



WORTHING H S
ECHS Renewal Application
2021-2022

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Background

District Affiliation

HOUSTON ISD

CD #: 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

What is the academy name?

Worthing HS

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

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

9

10

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

75

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

50

Contacts

Applicant

Applicant 1

Job Title

Counselor

Name Prefix

Ms.

First Name

Yusheba

Last Name

Moses

Email

yusheba.moses@houstonisd.org

Phone

7137333433

Principal

Principal 1

Name Prefix

Mr.

First Name

Everett

Last Name

Hare Sr.

Email

EHARE@houstonisd.org

Phone

7137333433

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Grenita

Last Name

Lathan

Email

GLATHAN@houstonisd.org

Phone

7135566024

Narratives

Current Designations at HOUSTON ISD:

- STERLING H S - ECHS - 1819
- WORTHING H S - ECHS - 1819
- NORTH HOUSTON EARLY COLLEGE H S - ECHS - 0809
- ENERGIZED FOR STEM ACADEMY SOUTHEAST H S - T-STEM - 0809
- CHALLENGE EARLY COLLEGE H S - ECHS - 0304
- EAST EARLY COLLEGE H S - ECHS - 0607
- HOUSTON ACADEMY FOR INTERNATIONAL STUDIES - ECHS - 0809
- ENERGIZED FOR STEM ACADEMY SOUTHWEST MIDDLE - T-STEM - 0910
- SOUTH EARLY COLLEGE H S - ECHS - 0910

Previous Planning Year Applications at HOUSTON 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, Recruitment and Enrollment, Degrees and Credentials: IHE Agreements

Degrees and Credentials

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

Hospitality & Tourism

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Lodging and Resort Management

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

Hospitality Administration/Management

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

The 2021-2022 School Choice application process requires families to rank applications in order of preference. Parents may apply to a combination of 10 School Choice transfers with no more than 5 being Magnet programs. Applicants have until midnight on November 6, 2020 to re-arrange school rankings. The order schools are ranked have absolutely no impact on the lottery. All students will enter the lottery pool for the schools in which they have both applied and qualified. It is very important that you think carefully about your ranking, because if your child is accepted to a program, any lower-ranked choice will be removed, see examples below. The application timeline for School Choice programs is split into three phases. Depending on the phase, different rules apply as to how applications are processed. Phase 1 (September 19, 2020 - November 6, 2020) All recruitment and fairs are virtual.

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
Associates of Applied Science	University of Houston	Bachelor of Sciences

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Houston Community College

Name Prefix

Dr.

First Name

Cesar

Last Name

Maldonado

Email

cesar.maldonado@hccs.edu

Phone

713-7185059

Job Title

Chancellor

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.

Exhibit A - Eligible Dual Credit courses states courses offered for dual credit by HCC must be identified as college level academic courses in the current edition of the Lower Division Academic Course Guide Manual adopted by the Texas Higher Education Coordinating Board (THEC) or as college level workforce education courses in the current edition of the Workforce Education Course Manual adopted by the THECB. It includes information related to Eligibility, Composition of Class, Faculty Selection, Supervision and Evaluation, Course Curriculum, Instruction and Grading and Transcription of Credit.

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

Exhibit A section H states for dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course.

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.

This is not addressed.

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

Exhibit B3 (FERPA Release Form) , B4 (Scope of Data Sharing) and C (Early College High School) Student Data Sharing between HISD and HCC is centered around confidentiality and security of student information. Section (h) states the scope of data sharing is limited to provide academic

counseling and guidance for ECHS students by the IHE partner. Section 1 Part 14: HISD Grants HCC and HCC grants HISD permission to use such data on for the following purpose and for no other purpose: To track current HISD students who earned credit in a dual credit course, or have graduated or completed a sequence of courses leading to certification, licensure or an associate's Degree from HCC while maintaining dual enrollment at HISD. A portion of the relevant student data shall be provided by HISD to HCC and a portion of the data shall be provided by HCC to HISD. The data shall provide in the following format: HISD will provide, Enrollment information for all students. (First, Middle, Last Name, Social Security Number and or HCC ID, date of birth, high school attending, date of high school graduation, endorsement areas of each student, special group identifications, and cumulative GPA's. HCC will provide student identifier, semester identifier for students enrolled in credit course this semester, and available TSI diagnostic results of students tested from HISD.

