Texas Education Agency

BURGES H S

ECHS Renewal Application

2023-2024

Contents

Background

District Affiliation

EL PASO ISD

CD #: 071902
Region: 19
Mailing Address (Line 1): P O BOX 20100
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79998

School Affiliation

BURGES H S

CDC #: 071-902-004
Region:
Mailing Address (Line 1): 7800 EDGEMERE WAY
Mailing Address (Line 2):
City, State, Zip: EL PASO, TX 79925

Academy Information

What is the academy name?

Burges 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

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.

124

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

110

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

89

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

95

Contacts

Applicant

Applicant 1

Job Title

ECHS Dean of Students/ Asst. Principal

Name Prefix

Mr.

First Name

Roberto

Last Name

Rivera

Email

rrivera@episd.org

Phone

9152367215

Principal

Principal 1

Name Prefix

Mr.

First Name

Jason

Last Name

Yturralde

Email

jeyturra@episd.org

Phone

9152367000

Superintendent

Superintendent 1

Name Prefix

Ms.

First Name

Diana

Last Name

Sayavedra

Email

disayave@episd.org

Phone

9152302576

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

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

Human Services
Information Technology
Law & Public Service
STEM

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

Engineering
Programming and Software Development

Select the Program(s) of Study your academy plans to offer.

Family and Community Services
Health and Wellness

Select the Program(s) of Study your academy plans to offer.

Information Technology Support and Services

Select the Program(s) of Study your academy plans to offer.

Law Enforcement

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

Biology

Teacher Education

Criminal Justice

Engineering

Computer and Informational Sciences

Nursing

Recruitment and Enrollment

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

During the pandemic, all recruiting was held virtually. This year, in person recruiting will resume.

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 of Arts Multidisciplinary	University of Texas at El Paso	Bachelors 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 IHE articulation agreement with El Paso Community College, addresses the curriculum alignment and courses of study by aligning the High School course sequence to meet the Associate of Arts or an Associate of Science Degree. The academic plan developed by EPCC and EPISD enables each student to earn a high school diploma and an associate degree within four years. College credit will be earned through dual credit courses and enrollment in college classes at EPCC. Both high school and college credit will be transcribed immediately upon a student's completion of the course. Dual Credit courses for which students receive both high school and college credit and are taught in either a face to face or online delivery mode by either an EPCC credentialed EPISD teacher or an EPCC faculty member. College Credit courses are those courses for which students receive college credit only; these courses do not have a high school equivalency. These courses are taught by an EPCC faculty member. The curriculum alignment will be reviewed by the BECHS Advisory Committee (EPISD and EPCC personnel) on an annual basis. The counselors work with the EPISD approved dual credit crosswalk which defines the alignment of the high school required courses with the college course descriptions.

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 Interlocal Agreement between EPCC and EPISD-BECHS stipulates that our students will only take college credit courses that apply towards their EPCC degree plan or the degree plan of the transferring institution they have selected. This applies whether classes are taught at the BECHS or EPCC campus. BECHS students will be advised on the transferability of all college credit offered and earned. Furthermore, in order to support the students' completion of their bachelor's degree, EPCC and BECHS will facilitate meetings between students with college advisors to ensure that students are aware of credit transferability and applicability. EPCC and EPISD BECHS advisors make students aware of the courses required to complete their bachelor's degree. To ensure that students have access to all credits earned on their high school transcript, the IHE "Joint Responsibilities" section "respectively entering high school or college credit into a student's transcript immediately upon a student's completion of the course." This allows students, counselors and universities to be updated on student progress and their qualifications for scholarships. As listed in section 10B, "Student Services Provided by EPCC," "BECHS students will have access to All EPCC facilities, services and resources afforded to all other EPCC students. BECHS will have use of the EPCC facilities based on availability for events such as proms, dances, graduation dinners, and recruitment activities." Also, according to "Student Services," letter B, EPCC provides EPCC IDs to access online library databases, materials/resources, tutoring centers, Academic Computer Services labs, libraries, etc.

