Texas Education Agency

ROYAL H S

ECHS Renewal Application

2021-2022

Contents

Background

District Affiliation

ROYAL ISD

CD #: 237905
Region: 04
Mailing Address (Line 1): P O BOX 489
Mailing Address (Line 2):
City, State, Zip: PATTISON, TX 77466

School Affiliation

ROYAL H S

CDC #: 237-905-002
Region:
Mailing Address (Line 1): P O BOX 469
Mailing Address (Line 2):
City, State, Zip: PATTISON, TX 77466

Academy Information

What is the academy name?

Royal Early College High School

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

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 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.

55

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

45

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

45

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

37

Contacts

Applicant

Applicant 1

Job Title

Director of Advanced Academics and Early College High School

Name Prefix

Ms.

First Name

Melissa

Last Name

Baker

Email

mbaker@royal-isd.net

Phone

281-934-6691

Principal

Principal 1

Name Prefix

Mr.

First Name

Tony

Last Name

Runnels

Email

trunnels@royal-isd.net

Phone

281-934-2215

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Rick

Last Name

Kershner

Email

rkershner@royal-isd.net

Phone

281-934-2248

Narratives

Current Designations at ROYAL ISD:

- ROYAL H S - ECHS - 1516

Previous Planning Year Applications at ROYAL 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.

Agriculture
Arts AV Tech & Communication
Business Marketing Finance
Education and Training
Health Science
Human Services
Manufacturing
Transportation Logistics Distribution
STEM

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

Animal Science
Plant Science

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

Digital Communications
Graphic Design and Multimedia Arts

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

Business Management
Entrepreneurship
Marketing and Sales

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

Engineering

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

Teaching and Training

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.

Health and Wellness

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

Manufacturing Technology
Welding

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

   Nursing

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

Item

   Business Administration

Recruitment and Enrollment

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

Two major changes which occurred during Spring 2020 and Summer 2020 will have an impact on our established plans for recruitment and our enrollment process: 1. Our ECHS program moved from the STEM Academy campus to the Royal High School Campus. We have seen a much greater interest in the program from target at-risk students this Fall 2020 semester. 2. As a result of COVID-19, we were unable to hold our planned recruitment events (Ice-Cream Socials, Movie Nights, etc.) throughout the summer. As a result, we decided to allow for two enrollment opportunities: one for Fall 2020 admission

and another for Spring 2020 admission. To date we have 15 Royal High School Freshmen interested in joining the ECHS program for the Spring semester. This would bring our enrollment up from 37 Freshmen to 52 Freshmen. I believe these increased number will be due to both the ECHS move to the high school campus as well as allowing for two enrollment periods during the school year.

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
Associate of Arts	Texas A&M University	Baccalaureate
Associate of Arts	Texas Tech University	Baccalaureate
Associate of Arts	University of Houston	Baccalaureate
Associate of Arts	Trinity University	Baccalaureate

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Lone Star College--Tomball

Name Prefix

Ms.

First Name

Katerina

Last Name

Wingfield

Email

katerina.r.wingfield@lonestar.edu

Phone

281-655-3618

Job Title

Interim Dean, Academic Affairs

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.

Our MOU states that students in Royal ECHS will follow the Distinguished Achievement Graduation plan or the Foundation High School Program. RISD shall ensure that students begin with an educational plan reflecting an associate degree or 60 or more transferable hours towards a baccalaureate degree. Lone Star College--Tomball is responsible for ensuring that ECHS faculty understands the necessary learning outcomes for dual credit courses, and Royal ECHS requires our faculty to attend LSC's dual credit learning outcomes training. LSC ensures dual credit enrollment under state requirements are met by ECHS students. The parties shall verify alignment between college and high school curricula as required by THECB, TEA, and other state, regional, or national agencies. The verification includes an annual review of course crosswalk alignments, co-curriculum changes, and updates to accreditation standards. The parties shall provide rigorous college readiness instruction according to the THECB rules regarding the list of aligned high school and college courses, dual credit, and technical credit. RISD shall ensure the high school credit courses meet all TEC requirements. The College shall ensure college credit courses meet all THECB requirements.

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

Advising (1 &3): The parties shall establish common advising strategies and terminology related to dual-credit and college readiness under the TEC. The parties shall provide for the alignment of endorsements offered by the RISD and dual-credit courses offered that apply towards those

endorsements. The parties shall identify tools such as those developed by the TEA, the THECB, or the Texas Workforce Commission, to assist ECHS counselors, students, and families in selecting endorsements offered by RISD and dual credit courses offered under this Agreement. The ECHS shall have advising staff that consists of both the high school counselor and access to the College's Student Services staff. RISD shall be responsible for advising students concerning academic progress in high school courses. The parties shall be responsible for advising students concerning academic progress in dual credit courses. Dual credit students are eligible to utilize the same or comparable academic and instructional support services that are afforded College students. 2: Grade Reporting. The parties shall report dual credit grades under the College's established grading periods. 4: The parties intend that ECHS students be permitted to access the College's facilities, services, and resources according to College Policy and Chancellor's Procedures. Academic and student support services normally offered to College students shall be offered to ECHS-enrolled 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.

RISD Budget Commitments. RISD shall develop an ECHS budget. RISD shall fund the ECHS's day-to-day instructional costs such as employee salaries and benefits, transportation, and other school-related expenditures. Either party may terminate this Agreement for convenience at any time and for any reason, except that the terminating party must provide the other party a written termination notice 60 days before the end of any Academic Year. The termination shall be effective at the end of the Academic Year. The parties shall use reasonable efforts to comply with all of the following until the termination is effective: (1) continue to adhere to the TEA ECHS Design Elements; (2) suspend new student enrollment; (3) transition the ECHS freshmen, sophomore, and junior cohorts at the time of termination to high schools RISD designates; and (4) continue to serve the ECHS until the ECHS senior cohort at the time of termination graduates.

