



ECHS Academy: Sterling High School

ECHS Planning Application

2018-2019

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Background

District Affiliation

HOUSTON ISD

DC #: 101912

Region: 04

Mailing Address (Line 1): 4400 W 18TH ST

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77092

School Affiliation

STERLING H S

CDC #: 101-912-014

Region:

Mailing Address (Line 1): 11625 MARTINDALE RD

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77048

Academy Information

ECHS Academy Name:

ECHS Academy: Sterling High School

What grade level range will your academy serve in the 2019-2020 school year?

9-12

Grade Level	Number of Students
9	450
10	350
11	250
12	250

Contacts

Superintendent

Job Title: Superintendent
Full Name: Mr. Richard Carranza
Email: superintendent@houstonisd.org
Phone Number: 713-556-6000

Applicant

Job Title: Principal
Full Name: Mr. Justin Fuentes
Email: jfuentes@houstonisd.org
Phone Number: 713-991-0510

IHE Liaison

Affiliation: Houston Community College System
Job Title: Director of P-16 Initiatives
Full Name: Ms. Patricia Saunders
Email: patricia.saunders@hccs.edu
Phone Number: 713-718-5096

Narratives

Opening Statement

Describe how the decision to apply for a planning year was made. Include the types of individuals that were involved in the decision process.

The ECHS model creates hope for the future for our students and the community as they have been historically underrepresented in college. Many of the students at Sterling HS are first-in-family college goers. This model will enable our students to earn college credit and workforce certifications while completing high school. The model provides evidence-based practices that identify student needs and ameliorates those needs with intensive supports. This model complements our Future's Academy which allows students to get certifications and the Aviation Magnet which allow students to get an associate's degree. This Early College High School model will enable our students to pursue specialization in career pathways that offer deep and meaningful learning experiences through project-based learning. The rigorous aspects of instruction in core content areas will result in a personalized pathway for every Sterling HS student which prepares them to attend the college of their choosing. The research shows that students who attend early-college high schools are more likely to graduate, enroll in college, and earn an associate degree, than are their peers who do not (American Institutes for Research, 2013). The parents, community, teachers, and staff at Sterling HS have a desire to increase the earning capacity and quality of life of the students, therefore, it was determined that the ECHS model would be the best model for the school. Additionally, as a TTIPS Award winner for Cycle 4 the direction given to us by Texas Education Agency was to apply this model as a "turnaround model" for our campus. The progress already made on this work has enabled us, as a Title I and previously Improvement Required status campus, to attract students who may have otherwise chosen another school in our district of choice instead of attending here. The quality of the student that we are attracting has helped to improve the culture of our school while also enhancing the educational process; It is our goal to continue and enhance this reality by becoming a full-fledged Early College High School.

Model Implementation

Does the district have any designated ECHSs for the current school year?

Yes

Which ECHS model does the district intend to implement at this time? Within these models, there are variations. For this purpose campus is defined as a CDC number not a physical location.

Stand Alone Academy - All students on the campus are enrolled in the ECHS academy

Dual Credit

Identify the type of advanced courses (dual credit/AP/IB) currently implemented on the campus. If this is a brand new campus, identify the type of advanced courses currently implemented at any school in the district. If the district does not currently offer any of the advanced courses below, select "Not Applicable".

- DC
- AP

Describe the advanced courses (dual credit/AP/IB) currently implemented on the campus. If planning to start a brand new campus, describe the advanced courses currently offered in the district.

Dual Credit: EDUC 1300, HIST 1301/1302, ECON 2301, ENGL 1301/1302, ENGL 2322/2323, MATH 1314, BMGT 1301, IBUS 1302, IBUS 1341, IBUS 2335, TECM 1301, IBUS 2335, LMGT 1321, LMGT 1325, LMGT 1323, LMGT 2288, PHED 1304, SPCH 1315, WLDG 1313, WLDG 1407, WLDG 1428 AP Courses: English Composition, English Literature, Environmental Science, Calculus A/B, Human Geography, World History, US History, Macro Economics, US Government, Computer Science Principles, Computer Science A, Spanish Language

Describe the current campus or district partnership with the dual credit provider. If the district does not have a current partnership, please describe the proposed partner for the new campus and how the partnership is currently being developed.

The partnership with our district and the IHE has been in existence for the past 14 years. There are five existing Early Colleges and the majority of our High School campuses offer Dual Credit coursework. Our College/Career Readiness Department works directly with the IHE to coordinate MOU's and other logistical details. Of note is that our IHE waives the remainder of the tuition that is required to enroll in Dual Credit courses. Specific to our campus is the work of our steering committee which is comprised of our College Access Coordinator, Assistant Principal, District-level Coordinator, and our IHE Liaison. This group meets monthly to review student progress in current courses, address the needs of IHE instructors working with our students, coordinate and schedule courses for the upcoming semester, and to keep us apprised of changes in either of our systems. Our IHE also provides support regarding TSI testing and college visits for our 9th grade students.

Where are the dual credit courses currently offered?

- High school campus taught by high school teacher
 - High school campus taught by college faculty
 - Other: n/a
-

Does the campus currently have teachers with qualifications to teach dual credit courses?

Yes

What percentage of current teachers are qualified to teach dual credit courses in english?

3

What percentage of current teachers are qualified to teach dual credit courses in math?

2

What percentage of current teachers are qualified to teach dual credit courses in history?

2

What percentage of current teachers are qualified to teach dual credit courses in other subjects?

5

TSI

What percentage of 9th grade students currently take the TSI?

5

What percentage of 10th grade students currently take the TSI?

12

What percentage of 11th grade students currently take the TSI?

2

What percentage of 12th grade students currently take the TSI?

5

Identify where the TSI is currently administered (check all that apply).

- 1
- 3
- 4

Targets, Readiness, and Focus

Identify the grade levels targeted if designated for the school year after your planning year (check all that apply).

- 9
- 10

Describe the current role of counselors regarding college and career.

Counselors work with: • Scheduling of students • EOC/ASVAB/SAT/ACT/PSAT Administrations • Coding of classes via CTE, Dual Credit, AP/Pre-AP • CTE student coding • Personal Graduation Planning • College & Career Counseling • Parent meetings Our College Access Coordinator works with students to: • Prep for the TSI • Coordinates the TSI at the school and with the IHE partner • Conducts IHE enrollment and registration • Monitors student success throughout the semester • Acts as liaison with IHE instructors • Coordinates college tours/fairs/applications • Works with students on scholarships and financial aid

Identify the current endorsements that are offered:

- Business and Industry
 - Arts and Humanities
 - Multi-disciplinary Studies
-

Identify the planned focus of the ECHS.

Unsure at this time