



## **Full Application for ECHS Designation**

**ECHS Academy: PSJA Elvis J. Ballew CTE 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:**

PSJA Elvis J. Ballew CTE Early College High School

**County District Campus Number:**

108909006

**County District Campus Number 2:**

**County District Campus Number 3:**

**This CDC number:**

Belongs to only the ECHS

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

Provisional: Operating under the 3 year provisionally designated status.

**Mailing Address - Line 1:**

715 S. Standard

**Mailing Address - Line 2:**

**City:**

San Juan

**State:**

Tx

**Zip Code:**

78589

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### 2.2 School District

**School District Name**

Pharr SanJuan Alamo ISD

**Mailing Address - Line 1:**

601 East Kelly

**Mailing Address - Line 2:**

**Mailing City:**

Pharr

**State:**

Tx

**Mailing Zip Code:**

78577

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#### 2.2.a School District 2

**School District Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

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#### 2.2.b School District 3

**School District Name:**

**Mailing Address - Line 1:**

**Mailing City:**

**Mailing Address - Line 2:**

**State:**

Tx

**Mailing Zip Code:**

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

<b>Partner Name:</b> South Texas College	<b>Mailing Address - Line 1:</b> 3201 West Pecan	<b>Mailing Address - Line 2:</b>	<b>How many ECHS does this IHE partner with?</b> 30
<b>Mailing City:</b> McAllen	<b>State:</b> Tx	<b>Mailing Zip Code:</b> 78501	

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

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

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

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

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### 2.4 Education Service Center Region

**Education Service Center Region:** 01

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### 2.5 Person Completing this Application

<b>Title:</b> Principal	<b>Last Name:</b> Sanchez
<b>First Name:</b> Stella	<b>Email:</b> stella.sanchez@psjaisd.us
<b>Phone:</b> 956-354-2520	

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## Part 2.a: School District Contact Information

### 2.6 ECHS Principal/Director

**Title:**

Principal

**First Name:**

Stella

**Phone:**

956-354-2520

**Last Name:**

Sanchez

**Email:**

stella.sanchez@psjaisd.us

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### 2.7 Superintendent (District 1)

**Title:**

Superintendent

**First Name:**

Daniel

**Phone:**

956-354-2000

**Last Name:**

King

**Email:**

daniel.king@psjaisd.us

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### 2.7.a Superintendent (District 2)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

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### 2.7.b Superintendent (District 3)

**Title:**

**First Name:**

**Phone:**

**Last Name:**

**Email:**

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## 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:**

Sofia

**Last Name:**

Pena

**Phone Number:**

956-872-2303

**Email:**

sofia21@southtexascollege.edu

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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### 2.9 Authorized Institution of Higher Education Official

**Title:**

President

**First Name:**

Shriley

**Last Name:**

Reed

**Phone Number:**

956-872-8366

**Email:**

yolandaO@southtexascollege.edu

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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

**Title:**

**First Name:**

**Last Name:**

**Phone Number:**

**Email:**

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### 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	14	69	78	40	201
2017-2018 projected enrollment	0	0	0	24	14	69	78	185

**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	88.24	0	0	99.5
At-Risk	60.38	0	0	100
LEP	26.74	0	0	55.4
White	.01	0	0	0
Hispanic or Latino	99.19	0	0	100
Black or African-American	.0009	0	0	0
First Generation College-Goers	N/A	N/A	N/A	99.0
Other	.0002	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.

<b>First generation college-goer</b>	<input checked="" type="checkbox"/>
<b>Hispanic or Latino</b>	<input checked="" type="checkbox"/>
<b>Black or African-American</b>	<input checked="" type="checkbox"/>
<b>Economically Disadvantaged</b>	<input checked="" type="checkbox"/>
<b>Other:</b>	

**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.**

Pharr San Juan Alamo Elvis Ballew CTE Early College High School (ECHS) remains committed to improving student achievement and attainment for at-risk and underrepresented youth. Currently, PSJA Elvis Ballew CTE Early College High School develops informational brochures, pamphlets, videos, posters, and marketing documents on "College for All." The marketing and communication documents are available both in English and Spanish. This is to assure that all families, community members, school board members, higher education personnel and other key stakeholders have the information they need to make sound decisions and support and promote this innovative educational concept.