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
IB

What type of dual credit courses does your campus plan to offer?

WECM
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?

We do not have a published sequence of steps and timeline for IHE's hiring process. The process and timeline varies from one candidate to another. Recruiting qualified teachers to teach at both high school and IHE, specifically, MATH and ENGL professors.

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and 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
Strategic Learning Math	Additional Math class to increase
Emerge	EMERGE empowers and prepares high-performing youth from underserved communities to attend and graduate from the nation's top colleges and universities.
Miles Ahead Scholars	MAS scholars will receive academic intervention and enrichment from Instructional Specialists to ensure that they maintain a competitive high school GPA, are eligible and prepared for rigorous college-level work such as AP classes and dual credit, and have a competitive academic profile that qualifies them for admission to our nation's top colleges and universities.
College Readiness	Students are able to access the College Center during their study hall time when college courses do not meet. In the College Center, Students apply to scholarships, colleges and attend college presentations.
COLTivate Boys/COLTivate Girls	COLTivate is our on camous mentoring program for boys and girls.

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
Houston Food Bank	Students received food and other items
Community Service	Students learn about resources available

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

Student Progress is checked monthly by assigned faculty advisors and students are conferenced with weekly by their advisors. The teachers are provided with the student's personalized data, and they create a portfolio to monitor and provide the student with guidance as they complete their prospective four year learning plan: that includes data on grades, EOC, TSI, PSAT and SAT data. Teachers have

access to data through the district dashboard which provides student data from which teachers can narrow in trends and tendencies where student weaknesses can be identified and interventions developed to assist with remediation. Academic conferences-To support student success with grades, the teachers facilitate academic conferences each grading cycle. Bi-weekly progress reports On-Track-DLA TSI Assessment student goal setting, self reflections, Standards/Objectives based assessments, Transparent data SWOT Analysis BOY/EOY weekly professional development-college readiness, academic behaviors/habits in HS and college classes, Campus Liaison-communication with HCC faculty instructors each grading cycle. Notify faculty advisors. Access: Benchmark 1: Target Population • at risk • eco dis • ELL • Students with disabilities, Achievement: Benchmark 5: Academic Rigor and Readiness • TSIA • CCMR • EOC for Alg1 and Eng2 Attainment: Benchmark 4: Curriculum and Support • Persistence of 9th grade students (and transfers in grades 10 or 11) • Earning 9 college credits (any) (DC/3+ AP Exam/OnRamps) by end of 10th grade • Earning 15 college credits (any) by graduation • Completing Texas Core Curriculum (Core 42) by

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
Benchmark 5: Academic Rigor and Readiness	WECHS will have increase in passing rates on the TSIA and therefore will be able to enroll in more dual credit courses to complete their AA AAS degree
Benchmark 1: Target	WECHS will put a greater focus on recruitment of its AAS in Hospitality.
Benchmark 5: Academic Rigor and Readiness	WECHS will make improvements to its summer bridge to include TSI focused curriculum with exposure in its career focused pathways.

Narratives: Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark Products,

Benchmark 6 Products, Benchmark 1 Products, Benchmark 2 Products

Benchmark Products

Benchmark 1 Products

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

<https://www.houstonisd.org/earlycollege>

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://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

Benchmark 2 Products

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

<https://www.houstonisd.org/earlycollege>

Benchmark 3 Products

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

Benchmark 4 Products

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

Provide a link to the academy's Master Schedules

<https://www.houstonisd.org/earlycollege>

Benchmark 5 Products

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

Provide a link to the academy's Bridge program curricula

<https://www.houstonisd.org/earlycollege>

Benchmark 6 Products

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>

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

<https://www.houstonisd.org/earlycollege>
