



Evan E. Worthing 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

WORTHING H S

CDC #: 101-912-019

Region:

Mailing Address (Line 1): 9215 SCOTT ST

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77051

Academy Information

ECHS Academy Name:

Evan E. Worthing High School

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

9-12

Grade Level	Number of Students
9	300
10	225
11	145
12	175

Contacts

Superintendent

Job Title: Superintendent

Full Name: Mr. Richard Carranza

Email: hidsuperintendent@houstonisd.org

Phone Number: 713-556-6300

Applicant

Job Title: Principal

Full Name: Dr. Khalilah Campbell-Rhone

Email: kcampbe1@houstonisd.org

Phone Number: 713-733-3433

IHE Liaison

Affiliation: Houston Community College

Job Title: Assistant Superintendent

Full Name: Mr. Michael Love

Email: mlove@houstonisd.org

Phone Number: 713-556-6981

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.

Worthing High School has been low performing for 6+ years. There are approximately 1,120 students who live in Worthing HS attendance zone that choose to attend another school that offer additional programs and course offerings. The ECHS model will provide students an entry level experience to the college education system, while still having immediate access to services typically in a high school setting such as counselors, nurse, social workers, etc. The ECHS model will inspire students to advance their expectations for post-secondary experience and increase the number of college enrollees. The ECHS model will also motivate students to attend post-secondary school due to the possible overall reduction of the financial burden of college on families who mainly come from low socio-economic households. Persons involved in this decision process included: Worthing HS Principal, Worthing HS Alumni and community, Houston ISD Career & Technology Education Dept, Houston ISD Grants Dept., Houston ISD Area Superintendent, Houston ISD School Support Officer and Houston Community College - Dual Credit Office. Worthing HS has obtained the Texas Title 1 Priority Schools Grant which supplies funding for the next 3 years to assist in ensuring that all students will have the necessary tools and resources to be successful in an ECHS. This grant allows Worthing HS the opportunity to offer AVID classes to all 9th-11th grade students which introduces and prepares them for the necessary study skills and mindset to take dual credit courses and enter post-secondary education. Through the AVID courses, students have begun to understand the correlation between effective note-taking and organization tools, and student achievement. As a result, we have noticed an increase in student attendance and student morale for a positive learning environment.

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.

EDUC 1300 - study of the 1) research and theory in the psychology of learning, cognition, and motivation; and 2) factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. AP US History - students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. AP English Language - aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. AP English Literature - aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. AP Chemistry - provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. AP Physics - an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. AP Spanish Language - course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations.

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 15 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, Grants Administrator, Assistant Principal, 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
 - Community college
-

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?

2

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

0

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

6

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

10

TSI

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

0

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

4

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

21

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

40

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

- 1
- 3

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
- 11
- 12

Describe the current role of counselors regarding college and career.

Worthing High School has two counselors. They meet with students monthly to review their current grades and attendance. At the beginning of the school year, each counselor meets with their student to ensure that their schedule meets all graduation and HB5 endorsement requirements. Students are given the opportunity to discuss their desires for post-secondary education/workforce/military options. At this time, the student and counselor devise a plan and the counselor shares this information with the campus' College Access Coordinator that, in turn, ensures that the student takes all necessary steps to fulfill their goal (college application, entrance examination requirements, etc.). Our counselors work alongside school administration and the College Access Coordinator to facilitate college fairs, college field trips, military recruitment fairs and career fairs throughout the school year.

Identify the current endorsements that are offered:

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

Identify the planned focus of the ECHS.

CTE