During the enrollment process, PSJA Elvis Ballew CTE ECHS key personnel provide literature about the ECHS program, seminars for students and parents on the ECHS model, career- pathway guidance and counseling, club-organization affiliation, and a first-hand look at the experiences that student ambassadors are encountering as ECHS students. PSJA Elvis CTE Ballew Early College High School accepts and designates all entering ninth graders as ECHS students.

In collaboration with PSJA ISD Parental Engagement Program, PSJA Elvis Ballew CTE ECHS, incorporates the parent component by encouraging parent attendance at a "Welcome to PSJA Elvis Ballew CTE ECHS" meeting in May, and scheduled parent meetings throughout the year. Early College High School students participate in the PSJA Elvis Ballew CTE Early College High School orientation, designed to provide them with information related to academic summer bridge programs, Texas Success Initiative (TSI), early advising on associate degree plans, the sequence of courses, ECHS timeline, grade point average information, and academic student support services that will be available to them. PSJA Elvis Ballew CTE ECHS will continue to use these as enrollment strategies to ensure that the targeted student population meets or exceeds the district's proportional demographic representation, defined by the Public Education Information Management System (PEIMS), in the areas of at-risk, economically disadvantaged, Limited English Proficient (LEP), and students that are historically underrepresented in college courses. PSJA Elvis Ballew CTE ECHS is a school-wide early college high school that leverages on best practices for recruitment and enrollment processes by continuously educating students, families, and the community.

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

Pharr San-Juan Alamo Elvis Ballew CTE Early College High School is a full comprehensive wall to wall Early College High School. All incoming freshmen who enroll at PSJA Elvis Ballew CTE Early College High School automatically are designated as early college high school students. This same model will continue for the 2017-2018 academic school year. Due to the wall to wall Early College High School model, applications for students to apply to an Early College High School are not necessary. Instead, there is an emphasis on recruitment to bring awareness to the parents and the students for when their children become PSJA Elvis Ballew CTE Early College High School students at the 9th grade level. PSJA ISD supports PSJA Elvis Ballew CTE ECHS recruitment and enrollment processes through an establish ECHS Leadership Committee. It is comprised of the district College Readiness Department, ECHS Principals/Directors, and district/IHE administration that collaborate on a monthly basis, evaluating best practices utilized for the recruitment and enrollment processes based on the ECHS TEA Blueprint. Both quantitative and qualitative data are applied to assess the continuous improvement. Written policies will be developed or revised and submitted for approval by both the Superintendent and the District's School Board. The ECHS Leadership Committee reviews the recommendations of members of the ECHS faculty, staff, and community members on a regular basis in order to promote ongoing reviewing and refinement.

**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)**

PSJA Elvis Ballew CTE Early College High School has established best practices in relation to the recruitment and enrollment processes of ECHS students and is focused on maintaining exemplar recognition.

PSJA Elvis Ballew CTE Early College High School provides each student coming from all other comprehensive early college high schools an equal opportunity to the early college experience, including those who have fallen behind in credits as well as any other student who wishes to attend regardless of background or academic performance. PSJA Elvis Ballew CTE Early College High School will continue to leverage support from the district's Public Relations, Parental Engagement, College Readiness and Student Data Departments to maintain forward momentum of the PSJA ISD Vision of "College for All."

## Benchmark 2: P-16 Partnership Agreement

Required MOU Topics	Page number in MOU where it is referenced
The location of the ECHS, allocation of costs and fees, and transportation	6
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	4
Courses of study	3
Curriculum alignment	3
Instructional materials	7
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	7
Student enrollment and attendance policies	8
Provisions for discontinuing ECHS operation (see next section for details)	9
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> <li>• Number of credit hours taken and earned</li> <li>• GPAs</li> <li>• State assessment results</li> <li>• SAT/ACT, PSAT scores</li> <li>• TSI readiness by grade level</li> <li>• Qualifications of ECHS staff</li> <li>• Location(s) where courses are taught</li> </ul>	9

<b>Highly Recommended MOU Topics</b>	<b>Page number in MOU where it is referenced</b>
Access to IHE facilities, services, and resources for ECHS students	6
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	6
Procedures for collecting and sharing student and teacher data	11
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	4-5
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	5
Provisions for implementing program improvements based on the collection and review of the following data: <ul style="list-style-type: none"> <li>• Articulation of high school students in four-year colleges/universities and level of entry</li> <li>• Enrollment/retention rates, leaver codes, and attrition rates, by grade level</li> <li>• Student participation in activities at IHE</li> </ul>	6 & 11



