



Full Application for ECHS Designation

**ECHS Academy: Weslaco 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:

Weslaco Early College High School

County District Campus Number 2:

County District Campus Number:

108913001

County District Campus Number 3:

This CDC number:

Is shared with a comprehensive campus

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

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

1005 W. Pike Street

Mailing Address - Line 2:

City:

Weslaco

State:

Tx

Zip Code:

78596

2.2 School District

School District Name

Weslaco ISD

Mailing Address - Line 1:

319 West Fourth Street

Mailing Address - Line 2:

Mailing City:

Weslaco

State:

Tx

Mailing Zip Code:

78596

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 01

2.5 Person Completing this Application

Title:	
Curriculum Instructional Facilitator	
First Name:	Last Name:
Sandra	Cerda
Phone:	Email:
956-969-6693	scerda@wisd.us

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Yvett

Phone:

956-969-6700

Last Name:

Morales

Email:

ymorales@wisd.us

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Dr. Priscilla

Phone:

956-969-6500

Last Name:

Canales

Email:

pcanales@wisd.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:

Director of Early College

First Name:

Sofia

Last Name:

Pena

Phone Number:

956-827-2303

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 of South Texas College

First Name:

Shirley

Last Name:

Reed

Phone Number:

956-827-8366

Email:

sareed@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	110	90	0	0	200
2017-2018 projected enrollment	0	0	0	125	110	90	0	325

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	80.2	0	0	62
At-Risk	62.2	0	0	37
LEP	28.5	0	0	9
White	1.5	0	0	2.5
Hispanic or Latino	98.1	0	0	97
Black or African-American	.01	0	0	0
First Generation College-Goers	N/A	N/A	N/A	53
Other	N/A	0	0	0

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

First generation college-goer	☒
Hispanic or Latino	☒
Black or African-American	
Economically Disadvantaged	☒
Other:	Limited English Proficient Special Education

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

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

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

The Weslaco Early College High School applies its resources to serve all eligible students who are interested in an Associate of Arts Field of Study in Interdisciplinary Studies and Criminal Justice, Associate of Science in Engineering, General Math, General Biology, Computer Science, at South Texas College.

The Weslaco ISD has opened the opportunity to all students which include those that are at risk, Limited English Proficient, and/or those who have failed state assessments. All students will be encouraged to apply and will be given pamphlets and fliers that have important information.

Eligibility-Promotion is on students who are interested in getting a head start in their college careers, the desire and determination to attend college. We mention that we encourage students to have parental support and good attendance. All interested students are encouraged to apply and will be assisted in the application process.

Recruitment

ECHS administrator and counselors attend classroom presentations. They are conducted at each middle school starting the first semester and they will continue to recruit during the rest of the year. We also take our student council members to speak about the program. The ECHS administrator also attends middle school faculty meetings to encourage recruitment within all of the middle schools.

We are hosting a big event in January for recruitment this year. It is called "School of Choice"

Mandatory information sessions are taking place during the month of February and March.

Weslaco ISD uses district resources to inform the community about this opportunity.

District resources include the following:

- Local Newspaper
- Local TV Station-KWES
- Information on school marquis
- District's Email System
- Phone Calls to parents and home visits

Selection:

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

- First Generation college goers
- Students of low socioeconomic status
- Any other interested students

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

- Attend campus information session for students scheduled the week of January.
- Attend an information session for parents and students.
- Attend a session with South Texas College about dual enrollment
- Complete an application

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

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

College Readiness Director-District Level- Norma Brewer
High School Principal- Yvett Morales
High School Counselors- Eunice Leija and Liza Juarez (Cohort One) Patricia Gonzalez and Caridad Salinas (Cohort 2)
IHE Liaison- Clarissa Torres
Weslaco High School ECHS Administrator-Mrs. Cerda
TSTEM Leadership Coach- Dr. Monica Sandoval
Assistant Superintendent- Susan Peterson

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

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

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

STATUS: Implementing

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

Currently our recruitment efforts are being addressed with more force. Currently we have dates where we will be visiting all of the middle schools in their career portals classroom. Our district is working on a commercial and a flyer to promote the program. I have created a brochure in English and working on the Spanish version to pass out at every meeting we have with students and parents. We are also scheduled to attend one faculty meeting at every middle school in the month of January. After all of this awareness, our district will be hosting a huge event at one of the high schools to have a recruitment day. It is going to be called "School of Choice". In that huge event, we will have all of our ECHS teachers available, our advisory board members, and our student advisory board to speak to the students and parents. Our plans for recruitment is being addressed in a manner to increase our numbers. Our goal is to double the size of our program next year.

