



**2016-2017**

**Application for ECHS Designation**

ECHS Applicant: Sharyland Advanced Academic Academy

Application ID: 752243429

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.

**I. 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, Hispanic.)
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.

**II. 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.

**III. 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 publically available.

**IV. 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 associates 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 associates 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.

**V. Academic Rigor and Readiness:**

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§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 associates 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.
  - a. 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.
  - b. The ECHS shall report to TEA the dates the TSI is administered.
  - c. 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.

**VI. 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; and
  - 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.

# Contacts

Sharyland Advanced Academic Academy - 752243429

## 1.1 ECHS Applying for Designation

ECHS Campus Name	Sharyland Advanced Academic	County District Campus Number	108911001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input type="radio"/> Belongs only to the ECHS		
Years Designated	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	1216 N. Shary Rd.	Mailing Address - Line 2	
Mailing City	Mission	Mailing Zip Code	78572

## 1.2 School District

District Name	Sharyland ISD		
Mailing Address - Line 1	1106 N. Shary Rd.	Mailing Address - Line 2	
Mailing City	Mission	Mailing Zip Code	78572

### 1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

### 1.2.b Third School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

## 1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	South Texas College		
Mailing Address - Line 1	3201 W. Pecan	Mailing Address - Line 2	
Mailing City	McAllen	Mailing Zip Code	78501
How many ECHS does this IHE partner with?	30		

## 1.3 Second Primary Institution of Higher Education (IHE) Partner

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

## 1.3 Third Primary Institution of Higher Education (IHE) Partner

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

## 1.4 Education Service Center Region

1

## 1.5 Person Completing this Application

Title	Mr.	First Name	Ivan	Last Name	Karr
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# Contacts

Sharyland Advanced Academic Academy - 752243429

Phone	956-584-6467	Email	ivankarr@sharylandisd.org
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## 1.6 ECHS Principal/Director

Title	Mr.	First Name	Ivan	Last Name	Karr
Phone	956-584-6467	Email	ivankarr@sharylandisd.org		

## 1.7 Superintendent

First Name	Robert	Last Name	O'Connor
Phone	956-580-5200	Email	roconnor@sharylandisd.org

## 1.7.a Superintendent (District 2)

First Name	Robert	Last Name	O'Connor
Phone	956-580-5200	Email	roconnor@sharylandisd.org

## 1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

## 1.8 Institution of Higher Education Liaison

First Name	Sofia	Last Name	Pena
Phone	956-872-8311	Email	sofia21@southtexascollege.edu

## 1.8.a Second Institution of Higher Education Liaison

First Name		Last Name	
Phone		Email	

## 1.8.b Third Institution of Higher Education Liaison

First Name		Last Name	
Phone		Email	

## 1.9 Authorized Institution of Higher Education Official

First Name	Dr. Shirley	Last Name	Reed
Phone	956-872-8311	Email	sareed@southtexascollege.edu

## 1.9.a Second Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

## 1.9.b Third Authorized Institution of Higher Education Official

First Name		Last Name	
Phone		Email	

**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, input 0 (zero).**

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	127	115	0	0	242
2016-2017 projected enrollment	0	0	0	100	127	115	0	342

**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 input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	59.79	0	0	63.20
At-risk	53.13	0	0	23.20
LEP	29.81	0	0	5.60
White	4.54	0	0	2.40
Hispanic or Latino	92.61	0	0	92.80
Black or African-American	0.42	0	0	0.0
First Generation College-Goers	N/A	N/A	N/A	62.00
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   ☒Hispanic or Latino   ☐Black or African-American   ☒Economically Disadvantaged   ☐Other

If other, please explain:

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

Sharyland ISD has adopted an enrollment and recruitment process for the ECHS that ensures a commitment to serving students underrepresented in higher education. The district focuses on recruiting first-generation college goers, low-income students, racial and ethnic minorities and English Language Learners as outlined in Core Principle 1 of the Early College High School Initiative. If there are an insufficient number of students who fall into one or more of these categories, we will focus on students who are at risk of dropping out of high school, not matriculating to college, and not completing a degree. We will continue to ensure the ECHS student demographics meets or exceeds the District's proportional demographic representation in the areas of at-risk and economically disadvantaged students.