**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)**

As part of the continued collaboration which has been established in the MOU, both institutions have systems in place which provide secure exchange of information and data for principals, directors and counselors that directly affects the progress, retention, and articulation of high school students in four-year colleges/universities and level of entry. Staff at PSJA Elvis Ballew CTE Early College High School meets with the STC Liaison to work collaboratively in the areas of textbooks, degree plan audits to ensure documentation of credits earned and future course planning, and the planning of joint Summer Bridge Programs for all students at PSJA Elvis Ballew CTE Early College High School.

### Benchmark 3: P-16 Leadership Initiative

**P-16 Coordination & 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.**

August 3, 4, 5, August 10th, 2016, September 13th, November 15, & 16, 2016, November 29th, 2016

**Please list the names and titles of the group members. Fill all fields. Write "NA" if someone of a specified title is not a member of the leadership team.**

Title	Name
Superintendent	Dr. Daniel King
Curriculum & Instruction or equivalent	Dr. Narciso Garcia
ECHS principal or director	Stella A. Sanchez
IHE President	Dr. Shirley Reed
IHE Provost	Dr. Anahid Patrosian
Dean of college of Education	Dr. Rene R. Zuniga
ECHS Liaison	Sofia Pena
Deputy Superintendent	Dr. Narciso Garcia
Administrator for Counseling and College Readiness	Linda Carrillo
Dean Business and Technology	Mario Reyna

**What are the functions of the group? Briefly summarize the role each member plays in the ECHS, topics/issues the group has addressed, decisions it has made, and accomplishments it is most proud of.**

Our PSJA ISD superintendent is responsible for all operations including curriculum and instruction in our district and acts as the chief executive officer. The South Texas College (STC) president serves as the Chief Executive Officer of the College and performs the overall management of the College. The STC Vice President for Academic Affairs (VPAA) serves as the chief academic officer for STC and leads all academic and curriculum related programs. She is also responsible for the quality of STC's academic educational programs. The South Texas College early college liaison provides the leadership guidance, planning, implementation, coordination, daily operations, and evaluation of all components of STC's early college campuses. The Administrator for Counseling and College Readiness is responsible for providing support in the development of the ECHS program design and the district's counseling department. The Principal/Director of the ECHS directs and manages the daily operation of Elvis Ballew CTE Early College High School by allocating resources which provide systems of support for all staff and students.

The members of this leadership team meet at least once per month in order to discuss topics of interest for both the district and the IHE partner or South Texas College. These topics include but are not limited to: 1.) the interpretation, review and update of the MOU, 2.) development and implementation of professional development opportunities for PSJA Elvis Ballew CTE ECHS teachers, 3.) evaluating data pertaining to recruitment, enrollment, retention, completion and transfer of students, 4.) evaluating PSJA Ballew CTE ECHS operations and identifying strengths, weaknesses, opportunities and obstacles, 5.) identifying areas of improvement and creating an outline to implement interventions, and strategies designed to increase student success, 6.) analyze and review Texas Success Initiative (TSI) standards and how to provide training through our TSI Academies for teachers and students, 7.) provide and have systems in place for all students to be college ready, 8.) address the need for curriculum alignment between the ECHS and the IHE, 9.) find a systematic approach for students to have easy access to the IHE academic student services and resources.

One of the goals of Elvis Ballew CTE ECHS is to graduate students with Level One certificates that are stackable to an Associate's Degree, are core complete or who earn 60 college credit hours. PSJA has six full-time College Transition Specialist; four are stationed at STC and one at the University of Texas Rio Grande Valley. Their job is to offer the support and services students need when transitioning from their ECHS to the college or university.

**If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.**

All teachers that have less than two years of teaching experience are required to participate in our PSJA's New Teacher Training Institute. The Institute assigns new teachers with mentors and provides professional development opportunities that support classroom management, teaching strategies, instructional rounds, observational and other instructional support strategies designed to increase student success and completion.

