



PASADENA HIGH SCHOOL
ECHS Renewal Application
2020-2021

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Background

District Affiliation

PASADENA ISD
CD #: 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

What is the academy name?

Pasadena Early College High School

Which model does the district intend to implement at this time? Within these models, there are variations.

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

Distinguished Recognition

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

Yes

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2020-2021 school year?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

125

Enter the number of students that you plan to serve in 10th grade.

125

Enter the number of students that you plan to serve in 11th grade.

115

Enter the number of students that you plan to serve in 12th grade.

110

Contacts

Applicant

Applicant 1

Job Title

Dean

Name Prefix

Mr.

First Name

Aldo

Last Name

Prado

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Phone

7137400310

Principal

Principal 1

Name Prefix

Mrs.

First Name

Laura

Last Name

Gomez

Email

Lgomez@pasadenaisd.org

Phone

7137400310

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

DeeAnn

Last Name

Powell

Email

Dpowell@pasadenaisd.org

Phone

7137400242

Narratives

Current Designations at PASADENA ISD:

- PASADENA HIGH SCHOOL - ECHS - 1112
- SAM RAYBURN H S - ECHS - 1718
- SOUTH HOUSTON HIGH SCHOOL - ECHS - 1718
- DOBIE H S - ECHS - 1718
- PASADENA MEMORIAL H S - ECHS - 1718

Previous Planning Year Applications at PASADENA ISD:

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.

Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

NA

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD

What associate degree(s) does the academy plan to offer?

Item

Business

Communications

Computer and Informational Sciences

Engineering

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
Associate Degree	LeTourneau University	Bachelor Degree
Associate Degree	Midwestern State University	Bachelor Degree
Associate Degree	Houston Baptist University	Bachelor Degree
Associate Degree	Lamar University	Bachelor Degree

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

San Jacinto College

Name Prefix

Mrs.

First Name

Nicole

Last Name

Barnes

Email

Nicole.Barnes@sjcd.edu

Phone

7137548411

Job Title

Dual Credit Director

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).

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.

Pasadena ISD and SJC develop an articulated four-year course of study plan (grades 9-12) that meets the requirements of Applicable Law, enables Pasadena ECHS students to earn a Recommended or Advanced high school diploma. The students will earn a foundation high school program and an endorsement with a distinguished level of achievement. PECHS will provide the opportunity to earn an associate's degree or at least 30 credit hours toward a baccalaureate degree during grades 9-12 by the fifth anniversary of the student's first day of high school. The program will provide a seamless transition for students from grade level to grade level, allows students to transition from a majority of high school classes in grades 9 and 10 to a gradual integration to college-level classes during grades 11 and 12, and represents high levels of rigor, acceleration, and support. The SJC Liaison, the PISD Early College Department and the Pasadena ECHS administration will be responsible for working together with PECHS and SJC stakeholders to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment.

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

The Pasadena ECHS counselor and IHE Liaison work together to ensure students receive pertinent information regarding higher education, FAFSA, financial assistance, transferability, and assistance waivers for tuition and fees. The Pasadena ECHS and SJC collaboratively develop and implement academic support services within the Program of study. SJC assigned a dedicated educational planner for the Pasadena ECHS. The educational planner provides academic and career counseling to support the Pasadena ECHS students including transferability, use and understanding of academic transcripts, and access to all SJC's resources and facilities. As AVID trained teachers, the Pasadena ECHS staff is prepared to fulfill the role of mentor/advisor for their students. Teacher mentors/advisors meet individually with students to oversee their academic progress, monitor grading and matriculation decisions, and advise students on making positive post-graduation plans with the support of the counseling staff from Pasadena ISD and the SJCCD educational planner.

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.

In order to facilitate participation by the target population defined for the ECHS programs, Pasadena ISD will provide transportation of the ECHS program students to and from the PISD zoned high schools and the SJC /ECHS facilities. Discontinuance of ECHS programs: The blueprint addresses the concept of the discontinuance of the ECHS program. During the teach-out period transitioning from full operation to the discontinued program, SJCCD and Pasadena ISD will continue to meet all of the required elements of an early college high school program and provide full support for all students enrolled in ECHS programs in grades that have been phased out. The SJCCD liaison and ECHS coordinator will be responsible for working with ECHS faculty to develop and refine a clear and coherent academic program across the two institutions for curriculum alignment. Pasadena ISD and SJCCD will develop an articulated four-year course of study plan (grades 9-12) that meets the requirements of Applicable law, enables participating students to achieve the high school program with an endorsement and distinguished level of achievement; complete the Texas Higher Education Coordinating Board of core curriculum or an Associate's degree; experience a seamless transition from grade level to grade level, and experience high levels of rigor, acceleration, and support through both high school and college courses.

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

In accordance with applicable law, Pasadena ISD will maintain student records pertaining to ECHS programs and provide SJCCD copies of the grades, progress, and other informational data on student assessment, promotion, retention, award of diplomas, and other student data necessary and advisable for SJCCD to perform its obligations under the MOU. Both parties will be responsible for maintaining student records and records pertaining to the program in conformity with the Texas Record Retention laws. The ECHS coordinator and SJCCD liaison will identify and develop procedures for collecting and sharing data between the parties on a continuous basis in order to evaluate program effectiveness. The Advisory Council will also meet to discuss the data and focus on strategies for supporting student success.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

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?

