



ST PHILIP'S COLLEGE EARLY COLLEGE H S WITH SAISD

ECHS Renewal Application

2021-2022

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Background

District Affiliation

SAN ANTONIO ISD

CD #: 015907

Region: 20

Mailing Address (Line 1): 141 LAVACA ST

Mailing Address (Line 2):

City, State, Zip: SAN ANTONIO, TX 78210

School Affiliation

ST PHILIP'S COLLEGE EARLY COLLEGE H S WITH SAISD

CDC #: 015-907-025

Region:

Mailing Address (Line 1): 1801 MARTIN LUTHER KING DR RM 119

Mailing Address (Line 2):

City, State, Zip: SAN ANTONIO, TX 78203

Academy Information

What is the academy name?

St. Philip's College Early College High School with SAISD

Which model does the district intend to implement at this time? Within these models, there are variations.

Stand Alone Academy - All students on the campus are enrolled in the academy.

Distinguished Recognition

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

125

Enter the number of students that you plan to serve in 10th grade.

105

Enter the number of students that you plan to serve in 11th grade.

80

Enter the number of students that you plan to serve in 12th grade.

90

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Dr.

First Name

Derrick

Last Name

Thomas

Email

dthomas@saisd.net

Phone

210-486-2406

Principal

Principal 1

Name Prefix

Dr.

First Name

Derrick

Last Name

Thomas

Email

dthomas@saisd.net

Phone

2104862406

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Pedro

Last Name

Martinez

Email

pmartinez1@saisd.net

Phone

2105542281

Narratives

Current Designations at SAN ANTONIO ISD:

- BRACKENRIDGE H S - ECHS - 1516
- EDISON H S - P-TECH - 2021
- FOX TECHNICAL H S - P-TECH - 1920
- HIGHLANDS H S - P-TECH - 2021
- HOUSTON H S - P-TECH - 1819
- LANIER H S - P-TECH - 2021
- TRAVIS EARLY COLLEGE H S - ECHS - 0809
- ST PHILIP'S COLLEGE EARLY COLLEGE H S WITH SAISD - ECHS - 1415

Previous Planning Year Applications at SAN ANTONIO ISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials, Recruitment and Enrollment

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Health Science
Hospitality & Tourism
Transportation Logistics Distribution
STEM

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Cybersecurity

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Nursing

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Culinary Arts
Travel, Tourism, and Attraction

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Automotive

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD
PC

What associate degree(s) does the academy plan to offer?

Item
Automotive Technology

Culinary Arts

Cybersecurity

Hospitality Management

Liberal Arts

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Automotive Technology

Certified Nurse Aide/Assistant

Culinary Arts

Hospitality Management

Phlebotomy

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

We currently follow SAISD's policies and procedures for recruitment and enrollment which includes the use of a blind lottery for selection of students. We plan to continue the use of the lottery process for 2021-2022. Our recruitment process will remain the same, but will be conducted virtually due to the COVID-19 virus and will focus heavily on attracting at-risk students enrolled in our middle schools and academies.

Degrees and Credentials: IHE Agreements

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
AA	UTSA	BA/BS
AA	Texas State University	BA/BS
AA	Our Lady of the Lake University	BA/BS
AAS	Texas A&M-San Antonio	BAAS, BA/BS

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

St. Philip's College

Name Prefix

Dr.

First Name

Adena

Last Name

Williams Loston

Email

aloston@alamo.edu

Phone

210-486-2900

Job Title

President

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that defines the partnership between the school district(s) and the institution(s) of higher education (IHE).

Describe how the IHE articulation agreement addresses the following IHE Blueprint

Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

A four-year crosswalk is developed to demonstrate students' progress toward their selected plan of study, including alignment of high school and college level courses. The selected plan of study will outline the required courses toward specific certificate programs, associate degrees, or a baccalaureate degree. The ECHS student and College Adviser will meet and design a degree plan that will be submitted into the college's system of record (ACES). The ECHS student will participate in dual credit courses receiving both high school and college credit; Where the ECHS is unable to provide a high school equivalent course title to meet the requirements of a dual credit course, the School District, ECHS and College will identify college courses to satisfy the selected degree plan, but the ECHS student will only receive college credit for the course.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

(1,3) A student enrolled in associate degree pathway must meet with an academic adviser to complete a degree plan and account for all credit hours required for the completion of the degree program. The College staff and the ECHS student must also account for the student's transition to a particular four-year college or university that the student chooses and preparations for the student 's intended major at the four-year college or university. (2.) College credit for each ECHS student appears on the college transcript as students complete each college course. Transcription of college credit is the responsibility of the College. The School District, through the ECHS staff, will ensure that parents are aware and knowledgeable of this and other procedures regarding transcription of grades.(4)The ECHS students will have the same access to student services and facilities as regular college students, including but not limited to the use of academic and support facilities including the library, computer labs, study rooms, student services, bookstore, and food services. A College identification card is required for specific services, so students should carry their identification card at all times..

