



Abbreviated Application for ECHS Designation

**ECHS Academy: Valley View T-STEM 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:Valley View T-STEM Early College
High School**County District Campus Number:**

108916001

**County District Campus Number
2:****County District Campus Number
3:****This CDC number:**Is shared with a comprehensive
campus**What is the 2016-2017 ECHS
designation status of your
campus?:**Full: Operating beyond the 3 year
provisional designation status**Mailing Address - Line 1:**

600 North Jackson

Mailing Address - Line 2:**City:**

Hidalgo

State:

Tx

Zip Code:

78557

2.2 School District

School District Name

Valley View ISD

Mailing Address - Line 1:

9701 South Jackson

Mailing Address - Line 2:**Mailing City:**

Pharr

State:

Tx

Mailing Zip Code:

78577

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:	
Office of the President	3201 W. Pecan Blvd.	
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:	
Assistant Superintendent	
First Name:	Last Name:
Monica	Luna
Phone:	Email:
(956) 340-1000	mmluna@vviewisd.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

TSTEM/ECHS Coordinator

First Name:

Gustavo

Last Name:

Guzman

Phone:

(956) 340-1500

Email:

gguzman@vviewisd.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Rolando

Last Name:

Ramirez

Phone:

(956) 340-1000

Email:

mmluna@vviewisd.net

2.7.a Superintendent (District 2)

Title:

First Name:

Last Name:

Phone:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Last Name:

Phone:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Director for Early College High
Schools

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:

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	111	116	120	100	447
2017-2018 projected enrollment	0	0	0	125	111	116	120	472

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	90	0	0	38
At-Risk	49	0	0	22
LEP	25	0	0	6
White	.17	0	0	0
Hispanic or Latino	99	0	0	100
Black or African-American	0	0	0	0
First Generation College-Goers	N/A	N/A	N/A	43
Other	0	0	0	0

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

First generation college-goer	☒
Hispanic or Latino	☒
Black or African-American	
Economically Disadvantaged	☒
Other:	

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.

Our goal is to provide an open-access program in which all students have an opportunity to join. Our recruitment starts with talks in our feeder school which services all incoming freshmen. In the past, we have hosted informational meetings for the parents and students to clarify the goals and expectations for the T-STEM ECHS program.

The meetings are held at the feeder school and flyers in English and Spanish are also sent home in conjunction with automated phone calls to inform all parents of the upcoming meeting. Applications are available for the first time that evening and can subsequently be picked up with the 8th grade counselor and/or printed from our school website.

In addition to the informational meetings held at the feeder school, our counselor has also gone to present at PTO meetings at our elementary school campuses to provide information to the parents of potential students. Given the demographics of our community, many students are classified "at-risk" as defined by PEIMS and thus satisfy the target populations we seek to serve. Students are selected through an open lottery held in public at the T-STEM ECHS cafeteria.

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

The recruitment and enrollment processes were developed by a team of teachers, administrators and parents when the school first applied for designation. Since our goal is to provide access to all students, the only requirement that we have set is that the student fills out an application and that he/she also has the support of the parent. A design team evaluates response to our recruitment annually. The principle areas of focus for the design team include ensuring we are serving our target amount of students per generation (125) and that the targeted populations are the ones being primarily served.

The following are ideas we are implementing or will be implementing for this year as a result of last year's review:

1. Ensure we take our student ambassadors that are currently in our academy to speak to potential students at the feeder campus.
2. Host a T-STEM ECHS symposium on our campus that provides potential students an opportunity to hear about the benefits and challenges of enrolling in the T-STEM ECHS academy.
3. Work closer with the 8th grade counselor to identify students that meet the target population criteria.
4. Increase the number of informational meetings for students & parents to better inform them about the academy and its goals.
5. Extend the application time frame to allow potential students the opportunity to consider the benefits of joining the academy.

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)

At this point in time, we feel we qualify for the Exemplar status based on the following:

We do not discourage or discriminate the enrollment of any student and makes it clear during the recruitment stage that our academy is designed to serve traditionally underrepresented students and those considered "at-risk" as defined by PEIMS data.

We work with our feeder school to identify, recruit and enroll as best as we can those subgroups traditionally underrepresented students such as low income, LEP, Hispanic, first generation college goers, etc.

We have recruitment practices and review them annually to ensure that we continue to meet the needs of our students and abide by the ECHS blueprint

We conduct an open access lottery yearly that considers applications from all students and is help publically.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Valley View T-STEM ECHS offers all five of the available endorsements which include STEM, Business and Industry, Public Services, Arts and Humanities and Multidisciplinary Studies.

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

Valley View T-STEM ECHS in conjunction with our IHE partner South Texas College offer the following associate's degrees:
Interdisciplinary Studies, Biology, Chemistry, Computer Science, Engineering, Mathematics and Physics.

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

Valley View T-STEM ECHS offers the following Level 1 certificates to our students: Welding certificate, Certified Nursing Assistant (CNA) certificate, Phlebotomy, EKG and Microsoft Specialist.

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

Valley View T-STEM ECHS monitors student progress on a weekly basis to ensure success in their classes. Their curriculum has embedded weekly exams to monitor if students are on target to passing their required HS course work.

This data is reviewed during the department meetings to ensure teachers realize the students' weaknesses and allow time to reteach if needed.

Student performance with dual credit courses is monitored by semester. Our IHE partner, South Texas College, provides us with a report each semester that shows us student performance. We can then evaluate how to proceed with each student.

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

Early College High School counselors provide each student with a Personal Graduation Plan. Counselors work with both a computer generated plan and a counselor made plan to ensure each student follows a chosen pathway. Each student will have chosen a career pathway to fulfill the endorsements required through House Bill 5 (HB5) and it is the counselors' duty to ensure all requirements are met. In addition, the counselors ensure that all students taking college courses are able to apply them to a specific college degree plan. At least once per semester, students have a one-on-one meeting with their counselor to choose college courses for the following semesters and discuss any failures or possible change of majors. Teachers will also help find any additional assistance students may need in order to have success with their courses.

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

Counselors work closely with teachers to be able to provide students with social and emotional support. Teachers are often the first line of defense when it comes to detecting any possible issues students are experiencing. Teachers will contact counselors to discuss student behavior and seek help. Counselors will meet with student and discuss the issue at hand and help find solutions. Not all issues are school related so students will decide if his/her teachers should be notified of the problem. The course of action is based on a case-by-case situation and can include anything from student/parent meetings, weekly counseling sessions, peer mentoring, teacher mentoring, or referrals for other professional services.

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 Early College High School provides a course of study that enables participating students to complete their high school graduation requirements and possibly earn an associate's degree. Students are able to do this by taking dual enrollment courses that allows them to substitute college courses for their high school courses. Although not all students may qualify to do this, the majority of students graduate either core complete or with at least 30 college hours. Counselors use a personal graduation plan to keep record of the college courses taken by students and make sure courses are applicable to a particular degree. Some of our students choose to follow an interdisciplinary studies degree but counselors make sure that courses they are taking for this degree will apply to a baccalaureate degree.

At the end of the school year, counselors meet with students to discuss total hours taken, future courses to be taken, and any change of major or courses. Counselors then create reports to provide to program administrator with all data gathered.

When students struggle with their courses, the ECHS helps provide them with additional tutorials to help them have success with their college courses.

ECHS counselors often discuss different matters with students. Issues discussed are not always school related. Counselors finds ways to help student with issues at hand. At times counselors will discuss and find options for students with teachers to help alleviate the student's situation.

Part 4: Supporting Documents

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

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

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

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

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

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

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