



Full Application for ECHS Designation

**ECHS Academy: PSJA College Career and Technology
Academy**

(Previously Designated)

2017-2018

Contents

[Provisions](#)

[Contacts](#)

[Benchmark 1](#)

[Benchmark 2](#)

[Benchmark 3](#)

[Benchmark 4](#)

[Benchmark 5](#)

[Benchmark 6](#)

[Documents](#)

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 College Career and Technology Academy

County District Campus Number:

108909008

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:

1100 E Bus Hwy 83

Mailing Address - Line 2:

City:

Pharr, Texas

State:

Tx

Zip Code:

78577

2.2 School District

School District Name

Pharr -SanJuan- Alamo ISD

Mailing Address - Line 1:

601 E. Kelly

Mailing Address - Line 2:

Mailing City:

Pharr, Texas

State:

Tx

Mailing Zip Code:

78577

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

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

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: Tx	Mailing Zip Code:

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: Tx	Mailing Zip Code:

2.4 Education Service Center Region

Education Service Center Region: 01

2.5 Person Completing this Application

Title: Principal	
First Name: Darcia	Last Name: Cuellar
Phone: 956-784-8515	Email: darcia.cuellar@psjaisd.us

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Darcia

Phone:

956-354-8515

Last Name:

Cuellar

Email:

darcia.cuellar@psjaisd.us

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Daniel

Phone:

956-354-2000

Last Name:

King

Email:

drking@psjaisd.us

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:

ECHS Director

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:

Shirley

Last Name:

Reed

Phone Number:

956-872-8366

Email:

yolandao@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	0	0	0	170	170
2017-2018 projected enrollment	0	0	0	0	0	0	170	170

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	n/a	n/a	96.4
At-Risk	60.38	n/a	n/a	96
LEP	26.74	n/a	n/a	48.8
White	.01	n/a	n/a	1
Hispanic or Latino	99.19	n/a	n/a	99.0
Black or African-American	.0009	n/a	n/a	0
First Generation College-Goers	N/A	N/A	N/A	96.4
Other	.0002	n/a	n/a	n/a

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.

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

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.

PSJA ISD's graduation rate was at a staggering 62.4 percent back in 2007, compared to the region's graduation rate of 71.9 percent and the state's graduation rate of 78 percent respectively. In 2006, the school district's dropout rate was at 18.7 percent compared to the region's dropout rate of 12.1 percent and the state's dropout rate of 8.8 percent respectively. Through the help of House Bill 1137 and Senate Bill 975, PSJA ISD Superintendent of Schools, Dr. Daniel P. King, found a way to delineate his vision and founded College, Career and Technology Academy. Since the inception of CCTA, the school district's dropout rate has decreased dramatically to 3.2 percent, which is lower than the region's dropout percentage of 6.5 percent and the state's 6.6 percent respectively. In 2014, PSJA led the region's and state's graduation rate with 89.9 percent compared to the region at 87.3 percent and the state at 88.3 percent respectively.

PSJA College, Career & Technology Academy -CTE Early College High School services students between the ages of 18-26 who did not graduate from high school due to missing credits and/or not passing one or more sections of their state assessment. Our goal is to connect all dropouts and off-track students to meaningful futures while they are still in high school that will lead to industry certifications or an associate's degree. Being thoughtful that our students are in greater danger of dropping out of high school much less attending college, PSJA ISD is proposing the CTE ECHS model to 100% of this "highly at-risk student population." Our intent for students is for them to graduate from high school, attend college while in high school and receive a Level One or Level Two Certificate of Completion that are stackable to an Associate of Applied Science Degree.