Students who are interested and who meet the enrollment criteria will be solicited to apply for acceptance in the ECHS by their middle school counselors. The application for consideration into the ECHS includes, but will not be limited, to the following requirements:

- 1. General Student Information (including demographics)
- 2. Students Home/Academic Survey
- 3. Student Essay
- 4. Parent/Guardian Statement

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

During the first recruitment, a committee that developed our recruitment procedures based on what other ECHS campuses in our surrounding districts were using, was formed. These individuals surveyed current 8th graders, in which they were asked their interest in attending an ECHS. The results were used to decide which underrepresented population would be the priority in the recruitment process.

This past year, the committee decided to also conduct a survey to all 8th grade students in which they were asked about their interest in attending an ECHS and the education level of their parents. We used the information obtained from the survey to send an invitation about our parent informational meetings to those students who were first generation college goers and had expressed an interest in attending an ECHS. We also visited each Junior High 8th grade class to conduct a presentation about our ECHS.

Once we identify which of these students qualify under first generation status, we will open up any other additional slots to students who meet low income and at-risk criteria. Our goal is to recruit at least 100 students every year.

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

☐ Yes ☒ No

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015 -2016 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	6
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	4
Courses of study	3
Curriculum alignment	3
Instructional materials	7
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	7
Student enrollment and attendance policies	7
Provisions for discontinuing ECHS operation (see next section for details)	9
<div><ul style="list-style-type: none"><li>Number of credit hours taken and earned</li><li>GPAs</li><li>State assessment results</li><li>SAT/ACT, PSAT scores</li><li>TSI readiness by grade level</li><li>Qualifications of ECHS staff</li><li>Location(s) where courses are taught</li></ul></div>	7

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	6
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	6
Procedures for collecting and sharing student and teacher data	11
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	7
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	5
Provisions for implementing program improvements based on the collection and review of the following data: <div><ul style="list-style-type: none"><li>Articulation of high school students in four-year colleges/universities and level of entry</li><li>Enrollment/retention rates, leaver codes, and attrition rates, by grade level</li><li>Student participation in activities at IHE</li></ul></div>	6

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No



**P-16 Coordination and 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 in the format "mm/dd/yy".

Sept. 26, 1014; Oct. 17, 2014; Nov. 14, 2014; Jan. 16 2015; Feb 13 2015; Anril 6 2015; May 22

**Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.**

Title	Name
Superintendent	Robert O'Connor
Cirriculum & Instruction or Equivalent	Pamela Montalvo
ECHS Principal or Director	Ivan Karr
IHE President	Dr. Shirley Reed
IHE Provost	Not Applicable
Dean of College of Education	Not Applicable
ECHS Liaison	Sofia Pena
Coordinator/Liaison for Early	Melinda Zuniga
Curriculum Coordinator	Graciela De Anda
Career and Technical Education	Yoelia Nava
ECHS Counselor	Diana Rojas
Sharyland High School Principal	Carolyn Mendiola

**What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.**

The Steering Committee meets throughout the year to discuss budget, facilities, student recruitment and enrollment. The Committee also addresses curricular issues to include the following: course offerings/scheduling/alignment, teacher professional development, textbook needs/proclamations, district benchmarks, EOC and TSI testing, and curriculum development. We also discuss the resources needed to continue the ECHS future needs. The first year of the Committee brought forth a better understanding of how the college course offerings align with our high school courses and how to better map out students' degree plans within a modified accelerated block schedule.

