



2016-2017

Application for ECHS Designation

ECHS Applicant: Weslaco Early College High School

Application ID: 454509281

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

Weslaco Early College High School - 454509281

1.1 ECHS Applying for Designation

ECHS Campus Name	Weslaco Early College High School	County District Campus Number	108913001
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	1		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	1005 W. Pike	Mailing Address - Line 2	
Mailing City	Weslaco	Mailing Zip Code	78596

1.2 School District

District Name	Weslaco ISD		
Mailing Address - Line 1	319 W. 4th Street	Mailing Address - Line 2	
Mailing City	Weslaco	Mailing Zip Code	78596

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 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?			

1.4 Education Service Center Region

1

1.5 Person Completing this Application

Title	Mrs.	First Name	Sandra	Last Name	Cerda
-------	------	------------	--------	-----------	-------

Contacts

Weslaco Early College High School - 454509281

Phone	956-969-6700	Email	scerda@wisd.us
-------	--------------	-------	----------------

1.6 ECHS Principal/Director

Title	Mrs.	First Name	Yvett	Last Name	Morales
Phone	956-969-6700	Email	ymorales@wisd.us		

1.7 Superintendent

First Name	Ruben	Last Name	Alejandro
Phone	956-969-6500	Email	superintendent@wisd.us

1.7.a Superintendent (District 2)

First Name	Ruben	Last Name	Alejandro
Phone	956-969-6500	Email	superintendent@wisd.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	956-827-2303	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	sareed@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	89	0	0	0	89
2016-2017 projected enrollment	0	0	0	100	89	0	0	189

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	80	0	0	63
At-risk	61	0	0	34
LEP	28	0	0	15
White	2	0	0	1
Hispanic or Latino	98	0	0	99
Black or African-American	.0006	0	0	0
First Generation College-Goers	N/A	N/A	N/A	0
Other	0	0	0	0

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

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

If other, please explain:

Special education population
ESL population
LEP population
504 population

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 Weslaco Early College High School Design Committee developed and adopted the following procedures:

Eligibility, Recruitment, Selection, Enrollment, & Attendance for Weslaco Early College High School Policy

The Weslaco Early College High School will apply its resources to serve all eligible students who are interested in an Associate of Arts Field of Study in Interdisciplinary Studies, Associate of Science in Engineering, General Math, General Biology, or Computer Science at South Texas College. Weslaco ISD will open this opportunity to all students which include those that are at risk, Limited English Proficient, and/or those who have failed state assessments.

Eligibility
All interested students will be encouraged to apply.

Recruitment
Classroom presentations will be conducted at each middle school during the month of January and February. Mandatory information sessions will take place during the month of February and March. Parental involvement meetings will be held to inform and disseminate information. Weslaco ISD will be using district resources to inform the community about this opportunity. District resources include the following:

Local Newspaper
Local TV Station-KWES

District’s Email System
Phone Calls to parents and home visits

Selection
Until the classrooms are filled, students will be selected in this order of priority:

First Generation college goers
Students of low socio economic status
Any other interested students

In order to be considered for selection to the Weslaco Early College High School Students must complete the following:

Attend campus information session for students scheduled the week of February 15-19, 2016.
Attend an information session for parents and students.

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

The Weslaco Early College High School Design Committee developed procedures for recruitment and enrollment. The committee was composed of the following individuals:

College Readiness Director-District Level
High School Principal/Administrator
High School Counselor
IHE Liaison

Several Meetings took place to ensure that we developed standard operation procedures for this new program. Staff thoroughly reviewed the recruitment and enrollment process. They focused on the following principles:

- To provide opportunities for all students who are interested.
- To focus on those students who would not attend college if they were not selected for the program.
- To focus on programs that would enhance parental involvement.
- To identify and secure enough resources to meet enrollment objectives.
- To devote enough attention to student retention as they do recruitment.
- To develop programs that will assist students that are falling behind academically.

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

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, we would like to be considered. Our goal is to provide opportunities for low socio economic students and at risk students. This will assist us in improving our community by bridging the gap between high school and post secondary schools. By providing a small community of early college program, we can create a small structured environment that will nurture their learning and be beneficial to all parties. Because the college level classes require greater dedication and commitment, they will be smaller with teachers who offer more support. Rigorous academic standards are demanded from participants so staff collaboration and personal attention are the standard.