PSJA College, Career & Technology Academy -CTE Early College High School uses an intensive community outreach process, as well as data analysis, to identify and recruit eligible students. We follow our guiding principles, tools, and innovative methods to reach out to our targeted student populations. All students between the ages of 18-26 who did not graduate from high school due to missing credits and/or not passing one or more sections of their state assessment who enroll at CCTA -CTE ECHS will automatically be an ECHS student. We begin recruitment in the spring when comprehensive high school counselors identify students who will not graduate due to not passing the state assessment or met local and state credit criteria by graduation date. We begin the enrollment process by meeting with the principal to gain commitment and discuss expectations. Students have the option of attending classes during morning or afternoon sessions. With the assistance of our counselor, students work on an individual graduation plan which includes a schedule of classes and all the resources necessary for their individual success.

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

PSJA College, Career & Technology CTE ECHS will be designed as a school-wide CTE ECHS. Enrollment will consist of special outreach initiatives to identify all students that qualify to enroll at CCTA.

The CTE ECHS enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students. CCTA CTE ECHS will host quarterly meetings with our Institution of Higher Education (IHE) Partner to provide critical feedback and support sustaining practices.

CCTA CTE ECHS students will also be advised by our counselor and ECHS director on academic progress and guidance with degree plan at the end of every semester. A Dual Enrollment Peer Mentor will shadow and work with students on building good study skills .

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)

College, Career and Technology Academy- CTE ECHS does meet the criteria for Exemplar recognition for Benchmark 1. Our campus admission policy and enrollment application targets our community's at-risk population who are Limited English Proficient (LEP) and /or who have failed a state administered assessment. Our recruitment plan is very intentional and includes timelines. CCTA's recruitment efforts are a community event that begins with three Saturday Community walks. During Countdown to Zero, local volunteers make calls and home visits to all the students that have been identified as potential high school dropouts. Volunteers are equipped with the student's academic needs and proposed plan to complete high school and begin working on college certificates simultaneously. The recruitment process is done throughout the year with small groups of advocates that continue with home visits and encourage student to enroll and complete high school. The campus has several brochures, group presentations, and informative door hangers that are used as recruitment tools.

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	7-8
Provisions for discontinuing ECHS operation (see next section for details)	9-10
Provisions for collecting and reviewing the following disaggregated data: <ul style="list-style-type: none"> • Number of credit hours taken and earned • GPAs • State assessment results • SAT/ACT, PSAT scores • TSI readiness by grade level • Qualifications of ECHS staff • Location(s) where courses are taught 	11

Highly Recommended MOU Topics	Page number in MOU where it is referenced
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"> • Articulation of high school students in four-year colleges/universities and level of entry • Enrollment/retention rates, leaver codes, and attrition rates, by grade level • Student participation in activities at IHE 	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)

CCTA ECHS meets with South Texas College at the beginning of each school year to strategize yearly goals and meeting times for all stakeholders. During the first meeting, information such as degree offerings, enrollment numbers, retention numbers and other data about our ECHS is provided. As meetings are being planned, careful thought is given to the discussion points that will be reviewed and most importantly data that South Texas College will be sending to our ECHS. Additionally, careful attention is given to getting our faculty approved to teach college level courses. The South Texas College ECHS Director and Coordinator provides updates on credentials that teachers need, what courses will be offered at our ECHS as well as the student registration processes to enroll into college classes. Our Financial Aid Officer plans various campus site visits to South Texas College throughout the year. This allows for students to become aware with the college and the services that South Texas College offers.

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.

April 4, 12, 21; May 4, 6 ; June 14, 24 ; July 12,19; August 18, September 8, 27 and October 20, 25, 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	Darcia Cuellar
IHE President	Dr. Shirley Reed
IHE Provost	n/a
Dean of college of Education	n/a
ECHS Liaison	Sofia Pena
Administrator of Counseling & College Readiness	Linda Carrillo

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.

