CLINT ISD EARLY COLLEGE ACADEMY

ECHS Renewal Application

2023-2024

Contents

Background

District Affiliation

CLINT ISD

CD #: 071901
Region: 19
Mailing Address (Line 1): 14521 HORIZON BLVD
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79928

School Affiliation

CLINT ISD EARLY COLLEGE ACADEMY

CDC #: 071-901-009
Region:
Mailing Address (Line 1): 14521 HORIZON BLVD
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79928

Academy Information

What is the academy name?

Clint ISD Early College Academy

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?

9
10
11
12

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

90

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

64

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

95

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

81

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Mrs.

First Name

Holly

Last Name

Garza

Email

holly.garza@clint.net

Phone

9159268100

Principal

Principal 1

Name Prefix

Mrs.

First Name

Holly

Last Name

Garza

Email

holly.garza@clint.net

Phone

9159268100

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Juan I.

Last Name

Martinez

Email

juan.martinez@clint.net

Phone

915-926-4001

Narratives

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

Specify Career Cluster(s) that your academy plans to offer.

Select the Career Cluster(s) that your academy plans to offer.

Other

Which of the following credential(s) does the academy plan to offer students?

AD

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

Item

Behavioral Science

Biology

Business Accounting

Business Administration

Business Management

Computer and Informational Sciences

Computer Science

Criminal Justice

Education

Engineering

Health Professions

Interdisciplinary Studies/General Studies

Mathematics

Nursing

Psychology

Recruitment and Enrollment

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

Our online application for incoming 9th grade students is in both English and Spanish. Each middle school campus in the district has asked for our participation in parent sessions in both English and Spanish. Additional visits to the middle school campuses will be made by administrators, counselors and current students to allow students to ask questions. Middle school AVID classes will visit the campus. An Eighth Grade Open House for parents and students is scheduled in January. During all of these events, we will emphasize to parents and students that we have an open enrollment policy, which avoids using grades, test scores, SWD coding or discipline records in our enrollment process.

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 and AS	The University of Texas at El Paso	BA and BS

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

El Paso Community College

Name Prefix

Mrs.

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 Clint ISD Early College Academy (CECA) administration created an academic credit crosswalk to identify the Texas high school credits equivalent to the EPCC College courses that fulfill the Associate's Degree plan. The planning and sequencing of the students' course registration for the high school and college align with the crosswalk. The Memorandum of Understanding (MOU) explicitly states that the CECA must adhere to the EPCC degree plans and exclusively register students with EPCC to complete the Associate degree's sixty credit hours. CECA also offers college courses at the home campus and the EPCC campus to balance travel times and student schedules.

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

The CECA administration and counselors diligently examine student schedules and transcripts to align with the EPCC AA and AS degree plans. Students are counseled by CECA staff on their choices of degree plan options and the requirements during orientation through the 10th grade year. As per the MOU, CECA and EPCC routinely communicate and examine student schedules and progress on degree plans. Although the MOU does not stipulate a specific meeting, CECA staff, EPCC counselors and UTEP advisors meet once every semester to align the AA and AS degree plans to the baccalaureate degrees. Since the Clint ISD simultaneously enrolls students in college and high school courses for a semester, the Clint ISD transcribing system records the single course as both a high school and a college course. The grade book program and transcribing process do not allow credit to be applied to a different semester for the student enrolled. The CECA counseling department and faculty systematically instruct students on Degree plans and career viability. Many times, students do not know, or they need time to decide on degree plans. The CECA counselor registers students for the core requirements first, allowing them to gain more information and mature so as to make important decisions. With the support of EPCC and the University of Texas at El Paso, our students attend the new student orientation every semester for advising and are registered for their chosen baccalaureate degree. The MOU stipulates that CECA students are entitled to all EPCC services and resources.

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.

Clint ISD pays for transportation costs, books, meals and student laptops for CECA students. EPCC waives tuition and fees for college credit courses for each CECA student enrolled so long as those courses are related to the student's official course of study. The CECA-EPCC MOU defines the process which is to be used to ensure students who are enrolled will have an opportunity to complete their course of study should the campus discontinue its operation in paragraph 14.

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

The MOU between CECA and EPCC addresses the appropriate sharing of student data and teacher data. The data sharing is essential to ensure that students receive the support to earn an AA or AS by high school graduation. Through data sharing the counselors and principal can discuss individual students and their progress with the EPCC counselors and registrar's office. The exchange of data and student information has been beneficial for adjusting operations or course offerings for students.

