



SEGUIN H S  
ECHS Renewal Application  
2023-2024

# Contents

Background

Contacts

Narratives

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

Narratives: Strategic Partnerships

Narratives: Advanced Academics

Narratives: Curriculum and Support

Narratives: Leadership Team

Narratives: Benchmark Products

Download Assurances Signature Page

# Background

## District Affiliation

SEGUIN ISD

CD #: 094901

Region: 13

Mailing Address (Line 1): 1221 E KINGSBURY

Mailing Address (Line 2):

City, State, Zip: SEGUIN, TX 78155

---

## School Affiliation

SEGUIN H S

CDC #: 094-901-001

Region:

Mailing Address (Line 1): 1315 E CEDAR

Mailing Address (Line 2):

City, State, Zip: SEGUIN, TX 78155

---

## Academy Information

**What is the academy name?**

Seguin 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?**

9  
10  
11  
12

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

80

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

68

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

66

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



# Contacts

## Applicant

### Applicant 1

**Job Title**

Director of College, Career, and Military Readiness

**Name Prefix**

Ms.

**First Name**

Anna Lisa

**Last Name**

Vargas

**Email**

avargas@seguin.k12.tx.us

**Phone**

8304018031

---

## Principal

### Principal 1

**Name Prefix**

Dr.

**First Name**

Hector

**Last Name**

Esquivel

**Email**

hesquivel@seguin.k12.tx.us

**Phone**

8304018000

---

## Superintendent

### Superintendent 1

**Name Prefix**

Dr.

**First Name**

Matthew

**Last Name**

Gutierrez

**Email**

mgutierrez@seguin.k12.tx.us

**Phone**

830-401-8614

---



# Narratives

## 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

**Specify Career Cluster(s) that your academy plans to offer.**

Liberal Arts

**Select the Career Cluster(s) that your academy plans to offer.**

Other

**Which of the following credential(s) does the academy plan to offer students?**

AD

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

Item

Liberal Arts

## Recruitment and Enrollment

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

In addition to the current plan, this year we have established a CCMR team to facilitate, implement and monitor the open ECHS recruitment and enrollment process. The CCMR team consists of several new positions: Director of CCMR, CCMR Coordinator, and a College Pathways Specialist. This team is responsible for the development of the annual recruitment and enrollment plan that includes training new middle school counselors as well as providing refresher training sessions for all returning secondary counselors. Training sessions include an overview of the Seguin ECHS goals, the ECHS blueprint, the ECHS outcomes-based measures, and the recruitment/enrollment process. In addition, the training of and collaboration with middle school counselors is scheduled in the fall versus the spring so that all stakeholders will be informed and educated about the Seguin ECHS throughout the school year. In addition to current outreach platforms of School Messenger callouts, letters mailed home, counselor outreach, and social media, the CCMR team will also utilize the district website, the

middle school websites, and School Messenger emails and text messages (in English and Spanish). Furthermore, this year, Seguin Independent School District has identified 7 district strategic goals and identified CCMR as one of these goals. The focus and value that the district has placed on CCMR involves supporting and promoting the benefits and goals of ECHS to students, the community, and surrounding businesses. Finally, the CCMR team will facilitate TSIA test prep for 8th grade students in the spring as well as expand TSIA summer bridge support.

## 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
General Studies - AA	Texas State University	Bachelor of General Studies
Interdisciplinary Studies (Teacher Certification in English as a Second Language Generalist, EC-6)	Texas State University	Bachelor of Science
Liberal Arts Studies - AA	Texas A&M University-Central Texas	Bachelor of Science

## Narratives: Strategic Partnerships

### Strategic Partnerships

#### IHE Partner 1

##### Affiliation

St. Philip's College - Alamo Colleges District

**Name Prefix**

Dr.

