



Abbreviated Application for ECHS Designation

**ECHS Academy: Pasadena Early College High School (PEarly
College High School)**

(Previously Designated)

2017-2018

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Part 1: Provisions and Assurances

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

1.1 Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college. ☒

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA). ☒
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g. first generation college goers, students of low socioeconomic status, African American students, and Hispanic students). ☒
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews. ☒
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data. ☒
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members. ☒

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that: ☒

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation, ☒
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE; ☒
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and ☒
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS. ☒

1.3 P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s). ☒

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics: ☒
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS ☒
 - Reviewing the MOU for necessary revisions ☒
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement ☒
2. Meeting minutes and agendas shall be publicly available. ☒

1.4 Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study. ☒

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study. ☒
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups. ☒
3. The ECHS shall provide students with academic, social, and emotional support in their course of study. ☒

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance. ☒

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study. ☒
 - The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test. ☒
 - The ECHS shall report to TEA the dates the TSI is administered. ☒
 - The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students. ☒

1.6 School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training. ☒

1. The ECHS location shall be: ☒
 - on a college or university campus, or
 - in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities. ☒
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data. ☒
2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy; ☒
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; ☒
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses. ☒
3. The ECHS students shall be enrolled in ECHS-only sections for core classes. ☒
4. ECHS shall implement an annual professional development plan based on needs assessment of student data. ☒

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

Pasadena Early College High School
(PEarly College High School)

County District Campus Number:

101917001

**County District Campus Number
2:**

**County District Campus Number
3:**

This CDC number:

Is shared with a comprehensive
campus

**What is the 2016-2017 ECHS
designation status of your
campus?:**

Full: Operating beyond the 3 year
provisional designation status

Mailing Address - Line 1:

206 S. Shaver

Mailing Address - Line 2:

City:

Pasadena

State:

Tx

Zip Code:

77506

2.2 School District

School District Name

Pasadena ISD

Mailing Address - Line 1:

1515 Cherry brook lane

Mailing Address - Line 2:

Mailing City:

Pasadena

State:

Tx

Mailing Zip Code:

77502

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing Address - Line 2:

Mailing City:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
San Jacinto Community College	8	
Mailing Address - Line 1:	Mailing Address - Line 2:	
8060 Spencer Hwy		
Mailing City:	State:	Mailing Zip Code:
Pasadena	Tx	77505

2.3.a Secondary Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Mailing Address - Line 1:	Mailing Address - Line 2:	
Mailing City:	State:	Mailing Zip Code:
	Tx	

2.3.b Additional Institution of Higher Education (IHE) Partner

Partner Name:	How many ECHS does this IHE partner with?	
Mailing Address - Line 1:	Mailing Address - Line 2:	
Mailing City:	State:	Mailing Zip Code:
	Tx	

2.4 Education Service Center Region

Education Service Center Region: 04

2.5 Person Completing this Application

Title:	
Dean	
First Name:	Last Name:
Aldo	Prado
Phone:	Email:
8329698816	aprado@pasadenaisd.org

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Dean of PECHS

First Name:

Aldo

Last Name:

Prado

Phone:

8329698816

Email:

aprado@pasadenaisd.org

2.7 Superintendent (District 1)

Title:

Dr.

First Name:

DeeAnn

Last Name:

Powell

Phone:

713-740-0243

Email:

Dpowell@pasadenaisd.org

2.7.a Superintendent (District 2)

Title:

First Name:

Last Name:

Phone:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Last Name:

Phone:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Dual Credit Director

First Name:

Nicole

Last Name:

Barnes

Phone Number:

713-754-8411

Email:

nicole.barnes@sjcd.edu

2.8.a Institution of Higher Education Liaison (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.8.b Institution of Higher Education Liaison (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

Associate Vice Chancellor for Student
Success Partnerships

First Name:

Pamela

Last Name:

Campbell

Phone Number:

(281) 991-2672

Email:

Pamela.Campbell@sjcd.edu

2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

Part 3: Benchmarks

Benchmark 1 - Target Population

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, put 0 (zero).

