



Early College At Economedes
ECHS Renewal Application
2018-2019

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Background

District Affiliation

EDINBURG CISD

DC #: 108904

Region: 01

Mailing Address (Line 1): P O BOX 990

Mailing Address (Line 2):

City, State, Zip: EDINBURG, TX 78540

School Affiliation

ECONOMEDES H S

CDC #: 108-904-002

Region:

Mailing Address (Line 1): P O BOX 990

Mailing Address (Line 2):

City, State, Zip: EDINBURG, TX 78540

Academy Information

ECHS Academy Name:

Early College At Economedes

What grade level range will your academy serve in the 2018-2019 school year?

9-12

Grade Level	Number of Students
9	126
10	116
11	120
12	114

Contacts

Superintendent

Job Title: Superintendent

Full Name: Dr. Rene Gutierrez

Email: rene.gutierrez@ecisd.us

Phone Number: 956-289-2300

Applicant

Job Title: Director

Full Name: Mr. Juan Saavedra

Email: j.saavedra@ecisd.us

Phone Number: 956-289-2450

IHE Liaison

Affiliation: South Texas College

Job Title: STC Director of Early College High School

Full Name: Mrs. Sofia Pena

Email: sofia21@southtexascollege.edu

Phone Number: 956-872-2303

Narratives

ECHS Model

Which ECHS model does the district intend to implement at this time? Within these models, there are variations. For this purpose campus is defined as a CDC number not a physical location.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the ECHS academy.

Evaluation

Would your campus would like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OMBs.

No

Products

Please provide links to the following products' locations on the ECHS's website: *If the ECHS has all these documents on one webpage, provide the hyperlink here.

Provide a link to the academy's written admission policy and enrollment application.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant language(s) .

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's written communication plan for targeting identified audiences,

parents, community members, school board, higher education personnel, etc.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the final, signed, and executed MOU.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's leadership meeting agendas and minutes.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's school board and board of regents' presentations.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's description of each member and role in committee.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's 60 college credit hours crosswalk.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's calendar of family outreach events.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's professional learning community agendas and notes.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's advisory/study skills curriculum material.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's master schedules.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's calendar of TSI test administration dates.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's aggregate reports of TSI exam performance.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's tutoring and bridge program schedules.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's Bridge Program curricula.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's mentor/induction program plans.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's leader/liaison meeting agendas and notes.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Provide a link to the academy's leadership team member bios.

<http://jehs.edinburg.schooldesk.net/Early-College-TSTEM/final>

Free-Response

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

Economedes Early College High Schools formal process of hiring teachers is the same as the Edinburg Consolidated Independent School Districts hiring process for all secondary educators. There is a concerted effort to hire educators with a Masters Degree in the content area in which they are assigned to teach. Additionally, qualifications of the IHE partner must also be met. At the 9th, 10th, 11th, and 12th grade levels, teaching staff that have a proven record of performance in meeting the academic, social, and behavioral needs of Economedes ECHS students will be assigned. Economedes ECHS will ensure that its teachers are highly qualified by providing access to professional development opportunities such as Advanced Placement Institutes and trainings, mentor program, summer institutes, and advanced academics training. Economedes Early College High School teachers will take part in regularly scheduled professional development. South Texas College is committed to providing adjunct and dual enrollment faculty training each academic semester as outlined in the Memorandum of Understanding. In addition, once per semester, Economedes ECHS faculty and staff are scheduled to supervise students in a South Texas College Day college visitation in which Economedes ECHS teachers will have further opportunities to interact with STC full time faculty and mentors. Economedes ECHS staff members will be highly encouraged to attend the South Texas College Distinguished Lecture Series with students and collaborate with STC faculty. Economedes ECHS teachers will meet regularly with their assigned mentors who will provide guidance, support, and feedback on classroom observations, instruction, and development of course syllabi and timelines. Economedes Early College High School teachers will meet with South Texas College personnel at the beginning of each semester to receive orientation and training to better align their course instruction. Economedes ECHS teachers will collaborate regularly in the development and planning of instructional activities, materials, and assessments. Economedes Early College High School teachers will provide feedback to one another from planned classroom observations through the mentoring program throughout the school year. Economedes Early College High School will provide ongoing professional development opportunities to teachers to improve their skills and knowledge in their content area, as well as, best instructional practices that promote critical thinking and problem solving skills in all academic areas. The Economedes ECHS Director, Counselor, and Lead Teachers will design and implement a professional development plan that includes strategies and activities that will increase student exposure to college curriculum, job opportunities and rigor in the classroom. Aside from rigor in the classroom, Economedes ECHS teachers have implemented "Zero Period", which allows teachers to teach a subject of personal interest in an attempt to reignite the passion of teaching.

