



Abbreviated Application for ECHS Designation

**ECHS Academy: Harlandale ISD STEM Early College High
School**

(Previously Designated)

2017-2018

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Part 1: Provisions and Assurances

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

1.1 Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g. first generation college goers, students of low socioeconomic status, African American students, and Hispanic students).
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

1.3 P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publicly available.

1.4 Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
3. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - The ECHS shall report to TEA the dates the TSI is administered.
 - The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

1.6 School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or
 - in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators;
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Harlandale ISD STEM Early College High School

County District Campus Number:

015904011

County District Campus Number 2:

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:

4040 Apollo

Mailing Address - Line 2:

City:

San Antonio, TX

State:

Tx

Zip Code:

78214

2.2 School District

School District Name

Harlandale ISD

Mailing Address - Line 1:

102 Genevieve

Mailing Address - Line 2:

Mailing City:

San Antonio, TX

State:

Tx

Mailing Zip Code:

78214

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: Alamo Colleges--Palo Alto College	How many ECHS does this IHE partner with? 5	
Mailing Address - Line 1: 1400 W. Villaret	Mailing Address - Line 2:	
Mailing City: San Antonio, TX	State: Tx	Mailing Zip Code: 78224

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 20

2.5 Person Completing this Application

Title: Principal	
First Name: Eddie	Last Name: Rodriguez
Phone: (210)989-3500	Email: eddie.rodriguez@harlandale.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Eddie

Phone:

(210)989-3500

Last Name:

Rodriguez

Email:

eddie.rodriquez@harlandale.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Rey

Phone:

(210)989-4340

Last Name:

Madrigal

Email:

rey.madrigal@harlandale.net

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Colege Coordinator of High School
Programs

First Name:

Anthony

Last Name:

Perez

Phone Number:

(210)486-3173

Email:

aperez31@alamo.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:

College Director of High School
Programs

First Name:

Monica

Last Name:

Ayala

Phone Number:

(210)486-3170

Email:

mayala5@alamo.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	100	99	0	288
2017-2018 projected enrollment	0	0	0	120	89	100	99	408

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	89.78	0	0	70.49
At-Risk	74.47	0	0	39.58
LEP	17.40	0	0	2.78
White	1.17	0	0	1.74
Hispanic or Latino	97.75	0	0	96.88
Black or African-American	.29	0	0	.69
First Generation College-Goers	N/A	N/A	N/A	87.3
Other	.12	0	0	.69

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	
Black or African-American	
Economically Disadvantaged	
Other:	LEP

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.

In the past, recruitment began in the fall of each year and the counselor, principal and students participated in recruitment presentations held at each of the district's four middle schools. Presentations were done during the school day and in the evenings to all 8th grade students. When students attended they also received school "swag" and a brochure about our school.

This year instead of going to the middle schools, we are bringing three of the district's current 8th grade students to our school in December and one in January, to listen our recruitment presentation; tour our school (which is new) with the aide of juniors who will serve as ambassadors and will demonstrate our robotics program; and ask questions regarding any of our programs and clubs. Their middle school counselors will attend with the 8th grade students.

We will be offering tours of our school to students and parents, in English and Spanish, who do not live in our school district, which will be announced via the school district website, on a street sign, and in the area newspaper. For students and parents that want to attend a tour again, using the district phone system, we will invite all parents of 8th grade students in our school district. One large all-inclusive presentation is planned for January during one evening in both English and Spanish.

By having a presentation for all students that tour our school, it will allow us the opportunity to focus on all students, especially those that are identified as part of under-represented populations.

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

The process for recruitment is what is listed in the question above and continues with our Public Relations Office being responsible for printing brochures and flyers announcing the recruitment efforts to all parents in the school district and in the county, since the event is also published in the newspaper. A commercial street banner is also purchased to announce our recruitment. Flyers are in both English and Spanish.

Students interested complete a demographic sheet and are then asked to complete a questionnaire telling us about themselves. By no means is this utilized as a way of selecting students based on their ability to write, STAAR Scores, grades, or attendance. This is used only as a way to see if the student is in fact interested in STEM and to see how we can enhance our program to meet their interests.

Selecting students is done as is indicated on the STEM Blueprint. Each year 120 students are selected to participate and are notified by mail of their acceptance into the program the final week in March. Once they have been notified, a parent meeting is held to inform the parents of the expectations of both students and parents now that they will be STEM Early College Students. All support and interventions to help students are also explained to students and parents at this time as well.