Grades of students to be served	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2016-2017 enrollment	0	0	0	132	101	36	59	328
2017-2018 projected enrollment	0	0	0	125	125	96	36	382

Instructions:

- In the “Percent of High School Students in District” column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.
- If the ECHS is not currently in operation, complete the district column and place a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to TEA in the spring.

Demographics	Percent of High School Students in District (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of High School Students in District (if multi-district) (from PEIMS)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	70	0	0	80
At-Risk	53	0	0	22
LEP	12	0	0	8
White	6	0	0	5
Hispanic or Latino	82	0	0	93
Black or African-American	8	0	0	1
First Generation College-Goers	N/A	N/A	N/A	70
Other	0	0	0	1

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

First generation college-goer	☒
Hispanic or Latino	☒
Black or African-American	☒
Economically Disadvantaged	☒
Other:	LEP

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

Recruitment Plan PECHS:

It is essential to the success of the PECHS program that a recruiting plan is implemented and followed on a yearly basis. Recruiting objective is to follow the PECHS mission goals and purpose. In addition, the recruiting plan should coincide with the admission policies and focus on the enrollment strategies that focus on early college demographics ("target population") which meet or exceed the district's proportional demographic representation in the areas "at risk, economically disadvantaged, and first generation college students."

- Mission: "Pasadena Early College High School (PECHS) will promote a highly rigorous environment to ensure that students earn a high school diploma as well as an Associate Degree from San Jacinto Community College."
- Purpose: "Our purpose is to provide a nurturing, respectful environment that instills our students with the confidence and skills necessary to meet the challenges of an ever-changing world and to become valued members of a global community".
- A written recruitment plan will include a detailed timeline of recruitment and enrollment events, and recruitment materials designed and distributed to feeder schools, local community organizations, and other appropriate locations in the community. Promotional brochures, applications, and marketing materials should be created in English, Spanish, and/or, relevant second languages. Remember the purpose is to promote ECHS in a positive and appropriate manner with a focus on the "Target population".
- Below are the PECHS recruitment guidelines. Again, the purpose is to maintain a successful ECHS and promote the program to the zone feeder schools' staff, students, and the community; so those who choose to enroll and accept the challenge will become successful, and will reap the benefits of ECHS model which will shape and model them into successful citizens.
- Name a Recruitment Liaison to coordinate all recruitment efforts for the ECHS in coordination with PECHS administration and district level ECHS personnel, if applicable.
- Inform all stakeholders about the features of our program through the website, social media, personal contacts, and recruiting visits throughout the school year.
- Post and distribute brochures, flyers, and posters with the feeder schools, community organizations, and other appropriate locations for the purpose to promote, explain the program, and encourage the target populations to apply and accept the challenge.
- Hold general information sessions with 7th and 8th graders at least once a year at each feeder school campus.
- Hold an Open House at the ECHS facility for prospective parents and students prior to the application deadlines. Treat as an informational meeting, Q&A, and a "Meet and Greet."
- Hold an Open House event at IHE partner San Jacinto College for prospective parents and students to view the IHE campus and ECHS classrooms. Treat as an informational meeting, Q&A, and a "Meet and Greet."
- Present and promote program at feeder middle school college nights, open houses and elective fairs, and other after school activities as applicable.
- Adhere to a Yearly Recruitment Timeline and plan.
- Lottery system will be used when interested applications exceed number of spots available.

Written Recruitment Time Line for PECHS 2016-2017 for the incoming class of 2021.

September: All Intermediate school visits will be set by September 21, 2016.

- September is preparation month.
- Update school website and school contacts because of possible staffing changes.
- Essential contacts should include Administrators, school counselors and AVID teachers for all your 7th and 8th grade campuses that are zoned to your school.
- Establish a timeline for the year regarding recruiting, the acceptance process, date (s) open house @ the ECHS, date for an open house with IHE partner, ASAP.
- Update promotional materials and recruiting items needed for the campus and community recruiting visits.
- Within the first two weeks of school, preliminary contacts with Intermediate campuses should be established via E-mail, phone calls, and flyers. Think of this as an opportunity to "welcome back" those who are essential to aiding to your success and a "soft" reminder to your contacts about ECHS. In addition, plant the seed about potential campus visits and ask for commitment to visit the schools in October.
- Have your first official school recruiting dates established with each zoned intermediate school, by the middle or end of September. First significant recruiting dates should be established in October.
- Create a calendar of events for each Intermediate campus which should include testing dates, parent nights, college nights, elective nights, science fairs, community events held at the school, etc.
- Distribute promotional flyers to each campus announcing PECHS visits prior to October campus meet and greet, and/or Q&A visits.

