.

ECHS information will be a prominent section on the campus website upon designation.

During the recruitment presentations, the school will review the following topics with prospective students and their parents: Associates and degree paths available, savings in tuition and books, and the academic and social-emotional supports provided to students and their families.

Students will be offered applications upon the completion of each presentation and an Eastside Memorial ECHS staff member will assist the family with completion of the application, including transfer paperwork, if needed.

All student applications will be reviewed. Information provided on the application will be used to create a unique student profile for each student. Those profiles will be used to inform support classes/programs tailored to individual student needs. Particular attention will be paid to minority applicants to ensure a balanced and fair representation.

Should enrollment exceed the 1st year target for participation by more than 50%, the ECHS will use a blind lottery arrangement to cap participation at 50 incoming 9th graders for the 1st year.

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

The campus ECHS Leadership Team researched the best practices of school-within-a-school models both in Texas and across the nation. Some members of the ECHS team (administrator, teacher, and parent) participated in a site visit to a nationally recognized ECHS program in Brooklyn, NY, as well as Seagoville ECHS located in Dallas, Texas, and LBJ ECHS, John H. Reagan ECHS, and Travis ECHS, all located in Austin, Texas.

ECHS Leadership Team, which includes a dedicated ECHS Program Manager from the IHE, will review recruitment and enrollment processes and collect data regularly to monitor and improve procedures as necessary to insure program growth and fidelity.

The ECHS Coordinator will continue to work closely with 8th grade staff members to ensure their students and families are aware of the many advantages offered through this program, and of the levels of student support provided to insure student success

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: New Campus

Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	2, 4, 6
Administration of statewide instruments under Subchapter B, Chapter 39	6
Grading periods and policies	10
Courses of study	1
Curriculum alignment	5
Instructional materials	4
Instructional calendar	4
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	2
Student enrollment and attendance policies	2
Provisions for discontinuing ECHS operation (see next section for details)	2
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught 	4

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	9, 10
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	3, 8
Procedures for collecting and sharing student and teacher data	3, 9
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	9
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	10
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE 	2, 3

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: New Campus

Benchmark 3: P-16 Leadership Initiative

P-16 Coordination & Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year.

4/26/16, 9/1/16, 10/6/16, 11/9/16, 11/14/16

Please list the names and titles of the group members. Fill all fields. Write "NA" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Dr. Paul Cruz
Curriculum & Instruction or equivalent	Dr. Lisa Goodnow
ECHS principal or director	Bryan Miller
IHE President	Dr. Richard Rhodes
IHE Provost	Dr. Charles Cook
Dean of college of Education	NA
ECHS Liaison	Dr. Melissa Biegert
Associate Superintendent	Craig Shapiro
IHE Executive Director of HS Programs	Shasta Buchanan
AISD ECHS Program Director	Position to be filled in January, 2017
IHE Program Specialist	Nereida Celis

What are the functions of the group? Briefly summarize the role each member plays in the ECHS, topics/issues the group has addressed, decisions it has made, and accomplishments it is most proud of.

Eastside Memorial ECHS will have three levels of leaderships teams, each with overlapping members and specific responsibilities to the program. The ECHS Leadership Team, as identified above, is a high level decision-making body that meets twice a year to monitor program fidelity as outlined in the Memo of Understanding, and to identify areas that are working well as well as those that need strengthening.

The district has funded a new position dedicated to the supervision and support of all AISD ECHS campuses. The position reports directly to the Associate Superintendent for High Schools, and will begin January of 2017. The director will work closely with the IHE/ECHS Liaison to coordinate services.

The Steering Committee, composed of the campus principal, ECHS Liaison, ECHS Program Director, IHE Program Specialist, and the ECHS Coordinator, meets monthly. This is a data-driven team whose main task is to maintain overall vision and address the effectiveness of program design to ensure student success at integrating college work and timely high school graduation. This team examines the rate of dual credit enrollment, the number of credit hours earned, student GPAs, degree plan participation, and TSI success levels. In addition, this committee provides direction in the topics of curriculum, finance, personnel, recruitment, and communication.

The Coordinator Team is a district-wide committee that meets monthly. It is composed of all the ECHS Coordinators, the IHE Program Managers, and the ECHS Director. This group serves as a support system for the coordinators, however its main task is to create the systems and execute the plans/decisions made by the Steering Committee. This team will meet to review college course offerings, student progress, student certifications, and social and emotional supports for students. The group will examine additional pathways that might be added in the following year to expand student participation and recruitment. The group will also develop and implement professional development in the areas of academic course planning and social and emotional learning (SEL). They will design training for the professionals serving as tutors for ECHS students. This type of PD could include several key AVID strategies which promotes effective reading and writing strategies.

