



THURGOOD MARSHALL H S  
ECHS Renewal Application  
2023-2024

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# Background

## District Affiliation

FORT BEND ISD

CD #: 079907

Region: 04

Mailing Address (Line 1): 16431 LEXINGTON BLVD

Mailing Address (Line 2):

City, State, Zip: SUGAR LAND, TX 77479

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## School Affiliation

THURGOOD MARSHALL H S

CDC #: 079-907-012

Region:

Mailing Address (Line 1): 1220 BUFFALO RUN

Mailing Address (Line 2):

City, State, Zip: MISSOURI CITY, TX 77489

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## Academy Information

**What is the academy name?**

Early College High School at Thurgood Marshall 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

## Grade Levels Served

**What grade level(s) will your academy plan to serve?**

9  
10  
11  
12

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

150

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

150

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

90

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



# Contacts

## Applicant

### Applicant 1

**Job Title**

Assistant Director, Social-Emotional Learning & Enrichment Programs

**Name Prefix**

Dr.

**First Name**

Alan

**Last Name**

Thompson

**Email**

Alan.Thompson@fortbendisd.com

**Phone**

281-634-5448

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## Principal

### Principal 1

**Name Prefix**

Dr.

**First Name**

LaTonya

**Last Name**

Waters

**Email**

Latonya.Waters@fortbendisd.com

**Phone**

281-634-6635

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## Superintendent

### Superintendent 1

**Name Prefix**

Dr.

**First Name**

Christie

**Last Name**

Whitbeck

**Email**

Christie.Whitbeck@fortbendisd.com

**Phone**

281-634-1000

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# Narratives

## 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.

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# Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials, Recruitment and Enrollment

## Degrees and Credentials

**Specify Career Cluster(s) that your academy plans to offer.**

Multidisciplinary Studies

**Select the Career Cluster(s) that your academy plans to offer.**

Other

**Which of the following credential(s) does the academy plan to offer students?**

AD

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

Item

Interdisciplinary Studies/General Studies

Other

## Recruitment and Enrollment

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

We have added brochures in Urdu and Vietnamese to try and support some of the diversity in our district. We are working with middle schools that are zoned to the campus to begin recruitment in 6th grade with community and campus events, also utilizing online events to make it easier for families to attend recruitment events, and we have launched an online application process for ease of access and utilization of a blind lottery. Videos of each program and recordings of recruitment open house events have also been created and are being added to the program websites. High school and district staff visit every middle school in the district, spend a day speaking with students during their PE class, and providing printed materials that students can take home to their parents to share the opportunity to participate in P-TECH or ECHS. Middle school principals and their administrative teams are identifying

candidates and personally recommending they apply for the program. This personal letter will motivate students who might not otherwise see themselves in this program to apply and provide the student with confidence in themselves in achieving their post secondary goals.

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## 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?

No

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# Narratives: Strategic Partnerships

## Strategic Partnerships

### IHE Partner 1

#### Affiliation

Houston Community College

#### Name Prefix

Ms.

#### First Name

Athena

#### Last Name

Walker-Powell

#### Email

Athena.Walkerpowell@hccs.edu

#### Phone

713-718-8618

#### Job Title

P-16 Director

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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.**

The Memorandum of Understanding states that Houston Community College will ensure that a dual credit course and the corresponding course offered at Houston Community College are equivalent with respect to the curriculum, materials, instructions, and method/rigor of student evaluation. Houston Community College will provide curriculum, common assessments, and identify textbooks. Classes will be offered on the high school campus through embedded instructors or traveling adjuncts, at the local Houston Community College campus, and online. Houston Community College will offer tutoring services and locations for students. Houston Community College will provide Texas Success Initiative Assessment tutoring materials and programs.

**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**

1. Houston Community College (HCC) has counselors on the HS and HCC campuses once a week for the school year to meet with students to discuss their degree plans and credits earned and how it can be transferred to baccalaureate programs. 2. Three days after the end of the Houston Community College semester grades and credits earned are sent to campus and district registrars, program deans, and the district coordinator. 3. Students will meet continually with their Houston Community College counselor and HS campus counselor and program dean to ensure the student is aware and utilizing the knowledge that their high school dual credit courses have transferability and applicability to baccalaureate degree plans. The program dean will also establish college visits to local universities for students to be able to speak directly to college advisors. 4. Students are given a tour of the Houston Community College campus, receive a library tour, a Houston Community College ID, given access to the Houston Community College website for students to utilize the college resources, and attend classes on a Houston Community College campus.

**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.**

Transportation costs and fees are paid by Fort Bend Independent School District. The cost of all fees are waived for the students involved in the Early College High School program. If there is a discontinuation of operations, any student currently in the program will be able to finish the program and complete all dual credit classes and certifications.