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	6
Provisions for discontinuing ECHS operation (see next section for details)	7
<div><ul style="list-style-type: none">• Number of credit hours taken and earned• GPAs• State assessment results• SAT/ACT, PSAT scores• TSI readiness by grade level• Qualifications of ECHS staff• Location(s) where courses are taught</div>	7

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

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

☒ Yes ☐ No

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

Weslaco Early College High School Design Committee all agreed to focus on the following initiatives for recruitment purposes:College Visits
Interested students will have the opportunities to visit South Texas College and learn about the programs available. Students will have an opportunity to visit the different resources(i.e. Library, Student Center, Computer labs) available at STC and understand that if they participate in the program, they too will have access to these resources. Weslaco ISD will cover the cost of the trip, which will include meals at South Texas College. Trip will be scheduled during second semester of 2016. This will be a full day trip for students.

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". 08/15/15,08/21/15,10/27/15,11/3/15

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

Title	Name
Superintendent	Dr. Ruben Alejandro
Cirriculum & Instruction or Equivalent	Susan Peterson
ECHS Principal or Director	Yvett Morales
IHE President	Dr. Shirley A. Reed, M.B.A., Ed.D
IHE Provost	Anahid Petrosian
Dean of College of Education	None
ECHS Liaison	Sofia Pena
	Norma Brewer

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.

Weslaco High Early College High School design team and South Texas College have met on numerous occasions to address course offerings, staffing, tuition-fees, textbook, transportation and use of facilities. Other areas discussed include curriculum and instruction, governance, student support structures, parent and community involvement. As the new Weslaco Early College High School continues designation, The ECHS design team will strengthen their efforts to ensure that the established partnership continues to support the students of Weslaco Independent School District.

The functions of the group are the following:

IHE (South Texas College) Staff:

Assist in having an authentic relationship by providing long term support for one another, challenging one-another to improve and to question our current perceptions, and to learn together.

To provide leadership that has direction and momentum, and it negotiates tough passages.

Provides leadership and oversees the Weslaco Early College High School program.

Assist in Planning pathways and crosswalk for the programs being offered.

Provides external support from Texas Education Agency, Educate Texas, and other entities coordinates the successful implementation of all EXHS initiatives with staff

Assist with the application, promotion and implementation of ECHS initiatives with Weslaco ISD

Assist with collaboration of camps and support services.

Assist with college awareness of tuition costs and awareness for parents.

Works closely with the ECHS personnel in the promotion and the selection of participating students and faculty

Provides support for curriculum alignment and transitions from the high school to the college they plan on attending.

Supports the district with resources that help out at-risk population

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 Weslaco Early College High School Design Team has identified and will implement the following sustainability structures to address and minimize the challenges of staff turnover:

Extra duty pay

Numerous staff development opportunities at no cost to the teachers

Travel reimbursement for school related activities

Stipends for working with special populations (ie ESL, Special Ed., etc.)

Opportunity to attend local and out of valley conference

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

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

WECHS plans to provide our students with long term support. We will provide opportunities for academic development; assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. The goal is to increase the college retentio and graduation rates of its participants. Our program will provide: academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects; advice and assistance in postsecondary course selection.

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.

Weslaco Early College High School will offer the following endorsements:

STEM, business and industry and multidisciplinary which allows students to select courses from the curriculum of different endorsements areas and earn credits in a variety of advanced courses from multiple content areas sufficient to complete the Distinguished Level of Achievement.

Science, Technology, Engineering & Math (STEM)

A student may earn an endorsement on the student’s diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student’s junior year. An endorsement under this subsection may be earned in any of the following categories:
•science, technology, engineering, and mathematics (STEM), which includes courses directly related to science, including environmental science, technology, including computer science, engineering, and advanced mathematics

Business and Industry

A student may earn an endorsement on the student’s diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student’s junior year. An endorsement under this subsection may be earned in any of the following categories:
•business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning

Multidisciplinary Studies

A student may earn an endorsement on the student’s diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student’s junior year. An endorsement under this subsection may be earned in any of the following categories:
•multidisciplinary studies, which allows a student to:
 select courses from the curriculum of each endorsement area described by Subdivisions (1) through (4); and
•earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high

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

Associate of Art Degree in Interdisciplinary Studies.

This program will allow students to get a broad-based college education in multiple fields of study. Students can take classes in the arts, humanities, social sciences, natural sciences, computer applications and math. The program will promote critical thinking skills and allow students to make informed choices about where they want to take their education in the future. This degree will also offer students the opportunity to enroll in a Bachelor of Applied Technology Program at South Texas College.

Associate of Science in Engineering

The Associate of Science degree with a field of study in Engineering offers students opportunity to take core curriculum of general education with a an emphasis in engineering. At the present time, a high percentage of all the technical and managerial positions in industry are occupied by engineers. Our engineering program prepares students for transfer to a four-year institution where they can specialize in all engineering disciplines.

