



C E KING H S  
ECHS Renewal Application  
2023-2024

# Contents

[Background](#)

[Contacts](#)

[Narratives](#)

[Narratives: Degrees and Credentials, Recruitment and Enrollment, Degrees and Credentials: IHE Agreements](#)

[Narratives: Strategic Partnerships](#)

[Narratives: Advanced Academics](#)

[Narratives: Curriculum and Support](#)

[Narratives: Leadership Team](#)

[Narratives: Benchmark Products](#)

[Download Assurances Signature Page](#)

# Background

District Affiliation

SHELDON ISD

CD #: 101924

Region: 04

Mailing Address (Line 1): 11411 C E KING PKWY

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77044

# School Affiliation

C E KING H S

CDC #: 101-924-001

Region:

Mailing Address (Line 1): 11433 E SAM HOUSTON PKWY N

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77044

## Academy Information

**What is the academy name?**

Sheldon 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?**

9  
10  
11  
12

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

120

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

116

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

121

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



# Contacts

## Applicant

### Applicant 1

#### Job Title

Deputy Superintendent

#### Name Prefix

Mrs.

#### First Name

Karen

#### Last Name

Gallow

#### Email

karengallow@sheldonisd.com

#### Phone

281-727-2018

## Principal

### Principal 1

#### Name Prefix

Mrs.

#### First Name

Annette

#### Last Name

Clark

#### Email

annetteclark@sheldonisd.com

#### Phone

346-378-7201

# Superintendent

## Superintendent 1

**Name Prefix**

Dr.

**First Name**

King

**Last Name**

Davis

**Email**

kingdavis@sheldonisd.com

**Phone**

281-727-2006



# 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.

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

## Degrees and Credentials

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

Business Marketing Finance  
Education and Training  
Health Science  
Human Services  
STEM

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

Business Management

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

**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.**

Family and Community 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

Business Administration

Teacher Education

Health Professions

Mathematics

Physical Sciences

Communications

Criminal Justice

Behavioral Science

Pre-Medicine

## Recruitment and Enrollment

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

Other than being an eighth-grade student in Sheldon ISD, there are no requirements for applying to Sheldon Early College High School. Applications are available to every eighth grader during the winter application period. The recruitment and enrollment process includes a parent informational meeting and eighth-grade student assemblies. Information is also made available to the community via call outs, school and district websites, campus marquees, and promotional videos.

## 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 Science, Life Sciences	Lamar University	Bachelor of Science, Biology or Chemistry

Associate of Arts, Business  
**2-Year Degree**

University of Houston  
**University**  
Downtown

Bachelor of Business Administration,  
**4-Year Degree**  
General Business

Associate of Arts, Education

University of Houston

Bachelor of Science Interdisciplinary

Associate of Science,  
Physical Science

University of Houston  
Downtown

Bachelor of Science, Geology, Physics, or  
Geoscience

# Narratives: Strategic Partnerships

## Strategic Partnerships

### IHE Partner 1

#### Affiliation

San Jacinto College

#### Name Prefix

Dr.

#### First Name

Brenda

#### Last Name

Hellyer

#### Email

brenda.hellyer@sjcd.edu

#### Phone

281-998-6100

#### 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.**

The Sheldon Early College High School curriculum alignment and courses of study enable a student to combine high school courses and college courses that support earning an associate degree. The articulation agreement between San Jacinto College and Sheldon ISD provides for annually reviewing and publishing a four-year crosswalk of courses that meets the Texas Education Agency Distinguished Level of Achievement graduation plan and the Texas Higher Education Coordinating Board Lower Division Academic Course Guide. The agreement requires the partners to collaboratively develop and refine a clear and coherent academic program across the two institutions for curriculum alignment, as well as intervention plans. In addition, it ensures that a college course taught to ECHS students will be equivalent with respect to curriculum, materials, instruction, and method/rigor of evaluation to the same course taught on the college campus. ECHS instructors teaching college level courses must be San Jacinto College faculty members and meet the standards of Southern Association of Colleges and Schools (SACS). Delivery of ECHS college courses can occur at the high school campus, the college campus, or online. Via an advisory committee that regularly reviews data for student progress, IHE and ECHS personnel ensure curriculum alignment between high school and postsecondary courses. The annual review and collaboration process has resulted in nine associate degree plans that transfer to a baccalaureate degree.

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**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 Sheldon ECHS articulation agreement provides counseling and academic support services. It requires that the ECHS counselor and college dual credit liaison provide students with information regarding degree plans, college majors, FAFSA, financial assistance, and waivers for tuition and fees. The college dual credit office provides academic and career counseling to support the Sheldon ECHS students and advise students as to the transferability of all college credit earned to a certificate of technology, an associate degree and baccalaureate degree. The agreement provides for advising on satisfactory academic progress, college admissions, grade point averages, transcripts, degree plans, class registration, and college grading practices. For college level courses, both high school and college credit shall be transcribed immediately upon a student's completion of the performance required in the course within the same semester that credit is earned. The IHE will report a letter or numerical grade for mid-term and semester grades. Per the articulation agreement, ECHS students will have reasonable access to all San Jacinto College North Campus buildings, including the student center, Student Success Center, disability services, career counseling, computer labs, library, bookstore, extracurricular activities, clubs, organizations, rooms for meetings, socialization, and cultural events. Students receive Sheldon ISD and San Jacinto College identification cards, which provide access to students enrolled at these institutions.