October: Initial school visits will be set for all intermediate schools by the end of October.

October is your heaviest recruiting month because of campus visits, community events and other recruiting activities designed to promote and build excitement about ECHS prior to the application deadlines of December 5th and late application Dec. 15th, 2016.

- Ideally, a promotional video has been shown during homeroom and promotional flyers have been distributed prior to campus visits. Purpose: spark interest, create energy and/or pre-knowledge about ECHS.
- Campus Visits: Informational session, Q&A, gather student's names of interested students, distribute informational flyers, distribute applications, etc.
- Send follow up letters to all interested students.
- November: (Follow Up visits & focus on application collection) by utilizing the 7th and 8th grade counselors to aide in reminders of application deadlines and collection of applications. If, interest of program is "high" than move interview process up and build on the energy and excitement of the program. Goal Start Interviews week before or after Thanksgiving holiday.
- Application deadlines Dec. 5th and late application Dec. 15th, 2016
- Follow up visits to feeder schools during lunch.
- Follow up: prospective student list (mail, phone calls, etc.)
- Focus on collection of applications.
- Open House parent Night. Nov. 10th
- Open House @ San Jacinto College. Nov. 12th
- Follow up with Intermediate feeder's schools: Applications and informational flyers delivered, 8th grade campus announcements "to turn in Applications", mailings to home address, and phone calls. ---Application turn in from interested students.
- Schedule additional campus visits based on response and interests as needed.
- Start Individual prospective interviews one week before or after Thanksgiving Holiday, if applicable based on numerous early student interest.

December: application deadlines of December 5th and December 15th , 2016.

Early December should focus on completing/finalizing the application process, finish individual interviews, and follow up with interested students. Goal is to have a finalized acceptance list before December/Christmas break, so acceptance letters can be mailed home.

- Q&A sessions at Recruiting sites, as needed.
- Interviews conducted at 8th grade campuses should be led by ECHS Recruiting Liaison, Administrator and/or approved ECHS staff.
- All students who have shown interest should be scheduled an interview. These interviews should be treated as a personal meet/greet, Q&A session, distributing informational flyers, applications and a "right fit" sessions. The atmosphere should be positive, realistic, create energy and excitement about the ECHS program.
- Follow up letters mailed or delivered to staff thanking each student for attending the interview.
- "Gratitude" follow ups with each campus for having access showing gratitude, and their help in conducting interviews.
- "Last Push" for asking and reminding students to turn in applications prior to the December last application deadline: Announcements at 8th grade campuses (homeroom, lunchroom, end of day, Etc.), Use student contact list to follow up with students via phone calls and letters which can be mailed to their home/school and/or hand delivered to each campus.
- If necessary, a lottery will be conducted after the December 15th application deadline.
- Send acceptance letters before Dec. 25th to home addresses
- Send acceptance letters to each 8th grade campus prior to Christmas break.
- If, applicable or a lottery system was achieved, then send personal letters to those students who were not accepted on the first round. The letter should be empathetic and explain the "next step"/process and move those students to a waiting list.
- Not enough students continue the recruiting process via Intermediate visits, follow up with Student contact list, community organizations, etc.

January:

- Return from Christmas break: deliver acceptance letters to each Intermediate/feeder campus.
- PECHS Open House: "Welcome: Claim Your Spot for an Exciting Future"
- Pep Rally
- Not enough students continue the recruiting process via Intermediate visits, follow up with Student contact list, community organizations, etc.

February:

- For those students who have claimed their ECHS spot schedule a group "Apply Texas" session at each Intermediate campus. ECHS administrator, Counselor, and Recruiting Liaison should attend.

March/April:

- Follow up letters: reminding students about "Summer Bridge".
- Field Trip

May: Focus on preparation for upcoming Summer Bridge for calls of 2021.

- Send out Summer Bridge Reminder letters (Home address, feeder schools and phone calls/ "robo calls")
- Replenish Recruiting promotional items like pens, pencils and erasers, etc. for next school year.
- Contact feeders school and thank them for their help in another successful year.