Associate of Science in General Math

The Associate of Science degree with a field of studying in Mathematics offers students the opportunity to take a core curriculum of general education with an emphasis in Mathematics. Mathematics majors have many potential opportunities. They may provide technical assistance in business, engineering, science, medicine and many other fields.

Associate of Science in General Biology

The Associate of Science degree with a field of study in Biology offers students the opportunity to take a core curriculum of general education courses with an emphasis in Biology. Many exciting career opportunities are available in the biological sciences. Students should bear in mind that many of the career areas require training

Associate of Science in Computer Science

This program is designed for students who plan to continue a Baccalaureate degree at South Texas College or to transfer to a four-year college or university to pursue a Baccalaureate degree in Computer Software Engineering and/or Computer Science. It is also designed to prepare students entry level positions in the field of computer science.

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

The following will be level one certificates that will be offered at Weslaco High School Early College:

Multimedia Specialist

The Multimedia Specialist Certificate is intended for students who are interested in the multimedia side of technology. In addition to gaining experience with business productivity software such as word processing and presentation software, students in this program are further exposed to interactive digital media software, where they can learn skills in photo editing, digital publishing and web development. Most credits earned will transfer to a Computer and Technologies Certificate and to an Associate of Applied Science degree for Computer Specialist.

Computer Application Specialist

The Computer Application Specialist program prepares students to meet the demand for advanced skills and knowledge in some of today’s leading business applications. Students completing this certificate are equipped with comprehensive abilities in business productivity software such as word processing, spreadsheet, and database management systems. They also finish the program with extensive experience in the use of multimedia software for tasks such as digital publishing

and photo editing. All credits earned in this program transfer to the Computer and Information Technologies Certificate and the Associate of Applied Science degree for Computer Specialist.

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

Weslaco Early College High School was designed using the key components of the Early College High School Model to motivate and to engage students who are at risk of dropping out of school by learning academic and social skills necessary to complete high school and prepare them for postsecondary success in a small learning environment. Students are engaged in rigorous and relevant instruction, research careers of interest, discuss college requirements and courses of study with teachers, counselors and staff in an effort to prepare the students for postsecondary experience. Teachers will frame actions and develop implementation plans on the basis or various data.

Collaborative action teams will be formed to ensure all students are learning equitably.

Students below grade level will receive intensive interventions before, during, after school, during advisory and on Saturdays. The teacher will assist students during their intervention sessions during class using alternate methods of instruction. Students have the options to work with a peer tutor of their choice in English language arts, math, science and social studies.

Students will be assessed every six weeks to measure progress for each core content area using district’s six weeks benchmarks and teacher developed tests.

Staff will utilize the following to monitor progress and identify areas of need:

Formative Assessments-Observations, questioning, discussions, graphic organizers, visual representation, etc.
Summative Assessments- Benchmarks, state mandated exams, teacher developed exams, projects, etc.

Students will be work force ready through the exposure to post secondary education. Through collaboration and communication students will be prepared for life long learning and become 21st century learners.

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

An individualized intervention plan will be developed by core content area teachers for students struggling in reading, math, science and social studies every six weeks based on student expectations and for those students who require remediation. The district will provide resources that will target the individual needs of each student. Such resources will include, but not limited to the following:

Edmentum- This program will provide the most comprehensive and interactive preparation for students taking the TSI assessment . They will be going to a college readiness class to review and prepare for TSI testing.

After School Make Up Sessions: Students will have the opportunity to make up missing assignments while monitored in a class afterschool. Teachers will provide a list of students and missing assignments. Transportation will be provided.

Grade Recovery- Students will be given an opportunity to recover grades lower than a 60. They will be given a window to complete work. Teachers will assign make-up work. Once window is over, they may no longer be allowed to recover the grade.

iStation-This is a program where students discover the innovative world using technology. Students use computer-adaptive assessments that dynamically adjust to each student’s skill level. It provides engaging and interactive content in a game-like format that students love. It provides measurable results in elevating students to on-grade-level reading. It also provides students with immediate feedback through on-time scoring.

MyOn-This is a complete literacy program that provides students access to thousands of enhanced digital books. Tutorials are available that are personalized to the needs of the student.

Extended Day Tutorials-Students will have the opportunity to attend extended day tutorials to work on areas of need. These tutorials will be available after school and on Saturdays. Certified teachers will be hired to assist students during these tutorials.