This ECHS Leadership Committee meets at least once a month. Some of the functions of the leadership group include the following: 1.) the interpretation, review and update of the Memorandum of Understanding; 2.) development and implementation of professional development opportunities for teachers; 3.) sharing and evaluating data pertaining to recruitment, enrollment, retention, completion and transfer; 4.) evaluating programmatic operations and identifying strengths, weaknesses, opportunities and threat; 5.) identifying areas of improvement and creating an outline to implement intervention strategies designed to increase student success; 6.) problem solving new Texas Success Initiative standards and how to prepare staff and students accordingly; 7.) develop a continuous orientation program that provides students with the academic preparation to be college ready for CTE Dual Enrollment courses; 8.) problem solving curriculum alignment between STC and PSJA College, Career and Technology CTE ECHS courses; 9.) dialogue on the offering of college courses; and 10.) continuous training discussions regarding STC academic and student services and resources.

The STC President serves as Chief Executive Officer of the College and performs the overall management of the College in accordance with local, state and federal regulations and district needs. The STC Vice President for Academic Affairs (VPAA) serves as the chief academic officer for STC and leads all academic and curriculum related programs and services. The VPAA is ultimately accountable for the quality of STC's academic educational programs and promotes a learner-centered philosophy. The STC Director for ECHS (DECHS) provides leadership, planning, coordination, implementation, daily operations and evaluation of all components of STC ECHSs. The STC ECHS Coordinator serves as the IHE Liaison. The Liaison provides leadership and direction to the ECHS programs by developing and implementing ECHS programmatic operations with ECHS partnerships. The PSJA ISD Superintendent acts as the educational and chief executive officer of the district. The Deputy Superintendent for Curriculum and Instruction (ASCI) has the responsibility for the educational programs to ensure a continuous focus on the student growth and learning. The Director of College Readiness (DCR) is responsible for providing guidance and support in the development of the CTE ECHS program design such as CTE ECHS implementation models, summer bridge transitional college activities and career pathway programs. The DCR is responsible for implementing professional development for district teachers to encourage teacher growth and development. The campus principal directs and manages the daily operation of PSJA College, Career and Technology CTE ECHS by budgeting and allocating resources to achieve learning goals, and evaluating program effectiveness for on-going student progress to ensure high standards of instructional services. The overriding goal of PSJA College, Career and Technology CTE ECHS is to accomplish the production of high quality graduates with Level One or Level Two Certificates of Completion that are stackable to an Associate's Degree or an Associate of Applied Science Degree. PSJA College, Career and Technology CTE ECHS has a Back on Track College Transitional Specialist who helps our students transition into STC with course planning. A PSJA Financial Aid Officer provides assistance for students to complete college, scholarship and financial aid applications as well as TSI information and requirements.

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

PSJA College, Career and Technology CTE ECHS teachers have the opportunity to participate in the PSJA New Teacher Training Institute. The institute assigns teacher mentors to teachers that have less than two years of teaching experience. The institute provides teachers with the opportunity that support classroom management, teaching strategies, instructional round observations and other instructional support strategies designed to increase student success and completion.

The Common Instructional Framework (CIF) consists of six instructional strategies that allows for powerful teaching and learning to occur and forms the basis of a coherent college preparatory curriculum for students to clarify their thoughts and depend their content knowledge. PSJA College, Career and Technology CTE ECHS has a Campus Instructional Coach (IC) that provides support for teachers. The IC assists teachers in implementing the CIF model in their classroom and provides ongoing development opportunities. Also, PSJA College, Career and Technology CTE ECHS is known as a national model for dropout recovery and has hosted numerous academic residencies in the past. All teachers develop rigorous CIF activities to engage students and provide them opportunities to scaffold and clarify their thinking. The Collaborative Learning Community (CLC) model is also a support system for teachers which provide a collaborative structure for teachers to use data and reflect on student learning and sharing of best practices.

