



Abbreviated Application for ECHS Designation

**ECHS Academy: Early College High School @ NORTH
(Previously Designated)**

2017-2018

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Part 1: Provisions and Assurances

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.

1.1 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 students, and Hispanic students). ☒
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. ☒

1.2 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. ☒

1.3 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 publicly available. ☒

1.4 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 associate's 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 associate's 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. ☒

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §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 associate's 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. ☒
 - 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. ☒
 - The ECHS shall report to TEA the dates the TSI is administered. ☒
 - 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. ☒

1.6 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; ☒
 - 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. ☒

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Early College High School @ NORTH

County District Campus Number 2:

County District Campus Number:

108904003

County District Campus Number 3:

This CDC number:

Is shared with a comprehensive campus

What is the 2016-2017 ECHS designation status of your campus?:

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

3101 North Closner Blvd.

Mailing Address - Line 2:

City:

Edinburg

State:

Tx

Zip Code:

78541

2.2 School District

School District Name

Edinburg CISD

Mailing Address - Line 1:

3101 North Closner Blvd.

Mailing Address - Line 2:

Mailing City:

Edinburg

State:

Tx

Mailing Zip Code:

78541

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:

South Texas College

Mailing Address - Line 1:

3201 W. Pecan Blvd.

Mailing City:

McAllen

Mailing Address - Line 2:

State:

Tx

How many ECHS does this IHE partner with?

30

Mailing Zip Code:

78501

2.3.a Secondary Institution of Higher Education (IHE) Partner

Partner Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

How many ECHS does this IHE partner with?

Mailing Zip Code:

2.3.b Additional Institution of Higher Education (IHE) Partner

Partner Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

How many ECHS does this IHE partner with?

Mailing Zip Code:

2.4 Education Service Center Region

Education Service Center Region: 01

2.5 Person Completing this Application

Title:

Assist. Principal/ECHS-STEM
Coordinator

First Name:

Jose L.

Phone:

(956) 289-2500

Last Name:

Chapa

Email:

jose.chapa@ecisd.us

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Assist. Principal/ECHS-STEM
Coordinator

First Name:

Jose

Last Name:

Chapa

Phone:

(956) 289-2500

Email:

jose.chapa@ecisd.us

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Dr. Rene

Last Name:

Gutierrez

Phone:

(956) 289-2300

Email:

rene.gutierrez@ecisd.us

2.7.a Superintendent (District 2)

Title:

First Name:

Last Name:

Phone:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Last Name:

Phone:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Director of ECHS @ STC

First Name:

Sofia

Last Name:

Pena

Phone Number:

(956) 872-2303

Email:

sofia21@southtexascollege.edu

2.8.a Institution of Higher Education Liaison (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.8.b Institution of Higher Education Liaison (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

Dr. Shirley

Last Name:

Reed

Phone Number:

(956) 872-3541

Email:

sreed@southtexascollege.edu

2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

Part 3: Benchmarks

Benchmark 1 - Target Population

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, put 0 (zero).

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	106	98	99	0	303
2017-2018 projected enrollment	0	0	0	125	106	98	99	428

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 place a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to TEA in the spring.

Demographics	Percent of High School Students in District (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	84.97	0	0	87
At-Risk	54.47	0	0	52
LEP	31.79	0	0	3
White	1.58	0	0	1
Hispanic or Latino	98.86	0	0	94
Black or African-American	.17	0	0	1
First Generation College-Goers	N/A	N/A	N/A	100
Other	.54	0	0	4

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:	Asian Indian

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate 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 have 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 subpopulations; 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 to 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.

Please describe the 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.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

The ECHS shall meet all of the Implementing criteria.

The ECHS shall use either a performance-blind, open access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or the ECHS uses enrollment strategies that ECHS demographics meets or exceeds the district's proportional demographic representation in the areas of at-risk and economically disadvantaged students.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

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 I and Level II 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

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Implementing

Please provide a brief description of how your ECHS program meets criteria for Implementing. Please identify any areas or plans for your program to develop beyond Implementing in this benchmark. (300 word maximum)

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. 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 and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.

The ECHS shall support students in their course of study. ECHS shall provide academic support to the students by personalizing the learning environment in the following ways: developing a plan for ongoing academic support, providing tutoring or Saturday school for identified students, providing advisory and/or college readiness and support time built into the program of study, and establishing a mentorship program ECHS shall provide social and emotional support to the students, including: Connections to social services Parent outreach and involvement opportunities

Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 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 2017 school year.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

ECHS recruitment and enrolment documents: Written policies, application and evaluation documents, etc.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

Other Supporting Document: The ECHS may upload one additional supporting document.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Submitted	N/A