Texas Education Agency

WEST OSO H S

ECHS Renewal Application

2020-2021

Contents

Background

District Affiliation

WEST OSO ISD

CD #: 178915
Region: 02
Mailing Address (Line 1): 5050 ROCKFORD DR
Mailing Address (Line 2):
City, State, Zip: CORPUS CHRISTI, TX 78416

School Affiliation

WEST OSO H S

CDC #: 178-915-001
Region:
Mailing Address (Line 1): 754 FLATO RD
Mailing Address (Line 2):
City, State, Zip: CORPUS CHRISTI, TX 78405

Academy Information

What is the academy name?

West Oso H S

Which model does the district intend to implement at this time? Within these models, there are variations.

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

Distinguished Recognition

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

No

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

50

Enter the number of students that you plan to serve in 10th grade.

39

Enter the number of students that you plan to serve in 11th grade.

44

Enter the number of students that you plan to serve in 12th grade.

38

Contacts

Applicant

Applicant 1

Job Title

ECHS Coordinator

Name Prefix

Ms.

First Name

Rhonda

Last Name

Garcia

Email

rhonda.garcia@westosoisd.net

Phone

361-806-5960

Principal

Principal 1

Name Prefix

Mr.

First Name

Terry

Last Name

Avery

Email

terry.avery@westosoisd.net

Phone

361-806-5960

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Conrado

Last Name

Garcia

Email

conrado.garcia@westosoisd.net

Phone

361-806-5900

Narratives

Current Designations at WEST OSO ISD:

- WEST OSO H S - ECHS - 1516

Previous Planning Year Applications at WEST OSO ISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Arts AV Tech & Communication
Business Marketing Finance
Education and Training
Health Science
STEM

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Graphic Design and Multimedia Arts

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Accounting and Financial Services
Business Management

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Engineering

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Teaching and Training

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Healthcare Diagnostics

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD
PC

What associate degree(s) does the academy plan to offer?

Item

Liberal Arts

What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?

Item

Process Technology

Degrees and Credentials: IHE Agreements

Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Associates in Arts	Texas A&M University-Corpus Christi	Bachelors

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Del Mar College

Name Prefix

Mr.

First Name

Robert

Last Name

Montez

Email

rmontez8@delmar.edu

Phone

361-698-2424

Job Title

Director of Early College Programs

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that defines the partnership between the school district(s) and the institution(s) of higher education (IHE).

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

As part of the MOU agreement between DMC and WOISD, the MOU states "both entities will collaborate to provide a course equivalency crosswalk or other method of equating high school courses with continuing education courses and college courses that identifies the number of credits that may be earned for each course completed through the dual credit (refer to Appendix II) or Continuing Education Program". (MOU Part II, B) This alignment is shared with parents and students during the recruitment process so that parents know the course alignment. Please refer to the attached MOU page 2 section B.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

As stated om section XII of the MOU, DMC and WOISD will transcript dual credit and continuing education courses for both college credit and high school credit immediately upon student completion of the performance required in each course" DMC advisors meet with college ready students in fall and spring to assist them in their course selection that will align with their high school pathway and career of choice. At this time, students are advised as to the transferability of the courses taken at DMC and their desired university in which the student, DMC advisor and ECHS Coordinator outline the students "next steps" to obtain a bachelor's degree in their chosen field. As stated in the MOU, students are afforded the opportunity to assess the academic resources such as, Library, Student Success Center, Help Desk, Student Engagement and Retention, Disability Services. Please refer to the attached MOU page 7, section IX. XII and Appendix III.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

As stated in the MOU, courses that fall under the dual credit guidelines are eligible at a reduced tuition rate set by DMC's Board of Regents. Tuition cost for Continuing Education courses will follow the current tuition and fee schedule for Continuing Education. All tuition costs and associated fees are the responsibility of WOISD. Cost of transportation is the responsibility of WOISD for those students attending classes on the Del Mar Campus. Please refer to the attached MOU page 7.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

As stated in the MOU, DMC shall select instructors of dual credit and continuing education courses. These instructors must be regularly employed faculty members of the College or must meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools Commission on Colleges) and approval procedures used by the College to select faculty responsible for teaching the same courses at the main campus of the College. Each approved dual credit or continuing education faculty member will be supervised by DMC's respective department chair or designee. DMC and WOISD ensuring student college readiness with respect to qualifying for and succeeding in entry-level, credit-bearing college courses leading to an associate or certificate without the need for remedial or developmental course work. Students may take college courses if they demonstrate college readiness for reading, writing, and/or math under the provisions of the Texas Success Initiative; the student achieves a score of 4000 on English II STAAR EOC and/or 4000 on the Algebra I STAAR EOC. Please refer to the attached MOU page 5 section VII, and page 2 section III.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC
AP

What type of dual credit courses does your campus plan to offer?