PSJA College, Career and Technology CTE ECHS teachers collaborate with STC instructors to discuss curriculum alignment, classroom management, instructional strategies, and other academic classroom-related components. PSJA College, Career and Technology CTE ECHS teachers meet three times a week during their common planning period to analyze student data, and reflect on instructional delivery and share best practices with each other. This time is helpful for new teachers, but it is also an opportunity for experienced teachers to share best practices that make their classroom the best teaching environment available for all students. Planning sessions allow staff to be engaged stakeholders and have a voice in practices at the campus. We currently have a Collaborative Learning Leader, Collaborative Learning Facilitator and Department Heads that also work toward our shared vision and a culture of academic success. This allows for teachers to have different avenues of communication available to them in an effort to ensure their needs are met, and that they feel supported. The principal is a constant advocate of research based instructional practices and provides coaching to build teacher capacity and increase campus situational awareness.

Finally, the district's College Readiness department provides trainings and updates to our counselor and teachers on degree plans, TSI updates, and all other update information that pertains to our students. Teachers are then able to provide additional information and guidance to our students about attending college.

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 ISD has an established Professional Learning Community program that allows for teachers to engage in classroom professional development. In this learning community, teachers learn about instructional strategies, managing classrooms, the alignment of curriculum, classroom best practices and other classroom related elements that allow student engagement. The Principal supports this program by allowing teachers that time that is necessary to collaborate with other teachers. Additionally, teachers do classroom walkthroughs among each other. This practice allows them to see how teacher engage their students through the Common Instructional Framework teaching strategies. Besides the professional development that the teachers receive from the district, teachers also get to participate in professional development opportunities offered by South Texas College. South Texas College has Dual Enrollment Professional Development day. This opportunity allows our teachers to meet with college faculty, college program chair, and their college dean to discuss program updates, curriculum updates, textbooks, etc. Our campus and ECHS director conduct turn-around presentations on IHE and ECHS updates to our teachers twice a year during our district professional development days. STC Professional development opportunities provide staff the opportunity to advance their skills in areas of classroom instruction, leadership skills, and discipline-specific development.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

CCTA CTE ECHS students will have the opportunity to gain endorsements in STEM, Business and Industry, Public Service and Multidisciplinary Studies.

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

The overriding goal of PSJA College, Career and Technology CTE ECHS is to accomplish the production of high quality graduates with Level One Certificates of Completion that is stackable to an Associate's Degree or an Associate of Applied Science Degree.

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

Computer Application Specialist
 Structural Welding
 Payroll Assistant
 Medical Office Specialist

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

Priority of services will be given to the retention of students throughout the school year. All stakeholders will have monthly meetings to ensure students success in the program. A student's attendance, grades, academic, and personal needs will be addressed through support systems that include: Parent /team meetings, (FAS) Family Advocacy System, Personal Academic Intervention Plans every six weeks, Teacher/Student Goal Setting conferences, Parent Connection, Parent Access Center, DE Peer Mentor and Tutoring Program/Study Groups.

As a team, we will ensure that our students are making academic progress. Any student with an average of a 75 or less, will meet with their teacher and complete an academic intervention plan to encourage successful completion of courses. Furthermore, teachers will provide daily academic support and extended-day academic support Monday-Saturday. Students will have access to extended computer lab hours and tutorials on campus. In addition, students will have access to STC's Center for Learning Excellence which is located at the PSJA College, Career and Technology CTE ECHS. Parents and students will be provided with informational sessions on careers, workforce trends, and job demand to help their child remain motivated and learn strategies to provide support from home.

In addition, the counselor at PSJA College, Career and Technology CTE ECHS will provide monthly one hour student support groups based on student needs. This includes college and career planning, academic programs, student data and academic support. The counselor will also meet with students and parents through individual conferences in order to ensure success. During these conferences, the counselor and ECHS director will help the students create a student intervention plan (tutoring, emotional, social, college awareness, support workshops designed for student success). The College Readiness course, a learning frameworks class, that is designed to provide developmental opportunities for students to increase their awareness of the importance of college and to master the skills necessary for their post-secondary success.

A newly added support for our students are Dual Enrollment Peer Mentors. Mentors are college tutors that assist our dual enrollment students with skills such as, time-management, test taking strategies, and studying skills.

