



SPLENDORA H S
ECHS Renewal Application
2023-2024

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Background

District Affiliation

SPLENDORA ISD

CD #: 170907

Region: 06

Mailing Address (Line 1): 23419 FM 2090

Mailing Address (Line 2):

City, State, Zip: SPLENDORA, TX 77372

School Affiliation

SPLENDORA H S

CDC #: 170-907-001

Region:

Mailing Address (Line 1): 23747 FM 2090

Mailing Address (Line 2):

City, State, Zip: SPLENDORA, TX 77372

Academy Information

What is the academy name?

Splendora 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.

95

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.

80

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

75

Contacts

Applicant

Applicant 1

Job Title

Director of College & Career Readiness and Advanced Academics

Name Prefix

Dr.

First Name

Susan

Last Name

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Phone

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Principal

Principal 1

Name Prefix

Mrs.

First Name

Sheree

Last Name

Walker

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Phone

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Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Jeff

Last Name

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Phone

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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.

Agriculture
Architecture & Construction
Arts AV Tech & Communication
Business Marketing Finance
Education and Training
Health Science
Hospitality & Tourism
Law & Public Service
Manufacturing
Regional Program of Study
STEM
Transportation Logistics Distribution

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

Cosmetology and Personal Care Services

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

Animal Science
Plant Science

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

Architectural Design
Carpentry

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

Design and Multimedia Arts
Digital Communications

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

Accounting and Financial Services
Marketing and Sales

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

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.

Exercise Science and Wellness
Healthcare Therapeutic

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

Culinary Arts

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

Law Enforcement

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

Manufacturing Technology
Welding

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

Automotive

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

AD
PC
PC2

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

Item

Other

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

Item

Accounting Clerk

Business Administration

CISCO Network Analyst

Manufacturing Management

Automotive Maintenance Technician

What level 2 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Recruitment and Enrollment

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

1) Continue to closely with our IHE to develop and distribute marketing materials that highlight programs offered during high school 2) Intentional, targeted TSIA preparation and testing opportunities during the school day 3) Provide opportunities during Bridge Camp to strengthen academic skills and team building necessary for high school and college readiness

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
Please review the following link for a list of four-year partner universities and associated degree plans: https://www.lonestar.edu/transfer-degree-maps.htm	Please review the following link for a list of four-year partner universities and associated degree plans: https://www.lonestar.edu/transfer-degree-maps.htm	Please review the following link for a list of four-year partner universities and associated degree plans: https://www.lonestar.edu/transfer-degree-maps.htm
Please review the following link for a list of universities that have an articulation agreement with LSC: https://www.lonestar.edu/64499.htm	Please review the following link for a list of universities that have an articulation agreement with LSC: https://www.lonestar.edu/64499.htm	Please review the following link for a list of universities that have an articulation agreement with LSC: https://www.lonestar.edu/64499.htm

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Lone Star College System

Name Prefix

Mrs.

First Name

Kellie

Last Name

Sullivan

Email

Kellie.J.Sullivan@lonestar.edu

Phone

(281) 312-1553

Job Title

Director, Educational Partnerships

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.

Article 7 - Degrees and Curriculum 7.2 Curriculum-- 7.2 (a) Curriculum Verification. 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 accrediational stanards. 7.2 (d) Courses of Study. The parties shall collaborate to provide the ECHS an integrated four-year curriculum providing transition from grade level to grade level and allowing students to proceed to dual credit using course placement criteria according to the College's standards. 7.3 Dual or Concurrent Enrollment-- 7.3 (a) Eligibility. The College shall assess each ECH student for college-level readiness prior to the student's dual credit enrollment. 7.3 (b) Assessment. The College shall administer the TSIA to ECHS students for proper placement in dual credit courses--except that the College shall honor regulatory exemptions. 7.3 (c) Enrollment. The College shall ensure dual credit enrollment criteria under state or accreditation requirements are met by ECHS students. The College and SISD may provide ECHS students academic assistance before a student enrolls in a dual credit curriculum based on the particular student's needs. The parties intend that academic assistance may include a bridge program that providedes opportunities to strengthen academic skills necessary for high school and college readiness. (e) Contact Hours. The College shall ensure that the ECHS meets dual credit contact hour 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

Article 8 - Grading andTranscripts 8.6 Credit Transcription-- 8.6 (b) College Transcription Responsibilities. The College shall be responsible for the transcription of dual creidt grades, college grades, and other approved placement of assessment scores. The College shall determine how informaton is recorded on the College transcript. The College acknowledges that the high school transcription required that grades be converted between the two institutions. Article 10 - Resources 10.2 College Resources. 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. Article 10 - Resources 10.3 Advising 10.3 (a) Strategy. The parties shall establish common advising strategies and terminology related to dual credit and college readiness under the TEC. 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 SISD and dual credit courses offered under this agreement. 10.3 (b) ECHS Advising. The ECHS shall have advising staff that consists of both the high school counselor and access to the College's Student Services staff. SISD 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

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.

