NORTHWEST EARLY COLLEGE H S (NWECHS)

ECHS Renewal Application

2023-2024

Contents

Background

District Affiliation

CANUTILLO ISD

CD #: 071907
Region: 19
Mailing Address (Line 1): P O BOX 100
Mailing Address (Line 2):
City, State, Zip: CANUTILLO, TX 79835

School Affiliation

NORTHWEST EARLY COLLEGE H S (NWECHS)

CDC #: 071-907-003
Region:
Mailing Address (Line 1): P O BOX 100
Mailing Address (Line 2):
City, State, Zip: CANUTILLO, TX 79835

Academy Information

What is the academy name?

Northwest 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?

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.

111

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

88

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

95

Contacts

Applicant

Applicant 1

Job Title

IHE Liaison

Name Prefix

Ms.

First Name

Tonie

Last Name

Badillo

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Phone

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Principal

Principal 1

Name Prefix

Mr.

First Name

Frank

Last Name

Clark

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Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

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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.

STEM

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

Biomedical Science
Cybersecurity

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
Computer and Informational Sciences
Business
Liberal Arts
Psychology
Other

Recruitment and Enrollment

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

Northwest Early College will be hosting a series of parent information meetings and visits to our two

feeder middle schools for presentations and activities. The community knows Northwest is a high school campus but does not always know or understand that the campus is an early college and what that really means. To help better educate our community, throughout the year Northwest students will participate in elementary school activities to include parent teacher conferences and parent meetings to distribute and talk about the benefits of early college. Northwest will be implementing a priority application window where students who are at-risk will be targeted through mailers and direct parent out reach. Following the priority application window, a secondary window will open which will allow out of district students to apply to fill the remaining seats. If we have more applicants than available seats we will conduct a blind-lottery for our seats and have a waiting list.

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 Arts Multi-Discplinary	University of Texas at El Paso	Various Liberal Arts Degrees
Associate of Science Multi-Discplinary	University of Texas at El Paso	Various Liberal Arts Degrees

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

El Paso Community College

Name Prefix

Ms.

First Name

Tonie

Last Name

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Email

mbadill4@epcc.edu

Phone

915-831-6755

Job Title

Dean of Dual Credit and Early 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 Interlocal Agreement between Canutillo ISD (CISD) and El Paso Community College (EPCC) outlines an academic plan (Section 5. Academic Plan) developed by both parties that enables each student to earn a high school diploma and an Associate's Degree through Courses of Study in the following endorsement categories: STEM, Business and Industry, Public Service, Arts and Humanities and Multidisciplinary Studies. A curriculum crosswalk is used for the purpose of granting each student an opportunity to earn both the high school diploma and Associate's Degree within four years. Additionally, students may have the opportunity to earn certificates of completion during this time. Annually, CISD and EPCC review curriculum alignment and adjust the crosswalk as necessary through the Northwest Early College (NWECHS) Advisory Committee which is comprised of both CISD and EPCC personnel. To support and enhance the curriculum alignment, NWECHS students and staff follow a high school instructional calendar that matches the instructional calendar of EPCC. This ensures students are able to seamlessly take courses at the EPCC campus without disruption to their required high school coursework. CISD and NWECHS cover the cost of instructional materials, whether it be a dual credit course taught by a credentialed instructor on the NWECHS campus or a class taught by an EPCC instructor at the EPCC campus.

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

EPCC and NWECHS share the responsibility of advising students (Section 6. General Roles and Responsibilities) on the transferability of college credit offered and earned through the high school counselor, NWECHS College Readiness Coordinator and an assigned EPCC counselor. The NWECHS counselor in coordination with the EPCC counselor advise students every semester and on an as needed basis to discuss and enroll students in coursework that not only leads to an Associate's Degree but also transfers to a Baccalaureate Degree Plan. Once a student completes a dual credit class (on campus or at EPCC), the grade is immediately transcribed. This transcription takes place automatically through the student information system if the course is taught on the NWECHS campus or by hand via counselor and registrar if the course is taken at EPCC. Final grades are shared through dashboard created by EPCC. NWECHS students have the same access and rights to EPCC facilities, services and resources including the EPCC library, tutoring services and Centers for Students with Disabilities (Section 10. Student Services). Students are given an EPCC ID card during the first semester of their freshman year to ensure access to these services. Additionally students are able to, and are encouraged to, participate in EPCC student government other available clubs.

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.

Northwest Early College is a part of the El Paso Community College's Northwest Campus which allows the students to walk between the main building at the college and the Northwest Early College buildings. Transportation to and from NWECHS is provided for students who live within the district boundaries. An activity/tutoring bus is also provided daily for those students who need to stay for additional support or are participating in NWECHS/EPCC activities and clubs.