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

Any transportation and food services will be provided by the school district. The school district will provide for such student transportation as may be required to and from the college as required under state law, and for any ECHS field trips, The Cost-Sharing Model was implemented beginning with the 2017-18 Academic Year. Following the model of who primarily funds the cost of the Dual Credit Instructor, the Alamo Colleges District will either pay a stipend to the School District or the School District will pay the Alamo Colleges District the appropriate amount. The College will verify all enrollments as of census date. All personal fines, late fees, parking tickets, etc. incurred by student at the College are the student's individual responsibility.. Either party may terminate this MOU through written notice to the other party given not later than the last day in December and to be effective for the ensuing academic fall semester. In the event of termination, the Steering Committee will prepare

an agreeable plan of dissolution in accordance with all Applicable Laws to be submitted and approved by the Leadership Council. In the event of termination and notwithstanding the foregoing, the 11th and 12th grades will continue operation through scheduled graduation. The 9th and 10th grades will return to the home high school.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

All instructors teaching ECHS courses for college credit must meet the College's academic requirements as outlined by SACSCOC Faculty Credentialing requirements, as determined by the College. All instructors teaching dual credit classes at the ECHS must be approved as faculty by the college prior to teaching dual credit courses. The same credentialing process used by the College will apply for all dual-credit faculty as for College faculty teaching regular credit courses. Parties agree to share student data for ECHS purposes. Parties agree to regularly share data not otherwise available to the other party to ensure that data is current and has integrity, as both Parties use data for enrollment into courses, state reporting, financial matters, Title IX matters, student conduct and other official business related to the ECHS. Each Party shall also promptly notify the other of any onsite or offsite behaviors of ECHS students known to the Party which threaten or cause harm to others, including, without limitation, violence, threats, weapons, sexual assault, sexual contact of minors, and Title IX complaints.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC

What type of dual credit courses does your campus plan to offer?

WECM

AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

None noted-we advertise and hire employees who have Master's degrees in their content area, unless we are unable to find a suitable candidate. This has assisted us with having qualified educators to teach dual credit. Even though over 80% of our faculty are Masters level we depend on the college for instructors since part of being on a college campus and experiencing the full effect of collect is having

college professors.

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Provide Tutoring	The campus provides tutoring services for students. Each teacher establishes tutoring schedule for the semester and posts their schedule. During the COVID-19 pandemic, tutoring was conducted virtually through ZOOM.
Make available college tutoring centers	SPC offers tutoring centers in Mathematics, Science, Reading and Writing. Students are able to utilize these centers for both college and high school courses.
PATH College Elective Enrollment	All students are enrolled in the state elective COLlege Path course. This course provides students training in organizational, cognitive and metacognition skills and habits
All students assigned an advisory	Students are scheduled to an advisory for team building, monitoring and mentorship

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Social Worker	Our campus provides a part-time social worker to assist students and parents with necessary social services
Lead	Our counselor provides academic and social counseling

Counselor Activity	Description
FACE Specialist	We share a Family and Community Engagement Specialist (FACE) who provides services and support to parents to assist them in being engaged with their child's education

How does your academy use the access, achievement, and attainment data for program improvement?

Access, achievement and attainment data is used for program needs assessment, strategy planning and evaluation. Data is broken by the OBMs and reported during each steering committee meeting. In addition, our central office provides meetings where they provide access, attainment and achievement data, and plans for closing gaps are discussed

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Benchmark One-Target Population	We will develop a recruitment and enrollment plan to increase our enrollment and ensure alignment to the Access OBMs. Staffing will be provided to assist and meet this goal
Benchmark Five-Academic Rigor and Readiness	Align programming and supports necessary for the transition to the new TSIA 2
Benchmark Four-Curriculum and Support	We are re-evaluating our course of study to ensure they align with workforce demands. New crosswalks will be developed and course progressions studied to ensure students graduate both high school and college in four years.

Narratives: Benchmark 1 Products,

Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's written admission policy and enrollment application.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant languages.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher educational personnel, etc.

<https://schools.saisd.net/page/025.blueprint>

Benchmark 2 Products

Provide a link to the academy's final, signed, and executed MOU with their IHE.

<https://schools.saisd.net/page/025.blueprint>

Benchmark 3 Products

Provide a link to the academy's leadership meeting agendas and minutes.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's school board and board of regents' presentations.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's description of each member and role in committee.

<https://schools.saisd.net/page/025.blueprint>

Benchmark 4 Products

Provide a link to the academy's 60 college credit hours crosswalk

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's calendar of family outreach events.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's professional learning community agenda and notes

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's advisory/study skills curriculum material

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's Master Schedules

<https://schools.saisd.net/page/025.blueprint>

Benchmark 5 Products

Provide a link to the academy's calendar of TSI test administration dates.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's aggregate reports of TSI exam performance

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's tutoring and bridge program schedules

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's Bridge program curricula

<https://schools.saisd.net/page/025.blueprint>

Benchmark 6 Products

Provide a link to the academy's mentor/induction program plans.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

<https://schools.saisd.net/page/025.blueprint>

Provide a link to the academy's ECHS leader/liaison meeting agendas and notes.

<https://schools.saisd.net/page/025.blueprint>
