



2016-2017

Application for ECHS Designation

ECHS Applicant: Edcouch-Elsa ECHS

Application ID: 900704096

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

I. 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.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
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.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

II. Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

III. P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publically available.

IV. Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associates degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
- 3 The ECHS shall provide students with academic, social, and emotional support in their course of study.

V. Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - b. The ECHS shall report to TEA the dates the TSI is administered.
 - c. The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

VI. School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or

- in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
- 2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; and
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
- 3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
- 4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

1.1 ECHS Applying for Designation

ECHS Campus Name	Edcouch-Elsa ECHS	County District Campus Number	108903001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input type="radio"/> Belongs only to the ECHS		
Years Designated	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	P.O. Box 127	Mailing Address - Line 2	
Mailing City	Edcouch	Mailing Zip Code	78538

1.2 School District

District Name	Edcouch-Elsa ISD		
Mailing Address - Line 1	P.O. Box 127	Mailing Address - Line 2	
Mailing City	Edcouch	Mailing Zip Code	78538

1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.2.b Third School District

District Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	South Texas College		
Mailing Address - Line 1	3201 Pecan Blvd	Mailing Address - Line 2	
Mailing City	McAllen	Mailing Zip Code	78501
How many ECHS does this IHE partner with?	26		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.3 Third Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1		Mailing Address - Line 2	
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.4 Education Service Center Region 1

1.5 Person Completing this Application

Title	Mr.	First Name	Miguel	Last Name	Castillo
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Contacts

Edcouch-Elsa ECHS - 900704096

Phone9568212379

Emailmicastillo@eeisd.org

1.6 ECHS Principal/Director

TitleMr.

First NameMiguel

Last NameCastillo

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1.7 Superintendent

First NameDr. Richard

Last NameRivera

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1.7.a Superintendent (District 2)

First NameDr. Richard

Last NameRivera

Phone9562626000

Emailrrivera@eeisd.org

1.7.b Superintendent (District 3)

First Name

Last Name

Phone

Email

1.8 Institution of Higher Education Liaison

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Last NamePeña

Phone9567931324

Emailsofia21@southtexascollege.edu

1.8.a Second Institution of Higher Education Liaison

First Name

Last Name

Phone

Email

1.8.b Third Institution of Higher Education Liaison

First Name

Last Name

Phone

Email

1.9 Authorized Institution of Higher Education Official

First NameDr. Shirley

Last NameReed

Phone9568728311

Emailsareed@southtexascollege.edu

1.9.a Second Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

1.9.b Third Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

Benchmark 1 - Target Population

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, input 0 (zero).

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	125	125	0	0	250
2016-2017 projected enrollment	0	0	0	125	125	125	0	375

Instructions:

In the "Percent of High School Students in District" column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.

If the ECHS is not currently in operation, complete the district column and input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	98.02	0	0	50.67
At-risk	84.86	0	0	50.67
LEP	18.49	0	0	7.12
White	.46	0	0	1.78
Hispanic or Latino	99.47	0	0	99.56
Black or African-American	.08	0	0	.89
First Generation College-Goers	N/A	N/A	N/A	85
Other	0	0	0	0

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

☒First generation college-goer ☒Hispanic or Latino ☒Black or African-American ☒Economically Disadvantaged ☐Other

If other, please explain:

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

The Edcouch-Elsa Early College High School will be targeting to serve students in grades 9 through 12 who are at risk and might not otherwise go to college, first generation college go-ers and those that that are historically underrepresented in college courses. The first cohort will began with 125 students and will subsequently continue to annually enroll cohort groups of 125. A written admission policy and enrollment application will be provided, shared and disseminated via publicity through media, district website, marquees, announcements, posters and scheduled parent meetings. The written recruitment plan includes a timeline of recruitment and enrollment events, recruitment materials for distribution at the feeder school and brochures. The EE-ECHS recruitment, enrollment processes and requirements will provide an opportunity for all and any of those who wish to attend. Enrollment decisions will be based on student interest and targeted demographics. The EE-ECHS will begin the recruitment process on Wednesday, January 13, 2016 with presentations at Carlos Truan JH, the feeder school. The recruitment will consist of visits to the feeder school, presenting to rising 9th graders, and announce, advertise & promote the EE-ECHS. The EE-ECHS will begin to document recruitment and enrollment policies and practices beginning on Wednesday, February 03, 2016 in a presentation at Carlos Truan JH via a parent meeting. On Wednesday, April 27, 2016 by 12:00 PM, all applications for enrollment to the EE-ECHS must be submitted to the Counseling Center. On Wednesday, May 04, 2016, EE-ECHS public selection of students will take place at the Edcouch-Elsa High School Cafeteria. Finally, on Wednesday, May 11, 2016 another parent meeting will take place to inform the parents of the expectations, summer programs, and planning for the Fall of 2017.

