Texas Education Agency

2016-2017

Application for ECHS Designation

ECHS Applicant: ECHS @ NORTH

Application ID: 341781565

Provisions and Assurances

ECHS @ NORTH - 341781565

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

1.1 ECHS Applying for Designation

ECHS Campus Name	ECHS @ NORTH	**County District Campus Number**	108904003
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	2		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	3101 N. Closner	**Mailing Address - Line 2**	
Mailing City	Edinburg	**Mailing Zip Code**	78541

1.2 School District

District Name	Edinburg Consolidated ISD		
Mailing Address - Line 1	3101 North Closner Blvd.	**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 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 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 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**	Jose L.	**Last Name**	Chapa

Contacts

Phone (956) 289-2500 ext. 6715 **Email** jose.chapa@ecisd.us

1.6 ECHS Principal/Director

Title Mr. **First Name** Jose L. **Last Name** Chapa

Phone (956) 289-2500 Ext. 6715 **Email** jose.chapa@ecisd.us

1.7 Superintendent

First Name Rene **Last Name** Gutierrez

Phone (956) 289-2300 **Email** rene.gutierrez@ecisd.us

1.7.a Superintendent (District 2)

First Name 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** sofia21@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_4846@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**

Benchmark 1 - Target Population

ECHS @ NORTH - 341781565

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	105	108	0	0	213
2016-2017 projected enrollment	0	0	0	125	105	0	0	230

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	84.86	0	0	
At-risk	63	0	0	
LEP	31.13	0	0	
White	1.34	0	0	
Hispanic or Latino	97.75	0	0	
Black or African-American	.15	0	0	
First Generation College-Goers	N/A	N/A	N/A	
Other	.30	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 Early College at Edinburg North High School will hae specific procedures for recruiting and enrolling students into the ECHS cohort. The counseling and administrative departments at the feeder middle schools and the ECHS at ENHS will collaborate to promote the program to middle school students. A list of students that are at risk or economically disadvantaged will be generated through the PEIMS system. The list is further narrowed down by identifying which students are first generation college-goers. Recruitment and enrollment decisions are based on At-Risk as defined by PEIMS and typically under served sub-populations; however, decisions will not be based on state assessment scores, discipline history, grade average, or teacher recommendations. Once a list of qualifying students is created, presentations are made to students in the spring of 8th grade. Evening parent meetings are scheduled to present the program and its requirements to parents. These meetings are for all parents of students that qualify and those still interested in the concept. Several meetings will be held t make a greater attempt to reach as many parents of potential candidates as possible. Other attempts at reaching parents will be made including mail outs and parent phone calls will be made to those parents of students who qualify but have not attended any of the meetings. Once the benefits of participating in the Early College at Edinburg North have been shared with students and parents, an application will be filled out by students and reviewed by the enrollment committee. After the applications are reviewed to make sure students meet criteria of the target group, a cohort of 125 students will be selected. If the committee receives more than a 125 eligible applications, students will be randomly selected prior to the end of school.

Students selected for the Early College at Edinburg North will be first generation college-goers and At-Risk or Economically Disadvantaged students as indicated on PEIMS report. Although the application addresses grades, attendance, and STAAR scores, these areas are not indicators for enrollment or denial of enrollment. Since our district has other campuses with Early College High School designations, our campus along with the high schools have worked together to create a uniform application.

Benchmark 1 - Target Population

The Early College at Edinburg North is committed to recruiting students that are indicative of the enrollment of the comprehensive high school. This process requires focused promotion and extensive attempts for communication with the students and parents.

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

The program's recruitment and enrollment processes and requirements were developed after several meetings. The group became the ECHS committee and sifted over PEIMS data consisting of transcripts, historical data, and district guidelines. The meetings covered the agenda of the parent meetings and set up dates with feeder junior highs. Representatives of the same committee attended and presented at these at these same meetings. The enrollment process was decided upon via the collaboration of the different entities represented by the members of this committee. The requirements were directly in accordance with the district initiatives.

After the first semester, the ECHS design committee will review the data like the make up of the cohort as indicated through PEIMS, the attendance of the student in the cohort, the number of students completing the TSI requirements, and the grades of the cohort students. The possibility of modifying the identification component will be reviewed.

