Pasadena Early College High School

ECHS Renewal Application

2018-2019

Contents

Background

District Affiliation

PASADENA ISD

DC #: 101917
Region: 04
Mailing Address (Line 1): 1515 CHERRYBROOK
Mailing Address (Line 2):
City, State, Zip: PASADENA, TX 77502

School Affiliation

PASADENA HIGH SCHOOL

CDC #: 101-917-001
Region:
Mailing Address (Line 1): 206 S SHAVER
Mailing Address (Line 2):
City, State, Zip: PASADENA, TX 77506

Academy Information

ECHS Academy Name:
Pasadena Early College High School

What grade level range will your academy serve in the 2018-2019 school year?
9-12

Grade Level	Number of Students
9	130
10	115
11	110
12	75

Contacts

Superintendent

Job Title: Superintendent
Full Name: Dr. DeeAnn Powell
Email: Dpowell@pasadenaisd.org
Phone Number: 713-740-0243

Applicant

Job Title: Dean of PECHS
Full Name: Mr. Aldo Prado
Email: aprado@pasadenaisd.org
Phone Number: 713-740-0310

IHE Liaison

Affiliation: San Jacinto College Central Campus
Job Title: Dual Credit Director
Full Name: Mrs. Nicole Barnes
Email: nicole.barnes@sjcd.edu
Phone Number: 713-754-8411

Narratives

ECHS Model

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.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the ECHS academy.

Evaluation

Would your campus would like to be considered for distinguished recognition? All ECHS seeking distinguished recognition will be measured against the highest OMBs.

Yes

Products

Please provide links to the following products' locations on the ECHS's website: *If the ECHS has all these documents on one webpage, provide the hyperlink here.

Provide a link to the academy's written admission policy and enrollment application.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/admission_policy/

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/admission_policy/

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant language(s) .

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/admission_policy/

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/admission_policy/

Provide a link to the final, signed, and executed MOU.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/important_information/

Provide a link to the academy's leadership meeting agendas and minutes.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/important_information/

Provide a link to the academy's school board and board of regents' presentations.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/important_information/

Provide a link to the academy's description of each member and role in committee.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/administration_staff/

Provide a link to the academy's 60 college credit hours crosswalk.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/academic_resources/

Provide a link to the academy's calendar of family outreach events.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/pasadena_early_college_high_school_events/

Provide a link to the academy's professional learning community agendas and notes.

http://pasadena.pasadenaisd.org/UserFiles/Servers/Server_57560/File/PECHS/Meetings/PECHS%20Depart%20Meeting%20Jan_March_2018.pdf

Provide a link to the academy's advisory/study skills curriculum material.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/academic_resources/

Provide a link to the academy's master schedules.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/important_information/

Provide a link to the academy's calendar of TSI test administration dates.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/tsia_preparation/

Provide a link to the academy's aggregate reports of TSI exam performance.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/tsia_preparation/

Provide a link to the academy's tutoring and bridge program schedules.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/tutoring_summer_schedule/

Provide a link to the academy's Bridge Program curricula.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/tutoring_summer_schedule/

Provide a link to the academy's mentor/induction program plans.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/admission_policy/

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/admission_policy/

Provide a link to the academy's leader/liaison meeting agendas and notes.

http://pasadena.pasadenaisd.org/pasadena_early_college_high_school/important_information/

Provide a link to the academy's leadership team member bios.

http://pasadena.pasadenaisd.org/UserFiles/Servers/Server_57560/File/PECHS/Bios.pdf

Free-Response

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here.

These are some of the structures and actions that PECHS has taken in order to minimize the challenges of staff turnover:

Our staff and leadership team has developed a deeper understanding of the design elements, school within a school model, and rigorous instructional practices of an ECHS campus through efficient and consistent training.

PECHS strives to recruit teachers that have shown prior success working with students from at-risk situations similar to that of those students in the target population for the Pasadena ECHS.

Pasadena ECHS teachers must be fluent in "college knowledge", by learning about topics such as: the college admission process and requirements, GPAs, transcripts, degree plans, class registration, and college grading practices so that they are able to assist students with these procedures and processes.

Teachers will also be trained in AVID methodologies to support students in cultivating academic behaviors critical for college success, including organization, time management, note-taking structures, and individual and peer study skills. As mentors/advisors they will meet individually with students to oversee their academic progress, monitor grading and matriculation decisions, and advice students on making positive post-graduation plans.

Ideally, our PECHS teachers should be highly qualified teachers holding a Master's degree in the content area. Pasadena ECHS teachers will need a deep understanding of their subject area as a means to prepare students for rigorous college course work.

Pasadena ECHS teachers have committed to utilizing research based program to support literacy development.

PECHS teachers are highly involved with a myriad of activities besides teaching and they have an important role in the decision making process. Their input is consistently requested and considered.

PECHS strives to recruit counselors and administrators with the following features:

- Knowledge and understanding of college transition and college readiness resources, research, work, and standards.
- Knowledge and understanding of ECHS model.
- Working knowledge of curriculum and instruction.
- Success record sustaining new initiatives.
- Promotes a college going culture that:

- Promotes behavioral expectations and persistence through and beyond high
School.
- Promotes skills and awareness to succeed in college and beyond
- Advance school culture that is aligned to school mission, vision, and ECHS best
Practices.
- Excellent communication skills.
- Good at negotiations, problem solving and conflict resolution skills.
- Working knowledge of state and district policies & rules.

Describe the processes that the dual credit provider and the ECHS campuses monitor student progress, and determine when interventions are needed. How is this ECHS going to share data and monitor student progress and ensure student success?

The dual credit provider has a Dual credit Director. This person receives communication from the college professors in regards to problems related to dual credit students' attendance and grades. The Dual Credit Director establishes communication with the PECHS leadership team, Dean and Counselor. Once the Dean and counselor of PECHS have been notified, they address the issue with the student and parents.
The dual credit office sends midterm grades at the middle of the semester and they send final grades, GPA and academic status at the end of each semester.
Appropriate and timely interventions are vitally necessary in regards 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 both 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 received a grade of 70 or below. Written information is also sent to parents alerting them of their child's progress and making them cognizant of the 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 attend 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.
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
Students struggling in their college courses are assigned individual tutors and graduation coaches.
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.

Endorsements

Identify the current endorsements that are offered:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Services
- Arts and Humanities
- Multi-disciplinary Studies

Certificates

Identify all associate degrees offered to students.

Degree	Description
ASSOCIATE OF SCIENCE DEGREE	Students choosing to pursue an associate of science degree should select from among life science, physical science, computer science or mathematics.
ASSOCIATE OF ARTS DEGREE	Students choosing to pursue an associate of arts degree should select from among general studies, social and behavioral science, business administration, or communication.

Identify all level one certificates offered to students.

Certification	Description

Identify all level two certificates offered to students.

Certification	Description

TSI + IHE

Is this ECHS a TSI testing site?

Yes

Is the IHE liaison working with other ECHS campuses?

No