Please describe how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

The recruitment and enrollment processes and requirements were developed through a series of meetings held with high school campus administration, including District administrators, community college liason, and members of the Board of Trustees. The processes were created to meet the standards as mandated in the Early College High School Blueprint as set forth by the Texas Education Agency. The processes and requirements were also reviewed and refined through both formal and informal meetings held with the mentioned stakeholders and with the guidance of the community college liaison. Once redesignated, the stakeholders may make adjustments to meeting dates and deadlines as deemed necessary.

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

☐ Yes ☒ No

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015 -2016 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	3
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	4
Courses of study	5
Curriculum alignment	6
Instructional materials	6
Instructional calendar	6
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	6
Student enrollment and attendance policies	7
Provisions for discontinuing ECHS operation (see next section for details)	7
<div><ul style="list-style-type: none">• Number of credit hours taken and earned• GPAs• State assessment results• SAT/ACT, PSAT scores• TSI readiness by grade level• Qualifications of ECHS staff• Location(s) where courses are taught</div>	7

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	7
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	8
Procedures for collecting and sharing student and teacher data	8
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	8
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	8
Provisions for implementing program improvements based on the collection and review of the following data: <div><ul style="list-style-type: none">• Articulation of high school students in four-year colleges/universities and level of entry• Enrollment/retention rates, leaver codes, and attrition rates, by grade level• Student participation in activities at IHE</div>	9

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

P-16 Coordination and Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year in the format "mm/dd/yy". 09/16/15,09/22/15,10/08/15,10/22/15,11/17/15,12/03/15

Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Dr. Richard Rivera
Cirriculum & Instruction or Equivalent	Frances Rocha
ECHS Principal or Director	Miguel A. Castillo
IHE President	Dr. Shirley Reed
IHE Provost	N/A
Dean of College of Education	N/A
ECHS Liaison	Sofia Pena
Jose M. Vela, Asst. Principal	Lydia Gonzalez, CTE Director

What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

The role of the Superintendent of Schools, Dr. Richard Rivera is to provide guidance in all aspects of the school programs such as curriculum, personnel, budgeting and ultimately having the authority to approve the set initiatives. The Assistant Superintendent of Curriculum and instruction, Frances Rocha will counsel, advise and provide guidance in the areas of Curriculum & Instruction. Her extensive experience and knowledge will be a great asset to the Edcouch-Elsa Early College High School program. Shirley Reed, IHE President has final authority over the community college programs and availability. Sofia Pena, ECHS Liason, provides information, updates and recommendations for the EE-ECHS program. Miguel Castillo Edcouch-Elsa ECHS, Principal, will provide assistance and support to facilitate the use of instructional facilities from high school campus. CTE Director, Lydia Gonzalez, will share her expertise in educational programs and provide support through the use of instructional strategies and facilities. Miguel Castillo, will administer facilities and personnel, guide and implement instructional programs and build a positive rapport with the collaborating community college with the Edcouch-Elsa Early College High School. Jose Vela will provide instructional guidance and support in the areas of STEM and endorsements along with suggestions through the advisement of other instructional programs. The role of the group is to ensure the fidelity of the ECHS model is being implemented; to ensure high quality instruction; to provide adequate trainings to staff and to ensure the students are enrolled in a coherent course sequence. The group will also periodically review the memorandum of understanding, discuss budget and cost arrangements and address any issues of design. The group has addressed budgetary issues and concerns, staffing of the EE-ECHS and identifying the Director, logistics in terms of the anticipated instructional programs, and the creating of the small learning community within the grounds of the existing High School. The accomplishment that the group is most proud of is the obtaining the support from District personnel, Board of Trustees and the community.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

