



TOMBALL STAR ACADEMY
ECHS Renewal Application
2023-2024

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Background

District Affiliation

TOMBALL ISD

CD #: 101921

Region: 04

Mailing Address (Line 1): 310 S CHERRY ST

Mailing Address (Line 2):

City, State, Zip: TOMBALL, TX 77375

School Affiliation

TOMBALL STAR ACADEMY

CDC #: 101-921-005

Region:

Mailing Address (Line 1): 30330 QUINN RD

Mailing Address (Line 2):

City, State, Zip: TOMBALL, TX 77375

Academy Information

What is the academy name?

Tomball Star 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?

9
10
11
12

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

100

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

100

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

97

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

82

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Dr.

First Name

Kelly

Last Name

Marchiando

Email

kellymarchiando@tomballisd.net

Phone

281-357-2213

Principal

Principal 1

Name Prefix

Dr.

First Name

Kelly

Last Name

Marchiando

Email

kellymarchiando@tomballisd.net

Phone

381-357-2213

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Martha

Last Name

Salazar-Zamora

Email

marthasalazarzamora@tomballisd.net

Phone

281-357-3100

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

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

Business Marketing Finance
Education and Training
Health Science
Information Technology
STEM

Select the Program(s) of Study your academy plans to offer.

Accounting and Financial Services
Business Management
Entrepreneurship
Marketing and Sales

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

Biomedical Science
Engineering
Programming and Software Development

Select the Program(s) of Study your academy plans to offer.

Teaching and Training

Select the Program(s) of Study your academy plans to offer.

Nursing Science

Select the Program(s) of Study your academy plans to offer.

Information Technology Support and Services

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

Interdisciplinary Studies/General Studies

Recruitment and Enrollment

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

There will be no new adjustments to the recruitment and enrollment process for 2022-2023. All feeder junior high campuses will be visited, we will host multiple parent meetings, and participate in community outreach events to reach as many students as possible.

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?

No

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Lone Star College

Name Prefix

Dr.

First Name

Stephen

Last Name

Head

Email

chancellor@lonestar.edu

Phone

832-813-6728

Job Title

Chancellor

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.

This Agreement offers at-risk students an opportunity to complete a high school diploma and earn transferable college credits of 60 hours or more toward an Associate or Baccalaureate degree at no cost. The ECHS shall provide TISD students a "seamless" pathway from high school to college. The ECHS allows the high school students to gradually integrate into college course work through a traditional high school degree plan plus dual enrollment. Once students complete the ECHS graduation requirements, they may enroll at the College as a full-time student at their own expense. 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 College shall be responsible for ensuring that ECHS faculty understand the necessary learning outcomes for dual credit courses. TISD shall require ECHS faculty to attend the College's dual credit learning outcomes training. The College shall designate personnel to monitor instructional quality to ensure compliance with applicable course articulation agreements and the standards the state, SACS, the College, and TISD establish. TISD shall be responsible for ensuring that ECHS faculty understand the necessary learning outcomes for high-school-level courses.

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 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 TISO 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 TISD 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. TISD 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. TISD shall transcribe high school credit and assessment results. TISD shall determine how the dual credit grades recorded on the high school transcript shall be calculated for GPA and class ranking purposes. TISD shall ensure the ECHS informs students and parents of TISD's decisions concerning high school transcripts. 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.

TISD shall develop an ECHS budget. TISD shall fund the ECHS's day-to-day instructional costs such as employee salaries and benefits, transportation, and other school-related expenditure

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 TISD acknowledges that all ECHS employees shall be TISD employees. The ECHS faculty shall be selected by the TISD based upon their previous experience and teaching success. The TISD shall ensure that the ECHS employees meet all state and federal certification requirements as well as Texas state certification requirements in the subject areas they teach. The TISD shall provide the College the dual-credit instructor credentials documentation that satisfies SACS and TI-IECB requirements. The College may assign qualified dual-credit instructors for dual credit courses. The ECHS shall annually assess dual-credit staffing needs and report those to the parties. The parties shall report dual credit grades under the College's established grading periods. Grade reports and attendance data is shared by the college to the ECHS twice during each academic semester. At the conclusion of each semester, college transcripts for each ECHS student are provided to the ECHS leadership.

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?

We have had an abundance of applicants for each Dual Credit teaching position. After we narrow it down to two applicants, we send their credentials to the college to ensure that they can teach the appropriate course they have applied for. Nobody is hired by TISD until they have been credentialed by our higher ed partner.

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
Path College Career Course	Every student is enrolled in a PCC course. This course is designed to support students throughout their course of study in an ECHS setting by teaching students the "soft skills" needed to be successful in the ECHS program as well as post secondary. Additionally, because PCC is grade level specific, teachers are able to embed academic interventions and enrichment as needed.
Before/After School Tutorials	Individual Teacher conduct Office Hours/Tutorials for all students as needed.
Flexible Learning Classes	Specific Interventions/Support needed throughout the school day can be provided through a flexible learning class.

Student Activity Mentorship	Students are assigned to younger students as mentors. Description
Program	
Collaborative Teams	Used to establish individualized learning plans for students who are struggling and not being successful.
Academic Review Panels	A group of individuals who gather with the parent and student to develop learning plans for success.

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
Presence Learning	Tele-counseling provided to students
Character Development	Program to infuse character and social-emotional learning for students.
Mental Health/First Aid	Mental Health services provided in conjunction with The Harris Center
Emotional Backpack	Mental Health Awareness, trauma-informed instruction, and suicide awareness training.
RISE	Program designed to provide assessment and intervention for students suspected of substance-use disorder
Mindfulness	Coordinated campus activities to build self awareness and self-regulation skills
EverFi	Provides a suite of online social and emotional learning modules to serve as an alternative to suspension.
Aspire	Program to prevent nicotine and tobacco use associated with e-cigarettes and vape pens.

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

The access outcome-based measures are used when determining if we will need to use a weighted lottery process or a blind lottery process. We look at our applicant pool and determine which process needs to be used to make sure that we meet the appropriate outcome-based measures. The attainment and achievement outcome-based measures are constantly part of our data digs. Any area that looks to be deficient becomes part of our campus improvement plan goals and strategies. Currently, as a school, we have met or exceeded all attainment and achievement outcome-based measures to obtain at minimum an early college designation.

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
Recruitment and Retention	It is essential that we meet the requirements of Benchmark 1. Our school does not have extra curricular activities, so recruiting must be strategic. Once the students arrive on campus, we must work to keep them and find ways to get them connected in order to be successful in the rigorous environment of an ECHS.
Data Sharing and Partner Agreement	We are currently working with our IHE to improve communication. We are examining the timeliness in which we share data, and we are researching a structure that will allow for our ECHS teachers to collaborate regularly with our IHE partners both for Professional Development and Collaborative Planning
Curriculum and Support	We are currently working to expand the enrichment opportunities related to community service and community business partnerships. We are exploring the possibility of students earning a service learning endorsement on their college Associate Degree.

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://".

<https://tsa.tomballisd.net/about-tsa/application-information>