



Abbreviated Application for ECHS Designation

**ECHS Academy: Sheldon Early College High School
(Previously Designated)**

2017-2018

Contents

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 4](#)

[Documents](#)

Part 1: Provisions and Assurances

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

1.1 Target Population:

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

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

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that: ☒

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

1.3 P-16 Leadership Initiatives:

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

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

1.4 Curriculum and Support:

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

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

1.5 Academic Rigor and Readiness:

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

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

1.6 School Design:

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

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

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Sheldon Early College High School

County District Campus Number 2:

County District Campus Number:

101924001

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?:

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

11411 C.E. King Parkway

Mailing Address - Line 2:

City:

Houston

State:

Tx

Zip Code:

77044

2.2 School District

School District Name

Sheldon ISD

Mailing Address - Line 1:

11411 C.E. King Parkway

Mailing Address - Line 2:

Mailing City:

Houston

State:

Tx

Mailing Zip Code:

77044

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
San Jacinto College (North Campus)	4	
Mailing Address - Line 1:	Mailing Address - Line 2:	
5800 Uvalde		
Mailing City:	State:	Mailing Zip Code:
Houston	Tx	77049

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 04

2.5 Person Completing this Application

Title:	
Director of Advanced Academics	
First Name:	Last Name:
Karen	Gallow
Phone:	Email:
281-727-2052	karengallow@sheldonisd.com

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Demetrius

Phone:

281-727-3509

Last Name:

McCall

Email:

demetriusmccall@sheldonisd.com

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

King

Phone:

281-727-2006

Last Name:

Davis

Email:

kingdavis@sheldonisd.com

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:

Associate Vice Chancellor of Student
Success Partnerships

First Name:

Pamela

Last Name:

Campbell

Phone Number:

281-991-2672

Email:

pamela.campbell@sjcd.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:

Chancellor

First Name:

Brenda

Last Name:

Hellyer

Phone Number:

281-479-8127

Email:

brenda.hellyer@sjcd.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	108	101	93	67	369
2017-2018 projected enrollment	0	0	0	110	108	101	93	412

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	73.01	0	0	73.4
At-Risk	74.4	0	0	63.96
LEP	13.5	0	0	7.05
White	6.4	0	0	6.5
Hispanic or Latino	67.78	0	0	68.83
Black or African-American	24.29	0	0	23.58
First Generation College-Goers	N/A	N/A	N/A	89.4
Other	1.44	0	0	1.09

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

First generation college-goer	☒
Hispanic or Latino	☒
Black or African-American	☒
Economically Disadvantaged	☒
Other:	

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

Sheldon ECHS recruitment practices are designed to inform all parents of eighth graders and their students about the ECHS opportunity and the application process. Recruitment procedures include efforts to target the enrollment of students who are at-risk as defined by PEIMS or who are historically under-represented in colleges and universities. To qualify for application and enrollment, a student must be an eighth grader eligible to attend ninth grade in Sheldon Independent School District or a student transferring from another early college high school.

While Sheldon ISD promotes its ECHS throughout the year, official recruitment begins in January. All recruitment and application materials are provided in Spanish and English. ECHS student ambassadors who participate in the recruitment process represent the targeted subpopulations and include male and female students with varied interests.

In January, recruitment efforts include an orientation for eighth grade teachers and middle school counselors so that they can actively participate in recruiting the target population and assisting students with the application process. The ECHS dean, members of the faculty, and student ambassadors visit middle school campuses for eighth-grade assemblies where each eighth grader receives a printed application and an invitation to attend either of two Parent Information Nights, which are held at the middle school campuses and include student ambassadors and current ECHS parents who attend as guest speakers. ECHS applications are available in the front office of each middle school, at the Parent Information Nights, and online. Sheldon ISD also utilizes the phone dialer system to invite parents of eighth graders to the Parent Information Nights. On two or more occasions after the eighth-grade assemblies, the ECHS dean sets up a recruiting table during eighth-grade lunch at the middle schools to promote the ECHS and answer students' questions. The ECHS dean also visits the disciplinary alternative education programs (DAEP) and conducts small group or individual ECHS presentations. The middle school counselors, along with the ECHS counselor and/or ECHS faculty, conduct small group recruitment sessions with at-risk students, including those in AVID classes and in the SPARK program for over-age eighth graders.