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**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.**

Per the IHE articulation agreement, Sheldon ISD is responsible for and will support the Sheldon Early

College High School day-to-day operational, instructional, and administrative costs, including administrative and staff salaries and benefits for Sheldon ECHS dean, counselor, and any other Sheldon ISD employees assigned to the program; transportation costs; professional development costs; and other school related expenditures. Thus, Sheldon ISD is responsible for transportation to and from the C.E. King High School campus, as well as to and from the IHE campus. Sheldon ISD and San Jacinto college also agree to comply with the agreement's requirements for discontinuing operations of Sheldon ECHS. During the teach-out period transitioning from full operation to the discontinued program, San Jacinto College and Sheldon ISD will continue to meet all required elements of the ECHS program and provide full support for all students enrolled in Sheldon ECHS. During the teach-out period, no new or additional students will be enrolled in Sheldon ECHS in grades that have been phased out.

**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 Applicable Law, Sheldon ISD maintains student records pertaining to Sheldon ECHS and will provide the IHE with education records, including grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for the IHE to perform its obligations under the articulation agreement. Data records are those created during the time for which students are enrolled in Sheldon ECHS and include, but are not limited to, the number of credit hours attempted and earned, GPAs, state assessment results, SAT, ACT, PSAT scores, TSI readiness by grade level, qualifications of Sheldon ECHS staff and college instructors, location(s) where courses are taught, articulation data of high school students in four-year colleges/universities, completion rates, enrollment/retention rates, leaver codes, attrition rates, PEIMS and TAPR data, and student participation in activities. Likewise, in accordance with Applicable Law, the IHE will maintain student records pertaining to students enrolled in Sheldon ECHS and will provide Sheldon ISD with education records to perform its obligations under the agreement. Each party designates the other as its agent with a legitimate educational interest in students' educational records for purposes of FERPA. Both parties institute policies and procedures reasonably designed to ensure that its employees and agents comply with federal and state laws governing the rights of Sheldon ECHS students with respect to educational records and shall protect student records against disclosure to unauthorized persons.

## 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?**

Sheldon ECHS faces the challenge of recruiting and retaining educators who have the credentials to teach dual credit. To address the need, Sheldon ECHS will post jobs that indicate the preferred dual credit credentials and will provide a stipend to dual credit teachers. In addition, Sheldon ISD will seek opportunities with universities that offer programs and scholarships that allow teachers to earn their master's degree and 18 hours in a content area. The Sheldon ISD Personnel Services Department recruits teachers with the qualifications to teach dual credit. Sheldon ISD is also pursuing an opportunity with our IHE partner to offer a Master's degree program whereby our teachers earn the credentials to become college adjuncts.

**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
AVID	College readiness advisory class that supports tutorials and academic behaviors for success in rigorous courses; includes tutorial support during summer sessions.
Saturday School	Individual and small group opportunities for intervention and TSIA2 tutoring
Summer Bridge Camp	Orientation and introduction to ECHS culture for students and new teachers; provides time for TSIA2 preparation, development of academic behavior and team building
Mentorship Program	Peers and teachers serve as mentors to ECHS students
Personal graduation plans	Plans allow for acceleration via mini-mesters and summer courses

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/Emotional Support	ECHS counselor provides individual counseling sessions, classroom informational sessions and parent-student sessions
Referrals	ECHS counselor refers severe cases of emotional distress to school social worker who can provide access to outside resources
Parent Engagement	Opportunities to communicate regarding student progress, transcript and grade conferences, parent nights, and college/financial aid assistance
Community Service	ECHS students earn a specified number of community service hours and maintain a positive presence in the community

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

Sheldon ECHS uses the blueprint's outcome-based measures to guide the program's decision-making process and design. Access is measured by empowering parents and students to make informed decisions during an equitable recruitment and identification process. Once enrolled, students are immersed in a culturally responsive environment. Attainment is measured via high school and college course completion, as well as TSIA, PSAT, Advanced Placement, and SAT/ACT preparation. Achievement is monitored through course grades and exam scores. Academic progress is monitored regularly to drive instruction, intervention, and assessment decisions. Sheldon ECHS collaborates with our IHE partner to determine our course crosswalks and academic pathways, as well as with various district departments, including Special Education, Career and Technical Education, and the Multilingual department to analyze and utilize data related to our outcome-based measures. Data is shared with the ECHS Advisory Council so that all stakeholders can monitor, evaluate, and contribute to the program's success and improvement.

## 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
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Benchmark 1 - Benchmark Meet	Ensure ECHS meets demographic guidelines through the lottery by incorporating current students into recruitment services (Access)
guidelines for target population	
Benchmark 4 - Support for College Courses	Implement and successfully execute a monitoring plan to increase the percentage of students who earn 9+ college hours by the end of their 10th grade year, the percentage of students who are core complete, and the percentage of students earning their degree. (Attainment)
Benchmark 5 - Academic Readiness	Implement and execute a consistent and effective TSIA2 intervention plan to support students who have not yet passed the assessment. (Achievement)

## 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://sites.google.com/apps.sheldonisd.com/sheldonisdechs/home>