PSJA College, Career and Technology CTE ECHS teachers, administrators and instructional leaders meet on monthly to reflect on student data and monitor students' progress in high school and dual enrollment classes. The teacher uses this time to identify students who are not meeting the personal and academic growth in their classes. A file will be created on an individual basis depending on students' needs. Each folder will include TSI scores, colleges/universities of interest, individual instructional plans, STC student information such as student ID numbers, degree plans, semester schedules, etc. STC has an array of student and academic support services that help monitor the progress of students. Our transitional counselor and Financial Aid Advisor will hold workshops to expose students to all the tools available to them by IHE. Students have access to Jagnet, which provides students with access to numerous services such as degree plans, course schedules, grade point average, progress meter, blackboard and other support services.

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

PSJA College, Career and Technology CTE ECHS is committed to provide academic rigor and relevance in education in order to prepare all students for college and career readiness. The student teacher ratio is small in order to provide highly personalized attention and to encourage the development of lasting teacher/student relationships. Teachers attend extensive staff development and demonstrate success in working with high-need students who are at risk of not pursuing a post-secondary education. A book study is conducted each semester and research proven strategies learned are applied. All teachers have attended training on rigor and relevance designed by the International Center for Leadership in Education. All staff is focused on high levels of rigor and sustaining positive relationships in order to address the needs of the students along with personalizing their instruction. The goal of the PSJA College, Career and Technology CTE ECHS collaborative learning community is to build a college bound culture based on early college awareness to help students gain confidence, and the academic skills to overcome barriers. All students will obtain a degree plan and be provided with the necessary awareness to help them achieve success as a CTE ECHS student. Students who are in need of assistance will be offered the necessary support services such as college readiness curriculum, TSI tutorials, individual academic intervention plans, enrichment support programs, acceleration for college course advancement, workshops, tutorial services, bridge activities, parental involvement meetings, daycare services throughout the year, transportation, night school, and counseling services both at the CTE ECHS and STC. As a result, the campus will collaboratively build student aspirations by providing enrichment activities, fostering rigorous academic preparation, encouraging career and technology early college planning, and guiding students and their parents through the college admissions process. The PSJA College, Career and Technology CTE ECHS also engages all students by providing them with a comprehensive detailed orientation that educates the students on the campus college-going culture, its services and benefits. A strong emphasis is made on the school district's initiative, C 3, which is "College Ready, College Connected and College Complete." Since the inception of the PSJA College, Career and Technology CTE ECHS, daycare services and transportation have been facilitated at no cost to the students so that they may complete high school attainment and dual enrollment courses. In addition, the PSJA College, Career and Technology CTE ECHS has a partnership with the Texas Workforce which provides matching funds to facilitate daycare services to students. The PSJA College, Career and Technology CTE ECHS also provides site visits to STC for both students and parents. During these site visits, students and parents have the opportunity to speak with teachers and current students about the resources provided by PSJA College, Career and Technology CTE ECHS and STC

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

CCTA CTE ECHS is structured in such a way that fosters school-connectedness. Student classes are held in close proximity to each other as well to their college classes. Every student has an adult advocate that will communicate with them on a weekly basis. Advocates will also have Advocacy meetings twice a month. Balancing home life responsibilities and school studies require a new mindset from past generations are dealt in our student advocacy system sessions. New alliances are being formed to connect students to medical fields of study. A HOSA chapter has been established to explore the variety of occupations in the health related professions. Community service projects such as volunteering at the beach clean-ups, assisting at the food bank and singing holiday carols at the nursing home help students reach out to the community with the guidance of our adult advocates. Many of our students are first generation high school graduates and college students, therefore open door settings allow students to ask for support at any time by an adult on campus.

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)

To ensure positive outcomes, critical components are factored into a formula for success. Academic calendars and advocacy calendars are created to keep students and advocates actively engaged and motivated to attend school in meaningful manner. School counselors and administrators are constantly touching bases with students to keep the graduation vision clear.