Students eligible for special education services will receive in class support by a certified Special Education Teacher and Special Education Instructional Assistant. A content mastery lab will also be utilized to further assist students who require oral and or written assistance during class for all core content areas.

Students eligible for 504 services will receive additional support by a classroom teacher as specified in the Individual Accommodations Plan.

Principal /Counselor and student Advisement sessions will also be in place to promote post-secondary education. Through these sessions students will be introduced to college life, create individual academic plans that provide a pathway to a baccalaureate degree, and introduce college professionals and their roles.

All students will visit South Texas College and other local IHE. The purpose of those visits will be to expose them to different programs that are available.

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

Weslaco Early College High School will provide social and emotional support to students throughout the school year.

Staff will be provided with staff development opportunities to be able to identify and address the social emotional needs of students.

District staff will also be available to provide students with the necessary resources that are needed to be successful.

District Intervention Specialists will be available to assist students in need.

The school counselor will design and deliver a comprehensive school counseling program that will promote student achievement. The program will be data-driven

Benchmark 4: Curriculum and Support

and will focus on academic, career, and social/emotional curriculum that is delivered through classroom lessons, small groups and individual counseling sessions. The school counselor will focus his/her skills, time and energy on direct and indirect services.

Students will be provided assistance in the following areas:

- Transitioning from high school classes to college level classes
- Educational planning
- Navigating through college information
- Personal Educational Planning
- Academic Assessments
- Career Development
- Planning for Post-Secondary education
- Personal development
- Social Development
- Referral to appropriate in school and out of school resources

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

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

The Weslaco Early College High School will provide students a healthy place to learn. It will provide a sense of safety, challenge, and mission to: foster positive relationships between and among adults and students; to provide students with access to mental health support and youth development opportunities. This school will focus both, student learning and the development as well as the provision of social emotional supports that foster these outcomes. Campus staff will collect and use data to monitor individual and school progress. Action plans will be created based on student needs and continuous feedback from inside and outside the school.

TSI Testing and Success	
Please list the dates that this group met during the past school year	August 5 and 22, 2015, October 26,2015 November 4, 12, 20, 2015 and December 2,4,8, 2015.
Please list the dates that the TSI will be administered in the coming year	October 15, 2015, November 11, 2015, December 2 and 19, 2015 January 12, 2016, March 9, 2016, April 6 and 27, 2016, and May 18, 2016
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input checked="" type="radio"/> ECHS is a TSI assessment site</div> <div><input type="radio"/> IHE administers the TSI</div>
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.	
<div>TSI Interventions:</div> <div>Edmentum program extended day online reviews college readiness class pull outs review camps mentor TSI nonpassers daily review data desegregation to align TSI to current curriculum small group parent contact and awareness sessions summer bridge program staff development for teachers to prepare for TSI</div> <div>The Weslaco Early College High School plan for TSI success is the following:</div> <div>Academic Preparation Classes: Students will be offered an opportunity to enroll in Academic Preparation classes that will focus on TSI readiness. These preparation classes will have set expectations for each student.</div> <div>Summer Bridge Program: Students will be able to participate in Summer Bridge Programs that will help them understand themselves as learners and individuals. It will provide students information on campus resources and procedures. Enhance their time management skills. They will also have an opportunity to practice note-taking skills and test taking techniques. They will also have opportunities to visit institutes of higher education and learn about admissions requirements, financial aid, housing, etc.</div> <div>Academic Intervention: Academic interventions will be in place for students who do not master the TSI. Staff will increase structure and predictability. It will also increase positive feedback towards students. Emphasis will be placed on social behaviors that help student's access academic success. Staff will address the academic, social and emotional needs of students.</div> <div>Advisory Program Advisement Classes will be held during the day.</div>	
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?	
<div><input checked="" type="radio"/> Yes</div> <div><input type="radio"/> No</div>	
Please provide additional information about the exemplar activities related to this benchmark below.	
Increasing academic rigor has been almost universally accepted as the primary strategy for preparing more students for college. WECHS is dedicated in increasing student achievement by implementing rigor and readiness in the classroom. As many interventions will be attempted they will be closely monitored and regularly assessed. Emphasis will also be placed on the social and emotional needs of the students to ensure there is success in the program.	

ECHS Site Design

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

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

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

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

Students will have access to the following IHE resources:

Computer Labs- Students will have access to computer labs during hours of operation.

Library- Students will have access to library services.

Writing Labs-Students will have access to writing labs located at the STC center for learning excellence.

Cafeteria-Students can use the Weslaco Early College High school cafeteria or cafeteria located at South Texas College

Science Labs- Teachers will reserve the science labs and use these labs on Fridays.