June:

- Summer Bridge Course: (Focus Initial Credit for World Geography "A" and TSIA College Ready Testing- Reading, Writing, and Math).

Calendar Dates:	Time:	Location:
September 13th	6:00 P.M. to 8:00 P.M.	Open House Queens
October 5th	10:00 A.M. to 1:00 P.M.	Jackson/Recruiting (Advisory and three lunches)
October 6th	5:00 PM to 7:00 P.M.	Jackson Parent/Report Card night
October 14th	10:00 AM to 1:00 P.M.	Queens/Recruiting (three lunches)
October 26th	10:00 AM to 1:00 P.M.	San Jacinto/Recruiting (advisory & 3 lunches)
November 10th	6:30 PM to 8:00 P.M.	PECHS Open House
November 12th	10:30 AM to 1:30 P.M.	San Jacinto College (IHE) Open House
December 5th		Application deadline
December 15th		Final Application deadline.
January (no specific date at this time)		PECHS/ "Welcome: Claim your spot"

Please describe the how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

The recruitment and enrollment processes and requirements were developed with strict adherence to the blue print.

PECHS named a Recruitment Liaison to coordinate all recruitment efforts in coordination with PECHS administration and district level ECHS personal, if applicable.

We analyze the process each year with our ECHS coach from Region 13, with the personnel from Pasadena ISD Central Office, and with our partners from SJC. Our analysis is based on soft and hard data.

In PECHS, we review the number of Intermediate students who have applied, effectiveness of recruitment/application timeline, marketing materials, the logistics that were followed and analysis of the overall result. We encourage and promote feedback from the intermediate schools, students and parents to ensure an efficient and effective recruitment/application process.

Prior to a new recruitment season there is a planning stage which incorporates all the information stated above for the purpose to refine our plan. Our recruitment plan is adjusted based on data, feedback, resources and other needs.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

We implemented the following actions:

Admissions Policy (Public in our website):

- *All students in 8th grade that are zoned to Pasadena High School are welcome to apply for admissions.
- Admittance is not solely based on state assessment scores, discipline history, teacher recommendation, and/or minimum grade point average.
- PECHS welcomes and seeks those students who are historically underrepresented in college courses, e.g. first generation college students, low socioeconomic status, minorities and other "at risk" students.
- The recruitment timeline and application process will be shared with feeder schools at the beginning of the school year.
- After attending one of the informational sessions, per instructions given, the student and his/her parent/guardian will complete, sign, and submit the admission application.
- PECHS will use enrollment strategies that focus on early college demographics which meet or exceed the district's proportional demographic representation in the areas of at-risk and economically disadvantaged students.
- Those students not accepted in the first round will be assigned to a waiting list and contacted as capacity becomes available.

Application of Admissions:

The PECHS Application for Admission does not contain the following:

- State assessment scores
 - Discipline history
 - Teacher recommendations
 - Minimum GPA
 - Student essay
- *Check boxes for GT, LEP or SPED.

Application asks for basic demographic information to ensure adherence to ECHS blueprint criteria and ensure they are zoned to PHS/PECHS. Recruiting focus should be strategic towards PISD/PHS target populations based on the ECHS best practices where students show a desire, and commitment to succeed in ECHS model.

Lottery system will be used when interested applications exceed number of spots available.

Enrollment:

Denial of students will not be based on a single reason, and a student should not be denied for the following sole reasons.

- At risk status (as defined by PEIMS).
- Low socioeconomic status,
- Academic reasons like low GPA.
- First generation college attendees
- Low GPA
- Special education services
- Discipline.

Marketing Materials:

- Marketing materials should focus on the feeder schools and the target populations of the ECHS.
- All materials should be printed in English and Spanish.
- PECHS marketing materials include but not limited to pens, pencils, erasers, notebooks, mints, student storage data USB drives, brochures, flyers, posters, flags, social media tools, and other pertinent materials.
- Marketing materials should reference and include college partner San Jacinto College. In addition, college promotional items should be included with PECHS marketing materials and handouts when applicable.

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Multidisciplinary and General Studies

Please indicate the associate's degrees that will be offered to students.