Benchmark 5: Academic Rigor and Readiness

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

August 30, September 6,13,20, 27. October 4, 11, and 18. November 1,8,15,22, and 29th. December 6, 2016 January 10, 17,and 24th, 2017. February 7, 14 and 28th

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

2016 - Aug 2, 12, 26; September 2,9,16,23, 30; October 7,14,28; November 4,11,and 18; December 1,2,6, 7,8,11, 2016. 2017 - January 9,10,11,17,18,19; February 1,8, 15, 22; March 1,22; April 5,12,19,26; May 10,17, 23,24,29,30, 31; June 5,6,7, 2017

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.

The PSJA College, Career and Technology CTE ECHS in conjunction with our District's College Readiness Department will be TSI testing all students. By the time they enroll at the PSJA College, Career and Technology CTE ECHS, they will have been provided the opportunity to test on all subject areas. Through continuous support and training from STC, the PSJA College, Career and Technology CTE ECHS has made available pre-testing tutorials and testing opportunities for all students through the schools' TSI Testing Fridays' initiative. This initiative will provide accessibility for students to test and become TSI ready. To simulate the TSI testing experience, all teachers will complete the Pre-Assessment Activity (PAA) and will take the TSI exam. Through this initiative, teachers will be better equipped to prepare their students for their TSI exam. Teachers will plan their instruction addressing the needs of their students and prepare them to be successful on the test. Students who are not successful will be required to attend contextualized tutorials with teachers who will be trained by our College Readiness Department. Teachers will be trained using Sure Score, a test prep curriculum for the new TSI, in order to inspire every student to discover their true potential by providing personalized instruction and pathway to achievement. Students will be allowed to retake at no cost as long as they attend assigned tutorial sessions as described in their TSI Intervention plan. Test results will be used to advise students in the selection of college courses and degree plan completion. Currently, the students that are enrolled in one or more college courses are being served with academic interventions to ensure student success. The PSJA College, Career and Technology CTE ECHS will work with the College Readiness department to develop a 1 week summer bridge program that will place an emphasis on the TSI assessment results.

The PSJA College, Career and Technology CTE ECHS in collaboration with STC will develop a curriculum designed to target specific TSI content areas. This program will take place at PSJA College, Career and Technology CTE ECHS for all our incoming students as well as students who may need additional assistance. Through after school tutorials, teachers will provide the academic interventions for students who do not pass the TSI test. In addition, the PSJA College, Career and Technology CTE ECHS students will be provided with fee waivers so they may register and take the ACT/SAT, which will be used to help students transition from our CTE ECHS to a two-year college or four-year university. PSJA College, Career and Technology CTE ECHS will consistently portray the importance of achieving TSI readiness to inspire students to be successful through their teachers, counselors and administration. PSJA College, Career and Technology CTE ECHS provides "hot spots" home internet access for students in need of assistance with internet services due to enrollment in online or hybrid courses. This will allow our students to have access to the campus links that provide students with additional resources to become TSI ready. Also, our campus is already located at an STC satellite campus which provides our students with the college experience at our own campus.

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)

CCTA ECHS campus administers the Texas Success Initiative to all students on our campus. All our entering students will be required to take the TSI exam within the first month of enrollment. CCTA ECHS has included TSI testing requirements as part of our enrollment/intake process. Our Financial Aid Officer and College Transition Specialists are on campus three days a week. The counselor and administration provide a list of students weekly to our Transition Specialist and Financial Aid Advisor to ensure students are contacted and have a testing date assigned. TSI testing is done once a week on the CCTA ECHS campus TSI lab. Students are encouraged to retake and attend TSI prep sessions prior to retaking the TSI exam. Teachers are also trained and receive updates and have created a campus curriculum that address the needs of our students

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 ISD and STC provides a high caliber opportunities to all PSJA College, Career and Technology CTE ECHS students. Both educational institutions lead the transformation of the region to a "college-going" culture in which a high school diploma, Level I or II certificate will be completed within an average of two semesters. At the same time, the College Transition Specialist and Financial Aid Officer will provide all transitional support services to seamlessly bridge the student to STC where the student may continue with their Associate of Applied Science Degree. Through meetings and agenda dialogues, the PSJA ISD and STC Leadership Team will use various institutional resources to make every effort to increase awareness, accessibility and ensure that students maximize the use of STC resources and facilities. Students will be issued an STC JAGNET account, which allows personalized access to web services at STC. The web services include access to all student and academic support services, degree audits and other educational resources.