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

According to our IHE articulation agreement, RISD shall comply with the RISD's current grading guidelines for high school credit-only courses. However, both RISD and LSC--Tomball acknowledge that the letter grade recorded on the college transcript will be the official grade of record for dual credit courses. In addition, both parties intend that ECHS students earn two GPAs as follows: College GPA based on their respective policies and reflected on the College transcript and RISD weighted GPA based on its respective policies and reflected on the RISD transcript. RISD shall transcribe high school credit and assessment results. RISD shall determine how the dual credit grades recorded on the high school transcript should be calculated for GPA and class ranking purposes. RISD shall ensure the ECHS informs students and parents of RISD's decisions concerning high school transcripts. The College shall be responsible for the transcription of dual credit grades, college grades, and other approved placement or assessment scores. The College shall determine how information is recorded on the College transcript. The College acknowledges that the high school transcription requires that grades be converted between the two institutions. In addition, RISD and LSC-Tomball has also created a progress report schedule for dual credit courses; non-embedded instructors of dual credit courses send the Director of ECHS grade updates on a 6-week basis in order to assess if students are on track for successful completion of dual credit courses and college readiness.

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?

Our ECHS previously struggled with securing Science instructors with the proper qualifications to teach dual credit; most instructors who we pursued cited salary and our rural location as reason for not accepting positions. In turn, we posted for our Science position much earlier in the school year, and we advertised the vacancy heavily in-house. We were able to secure a highly qualified Science instructor. In addition, due to COVID-19, we worked extensively with our IHE partner to plan for online dual credit courses for the Fall 2020 semester and developed a planned and systematic approach to supporting students during online learning.

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

Activity	Description
Moving to RHS Main Campus	Assigned an RHS Counselor as a full-time ECHS counselor--something we have previously never had.
Creating Student Mentor Organization: Royal ECHS Student Ambassadors	Students applied and were interviewed for ECHS Student Ambassador positions. Ambassadors provide social, emotional, and academic support to fellow ECHS students in need.
TSIA Tutoring--Ongoing	TSIA tutoring during lunches and after school for struggling students.
Path College Career Courses I--IV Ongoing	All students are enrolled in a Path College Career I-IV course at least three times during the four years of high school.

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
Counseling Services	Assigned an RHS Counselor as a full-time ECHS counselor--something we have previously never had. Our ECHS Counselor meets with students and there parents as-needed to provide academic counseling as well as social and emotional support.
Stop It!	Anonymous tip-line for students to report concerns.
Path College Career I-IV	Structures study time under teacher guidance.
New Position: Director of Advanced Academics	The ECHS Director was also placed over all Advanced Academics, including AP and OnRamps, allowing for more access to opportunities for ECHS students to obtain success and college credit hours despite being non TSIA compliant. This improved student confidence.
Move to RHS Main Campus	ECHS students are now housed at the high school campus allowing for equitable participation in student activities and incentive programs.

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

Our ECHS leadership team uses data to determine levels of proficiency of the program in relation to the Early College High School Blueprint. We also use TSIA data, STAAR/EOC data, district benchmark and common assessment data, PSAT/SAT/ACT, and grading of college course (pass/fail) data to measure program and teacher efficiency as well as student success. We have used the data to drive our 60 hour crosswalk; for example, when we noticed a high failure rate in dual credit Speech courses which was previously scheduled for freshmen year, we moved the course to Senior year in order to ensure student maturity. The success rate immediately improved. We use such data to make instructional decision in the classroom, decisions concerning tutoring needs and schedules, and we also use student data to guide our Teacher Evaluation and Support System. By using data to focus on our students and teachers' success, we inevitably increase the overall effectiveness and success of our ECHS program. Another example of a way which we used data successfully was by simply looking at our At-Risk student enrollment. When we saw that our At-Risk population was not enrolling in ECHS, as

a district we noted that the movement from our prestigious STEM Academy to the Royal High School campus was imperative in order to attract our target audience.

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
3: P 16 Leadership Initiatives	Our program recently moved to the high school home campus. Our goal is to create a high school leadership team who join in the process of monitoring ECHS progress on meeting the Blueprint.
4: Curriculum and Support	In conjunction with our IHE partner, our goal is to continue developing robust college advising systems to advance academic progress. Our physical distance from our IHE, coupled with complication of COVID-19, have made counseling and advising more of a challenge, so our goal this year is to strengthen our partnership in this area by creating more advising and counseling opportunities for students.
1: Target Population	Our final goal for this year is to increase the input from key stakeholders in our recruitment and enrollment process--in particular our counselors, school board members, and community members.

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.royal-isd.net/o/high-school/page/echs-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://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-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://www.royal-isd.net/o/high-school/page/echs-blueprint

Benchmark 2 Products

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

Benchmark 3 Products

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

Benchmark 4 Products

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

Provide a link to the academy's Master Schedules

https://www.royal-isd.net/o/high-school/page/echs-blueprint

Benchmark 5 Products

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

Provide a link to the academy's Bridge program curricula

https://www.royal-isd.net/o/high-school/page/echs-blueprint

Benchmark 6 Products

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint

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

https://www.royal-isd.net/o/high-school/page/echs-blueprint