Narratives: Advanced Academics

Advanced Academics

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

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?

CECA continues to have challenges in securing dual credit faculty on the home campus. Individual disciplines such as government and English have been challenging to find. Teachers leaving the profession has had an impact on hiring as there is a shortage of teachers in the area. Incentives for teachers to switch teaching assignments has also created difficulties in retaining teachers in their current assignment. Our campus currently has five credentialed instructors to teach dual credit courses through EPCC. There is one additional teacher who is in the process of earning Master's Degree to become credentialed teacher in Mathematics. Another teacher has just completed a Master's Degree in History but needs to complete the credentialing process.

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
Summer Bridge Orientation	This session orients 8th grade students to the CECA systems and resources before starting their freshman year. The five day session also prepares student for the TSIA2 which we administer during the Bridge.
Instructional Growth Monitoring (NWEA-MAP)	We assess students three times per year to measure instructional growth and predict their preparedness on college readiness indicators such as ACT. PSAT and SAT. Students are guided through a MAP Growth Workshop by their advisory teacher . Students learn how to read their academic reports and create goals and learning plans based on the data.

Activity	Description
Gap Tutoring	Teachers use the data from the MAP assessments to identify instructional gaps and provide individual tutoring plans.
Friday Academies	Students who are failing classes are identified by their teachers to attend a Friday academy. These students bring any assignments or concepts they are struggling with to the academy to work with core content teachers to strengthen student understanding and performance.
Saturday School	Saturday school is provided for gap tutoring, SAT and AP preparation and STAAR-EOC remediation.
AVID	All 9th grade students must take the AVID elective to support methods for improving writing, inquiry, collaboration, organization and reading.
Advisory Period	The 30 minute advisory periods on Monday, Wednesday and Friday provide checkpoints on student progress and extra support for students. Limited English Proficient students are assigned to an advisory period with an English teacher who offers additional reading and writing support.
New Student Orientations at EPCC and UTEP	Both IHEs support our students with orientations and academic advising. The EPCC orientation includes advising and priority registration. The UTEP orientation also provides early registration for students in ECHS.

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
Honor Societies	There are chapters of the following honor societies at CECA: National Honor Society, Mathematics Honor Society, the Chemistry Honor Society, The Spanish National Society and the Computer Science Honor Society.
Extracurricular Activities	These activities include Academic UIL competition, History Day Competition, Student Council, Robotics Team, High School Quiz Bowl, and Destination Imagination.
Clubs	Students have the ability to propose clubs based on student interest. Clubs that are available on campus include: Literature Club, Music Club, Class Clubs, Campus Improvement Club, Queer-Straight-Alliance, Environmental Club, Sports Club, Autism Awareness Club, and Linguistics Club.
Science Fair	Participation in the science fair is required of all 9th grade Biology students and strongly encouraged for all other high school and college science courses.

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

All of the data associated with access achievement and attainment are analyzed to identify and define

problems that have resulted in changes in our curriculum, student supports and recruitment practices. The access data has reinforced the need for precise and effective communication to students and parents which emphasizes the message that at-risk students are welcomed and valued at CECA. The perception of the campus needs to be rebranded as a campus which supports all students to attain high levels of achievement. We used the achievement and attainment data and detailed student information to monitor and adjust our curriculum course sequence and TSIA2 preparation.

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
1 Target Population	The CECA administration places a high priority on enrolling student who are at-risk, limited English proficient or identified as having a learning disability. There are structured events and messages to communicate our intentions and supports available to all students. Attaining the OMBs for access is not a compliance issue: it makes the school more diverse and creates opportunities for all students.
4 Curriculum and Support	A curricular goal of accelerated growth at the 9th and 10th grade will prepare students for success in college courses and allow them to earn the required credits to earn an Associates Degree.
Academic Rigor and Readiness	Increasing the number of students reaching Advanced Levels in Algebra I and English II EOC will help students be better prepared for college level Math and English classes.

Narratives: Benchmark Products

Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products corresponding to the product and activities that are required to be posted by the first day of

serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified URL including "HTTP://" or "HTTPS://".

https://www.clintweb.net/site/Default.aspx?PageType=1&SiteID=10&ChannelID=1145&DirectoryType=6