Our partnership with SJC helps us to skip this challenge. They send their professors to our campus for 9th and 10th grades to teach four different college courses. Our juniors and seniors are housed at San Jacinto College Central Campus; they take all their dual credit courses there.

Is the academy a TSIA testing site?

No

Narratives: Student Support

Student 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
Developing individualized student plans	SJC college advisers and PECHS work together to develop academic plans for each student. These plans explain when to take courses to fulfill both the A.A. and high school diploma.
Monitoring grades and performance	SJCCD Dual Credit staff and Pasadena ISD ECHS Staff will closely monitor the students' success in college level courses and facilitate student access to appropriate support services.
Teachers' mentoring program	For high school courses and college courses, teachers monitor grades weekly through the district's online grade system and the students show their blackboard account. Teachers assign students to 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 remaining of the six weeks. If they fail the 6 weeks, they are assigned tutorials until the progress report point of the next six weeks.
After school tutorials	To further meet the academic need of struggling students, teachers schedule regular tutorials after school or students have access to extended support in the computer lab. The computer lab is open twice per month on Saturdays. The extended

Activity	Description
computer lab hours	allow access to technology not available at home. Tutoring opportunities are also available through the AVID Tutorology program held during the day, after school, and on twice a month on Saturdays.
Bridge program	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.
AVID	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.
Social-Emotional support	Students enrolled in the ECHS will need support from home as well as school. A minimum of two parent meetings per semester will take place to share information about the program and how to support their student during the rigorous program. Teachers will communicate regularly with the parents concerning student progress every three weeks. Through parent conferences, parents will also receive guidance on the individual needs of their child and how, as a parent, those needs can be met through their parental involvement. PECHS has two counselors working with the students all the time. One counselor is housed at PHS and the other counselor is housed at SJC
Eagle time	Eagle Time is a period available for tutoring, meetings, and studying between the third and fourth periods on A days, and the seventh and eighth periods on B days, where students are allowed to leave their current classroom and move to a desired room.

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
Parent outreach and involvement opportunities	We have an online survey for parents. Parents are asked to complete a separate survey for each campus where they have children enrolled in Pasadena ISD. by doing this we hear what are the parent's opinions, needs and questions about our school and district. We have 2 parent meetings by semester and parents are always invited to pass by the school at any time and talk to the administration and teachers about their children. Pasadena ISD organizes a parent's day where the parents receive information about community services and all the different offers that PISD has for its community.
Internships and community service	PECHS works closely with the Pasadena Chamber of Commerce, the city of Pasadena and the Neighborhood centers to offer internship and volunteer opportunities for our students.
Kruse Health Center	PISD has a partnership with the Memorial Herman clinics. They have a clinic in our community and we refer students there for physical, emotional and psychological support. Memorial Hermann Community Benefit Corporation's mission is to test and measure advanced solutions promoting good health for the individual, the health system, and the community.

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

Pasadena Early College High School staff uses performance data to guide our program. We use data from Common Based Assessments (CBA's), STAAR scores, benchmarks for all core subjects, TSIA scores, high school and college grades, PSAT scores, AP scores, SAT/ACT scores, attendance, and behavior. We meet as a professional learning community each week to review this data and build short and long-term goals. We meet in our PLC's in two different ways: grade level and staff meeting. In these meetings, we discuss how we apply data to guide us towards improvement. The administrative team reviews data every day and builds a historic log that helps us to evaluate the value and efficiency of the different actions that we take.

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
1. Target Population	We will focus our efforts on attracting more males and at risk students. By attracting more of these students we will increase our possibilities of reaching the distinguished ECHS designation. This will have an impact in all our stake holders.
4. Curriculum and support	We will improve our monitoring system. By doing this we will increase our passing rate, will increase the overall students' GPA and we will have less students exiting the program because of failing grades. PECHS will continue using personalized learning for all it high school core classes.

Benchmark	Description
5. Academic rigor and readiness	We will develop a system (curriculum and interventions) to master the new TSIA

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

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

https://www1.pasadenaisd.org/departments/departments_c-_e/ECHS/

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.

https://www1.pasadenaisd.org/departments/departments_c-_e/ECHS/recruitment_and_enrollment/

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

https://www1.pasadenaisd.org/departments/departments_c-_e/ECHS/recruitment_and_enrollment/brochures_and_documents/

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=33291202>

Benchmark 2 Products

Provide a link to the academy's final, signed, and executed MOU with their IHE.

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=36982005>

Benchmark 3 Products

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=33291216>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=36982039>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=33291216>

Benchmark 4 Products

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34140159>

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

<https://pasadena.pasadenaisd.org/calendar>

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

https://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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604856>

Provide a link to the academy's Master Schedules

https://pasadena.pasadenaisd.org/UserFiles/Servers/Server_57560/File/PECHS/PECHS%20MS%20UPDATE%206_12_2017.pdf

Benchmark 5 Products

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

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

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

https://pasadena.pasadenaisd.org/UserFiles/Servers/Server_57560/File/PECHS/PECHS%20%20TSIA%20Scores%20Start%20to%202018-19.pdf

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

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

Provide a link to the academy's Bridge program curricula

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604856>

Benchmark 6 Products

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604870>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34783707>

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

<https://www1.pasadenaisd.org/cms/One.aspx?portalId=80772&pageId=34604845>