**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**

The scope of the data sharing between Houston Community College and the Early College High School at Marshall High School addressed in this Agreement is limited to the following: Student Identifier (First Name, Last Name, Middle Initial, Social Security Number (SSN) or other student record identifier), DOB, and Semester End Date. Dual Credit Course(s) Enrollment/Completion Information: Course name, Course ID, Instructional Mode, Semester Grade, Semester & Cumulative GPA, Houston Community College Program and Plan, Associate Degree Earned, and License Awarded, Certification Awarded. Indicators of Student Academic Standing: Early Alert, Academic Probation/Suspension, Dean's List and Eligibility for Academic Honors. Provide the Early College High School at Marshall High School with TSIA2 diagnostic results of any Early College High School student who tests at Houston Community College. The Early College High School at Marshall High School will provide: Enrollment information for all students: first name, last name, middle initial, Texas Student Data Systems (TSDS) number or other student record identifier, date of birth (DOB), meningitis immunization record, high school attendance, including semester identifiers, date of high school graduation, endorsement areas of each student, special group identification, for example Futures Academy or Early College High School and cumulative GPAs. Houston Community College will provide persistence data: student identifier, semester identifier, enrolled in credit course this semester, and available TSIA2/diagnostic results of students tested from Early College High School at Marshall, as available.

## Narratives: Advanced Academics

### Advanced Academics

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

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?**

Houston Community College provides our Early College High School with adjunct professors to provide our students a college going experience both on the HS and HCC campuses. Additionally, we have a goal of facilitating the growth of our own embedded faculty to teach courses on the HS campus. The challenge is finding embedded teachers, with the necessary masters degree hours needed for teaching a dual credit course on the high school campus. Finding teachers with Masters degrees that would qualify for the needed hours and classes is difficult for science and math classes;

therefore, we are reaching out and actively recruiting through our own teachers and at teaching fairs. We are developing a plan to reach out to local colleges in identifying masters degree program students who are interested in teaching. We have applied and were awarded a grant by TEA to support teachers with earning their masters degrees or the 18 required hours outside of their already earned masters to qualify to teach our ECHS courses in math, social studies, science, and humanities.

**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
Individualized Student Growth Plans	Learning plans specific to their TSIA2 score reports, classroom data, district data, PSAT data, and End Of Course data.
Tutorials	Each subject offers tutorials once or twice a week and then as needed by students schedules. Tutorials are before and after school, and during lunches or advisory periods.
TSIA Tutorials	Students attend TSIA2 tutorials which rotate weekly between subject matter. These are before and after school, during lunch or advisory times, and in AVID classes.
AVID Classes	Utilize AVID strategies to help students transition to college level courses. Interventions are also worked into AVID class periods to give targeted interventions during the school day. All students take AVID classes over the four years in the program.
Differentiated class instruction	Teachers in all classes utilize data to structure differentiated classroom activities and lessons to meet students needs.
Grade Counseling	Students receive course grade academic standing counseling throughout the year from their Houston Community College counselor, HS school counselor, and

Activity	HS program dean. Description
Students receive course grade academic standing counseling throughout the year from their Houston Community College counselor, HS school counselor, and HS program dean.	Incoming students spend a week where they get to know the high school and HCC campuses, HCC staff, HS campus staff, current ECHS students, and attend a workshop on strategies to develop TSIA2 strategies.
Mental Health Services	All students are free to access mental health services from mental health professionals that are a higher level of support for students and families in need.

**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
Tutorials	Each subject offers tutorials once or twice a week and then as needed by students schedules. Tutorials are before and after school, and during lunches or advisory periods.

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

Early College High School at Marshall High School uses TSIA2 data to structure students educational growth plans throughout the year. We provide students with differentiated and unique classroom experiences to target areas of growth. We speak with students regularly to learn about their experience and determine needed adjustments to the program. Teachers use summative and formative assessment data, and TSIA2 data to monitor student growth and program progress. Structured interventions create differentiated instruction to meet student and program needs in order to determine better ways to support students, the program, and improve practices for our schools.

# 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
Student	In order to build sustainability within our program, the continuous support for our

Support Benchmark	Description
	<p>students is paramount. Providing tutorials and TSIA2 support for our current Early College High School students can make the difference in their success. Strengthening our summer bridge program to assist our incoming 9th graders with the high school transition. Working with our IHE to monitor and support students in Dual Credit courses. Offering summer school opportunities for all students to keep them academically caught up to graduate with an associates degree and high school diploma as planned with their cohort.</p>
<p>School Design</p>	<p>Establish systems and procedures that allow the transition of rising sophomore students taking HCC dual credit classes at MHS and at HCC with embedded teachers and professors from the IHE. Additionally, a smaller cohorted learning community within the larger high school for Early College High School students was created in order to provide support for student success.</p>
<p>Curriculum, Instruction, and Assessment</p>	<p>Cross-curricular and content specific planning and implementation of lessons that align to the programs goals. These include but are not limited to, students being TSIA2 ready before entering the spring semester of sophomore year, scaffolding instruction to ensure students reach the rigor necessary for the program, and develop workload stamina needed for college classes.</p>

## Narratives: Benchmark Products

### Benchmark Products

On this page, you must provide a hyperlink to the location where your digital products corresponding to the product and activities that are required to be posted by the first day of serving students. Enter the hyperlink here. Hyperlinks must be entered with the fully qualified URL including "HTTP://" or "HTTPS://".

<https://www.fortbendisd.com/Domain/15898>