The Edcouch-Elsa Early College High School has identified sustainability structures to address and minimize the challenges of staff turnover. Instructional resources will be made readily available to all faculty and purchased through EEISD purchasing procedures. Highly qualified existing staff at the Edcouch-Elsa High School will continue to staff the Edcouch-Elsa Early College High School. The District has planned and budgeted for hiring a Director and Counselor that will be solely dedicated to the Edcouch-Elsa Early College High School. An admissions and scholarship counselor will also be made available to assist any and all students needing assistance with college applications and those seeking any financial aid assistance for a post secondary education. The District will assume responsibility for the timely payment of the costs incurred to recover college expenses for staff that teach college courses as cohort sections that may be delineated in the Dual Enrollment Course Agreements and the Memorandum of Understanding. The school district will encourage teachers to obtain a Master's Degree, by providing stipends, in order to have highly credentialed faculty for all high school credit-only courses and future college courses. Consequently, support of the sustainability of the EE-ECHS will take place. Changes for the funding formula for either the School District or the College will be reviewed yearly to determine whether adjustments are needed. Any such needed budgetary changes will be communicated to the District Administration with ample time to plan for the following annual budget.

Do the answers to the questions for Benchmark 3 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates's degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.)

**note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.*

Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.

Endorsements offered to EE-ECHS students:

- STEM
- Business & Industry
- Public Service
- Arts & Humanities
- Multidisciplinary

Students participating in the EE-ECHS will be able to choose any of the five endorsements listed while in order to graduate from high school while having the possibility of receiving an associate's degree as well.

Please indicate the associate's degrees that will be offered to students.

Associates Degrees offered:

- Interdisciplinary Studies
- Criminal Justice
- Biology
- Engineering
- Technology

Please indicate the Level 1 and Level 2 certificates that will be offered to students.

N/A

Please indicate how the ECHS will monitor student progress and use student data to support success.

The EE-ECHS will monitor student progress and use student data to support success through academic development such as employing instructional strategies within the lesson delivery as indicated from disaggregated data extracted from the DMAC software. Through planning, administering, and interpreting appropriate curriculum and assessments consistently in every grading cycle, the students' strengths can be highlighted and plans of action will be created to address the areas in need of improvement. The counselor will periodically meet with students involving parents and the teachers to address any areas of need. Teachers will receive professional development to help better understand student needs and improve instructional delivery.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

The Edcouch-Elsa ECHS will provide academic support to the students by personalizing the learning environment through planning, administering, and interpreting appropriate curriculum and assessments consistently in every grading cycle. The preparing and monitoring of individual learning will take place by conferring with teachers and faculty about individual students, their assessment scores and interests as indicated in questionnaires. This will enable for the EE-ECHS to plan for career development, strategies to achieve college readiness, future career success and educational satisfaction. Directing planned academic guidance activities will foster an understanding of the relationship between personal qualities, education and the development of college goals by all students as a result of the development of a sense of urgency to become college ready within all students. All students will meet with the counselor during preregistration, at the beginning and throughout the school year and develop a comprehensive graduation plan. The personal graduation plan will include a career inventory, degree plan, hours completed and layout for the students' academic goals for graduating including post secondary plans. All teachers will receive training to develop, support and promote student success through differentiated and innovative instructional strategies. Opportunities for remediation, if necessary, will be made available before and after school, through differentiated individual instruction and during planned Saturday tutorials. A positive rapport among teachers students and parents will establish a productive venue of communication.

Please indicate how the ECHS will provide social and emotional support to the students.