General studies
Behavioral Sciences
Business
Science
Mathematics/Engineering

Please indicate the Level I and Level II certificates that will be offered to students.

We do not offer level 1 and Level 2 certificates.

Please indicate how the ECHS will monitor student progress and use student data to support success.

Appropriate and timely interventions are vitally necessary to insuring the academic success of students enrolled in an Early College High School program.

Beginning in 9th grade, students create a Parent Connect login to help students and parents monitor grades. In college, it is important that the students become familiar with the online method for reviewing and monitoring grades as they will be required to do so in the college environment.

For high school courses, both located at the high school and IHE location, teachers record grades weekly through the district's online grade system. Teachers assign students to LIFT (Learning In Focused Tutorials) tutorials on a weekly basis if they have a grade of 70 or below. Written information is also sent to parents alerting them of their child's progress and need for intervention. Progress reports are generated every three weeks and report cards every six weeks. If a student is failing at the progress report point, they are assigned to the mandatory academic after-school tutorials for the remainder of the six weeks. If they fail the six weeks, they are assigned LIFT tutorials until the progress report point of the next six weeks.

In addition to after-school tutorial hours students both at the core high school campus as well as those at the IHE have a built-in intervention period know as Eagle Time. During Eagle Time students attend targeted instruction for courses in which they may be struggling. Teachers can assign this mandatory intervention period if they feel the student is in need, and students can decide to attend for extra support. Eagle Time provides in school opportunity for students to attend tutorials during the school day in addition to tutorials after school.

All PECHS students will participate in an AVID (Advancement Via Individual Determination) course. AVID utilizes research-based curriculum and strategies (WICOR-writing to learn, inquiry, collaboration, organizational skills, and critical reading) to develop student critical thinking, literacy, and math skills. Through the AVID course, students will develop academic behaviors critical for college success including organization, time management, note-taking structures, and individual and peer study skills. Learning how to take meaningful notes and read critically is important to the PECHS student's success. Students will also build "college knowledge" by learning about topics such as the college admission process and requirements, GPAs, transcripts, degree plans, class registration, and college grading practices. All students will participate in individual tutorials and peer study groups. These will occur weekly, before/after school, during bi-weekly study hall sessions, and on Saturdays as needed. Students, teachers, and college tutors will utilize the AVID "Tutorology" methods in tutorial sessions to facilitate student responsibility in the learning process.

The PECHS Student Academic Success Protocol is a tool used for the early identification of struggling students and to help provide a systematic paper trail of documentation and academic interventions.

Step 1: A "Notice of Concern" (a standard triplicate form ordered from Hammond & Stephens) is sent to parent or guardian, when a student is failing one or more core classes at the three week progress report. A notice is sent by each teacher of a subject in which the student is failing. Students are assigned mandatory LIFTS.

Step 2: "Academic Warning"- student is placed on Warning status if failing one/two classes at the end of a grading cycle, failing a college class at midterm and/or first term college GPA is less than 2.0. Student Success Conference is scheduled and held with teachers, parent and student, in which a plan of action is established and agreed upon. The plan of action is student-centered and tailored to students' needs, whether tutoring, study plan, etc.

Step 3: "Academic Probation" – student is placed on Probation status if failing three or more core classes at the end of a grading cycle, failing two or more courses at semester end, at the end of any term in which the student is on Academic Warning and college GPA is less than 2.0 and/or student has been on Academic Warning for two consecutive semesters. Student Success Conference is scheduled and held, in which a plan of action is established, agreed upon, and an academic probation contract is signed.

Tutorials are open to all students. Many students are also challenged with organization, managing responsibilities of academic requirements, extracurricular activities, and personal commitments. In order to assist students in this area, PECHS teachers developed the "Week at a Glance" tool. On the "Week at a Glance," teachers provide a daily summary of concepts taught, homework, and special notes/reminders for their class. Students use this document as an organizational tool for prioritizing homework and projects. As students progress, this document will become more of a college syllabus so that students develop the habit of using the syllabus to organize and prioritize for their college classes.

For college courses held at Pasadena High School (PHS) in the PECHS building, the AVID teachers monitor the progress of students in the respective grade levels. Students are assigned mandatory tutorials when their grades are below a 70. If they need both high school and college tutoring, the tutors will split the tutoring time to allow for assistance on both areas.

