



MISSION EARLY COLLEGE 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

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## School Affiliation

MISSION EARLY COLLEGE H S

CDC #: 071-909-007

Region:

Mailing Address (Line 1): P O BOX 20500

Mailing Address (Line 2):

City, State, Zip: EL PASO, TX 79998

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## Academy Information

**What is the academy name?**

Mission 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.**

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

Principal

#### Name Prefix

Mr.

#### First Name

Benjamin

#### Last Name

Ortega

#### Email

bortego5@sisd.net

#### Phone

915-937-1202

## Principal

### Principal 1

#### Name Prefix

Mr.

#### First Name

Benjamin

#### Last Name

Ortega

#### Email

bortego5@sisd.net

#### Phone

915-937-1202

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## Superintendent

### Superintendent 1

#### Name Prefix

Dr.

#### First Name

Nate

#### Last Name

Carman

#### Email

ncarman@sisd.net

#### Phone

915-937-0000

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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.

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# 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

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

Business Management

**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

Criminal Justice

Biology

Psychology

## Recruitment and Enrollment

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

Any student within SISD has the opportunity to apply for Mission Early College High School via an open online application. This application does not consider grades, attendance, or discipline history. Students only need to show an interest in enrolling. Once applications are submitted within the allotted window specified by the district, a lottery is held to determine students who will be accepted. Students can accept or decline. If a student declines, the next student on the lottery waitlist will be offered

enrollment. For recruitment, Mission Early College holds an open house night for all 8th grade families in the district. A presentation on the campus is provided for families and they then have the opportunity to meet and greet students, clubs, and organization at booths. In addition, MECHS hosts 8th grade campuses for field trips and participates in a virtual open house hosted by the district.

## 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 Sciences | 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**

915-831-6755

**Job Title**

Dean of Dual Credit and Early College High Schools

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**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).**

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**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, Mission 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. Mission Early College students are provided with courses of study that meet the requirements of the Associates of Arts 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 Mission 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. This alignment is reviewed annually by the ECHS Advisory Committee.

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**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**

Mission 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 Mission Early College students have access to all EPCC Student Services including counseling services.

Mission Early College students' dual credit courses are transcribed onto the high school transcript as outlined in Section 5 of the agreement. When students take college courses at EPCC, the Mission Early College counselor and administrator are responsible for transcribing student grades following policy EIC(LOCAL). Students who take college classes at the 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 as the appropriate grade conversion for the high school grade as stated in policy EIC(LOCAL). All Mission Early College students have full access to EPCC student services as outlined in Section 9 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 clubs.

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**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.**

Transportation is at the discretion of the school district and is not the responsibility of the IHE. SISD will ensure bus routes for students attending courses at all EPCC site facilities during the fall and spring terms. Bus routes will also include round-trip transportation for students to attend official school activities, such as daily classes in an approved course. Beyond the requirements outlined in Section 10D of the agreement, SISD provides early college students transportation for summer classes scheduled at EPCC sites and transportation to and from the University of Texas at El Paso (UTEP). In the event of nonrenewal or termination of the agreement, students are afforded the opportunity to complete their course of study. Section 18, Renewal or Termination, states that termination will not occur during the middle of a school year in order to prevent the disruption of academic progress of Mission Early College students. If the agreement is terminated, Mission 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, Mission 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 the early college.

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**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**

As per SISD's MOU with EPCC, Section 14, "SISD and EPCC agree to collect data associated with MECHS required for reporting purposes and to share the data with the appropriate agencies as needed for internal purposes for use by either entity. The SISD and EPCC Research and Accountability departments will be the primary point of contact for all data collection for their respective institutions. In addition, SISD and EPCC agree to share any data required for the successful completion of the MECHS students' graduation plans. When applicable, EPCC's Institutional Review Board (IRB) will be conferred with when requesting and sharing data. When selected, MECHS will participate in instruction success and faculty satisfaction surveys and other local or national surveys administered to EPCC students. SISD 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 results, TSIA2 readiness by grade level, qualifications of MECHS 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, SISD data, high school grade point average, high school percentile, high

school ranking, 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, and any other data relevant to student academic achievement."

# 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?**

Mission Early College strives to hire highly qualified educators with a graduate-level degree credentialing them or leading to credentialing by EPCC. Should the campus not have a credentialed instructor in a core subject that applies toward a student's associate degree plan, Mission Early College students have the option to take the class(es) with an EPCC instructor at the Mission Del Paso campus, the site on which Mission Early College is located. The district has also implemented a dual credit teacher scholarship in partnership with UTEP and Grand Canyon University. Interested teachers may 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 Mission Early College director supports the dual credit scholarship by identifying future courses based on student needs to recruit teachers to apply for the scholarship. To support current staff, EPCC hosts faculty and online facilitator workshops at the beginning of each semester as well as required discipline meetings that include learning objectives and syllabus updates. The Mission Early College director also provides specific professional development for the faculty to enhance classroom instruction and provide TSIA2 workshops for purposeful student tutoring. These combined efforts will ensure Mission Early College has the credentialed staff needed for success.

