



**2016-2017**

**Application for ECHS Designation**

ECHS Applicant: PSJA Southwest Early College High School

Application ID: 882987320

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 Southwest Early College High School - 882987320

## 1.1 ECHS Applying for Designation

ECHS Campus Name	PSJA Southwest Early College High	County District Campus Number	108909007
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input type="radio"/> Shared With a Comprehensive Campus <input checked="" type="radio"/> Belongs only to the ECHS		
Years Designated	5		
Application Status	Renewal: applying to renew designation on behalf of a fully designated ECHS.		
Mailing Address - Line 1	300 East Rancho Blanco Road	Mailing Address - Line 2	
Mailing City	Pharr	Mailing Zip Code	78577

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## 1.2 School District

District Name	Pharr-San-Juan-Alamo ISD		
Mailing Address - Line 1	601 East 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	

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## 1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	South Texas College		
Mailing Address - Line 1	3201 West 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?			

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## 1.4 Education Service Center Region

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## 1.5 Person Completing this Application

Title	Mrs.	First Name	Stella Ann	Last Name	Sanchez
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# Contacts

PSJA Southwest Early College High School - 882987320

Phone 9

Email stella.sanchez@psjaisd.us

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## 1.6 ECHS Principal/Director

Title Mr. First Name Ranulfo

Last Name Marquez

Phone 956-354-2480

Email ranulfo.marquez@psjaisd.us

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## 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

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## 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

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## 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 Southwest Early College High School - 882987320

**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	487	443	454	390	1,774
2016-2017 projected enrollment	0	0	0	487	487	443	454	1,871

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 & Industry
- \* Public Service
- \* Arts and Humanities
- \* Multidisciplinary Studies

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

- \* Associates in Biology
- \*Associates in Criminal Justice
- \*Associates in Mathematics
- \*Associates in Physics
- \*Associates in Spanish
- \*Associates in Computer Science
- \*Associates in Nursing
- \*Associates in Interdisciplinary Studies
- \*Associates in Engineering
- \*Associates in Psychology
- \*Associates in Chemistry

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

- Level 1 Certificates:
- Medical Office Specialist (MOS)
  - Automotive Technology
  - Structural Welding
  - Marketing
  - Multimedia Specialist
  - Computer Application Specialist
  - Precision Manufacturing Technology
  - Computer Internet Specialist
  - Health Electronic Records Specialist
  - Recruiter Assistant
  - Payroll Assistant

**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.**

Southwest ECHS provides instructional strategies that complement the students' learning styles. South Texas College and Southwest ECHS provide students with social, emotional, and academic intervention support services and resources designed to maintain the student in good academic standing. Southwest ECHS has created a Student Early College Committee in order to address the needs of early college students. The committee is student lead and it meets every Friday before school to discuss problems and solutions. On Wednesday mornings at 7:30 am, the committee offers College Advising Wednesdays in the library. Students have access to an early college advisor/high school counselor who is there to counsel and do advising as needed. These students also conduct classroom presentations to incoming freshmen about available dual enrollment courses, degrees and certificates offered. The district's College Transition Specialist trains early college committee students on Degree Works, which is STC's degree plan progress portal for all students. This ongoing effort develops the "college-going" culture with student recommendations of available academic services and resources designed to help students successfully complete their individual Graduation Plans (IGP) and attainment of an associates' degree or academic core completion.

Additionally, STC advisors assist the ECHS college advisor/high school counselor in developing an instructional plan that is tailored to provide academic support. This plan is reviewed every semester by the college advisor/high school counselor, early college director, and IHE liaison. STC and Southwest ECHS allocate resources such as college readiness workshops and tutorials, technology equipment, and other student support resources in order to increase the success and completion of a degree. Through the use of the College Readiness Dashboards, STC and Southwest ECHS are able to share data on all students in order to address strengths and weaknesses and provide needed systems of supports.

Southwest ECHS offers a three-week Summer Bridge Program that supports not only newly enrolled ECHS students, but all students who have not mastered the TSI. This program is designed to meet the needs of each ECHS cohort. The Summer Bridge Program includes a TSI instructional curriculum in reading, writing, and math along with college knowledge support workshops in time management, team building activities, leadership skills, and practices that support academic and emotional support in the transition to college. At the end of the program, students visit STC campus and experience a college going environment by touring the

campus and learning about the academic and student support services, and extracurricular activities available to them.

A College Readiness class is available to all incoming Southwest ECHS students. This class supports students who are struggling academically in their college course work and provides TSI tutorials for students who have not yet met TSI standards. In order to address the academic needs of all students, Southwest ECHS dual enrollment staff provide extensive in-depth tutorials in all content areas Mondays through Thursdays from 7:15am to 7:55am and 3:45pm to 4:45pm in our JAVS' Java Café at the campus Library. Students have access to a computer lab which allows them to complete assignments for their course work.