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.

EPISD and BECHS's Interlocal Agreement with El Paso Community College (IHE) stipulates EPISD shall provide transportation for students from BECHS to EPCC campuses for official school activities on an approved schedule. Therefore, all transportation costs and fees are the school district's obligation. Should EPISD and/or EPCC decide to discontinue the operation of BECHS, they agree to the following provisions: The BECHS 11th and 12th grade cohorts will continue operations through that cohort's scheduled graduation from BECHS. The 9th and 10th grade cohorts will transfer to their home high schools or to Burges High School Traditional at the end of the school year in which EPISD and EPCC decide to close BECHS. Additionally, BECHS will not enroll any additional students in the grades that have been phased out. BECHS will meet all of the required design elements of this agreement and provide appropriate support for all students enrolled. In addition to what is stated directly in the interlocal agreement, it is the campus leadership's request that should BECHS discontinue operations, the 9th and 10th grade cohorts be offered transfer to another In-District 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

The IHE agreement with EPCC addresses data sharing by agreeing to collect data associated with BECHS required for reporting purposes and share the data with the appropriate agencies. Data is also shared when it is needed for internal purposes by either entity. The EPISD and EPCC Research departments will be the primary point of contact for all data collection for their respective institutions. In addition, EPISD and EPCC agree to share any data required for the successful completion of the BECHS

students' graduation plans. When applicable, EPCC's Institutional Review Board (IRB) will confer with BECHS leadership when requesting and sharing data. When selected, BECHS will participate in instruction and facility satisfaction surveys and other local or national surveys administered to EPCC students. EPISD and EPCC will collect and review the following aggregated/disaggregated data: number of credit hours taken and earned: GPA's; state assessment results; SAT/ACT, PSAT; TSI readiness by grade level; qualifications of BECHS staff and location(s) where courses are taught. Provisions for implementing programs improvements will be based on the collection review and sharing of the following data: EPCC data; EPISD data; high school GPA; high School percentile, high school ranking; matriculation 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. Both EPCC and EPISD agree to maintain the confidentiality of the educational records in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA).

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?

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?

Challenges that BECHS has faced ensuring the staffing of Dual Credit credentialed teachers includes the vacancy due to attrition. There may be a lack of qualified applicants to fill the position, and campus leadership has met this challenge by engaging in the following: 1) Encouraging the existing faculty to complete additional graduate hours to become Dual Credit qualified by EPCC; 2) Supporting and encouraging teachers to challenge additional Texas certification exams in other content areas, thereby increasing the types of classes an individual instructor can teach; 3) Campus leadership has worked with EPCC Deans in requesting more sections of specific courses on the college campus, ensuring our students the opportunity to complete their degree in the absence of such qualified instructor on the BECHS campus; 4) Scheduling students in Online courses with a facilitator; 5) Scheduling students in summer classes at EPCC. BECHS has successfully met all challenges faced with regard to qualified DC teachers, ensuring the availability and opportunity for students to take all courses required for completion of the Associate degree.

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
One-on-One Counselor Interviews	Scholars meet individually with their respective counselor to review credits for both high school graduation as well as EPCC Associate degree completion, FAFSA, college and scholarship applications, endorsements, performance acknowledgments and CCMR card, and pre-registration of courses for upcoming semester
Tutoring Camps	EOC/SAT/PSAT/AP exam prep offered on scheduled 1/2 days, Saturday's, and after school. Teachers are compensated for teaching time.
TSI Boot Camp Summer	Summer Bridge includes Apply Texas assistance with parents, PAAM/TSI Boot camp 15 1/2 days in June-July.
College Transition Course	Scheduled time for scholar college applications, scholarship applications, FAFSA, Transcript ordering assistance,
Supplemental Math Lab	Scholars enrolled in an additional 90 minute block for additional practice/feedback face to face time with teacher.