Article 4 - Financial -- 4.1 Financial Considerations. The parties may assist each other in obtaining necessary funds from local, state, federal and provide sources to successfully operate the ECHS program. 4.1 (a) SISD Budget Commitments. SISD shall develop an ECHS budget. SISD shall fund the ECHS's day-to-day instructional costs such as employee salaries and benefits, transportation, and other school-related expenditures. 4.1 (b) Fiscal Agent. The parties designate SISD as this Agreement's fiscal agent. SISD shall be the recipient of ECHS funds and shall act as the ECHS intermediary. 4.1 (c) College Support. The College may provide administrative, instructional, and support services.

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

Article 2 - Approvals and Evaluations 2.2 Advisory Committee. The parties shall create an Advisory Committee. The Advisory Committee, consisting of a College President and the SISD Superintendent or designee, shall evaluate curriculum, instruction, and program activities annually. The Advisory Committee shall also make recommendations regarding effective coordination between the parties. 2.3 Evaluating the ECHS. SISD shall--every Academic Year--conduct an evaluation process to determine ECHS effectiveness satisfying federal and state education evaluation guidelines. SISD shall comply with the TEA/SISD Accountability System. SISD shall report the results of that evaluation process at the end of the Academic Year to the College and any required agency. Article 3 - ECHS Composition 3.3 Staffing. The SISD acknowledges that all ECHS employees shall be SISD employees. The ECHS faculty shall be selected by SISD based upon their previous experience and teaching success. The SISD 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. 3.3 (a) Dual Credit Staffing. The SISD shall provide the College the dual credit instructor credentials documentation that satisfies SACS and THECB 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.

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?

WECM
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 challenge is recruiting and retaining dual credit credentialed professionals to teach dual credit courses. To help alleviate this challenge, we applied for and were awarded the TCLAS Dual Credit Faculty Expansion Grant which allows us to pay for tuition and textbooks for 6 current teachers to take classes at Sam Houston State University to be dual credit credentialed. The grant totals \$150,000 (up to \$25,000 for each teacher) and the coursework must be completed by 2024.

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
WIN (What I Need) Time	40 minutes, 4 days a week - student can attend tutoring, study hall, TSIA preparation, etc. for their specific academic needs each semester
Targeted tutoring	Before and/or after school as needed per teacher/course
TSIA preparation	Coordinated with English and/or mathematics teachers
Online/virtual tutoring	As needed per teacher/course
LSC online/virtual tutoring	https://www.lonestar.edu/kw-learning-commons

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
Field trip to Lone Star College Kingwood	Campus tour including services offered to students enrolled in college classes
Parent and student meetings	Multiple times throughout the school year - addressing topics such as: a) transition to high school, b) advanced academics, c) self-advocacy, d) self-efficacy, and e) transition to college

Activity	Description
WIN (What I Need) Time	40 minutes, 4 days a week - students can attend tutoring, study hall, TSIA preparation, etc. for their specific academic needs each semester

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

Outcomes Based Measures (OBM) data are calculated for 9th and 10th grade students to determine if we are on track to meet each OBM when officially calculated. Plans are implemented as needed to support OBM achievement. For example, to increase the passing rate for the TSIA2 ELAR test, we utilize WIN time for test preparation and we offer testing during the school day because most of our students ride the bus and are unable to stay after school without a ride home.

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
Access: ECHS Proportionate to or over-represents students labeled as At-Risk (incoming 9th graders)	No more than 25% points under district (grades 9-12)
Attainment: Completing Texas Core Curriculum (Core 42) by graduation	30% of students
Achievement: TSI College Readiness Standards in math	60% passing rate

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://".

All digital products are linked under the section titled "Early College High School Blueprint Products" at the following link: <https://www.splendoraisd.org/Page/867>