**If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".**

Staff recruitment and retainment is key to the success of any campus. As a steering committee we have discussed the importance of ensuring that the campus principal of the ECHS continues to be a motivational instructional leader who is flexible and supportive, yet assertive enough to carry out the demands of creating a successful ECHS climate and culture. As part of our initiative to retain staff, we continue to ensure that they are provided with the support structures and systems necessary to fulfill their teaching duties and responsibilities. Those support structures will include, but are not limited to, providing continuous and strategic opportunities to: 1) Engage in professional development, 2) Ensure time to collaborate with colleagues as a professional learning community, 3) Allocate time to maintain effective communication with parents and our partnering IHE, and 4) Recognition and acknowledgement for quality work.

Do the answers to the questions for Benchmark 3 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates's degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.)

*\*note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.*

Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

We currently offer all five of the endorsements to all of our students.

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

We currently offer an Associate of Arts in Interdisciplinary Studies. A few number of our students have shown an interest in pursuing degrees in an Associate of Science in Biology, Associate of Science in Engineering and Associate of Science in Computer Science.

Please indicate the Level 1 and Level 2 certificates that will be offered to students.

None

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

The ECHS monitors student progress via AWARE (our online District system utilized to monitor local and state assessments). Teachers monitor student progress on a weekly basis and hold conferences with students as needed. In addition, teachers have a designated "office hour" before or after school so that students can come in for makeup work or tutorials. The counselor conducts periodic degree plan checks with students to ensure they are on track.

Student data via AWARE is utilized to create appropriate benchmarks and content based assessments to support student success. In addition, the student data determines the mandatory tutoring or advisory that the students will receive. Teachers hold weekly data review meetings to modify or enhance instruction s needed.

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

Counselors and teachers work with students and their parents to discuss and plan for their college goals via individualized student degree plans. These plans are reviewed at all parent and student conferences and at the start and end of each school year. Teachers will also discuss/review the plans with students at the end of the first and third semester.

Furthermore, the ECHS requires all 9th grade students to take the College Transition-9th grade course. In this course, teachers will target note-taking, study, organization, test-taking and time-management skills needed for success in college courses. It is important that students develop these skills before they begin taking college classes.

Students, parents and staff asses programs and practices regularly to determine effectiveness and relevancy. The ECHS environment will reflect a college-going culture that embraces social, cultural and varied learning styles.

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

In addition to academic support, students at the ECHS receive self-advocacy skills to help them cope with the increased need for responsibility in decision-making and goal-setting to be successful in college. These skills are targeted by all ECHS teachers, but they are clearly articulated in our College Transition 9th and College Transition 11th grade courses.

In these required courses, students come to understand their learning styles so that they can better articulate their academic needs and receive proper assistance. They also learn how to interact with their peers, instructors and college staff in order to build trust and respect. Students who are able to advocate for themselves and who can make their needs known in a positive and assertive war are more likely to experience academic and personal success.

The College Transition 11th grade course will also provide students with assistance in completing any needed paperwork to attend a university/college upon graduating, as well as, ACT/SAT preperation.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

TSI Testing and Success

Please list the dates that this group met during the past school year	Oct. 3, 2014; Nov. 7, 2014; Feb. 20, 2015; April 17, 2015; June 16, 2015; June 18, 2015; July 2, 2015; July 30, 2015
Please list the dates that the TSI will be administered in the coming year	Oct. 2, 2015; Oct. 31, 2015; Nov. 6 2015; Dec. 12, 2015; Dec. 17, 2015; Feb. 19, 2016; April 15, 2016; June 14, 2016; June 16, 2016
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<input checked="" type="radio"/> ECHS is a TSI assessment site <input type="radio"/> IHE administers the TSI

Please describe a plan for the ECHS to achieve TSI success. Include information about 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 who were accepted to the ECHS were tested in the summer prior to the beginning of their freshman year. Students who did not meet the TSI requirements were invited to attend a Summer TSI Academy for two weeks. We purchased My Foundations Lab, an online tutorial program through College Board, that allows for a personalized learning path for each student based on their TSI diagnostic report. Students who attended the TSI Summer Camp were allotted 55 minutes a day for TSI online tutorials as well as direct teaching by our summer camp teachers in the areas of reading, writing and math. Once school started, students were assigned computer lab time to work on My Foundations Lab once a week through their college transition class.