In addition, the SISD Director of Advanced Academics includes ECHS recruitment information in the Advanced Academics Night parent presentation and requests that recruitment information be disseminated to the Board of Trustees and to the Districtwide Instructional Improvement Council. District, middle school, and ECHS websites and marquees are updated to reflect new recruiting information and application deadlines. Community organizations receive information to publicize to their members. Parents and students are invited to an ECHS Open House where they can receive assistance with the ECHS application and meet ECHS teachers. ECHS applications are due in February, and the ECHS dean and/or faculty interviews applicants to discuss their goals, to ensure familiarity with the ECHS program, and to answer questions.

All interested eighth-grade students are encouraged to apply for acceptance to Sheldon Early College High School. However, as per the Texas Education Agency guidelines, priority is given to students who are at-risk of dropping out, economically disadvantaged, historically underrepresented in colleges and universities, and first generation college-goers. Because more students apply than can be enrolled, Sheldon Early College High School, conducts a performance blind lottery to select up to 110 students. The ECHS mails either an acceptance letter or a waiting list letter to parents of all applicants. Students who are not selected during the lottery are placed on a waiting list. Vacancies that occur after the lottery are filled from the waiting list up to the first day of school.

Students who accept entry to Sheldon Early College High School are automatically enrolled. However, students who are selected are required to attend an orientation with their parents/guardians. The orientation includes assistance with the San Jacinto College application. Prior to the end of May, new ECHS students participate in an induction and scholarship ceremony. During the Summer Bridge program, the students participate in TSIA preparation and testing. Prior to the fall semester, the IHE liaison is responsible for enrolling students in their college courses.

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

Sheldon ECHS is a small learning community within C.E. King High School. The recruitment and enrollment process was originally developed by an ECHS design team during the 2011-2012 planning year. The team included parents, Sheldon ISD administrators, C.E. King High School administrators, and leadership from San Jacinto College.

Annually, the ECHS Advisory Council meets to review the recruitment timeline, to analyze the recruitment and enrollment data, and to refine and improve the process. Recruiting and enrollment data is also reported to the Sheldon ISD Board of Trustees. During the five years that Sheldon ECHS has been in operation, the recruitment plan has developed to include multiple efforts to target at-risk students. For example, in addition to the large-group eighth-grade assemblies, the ECHS has added a middle school faculty orientation, small group sessions with potential applicants, a lunch Question and Answer table, and outreach to community organizations. To reduce the number of accepted applicants who withdraw their requests to enroll, Sheldon ECHS ambassadors visit with newly accepted students either at the middle school campuses or at the ECHS Open House to begin developing relationships, to reassure students, and to welcome them into the ECHS community of learners. The current Sheldon ECHS enrollment includes 73.4% economically disadvantaged, 63.96% at-risk, 68.83% Hispanic, 6.5% White, 23.58% African American, and 89.4% first generation college-goers.

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)

Sheldon ECHS does not exclude any student from applying to attend. All students have the opportunity for acceptance, regardless of background or academic performance. Recruitment efforts involve a variety of events, media, and advocates, including teachers, counselors, parents, students, administrators, and community organizations. Each year, the Sheldon ECHS Advisory Council analyzes recruitment practices and recommends improvements. The process has resulted in the current enrollment data, which indicates that Sheldon ECHS is recruiting and enrolling students in the target populations: at-risk, first generation college goers, low socioeconomic status, and historically underrepresented in college courses. Upon enrollment, the LEP subpopulation of each new Sheldon ECHS cohort closely mirrors that of the comprehensive campus. However, the percentage of LEP students declines as the students become English proficient. The current Sheldon ECHS enrollment includes 73.4% economically disadvantaged, 63.96% at-risk, 68.83% Hispanic, 6.5% White, 23.58% African American, and 89.4% first generation college-goers.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

The available endorsements include STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

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

Students can choose from several degree plans, including an Associate of Arts with a teaching concentration, an Associate of Arts in Business, and an Associate of Science with concentrations in life science, physical science, and math.