**First Name**

Adena

**Last Name**

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.**

The Memorandum of Understanding (MOU) between Seguin Early College High School and St. Philip's College - Alamo Colleges District addresses the curriculum alignment and courses of study required to earn an Associate of Arts degree in the MOU sections entitled "Building a College-Culture" and "Curriculum". The MOU requires that Seguin ISD and St. Philip's College develop a four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, provides seamless transition for students from grade level to grade level, allows students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration of course load of primarily college-level classes during grades 11 - 12. The MOU also indicates that the plan must provide a pathway of courses that allows students to earn to an Associate of Arts degree. This pathway is outlined in a degree plan that was developed in collaboration between SISD, Seguin ECHS, and St. Philip's College. The MOU also requires that all college-credit courses offered by the ECHS as part of the degree plan be approved by the college, as well as the faculty members who teach these courses. Per the MOU, the content and rigor of these courses is required to align with that of the IHE. In order to adhere to this policy, the IHE and Seguin ECHS leadership teams meet annually to complete Course agreement forms. These forms outline the expected college course outcomes, learning goals, and required textbooks and supplemental instructional resources.

---

**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**

The MOU between Seguin ECHS and SPC includes a section entitled "ADVISING". Regarding the aspect of the transferability of all college credits offered, the MOU references SB 1324, and indicates that all ECHS students, "must meet with an academic advisor to complete a degree plan." The college coordinator, ECHS Director and counselors conduct advising sessions with students each year. Advising sessions include a review of the students' degree plan and discussion of the students' post-secondary plans. In addition, the Alamo Colleges District office has developed "Transfer Advising Guides". These guides provide possible transfer pathways for ECHS students. College and ECHS staff members reference this resource when meeting with ECHS students. The MOU between SPC and Seguin ECHS addresses student access to IHE facilities and resources in a section entitled "BUILDING A COLLEGE CULTURE". The MOU indicates that ECHS students will have the same access to student services/facilities as regular college students. ECHS students participate in a tour of SPC the summer before their 9th grade year. SPC Library staff also trains the ECHS librarians on how to access/use the college's online library resources. The ECHS librarian then presents this information to ECHS students/instructors. Finally, our students' college credits are transcribed same semester that credit is earned. This policy is outlined in the MOU and is entitled "TRANSCRIPTION OF COLLEGE CREDIT." The MOU also indicates that transcription of college credit is the responsibility of the college & transcription of high school credit is the responsibility of the school district.

---

**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.**

In accordance with Benchmark 2 of the ECHS Blueprint, the Seguin ECHS/St. Philip's College MOU addresses fees and fiscal matters in two sections. The section entitled "COURSE MATERIALS" indicates that the ISD is financially responsible for the purchase of required student course materials including textbooks and "Instructional Materials Charges." In another section of the MOU entitled "FISCAL MATTERS", the MOU again indicates that the ISD will serve as the fiscal agent, including student fees. This section also indicates that transportation and food services will be provided by the ISD. In this same section, the MOU references the Alamo Colleges "Cost-Sharing Model". The MOU explains the criteria for payment of fees by the ISD and stipends by the Alamo Colleges District based on which entity primarily funds the cost of the Dual Credit Instructor. Regarding the decision to discontinue the operation of the Seguin ECHS, section 31, entitled "TERMINATION OF MOU" indicates that either party may terminate the MOU through written notice to the other party no later than the last day of December and to be effective for the ensuing academic fall semester. The ECHS Steering Committee is responsible for developing "dissolution" plan. In the event of termination, the ISD and college are required to allow 11th and 12th grade ECHS students to continue operation through their scheduled graduation. The 9th and 10th grade ECHS students will return to the "traditional" high school academic program.

---

**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**

In accordance with Benchmark 2 of the ECHS Blueprint, the Seguin ECHS MOU includes a section

entitled "FACULTY" which indicates that all instructors teaching ECHS courses for college credit must meet the College's academic requirements as outlined by SACSCOC. Data-sharing expectations are outlined in 5 sections of the MOU. The "STUDENT DATA SHARING" section mandates that both parties agree to regularly share data not otherwise available to the other party. ECHS students/parents are informed of data-sharing/confidentiality agreements per the student enrollment form. The ECHS Director provides updates on enrollment, demographics, TSIA success, and student achievements twice per year during Steering Committee meetings. The "STUDENT RECORDS" section indicates that the ISD will provide the College with any student data necessary for the College to perform its obligations under the MOU. The "BUILDING A COLLEGE CULTURE" section references the SB 1324-degree plan required for each student that allows all entities to monitor student progress. In this section, the MOU also requires that ECHS students gain college-readiness skills through a program identified by the ISD. Seguin ISD has invested in the AVID curriculum to meet this mandate. The "RECRUITMENT" & "CURRICULUM" sections of the MOU require that both parties establish expectations within the students' 4-year plan of study and necessary support systems to ensure that students demonstrate college-readiness by meeting TSIA placement score requirements and course pre-requisites. This is addressed during Summer Bridge, TSIA after-school tutorials, online TSIA support, school day TSIA support, school-day/Saturday TSIA testing, and school day SAT testing opportunities.

