



MONTWOOD H S
ECHS Renewal Application
2023-2024

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Background

District Affiliation

SOCORRO ISD

CD #: 071909

Region: 19

Mailing Address (Line 1): 12440 ROJAS DR

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79928

School Affiliation

MONTWOOD H S

CDC #: 071-909-002

Region:

Mailing Address (Line 1): 12000 MONTWOOD

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79936

Academy Information

What is the academy name?

Rams Early College

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.

135

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

135

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

135

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

135

Contacts

Applicant

Applicant 1

Job Title

Director of Rams Early College

Name Prefix

Ms.

First Name

Lourdes

Last Name

Coria

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Phone

915-937-2701

Principal

Principal 1

Name Prefix

Mr.

First Name

Carlos

Last Name

Guerra

Email

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Phone

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Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Nate

Last Name

Carman

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915-937-0000

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.

Business Marketing Finance
Education and Training
Health Science
Law & Public Service
STEM

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

Accounting and Financial Services

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

Biomedical Science
Engineering

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

Teaching and Training

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

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

Interdisciplinary Studies/General Studies

Business

Psychology

Biology

Recruitment and Enrollment

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

Representatives from Rams Early College (REC) visited 8th graders in our feeder pattern during our recruitment months to speak to students and parents about the opportunities that the early college provides. We also participated in district-wide virtual academy nights to present to students and parents in our district and answer any questions that they may have. Our website has flyers, videos, and other recruitment and informational items to educate our community about Rams Early College. Our application is in the third year of being electronic and all students have access to apply. Students are selected to participate in the early college based on a blind lottery system.

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 Criminal Justice	University of Texas at El Paso	BA Criminal Justice
AS Biological Science	University of Texas at El Paso	BS Biology
AA Psychology	University of Texas at El Paso	BA Psychology

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

9158316755

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 articulation agreement (Interlocal Agreement) between Socorro Independent School District (SISD) and El Paso Community College (EPCC) addresses Benchmark 2, Curriculum Alignment, under Section 5: Academic Plan. An academic plan is developed for each student to enable them to earn a high school diploma and an associate degree. In addition to college credit being earned through dual credit coursework, Rams Early College is responsible for administering all end-of-course (EOC) exams and transcribing all college courses to the student's transcript according to the district defined crosswalk. Pathways to an associate degree are additionally outlined in the articulation agreement through defined courses of study and curriculum alignment. Rams Early College students are provided with courses of study that meet the requirements of the Associates of Arts or Science Degree, as well as the Distinguished Level of Achievement diploma in the following endorsement categories: STEM,

Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies. Additional courses of study must be approved by the campus principal and the appropriate EPCC dean on an individual basis. The curriculum for Rams Early College students is developed to ensure that each student has the ability and opportunity to earn a high school diploma and an associate degree in four years. Course and curriculum alignment is reviewed annually by the Advisory Committee as outlined in the articulation agreement.

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

Rams Early College has a dedicated counselor and director as defined in the articulation agreement to ensure students are advised on the transferability of all college credit offered and earned. All Rams Early College students have access to EPCC Student Services including EPCC counseling services. In addition to the requirements in the agreement, seniors have access to a transition counselor who further advises students on the transferability and applicability of their course work to baccalaureate degree plans at their planned college of choice. Rams Early College students' dual credit courses are transcribed onto the high school transcript as outlined in Section 5 of the articulation agreement. When students take college courses at EPCC, the Rams Early College counselor and administrator are responsible for transcribing student grades following policy EIC(LOCAL). Students who take college classes at the early college site with a credentialed SISD teacher have their grades transcribed automatically through the student information system. All grades adhere to the requirements outlined in the IHE syllabus as well the appropriate grade conversion for the high school grade as stated in policy EIC(LOCAL). All Rams Early College students have full access to EPCC Student services as outlined in Section 10B of the agreement. Student services provided by EPCC include the issuance of an EPCC ID, access to EPCC's online library databases, materials and resources, on-campus tutoring centers, Academic Computer Services labs and libraries, and access to participation in student government and other 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.

SISD ensures that transportation routes for students attending courses at all EPCC site facilities are available during the fall and spring terms. Bus routes also includes roundtrip transportation for students to attend official school activities, such as daily classes in an approved class, orientation, etc. Beyond the requirements outlined in Section 10E of the agreement, SISD provides early college students transportation for summer classes scheduled at EPCC sites and for students who attend The University of Texas at El Paso (UTEP) throughout the year. In the event of nonrenewal or termination of the agreement, students are afforded the opportunity to complete their course of study. Section 19, Renewal or Termination, states that termination will not occur during the middle of a school year in order to prevent disruption of the academic progress of Rams Early College students. If the agreement is terminated, Rams Early College will continue operation through the 11th grade cohort's scheduled graduation from high school. Students enrolled in the 9th and 10th grade will also be able to continue through graduation by agreement. In the event of a termination, Rams Early College will not be able to

enroll any additional students in grades that have been phased out, but will continue to meet all the required design elements and provide full support for those who are still enrolled in Rams Early College.