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

Benchmark 2: P-16 Partnership Agreement

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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
• 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	7

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	8
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	9
Provisions for implementing program improvements based on the collection and review of the following data: • 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	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

Benchmark 3: P-16 Leadership Initiative

ECHS @ NORTH - 341781565

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".

11/14/2014, 11/25/2014, 2/17/2015, 2/17/2015, 2/24/2015, 3/25/2015, 4/23/2015, 5/19/2015

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. Rene Gutierrez
Cirriculum & Instruction or Equivalent	Carlos Guzman
ECHS Principal or Director	Jose L. Chapa
IHE President	Dr. Shirley Reed
IHE Provost	Dr. Anahid Petrosian
Dean of College of Education	Rene Zuniga
ECHS Liaison	Sofia M. Pena

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 leadership team provides procedures and structures that allow our two organizations to collaborate and function as one to give our students an opportunity to meet the high school graduation requirements while beginning the college experience which will provide a seamless transition from high school to post secondary education.

The team provides leadership and vision that allows the partnership to flourish. They are involved in developing a well planned program, anticipating issues and challenges and providing support for solutions to these situations, and allocating resources for the program's success.

As a group, the leadership team has addressed the preparation of the application and the process for TEA designation. The team also discusses formalized procedures and structures in operations, academic advancement, student services, and to assist students in the seamless transition between high school and college. Discussions about strategies and practices aligned with school mission, academic goals, and an assessment of students' personal and academic needs take place. Some examples are student college readiness, GPA, transcripts, fields of study, ECHS visits to South Texas College Pecan Campus, summer bridge activities, graduation plans, and transition to universities. In addition, the team develops problem solving strategies that address issues and challenges including college course scheduling, faculty affairs, adjunct duties and responsibilities, online course offerings, and core curriculum.

This year, the committee served as an Advisory Committee whose function is to resolve ECHS/STC issues or concerns, plan for expansion, share progress, and/or plan Board meeting presentations.

After completing our first year with our first cohort, we are pleased with the final academic standing of the students of Early College High School at Edinburg North. Out of the 118 students in ECHS last year, 75 students finished in the top 10% of the freshmen class. This year, within that same cohort of students about 105 of them are enrolled in atleast 3 college hours with some up to 12 hours each semester. Being that our campus is a TSI test site, our goal for our freshmen cohort is to be TSI ready before the summer going into their sophomore year so that they may enroll in a college course. This past summer, we held our summer TSI bridge academy and were very pleased with the Reading/Writing results of the students who attended.. Currently, Edinburg North as a comprehensive high school has had a very successful partnership with STC with over 400 ENHS students earning more than 2100 credit hours. Edinburg North promotes a well developed college going culture.

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 Early College High School at Edinburg North is a small autonomous learning community. The ECHS program has its own hallway, teachers, schedule, counselor, leader, and curriculum plan. A culture of learning and support is permeated throughout the Early College High School at Edinburg North community for all stakeholders. Teacher empowerment and buy in is the foundation on which to build a strong staff at the ECHS. Faculty and staff will continue to be afforded professional development and key planning sessions to fully understand the early college concept and principles prior to assignment for the year. Campus planning sessions are built into the daily routines to foster strong communication with staff. Communication allows to address and reduce challenges. When the staff feels informed and empowered, they are happy and are less likely to look for other job opportunities. The plan of action here will be constant discussion, planning, re-addressing, and carrying through. As with any project, the outcome is only as successful as the internal working mechanisms allow for its productivity. The staff will become empowered throughout this project resulting in sustainability and success.

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

Benchmark 4: Curriculum and Support

ECHS @ NORTH - 341781565

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.

STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies

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

Interdisciplinary Studies

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

Level 1 and will provide the opportunity for Level 2 Certificates

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

The Early College High School at North will provide a personalized learning environment and provide academic and social support services to retain students. The counselor will be utilized as an advocate for the students enrolled in the program. This staff person will collaborate with teachers and director to target off task students and initiate conferencing with parents. This conferencing will be ongoing as it is a relative component to the idea of the students participating in a program that lends itself to growth with a support system in place. With the idea of having cohorts of 125 students, this counselor will have the time to review data disseminated by the district and contacts with the teachers relative to each student. After careful review of the data, the counselor will meet with the students as needed and make contact with parents as the need arises. The director will meet the teachers weekly to monitor attendance and academic progress data such as grades and test scores to ensure student success. It is a critical component of the program to give this staff member the time necessary to keep the dialogue ongoing between student/teacher/parent. It is also a critical component of the program that the director be given the time to know and learn important facts about each of his students in the program. This Early College High School will become an example of the "it takes a village" statement made by Hillary Clinton years past while being the wife to the then President of these United States.