Our target population is to target at risk population, first generation goers, and special education students. migrants, LEP, and individuals preparing for nontraditional training and employment. Through recruitment efforts, we are targeting those students who most likely wouldn't even be thinking of going to college. We want our program to be that spark that changes their interests and steers them in a better direction.

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	3
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	4
Courses of study	5
Curriculum alignment	6
Instructional materials	6
Instructional calendar	6
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	6
Student enrollment and attendance policies	7
Provisions for discontinuing ECHS operation (see next section for details)	7
Provisions for collecting and reviewing the following disaggregated data: • 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	7

Highly Recommended MOU Topics	Page number in MOU where it is referenced
Access to IHE facilities, services, and resources for ECHS students	7
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	8
Procedures for collecting and sharing student and teacher data	8
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned.	8
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned.	8
Provisions for implementing program improvements based on the collection and review of the following data: • 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	9

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

STATUS: Implementing

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

Our partnership agreement currently in place with South Texas College remains very strong. There are many articulation agreements in place with many universities. Our goal is to continue developing the program and increasing our numbers. We are working on getting more of our own staff to become adjunct instructors. We will also be meeting with South Texas College to discuss the possibility of having our own instructors designated to our program. Another plan is opening up additional pathways and eventually get to a place where our students can apply to any associate's degree offered at South Texas College. It is a great benefit having the campus at a walking distance across the street. Our partnership is strong, but our goal is to later expand and create an MOU with UTRGV and Texas A&M.

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.

March 10, 23, April 12, 20, May 12

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. Priscilla Canalas
Curriculum & Instruction or equivalent	Norma Brewer
ECHS principal or director	Yvett Morales
IHE President	Dr. Shirley A. Reed, M.B.A., Ed.D
IHE Provost	Anahid Petrosian
Dean of college of Education	Sofia Pena
ECHS Liaison	Clarissa Torres
ECHS Administrator	Sandra Cerda

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.

The functions of the group include helping us plan new pathways and assisting with revising current ones in place. They also guide and help us ensure there is alignment and easy transitions from the high school to the college they plan on attending. They assist in the collaboration on review TSI camps and support services. They also help with college awareness for parents. On many occasions parents have questions on expenses such as tuition costs, books, and other fees.

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

The functions of the group are the following:

IHE (South Texas College) Staff:

- Provides leadership and oversees the Weslaco Early College High School program
- Provides external support from Texas Education Agency, Educate Texas, and other entities coordinates the successful Implementation of all ECHS initiatives with staff
- Assist with the application, promotion and implementation of ECHS initiatives with Weslaco ISD
- Works closely with the ECHS personnel in the promotion and the selection of participating students and faculty
- Provides support for curriculum alignment
- Supports the district with resources that help out at-risk population
- Works jointly with STC department chairs and ECHS staff to ensure that the course requirements, content, syllabi, etc. is aligned
- Shares their educational philosophy and pedagogical approach with district.
- Provides support for students that have academic difficulties.
- Provides support and guidance for long term planning.
- If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff

Topics/Issues addressed/Decisions Made

- Summer Bridge Program (June 2016)
- Acceleration courses in the summer (June 2016 Algebra 2 Class)
- Ideas on how to promote a better culture in our school within a school
- Discussions about budget and growth of the program
- Recruitment
- Adding additional crosswalks
- Hiring a counselor for the program
- TSI initiatives

Accomplishments

TSI Scores are increasing
 8th graders tested and close to 40% passed on the first attempt
 10th grades Students are taking up to 12 hours in the spring semester
 PLTW implementation in 2017-2018 school year
 Verizon grant will allow a pathway to middle school

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

The Weslaco Early College High School Design Team implements the following sustainability structures to address and minimize the challenges of staff turnover:

- Building a positive culture
- Recognition and praise
- Selection of teachers in a careful manner (must fit with program culture)
- Providing a positive work environment
- Extra duty pay
- Numerous staff development opportunities at no cost to the teachers
- Travel reimbursement for school related activities
- Stipends for working with special populations (i.e. ESL, Special Ed., etc.)
- Opportunity to attend local and out of valley conference
- Building positive school culture
- Building Morale
- Implementing Restorative Discipline