Our current sophomores who had not yet passed the TSI Reading or Writing, were invited to attend the Summer TSI Camp. These students were also placed in a Reading TSI or Practical Writing Course in the fall semester. These students were allowed computer lab time to work their TSI diagnostic learning paths through My Foundations Lab. Teachers in the TSI prep courses utilized Sure Score TSI remediation resources.

We currently offer all TSI tests free of charge to all of our students.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☒ Yes ☐ No

Please provide additional information about the exemplar activities related to this benchmark below.

- 1. We are a TSI Assessment site offering various testing opportunities through out the school year.
- 2. We utilize resources such as: My Foundations Lab and Sure Score to ensure student TSI success.
- 3. We offer TSI Prep Courses such as: Reading TSI and Practical Writing TSI.
- 4. We schedule a summer TSI camp in which we offer remediation and opportunity to test.
- 5. We offer all TSI tests free of charge.

ECHS Site Design

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

- ☐ ECHS on a college campus
- ☒ 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, shcedule, and cirriculum 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.'

ECHS students will have access to the IHE academic and support facilities to:

1. enroll in deferred concurrent enrollment courses taught by the IHE faculty a the main campus,
2. use the libraries, computer labs, advising center, career center, cultural facilities and instructional resources and materials,
3. have access to the science lab/equipment,
4. visit with college advisors,
5. experience college campus activities and socials, such as guest speakers, athletic events and theatre productions.

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

- ☒ The campus number is shared and the partners agree to collect and disaggregate data
- ☐ Not applicable

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 sole responsibility of the ECHS administrator is to develop and implement policies, programs, curriculum activities and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.

- The ECHS administrator duties include, but not limited to, the following:
1. Implement the core principles and design elements of an Early College High School,
2. Establish a positive and supportive early college high school culture and climate,
3. Direct, manage, schedule and maintain intentional communication with district administrators, partners of higher education and community members to evaluate data to determine the quality of programs/services at the school,
4. Collaborate with key stakeholders to hire highly qualified personnel,
- Develop an annual budget to address student instructional needs, and
6. Provide continuous and systematic monitoring of instructional programs to identify and provide supports to meet or exceed annual instructional objectives.

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 has been an instrumental component in helping our committee plan for the designation phase of the ECHS. The liaison provides full support from the scheduling of courses to conducting degree plan audits. Staff and faculty from the IHE, South Texas College, that work directly with the ECHS provide academic and social support in conjunction with our campus faculty and staff. Duties of the liaison include, but are not limited to, the following:

1. Providing leadership and overseeing the South Texas Early College High School Program along with external support from TEA and other entities associated with ECHS initiatives,
2. Coordinates the successful implementation of all ECHS initiatives and ensures that schools are following the models as required by TEA,
3. Assists with the application, promotion and implementation of the ECHS initiatives with potential school district partners,
4. Works closely with the ECHS public high school district personnel in the promotion and selection of participating students and high school faculty,
5. Works with South Texas College Faculty and Staff designated to provide instruction and support services to ensure success of the ECHS,
6. Facilitates professional development activities for public school and higher education faculty and staff designated to participate in ECHS initiatives,
7. Develops schedules, implements and evaluates all aspects of ECHS academic and college-readiness for each participating school district,
8. Coordinates ECHS course schedules, high school faculty cost agreements and STC campus visits and activities,
9. Assists Student Affairs with Summer Bridge programs and other college related events,
10. Works closely with ISD staff to meet the parental information component of the application,
11. Maintains and organizes steering board meeting for each ECHS as necessary,
12. Gathers appropriate data and writes reports and updates for ECHS stakeholders,
13. Meets with students and staff as necessary to ensure program success,
14. Assists STC Student Enrollment Services with enrollment during peak registration times.