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

A culture of learning and support will permeates throughout the Early College High School at Edinburg North. We will do so by dividing the students into peer groups at the onset of the program. These peer groups will be supervised by a member of the staff during conferencing times that are extended from morning advisory periods. The staff will meet with counselor and director at least once weekly for short briefs on the students' progress. These short briefs will then be extended to bi-weekly meetings focusing on an individual basis at least one hour during the week modeling traditional college professor office hours. The counselor will hold advisement sessions with every student to create individualized degree plans, to review the implementation of degree plans, to plan for registration of next semester, and to aid in the seamless transition between high school and college. These advisement sessions will be designed to empower yet guide students in the decision making process. The counselor will be advised to address parents via emails, phone calls, or in person regarding he nature of the concerns. Parents will be provided opportunities to stay connected through Parent Connect., campus website, and informational sessions conducted twice each semester. It is the hope of the director of the Early College High School that students' needs become a priority when that need prohibits academic growth. When the concern has to do with failing grades, there will be tutoring in place in the morning before school, during lunch, and after school. If the teachers finds the need to reteach, the students will then benefit from the peer groups as their time will be utilized for the re-teaching. All stakeholders will work collaboratively to reduce barriers that have traditionally hindered student success.

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

The Early College High School at Edinburg North will provide social and emotional support to the students by utilizing the same methodology of the peer groups. The counselor, being the advocate for the students, will be up front and center for the program. This counselor will have a social worker from the main campus to assist with support as well as district personnel when necessary. The counselor will be in contact with the college campus and attending sessions on related problems that are associated with the college going students. Always keeping in mind that these students are high school students first, the staff will have to realize that their needs will be different from those peers on the college campus that are older and hopefully, a bit wiser. The students will also be introduced to college counselors who will begin a relationship with them that will grow as the student goes through the program. It will be important that parent contact always be a priority as their guidance will prove necessary throughout the four years. The parents will need to provide nurturing and
support right alongside the staff from the school as well. We realize that parent partnerships are very relevant to student success and keeping them connected is a critical component to the program. "College, Conversation, and Coffee" is an initiative that we think will encourage parents to meet in a smaller more casual setting to discuss topics associated with going to college. Through this initiative, we hope to get school personnel, former students, and parents discussing the different

areas associated with the process of college. This type of setting will give the parent more ease into the transition of that college going dialogue. These parents just need a door to be opened that doesn't hold information that makes them feel inadequate or intimidated. It is our hope that the historically quiet, humble, and informed parent becomes a champion for their child's education through education!

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

Benchmark 5: Academic Rigor and Readiness

TSI Testing and Success

Please list the dates that this group met during the past school year	To be determined by District TSI Committee
Please list the dates that the TSI will be administered in the coming year	Sept 19, 2015 October 17 & 31, 2015 January 30, 2016 February 13 April 9 & 23
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.

Summer and Fall Bridge activities will be developed and organized to promote sense of community, provide students with college knowledge sessions and given a tour of the college campus. Students engage in team building, time management, goal setting and testing strategies to help them prepare for the rigor and coursework they will encounter as college students.

Presently, Edinburg North as a comprehensive campus is a test site for TSI. The district is piloting a program that will allow each high school to test a group of students for baseline scores to prepare for academic interventions for deficiencies. Once in place, TSI testing will be available ongoing as students are filtering through preparation classes before and after school or during lunch if student chooses to participate. Saturday programs will also be implemented for these students as well. These preparation classes will be supervised by the ECHS staff who have been named as faculty mentors to students in need of TSI. Another initiative is to collaborate with other district high schools to offer a six hour Boot Camp that is designed to provide test preparation strategies. Fee waivers will be available as per district implementation to each school under current budgets.

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, schedule, and curriculum 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.'