The Common Instructional Framework (CIF) model offers powerful teaching tools and forms the basis of a coherent college preparatory curriculum. PSJA Elvis J. Ballew CTE ECHS has a Cooperative Learning Leader (CLL) that provides support for teachers. The CLL assists teachers in implementing teaching strategies like the CIF model in their classroom and provides staff development opportunities. The staff development centers around our LEP population and at risk population and their needs. Our Professional Learning Community model provides a support system for teachers where they plan their lessons, share best practices, collaborate on strategies and other academic classroom-related components. PSJA Elvis Ballew CTE ECHS teachers meet on a weekly basis before and after school, where teachers have an opportunity to share best practices with each other. Teachers also have the opportunity to participate in instructional rounds where they see experienced teachers in action and learn best practices that make their classroom the best learning environment available for all students.

The Texas Incentive Fund (TIF) programs is a system of support and evaluation for school level leaders designed to build high quality human capital. The goal is to make a difference in the quality of education and learning for all through excellence in applied research, product development and service. Teachers who successfully participate in the TIF will have the opportunity to earn money for the next four years based on individual student growth, campus growth, as well as teacher performance. Additionally, Elvis Ballew CTE staff receive a "Hard to Staff DAEP Campus" monetary stipend for all teachers and instructional aides.

**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)**

Our District has systems in place that allow collaboration between all members of the leadership team. Communication between our IHE, South Texas College is happening at least once per month and more often at the campus level via phone or email. Furthermore, The South Texas Early College Consortium (STECC) offers a forum where all early college community members in the region meet and collaborate by sharing best practices. STECC meetings are coordinated by principals/early college directors and TEA leadership coaches twice per semester.

The Office of Professional & Organizational Development (OPOD) at South Texas College supports Academic Advancement and student learning by providing high-quality personal, professional and organizational development offerings for STC faculty. These offerings include college-wide Professional Development days for all faculty and staff as well as specialized days for both full-time and part-time faculty.

Each year, the OPOD coordinates a variety of South Texas Leadership Academies and other workshops for targeted audiences of faculty and staff. These offerings provide participants with the opportunity to advance their skills in the areas of classroom instruction, leadership skills, discipline-specific development, technology skills, and personal enrichment.

## Benchmark 4: Curriculum and Support

### Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

#### Please indicate the endorsements that will be offered to students.

The endorsements include:

STEM

Business & Industry

Public Service

Arts and Humanities

Multidisciplinary Studies

All of the endorsements are introduced and explained in their entirety by the PSJA Elvis Ballew CTE Early College High School Counselors/Advisors

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

The Associate's Degrees offered are as follows:

Biology

Interdisciplinary Studies

Criminal Justice

Psychology

Spanish

Secondary Education

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

Level I and Level II certificates are as follows:

Computer Application Specialist

Multimedia Specialist

Medical Office Specialist

Computer Internet Specialist

Combination Welding

Structural Welding

Health Electronic Record Specialist

Recruiter Assistant

Payroll Assistant

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

The PSJA Elvis Ballew CTE Early College High School Director and counselors collaboratively work with students, parents, teachers, and South Texas College faculty to closely monitor student's academic progress. PSJA Elvis Ballew CTE ECHS utilizes data such as assessment reports, sub group performance, attendance, college admissions exams and the PSJA ISD District Data Dashboards to monitor student progress at PSJA Elvis Ballew CTE ECHS. PSJA Elvis Ballew CTE ECHS uses this relevant data to design students' individual instructional plans to ensure that high skill and rigorous college preparation is available for continuous participation to improve academic performance. The instructional plan is reviewed and revised and kept as a working document to continue addressing and personalizing the needs of individual students. Differentiated instruction and collaboration among the ECHS learning community is used as a method of intervention, where instruction is research based and the strategies are used to meet the needs of all learners to increase classroom rigor. Furthermore, ECHS teachers meet weekly during Collaborative Learning Communities (CLC) to discuss ECHS student progress and address particular support structures that are meeting the needs of all students in the ECHS. CLC teams create intervention plans that include lesson enrichment, one to one instruction, language support (for LEP students), and evaluate formative and summative assessment data.

This deep understanding of the assessment data also informs teachers of students' academic weaknesses and strengths, where in turn our teachers plan accordingly with interventions, remedial activities and developing opportunities for students to discuss, examine, challenge, and look at their learning from different perspectives. This approach to job embedded professional development gives all staff members a greater stake in school improvement, promotes collaboration to share ideas, and enhances teacher effectiveness. In monitoring student progress, we also see the value of engaging our parents in order for them to recognize the important role they play in assisting our ECHS with the instructional and graduation plans for their child.