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

Opportunities exist to earn the following Level 1 and Level 2 certificates: Auto Collision Repair, Cosmetology, Criminal Justice, Diesel Technology, Medical Assisting, Pharmacy Technician, Construction Management Technology, Emergency Medical Technician, and Welding.

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

The ECHS will review the following data to monitor student progress:

Monthly - grades in ECHS high school courses and college courses offered at the ECHS site; TSI readiness (by subject and subpopulation); dates of TSIA administration and date each student meets the benchmark in each area; attendance; tutoring schedules and participation data; number of family outreach events and participation data

Per Nine Weeks - grades in courses taught at the ECHS campus; retention rates; leaver codes

Mid-term – Grades in college courses not offered at the ECHS site

Per Semester – GPA; student participation in activities at IHE; college hours attempted and earned; advising activities related to academic standing, degree plans, and transcripts from both institutions; completion rates; agendas and notes for ECHS professional development; service hours

Annually – ECHS applications received; state assessment data; PSAT scores; articulation and level of entry in four-year universities; bridge program schedule and participation data; Advanced Placement Scores; Credit by Exam scores; master schedule; applications for FAFSA, scholarships, internships, and colleges/universities; personal graduation plans, endorsements, and performance acknowledgments; distinguished levels of achievement; core completion rates; success on TSI initiative as per SAT, ACT, or TSIA; associate degrees earned or 60 hours toward a baccalaureate

The data will be shared with the ECHS faculty, the ECHS leadership team, and the Advisory Council for developing flexible course schedules, a college-going culture, and integrated systems that support academic achievement and social/emotional development. The ECHS will analyze the data to create and review individualized intervention plans; schedule college entrance exam preparation courses; revise the summer bridge curriculum; implement tutorials; communicate with parents; develop college transition, counseling and advising activities; coordinate support services at the IHE; plan professional development that supports the students' needs; provide service and internship experiences; improve recruitment and retention.

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

Sheldon ECHS provides a variety of support systems to personalize the learning environment and to retain students in the program. Students who are failing or near failing are required to attend tutoring, and Sheldon ECHS teachers are required to be available for tutoring after school Monday through Thursday and during Saturday school (two to three times monthly) as needed.

To further support students, ECHS high school and college instructors receive professional development to consistently implement an instructional framework for college readiness across disciplines. The framework consists of collaborative group work, writing to learn, classroom talk, questioning, scaffolding, and literacy groups.

Rising Sheldon ECHS ninth graders and tenth graders attend a mandatory Summer Bridge Camp. The Summer Bridge Camp provides an intensive focus on college entrance exam preparation, introductory college readiness skills, team building, and foundational standards for achievement in rigorous college level courses. It includes an orientation regarding ECHS expectations, as well as interdisciplinary studies centered on improving reading skills. In addition, Education 1300, Foundations for Success, and BCIS 1305, Business Computer Applications, are the first college course taken by Sheldon ECHS students in their first year of study. These courses provide a foundation for success in subsequent coursework.