Career Center-Students will have access to career centers during hours of operations.

Gymnasium, weight room, athletic fields- Students will have access to recreational types of resources.

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 Weslaco Early College High School Administrator/Principal will oversee the following:

School Operations

Academic/Curriculum Alignment

Data/Research

Discuss formalized procedures and structures in operations, academic achievement, and student services, to assist students in the transition between high school and college.

Discuss strategies and practices aligned with the school mission, academic goals, and assessment of students personal and academic needs.

Develop problem solving strategies to address issues and challenges.

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 ECHS Liaison will do the following:
Provide leadership and oversee the South Texas College Early College Early College High School program and serve as the liaison with the public school partner.
Program and serve as the liaison with the public school partner.
Coordinate the successful implementation with other Early College High School Initiatives.
Assist with the application, promotion and implementation of Early College High School initiatives with potential school districts.
Works closely with ECHS public school districts in the promotion and selection of participating student and high school faculty.
Works with STC faculty and staff designated to provide instruction and support services for Early College High School Initiatives.
Facilities professional development activities for public school and higher education faculty and staff designated to participate in Early College High School Initiatives.
Develops schedules, implements and evaluates all aspects of the Early College High school's academic and college readiness for each participating school district.
Coordinates Early College High School Course schedules, high school faculty cost arguments, and STC campus initiatives.
Assists Student Affairs with Summer Bridge programs and other college-related events.
Works closely with Student Affairs to develop and coordinate presentations regarding STC's policies and procedures.
Maintains and organizes steering board meetings for each Early College High School as needed.
Gathers appropriate data and writes reports and updates for Early College High School Stakeholders.

Weslaco Early College High School Staff and STC Liaison will meet bi-weekly to discuss concerns.

Is the IHE liaison working with other ECHS campuses?

☒ Yes ☐ No

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

The Liaison will work with the following campuses: East Early College High School and Weslaco Cate Early College

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.

Weslaco Early College High School's professional development plan will meet teachers' professional learning needs and improve student learning. It will address priorities in district master plans, school improvement plans and meet the requirements of South Texas College. The professional development plan will include professional learning communities, project based learning and technology enabled learning. Staff development opportunities will also focus on relevant content area, embedded career development education, recognizing and resourcing necessary student support and alignment and preparedness for post secondary success. Staff will also focus on creating a culture that emphasizes a strong college going pathway and/or a strong sense of success after high school and post secondary success.

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

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

Our staff for the WECHS is very well prepared to meet all of the needs of our students. All have masters degrees and are well qualified to teach our students. They are technology driven and work hard to empower the whole child.

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:

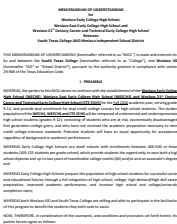
• **Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers 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:

1/15/16

(mm/dd/yyyy)

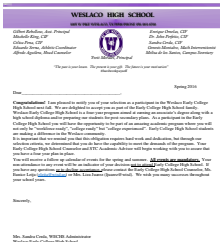
Letter of Support from District #1



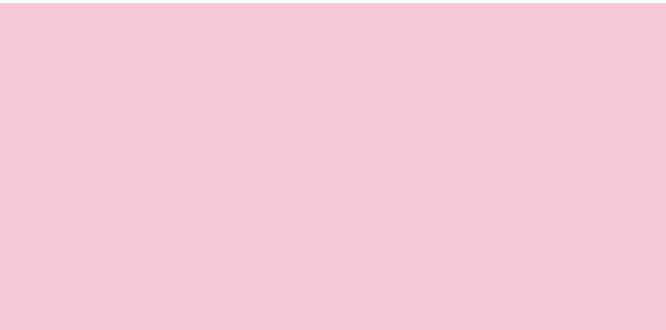
Status

☒ Final ☐ Draft

ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

Texas Education Agency

Application for Early College High School Designation

Weslaco Early College High School - 454509281

Generate PDF of Application

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

Letter of Support from District #3

Doc_LoSDis1_Status
☐ Final ☐ Draft

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

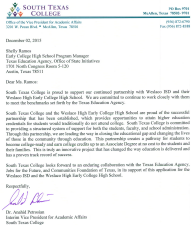
Letter of Support from IHE Partner #2

Status
☐ Final ☐ Draft

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

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

Letter of Support from IHE Partner #1



Status
☒ Final ☐ Draft

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

Letter of Support from IHE Partner #3

Status
☐ Final ☐ Draft

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

Other Supporting Documents