PSJA Elvis Ballew CTE ECHS holds regularly scheduled parent meetings where data-assessment scores, attendance, classroom grades, and college information is shared. Ultimately, this parent engagement ensures decision-making is focused on the goals and resources essential for continuous development of each student at PSJA Elvis Ballew CTE ECHS.

Our PSJA Elvis Ballew CTE ECHS college advising counselors also play an important role in supporting and monitoring student data to make quick decisions and act on any interventions their designated students might need. Counselors periodically verify, through the IHE online portal and HS/college transcripts, the students' progress to ensure all requirements are being met. Additionally, PSJA Elvis Ballew CTE ECHS has a College Transition Specialist who serves as a unique method of assisting ECHS teachers, ECHS Directors, and ECHS counselors to collect student data for monitoring purposes and academic interventions. The College Transition Specialist is utilized as communication vehicle that assists our students in removing any barrier that they may encounter. All support personnel maintain flexible office hours that allow them to remain visible at all times in order to best meet student needs and unique schedules.



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

The PSJA Elvis Ballew CTE Early College High School continues to focus on creating and maintaining an environment that provides a rigorous course of study that enables students to receive a high school diploma and an associate degree or at least 60 college credit hours towards a baccalaureate degree. To ensure a smooth transition to high school, 1st time freshmen to the comprehensive high schools are provided with a College Success/TSI Course that assists them with college readiness skills such as: time management, test taking, team building, and leadership. These proven practices reinforce both the necessary academic and social/emotional supports needed in the transition to college.

Moreover, PSJA Elvis Ballew CTE Early College High School incoming 9th grade students are part of the yearly ECHS Summer Bridge Program. The program is designed to meet the needs of each cohort and more importantly emphasize the importance of academics. This program connects students to a network of supportive peers, new social environments, and the adjustment process for students entering the ECHS. Connecting students to an environment where academic support is readily available not only personalizes the learning environment, but also increases college retention.

To ensure all students are being provided academic support throughout their courses, we have developed our master schedule to allow for teachers of the same content to have a common planning period, so that they can collaborate. It has always been a priority that administrators work closely with their assigned content team to best ensure quality and engaging lessons are being presented to optimize the learning environment. The common planning period allows teachers to share ideas and hold each other accountable for addressing individual students' needs by having open discussions where they can reflect and learn from one another. It is during this common planning period that teachers review and select the most appropriate strategy to promote success for all students within the content. At PSJA ISD, we use the Common Instructional Framework (CIF) strategies to encourage all types of learners.

Tutoring is also available for high school courses, college courses, and TSI before school, after school, and Saturday mornings for students focused on improving their academic success. ECHS staff communicates the tutoring availability days and times using our messaging systems, daily announcements, website posting, and posters throughout the campus. For students that are Limited English proficient (LEP) and/or Special Education students, individual academic accommodations are implemented and monitored by the teacher of record and an assigned Special Education monitoring teacher.

PSJA Elvis Ballew CTE ECHS, in partnership with South Texas College, has created an on-site Center for Learning Excellence (CLE) that provides comprehensive academic support services for students in dual credit courses. In addition to CLE trained tutors, who work for South Texas College, our campus academic scholars are also trained to become peer tutors in the CLE lab. Likewise, PSJA Elvis Ballew CTE ECHS students are able to take advantage of any additional support services offered through our IHE partner.

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

PSJA Elvis Ballew CTE ECHS and South Texas College provide students with social, emotional and academic intervention support services and resources to maintain students' motivation to achieve. The PSJA Elvis Ballew CTE ECHS counseling program is designed to support a deeper responsibility of post-secondary and personal counseling and advising. PSJA Elvis Ballew CTE ECHS counselors attend various workshops and trainings throughout the year covering numerous topics from college academic advising to social-emotional development topics intended to improve school climate. Counselors utilize a school-wide approach, with a district developed guidance curriculum, in order to systematically assist students to develop the skills they need to enhance their personal, social and emotional, educational, and college and career development. The guidance curriculum is implemented through an advisory period so that all students are connected to a teacher-mentor that provides guidance, assistance, and support while collaborating with campus administration and counselors in order to meet students' needs.

