



Abbreviated Application for ECHS Designation

**ECHS Academy: Hidalgo Early College High School
(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:

Hidalgo Early College High School

County District Campus Number 2:

County District Campus Number:

108905001

County District Campus Number 3:

This CDC number:

Belongs to only the ECHS

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

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

910 E. PIRATE DRIVE

Mailing Address - Line 2:

City:

HIDALGO

State:

Tx

Zip Code:

78557

2.2 School District

School District Name

Hidalgo ISD

Mailing Address - Line 1:

P.O. Box 8220

Mailing Address - Line 2:

Mailing City:

HIDALGO

State:

Tx

Mailing Zip Code:

78557

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:	How many ECHS does this IHE partner with?	
South Texas College	30	
Mailing Address - Line 1:	Mailing Address - Line 2:	
P.O Box 9701		
Mailing City:	State:	Mailing Zip Code:
McAllen	Tx	78502

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

Partner Name:	How many ECHS does this IHE partner with?	
Mailing Address - Line 1:	Mailing Address - Line 2:	
Mailing City:	State:	Mailing Zip Code:
	Tx	

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

Partner Name:	How many ECHS does this IHE partner with?	
Mailing Address - Line 1:	Mailing Address - Line 2:	
Mailing City:	State:	Mailing Zip Code:
	Tx	

2.4 Education Service Center Region

Education Service Center Region: 01

2.5 Person Completing this Application

Title:	
Principal	
First Name:	Last Name:
Judith	Dimas
Phone:	Email:
9568434300	judimas@hidalgo-isd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Judith

Phone:

9568434300

Last Name:

Dimas

Email:

judimas@hidalgo-isd.org

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Edward

Phone:

9568434401

Last Name:

Blaha

Email:

edblaha@hidalgo-isd.org

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Director of Early College High
Schools

First Name:

Sophia

Last Name:

Pena

Phone Number:

9568722303

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:

Interim Vice President for Academic
Affairs

First Name:

Anahid

Last Name:

Petrosian

Phone Number:

9568726790

Email:

anahid@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	278	254	266	215	1013
2017-2018 projected enrollment	0	0	0	247	278	254	266	1045

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	91	0	0	91
At-Risk	69	0	0	69
LEP	42	0	0	42
White	.3	0	0	.3
Hispanic or Latino	99.6	0	0	99.6
Black or African-American	.1	0	0	.1
First Generation College-Goers	N/A	N/A	N/A	79
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:	Comprehensive Wall to Wall ECHS

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.

Hidalgo Early College High School is a comprehensive/wall to wall early college high school. All incoming 9th graders are approved to participate in the early college high school program. Transfer students from neighboring schools and recent immigrants are also given the opportunity to participate in the program. Recruitment is done during the spring semester. All eighth graders and their parents/guardians are invited to a meeting where high school counselors and the early college high school principal discuss different programs available at the secondary campus. The town hall meeting format allows parents and guardians to ask questions about any programs, graduation requirements, and participation to early college high school program. Follow-up sessions with students are held in their English classes during pre-registration period. Summer school programs such as TSI summer bridge academy are also discussed during these meetings.

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

Promotion of the early college high school begins at the elementary levels. HISD elementary campuses strategically integrate ECHS concepts in their counseling lessons, activities and celebrations. At Ida Diaz Jr. High School, the school district employs a full-time college adviser to promote early college high school and college readiness. By the time students reach eighth grade, they are familiar with the objectives, student expectations and student requirements to enroll in dual credit courses. Hidalgo Early College High School periodically evaluates its policies and the dissemination of information practices for the continuous improvement process.

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)

Hidalgo Early College High School is a wall to wall early college. All students entering HECHS are given the opportunity to enroll in dual enrollment courses once they have met TSI requirements. Rising 9th grade students are provided with ECHS information during classroom visits by college facilitator. Parents are provided information during 8th grade parent nights as well. During the 9th-12th pre-registration process, the counselors inform the students of upcoming dual enrollment classes and the TSI requirements needed to enroll. The students are also provided the detailed information about the associate degree offered at HECHS. Staff at HECHS emphasizes to students that demographics does not affect their opportunity to enroll at HECHS. HECHS proudly serves a population of 91% economically disadvantaged students, 69% at-risk, and 79% first generation college goers.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

HECHS will offer endorsements in the areas of STEM, business and industry, public services, arts and humanities and multidisciplinary studies.

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

HECHS offers the Associate of Arts in Interdisciplinary Studies degree.

Please indicate the Level I and Level II certificates that will be offered to students.

HECHS offers Level I Certificates in the areas of Automotive Technology, Structural Welding and Patient Care Assistant.

HECHS does not offer Level II certificate programs to students.

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

HECHS monitors and measures student progress by strategically planning teacher professional development and discussions in professional learning communities(PLC's). The PLC discussions incorporate the RTI process to disaggregate student data and plan for interventions. HECHS staff review and analyze reports from the IHE regarding the students' academic progress and standing. HECHS administrators also use TSI reports to plan for TSI preparation sessions and also to provide the campus with projected enrollment counts in dual credit courses. HECHS uses Eduphoria software for student profile and assessment data gathering. Administrators and counselors review the learning outcomes of ECHS students. The IHE college adviser in partnership with HECHS counselors and Gear-Up Facilitator, review college transcripts with students to ensure students are on track to earn their associates degree.

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

Adjunct instructors(HECHS dual credit teachers) who are teaching dual credit courses are available after school and Saturdays for tutoring, laboratory hours, and other academic interventions. For courses taught by instructors from IHE, students have a high school teacher that monitors and provides extra academic support to students. Adjunct instructors are in communication with school counselors and administrators in case interventions are necessary. South Texas College's coordinator for ECHS communicates and evaluates students academic progress and degree plans periodically. The coordinator assists with enrollment, degree plan audits, grades, reports and data and other pertinent issues related to early college. Early college high school counselors conduct classroom presentations and individual counseling and consultations with students throughout the year. Parents are notified about students' progress by mail, phone calls and face-to-face meeting. All parents/guardians are required to meet with a counselor individually during the Fall registration process. The process allows for the parent, student and counselor to go over the student's schedule and make changes if necessary. In addition, ECHS principal has an open-door policy that allows parents and students to express their issues and concerns about any program on campus.

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

The priority for HECHS is to provide social and emotional support for all students on campus. HECHS currently has 3 counselors that service 9th through 12th grade students. Students enrolled in dual credit courses are also serviced by these same counselors. Presentations include but are not limited to:

Health services

Academic support

Promote IHE programs

Balancing school and extracurricular activities

Students may also visit with counselors as needed on an individual basis

Other topics as requested

Social emotional support is also provided by having open lines of communication with parents. Parents are welcomed to visit with counselors during school hours or they may attend parent meetings. Parent meetings consist of topics college course rigorous demands, balancing school life, time-management, personal life and discussions about parent versus student goals and expectations.

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 class of 2016 had 83% of students complete 6 or more hours of dual credit course work. The graduating class consisted of 184 students in which 152 students earned college hours. The following is the breakdown of college hours earned:

- 65 students earned an associate's degree
- 30 students earned 30 college hours
- 50 students earned 6-27 college hours

In order to move beyond the implementing stage, ECHS is planning to expand the dual enrollment science courses offered at ECHS. HECHS plans to initiate TSI prep courses offered in the middle school so that they may have the opportunity to test in May. HECHS also plans to provide TSI prep courses throughout the year. HECHS will incorporate strategies in the campus improvement plan to address teacher retention of dual credit high school teachers.

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