



SPRING EARLY COLLEGE ACADEMY

ECHS Renewal Application

2021-2022

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Background

District Affiliation

SPRING ISD

CD #: 101919

Region: 04

Mailing Address (Line 1): 16717 ELLA BLVD

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77090

School Affiliation

SPRING EARLY COLLEGE ACADEMY

CDC #: 101-919-021

Region:

Mailing Address (Line 1): 2700 W. W. THORNE DR.

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77073

Academy Information

What is the academy name?

Spring Early College Academy

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.

105

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

113

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

105

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

105

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Mrs.

First Name

Kristine

Last Name

Guidry

Email

ksalinas@springisd.org

Phone

2818916883

Principal

Principal 1

Name Prefix

Mrs.

First Name

Kristine

Last Name

Guidry

Email

ksalinas@springisd.org

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2818916883

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Rodney

Last Name

Watson

Email

rwatson@springisd.org

Phone

2818916321

Narratives

Current Designations at SPRING ISD:

- ANDY DEKANEY H S - P-TECH - 2020
- SPRING EARLY COLLEGE ACADEMY - ECHS - 1112

Previous Planning Year Applications at SPRING 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.

NA

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

AD

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

Item

Interdisciplinary Studies/General Studies

Recruitment and Enrollment

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

Recruitment meetings were scheduled at the district level for all schools of choice allowing for parents to attend and receive information for all school of choice opportunities. Meetings were held both by the campus and by combined campus offerings (all high schools of choice) virtually both during the school day and in the evening. Meetings were held concurrently in Zoom utilizing the translation feature allowing for meetings to be held in English and Spanish. The timeline was aligned and communicated throughout the process and virtual school visits were conducted by the counselor and students to inform potential applicants of the program. Once the application closed (December 18) all applicants will be considered for the lottery process which will take place in March.

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
Accounting AAS	University of Houston-Downtown	Accounting
Human Services - General Human Services Concentration, AAS	Stephen F. Austin State University	Social Work
Nursing Specialization	Sam Houston State University	Nursing
AS Field of Study: Electrical Engineering	Lamar University	Electrical Engineering

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Lone Star College-North Harris

Name Prefix

Dr.

First Name

Archie

Last Name

Blanson

Email

Archie.Blanson@lonestar.edu

Phone

281-765-7999

Job Title

President LSC-North Harris

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.

Under the MOU agreement, students are provided a "seamless" pathway from high school to college. Housed on the ECHS campus, with articulated sharing of space and staff, ECHS high school students will gradually integrate into college coursework through a traditional high school degree plan. Upon successful completion of the standards for graduation and the culmination of earning up to 60 transferable college credits towards an Associate's degree and/or Baccalaureate degree, the student will earn both a high school diploma and up to two years' college credit.

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

ECHS students have access to advising staff that consists of both the ECHS Counselor and access to the College's Student Services Staff, including academic advisors. Academic policies and instructional support services that are normally offered to students at the College will be offered to the students enrolled at ECHS. Students in dual credit courses shall be eligible to utilize the same or comparable academic and instructional support services that are afforded college students. College credit for each ECHS student will appear on the College's transcript as students complete a course. Transcription of college credit will be the responsibility of the College and transcription of high school credit will be the responsibility of Spring ISD. Students are issued a LSC identification badge to be able to access LSC facilities, services and resources. Plans are made for the ECHS staff to introduce and accompany students under the age of 16 to various options on campus such as the Learning center, assessment center, TSI prep sessions and Library. High school staff members work with LSC Staff to utilize and eventually maximize the resources available for students.

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.

The MOU currently states that Spring ISD will provide transportation for ECHS students to attend college events a minimum of six times throughout the academic year. Spring ISD provides bus transportation each day to and from the campus at the start of the day and the end of each school day at no cost to students.

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

THE ECHS and IHE share the responsibility of monitoring: teacher content certification and dual credit certification, HS requirements and AA/AS requirements for students, students' progress toward the completion of Texas core curriculum, associate's degree, or 61 transferable semester credit hours and TSI assessment data. It is also a shared responsibility to review the data outcomes and address any areas of improvement. The ECHS and IHE are also working to identify milestones along the way for students such as earning 15 credit hours, 30 credit hours and 60 credit hours. These align with required advising timelines to ensure students are on track to meet the AA and/or 61 hours of transferable credit.

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
AP

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

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?

During the hiring process we have been able to list the position as a dual credit opening and have been fortunate to have quality candidates each year to be able to teach dual credit English and dual credit math courses. Being on the LSC-North Harris campus affords us the opportunity to utilize LSC course offerings with qualified staff in multiple content areas as well.