The Edcouch-Elsa Early College High School will demonstrate an understanding and appreciation of the life-long process of learning, growing, and changing by providing social and emotional assistance and support for all students. The counselor, who will be solely assigned to the EE-ECHS will help students develop responsible social skills and an understanding and appreciation of being a contributing member of society by meeting with them on a regular basis to provide guidance, counseling and address any issues. As a result, students will demonstrate a positive attitude toward self as a unique and worthy person by gaining life-planning skills that are consistent with their needs, interests, and abilities. Social and emotional preparation and success will enable students to meet the challenges of the academic and college preparation. The EE-ECHS will develop structures and systems that ensure success in encouraging students to understand the relationship between school success, college preparation and life experiences by exposing students to career opportunities, college visits and orientation. Ultimately, the EE-ECHS will support the development of improved academic self-concept among all participants in the Edcouch-Elsa Early College High School.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

TSI Testing and Success

Please list the dates that this group met during the past school year

09/30/15,10/07/15,10/08/15,10/21/15,11/18/15,11/19/15,12/01/15

Please list the dates that the TSI will be administered in the coming year

01/20/15, 2/17/15,3/10/15,4/13/15,5/19/15,6/14/15

Is the ECHS a TSI assessment site or does the IHE administer the TSI?

☒ ECHS is a TSI assessment site

☐ IHE administers the TSI

Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

The Edcouch-Elsa ECHS has been designated by the Texas Higher Education Coordinating Board to be a TSI assessment site. The EE-ECHS along with the IHE, South Texas Community College, will have computer labs that are suitable for administering the TSI assessments to all EE-ECHS students. The Edcouch Elsa Early College High School will ensure that technology labs are available to be used for TSI assessments and provide materials to faculty and students for the preparation of the TSI assessment. Saturday TSI academies will also be available to any and all ECHS students wishing and assigned to attend.The IHE has approved the use of a pre-assessment software to be used by all of the EE-ECHS students. The pre assessment tool will be used as a means for students to enter the TSI assessment site. Students at the Edcouch-Elsa Early College High School will have the opportunity to take enrichment courses such as the AVID class, ACT/SAT preparation course and Saturday Academies that will prepare students with test taking strategies. These implementations will be both teacher and student lead.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes

☒ No

ECHS Site Design

What is the design of the ECHS model for which partners are requesting designation?

- ☐ ECHS on a college campus
- ☒ Not located on a college campus

A small learning community, where the ECHS is physically separated from the larger high school and ECHS students are a separate cohort with their own teachers, leader, shcedule, and cirriculum plan, within a larger high school

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, 'ECHS is on a college campus.'

The school district will provide for students of the Edcouch-Elsa Early College High School transportation to and from the assigned school campuses of the school district as required and deemed necessary and as appropriate under the State law and school district procedures. The School district will provide transportation for all student field trips, students enrolled in Dual Enrollment programs, and classes at the College's main and satellite campuses. All students will have access to the STC computer labs throughout the school year during College Fridays. All students will utilize the learning resource center(writing Labs) throughout the school year during College Fridays. Students will be allowed to use the college cafeteria, career center, gym facilities, and bookstore as needed when on the college campus, provided it does not interfere with scheduled classes and/or it is part of their course of study throughout the school year and during College Fridays.

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

- ☒ The campus number is shared and the partners agree to collect and disaggregate data
- ☐ Not applicable

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The EE-ECHS Director will plan, develop, coordinate, evaluate and supervise all instructional programs including academic supports and relationships that address the needs of special populations, such as LEP, At-Risk, and Special Ed. By developing a clear plan for assessing and tracking college readiness for all students, the Director will monitor lesson planning and delivery to ensure the alignment of curriculum, instruction and assessment, as well as ensuring that lessons meet TEKS objectives and college readiness standards for individual student needs. The Director will foster a collaboration between EE-ECHS and higher education partner, leadership and faculty for the purposes of improved instruction and curriculum alignment. The EE-ECHS Director will supervise and maintain an articulated curriculum plan with the school's higher education partner to guarantee the availability of a high school diploma along with 60 college credit hours available to all EE-ECHS students within a 4 year graduation plan.