Students will also have access to the Center for Learning Excellence on our very own site. In these centers, students can obtain additional tutoring services and will have access to individual and group study rooms.

Students will also have access to Student Life activities and programs. The Office of Student Life will make available intramural sports should the students wish to participate. In addition to intramural sports, students will be encouraged to join or start clubs or organizations. STC has committed classroom and lab space to accommodate CTE ECHS students that will be taking classes at the college campus. Students will have access to all equipment, which is required and available in the College's existing classrooms and labs. The students will also have access to the latest instructional technologies to conduct presentations in the classrooms. In addition to a fully staffed library department, STC has a Dual Enrollment Librarian which is solely dedicated full time to helping ECHS students access all STC library collections and reference materials. CTE ECHS students will also qualify for a TexShare Library card, which will give them access to material in over 500 Texas participating public libraries. Through a developed timeline, the Leadership Team will develop a systematic approach that will allow PSJA College, Career and Technology CTE ECHS students from different grade levels to take advantage of STC's academic and support facilities. Such planning will include but not be limited to: offering a hybrid class where students may meet at the STC campus, individual student advisement by STC advisors, anytime-student-open-access to all STC resources. Moreover, PSJA College, Career and Technology CTE ECHS is currently equipped with state of the art technology for full student enrichment. Our facility includes two innovative science labs, two fully equipped computer labs as well as additional space for expansion. PSJA College, Career and Technology Academy CTE ECHS will be committed to helping students with an environment geared towards college life. The current "CCTA Go-Center" at PSJA College, Career and Technology CTE ECHS is available to all students and it provides an informational environment that has been established so that students can interact with other college students and collaborate on college geared topics, research on careers and high-demanding jobs.

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The ECHS principal oversees all school wide operations of the ECHS and closely monitors the academic standing of all students. The ECHS principal is in constant communication with the counselor, master scheduler, and STC liaison in order to ensure students are taking the correct sequence of courses in their degree plan.

The CTE ECHS principal ensures the campus fosters a college-going culture where most of students are traditionally under-represented or low-performing; and must provide a blended high school and college curriculum which exposes students to all education disciplines with a special emphasis on high-skill, high demand workforce fields by earning a high school diploma and a post-secondary credential simultaneously. The student will be able to earn a stackable credential that includes Level I and Level II certificates, at least 60 credit hours toward an Associate of Applied Science (AAS) degree, or an AAS degree. In order to ensure the hiring of highly qualified staff, the principal follows the hiring process in accordance to human resources hiring guidelines, and hires teachers who possess extensive subject knowledge in technology; teachers who are highly qualified with 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 CTE ECHS principal must provide professional development training activities for CTE ECHS teachers which focus on creating an academic culture that enables struggling learners to achieve success in college courses. The CTE ECHS principal ensures students receive the emotional and academic support from counselors and teachers who closely monitor students every week. The CTE ECHS principal works closely with STC faculty and staff designated to provide instructional and support services for all students. The CTE ECHS principal closely monitors the budget in order to ensure all services are in place and budget must be adjusted yearly to ensure all support systems are sustained throughout the year.

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 STC liaison will provide leadership, planning, coordination, implementation and evaluation for PSJA College, Career and Technology CTE ECHS. The liaison will meet with the CTE ECHS principal on a monthly basis to discuss student degree plans, selection of college class course offerings, student registration, continuous student orientation program, sharing student data, college resources, college site visits, student workshops, tutorials, advising and any other service or resource that will prepare students for academic success. Both the liaison and the CTE ECHS principal will remain in constant communication via email and telephone.

