



Abbreviated Application for ECHS Designation

**ECHS Academy: Sharyland Advanced Academic Academy
(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:

Sharyland Advanced Academic Academy

County District Campus Number:

108911008

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?:

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

1106 N. Shary Rd., Bldg. A

Mailing Address - Line 2:

City:

Mission

State:

Tx

Zip Code:

78572

2.2 School District

School District Name

Sharyland ISD

Mailing Address - Line 1:

1106 N. Shary Rd.

Mailing Address - Line 2:

Mailing City:

Mission

State:

Tx

Mailing Zip Code:

78572

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: South Texas College	Mailing Address - Line 1: 3201 Pecan Blvd.	Mailing Address - Line 2:	How many ECHS does this IHE partner with? 30
Mailing City: McAllen	State: Tx	Mailing Zip Code: 78501	

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 01

2.5 Person Completing this Application

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

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Ivan

Phone:

956-584-6467

Last Name:

Karr

Email:

ivankarr@sharylandisd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Dr. Robert

Phone:

956-580-5200

Last Name:

O'Connor

Email:

roconnor@sharylandisd.org

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Director for Early College High
Schools

First Name:

Sofia

Last Name:

Pena

Phone Number:

956-872-2303

Email:

sofia21@southtexascollege.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 President

First Name:

Dr. Shirley

Last Name:

Reed

Phone Number:

956-872-8366

Email:

sareed@southtexascollege.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	97	111	93	0	301
2017-2018 projected enrollment	0	0	0	100	95	100	88	383

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	60.61	0	0	64.78
At-Risk	48.39	0	0	21.26
LEP	28.65	0	0	5.65
White	8.25	0	0	6.67
Hispanic or Latino	85.49	0	0	86.67
Black or African-American	.63	0	0	0.0
First Generation College-Goers	N/A	N/A	N/A	66.00
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	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>
Black or African-American	
Economically Disadvantaged	<input checked="" type="checkbox"/>
Other:	

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

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

Parent Informational Meetings are scheduled with all 8th grade SISD parents. Information about these meetings is sent through mail-outs and using Skylert (phone message system). We schedule visits to our Junior Highs to speak with all 8th grade students. Large group, classroom and one-on-one discussions are held with all 8th grade students. We also attend the Junior High Open House events in the Spring term to speak to all Junior High students regarding ECHS opportunities. Brochures and promotional items (pencils, pens) are distributed at all events. Our Application is promoted and posted on the District and Campus websites to easily access.

Please describe the 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. An Application Review is conducted for each applicant to review their qualification requirements and their participation in any at-risk programs. The committee reviews the student and parent statements to identify their commitment to the program. Our goal is to recruit at least 100 students every year.

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 continue to recruit and enroll students that are underrepresented in college courses. We will implement a weighted lottery to favor students who are at risk or who are part of the targeted ECHS populations. Looking at past data, we focus on recruiting and increasing our at-risk (first generation college goers, low socioeconomic and Hispanic) population.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

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 I and Level II 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.

Data collected by grades, assessments and conversations with teachers/students/parents is utilized to ensure our students are attaining academic success. We, the Counselor and I, are constantly meeting with students to discuss any academic, social or emotional issues. Teachers are required to submit an Intervention Plan for all students at-risk of failing a class. We also utilize benchmark results to provide academic enrichment for our students including after school and Saturday tutoring. Academic tutors assist students throughout the day individually or in small groups. TSI scores are reviewed and students are provided tutorial opportunities or placed in a TSI prep course to ensure TSI completion.

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. The principal reviews the grade reporting sheet to identify students that are at risk of failing. An Intervention Plan is implemented for each student that is at risk of failing a class. We review student IAP's and IEP's to ensure the students are receiving their respective services.

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 assess 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.

After school and Saturday tutorials are scheduled for our students. Academic tutors assist students throughout the day individually or in small groups.

For DE courses, students may also utilize the IHE tutoring center, as well as, other resources (library, computer lab).

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 way are more likely to experience academic and personal success.

The SAT/ACT 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 preparation.

Guest speakers, including seniors from surrounding ECHS's, are brought in to motivate our students. Our College Transition curriculum includes The 7 Habits of Highly Effective Teens and The 6 Most Important Decisions You'll Ever Make that emphasizes goal setting, character traits and most importantly how to advocate for themselves.

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 will ensure that we offer the courses necessary to complete the associate's degree. We offer Summer DE courses for any student that was unable to take a DE course during the school year. We are offering numerous TSI testing opportunities throughout the year for all students.

Our administrative team (Principal, Counselor, Dean of Instruction) will continue to meet with our students and review their instructional plans. Students receive a copy of their degree audits each term and also are reminded to use the IHE degree works student portal to monitor their progress towards an Associate degree. Schedule changes are discussed at the end of each term to determine proper course selection for current and future terms.

We will continue to promote community involvement by conducting campus based opportunities. We post these opportunities in our weekly student announcements (Volunteer at District elementary school events/activities, Toy & Coat Donation Drive). We currently track our students' community service hours with a Community Service journal. We ask our students to obtain 150-200 community service hours throughout their high school years. Our Campus student clubs and organizations provide community service opportunities to the entire student body.

We collaborate with the CTE department to identify possible internship and mentor ship opportunities with students participating in CTE courses. The teachers and administration are part of the Advisory Committee that facilitates the partnership with the school, community and business leaders. Our students participate in the District Career Fairs to learn more about possible degree and career opportunities.

During our monthly Parent Meetings, we discuss college entrance requirements such as ACT/SAT testing, essay requirements, community service involvement, etc. We invite STC, our IHE, to these meetings as well so that they can discuss admission requirements and financial aid information. We have computer stations in our Go Center that our students can utilize for University/College applications and for FASFA. We participate in our annual District College Fair which exposes our students to state college admission opportunities and requirements. Our students meet with local recruiters to begin discussing the transition into higher education as an ECHS student. As we prepare for our first Senior class, we will schedule Financial Aid Nights and College Application events.

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