



VALLE VERDE EARLY COLLEGE H S  
ECHS Renewal Application  
2021-2022

# Contents

Background

Contacts

Narratives

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

Narratives: Strategic Partnerships

Narratives: Advanced Academics

Narratives: Curriculum and Support

Narratives: Leadership Team

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

Download Assurances Signature Page

# 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

VALLE VERDE EARLY COLLEGE H S

**CDC #:** 071-905-017

**Region:**

**Mailing Address (Line 1):** 919 HUNTER DR

**Mailing Address (Line 2):**

**City, State, Zip:** EL PASO, TX 79915

---

## Academy Information

**What is the academy name?**

Valle Verde Early College HIGH SCHOOL

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

Stand Alone Academy - All students on the campus 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.**

100

**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.**

100

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

100



# Contacts

## Applicant

### Applicant 1

**Job Title**

Principal

**Name Prefix**

Mr.

**First Name**

Paul

**Last Name**

Covey

**Email**

pcovey@yisd.net

**Phone**

915-434-1500

---

## Principal

### Principal 1

**Name Prefix**

Mr.

**First Name**

Paul

**Last Name**

Covey

**Email**

pcovey@yisd.net

**Phone**

915-434-1500

---

## Superintendent

### Superintendent 1

**Name Prefix**

Dr.

**First Name**

Xavier

**Last Name**

De La Torre

**Email**

xdelatorre@yisd.net

**Phone**

915-434-0032

---



# 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.

NA

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

Biology

Advertising

Architecture

Business

Business Accounting

Chemistry

Cinematography and Film/Video Production

Communications

Computer Science

Criminal Justice

Drama

Teacher Education

Electrical Engineering

Engineering

English

Graphic Arts

Psychology

Mathematics

Mechatronics, Robotics, and Automation Engineering

Philosophy

## Recruitment and Enrollment

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

No changes were made as our enrollment process targets all students at all district middle schools along with local private schools.

## 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
AA or AS	University of Texas at El Paso	BA or BS

# 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.**

Section Five includes all the details of how our high school curriculum is aligned with the EPCC degree plan. A cross-walk is established which shows how a student can earn 60 - 66 college hours in four years along with the high school requirements. This allows students to graduate with an Associate's of Arts or Science degree. Section Five also covers all details involving policies and procedures for the school calendar, attendance, textbooks, and grading.

---

**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**

Section 11, subsection c details how students will be advised by the HS and IHE on transferability of courses and will be allowed to enroll only in courses that are transferable to a state university. Section 5 holds the IHE and HS accountable for immediately transcribing both high school and college credit upon completion of the course. Sections 5.A, 5.C, 6, and 11.c outlines that EPCC and VVECHS shall work together in advising students on transferable courses that support their declared major for their four-year university. Students will be limited to taking courses that fulfill the AA or AS in their major field of study and can transfer to the four year university. Sections 7 and 9 provide the guidelines that allow students full access to facilities at the ECHS and IHE as well as describe the services provided by both institutions.

**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.**

Section 9.D states that all transportation issues and costs will be the responsibility of the ISD. Section 19 provides an outline on how current student cohorts can complete their degree plans by agreement with the IHE if it is decided to terminate the operation of the ECHS.

**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**

Section 15 states that YISD and EPCC agree to collect data associated with VVECHS required for reporting purposes and to share the data with the appropriate agencies as needed for internal purposes for use by either entity. The YISD and EPCC Research and Accountability Division will be the primary point of contact for all data collection for their respective institutions. In addition, YISD and EPCC agree to share any data required for the successful completion of the VVECHS students' graduation plans. When applicable, EPCC's Institutional Review Board (IRB) will be conferred with when requesting and sharing data. When selected, VVECHS will participate in instruction success and facility satisfaction surveys, and other local or national surveys administered to EPCC students. YISD and EPCC will collect and review the following aggregated/disaggregated data: number of credit hours taken and earned; GPAs; state assessment results; SAT/ACT, PSAT; TSI readiness by grade level; qualifications of VVECHS staff; and location(s) where courses are taught. Provisions for implementing program improvements will be based on the collection, review, and sharing of the following data: EPCC data; YISD data; high school grade point average, high school percentile, high school ranking; articulation of high school students in four-year colleges/universities and level of entry and enrollment/retention rates; and leaver codes and attrition rates, by grade level; and other data relevant to student academic achievement.

## 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 school has extremely low turnover, so there has not been any challenges in this area. Since 2012, whenever we do have openings, we have had an abundance of qualified candidates for our positions. I believe our reputation for being a close knit community and our family first attitude helps keep our faculty intact and provides a desirable location to work.

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
AVID	Designed to support college and career readiness by delivering content facilitated by student learners, engaging students in an inquiry-based classroom and centered around students.
College Transition Class	A school created course that focuses on real-world applications to build awareness of college and occupational opportunities that can lead a student through their career pathway. Transferable fundamental skills such as problem solving, critical thinking and navigating through college courses is paramount in this course.

College Activity Field	Annual trips to NMSU, UNM, and TT Description
Trips	
Financial Aid Night	Evening program to assist parents with completing the FAFSA
Project Endeavor	Bridge camp focusing on team building and TSI Prep

**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
Lunch Bunch Club	Tutoring and Group Discussions
Community In Schools	Social Services Connection
Mindful Minute	SEL activities for stress management
Parent Academy	Parent Conference with variety of sessions dealing with academic, emotional, and social support

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

The goal of our campus is to close the achievement gap for not only our low-income students, but all students enrolled. Data is used as an on-going cycle of improvement. Access data is used to reach out to our target populations. We do so by speaking with counselors and administrators at middle schools, encouraging students to apply to our campus. We are always evolving how we reach out to our target populations by enlisting the help of current students to visit campuses to assist us with questions about the application process. Our campus uses attainment data for program improvement by providing several layers of support for our students to include an AVID course for each grade level. In addition, our campus utilizes an advisory period twice a week known as the College Transition course where college and career opportunities are discussed with students. In these respective courses, students are taught to examine their own data and to set learning goals and learn how to ask for academic support. Achievement data is used to measure growth and progress across grade levels and through content areas. As part of our commitment to ensuring student success, our teachers and students work collaboratively to meet various measures of performance related to college readiness. Our campus provides students an opportunity to engage in pre-advanced placement courses, advanced placement courses and dual credit courses through our local college and through UT Austin. In addition, our campus provides support for students to meet TSI readiness standards.

# 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 One	Increase enrollment of all subgroups
Benchmark Four	Increase the number of students completing 60 college hours
Benchmark Six	Increase interaction/professional development between high school and college faculty

# 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.

<https://www.yisd.net/domain/3584>



**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/3584>

---

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

<https://www.yisd.net/domain/3584>

---

**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/3584>

---

## Benchmark 2 Products

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

<https://www.yisd.net/domain/3584>

---

## Benchmark 3 Products

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---

## Benchmark 4 Products

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---

**Provide a link to the academy's Master Schedules**

<https://www.yisd.net/domain/3584>

---

## Benchmark 5 Products

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---

**Provide a link to the academy's Bridge program curricula**

<https://www.yisd.net/domain/3584>

---

## Benchmark 6 Products

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---

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

<https://www.yisd.net/domain/3584>

---