



Sharyland Advanced Academic Academy

2019 - 2020 Selection Process



The selection committee met on January 31, 2019 to select the incoming freshman cohort. Before this process began, student names were removed from the applications, and the only identifier remaining was their student identification number. This ensured that all student selections were anonymous and unbiased. All Early College High Schools must adhere to ECHS Outcome Based Measure Requirements. These requirements stipulate that each campus must meet certain thresholds for specific student populations (see attachment).

1. All At-Risk students who applied were accepted. (48 students)
2. A point for each of the Access Outcomes-Based Measures Requirements met was given to students:
 - a. African American Student
 - b. Hispanic Student
 - c. Economically Disadvantaged Student
 - d. Males
 - e. Students with Disabilities
3. A half a point was given to students who have a sibling already enrolled at SA3 to help families coordinate transportation that have children at SA3.
4. All students with a total of 2.5 points were accepted, for a total of 107 students.
5. A lottery was used to select and fill the remaining 18 slots using the random number generator in excel.
 - a. =Rand()
6. After completing steps 1 – 5, 125 students were accepted for the 2019-2020 school year.
7. The remaining 95 students were placed on a waiting list in the order of the lottery utilized in step 5.

| SA3 2019-2020 Selection Committee | |
|--|---|
| Name | Title |
| Ivan Karr | SA3 Principal |
| Diana Rojas | SA3 Dean of Instruction |
| Pam Montalvo | Assistant Superintendent for Curriculum & Instruction |
| Carolyn Mendiola | Assistant Superintendent for Student Services |
| Jake Salcines | Executive Director for Curriculum & Instruction |
| Dr. Esmeralda Muñoz | Director of Secondary Curriculum |

The Early College High School Blueprint

Design Elements



All designated ECHSs (Provisional, Early College, Distinguished Early College) are required to meet all of the design elements for each benchmark annually.

Outcomes-Based Measures (OBMs)



All designated ECHSs (Provisional, Early College, Distinguished Early College) are required to meet OBMs on data indicators related to access, achievement, and attainment.



PROVISIONAL EARLY COLLEGE

Provisional Early Colleges are new ECHSs that demonstrate they can implement all the design elements for each benchmark and meet the Provisional Early College OBMs. For public purposes, campuses are identified as Early College.



EARLY COLLEGE

Early College designees maintain designation by demonstrating they can implement all of the design elements for each benchmark and meet the Early College OBMs.



DISTINGUISHED EARLY COLLEGE

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Distinguished Early Colleges have been designated as Early Colleges for at least five years, and demonstrate that they can implement all of the design elements for each benchmark and meet the Distinguished Early College OBMs.

Needs Improvement



At any time, if an ECHS doesn't meet the OBMs, the ECHS may be categorized as needs improvement and will receive targeted technical assistance and has no more than two years to meet the OBMs or no longer receive designation. If a Distinguished Early College doesn't meet the OBMs, the ECHS will be designated as an Early College, given that they meet the Early College OBMs.



TEXAS
EARLY COLLEGE
HIGH SCHOOL



Benchmark 1: Target Population

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.
4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.
5. For admissions, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Written admission policy and enrollment application
- 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
- Brochures and marketing in Spanish, English, and/or other relevant language(s)
- Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

Access Outcomes-Based Measures

| Data Indicators | Provisional Early College | Early College | Distinguished Early College |
|---|---|---|--|
| Requirements | Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators | Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators | Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators |
| ECHS proportionate to or over-represents at-risk students for incoming 9th graders | No more than 20% points under district | No more than 15% points under district | No more than 10% points under district |
| ECHS proportionate to or over-represents African American students | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| ECHS proportionate to or over-represents Hispanic students | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| ECHS proportionate to or over-represents economically disadvantaged students | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| ECHS proportionate to or over-represents males | No more than 10% points under district | No more than 5% points under district | Meets or over-represents district |
| ECHS proportionate to or over-represents ELL and SWDs | Not taken into account for designation | Not taken into account for designation | No more than 5% points under |