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

STATUS: Implementing

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

Our current plan is to provide our students with long term support. We are continuing to provide opportunities for academic development; assist students with basic college requirements, and to motivate students toward the successful completion of their postsecondary education. The goal is to continue to increase the college retention and graduation rates of our participants. Our program continues to provide: academic tutoring, which may include instruction in reading, writing, study skills, mathematics, science, and other subjects. We also continue to give advice and assistance in postsecondary course selection. In order to continue to grow, we are requesting a full time counselor for our campus to focus on the program. An administrator will also be needed to oversee program initiatives and logistics. As we continue to grow, additional funding will be needed to be allocated along with additional staff. Our leadership team is going to grow by us inviting more stakeholders to assist us with decision making. We will revise our MOU in place and try to make connections with other entities to expand our program. We plan on reviewing and working with other early college high schools that have a good completion rate. Our goal is to gather and analyze data on how our program is performing. The ultimate goal is to grow as a leadership team and build more relationships to assist us in having a successful program.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Science, Technology, Engineering & Math (STEM)

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

- science, technology, engineering, and mathematics (STEM), which includes courses directly related to science, including environmental science, technology, including computer science, engineering, and advanced mathematics

Business and Industry

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

- business and industry, which includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, and heating, ventilation, and air conditioning

Multidisciplinary Studies

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:

- multidisciplinary studies, which allows a student to:
 - select courses from the curriculum of each endorsement area described by Subdivisions (1)through (4); and
 - earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program

Public Service

A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year. An endorsement under this subsection may be earned in any of the following categories:(3)

- public services, which includes courses directly related to health sciences and occupations, education and training, law enforcement, and culinary arts and hospitality

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

The Weslaco Early College High School offers an..

Associate of Art Degree in Interdisciplinary Studies.

This program will allow students to get a broad-based college education in multiple fields of study. Students can take classes in the classes in the arts, humanities, social sciences, natural sciences, computer applications and math. The program will promote critical thinking skills and allow students to make informed choices about where they want to take their education in the future. This degree will also offer students the opportunity to enroll in a Bachelor of Applied Technology Program at South Texas College. The Weslaco Early College High School will offer students the opportunity to focus on courses that are based on their interests. This is a liberal arts-style degree plan that allows students to accomplish a range of goals, including incorporating differing fields of interest into a college degree, transferring from community college with diverse credits or completing a degree of employment that requires the student to learn new skill important in the workplace.

Associate of Science Degree in Engineering

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

Associate of Science Degree in General Math

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

Associate of Science Degree in General Biology

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

Associate of Science Degree in Computer Science

The Computer Science Department supports the missions of South Texas College and the Division of Math and Science by providing quality programs that will empower students to develop and obtain the knowledge, skills, and best practices that are necessary for careers or further studies in the fields of computer science and computer information systems.

Associate of Art Degree in Criminal Justice

Criminal Justice careers can encompass a variety of jobs. The employment possibilities within the traditional police courts and corrections areas are being expanded with opportunities in private business. From police officers to private detectives, youth care workers to security guards, these people help our society run smoothly and within the realms of the law. Graduates of a criminal justice program find employment opportunities in law enforcement at the federal, state and local level, adult and juvenile correctional facilities, community correctional programs, child advocacy, juvenile agencies, victim advocacy, protective services and other service agencies.

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

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

Multimedia Specialist

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

Computer Application Specialist

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

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

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

- Collaborative action teams will be formed to ensure all students are learning equitably.
- Students below grade level receive intensive interventions before, during, after school, during advisory and on Saturdays. The teacher will assist students during their intervention sessions during class using alternate methods of instruction. Students have the options to work with a peer tutor of their choice in English Language arts, math, science and social studies.
- Students are assessed every 3 weeks using common assessments to measure progress and to address weaknesses and gaps in learning.
- Students are assessed every six weeks to measure progress for each core content area using district's six weeks benchmarks and teacher developed tests.
- At risk students are monitored closely by inputting information on LEP monitoring folders. A tracking system is in place to begin interventions immediately when students show indicators of low performance.
- Staff utilizes the following to monitor progress and identify areas of need:
 - Formative Assessments-Observations, questioning, discussions, graphic organizers, visual representation, etc.
 - Summative Assessments- Benchmarks, state mandated exams, teacher developed exams, projects, etc.
 - Report cards are assessed regularly and administrator will conference with student and parents if necessary.
 - Parents are contacted regularly and will have an open line of communication with teachers and administration.
 - Students will be work force ready through the exposure to post-secondary education. Through collaboration and communication students are being prepared for lifelong learning and 21st century learners.