This system of leadership teams with distinct responsibilities and overlapping membership ensures a high level of collaboration and support for student success through the development of a collegiate philosophy for the students, their families, and the community. Meeting agendas and minutes are maintained in the ECHS office by the ECHS Coordinator and are regularly reviewed by the ECHS Program Director.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

The ECHS will implement sustainability structures to address and minimize the challenge of staff turnover. A supported staff member is most likely to remain with the program. Job satisfaction and fulfillment are also positively impacted by successful students. The ECHS will work closely with the IHE to provide meaningful professional development designed to combine academic rigor, with appropriate scaffolding to meet the specific developmental needs of younger learners.

All ECHS teaching staff have a unique support system through close access to the ECHS Campus Coordinator and the IHE Program Manager. The Coordinator, when alerted to a student exhibiting signs of struggle in the classroom, can immediately implement measures to support the student through mentoring, tutorials, counseling, online resources, etc. In many instances, the Coordinator and IHE Program Manager are also available to provide resources to the ECHS staff, as well as to the families of ECHS students to improve student success in the classroom.

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: New Campus

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

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Please indicate the endorsements that will be offered to students.

All endorsements (STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies) are offered to students.

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

Most students will follow the crosswalk for the Associate of Arts Degree. We are working with Austin Community College to create an appropriate crosswalk for additional Associate pathways, such as STEM, Business, and Public Services.

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

Eastside Memorial, the AISD Career and Technology Department and ACC will create crosswalks for Level I and II options, including:

Adobe Certified Associate (ACA)-Illustrator
Adobe Certified Associate (ACA)-In-Design
Adobe Certified Associate (ACA)-Photoshop
Adobe Certified Associate (ACA)-Premiere Professional
ALLDATA Certificate Automotive Information Specialist
C.N.A.- Certified Nurse Aide
Clinical Medical Assistant (NHA) Certification
CPR for Healthcare Provider (BLS) Certification
Introduction to Automotive Service (ASE) Certificate
Medical Administrative Assistant (NHA) Certification
OSHA 10-hour (General) Certification
Refrigerant Recovery and Recycling (ASE) Training

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

Student progress can be monitored the following ways:

Early Alert System - This is direct communication between the IHE professor and the ECHS coordinator. It allows the ECHS Coordinator to track student grades before the end of the semester, and allows for timely intervention to support the struggling student.

Student Degree Tracker -This document reflects the accurate record of individual student progress and credits earned. This record is updated at the end of each semester and is reviewed at each advising conference.

Advising Tracker -This record documents the supports provided by ECHS and IHE. Each ECHS will meet with the ECHS counselor at least one time a semester. The Advising Tracker records the conference date, topic, and "next steps" to keep students motivated and ready for success.

Advancement Via Individual Determination (AVID) - The AVID program promotes college readiness and lays the foundation for college success. Critical components of the AVID program include the requirement that each student participates in at least one tutorial session each week, and the weekly review of assignments and projects. The AVID teacher provides individual student feedback designed to support and motivate improvement where needed based on the weekly review.

Each of these systems are accessible to the ECHS Coordinator and members of the Steering Committee.

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

Academic support is available through the following:

AVID (Advancement Via Individual Determination) classes are a part of each student's schedule. ECHS students will be a member of a cohort of students with similar goals throughout their 4 years.

Tutorial support is offered by highly trained professionals during and after school, on Saturdays, and during the summer at the ECHS campus, as well as through the IHE Learning Lab at the ACC Eastview campus. Professionals offering tutorial support can be certified teachers, recent college graduates, or members of the community provided by Austin Partners in Education (APIE), Community In Schools (CIS), and Sylvan Learning Centers.

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

ECHS students are supported socially and emotionally through active participation in the AVID program throughout the four years. AVID addresses the "power" skills of communication, collaboration, creativity, and critical thinking. AVID also promotes the Social and Emotional Learning (SEL) skills necessary for student success such as self-awareness and advocacy, and the embracing culture and connectivity.

All students at Eastside Memorial ECHS will regularly participate in Social and Emotional Learning (SEL) activities through their weekly Advisory class.

The ECHS Coordinator and IHE Program Manager will design a variety of activities for days when students do not have ECHS classes. These activities will be designed to support and motivate students, and will include guest speakers, tutorials, community service projects, college visits, job shadowing and mentoring activities.

These activities will be part of the Eastside Memorial's ECHS Calendar of events, once this designation request is approved.

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: New Campus

Benchmark 5: Academic Rigor and Readiness

Please list TSI administration dates provided during the past school year.

1/4/16, 1/14/16, 2/2/16, 2/27/16, 4/7/16, 4/15/16

Please list the dates that the TSI will be administered in the coming school year.

TSI administrations are scheduled upon student request

Is the ECHS a TSI assessment site or does the IHE administer the TSI?

ECHS is a TSI assessment site

Please describe the ECHS's plan for TSI success, including academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

Students take the TSI for baseline scores. This testing will begin during the spring of the 8th grade. The results are reviewed and an intervention plan is designed based on need. The Summer Bridge Program will be required for all incoming 9th graders and is structured to help students make significant gains on their TSI, while incorporating study skills, time management, and SEL lessons.