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
Tutoring	Mandatory tutorials are required for any student earning a grade below 75 at progress reporting. Tutorials are available to any student requesting assistance at least once per week. Virtual tutorials are held to meet the needs of students both in person and learning remotely.
AVID	All students in grade 9-12 are enrolled in AVID to support the academic needs of students through the AVID program.
SAT Camps	SAT preparation sessions are being introduced through calendared opportunities during the school year including testing shutdown days for benchmarks and/or end of semester opportunities.
Saturday school (virtual)	Virtual Saturday classes are offered throughout the semester for EOC prep, TSI prep, AP prep and attendance make-up if necessary.
TSI Prep (virtual)	TSI prep is offered both through the ECHS and IHE. ECHS offers TSI prep (virtually) through tutorials, scheduled intervention courses and Saturday camps.
Student Support Services	The Student Support Services offices include virtual advising and assessment. Students are scheduled with an advisor each semester after meeting with the high school counselor. Students needing to test for TSI may use the assessment center with a testing ticket issued by the high school counselor. ECHS and IHE work together to schedule advising opportunities as well as testing opportunities for students
Ambassador Learning Center	A scheduled advisory time at the end of each day Monday-Thursday allows student Ambassadors to provide virtual tutoring assistance to any student interested. in 9th and 10th grade content areas.
Flexible Friday schedules	Flex Friday schedules have been utilized to identify areas of need, interest and enrichment for students. Teachers are able to identify and schedule students according to needs and enrichment.

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
AVID	All students in grade 9-12 are enrolled in AVID to support the academic needs of students through the AVID program. The AVID curriculum provides supports for students on a regular basis around the skill sets needed to be college ready including note-taking, reading strategies, opportunities for collaboration and time management skills. This program has made a huge impact on student success. The program also encourages parent outreach.
Student Support Services	The Student Support Services offices include virtual advising and virtual and/or in person assessment. Students are scheduled with an advisor each semester after meeting with the high school counselor. Students needing to test for TSI may use the assessment center with a testing ticket issued by the high school counselor. ECHS and IHE work together to schedule advising opportunities as well as testing opportunities for students.
Learning Center	Students are introduced and able to attend the IHE Learning center (currently by appointment) for support in writing essays, reading support or general tutoring. We are working to accompany students to the Learning Center during assigned tutorial times or written into classroom activities to support student need.
TSI Prep	TSI prep is offered both through the ECHS and IHE. ECHS offers virtual TSI prep through tutorials, scheduled intervention courses flexible Friday schedules and Saturday camps.
College and Career Counseling	Continuous college and career advising are in place and supported by the ECHS Counselor, IHE advising office and AVID Teachers.

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

We consistently utilize the data for program review ensuring alignment to demographic representation of the district, student achievement and college course completion (AA). We have worked to identify at-risk students prior to the start of the school year to identify and address student need and implement intervention in a timely manner. We are consistently reviewing student progress after each marking period and semester to identify student progress and additional need for intervention. Data is evaluated to improve processes and review outcomes on a regular basis (beginning/end of each semester). We also review PSAT, SAT and AP data to look at areas of improvement and areas of strength according to student scores.

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 6: School Design	Being on the LSC-North Harris campus has provided opportunities for partnerships within the campus for access to staff, resources and supports for students. We are now more familiar with the resources and partnership opportunities available to students and staff. We will continue to educate our staff and partners on ways to maximize our efforts to meet student need and program goals. COVID considerations have affected our progress in this area, but we will continue to work together to meet the needs of students.
Benchmark 4: Curriculum and Support	LSC-North Harris campus offers opportunities for access to resources such as the library, learning labs and support services This offers students more opportunities for proactive supports and enrichment opportunities built into the curriculum such as library resources for students enrolled in reading or library presentations on research. Due to COVID consideration, we continue to work to find ways to provide these services even in a remote environment.
Benchmark 5: Academic Rigor and Readiness	We will continue to utilize our Bridge camp and Alpha Academy (held virtually this year) to coordinate earlier TSI testing for students who will be enrolled in English II as a 9th grade student and to work on preparation and practice test of TSI for 9th grade students enrolled in English I. This will allow an opportunity for intentional support and remediation of skills prior to testing to increase the number of students that are eligible to take a college course in the spring of their 9th grade year.

Narratives: Benchmark 1 Products,
Benchmark 2 Products, Benchmark 3
Products, Benchmark 4 Products,
Benchmark 5 Products, Benchmark
Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

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

<https://www.springisd.org/earlycollege2>

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://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

Benchmark 2 Products

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

<https://www.springisd.org/earlycollege2>

Benchmark 3 Products

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

Benchmark 4 Products

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

Provide a link to the academy's Master Schedules

<https://www.springisd.org/earlycollege2>

Benchmark 5 Products

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

Provide a link to the academy's Bridge program curricula

<https://www.springisd.org/earlycollege2>

Benchmark 6 Products

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>

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

<https://www.springisd.org/earlycollege2>