Edinburg North High School's Early College High School students will be provided opportunities and access to the STC campus to ensure the college campus experience. The students will be transported to STC's Pecan campus and given a tour of buildings and areas that are to be utilized: the library, technology, computer labs, science labs, career center, advising center, and other resources and activities that will encourage and enhance student success. In addition, our teachers will work collaboratively and attend training with the STC facility to ensure the academic rigor. Other campus visits are in the plan in order to stay informed of and participate in campus programs, support services, and college culture. Students will also have the opportunity to take summer courses or participate in summer programs offered at the STC campuses. Project Share, which is a district-wide technology program already in use, will be available for the teachers to post course content and host discussions online. Students have unlimited storage on this portal and can work from home while getting updates on the course or chatting about class content can work from home while getting updates on the course or chatting about class content with peers. This program serves as an extension of the resources already available through the STC campus via the Center for Learning Excellence.

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 Early College High School director will oversee all operations of the school and provide support as necessary. The director coordinates and confers with all entities as relevant to student success. In scheduling, the director supervises the decisions of teacher assignments, courses offered, and time frames. The hiring process will be led by the director with collaboration amongst a hiring committee. The director will oversee all budgeting procedures making sure that it follows district policy. The director will oversee student participation during cafeteria time, passing periods, in school activities, and bus duties. The director will meet with teachers weekly to monitor attendance and academic progress data such as grades and test scores in order to ensure student success. The director will have a complete understanding of the ECHS design model, understand the Common Learning Frameworks, and commit to attend all the TEA and THSP ECHS sessions.

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.

The IHE liaison offers support to ECHS students, staff, and other personnel working directly with the ECHS at both the school district and the college campus.
1. She coordinates the successful implementation of Early College Initiatives and ensures that schools are following the models as required by TEA.
2. She assists with the application, promotion, and implementation of ECHS.
3. She works with the high school staff to meet the parental information component of the application.
4. She maintains and organizes steering board meetings for the ECHS.
5. She meets with students and staff as necessary to ensure program success.
6. She works directly with the Early College at Edinburg North staff.
7. She works with the South Texas College Faculty and staff designated to provide instruction and support services to ensure the success of the ECHS.
8. She facilitates professional development activities for public school and higher education faculty and staff designated to participate in ECHS initiatives.
9. she develops schedules, implements and evaluates all aspects of the ECHS academic and college readiness for each participating school district.
10. She coordinates ECHS course schedules, high school faculty cost agreement and STC campus visits and activities.
11. She assists Student Affairs with Summer Bridge programs and other college related events.
12. She gathers appropriate data and writes reports and updates for ECHS stakeholders.
13. She works closely with the ECHS in the promotion and selection of students and faculty.
14. She meets with students and staff as necessary to ensure program success.
15. She assists STC Student Enrollment Services with enrollment during peak registration times (Fall and Spring semesters)

Is the IHE liaison working with other ECHS campuses?

- (●) Yes
- ( ) No

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

South Texas College supports the following 26 Early College High Schools:
1. McAllen Achieve
2. Mercedes
3. PSJA - Thomas Jefferson T-STEM

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 first step in our staff development is to educate the ECHS teachers in the Early College High School Design and the Common Learning Frameworks. The ECHS teachers will be expected to attend summer PreAP and AP Training sessions. Teachers will also be expected to attend the summer AVID trainings and any ECHS conferences. Our Dual Enrollment instructors will be expected to participate in the STC staff development opportunities. these teachers will be expected to partner with STC peers in designing classes that align with sequencing at the STC campus level. Our beginning teachers will be assigned a teacher mentor to assist in empowering their teaching methodologies and campus procedures. The ECHS director will coordinate opportunities for teachers to observe each other in the practices of classroom delivery and management.

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:

12/16/2015
(mm/dd/yyyy)

ECHS Recruitment and Enrollment Form

ECHS Application 8.5.15.docx

Letter of Support from District #1

Status

(•) Final ( ) Draft

Letter of Support from District #2

Status

( ) Final ( ) Draft

Texas Education Agency

Application for Early College High School Designation

Generate PDF of Application

ECHS @ NORTH - 341781565

Expected date for final draft:

12/16/2015

(mm/dd/yyyy)

Letter of Support from District #3

Doc_LoSDist1_Status

○ Final ○ Draft

Expected date for final draft:

(mm/dd/yyyy)

Letter of Support from IHE Partner #1

Status

◉ Final ○ Draft

Expected date for final draft:

12/16/2015

(mm/dd/yyyy)

Letter of Support from IHE Partner #2

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

English BROCHURE 2015 2016.pub

Texas Education Agency