



2016-2017

Application for ECHS Designation

ECHS Applicant: Early College at Economedes

Application ID: 778443861

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.

Contacts

Early College at Economedes - 778443861

1.1 ECHS Applying for Designation

ECHS Campus Name	Early College at Economedes	County District Campus Number	108904002
County District Campus Number 2	County District Campus Number 3		
CDC Number Use	☒ Shared With a Comprehensive Campus ☐ Belongs only to the ECHS		
Years Designated	4		
Application Status	Renewal: applying to renew designation on behalf of a fully designated ECHS.		
Mailing Address - Line 1	1414 N. Alamo	Mailing Address - Line 2	
Mailing City	Edinburg	Mailing Zip Code	78539

1.2 School District

District Name	Edinburg Consolidated ISD		
Mailing Address - Line 1	411 N. 8th Ave.	Mailing Address - Line 2	
Mailing City	Edinburg	Mailing Zip Code	78541

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 City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	South Texas College		
Mailing Address - Line 1	3201 W. Pecan Blvd.	Mailing Address - Line 2	
Mailing City	McAllen	Mailing Zip Code	78501
How many ECHS does this IHE partner with?	30		

1.3 Second Primary Institution of Higher Education (IHE) Partner

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

1.4 Education Service Center Region

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1.5 Person Completing this Application

Title	Mr.	First Name	Antonio	Last Name	Ballesteros
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Contacts

Early College at Economedes - 778443861

Phone	956-289-2450	Email	a.ballesteros@ecisd.us
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1.6 ECHS Principal/Director

Title	Mr.	First Name	Antonio	Last Name	Ballesteros
Phone	956-289-2450	Email	a.ballesteros@ecisd.us		

1.7 Superintendent

First Name	Dr. Rene	Last Name	Gutierrez
Phone	956-289-2300	Email	rene.gutierrez@ecisd.us

1.7.a Superintendent (District 2)

First Name	Dr. Rene	Last Name	Gutierrez
Phone	956-289-2300	Email	rene.gutierrez@ecisd.us

1.7.b Superintendent (District 3)

First Name		Last Name	
Phone		Email	

1.8 Institution of Higher Education Liaison

First Name	Sofia	Last Name	Pena
Phone	956-872-2303	Email	Sophia21@southtexascollege.edu

1.8.a Second Institution of Higher Education Liaison

First Name	Antonio	Last Name	De La Cruz
Phone	956-872-2148	Email	adelacruz@southtexascollege.edu

1.8.b Third Institution of Higher Education Liaison

First Name		Last Name	
Phone		Email	

1.9 Authorized Institution of Higher Education Official

First Name	Dr. Shirley	Last Name	Reed
Phone	956-872-3541	Email	sreed@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	

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	116	122	110	107	455
2016-2017 projected enrollment	0	0	0	125	116	122	110	473

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.

Early College at Economedes will be offering the multi-disciplinary endorsement for all of its students.

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

Our Early College will be offering the students an opportunity to earn an Associate of Arts Degree in Multidisciplinary Studies.

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

All level I and some level II certificates are offered to our Early College Students but not required for our students.

Do the answers to the questions for Benchmark 4 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☒ Yes ☐ No

Please provide additional information about the exemplar activities related to this benchmark below.

In order to ensure that first-generation ECHS students are successful academically, socially, and emotionally, student support structures are a very important and mandatory part of an Early College. The school-within-a-school model, with its small cohort of highly qualified and specially selected teachers, form part of a close-knit learning community that fosters a sense of community for ECHS students and provide the physical and academically-rich and rigorous environment where students can transition from middle school to HS and into college classes. With the leadership of its instructional lead teacher, full-time and dedicated academic counselor, and ECHS director, the ECHS ensures that support structures and common instructional framework are in place to enhance teaching and learning and to ensure students are moving toward the goal of achieving at least 42-48 college hours or an Associate's Degree from South Texas College.

The following procedures will be implemented to ensure that students are meeting their academic goals as an ECHS student.

1. Review of student progress report grades or six weeks report card
2. Counselor/Administrator will meet with student in need of academic intervention
3. Student will be placed on Academic Probationary Contract as needed
4. Student will be required to fill out Extended Day Reflection Document
5. Parent will be notified of contract and Extended Day Reflection concerns
6. Student will be issued out MED card and be assigned for tutorial for 3 week period
7. Student progress will be monitored
8. Counselor and ECHS administrator will review progress and make recommendation to remove students from MED's and contract or to pursue student exit from ECHS program

***Parent Contact will be required from teacher for students that are failing a class and will be documented on ECHS phone log

Our ECHS has implemented a community service program that allows our students to provide service to its, school, church and community.

Students are also exposed to various careers through a series of invited guests from fields in in STEM fields and inviting former students with similar family background that are successful in higher education or industry.

The ECHS counselor collaborates with the Financial Aid Officer to ensure that all students and parents are aware of information, deadlines, FAFSA and other pertinent admissions requirements. ACT / SAT registration and apply Texas drives ensure that 100 % of ECHS students are registered and take the entrance exams.

College knowledge and skills are further enhanced through its structured AVID program.