Harlandale ISD now has a STEM Director at the District level to assist in bringing STEM into the elementary and middle schools as a way of creating a "pipeline" that will not only help our students become interested in STEM but will increase the advancement rates in STEM from elementary to middle to high school. Programs meant for elementary and middle school from Project Lead the Way (PLTW) are utilized as the curriculum. The utilization of PLTW curriculum allows us to have a nationally acclaimed curriculum at each level of education that enhances not only the problem-solving skills of all students but also the mathematics abilities of them as well.

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)

Apart from fulfilling all of the criteria listed under initiating and implementing of Benchmark I, we use a performance-blind, open access system that encourages and considers applications from all students that apply, seeking those students that are at-risk and favors those that are part of the targeted subpopulations for our school.

Also, in early December, we had a meeting with all middle school counselors and the District Counselor, to explain to them the importance of their understanding of the students we were seeking. Because we are an Early College High School, the myth is usually that only the "brightest academic" student should attend. Our explanation to them will assist them in targeting all students at their schools for our STEM Early College High School. This meeting was important because it is the middle school counselors that will be instrumental in helping us recruit the incoming 9th grade student.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Because our school is the Harlandale STEM Early College High School, the endorsement offered to our students is the STEM endorsement, which is the school's academic focus.

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

Students have an opportunity to earn an Associate's of Arts Degree and an Associate's of Science Degree.

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

Level I Certificates: Aviation Management; Aircraft Turbine Mechanics; Aircraft Structures Mechanics; Computer Desktop Support; Entry Level Energy Technician.

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

Every Friday of the school year, students are given a progress report to take home. This allows students to see each week where they stand with regards to their grades. Some schools wait three weeks to provide a progress reports; we do not. Also, when parents come to take their student to doctor's appointments, before we call the student, we provide the parent with a progress report. This has allowed students to take ownership of their grades and has also caused for teachers to keep up with grading, with the understanding that grading is not necessarily only for providing grades, but more so for assessing learning. Because only students have access to their college grades on ACES, each sophomore teacher has students check their college grades on ACES every week and then they, the teachers, visually check to see that they are doing well. Any student that is not doing well, receives support from our counselor to see where we can assist and a plan is created and documented on Google . Parent conference are set as soon as a grade in a college class drops below a 78.

Apart from formative and summative assessments that are given to students, benchmark exams are also administered. Data collected from these exams is also reviewed not only for student intervention opportunities but to offer our teachers staff development sessions if data indicates there is a need.

Apart from academic data, attendance is also reviewed on a daily basis. Students with excessive absences are called in and a plan is created to assist students that have difficulty coming to school every day before they are sent to court for excessive absences. Up to now, we have never had to send a student to court because our intervention has been working well.

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

Personalizing the student environment requires that we learn the likes and dislikes of students. To assist in this we have created clubs that appeal to students' interests. Extra-curricular activities are also available for students, but these are available to them at the comprehensive high schools. Every two weeks our high school teachers are assigned to meet with college professors to ensure that communication is provided on students that are not doing well so that we can intervene from our part or recommend the college resources that are available at Palo Alto College. Students that are not performing above a grade of "C", are conferenced by the counselor, high school teachers, and administrators and parent conferences are arranged. Depending on the course that students are enrolled in at the college, the same content high school teacher is assigned to provide additional intervention. Also, apart from teachers teaching the state standards, the TEKS, they also focus on the College and Career Readiness Standards (CCRS). Our 9th grade students also participate in AVID (Advancement Via Individualized Determination) and through this class, they learn strategies to use that will enhance their learning abilities in their college classes. Having our students take the AVID class has also helped us personalize the learning environment of our students because it has helped to meet the individual needs of our students when it comes to learning.

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

Our school counselor works with our students each week and provides guidance lessons as required by T.E.A.. Each week our counselor selects one teacher and all day she has guidance lessons with that one class. In her class she addresses the Social Emotional Learning with topics that include: self-management, self-awareness, responsible decision making, relationship skills, and social awareness. Also, in our school, because of our school size, which is quite small, we, the staff, know every student very well and we are able to also intervene whenever students appear to have social issues. Students also know that our counselor is always available to speak to them regarding any concern they may have. Knowing students and forming the important relationships have helped us help them even more.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

We are at "Implementing" because we meet the criteria listed under "Initiating" AND under "Implementing" of Benchmark 4 as mentioned in the Blueprint. We do not meet "Exemplar" because we are not fulfilling criteria #4 a, b, and c, under "Exemplar" at 100%, yet.

In the future we hope to have structured program of community service to promote community involvement; partner with community businesses to expose students to a variety of potential career options and possible internship opportunities; and provide college awareness to students and families to a much higher degree. All this will be targeted much more aggressively since we now have juniors this year and seniors next year.

Part 4: Supporting Documents

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

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

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

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

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

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

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