Is the IHE liaison working with other ECHS campuses?

- ☒ Yes ☐ No

Please list the other ECHS campuses the IHE liaison works with.

PSJA High School ECHS  
Monte Alto ECHS  
Edinburg North ECHS  
Robert Vela ECHS  
Edinburg ECHS

Which statement best represents the assignment of the ECHS teachers?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ Other

If other, please describe below:

The ECHS employs highly qualified teachers who report only to the ECHS Director and teach ECHS students in all core courses and possibly separate sections of traditional HS students.

Please describe the 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 faculty attends the partnering IHE trainings including, but not limited to, The Adjunct and Dual Enrollment Professional Development days and the Annual STC Summit Conference. Additionally, faculty will be given an opportunity to attend the Leadership Academy offered by South Texas College during the summer. Collaborative meetings are planned between the partnering IHE faculty and the ECHS faculty.

In addition to the collaborative professional development between both entities, the ECHS staff will have common professional development (PD) time during zero period. Ongoing PD activities will include, but not limited, to trainings on:

1. administering state and local assessments,
2. conducting college readiness activities,
3. team building and leadership skills,
4. curriculum planning and design,
5. conducting professional learning communities

Critical components for all PD activities will focus on teacher building rapport with students, serving as mentors and providing social and emotional support. Peer observations are conducted via Instructional Rounds coordinated and scheduled by the ECHS principal, teacher and the IHE staff member.

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☐ Other

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

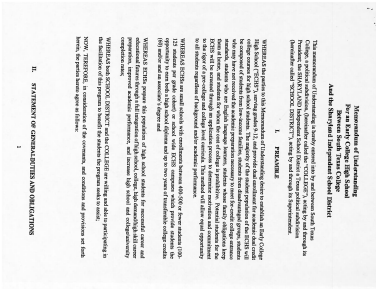
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.

• **ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.

- **ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- **IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- **IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



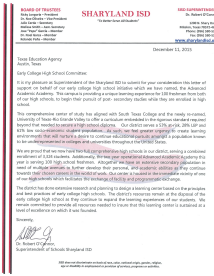
Status  
☒ Final ☐ Draft

Expected date for final draft:  
03/31/2016  
(mm/dd/yyyy)

ECHS Recruitment and Enrollment Form

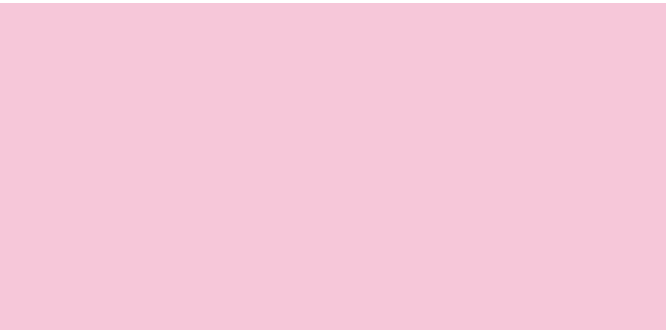


Letter of Support from District #1



Status  
☒ Final ☐ Draft

Letter of Support from District #2



Status  
☐ Final ☐ Draft

# Texas Education Agency

Application for Early College High School Designation

Generate PDF of Application

Sharyland Advanced Academic Academy -

Expected date for final draft:  
(mm/dd/yyyy)

Letter of Support from District #3

Doc\_LoSDis1\_Status  
☐ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

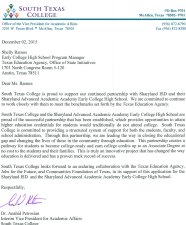
Letter of Support from IHE Partner #2

Status  
☐ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

Expected date for final draft:  
(mm/dd/yyyy)

Letter of Support from IHE Partner #1



Status  
☒ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

Letter of Support from IHE Partner #3

Status  
☐ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

## Other Supporting Documents