PSJA ISD and South Texas College have a large network of organizations that support and assist our students and their families such as PSJA Health Center – Doctors Hospital at Renaissance, Tropical Texas Behavioral Health Services, Boys & Girls Club, Police Department, Child Welfare, Food Bank, Salvation Army, etc.

PSJA Elvis Ballew CTE ECHS works closely with PSJA ISD's Parental Engagement Center to significantly increase the number of parents engaged in their child's education. In addition, an on-site Parental Engagement Center, led by our Parent Educator, is available for parents to connect and share ideas to help parents continue to be knowledgeable and supportive of their child's education and well-being. Several outreach strategies such as social media, brochures, call-messenger, local media outlets, and our district television channel are utilized to keep parents involved and aware of the many opportunities available to them and their children.

In collaboration with South Texas College, PSJA ISD's Parental Engagement program, and external social services, Elvis J. Ballew CTE ECHS is able to fully implement a social and emotional support system to meet all students' needs.

**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)**

PSJA Elvis Ballew CTE ECHS demonstrates exemplar recognition by providing the best college experience, while in high school, for every student. Every student at PSJA Elvis Ballew CTE Early College High School has the opportunity and resources to earn an associate degree or at least 60 college credit hours towards a baccalaureate degree.

To remove all barriers, we have professional staff to assist students and families with applications, financial aid, and college and career counseling. With a wealth of opportunities available to our early college students, we have the advantage of having College Transition Specialists that assist in transitioning our students to continue their post-secondary education. This is done alongside the efforts of our ECHS Director, a team of counseling academic college advisors, and financial aid officer that coordinate FAFSA nights, college nights, and college tours.

We have extended the learning beyond the classroom, which allows students to exemplify a positive connection with the surrounding community by volunteering countless hours and obtaining internships in different fields exposing them to a variety of potential career options.

In collaboration with the PSJA ISD Parental Engagement Program, PSJA Elvis Ballew CTE ECHS works continuously to maintain strong and powerful relationships with community partners to improve student achievement and increase opportunities for families to remain actively engaged in their child's learning.

Living the district's vision of having all students College Ready, College Connected, and College Complete, we have designed our school culture to incorporate the required curriculum and support systems necessary to accomplish our objectives.

## Benchmark 5: Academic Rigor and Readiness

Please list TSI administration dates provided during the past school year.

6/21,9/30,10/07,10/12,10/21,10/28,11/02,11/8,11/9,11/11,11/14,11/18,12/01,12/02

Please list the dates that the TSI will be administered in the coming school year.

1/19,1/20,1/26,1/27,2/2,2/3,2/9,2/10,2/16,2/17,2/23,3/2,3/9,3/23,3/24,4/6,4/74/13,4/14,4/20,4/21,4/27,4/28,5/4,5/18,5/25,6/1,6/8,6/15,6/22

Is the ECHS a TSI assessment site or does the IHE administer the TSI?

ECHS is a TSI assessment site

Please describe the ECHS's plan for TSI success, including 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.

Elvis J. Ballew CTE Early College High School's plan for TSI success begins with making information available for all incoming students about the advantages of being part of an early college. During their 8th grade year, information is disseminated to students and parents that explain the district's early college initiative, testing requirements, summer bridge programs, academic interventions to facilitate the transition from middle school to high school and assessment fee waivers for all administrations of the TSI test.

Elvis Ballew CTE Early College High School our staff presents information on TSI Readiness and motivational presentations on the advantages of focusing on a college pathway that will help guide their course selection in the early college setting. At Elvis Ballew CTE Early College High School students who are not TSI ready, are enrolled in a TSI College Readiness class which provides the instruction and TSI tutorials they need in order to meet TSI standards.

Extended day instruction is available and its targets specific skills based on the Diagnostic report from their TSI Assessment. Students may attend after school or on Saturday mornings. Online resources available through College Board are also used to help students understand their academic strengths and areas for improvement.

In addition to extended day instruction, students also take part in summer and/or Fall Bridge Programs with South Texas College. Students participate in special study sessions and campus tours designed to help them transition to college life. Team building activities that focus on strategic thinking, setting and achieving goals, and familiarizing students with the STC Center for Learning Excellence resources promote independent learning and academic success for all students.