**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                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Campus Tutoring Center    | The campus has a tutoring center that is staffed with a full-time intervention coach and three part-time tutors. Every student has access to the campus tutoring center. The center is open daily at lunch and after school and is available during instructional time should faculty feel the need to refer students for more individualized assistance. Our partner college also has a fully staffed tutoring center accessible to students 7 days a week. |
| TSIA2 Prep                | The campus holds four days of TSIA2 prep for incoming 9th graders during spring and summer bridge camps. TSIA2 prep and exams continue during the regular school year for students pending passing any portion of the exam. Mandatory tutoring occurs weekly during lunch with testing taking place at the end of each month.                                                                                                                                |
| College Advising          | District early college advisors, along with our campus Go Center, hold small group advising sessions each semester for scholars to review their college audit cards and plan out college registration for the following semester.                                                                                                                                                                                                                            |
| College Visits            | The campus works with colleges and universities to schedule campus visits/presentations during lunch or on Fridays.                                                                                                                                                                                                                                                                                                                                          |
| Go Center                 | The campus has a full-time Go Center adviser to assist students with college applications, FAFSA, scholarships, college advising, college visits, PAAM/TSIA2 testing, and college/university outreach.                                                                                                                                                                                                                                                       |
| STAAR/EOC and AP Tutoring | Faculty will develop EOC and AP exam-specific tutoring plans. Students selected for EOC tutoring will be based on teacher recommendation and attend for a prescribed number of days prior to the exam. All AP students will attend at least three AP review study sessions prior to AP testing.                                                                                                                                                              |
| EPCC Tutoring             | MECHS students have access to the EPCC tutoring center for in-person or virtual tutoring 7 days per week.                                                                                                                                                                                                                                                                                                                                                    |

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                                                                                                                                             |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| CIS      | Our campus has a full-time CIS Coordinator. The coordinator keeps a case load of at least 100 at-risk students who she checks in with on a weekly basis |

| Activity                        | Description                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | and whose academic progress she monitors. Our coordinator assists teachers with contacting parents, refers students to appropriate counseling services, assists with parent nights, and coordinates volunteers at the campus.                                                                                                              |
| Parent Nights                   | The campus hosts a Fall and Spring parent night for parents to meet with their child's instructor.                                                                                                                                                                                                                                         |
| Open House<br>Recruitment Night | The campus hosts a Fall Open House recruitment night to give middle school families the opportunity to personally visit the campus and learn about the early college high school. Parents listen to a presentation and then have the opportunity to visit with faculty and student representatives from different clubs and organizations. |
| Community<br>Recruitment        | Campus representatives visit all SISD middle schools to present information about the campus and recruit a new cohort for the forthcoming academic year.                                                                                                                                                                                   |
| Fall and Spring<br>Festival     | The campus hosts Fall and Spring festivals for the students, their families, and the community.                                                                                                                                                                                                                                            |
| PTSA                            | The campus has a PTSA with parent volunteers. PTSA and members assist the campus with various activities throughout the year and fundraise to award two seniors a college scholarship at the end of the year.                                                                                                                              |
| Blackboard/Website              | The campus utilizes a phone, email, and text messaging system to keep parents updated on important campus information and events. The campus also maintains a website that contains a campus calendar and is regularly updated with campus information and events.                                                                         |

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

The campus regularly uses data for academic improvement. Academic progress is monitored through assessment data. Campus Professional Learning Communities (PLCs), along with the leadership team, review data regularly to identify students in need of targeted interventions. Interventions are then developed by campus PLCs in coordination with campus leadership. Assessment data includes EOCs, TSIA2, PSAT/SAT, etc. Campus systems are structured or developed to meet the academic needs that the data identified. Instructional data is also monitored regularly through the entry of classroom walkthrough data into district software. Reports are run by leadership and shared with faculty identifying specific areas of instructional improvement on the campus. Individual meetings with faculty members, as well as professional development sessions, address areas of instructional refinement. Data shared between our IHE partner and SISD, including progress toward associate degrees, college grades, TSIA2 data, etc., is monitored by the counselor and campus leadership to track student progress and develop appropriate plans with students to ensure their success. Data is available to campus leadership through the district's Dashboard utility. Finally, 12th graders have a "Senior Interview" with their counselor where their data is individually reviewed with them to assess their academic progress as well as what is needed in their final year for successful completion of college and high school curricula.



# 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            | Mission Early College will continue to improve recruitment systems to ensure the campus meets its target population for at-risk sub-populations of students. The campus will target AVID and WIN middle schools for recruitment as well as target schools located within areas of the district with a low socioeconomic population. |
| Benchmark 4: Curriculum and Support       | Mission Early College will continue to collaborate with our IHE partner to improve upon implementation of college curricula within the high school setting and blending of college and high school policies that must be followed in lesson development, instruction, and grading.                                                  |
| Benchmark 5: Academic Rigor and Readiness | Mission Early College will continue to refine TSIA2 tutorial support systems to improve our TSIA2 passing success rate.                                                                                                                                                                                                             |

# 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/domain/1119>