



YSLETA H S
ECHS Renewal Application
2021-2022

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Background

District Affiliation

YSLETA ISD

CD #: 071905

Region: 19

Mailing Address (Line 1): 9600 SIMS DR

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79925

School Affiliation

YSLETA H S

CDC #: 071-905-004

Region:

Mailing Address (Line 1): 8600 ALAMEDA AVE

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79907

Academy Information

What is the academy name?

Ysleta High School Early College Academy

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

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

9
10
11
12

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

125

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

100

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

94

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

Contacts

Applicant

Applicant 1

Job Title

Assistant Principal

Name Prefix

Mrs.

First Name

Laura

Last Name

Ponce

Email

lponce@yisd.net

Phone

915-434-8006

Principal

Principal 1

Name Prefix

Ms.

First Name

Sylvia

Last Name

Rendon

Email

srendon@yisd.net

Phone

915-434-1505

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Xavier

Last Name

De La Torre

Email

xdelatorre@yisd.net

Phone

915-434-0000

Narratives

Current Designations at YSLETA ISD:

- BEL AIR H S - T-STEM - 1718
- PARKLAND H S - ECHS - 1718
- PARKLAND H S - T-STEM - 1516
- YSLETA H S - ECHS - 1718
- YSLETA H S - T-STEM - 1617
- RIVERSIDE H S - P-TECH - 1819
- RIVERSIDE H S - T-STEM - 0910
- J M HANKS H S - ECHS - 1920
- DEL VALLE H S - T-STEM - 1516
- VALLE VERDE EARLY COLLEGE H S - ECHS - 0708

Previous Planning Year Applications at YSLETA 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, Recruitment and Enrollment

Degrees and Credentials

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

Arts AV Tech & Communication
Business Marketing Finance
Health Science
Human Services
Information Technology
Law & Public Service

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.

Business Management

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

Bio-Medical Science

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

Family and Community Services

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

Information Technology Support and Services

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

Emergency Services
Law Enforcement

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

AD

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

Item

Liberal Arts

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

The current model for recruitment and sustainment will follow the same protocols as previous years. Due to the current pandemic, we will be presenting to students and parents virtually.

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
Associate of Art	University of Texas at El Paso	Bachelor of Arts

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

El Paso Community College

Name Prefix

Ms.

First Name

Tonie

Last Name

Badillo

Email

mbadill4@epcc.edu

Phone

915-831-6755

Job Title

Dean of Dual Credit and Early College High Schools

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 Ysleta High School Early College Academy crosswalk aligns course requirements with the state of Texas and those of our IHE, El Paso Community College, in order for students to earn both a high school diploma and an associates degree. We have credentialed faculty at Ysleta High School who teach dual credit courses in English, History, Psychology, music, education, biology, physics, and mathematics. In addition to the courses taught on campus, students complete their additional associate degree elective requirements by visiting the El Paso Community College Valle Verde campus and by taking online courses.

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

1. Ysleta High School Early College's on-site counselor, Mr. Greg Mactagone advises students multiple times throughout the year. Students articulate their post high school plans, and are advised to take courses that best match both their desired course of study and college of interest. 2. At YHSECA student progress is monitored through a spreadsheet that details completed courses and credits earned. If students are not successful, interventions are put in place on the high school side to ensure student success. 3. Our upperclassmen (junior and seniors) are advised with a particular focus on transferability toward a bachelor's degree. EPCC also assists in the advising of juniors and seniors, which not only gives students the experience of getting advised with a college counselor but also gives them a chance to share their college plans and align their courses as such. 4. Every year, students are taken to tour buildings and resources, receive student I.D.'s and get their textbooks. Additionally, our junior students attend courses at the Valle Verde campus.

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.

Through working with our district central office, we were able to develop a plan for transportation costs for our students to attend classes daily at EPCC. When our underclassmen visit EPCC to get their I.D.'s and tour the campus, our campus pays for transportation. Fees for tuition and books have been arranged through our district and IHE.

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

In working with our IHE, we are able to get our teachers credentialed by supplying the necessary documentation. We also work with our central office to identify teachers who would be good candidates for teaching dual credit. Some teachers qualify for financial assistance through YISD's Master's Program to earn a master's degree and ultimately teach dual credit. Our counselor, Mr. Mactagone, has access to students' grades both at EPCC and on the district side. Records are updated every semester and students are enrolled and re-enrolled in classes as necessary.

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?

Our program has been fortunate enough to maintain and grow its onsite dual credit faculty along with fostering a strong sense of job satisfaction amongst our current faculty, Our district continues to provide financial support to teachers who are interested in attaining dual credit teaching qualifications, helping us to successfully address any teaching needs.

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and 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
Monitoring of student academic progress	Students meet regularly with counselor to address any academic needs.
Students attend tutoring in the campus-sanctioned academic center.	Academic center is open 5 days a week and our principal has hired college tutors to help students.
Underclassmen students have an advisory period built into their schedule	The built-in advisory gives students a chance to work together with other early college students.

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
Parent information nights in the fall and spring.	We hold information nights for incoming and current cohorts to give information about our program and services we offer.

Activity	Description
Social service referrals made when necessary through the on campus counseling dept.	Our counselor will work with students and make referrals when needed. We don't only focus on academics but also the social-emotional component of our students as well.
Principals advisory committee (PAC)	We have PAC meetings monthly to discuss the needs of our students and build leadership among the cohorts. Students from all four of the grade levels are represented at PAC meetings.

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

Our program recruits all students, regardless of socio-economic and academic background . By virtue of our location, in El Paso's lower valley, a large percentage of our students are minorities and economically disadvantaged. We are also an open enrollment district, and as such we have student representation from all over our district. We constantly monitor student achievement, advise students individually, and give them the resources they need to be successful. We have yet to graduate our fist cohort so we don't have data on attainment of associate degrees. We are closely looking at student progress, though, and are on track to meet expected percentage of students completing an associate degree.

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
100% passing rate for freshmen for dual credit classes	We strive to achieve a 100% rate for our underclassmen in dual credit classes. We plan to hit this benchmark by having more frequent meetings with dual credit teachers and closely monitoring student progress. Students who are in danger of failing will be assigned tutoring and parents will be notified.
100% retention of new cohort	We will work with students and parents, particulary with those outside our feeder pattern, to make sure students transiton well. We want students to stay in our program and successfully complete the program in four years.
Professional development	We work with our IHE. We provide multiple professional development opportunities for DC faculty through Faculty Development workshops in Fall and Spring and the Dual Credit Conference every Fall.

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://www.yisd.net/domain/3964>

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://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

Benchmark 2 Products

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

<https://www.yisd.net/domain/3964>

Benchmark 3 Products

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

Benchmark 4 Products

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

Provide a link to the academy's Master Schedules

<https://www.yisd.net/domain/3964>

Benchmark 5 Products

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

Provide a link to the academy's Bridge program curricula

<https://www.yisd.net/domain/3964>

Benchmark 6 Products

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>

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

<https://www.yisd.net/domain/3964>