**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)**

PSJA Elvis Ballew CTE Early College High School is a TSI Assessment site. TSI Readiness Program Information is disseminated to parents and students through our registration process by our counselor, teachers, Financial Aid Advisor as well as our Early College High School Webpage and TSI Student Informative Brochures from the College Board website. It is imperative that parents and students have a thorough understanding of the program requirements in order to determine the future course or courses in which students can enroll.

A successful turnout during our TSI Testing Dates provides immediate access to raw data that is used by early college high school staff to identify student weaknesses and plan appropriate interventions to improve student readiness and success. Our goal is to maximize our success rates and keep our students on track and be TSI complete by the time they graduate. Elvis Ballew CTE Early College High School staff provides a rich TSI curriculum in the TSI Readiness class as well as tutoring sessions after school and Saturdays to help prepare students for the TSI Assessment.

TSI Assessment results are also used by our STC Early College Coordinator and ECHS counselor when advising students during the degree plan audits. Based on how students perform, they are either enrolled in a college-level course or placed in the appropriate College Readiness class and academic tutoring intervention to improve their skills and prepare them for success in college-level courses. Students also take part in campus/program tours with STC as part of the bridge program activities that help familiarize early college high school students with the resources and facilities at the college campus. Early college high school students are encouraged to use STC academic resources to help them pass TSI and promote student involvement and completion of their high school and college goals.

## Benchmark 6: School Design

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

Not located on a college campus:  
A converted/transformed, school-wide high school campus

### 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."

The partnership commitment between PSJA and STC provides opportunities to all PSJA Elvis Ballew CTE Early College High School students various institutional resources to make every effort to increase awareness, accessibility and ensure that students maximize the use of STC resources and facilities.

Students are issued STC JAGNET account, which allows personalized access to web services at STC. The web services include access to all student support services, degree audits, academic support services and other educational and academic resources. Students also have access to the Center for Learning Excellence (CLE) at South Texas College. At the CLE, students can obtain tutorial services and access to individual and group study rooms. Students will also have access to Student Life activities and programs. Ballew CTE ECHS students are also able to participate in intramural sports, such as co-ed flag football, basketball, soccer and other sports. In addition to intramural sports, students are encouraged to join clubs and organizations at the college.

South Texas College has committed classroom and lab space to accommodate Elvis J. Ballew CTE ECHS students who take classes at the college campus. The students also have access to all equipment and the latest instructional technologies to conduct presentations in the classrooms. In addition to a full-staffed library department, STC has a full time Dual Enrollment Librarian, who is solely dedicated to helping ECHS students access all STC library collections and reference materials. Elvis J. Ballew CTE ECHS students also receive a library card, which gives them access to material in over 500 Texas participating public libraries.

## 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.**

Elvis J. Ballew CTE ECHS Principal/Director is highly qualified and has knowledge and understanding of college transition and college readiness, strong knowledge of curriculum and instruction, including the common instructional framework, and knowledge of the five Early College High School Core Principles. This includes the planning and implementation of academic engagement activities to promote college awareness and participation among students and parents, and assisting with the implementation of district's ECHS initiatives and program assessment. The principal/director organizes and implements pre-enrollment services and assists with data collection and preparation of resources to ensure students are considered college ready.

The ECHS Principal/Director oversees all school wide operations of the ECHS and closely monitors the academic standing of all students. The principal/director is part of the campus hiring committee and supervises all staff within the ECHS budget. In order to ensure the hiring of highly qualified staff, the principal hires teachers who possess extensive subject knowledge in technology, teachers who hold advanced degrees, teachers who have the ability to teach and reinforce the curriculum with rigor and relevance, and who are willing to learn a wide range of common instructional strategies. The director meets weekly with ECHS staff to address student academic, attendance or performance concerns and planning of professional development activities that ensure best practices are aligned with the rigor of a college classroom.

**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 South Texas College liaison collaborates with the PSJA Elvis Ballew CTE Early College High School principal/director and counselor to guide students in their chosen career pathway. The liaison coordinates the successful implementation of the instructional ECHS program and all student initiatives that help prepare the students for college courses; works with STC and ECHS faculty and staff designated to provide instruction and support services for ECHS academic and student initiatives and activities. The South Texas College liaison meetings take place a minimum of twice a month and as often as two times a week depending on the planned activities. Meetings may take place in person as well as through email and by telephone. These meetings are utilized to discuss formalized procedures and structures in operations, academic advancement, and student services to assist students in the transition from high school to college.

