



2016-2017

Application for ECHS Designation

ECHS Applicant: PSJA Memorial ECHS

Application ID: 471478410

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

PSJA Memorial ECHS - 471478410

1.1 ECHS Applying for Designation

ECHS Campus Name	PSJA Memorial ECHS	County District Campus Number	108909002
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	4		
Application Status	Renewal: applying to renew designation on behalf of a fully designated ECHS.		
Mailing Address - Line 1	800 S. Alamo Rd	Mailing Address - Line 2	
Mailing City	Alamo	Mailing Zip Code	78516

1.2 School District

District Name	Pharr-San Juan-Alamo ISD		
Mailing Address - Line 1	601 E. Kelly	Mailing Address - Line 2	
Mailing City	Pharr	Mailing Zip Code	78577

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	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	Mrs.	First Name	Elia	Last Name	Corona
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Contacts

PSJA Memorial ECHS - 471478410

Phone 956-354-2420

Email elia.corona@psjaisd.us

1.6 ECHS Principal/Director

Title Mr. First Name Juan C.

Last Name Garza

Phone 956-654-2420

Email juan.garza@psjaisd.us

1.7 Superintendent

First Name Daniel P.

Last Name King

Phone 956-354-2000

Email drking@psjaisd.us

1.7.a Superintendent (District 2)

First Name Daniel P.

Last Name King

Phone 956-354-2000

Email drking@psjaisd.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

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 Name Shirley

Last Name Reed

Phone 956-872-8366

Email Yolandao@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

PSJA Memorial ECHS - 471478410

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	536	233	120	119	1,008
2016-2017 projected enrollment	0	0	0	536	536	233	120	1,425

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate'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
 Multidisciplinary Studies

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

Biology
 Chemistry
 Computer Science
 Criminal Justice
 Engineering
 Interdisciplinary Studies
 Mathematics
 Physics
 Political Science
 Psychology
 Secondary Education
 Spanish

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

Automotive Technology
 Computer Application Specialist
 Computer Internet Specialist
 Health Electronic Records Specialist
 Marketing
 Medical Office Specialist
 Multimedia Specialist
 Payroll Assistant
 Precision Manufacturing Technology
 Recruiter Assistant
 Structural Welding

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.

PSJA Memorial Early College High School (MECHS) has had its designation since the 2012-2013 academic school year. It has an average of 88% Economically Disadvantaged students. Its mission is to create and maintain an environment that ensures that every member of the school community reaches a high level of academic achievement as determined by state and national standards along with an associate's degree, 60 semester hours toward a baccalaureate degree, or the entire Texas Higher Education College Board core curriculum completed. In an effort to provide the same college going culture to all students in our school community, PSJA MECHS began its transition from a School Within A School (SWS) Model to a Comprehensive early college high school at the start of the 2015-2016 school year. All 524 students in the 9th grade class are early college high school students. The goal is to phase out the SWS model by the 2018-19 academic school year. All high school counselors and administrators at PSJA MECHS have received training on the Early College High School Design Model and work closely with the Early College Director in providing advisement and guidance on early college district and campus initiatives. The 10th, 11th, and 12th grade Early College cohorts continue to receive guidance and support from the Early College Director and Early College Counselor. The ECHS counselor continues to work alongside the South Texas College (STC) Transition Specialist to advise students in activities such as: College Workshops, Scholarship/College Night, College Career Services and Student Life Services. Information provided to students and families during Scholarship/College Nights guide students on their path to degree completion. Students are enrolled in a College Readiness Course where they are afforded opportunities to prepare and become exposed to the rigor of college courses while in a high school setting. During this time, students also learn about career pathways, degree plans, course sequencing, campus and STC academic and student support services. ECHS staff monitors student progress through transcript and degree plan audits and online tools such as Data Management Assessment and Curriculum (DMAC) and the district's College Readiness Dashboards which track student progress on TSI and Dual Credit enrollment. Support systems at the ECHS include after school tutorials for students in the core academic areas; TSI Math, Reading and Writing; as well as college enrichment workshops designed to enhance awareness on how to be successful in college. These sessions, which are conducted by the College Transition Specialist, include study skills, time management, test anxiety, forming study groups, goal setting and other related subjects. In addition to resources at the ECHS, there are additional resources which students have access to at STC, such as the Center for Learning Excellence (CLE). The CLE provides services like Supplemental Instruction, Student Success Workshops, Group Tutoring by appointment, and Exam Proctoring in a variety of subject areas. The ultimate goal is to build strong and lasting relationships that will motivate students to experience success and have a positive impact in their community.