Students struggling in their college courses are assigned individual tutors and graduation coaches.

IHE Dual Credit staff and the PECHS mentor teachers will closely monitor PECHS student success in college level courses and facilitate student access to appropriate support services. Junior and senior students also receive ample support while at IHE. Each student has been assigned a mentor teacher. The teachers will review students' grades for both IHE and Pasadena core classes on a weekly basis. This opportunity provides students the ability to reflect on their progress and receive advice on how to improve on their current standing in their classes. If a student continues to perform poorly the student will be referred to the counselor for more support. Weekly grade level advisory meetings also help the students. This allows the counselor and administrator a chance to touch base with students. It also allows for an opportunity to provide resources such as scholarship support and Apply Texas help and upcoming important dates and events. Since junior and senior level students are located at the IHE full time they also receive a full spectrum of support provided from the IHE. This support includes full access to the Student Success Center where tutoring for college courses takes place. The library also offers support for students including individual and small group student rooms as well as access to a full computer lab. Students also have time to seek support from professors during office hours. In order to accommodate access to IHE resources, a late bus is provided to use four days a week. This allows students to stay at the IHE for an extended time in order to take advantage of the resources the IHE can provide.

Individualized Mentoring Program

One-on-one mentoring is a large part of the continuing success of our students at the college level. In their high school classes, teachers and administrators are able to access the students grades through our online gradebook, but we are not allowed to have access to the students college grades. As a result, each student is assigned a teacher stationed at the college as a mentor. This mentor is responsible for keeping track of each of their mentee's grades, progress, and helping the student find help for their courses if needed.

Mentoring Procedures:

The first step in our mentoring process is the weekly meetings with our students. Each student meets with their assigned mentor every Friday during an assigned time. During this time, the student is asked to open their Blackboard account and show their mentor their present grades, progress, and attendance. The student records these grades on a paper mentoring log and turn it in to their mentor. The mentor files each of the mentoring logs and these are stored in the office.

Each student with a 75 or higher in all their college courses continues to attend their lectures as usual. They will meet again with their mentor the following Friday.

Each student who has a grade of 74 or below must discuss an intervention plan with their mentor. This may include attending tutorials at the high school or college, attending the student success center at the college, conferencing with the professor, or any other plan that the mentor and mentee can arrange. This is written in the mentoring log as well.

After the mentoring log is filled out and the mentor and mentee conference, the mentor fills out an online shared document (GoogleDocs, MS Office 360, etc...), which the administrators for the Early College High School can access, for each student with a grade of 74 or lower. This log is updated every Friday.

If the student had a 74 or lower in any course, they will follow the action plan prepared with their mentor and will try to raise their grades. They will be required to stay in an assignment period, which acts as a study hall, during the day while they are not in class. Once they are in good standing, they may go to the library or student center while they have assignment periods.

Students with grades of 74 or lower will also have a letter sent home with a copy of the mentoring log informing their parents of their low standing. If the student is in low standing in more than one course, or they continue to fall behind in a course, there will be a call placed to their parents and a conference with the Dean or Counselor of the Early College High School will be scheduled. During this time a more formal intervention plan will be put into place which will be determined by the student, parent, and administrator. This plan will be signed by all parties and a follow up evaluation will be conducted in a specified amount of time.

Once a student gains good standing, they will be removed from the watch list and will need to continue to meet with their mentor each Friday.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

Pasadena ECHS students will begin preparing for success by participating in a mandatory Bridge Program. The Bridge Program will provide an intensive focus in core subject areas based on individualized student need, college entrance exam preparation, and introductory college readiness skills. The Bridge Program builds the foundational academic and study skills needed for student success in rigorous college level courses.

All PECHS students will participate in the AVID (Advancement Via Individual Determination) program. Through the AVID program, students will develop academic behaviors critical for college success including organization, time management, note-taking structures, and individual and peer study skills.