**Is the IHE liaison working with other ECHS campuses?**

Yes

**If "Yes," please list the other ECHS campuses the IHE liaison works with.**

Stand Alone:

Jimmy Carter Early College High School  
La Joya High Early College High School  
Thelma Salinas STEM Early College High School  
Sonia Sotomayor Early College High School  
Thomas Jefferson T-STEM Early College High School  
Rio Grande City Early College High School  
Mercedes Early College Academy  
Mission Collegiate Early College High School  
Mission CTE Early College High School  
Weslaco CTE Early College High School

School within a School:

PSJA High Early College High School  
PSJA Memorial Early College High School  
PSJA North Early College High School  
PSJA CCTA Early College High School  
PSJA Elvis J. Ballew Early College High School  
Valley View T-STEM Early College High School  
Edinburg Collegiate Preparatory Academy  
Edinburg Economedes Early College High School  
Edinburg North Early College High School  
Robert Vela Early College High School  
Sharyland Advanced Academic Academy (A3)  
Edcouch-Elsa Early College High School  
Progreso Early College High School  
Weslaco High Early College High School  
Weslaco East Early College High School

School Wide:

PSJA Southwest Early College High School  
Hidalgo Early College High School  
La Villa Early College High School  
Monte Alto Early College High School

**Which statement best reflects the assignment of the ECHS teachers?**

The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teaching only ECHS students in all core courses.



**Please describe the ECHS's 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.**

PSJA Elvis J. Ballew CTE Early College High School is committed to providing professional development opportunities for teachers that will strengthen their knowledge and practice of research based practices. Their training offers guidance through awareness of the five Early College High School Principles and the core elements of teaching and learning to ensure high academic achievement for all students. In addition, Elvis Ballew CTE ECHS teachers take part in campus based staff development with the comprehensive high school hosting the ECHS program. The staff development is part of the PSJA initiative that provides these teachers with support in areas of classroom management, teaching strategies, instructional round observations and other instructional support strategies designed to increase student success and completion.

In addition to the district provided professional development, Elvis J. Ballew CTE ECHS teachers take part in Staff Development at STC. These professional development opportunities allow for the Higher Ed Professors and Elvis J. Ballew CTE ECHS teachers to collaborate on teaching best practices and curriculum alignment.

All institutions align their professional development to the Common Instructional Framework which supports the delivery of instruction to maintain common practices from classroom to classroom. This has built instructional coherence and sustainability of academic practices among ECHS staff and it allows students to reach higher levels of success with expertise and support of a more rigorous curriculum.

**Which statement best reflects the enrollment policies regarding ECHS students?**

The ECHS students will enroll in core and elective courses that include only ECHS students and/or only college students.

**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 Elvis Ballew CTE ECHS principal/director works closely with ECHS staff, parents and students and/or other appropriate individuals to conduct outreach activities designed to increase the participation in post-secondary educational opportunities by groups traditionally underrepresented in higher education.

Essential duties and responsibilities include working collaboratively with the teachers, ECHS counselor and STC Liaison in scheduling high school and college course sections with academic departments for assignments of highly qualified staff to ensure continuity of the college-going culture.

In addition, the Elvis Ballew CTE ECHS principal/director works closely with ECHS staff, parents and students and/or other appropriate individuals to conduct outreach activities designed to increase the participation in post-secondary educational opportunities by groups traditionally underrepresented in higher education.

## 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)
<a href="#">View Uploaded Document</a>	Draft	03/01/2017


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

Attached	Status	Expected Date for Final (if draft)
<a href="#">View Uploaded Document</a>	Final	N/A


**ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
<a href="#">View Uploaded Document</a>	Final	N/A

**ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

**ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.

Attached	Status	Expected Date for Final (if draft)
	Not submitted	N/A

**IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)
<a href="#">View Uploaded Document</a>	Final	N/A

**IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.

Attached	Status	Expected Date for Final (if draft)



Not submitted

N/A

**IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

**Attached**

**Status**

**Expected Date for Final (if draft)**



Not submitted

N/A

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

**Attached**

**Status**

**Expected Date for Final (if draft)**



Not submitted

N/A