## Narratives: Advanced Academics

### Advanced Academics

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

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?**

In the last several years, our ECHS has struggled with identifying qualified Economics and Government instructors. As a result, our academy and district have implemented several systems to address this need. The Director of CCMR has posted the job as needed on the district employment website page, as well as reached out to the IHE for possible candidates. The ECHS Director has allocated funds within the ECHS budget to cover the expense of online tuition for students enrolled in these two classes so as to continue to provide ECHS students with access to these courses. The district has also committed to providing compensation for a retired teacher who is certified in secondary Social Studies to serve as a proctor for these online courses. In addition, the school board approved a partial tuition reimbursement program to help support any current SISD teachers interested in pursuing a graduate degree in either of these fields. The district has committed to this reimbursement for a teacher's graduate coursework

with the requirement that they commit 5 years to working at Seguin ECHS. As another proactive method for the recruitment of an instructor for next school year, the ECHS has also reached out to the surrounding colleges and universities for assistance in recruiting possible dual credit Government and Economics instructors. In regard to the retention of our dual credit instructors, Seguin ISD is committed to providing our instructors with a monthly stipend. Furthermore, the Director of CCMR provides support, training, and advocacy for dual credit instructors.

**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
Offer AVID Elective Class as part of the Master Schedule for grades 9-12	A college and career readiness elective class offered during the school day that all ECHS students are enrolled in. This class provides college and career readiness skills, college and career exploration, academic support, tutorials twice per week during the class, and social/emotional support. In addition, individual and group advising sessions are provided as part of this class from the IHE Dual Credit Liaison.
Provide before, after-school, and Saturday tutorials	All ECHS teachers are required to offer tutorials twice a week. Students will also have the opportunity to attend tutorials before/after school Monday-Thursday as part of the SHS Breakfast Club and/or SHS Learning Lounge. Student also have access to academic support on scheduled Saturday School sessions.
Provide TSIA Prep Support After School	Two teachers have been identified to provide Math and ELAR TSIA Tutorials after school, twice per week.
Provide Online TSIA & EOC Prep Resources & Support	ECHS students have access to TSIA & EOC test prep in Edgenuity, an online platform purchased by SISD. Students can access Egenuity TSIA/EOC Prep at home and/or at school, 24/7. Additional online TSIA Prep resources from CollegeBoard and MoMetrix are also shared with students.
Provide FLEX Academy Support: TSIA/EOC Test	Students will receive school-day Dual Credit course, EOC, and TSIA intervention during FLEX TIME as part of the Seguin ECHS Master Schedule.

Prep and Activity Interventions AND	Description
Credit recovery Interventions.	
Establish partnerships with MasteryPrep and/or other TSIA/SAT test-prep consultants	Provide free, school-day TSIA and SAT test prep for students to improve opportunities for student success.
Collaborate with Dual Instructors 3-4 times per semester.	Our DELTA (Advanced Academics) team meets monthly to discuss upcoming dual credit deadlines, expectations, goals, student issues/concerns, etc. In addition, the Director of CCMR and the Associate Principal collaborates with Dual Credit instructors 3 times per semester regarding struggling students. Intervention and action plans are developed and involve the instructor, the Director of CCMR, CCMR Coordinator, and counselor.
School-day and Saturday TSIA Testing Opportunities, along with school day PSAT/SAT testing opportunities.	Provide school-day and Saturday TSIA Testing Opportunities, along with school day PSAT/SAT testing opportunities - all at no cost to students and their families.

**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 (Advancement Via Individual Determination) Elective Curriculum	Social emotional skills and character development is embedded as part of the AVID curriculum. Social and community service is also incorporated into the AVID curriculum. All ECHS students are enrolled in AVID, grades 9-12.
Communities in Schools	The ECHS campus houses two Communities In Schools counselors for students in need of counseling and social/emotional support.
TRIO Program: Upward Bound	Upward Bound will provide academic support, college exploration and social/emotional support for ECHS students who participate in this program. In addition, the TRIO programs provide parent outreach and support for participating ECHS students.
Bluebonnet Trails Community	Campus counselors work directly with Bluebonnet Trails to provide referrals for students in need of off campus services such as crisis intervention, mental health, and family counseling.