As AVID-trained teachers, the PECHS staff will be prepared to fulfill the role of mentor/advisor for their students. Teacher mentors/advisors will meet individually with students to oversee their academic progress, monitor grading and matriculation decisions, and advise students on making positive post-graduation plans. Students and staff will also benefit from the guidance of a full-time dedicated PECHS Counselor with the responsibility of providing academic and career counseling to support the PECHS students academically and emotionally. This counselor will create schedules for high school classes and will collaborate with the ECHS liaison to schedule the college courses. Every student will work with a college academic counselor or education planner.

One-on-one mentoring is a large part of the continuing success of our students at the college level. In their high school classes, teachers and administrators are able to access the students grades through our online gradebook, but we are not allowed to have access to the students college grades. As a result, each student is assigned a teacher stationed at the college as a mentor. This mentor is responsible for keeping track of each of their mentee's grades, progress, and helping the student find help for their courses if needed.

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The PECHS counselor talks to the students and she identifies the individual student needs. He or she also schedules the students in the Dual Credit courses that are fit to their academic strengths and needs.

We receive a report from the IHE at the end of each semester with data such as grades per student, professor, time, and GPA. Based on this data we plan our PECHS schedule and individual schedules for the upcoming semesters.

Please indicate how the ECHS will provide social and emotional support to the students.

To ensure student success and emotional support the PECHS staff holds individual conferences with each student and parent to review academic plan/degree plan. Provide and encourage attendance in high school and college campus opportunities. Increase student awareness of careers and colleges through increased emphasis on career interest counseling and testing.

The students are to be enrolled in AVID for 4 years to learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.

Last year PECHS registered a group of students and teachers in an emotional intelligence training. These group of teachers and students shared their experiences from that training with other stakeholders.

PECHS has one counselor devoted to support the PECHS students 100% of her time. The PECHS counselor offers:

Individual and group counseling to provide social and personal advising.

Motivational classroom guidance lessons (on subjects such as college degree plans, student success skills, job- or school-related social skills, etc.)

Chats to develop soft skills

Coordination of the mentor program

Coordination of parent conferences and meetings

PECHS promotes family involvement as a form of emotional support through workshops and meetings. There are Family Nights where families are encouraged to use the college room and other resources. PECHS organizes family sessions explaining post-secondary opportunities and financial aid.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

We have a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree.

The IHE provides a semester report (Argos Report). This report monitors student progress and reports the number of hours completed per student, disaggregated by student groups. In PECHS, we work with this data in order to make it even more specific. This report helps us to create individual plans for our students. We personalize the academic plan based on their goals, strengths, and weaknesses.

We support students in their course of study emotionally and academically through instructors, counselor and external resources such as trainings and organizations in the community.

We provide academic support to the students by having after school tutorials every day, working on Saturdays with teachers and mentors as needed, having the library open and computers available on Sundays. We have a college room directed by 2 counselors and one assistant. The college room's role is to provide support in college guidance, college applications, scholarship applications, field trips to colleges, college days in Pasadena High School, financial aid counseling, and college and career counseling.

PECHS has a mentorship program. Mentoring is a large part of the continuing success of our students at the college level. In their high school classes, teachers and administrators are able to access the students' grades through our online gradebook, but we are not allowed to have access to the students' college grades. As a result, each student is assigned a teacher stationed at the college as a mentor. This mentor is responsible for keeping track of each of their mentee's grades, progress, and helping the student find help for their courses if needed. The mentor offers help and advice in regards college applications, scholarships and college readiness in general.

In our last class (2016), 40 out of our 44 students graduated with an AA degree, 2 with 59 hours and 2 with more than 40 hours toward a baccalaureate degree.

Each year our students attend at least 4 enrichment activities such as field trips to museums, colleges and 4 year universities; artistic events such as musicals and/or concerts; conferences with motivational speakers; and sports events such as professional basketball and soccer games.

PECHS has partnerships with the Pasadena Chamber of Commerce, the City of Pasadena, the Neighborhood Center, and several middle schools in Pasadena ISD. Through these partnerships we expose our students to a variety of potential career options and possible internship opportunities

Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 School Year): The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2017 school year.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

ECHS recruitment and enrolment documents: Written policies, application and evaluation documents, etc.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Final	N/A

Other Supporting Document: The ECHS may upload one additional supporting document.

Attached	Status	Expected Date for Final (if draft)
View Uploaded Document	Submitted	N/A