Describe the processes that the dual credit provider and the ECHS campuses monitor student progress, and determine when interventions are needed. How is this ECHS going to share data and monitor student progress and ensure student success?

The ECHS team which consists of the director, counselor, IHE representative, and ECHS teachers will monitor the high school credit and dual credit students through progress reports, college and state assessment reports and attendance data at regularly scheduled meetings. The ECHS team will monitor student progress throughout the school year using the Comprehensive Development Plan, which consists of the following:

Assessment Type: Screening

Time Frame: Beginning and Middle of school year

Students Assessed: All ECHS students

Main purpose:

- Helps teachers differentiate instruction based upon student performance
- Helps determine instructional groups
- Helps determine if students are making adequate progress through current instruction and the need to change instruction
- Helps determine risk status of individual students
- Indicates a need to dig deeper

Assessment Type: Formative

Time Frame: Classroom

Students Assessed: All ECHS students

Main purpose:

- Helps determine if students are making adequate progress through current instruction and the need to change instruction
- Helps teachers differentiate instruction by relevant content, process and product
- Helps teachers adjust degree and type of scaffolding with a gradual release of responsibility
- Helps students determine rate of growth

Assessment Type: Progress Monitoring

Time Frame: Determined by risk status

Students Assessed: ECHS Students in TARGETED and INTENSIVE instruction

Main Purpose:

- Helps determine if students are making progress toward specific skills, processes or understandings
- Informs school-wide action plans

Assessment Type: Diagnostic

Time Frame: As needed

Students Assessed: Selected ECHS students (when more information is needed for program planning)

Main Purpose:

- Helps teachers adjust degree and type of scaffolding with a gradual release of responsibility
- Helps teachers differentiate instruction by relevant content, process and product

Assessment Type: Summative

Time Frame: End of School year/End of Course

Students Assessed: All ECHS students

Main Purpose:

- Gives school leaders and teachers feedback about the overall effectiveness of their programs
- Informs school-wide action plans
- Provides a longitudinal view of curricular strengths and weaknesses

Endorsements

Identify the current endorsements that are offered:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Services
- Arts and Humanities
- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
Interdisciplinary Studies	Broadbased education in college basics that allows for informed choices in educational preferences
Mathematics	Field study in mathematics that offers students core curriculum with an emphasis in mathematics
Criminal Justice	Provides students with college level training in criminal justice

Identify all level one certificates offered to students.

Certification	Description
Computer Applications	An introduction to computer applications. The student will demonstrate fluency in database, spreadsheet, word processing
Multimedia	Students will learn technical skills in operating systems and networking technologies, as well as microcomputer concepts.
Computer Internet Specialist	Students will learn skills such as computing architecture, computer application
Emergency Medical Technician Basic	The Emergency Medical Technology program will prepare students to deliver out-of-hospital emergency care at the scene of an accident or a medical emergency. EMTs typically serve as vital mem

Identify all level two certificates offered to students.

Certification	Description

TSI + IHE

Is this ECHS a TSI testing site?

Yes

Is the IHE liaison working with other ECHS campuses?

Yes