Services Activity	Description
No Place for Hate Club	The campus counselors coordinate and facilitate this club as an opportunity to promote kindness and positive relationships.
FLEX Leadership & Social-Emotional Sessions	Social Emotional Support and leadership curriculum is presented to students two times per week during FLEX time that is embedded into the Seguin ECHS Master schedule.
SHS Student Support Team	Administrators and Counselors meet weekly to discuss students who are struggling academically and/or emotionally. Interventions and action plans are developed as part of this meeting.
TRIO Program: Talent Search	Talent Search will provide 150 students with academic and college/career support from Talent Search. This program will serve traditionally underrepresented, middle and high school students, with special consideration for low-income and first-generation students. In collaboration with the local school district, RTS guides, empowers, and nurtures students to progress through the academic pipeline and to succeed in postsecondary education while also promoting personal growth and cultural diversity.

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

ACCESS: Access and enrollment goals are set in accordance with the ECHS Blueprint. Demographics such as ethnicity, at-risk, and economically disadvantaged are monitored and evaluated each semester. This information is shared with ECHS stakeholders each semester as part of the Steering Committee meeting. This committee reviews and evaluates the ECHS' enrollment and admissions goals and policies each year to ensure that they are aligned with any TEA ECHS Blueprint updates. ACHIEVEMENT AND ATTAINMENT: The ECHS monitors achievement in the following manner: 1.) Ongoing monitoring of students' grades in all courses; 2.) Direct ongoing communication with dual credit instructors; 3.) Through ongoing evaluation of students' report cards, progress reports, mid-term college grades, transcripts, graduation plans, and degree plans. 4.) As part of a monthly ECHS/Delta Professional Learning Community meetings; and 5.) As part of the AVID Elective System. Quantitative and qualitative data from these 5 achievement monitoring systems are evaluated each semester by the Director of ECHS, the ECHS Steering Committee, and as part of each TEA ECHS Leadership Coaching session. Outcomes are evaluated by these entities. Gaps, Interventions and support systems are then identified and implemented by all ECHS leaders and stakeholders.

# 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 5: Academic Rigor and Readiness	Implement Seguin ISD's CCMR Strategic Goal #3 (HB3): Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025. This involves a large focus and emphasis on TSIA/CCMR awareness for students, parents, teachers (K-12), board members, and community members; TSIA test prep and intervention during the school day; and ongoing TSIA testing opportunities.
Benchmark 4: Curriculum & Support	Seguin ECHS Director, counselors, and SPC stakeholders will develop two resources to improve the current college advising system. 1) Dual Credit Guide: This studentcentered resource will provide students with details regarding high school graduation requirements and the requirements to earn an Associate degree. This guide will include a dual credit crosswalk, required TSIA scores, and information regarding transferability of college credit hours; 2.) Advising Handbook: This handbook will be developed for ECHS Staff and Counselors. This resource will provide ECHS staff and counselors with the tools necessary to best advise students on enrollment in dual credit courses, along with a better understanding of transferability guidelines and requirements.
Benchmark 4: Curriculum & Support	The ECHS Leadership Team and stakeholders will work on improving two components within Benchmark 4 - a Mentoring Program and Job Exploration. A Mentoring Program will allow students to receive academic and social/emotional support from teachers, staff, and administration, and district office personnel. Mentoring programs have proven to have a positive impact on the a students academic success and overall well-being. Currently, students receive career exploration as part of the AVID curriculum and monthly guest speakers, however next year, the ECHS Leadership Team will develop a timeline and system for possible job shadowing opportunities. These priorities will provide the students with academic, social, and emotional support in their course of study towards an Associate's degree. The leadership team will also work on the development and implementation of an ADVISING position that will be partly funded by Seguin ISD and partly funded by Alamo Colleges District.

## Narratives: Benchmark Products

### Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products corresponding to the product and activities that are required to be posted by the first day of serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified

URL including "HTTP://" or "HTTPS://".

<http://seguin.k12.tx.us/page/required.home#echs>

---