WECM
AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

West Oso Early College High School has two educators (1 Math and 1 History) who have met the qualifications to teach dual credit courses. One of our challenges for our embedded educators is that the WOISD educators are not offered a stipend for teaching dual credit courses while also teaching high school courses needed to meet graduation requirements during the school day. Another challenge we have is we are in competition with other school districts that offer incentive programs for educators to obtain their Master's Degree and meet the qualifications for a dual credit instructor. WOHS has implemented procedures to secure more qualified candidates when vacancies arise. It is our mission to employ as many of these educators in our academy to assure that we are meeting and surpassing ECHS Blueprint requirements.

Is the academy a TSIA testing site?

Yes

Narratives: Student Support

Student Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Individualized student plans for ongoing academic support	Students meet with the ECHS Coordinator and individualized student plans are made each semester. This academic plan is is checked twice a semester to ensure student is on track with their plan.
Saturday school for students in need of academic support	Saturday school is offered every Saturday for students needing TSI tutorials or homework help.
Academic support built into students schedule	All ECHS students are enrolled in an AVID class in which students learn from peer-to peer tutoring.
Academic tutoring during Power Hour	English, Math, History and Biology teachers offer tutoring every day for 1 hour during Power Hour to assist dual credit students with their coursework.

Activity	Description
Facilitators (subject specialists) for online courses	Facilitators offer assistance to those students enrolled in dual credit courses during ECHS lab classes. During exams for all dual credit courses, the facilitator administers the exam and ensures the students are following the testing procedures set by the instructor.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Avid class	Students will be enrolled in avid classes to instill college readiness skills/environment to reinforce a college-going culture. Avid will also encourage students to answer higher-level thinking questions and ensure that students develop college-level writing skills. Prepare high school students for college life.
Structured Community Service	Students will be scheduled community service when college courses are not in session. This will ensure that ECHS students develop a sense of social responsibility and the importance of helping others and giving back to the community that is affording them the opportunity of college courses.
Summer Bridge	Summer bridge is mandatory for our upcoming 9th graders. At this time, team building, study skills, college readiness and TSI tutorials are administered. Our upper classman who have not yet met the TSI requirements to attend college, are brought in for an intensive TSI tutorial.

How does your academy use the access, achievement, and attainment data for program improvement?

West Oso Early College High School has used the access, achievement and attainment data to evaluate the academy. All data is reviewed during our faculty, administrative and departmental meetings to assure that all stakeholders have all necessary and relevant data needed to help propel West Oso Early College High School through the use of data driven decision making practices. Campus data is analyzed for strengths and challenges facing each ECHS cohort as well as individual students. The OBMs allow our campus the opportunity to drive the instruction and develop needed interventions for students. The ECHS advisory board uses data to develop action steps leading to continuous improvement of the program.Through the continuous improvement process, we look at needs, develop strategies to address these needs, and reflect on the success. This process leads to academic success for our students at the campus level as well as the college level.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Benchmark 1- Target Population	Target/Enroll At-Risk students. Enrolling more at-risk students will ensure that the OBM is met.
Benchmark 4- Curriculum and Support	Providing a mentorship program that affords the new cohort of students a mentor in order to make the transition to high school a smooth process. This mentorship will also allow students a peer to speak to with any challenges that they may face in regards to college classes.
Benchmark 5- Acedemic Rigor and Readiness	Math TSI success rate is not where our academy would like it to be. We have had significant growth in all TSI passing rates, however more improvement can be made in Math TSI.

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

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

https://wohs.westosoisd.net/Early-College-High-School

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.

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher educational personnel, etc.

https://wohs.westosoisd.net/Early-College-High-School

Benchmark 2 Products

Provide a link to the academy's final, signed, and executed MOU with their IHE.

https://wohs.westosoisd.net/Early-College-High-School

Benchmark 3 Products

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

Benchmark 4 Products

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

Provide a link to the academy's Master Schedules

https://wohs.westosoisd.net/Early-College-High-School

Benchmark 5 Products

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

Provide a link to the academy's Bridge program curricula

https://wohs.westosoisd.net/Early-College-High-School

Benchmark 6 Products

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School

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

https://wohs.westosoisd.net/Early-College-High-School