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

Per the articulation agreement, data is shared and collected for required reporting purposes and for internal purposes to include student-level data. The school district and the IHE agree to share any data required for the successful completion of the Rams Early College students' graduation plans and with the hiring of qualified staff members for dual credit teaching assignments. When sharing teacher data for qualifications, EPCC discipline faculty will serve on the Rams Early College teacher hiring committees. The school district and EPCC will collect and review the following disaggregated data: number of credit hours taken and earned; GPAs; End-of-Course test results; SAT/ACT/PSAT results; TSIA2 readiness by grade level; qualifications of early college staff; and the location(s) where courses are taught. Any program improvements are based on the collection, review, and sharing of the following data: EPCC data, SISD data, articulation of high school students in four-year colleges/universities; level of entry and enrollment/retention rates; leaver codes; and attrition rates by grade level. Additionally, Rams Early College will participate in instructional success and faculty satisfaction surveys. Survey data is shared by EPCC the semester following the evaluations and may be used in program improvements.

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?

Recruiting and retaining educators who are credentialed through EPCC is a top priority for our district. When a credentialed teacher leaves, it is a challenge to find teachers who have the correct SBEC certificate and EPCC credentialing. To address these challenges, the district has implemented a dual credit teacher scholarship program. Through a partnership with the University of Texas at El Paso

(UTEP) and Grand Canyon University (GCU), SISD has implemented a Dual Credit Scholarship where interested teachers apply for and, if accepted, take graduate level coursework that leads to credentialing in areas of high demand such as biology and economics. To address retention of credentialed staff, teachers who receive the Dual Credit Scholarship must commit to three years with the district upon credentialing and will receive a stipend for each dual credit section they teach. At the campus level, the Rams Early College director will support the dual credit scholarship by identifying future courses based on student enrollment to recruit teachers to apply for the scholarship. To support current staff, EPCC hosts faculty and online facilitator workshops at the beginning of each college term, as well as the required discipline meetings that include learning objective and syllabus updates. The Rams Early College director will also provide specific professional development for the faculty to enhance classroom instruction and will provide TSIA2 workshops for purposeful enrichment and tutoring. With the combined efforts of the campus, district, and IHE, the district will continue to recruit, educate, and place credentialed teachers where needed.

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	All freshman and sophomores are enrolled in an AVID I or II class. Juniors and Seniors take AVID if requested or needed based on TSIA2 and EPCC Academic Standing or are used as Peer Tutors in the AVID I and II classes.
Morning, lunch, and after school tutoring	College tutors are hired to provide Rams Early College students with academic support at Montwood High School
Intersession Boot Camps	Weeklong TSIA2 boot camps are held in October, March, and June to assist students with TSIA2 preparation.

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
Monthly Leadership Socials	Rams Early College officers are invited to participate in monthly leadership socials hosted by various organizations at Montwood High School. Students gain leadership skills by organizing team building activities.
Parent Universities	Parent meetings are scheduled to inform parents of important events taking place in the early college. Guest speakers come in to present to parents and students on various topics such as academic strategies and how to address social and emotional concerns.
Middle School Presentation	During recruitment months, presentations are scheduled at the middle schools to present to parents and students and answer any questions.

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

Rams Early College uses the access, achievement, and attainment data as a guide toward our program improvement plan. All stakeholders are aware of the blueprint and the OBM associated with each of these areas. Campus personnel and district personnel are consistently reviewing the data and implementing different interventions and strategies to obtain them. District personnel and campus personnel meet quarterly to review access OBMs. The campus leadership team meets twice a semester to review student graduation and degree plans, and to compare campus data to the attainment OBMs. During monthly meetings with the Rams Early College faculty, students' TSIA2 assessment progress is updated on our achievement OBM and different strategies are discussed to assist our students in struggling areas.

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	Ensure that we target the correct demographics to obtain our OBMs.
6	Improve our school-within-a-school design and establish a mentor/induction program for Rams Early College faculty.
5	Become more familiar with TSIA2 curriculum to ensure Rams Early College students are obtaining the achievement OBMs for Reading and Math.

Benchmark	Description
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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.sisd.net/RECHS>