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

Student performance is monitored in multiple ways. First, student grades are reviewed at the end of each grading period. Grade level review of students and their grades takes place at this time. Teachers and administration determine appropriate interventions and next steps. For classes taken at EPCC with an EPCC instructor, the campus has access to student grades and academic standing through a Dual Credit MOU that is in place with the district. Through this agreement, data that is shared between both entities includes, but is not limited to: semester final grades, academic standing, GPA, TSI/ACT/SAT/AP scores, student demographic information for the purposes of enrollment and assigning of college ID, and degree plans showing number of hours earned and percentage complete/courses completed towards declared major. These data points allow for counselors at both entities to ensure students are on track to earn their diploma and Associate's Degree. Beyond the data that is shared, NWECHS has system-wide interventions in place to ensure students are successful on end of course exams, TSIA ELAR/Math, and are able to meet college readiness standards on ACT and/or SAT. Students are placed in a double blocked Algebra I and English I so that they are receiving 850 minutes of instruction in these courses weekly. NWECHS also employs a part-time Math Acceleration Academic Tutor and a part-time Reading Acceleration Academic Tutor to help further support students in TSIA 2.0 and STAAR EOC.

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?

Northwest Early College has very low teacher turnover. Over half of the staff is SACSCOC credentialed to teach one or more dual credit classes. Northwest Early College is able to offer all core classes on campus with the exception of fine arts. In the event the campus needs a teacher who is credentialed, the following options are available: 1. Posting for positions where teachers have a Master's in a specific content; 2. Tuition reimbursement for teacher's to obtain the courses need to be credentialed; 3. And offer the course online with a SBEC certified teacher serving as a facilitator.

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
Daily College Prep Course	Students recieve acceleration and interventions during this time. Teachers conduct progress monitoring and students set goals. SEL is also embedded throughout the year.

Activity	Description
Math/Reading Acceleration Academic Tutors	Academic tutors assigned to students who need additional support for STAAR EOC and TSIA ELAR and/or Math
Academic Advising	Counselor and College Readiness Coordinator meet with all students every semester to ensure courses being taken are transferrable to a 4-year University.
Gateway to College/ACT and SAT Prep	Course taken by all Juniors and Seniors to support college entrance exam practice and to complete college applications, scholarships and scholarship essays, FAFSA Completion and general guidance through the 4-year college application process.
Daily Tutoring	Teachers are required to have office hours which serve as their tutoring time.
Online Tutoring	Offerred by the IHE to all ECHS students. Online tutoring is available in any subject area for 16 hours a day.

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
Part-Providetime LMSW School Social Worker	Facilitates services needed for parents and students and provide SEL Lessons as needed
Texas Child Health Access Telemedicine program	tudents receive up to 12 therapy sessions with a licensed professional counselor free of charge and they are able to meet with them on campus so transportation and scheduling and transportation are not barriers.
Emergence Health Network	Students who are referred will be able to meet with mentors and receive counseling as needed. Parent mentors meet with the family to facilitate any services needed including parent education and family therapy.
Project Vida	Provides a community clinic and is able to do activities on campus including lessons on topics such as physical and emotional health.
Student Support Services	Provide services for at-risk students who may be pregnant or students who fall under the McKinney-Vento Act.
Full-Time Parent Liasion	Facilitates and guides parents who are in need of social services and helps promote parent involvement with the campus.
Parent-Teacher Organization	Support overall student body with fundraising and promoting a positive school culture among the community.

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

NWECHS uses access data to improve our recruitment materials, processes and procedures. Review and monitoring of the access data helps us target specific subgroups to ensure we recruiting and retaining students who are primarily at-risk. This data is reviewed by key campus and community stakeholders not only yearly when the OBMs are released, but also throughout the year to ensure we are retaining students from year to year. Achievement OBM data indicators drives campus instruction. The campus engages in continual TSIA assessment where targeted support given to students based on their areas of weakness in the form of tutorials or in a reading/math acceleration course. During department PLC's, teachers use EOC benchmark data to help move students from approaches to meets to masters. The goal is to not just have all students score at the meets level, the goal is to have all students score at the masters level. All students at the campus take the SAT and ACT their senior and junior year respectively along with the PSAT10 and NMSQT to help prepare students for the SAT their senior year. Finally, the campus uses attainment OBM to focus on the persistence rate of 9th grade students to ensure 75% of students remain in the ECHS program. Students struggling with grades and/or attendance are placed on an improvement plan and are provided academic interventions and often times meet with the campus counselor or social worker. Students who are struggling outside of school are provided assistance from our parent liaison.

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
Attainment OBM Persistence	85% of students enrolled remain in the ECHS program
Achievement OBM ACT/SAT	65% of students meet college readiness standards
Benchmark 4	Increase community businesses partners to expose students to a variety of potential career options and possible internship opportunities

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://nwechs.canutillo-isd.org/blueprint