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

An individualized intervention plan is developed by core content area teachers for students struggling in reading, math, science and social studies every six weeks based on student expectations and for those students who require remediation.

The district provides resources that will target the individual needs of each student. Such resources will include, but not limited to the following:

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

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

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

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

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

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

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

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

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

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

Use of South Texas facilities. (labs, tutorial services, etc.)

Computer Lab remain open at school till 5:30 every day to provide necessary tools to be successful.

Stemscopes- Is an online science curriculum resource that provides hands-on inquiry activities, assessments, problem-based-learning, intervention tools, acceleration materials, and teacher support resources.

Think Through Math- A New Standard in Math Instruction. Think Through Math combines live teacher support, unique student motivation, and engaging adaptive instruction in a web-based learning system that is proven to help students learn—and love—math!

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

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

Administration provides staff development opportunities to be able to identify and address the social emotional needs of students.

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

District Intervention Specialists are available to assist students in need.

The school counselor designs and delivers a comprehensive school counseling program that promotes student achievement.

The program is data-driven and focuses on academic, career, and social/emotional curriculum that is delivered through classroom lessons, small groups and individual counseling sessions.

The school counselor focuses his/her skills, time and energy on direct and indirect services.

-Students are provided assistance in the following areas:

-Transitioning from high school classes to college level classes

-Educational planning

-Navigating through college information Personal Educational Planning Academic Assessments

-Career Development

-Planning for Post-Secondary education

-Personal development

-Social Development

-Referral to appropriate in school and out of school resources

-Navigating STC sites (Jagnet)

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

STATUS: Implementing

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

The Weslaco Early College High School provides students a healthy place to learn in their course of study. It provides a sense of safety, challenge, and mission to: foster positive relationships between and among adults and students; to provide students with access to mental health support and youth development opportunities. This school focuses both, student learning and the development as well as the provision of social emotional supports that foster these outcomes. Campus staff collects and uses data to monitor individual and school progress. Action plans are created based on student needs and continuous feedback from inside and outside the school. They provide advisory and college readiness support in their freshman year and are monitored by counselors and administered in tenth grade. Currently we are in the process in establishing a mentoring program. Student advisory board is working on getting STEM leaders in the community to offer internships, workshops and job shadowing programs. Counselors are always available to provide social and emotional support to the students. A plan of ongoing academic support is in in place such as Saturday school tutorials and extended day.

Benchmark 5: Academic Rigor and Readiness

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

2015-10/15,11/11,12/3 and 2016 - 3/2,4/21,4/25,5/30, 6/16, 7/7, 8/10,

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

September 20, October 25, November 22 January 9, February 8, March 9, April 12, May 17

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.

TSI Interventions:

Edmentum program
 extended day
 online reviews
 college readiness class
 pull outs
 review camps during school and on Saturday
 EOC Pullouts
 mentor TSI non-passers
 daily review
 data desegregation to align TSI to current curriculum
 small group
 parent contact and awareness sessions
 summer bridge program
 staff development for teachers to prepare for TSI

The Weslaco Early College High School plan for TSI success is the following:

Academic Preparation Classes: Students are offered an opportunity to enroll in Academic Preparation classes that will focus on TSI readiness. These preparation classes will have set expectations for each student.

Summer Bridge Program: Students participate in Summer Bridge Programs that help them understand themselves as learners and individuals. It will provide students information on campus resources and procedures. Enhance their time management skills. They will also have an opportunity to practice note taking skills and test taking techniques. They also have opportunities to visit institutes of higher education and learn about admissions requirements, financial aid, housing, etc.

Academic Intervention: Academic interventions are in place for students who do not master the TSI. Staff will increase structure and predictability. It increases positive feedback towards students. Emphasis is placed on social behaviors that help student's access academic success. Staff addresses the academic, social and emotional needs of students.

Fee Waivers: Fee waivers are available for TSI administration.

Advisory Program-Advisement Classes are held during the day

Go Center- A place on campus for advanced academics

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

STATUS: Implementing

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

Increasing academic rigor has been almost universally accepted as the primary strategy for preparing more students for college. Weslaco ECHS is dedicated in increasing student achievement by implementing rigor and readiness in the classroom using blended learning and collaborative learning. As many interventions are attempted and they are closely monitored and regularly assessed. Emphasis is placed on the social and emotional needs of the students to ensure there is success in the program. We are currently working on implementing an untimed, computerized test that helps colleges evaluate students' skills and place them into appropriate courses.

