



Abbreviated Application for ECHS Designation

**ECHS Academy: Clint ISD Early College Academy
(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:

Clint ISD Early College Academy

County District Campus Number 2:

This CDC number:

Belongs to only the ECHS

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

Full: Operating beyond the 3 year provisional designation status

Mailing Address - Line 1:

13100 Alameda Ave

City:

Clint, Texas

Mailing Address - Line 2:

State:

Tx

County District Campus Number:

071901009

County District Campus Number 3:

Zip Code:

79836

2.2 School District

School District Name

Clint ISD

Mailing Address - Line 1:

14521 Horizon Boulevard

Mailing City:

El Paso, Texas

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

79928

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name: El Paso Community College		How many ECHS does this IHE partner with? 9
Mailing Address - Line 1: P.O. Box 20500	Mailing Address - Line 2:	
Mailing City: El Paso, Texas	State: Tx	Mailing Zip Code: 79998

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

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

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

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

2.4 Education Service Center Region

Education Service Center Region: 19

2.5 Person Completing this Application

Title: Principal	
First Name: Edmond	Last Name: Martinez
Phone: 915 926-8100	Email: edmond.martinez@clint.net

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Principal

First Name:

Edmond

Phone:

915 926-8100

Last Name:

Martinez

Email:

edmond.martinez@clint.net

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Juan

Phone:

915 926-4001

Last Name:

Martinez

Email:

juan.martinez@clint.net

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:

Dean

First Name:

Carlos

Phone Number:

915 831-2164

Last Name:

Amaya

Email:

camaya3@epcc.edu

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

Title:

First Name:

Phone Number:

Last Name:

Email:

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

Title:

First Name:

Phone Number:

Last Name:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

William

Phone Number:

915 831-6511

Last Name:

Serrata

Email:

wserrata@epcc.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	81	80	90	96	347
2017-2018 projected enrollment	0	0	0	85	81	80	90	336

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	0	0	80
At-Risk	50	0	0	20
LEP	13	0	0	.6
White	2	0	0	2
Hispanic or Latino	98	0	0	98
Black or African-American	2	0	0	0
First Generation College-Goers	N/A	N/A	N/A	89
Other	2	0	0	.2

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	<input checked="" type="checkbox"/>
Hispanic or Latino	
Black or African-American	
Economically Disadvantaged	<input checked="" type="checkbox"/>
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.

Starting in November of 2016, the principal presented to all four feeder middle-schools to describe the school's mission, admission procedure, college preparation (including TSI), curriculum, and student support systems in place. The presentation also reviews data gathered. The principal then presents to all the 8th grade students at the four schools. The presentation clearly states that ALL 8th grade students in the district are eligible to apply. The application states the same.

The application asks students and parents to identify the number, if anything, of college credits earned by family members. The ED and At-risk designations are downloaded from our PEIMS system rather than relying on self reporting.

The interview of the students and parents occurs simultaneously. The discussion is about how students handle adversity, stress, and set backs in their lives. I also want to know why they want to attend our EC.

I have accepted about 10% above of the number of students that usually enroll for the next year. A small number of students change their mind either before the Summer Bridge or shortly afterwards because they miss their friends or athletics. Some students just have a change of heart and do not feel the EC is for them.

During the Summer Bridge, most of the time is spent teaching students the Common Instructional Framework and preparing for the TSI Reading and Writing. About a quarter of the week is spent doing team building exercises to build camaraderie. In August of 2016, the district instituted an accelerated instruction week for extra support. All our 9th and 10th grade attended for an extra week of instruction. During that week, teachers reviewed and taught academic procedures, i.e., calculator use, reading strategies, math review.

The thread throughout these steps is to encourage students, remove barriers, and prepare students for the rigors ahead.

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

The application and presentations were modeled after an existing EC and information from Educate Texas by the former principal. Since then, the documents have not changed very much but the interview process has changed. It is more an informational session than a weeding out of students since the number of students applying is very close to the number of students we can enroll.

Based on the profile of students in the district, we have worked toward having a mirror image.

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)

All of our documents for students, parents, and teachers at the middle school stress inclusivity. We have deliberately targeted students who are at-risk by virtue of grade placement, not passing STAAR, or alternative school placement.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

The multidisciplinary studies endorsement is offered to all of our students. This endorsement provides the greatest flexibility for them as they choose their degree plan.

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

Students are offered the Associate of Arts degree.

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

None at this time.

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

Aside from state assessment data, the administration and teachers focus on TSI data to indicate college readiness. Furthermore, we have initiated NWEA's MAP to monitor student progress in Reading, Language Usage and Mathematics. The MAP correlates to state student expectations that allows us to identify the gaps and how to close the gaps.

For the 10th and 11th grades, I monitor the PSAT data. With that data, we are able to fortify all our courses with Evidence Based Reading and Writing. Students are also placed on Khan Academy and can enter their scores to have an individualized SAT prep. The PSAT and SAT are good ways for us to raise the rigor to specific targets that align to college course work.

Aside from the assessment data, I monitor grades at the community college with progress reports students ask the instructors to complete. I receive practically all of them because I tell students that I will not authorize a withdraw from a class without the progress report. Since we have monitored the grades, we have sent students to tutoring classes in house. The number of withdraws from classes at the community college have significantly dropped. According to Dr. Serrata, El Paso Community College President, the Clint ISD Early College has the second highest GPA of all 9 early colleges.

The monitoring of grades, absences, and test scores has resulted in high college GPA's and for 2016, 90% of our high school graduates graduated with the associate degree.

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

With NWEA's MAP to monitor student progress in Reading, Language Usage and Mathematics. The MAP correlates to state student expectations that allows us to identify the gaps and how to close the gaps. teachers have the latitude to adjust their lessons based on the levels the students have. We know that some students are performing at a 4th grade level in Mathematics and reading as low as 5th or 6th grade. Because of this information, instruction is individualized.

Students are monitored closely to gauge if students are prepared for college level work. Some students can accelerate as early as the 9th grade with up to 14 credits in that year. Others who have not reached the TSI levels, are placed in Reading classes to raise the levels. By the 10th grade most students are enrolled in at least one college course.

We have students graduating as early as the junior year with an associate degree and others who graduate from high school with no less than 50 credits. This spread is indicative of the individualization based on student ability and motivation.

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

The early college provides a scheduled period for student clubs on Tuesday and Thursday. This provides student the opportunity to engage with students, teachers, and the community in a different context. We want students to develop the social skills to become professionals after receiving the baccalaureate degree.

The emotional support is a challenge when students are under increased stresses of high school and college expectations. Our counselor presents lessons on stress management and suicide protocols to students and teachers. Our teachers are acutely aware of the 10th stress year. Teachers are monitoring behavior and listening for indicators of student stress.

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

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

Our system of gathering data, monitoring data, and implementing adjustments has resulted in high graduation rates for high school and the associate degree. Last year, our 80 students pulled in million in scholarships and grants. For 2017, we are on track to surpass that amount. Numerous colleges are on hand to recruit and present scholarships.

Parents are invited and they attend with great enthusiasm to FAFSA nights and College 101 presentations. Parents learn the application and financial aid processes.

Part 4: Supporting Documents

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

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

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Draft	01/31/2017

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

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

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