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
Positive Behavior Intervention and Support Practices	Teachers utilize a variety of practices regularly
Pathways	Curriculum for 9th grade includes building metacognitive skills, creating

Activity	Description
college & career readiness class	postsecondary plans, ethical codes of conduct, personal/interpersonal skills, developing positive Academic behaviors (time management, self-awareness), Self Advocacy,
Parent Engagement	Parent and Military Liaison coordinate activities and events that involve parents and community members
Extracurricular Activities	Scholars may participate in a variety of organizations: Major Sports, Band, Orchestra, ROTC, Choir, Cheer, Pom Squad, Drill Team, AcaDec, High Q, Destination Imagination, STUCO, Burges Ambassadors, Youth For Christ, Theatre, NHS, among others.
Activities Manager (SAM)	Faculty member assumes role and responsibilities of this position, which includes sponsoring the very active BECHS Student Council; SAM schedules, plans & organizes campus events such as pep rallies, homecoming, prom, multiple spirit weeks, etc. SAM ensures our Student Council is active and competitive with the region's StuCo Organization.
College & Career Readiness Teacher	Teacher runs GO Center which assists scholars with college applications, scholarship applications, FAFSA, Apply Texas, PAAM, TSI, Military Recruitment, Texas Workforce opportunities.
Campus Coordinator	Faculty member is responsible for interventions for students not on track to earn Associate Degree, manages advising schedule, facilitates EPCC Campus courses, facilitates student success meetings with teacher & parent.
Graduation Coach	Faculty member monitors and mentors At Risk students progress, provides community resources for homeless/Econ Disadvantaged scholars.

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

BECHS utilizes targeted data to determine the program foci for the school year. The Access, Achievement and Attainment data are used to inform the leadership team's decisions regarding its processes in each area. BECHS current access data indicate the need for greater recruitment efforts of males and At-Risk students. BECHS utilized the At Risk District list across the district and specifically met with them at EPISD Middle Schools. BECHS plans to strengthen recruitment efforts by increasing the number of recruitment events both at the campus as well as visits to in-district middle schools and local private schools. BECHS Attainment data shows the students are successfully meeting the Outcome Based Measures (OBM's) for the Early College designation . We are growing in this indicator and will continue our programs and supports in each area. BECHS Achievement data shows our students are consistently successful (exceeding in many indicators) in meeting all data indicators in each OBM for the Early College designation. The data gathered from this area shows program success in TSI testing completion rates and EOC passing rates. We plan on adding to our TSI test prep course with additional sessions throughout the summer, Fall and Spring.

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	BECHS aims to increase targeted population recruitment efforts by identifying subpopulations in district middle schools and working with their counselors to schedule presentation dates for specific classrooms in which male and At-Risk scholars are found, (i.e., ESOL, Alternative Education, Reading classes). Additionally, BECHS will schedule recruitment presentations at middle schools with a significantly higher than average economically disadvantaged population and at area private middle schools.
Benchmark 4- Curriculum & Support	Expansion of after-school and Saturday tutoring sessions for specific areas to include TSI, all EOC's, AP, & SAT/PSAT. Campus Leadership will ensure funding is allocated to pay faculty for all tutoring; 2) Increased use of Khan Academy use to strengthen scholars for PSAT/SAT/TSI/ACT.
Benchmark 5- Academic Rigor & Readiness	Expand TSI Success plan for all scholars beyond the Bridge Academy. Design Academic interventions for scholars not passing TSI to include TSI Boot Camp, Khan Academy, Edgenuity, IHE partner TSI Test Prep. EOC preparation and support- BECHS must continue working on helping scholars identify strengths and weaknesses, creating prescriptive interventions, and individualized instructional plans to improve student readiness and success. BECHS administrators, teachers, Campus Coordinator and the College Career Readiness Teacher (CCRT) will work to create a team to identify student interventions. This team will ensure we create opportunities to strengthen the academic skills necessary for success.

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://".

http://www.episd.org/bechs