Benchmark 6: School Design

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

Not located on a college campus:
Main IHE 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."

Students have access to the following IHE resources:

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

Library- Students have access to library services.

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

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

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

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

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

Students will use the facilities in the Spring of 2017. They are taking dual enrollment at the college site for night classes.

School Design: Staffing

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

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

School Operations

Academic/Curriculum Alignment

Data/Research

Discuss formalized procedures and structures in operations, academic achievement, and student services, to assist students in the transition between high school and college. Discuss strategies and practices aligned with the school mission, academic goals, and assessment of students personal and academic needs.

Develop problem solving strategies to address issues and challenges.

Ensure all students follow pathways to complete in a timely manner.

Collaborate with South Texas College staff and school counselors.

Meet regularly with advisory council.

Collaborate with teachers to ensure program is successful.

Other Duties

Administrator for the Health Science Community

Administrator for Physics, Chemistry, and IPC departments

Grant writer for the campus

Cheerleaders/Dreamettes

Substitutes

Transportation

Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

The ECHS Liaison:

1. Provides leadership and serves as the Higher Education Liaison with the public school partner.
2. Coordinates the successful implementation with other Early College High School initiatives
3. Assists with the application, promotion, and implementation of Early College High School initiatives with potential school districts.
4. Works with STC faculty and staff designated to provide instruction and support services for Early College High School initiatives.
5. Facilitates professional development activities for public school and higher education faculty and staff designated to participate in Early College High School initiatives.
6. Develops schedules, implements and evaluates all aspects of the Early College High Schools' academic and college-readiness for each participating school district
7. Coordinates Early College High School course schedules, high school faculty cost agreements, and STC campus activities.
8. Assists Student Affairs with Summer Bridge programs and other college-related events.
9. Works closely with Student Affairs to develop and coordinate presentations regarding STC's policies and procedures.
10. Maintains and organizes steering board meetings for each Early College High School as needed.
11. Gathers appropriate data and writes reports and updates for Early College High School stakeholders.

Currently we are meeting regularly. Communication via email and text is done more than face to face meetings. We are currently meeting as needed due to registration and getting pathways in place. Once the Spring semester begins, we will be meeting monthly.

Is the IHE liaison working with other ECHS campuses?

Yes ☒

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

Only one IHE partner.

The Liaison will work with the following campuses:

East Early College High School
Thomas Jefferson T-STEM
Southwest ECHS
Valley View T-STEM
Sharyland A3

Which statement best reflects the assignment of the ECHS teachers?

The ECHS will employ highly qualified teachers who within four years will be reporting 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.

Weslaco Early College High School's professional development plan meets teachers' professional learning needs and improve student learning. It will address priorities in district master plans, school improvement plans and meet the requirements of South Texas College. The professional development plan includes professional learning communities, project based learning and technology enabled learning. Staff development opportunities focus on relevant content area, embedded career development education, recognizing and resourcing necessary student support and alignment and preparedness for post-secondary success.

Staff also focuses on creating a culture that emphasizes a strong college going pathway and/or a strong sense of success after high school and post-secondary success.

Which statement best reflects the enrollment policies regarding ECHS students?

The ECHS students will enroll in core 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: Implementing

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

Our staff for the Weslaco ECHS is very well prepared to meet all of the needs of our students. Mostly all them have master's degrees and are well qualified to teach our students. They are technology driven and work hard to empower the whole child. They are given professional development on blended learning, special education strategies and LEP strategies. We selected teachers who are willing to work with diverse populations. Many have several preps and don't mind because they are thinking with the end in mind. Due to our diverse population, we are now offering preAP classes and regular classes to meet all of the needs of our students. Our goal is to do what is best for the child. The counselors and the teachers work very hard on ensuring that the students are getting prepared to take dual enrollment. We also collaborate with the teachers and involve them as much as possible in the planning stages and the pathways. Together we have found some interesting details, such as that some students will need to take physics as 10th graders if they were going to be successful in college physics. The staff also has to bond well with each other and discuss alignment within the courses. Through this process we have seen positive results. We have also ensured the ECHS teachers have the same off period so they can have meetings and they can plan collaboratively. The teachers also share about their experiences with the students and discuss what works best for them. They personalize their instruction. The selection of teachers is critical and so far we have been successful.

Part 4: Supporting Documents

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

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 School Year): The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2017 school year.

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

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

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

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		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		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)
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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)

[View Uploaded Document](#)

Submitted

N/A