



UVALDE H S
ECHS Renewal Application
2020-2021

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Background

District Affiliation

UVALDE CISD

CD #: 232903

Region: 20

Mailing Address (Line 1): P O BOX 1909

Mailing Address (Line 2):

City, State, Zip: UVALDE, TX 78802

School Affiliation

UVALDE H S

CDC #: 232-903-001

Region:

Mailing Address (Line 1): P O BOX 1909

Mailing Address (Line 2):

City, State, Zip: UVALDE, TX 78802

Academy Information

What is the academy name?

Uvalde Early College High School

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.

100

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

49

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

74

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

65

Contacts

Applicant

Applicant 1

Job Title

Director of ECHS

Name Prefix

Mr

First Name

Matthew

Last Name

Head

Email

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Phone

830-591-2950

Principal

Principal 1

Name Prefix

Mr

First Name

Miguel

Last Name

Castillo

Email

mcastillo5797@uvaldecisd.net

Phone

830-591-2950

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Hal

Last Name

Harrell

Email

hharrell1029@uvaldecisd.net

Phone

830-278-6655

Narratives

Current Designations at UVALDE CISD:

- UVALDE H S - ECHS - 1718

Previous Planning Year Applications at UVALDE CISD:

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.

Education and Training
Health Science

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.

Nursing

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
Interdisciplinary Studies/General Studies

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

Item
Certified Nurse Aide/Assistant

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
SWTJC, Uvalde campus	Sul Ross University, Uvalde	BA Interdisciplinary studies

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Southwest Texas Junior College Uvalde

Name Prefix

Dr.

First Name

Hector

Last Name

Gonzales

Email

hegonzales@swtjc.edu

Phone

830-591-7281

Job Title

President Southwest Texas Junior College

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.

The high school and the IHE work very closely to identify how classes are articulated from the IHE to the high school. The course description and outcomes as well as TEKs are taken into account when these classes are developed. The high school and the IHE have developed a crosswalk for students to follow. This crosswalk was developed to align the sequence of classes that maximizes the student's opportunity to count classes as "dual credit." If a student follows the crosswalk with fidelity they could graduate with 60 hours of college credit.

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

Advising students is priority at both the HS and the IHE. Both partners worked very closely to develop a crosswalk to help students meet both high school graduation as well as earning up to the 60 hours of college credit. Once courses are identified, both partners develop a course articulation agreement that identifies what the class will count for at the HS and the IHE. The HS counselor and IHE liaison work closely during registration to get students into classes that will count for "dual" credit during the appropriate semester. The IHE liaison holds advising sessions with small groups as well as individual students. These advising sessions include topics such as transfer credit and best practices for academic success. The IHE awards credits the same semester they are taken. The HS counselor reviews college transcripts and awards HS credit the same semester the class was taken. The focus for each student is to earn some college credit up to the 42 core hours. If the student wants to pursue the 60 hour track both the parent and the student have to attend an advising session with the HS counselor and the college advisor.

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 of now the current MOU states: The District will provide transportation to and from the College campus. Pick up and drop off areas will be determined by the District and approved by the College. At this time, the District does not have to pay for parking the school bus on the university property. Provisions for discontinuing the program have been discussed to provide an opportunity for the Junior and Senior cohort to continue through until graduation. Both the District and the College will provide all the required design elements and provide full support for those students under the ECHS model.

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

Teachers or instructors for each class have access and training in use of the District software which keeps student data. Data sharing- The District and College share data concerning students attendance , GPA's, college placement scores, grades, credit hours, and benchmark OBMs. The College provides early alerts as well as numerical mid-term and final grades. Together data is used to identify students who may need additional support, registration, and suggestions on how the College can help support the district with some of the targeted initiatives. The advisory team has discussed professional development opportunities, based on data, where the College can assist the district staff in preparing the stu

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?

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?

A major issue the high school is facing is the fact that there is a shortage of teachers everywhere. One major factor includes recruiting. We have been using new platforms as well as partnering with an institution that is recruiting from outside the state. Some other issues that arise include tenure, hours, and preconceived notions about high school. Instructors that are certified to teach college often do not want to teach high school students. One way we are trying to combat that is by growing our own teacher and encouraging them to complete their Masters program. In cases where a qualified teacher is not available on the HS campus, students are bused to the college to take the courses with College professors. Every effort is made to recruit and retain qualified teachers for the HS campus including additional stipends and incentive pay.

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
New Student Orientation at both the HS and the IHE	This provides students with a baseline of expectations, transition supports, and who to contact. Parents are encouraged to attend.

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
Student advising	Students attend advising sessions with the IHE. In these sessions they talk about organization and study skills as well as academic concerns.
Social and emotional counseling	Students have access to a social and emotional counselor at both the HS and the IHE
ECHS Director and the IHE Liaison	Both the IHE and HS have staff fully dedicated to the ECHS program. This allows for targeted support and instruction.
High School Staff	The HS has teachers fully dedicated to the ECHS program.
Academic counselor at high school	Students have access to a dedicated ECHS counselor to help with credits, graduation, and college and career planning

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

The HS uses several different data sets when implementing campus initiatives. They use the assessment data to ensure they are targeting the intended population. It is also used in marketing strategies, identifying professional development, and campus processes, and strategies to ensure the student population is being served. Achievement data is considered when looking at what interventions and supports are needed for identified students. The campus also pushed out campus initiatives where the entire campus helps prepare students in designated areas. Interventions are reflected in the master schedule, tutoring assignments, and summer bridge. The HS campus also looks at attainment data and does monitoring of students to get them to qualify to take a class in a timely manner. They assign and encourage students to tutoring and interventions as necessary. Both the HS and the IHE do advising to

make sure students follow the crosswalk as close possible..

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	The Leadership committee has decided to be more intentional with their marketing campaigns to attract the target population.
Benchmark 3: Curriculum and Support	The Leadership committee will continue to work with the IHE to help the kids get college ready as well as advising on their classes, crosswalk , and future plans,.
Benchmark 4: Academic Rigor and Readiness	The Leadership committee will continue to seek out guidance on provide support to the teachers specifically around getting kids college ready.

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

Benchmark Products

Benchmark 1 Products

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

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.

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

<https://drive.google.com/file/d/16bSrbLjqAy9TZVF4bRlaPLScKjdmNjEF/view>.

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

Benchmark 2 Products

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

<https://drive.google.com/file/d/1l1hp2LVY-68s3glr-3EiFS7BjdHFyUZI/view>

Benchmark 3 Products

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

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

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

Benchmark 4 Products

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

https://drive.google.com/file/d/1NGHNTkq1ny_Yuy_cMFGFEyMGxjTla3M_/view

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

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

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

<https://drive.google.com/file/d/1PTEmCfi4xlVVRxun2KcWV5PCGRUCasGx/view>

Provide a link to the academy's Master Schedules

<https://docs.google.com/document/d/1iUoUmcRb50MvKbAXU7ziMANa1SEMAqbz54c6O5PCa5Q/edit>

Benchmark 5 Products

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

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

<https://drive.google.com/file/d/1hWLFkdzrgr8nX2es-ilavLTPY1t6EMIn/view>

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

<https://drive.google.com/file/d/1PTEmCfi4xlVVRxun2KcWV5PCGRUCasGx/view>

Provide a link to the academy's Bridge program curricula

Benchmark 6 Products

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

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

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