Is the IHE liaison working with other ECHS campuses?

Yes

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

PSJA High ECHS, Monte Alto ECHS, Edinburg HS ECHS, Economedes ECHS, Edinburg North ECHS, Robert Vela ECHS, Southwest ECHS, Mercedes ECHS, Progreso ECHS, Edcouch ECHS, La Villa ECHS, Mission Collegiate ECHS, Mission CTE ECHS, Valley View ECHS, Thelma Salinas ECHS, Ballew ECHS, Sotomayor ECHS, Hidalgo ECHS, McAllen Achieve ECHS, PSJA TSTEM ECHS, Sharyland ECHS, PSJA North ECHS, Weslaco East ECHS, Weslaco High ECHS, Weslaco CTE ECHS, PSJA Memorial ECHS, Rio Grande City ECHS, La Joya ECHS, Jimmy Carter ECHS

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.

Our CTE ECHS staff will support the transformation of teaching methods, preparation and instructional delivery in order to meet the needs of our students and transforming them into 21st century learners. Professional development activities for ECHS teachers focus on creating an academic culture that enables struggling learners to achieve success in college courses. PSJA College, Career and Technology CTE ECHS is a conducive facility with efficient planning, institutional partnerships, and has the integration of best instructional practices which can contribute to an effective implementation of the CTE ECHS design. Our external and internal instructional and leadership coaches provide the training and support of all teachers including our higher education staff. These Common Instructional Framework (CIF) strategies allow our students to process information using listening, speaking, reading and writing opportunities several times within a class period.

PSJA College, Career and Technology CTE ECHS is a national model for credit recovery programs. We at PSJA College, Career and Technology CTE ECHS believe that every student has the ability to excel as long as the given support and systems are in place to ensure success. In the classroom, these strategies promote meaningful student communication and collaboration; which can turn an otherwise teacher centered lesson into an engaging and interactive student centered lesson. These protocols foster school district wide coherence around the CIF as teachers of all grade levels and content areas use similar structures and strategies to promote active language based learning, especially in at-risk or struggling learners. Transforming teacher centered learning to learner centered environments is the best practice for our 21st century students. Through our Professional Learning Community meetings, teachers have the opportunity to plan and work together with other teachers while creating the best coherent intentional lesson for their students on a daily basis. New teachers are also supported through The Rio Grande Valley Center for Teaching and Leading Excellence in our district. Their mission is to develop outstanding instructional leaders who possess an intense strategic focus on the core elements of teaching and learning, and to ensure high academic achievement for all students. This mentoring program provides multiple pathways to teacher and school leadership, thus dramatically increasing the number of highly effective school leaders that serve an increasing high needs student population. CTE ECHS teachers and higher education faculty collaborate to ensure that both organizations are aligned with up to date innovative strategies. Collaboration will occur through professional development, team teaching, and intentional purposeful meetings. The staff will encourage and support the transformation of teaching methods, preparation, and instructional delivery in order to meet the diverse needs of the CTE ECHS students. CTE ECHS will be committed to promoting continued education at a more rigorous level beyond high school.

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)

College Career and Technology ECHS and STC share a commitment to create a "college-going" culture to all students on our campus. The CCTA ECHS campus is located at one of South Texas College satellite campus. An STC site director and CCTA principal are in constant communication any issues that may arise. CCTA ECHS has a very good established communication process with South Texas College. CCTA ECHS has meetings with STC via phone and traditional meetings.

Additionally, STC is always available to answer our questions or get advice from them either by phone or email. All discussions revolve around college student and academic support services. CCTA ECHS and South Texas College collaborate every year to offer full registration services to students as they transition to the college. Personnel from both the college and school district are present to provide assistance and to ensure that there is a seamless transition from our school district to the college once students graduate.

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	Draft	03/01/2017


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


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)
View Uploaded Document	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)
View Uploaded Document	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