In subsequent years of operation, the Summer Bridge Program will also be available to ECHS students who still need to pass one or more parts of the TSI.

During the school year, ECHS students may be scheduled in additional courses and offered additional tutoring options to achieve TSI success. The campus works with Austin Partners in Education (APIE) to provide targeted tutoring support.

ECHS students attend Summer Bridge and participate in TSI tutorials at no cost. TSI testing fees are also covered by the school district for ECHS students.

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: New Campus

Benchmark 6: School Design

What is the design of the ECHS model for which partners are requesting designation?

Not located on a college campus:

A small learning community (where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, schedule, and curriculum plan) within a larger high school

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, "ECHS is on a college campus."

Except for the 1st course in the fall of the 9th grade year, EDUC 1300 (College Readiness), ECHS courses are scheduled on the ACC Eastview campus which is located 2.2 miles from Eastside ECHS.

ECHS 9th grade students will visit the ACC campus at least three times during the fall to become familiar with its resources (library, advising center, career center, business office, etc.) before attending their first class in the spring.

District will provide transportation for all participating students.

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The ECHS Program Director is a district level administrative position that reports directly to the Associate Superintendent for High Schools. The essential functions of the position include, but are not limited to:

Coordinates the essential activities for all district ECHSs (recruitment, professional development, and parent and community engagement) in alignment with program goals for targeted populations;

Collaborates with each ECHS coordinator for the planning, implementation and supervision of the ECHS program;

Serve as liaison between IHE Director of ECHS and the AISD Associate Superintendent for High Schools;

Observes and performs informal and formal program evaluation;

Serves as a member of the ECHS Leadership Team;

Monitors the implementation, participation, and data collection;

Works with AISD to establish transportation schedules between the ECHSs and the ACC campuses.

The Crockett ECHS Coordinator reports to the ECHS Program Director. The essential functions of the position include, but are not limited to:

Maintenance of the program data collection systems;

Collaboration with the IHE Program Managers to advise students and regularly monitor their progress toward the goal of an Associate's Degree, 60 hours toward a baccalaureate degree, or completion of the THECB core curriculum;

Management of essential resources such as textbooks, transportation, and AVID support;

Serves as a member of the Steering Committee and Coordinators Team.

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

The IHE Liaison for Early College High Schools reports directly to the IHE Executive Director of High School Programs, and oversees all college services associated with early college high school students, including the staffing of classes, academic advising, instructional resources, and tutorial support.

This position also serves as a member of the ECHS Leadership Team and collaborates with the AISD ECHS Program Director to plan for staffing, monitor the implementation of curriculum, and design professional development.

The IHE Program Managers report directly to the IHE Liaison, and primarily serve as college counselors to the ECHS students. They will coordinate the scheduling of college courses and work closely with the ECHS Coordinators to address the needs of ECHS students.

Each meets weekly with the assigned ECHS Coordinator as well as monthly with the entire ECHS Coordinator Team.

Is the IHE liaison working with other ECHS campuses?

Yes

If "Yes," please list the other ECHS campuses the IHE liaison works with.

John H. Reagan Early College High School
LBJ Early College High School
Travis Early College High School
Colorado River Collegiate Academy
Elgin Early College High School
Del Valle Early College High School
Manor Early College High School
Round Rock Early College High School

Which statement best reflects the assignment of the ECHS teachers?

The ECHS will employ highly qualified teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.

Please describe the ECHS's annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

The ECHS and IHE will collaborate on providing summer professional development such as the annual Austin Ed Summit, "Sharing the Learning Journey from High School to College," scheduled for June 9, 2017. This unique conference brings together faculty, counselors, staff, and students from Central Texas secondary and post-secondary institutions to strengthen ties and share best practices to improve student success along the entire K-16 pipeline. All breakout sessions will be co-facilitated by secondary and post-secondary personnel.

The IHE and ECHS will design and provide a 3 hour professional development session prior to each semester designed to orient ECHS faculty to specifics of the high school campus.

In addition, all ECHS staff have full access to all department and college-level professional development opportunities offered by the college to all its employees.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

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: New Campus

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	01/13/2017


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


ISD Letter of Support (District 1): The ECHS must have a current, signed letter of support from each partnering ISD.

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

ISD Letter of Support (District 2): The ECHS must have a current, signed letter of support from each partnering ISD.

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

ISD Letter of Support (District 3): The ECHS must have a current, signed letter of support from each partnering ISD.

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

IHE Letter of Support (IHE 1): The ECHS must have a current, signed letter of support from each partnering IHE.

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

IHE Letter of Support (IHE 2): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)



Not submitted

N/A

IHE Letter of Support (IHE 3): The ECHS must have a current, signed letter of support from each partnering IHE.

Attached

Status

Expected Date for Final (if draft)



Not submitted

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