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

Sofia Pena, ECHS Liaison, provides information, updates and makes recommendations for the EE-ECHS program. Ms. Pena serves as the Higher Education partner and provides full support from the scheduling of courses to conducting degree plan audits. Support is provided to the ECHS students, staff and other personnel including staff and faculty from South Texas College. The IHE Liason provides leadership and oversees the South Texas College Early High School program along with external support from Texas Education Agency and other entities that provide support to the ECHS. The liason coordinates the successful implementation of all Early College initiatives and ensures that schools are following the models as required by TEA. The liason assists with the application, promotion, and implementation of ECHS initiatives with potential school district partners. The liason works closely with the ECHS public high school district personnel in the promotion and selection of participating students and high school faculty. The liaison facilitates professional development activities for public school and higher education faculty and staff designated to participated in ECHS initiatives. The liaison coordinates the ECHS course schedules, high school faculty cost agreements, and STC campus visits and activities. The liason assists student affairs, works closely with district staff, and will maintain and organize data for ECHS stakeholders.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

Please list the other ECHS campuses the IHE liaison works with.

Progreso
Valley View
PSJA - North
Edinburg Collegiate
-

Which statement best represents the assignment of the ECHS teachers?

- ☒ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ Other

If other, please describe below:

Please describe the annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

The EE-ECHS will supplement all instructional programs to meet the needs of all populations in order to narrow the achievement gap, meet state requirements and assure college-readiness for all students through a comprehensive professional development plan. The EE-ECHS will increase the number of students enrolled in Pre-AP, AP, and/or University courses to ensure that 95% of the GT students graduate under the Distinguished Achievement Program. Teachers will attend College Board Advanced Placement institutes over the summer and will meet monthly throughout the school year to revisit, showcase and share the learned strategies. International Baccalaureate course offerings will be explored as a possible addition to the EE-ECHS curriculum and incentives for students who succeed and are enrolled in Pre-AP, AP, and/or dual enrollment courses that will be offered. Staff development will be offered throughout the year, targeting the collaboration and alignment of the EE-ECHS curriculum and timeline, including differentiated instruction and project-based learning workshops that will increase the rigor in the curriculum and the student's depth of knowledge. Teachers will also receive training on the enhanced incorporation of technology in their lessons. Teachers will be encouraged to pursue post graduate degrees by being presented with opportunities to apply to programs and offeredstipends for Masters Degrees in their content by the District. The IHE personnel will also be invited to participate in the designated monthly professional development inservices so that schedules can be made for peer observations and all educators can discuss their findings. In doing so, they will be able to align goals and improve instruction.

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☐ Other

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

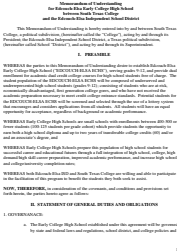
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.

• **ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.

- **ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- **IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- **IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- **IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



Status

☐ Final ☒ Draft

Expected date for final draft:

03/31/2016
(mm/dd/yyyy)

Letter of Support from District #1



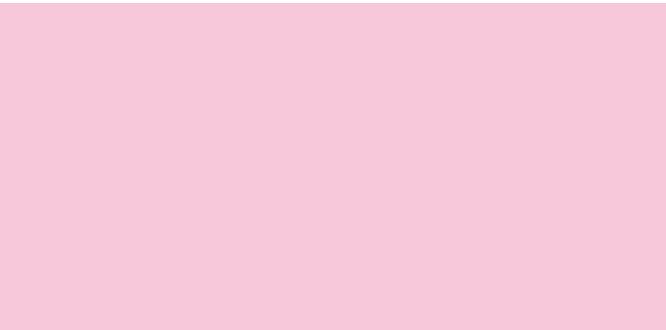
Status

☒ Final ☐ Draft

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

Application for Early College High School Designation

Generate PDF of Application

Edcouch-Elsa ECHS - 900704096

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from District #3

Doc_LoSDis1_Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

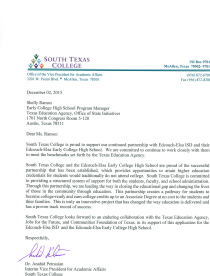
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from IHE Partner #1



Status
☒ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Letter of Support from IHE Partner #3

Status
☐ Final ☐ Draft

Expected date for final draft:
(mm/dd/yyyy)

Other Supporting Documents