All Sheldon ECHS students enroll in the AVID Elective course, which is embedded in the school day. Integrated into the program of study is the AVID college readiness curriculum, which includes near-peer college tutors who are available twice per week to support collaborative study groups. Through this system, students develop academic behaviors essential for college success, including organization, time management, note-taking structures, writing, collaboration, critical reading, research, and collaboration. Via the AVID curriculum, students also build "college knowledge" by learning about and receiving assistance with college admissions and scholarships, calculating GPAs, understanding transcripts, degree plans, class registration, and college grading. The district employs a College Success Adviser who is housed in the ECHS College and Career Center to support students with registration for SAT and ACT, financial aid counseling, FAFSA, and the transition from the ECHS to colleges and universities after high school graduation. Each semester, San Jacinto Community College provides students with educational planning and career counseling to assist students in choosing and following their degree plans, enrolling in college courses, applying for college graduation, and developing appeals to the college counseling center.

To further personalize the learning environment, the ECHS students and faculty are subdivided into four houses each comprised of all four grade levels. The houses have their own colors and mottos and compete for recognition by earning points aligned to the campus positive behavior interventions and supports. Students earn letterman jackets by meeting the campus criteria for service learning, GPA, and college course completion. On Fridays, students who are enrolled in the same college courses are assigned to collaborative study groups. Academic support classes are also included during the school day for students to meet with an ECHS teacher for personalized tutoring or credit recovery.

To support success on the TSIA, students who do not meet the college readiness benchmark must complete eight hours of acceleration, including four hours of face-to-face tutoring with a teacher mentor before retesting. Teachers recommend students for TSIA testing opportunities based on the students' readiness.

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

The ECHS employs a counselor (dedicated to the ECHS only) who provides and plans for social and emotional support via short-term personal counseling and small group guidance lessons on topics including coping skills, stress management, study skills, organization, test anxiety, and time management. The ECHS counselor and ECHS dean collaborate to provide students with structured opportunities for community service and leadership, as well as information regarding extracurricular activities and membership in organizations at the high school and the college. The counselor also organizes and plans academic advising with San Jacinto College to ensure students are aware of degree plan options and adequate program progress. In addition, the ECHS counselor facilitates family engagement meetings to find mutually agreeable solutions to issues and provides referrals to outside agencies and programs. The faculty works collaboratively to ensure that newly recruited students understand the program's benefits, the rigor of study, and expectations.

Sheldon Early College High School encourages parental and community involvement via activities and events that build college and career awareness. Parents are invited to join parent organizations and to attend college nights, parent conferences, open house, and parent workshops on college planning and financial aid. In addition, the ECHS uses social networking sites and its website to develop college knowledge and increase parent involvement. All parent information, which is provided in English and Spanish, is submitted to the Sheldon ISD parent liaison for additional dissemination. Multiple media sources are utilized to increase accessibility to Sheldon ECHS and to improve community involvement. Community members, including parents and students, serve on the Sheldon ECHS Advisory Council. Parent meetings are held after the first report card to improve communication regarding student progress, tutorials, student support systems, and parental concerns. Parents also serve as resources for career awareness.

ECHS students visit colleges and universities and participate in off-site team building activities. They also develop leadership skills through community service projects. Students can choose from several options, or obtain administrator approval to develop their own projects. The community service component of the ECHS program is designed to connect students' communication skills, learning experiences, and interests to real-world applications that teach students about civic responsibilities that benefit the community.

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)

While Sheldon ECHS is making progress toward Exemplar recognition, it is currently in the implementing stage.

Additional focus is currently placed on Indicator 2, "The ECHS shall graduate most of its students with an associate's degree, 60 semester credit hours toward a baccalaureate degree, or the entire THECB core curriculum completed; and the ECHS graduates all students with at least 30 semester credit hours toward a baccalaureate degree." Sheldon ECHS will continue to increase the percentage of students who meet the Benchmark 4 success measures. It will also focus on increasing family and business involvement.

Sheldon ECHS provides several courses of study, as well as academic, social, and emotional supports for its students. Academic support takes place during the school day, in addition to after school and on Saturdays. The AVID elective course, as well as the academic support classes and the Friday collaborative study teams, provide time during the school day for students to obtain assistance and develop academic and social behaviors. The counselor also seeks opportunities to connect students to external and internal social services.

Part 4: Supporting Documents

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

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

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

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

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

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

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