



NORTH HOUSTON EARLY COLLEGE H S
ECHS Renewal Application
2023-2024

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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

NORTH HOUSTON EARLY COLLEGE H S

CDC #: 101-912-308

Region:

Mailing Address (Line 1): 8001 FULTON ST BLDG C

Mailing Address (Line 2):

City, State, Zip: HOUSTON, TX 77022

Academy Information

What is the academy name?

North Houston Early College High School

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

Stand Alone Academy - All students on the campus 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.

123

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

128

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

130

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

104

Contacts

Applicant

Applicant 1

Job Title

Principal

Name Prefix

Dr.

First Name

Samantha

Last Name

Brooks

Email

sbrooks3@houstonisd.org

Phone

713-696-6168

Principal

Principal 1

Name Prefix

Dr.

First Name

Samantha

Last Name

Brooks

Email

sbrooks3@houstonisd.org

Phone

7136966168

Superintendent

Superintendent 1

Name Prefix

Mr.

First Name

Millard

Last Name

House II

Email

millard.house@houstonisd.org

Phone

7135566300

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.

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

Degrees and Credentials

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

Business Marketing Finance
Law & Public Service

Select the Program(s) of Study your academy plans to offer.

Business Management

Select the Program(s) of Study your academy plans to offer.

Government and Public Administration

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

Recruitment and Enrollment

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

The 2023-2024 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. The application process for 23-24 opens in early December, one month later than previous years as a result of District-level decision. Applicants will identify and rank their school choice options. 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. The application timeline for School Choice programs is typically split into three phases. Depending on the phase, different rules apply as to how applications are processed. The recruitment team, which consists of the magnet coordinator and student recruiters, participates in fairs throughout the greater Houston area, in-person.

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

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

Houston Community College

Name Prefix

Mr.

First Name

Reginald

Last Name

Peters

Email

reginald.peters@hccs.edu

Phone

713.718.6583

Job Title

College P-16 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.

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 in the MOU.

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 be provided 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 each 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.

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?

We do not have a published sequence of steps and timeline for IHE's hiring process. The process and timeline vary from one candidate to another. To address the challenge of securing professors who are both credentialed to teach HCC accredited courses and amenable to teaching high school students, our campus recruits and secures embedded dual credit professors in Math, English, career & technology and other elective courses. Where other constraints exist to secure dual credit professors, we have relied on our district's dual credit department to support with facilitating the dual credit teacher recruitment and hiring process.

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
Advocacy	academic skill building; navigating the community college system
Strategic Learning Math/Double Blocked Geom/Alg	Additional and Accelerated Math Classes to increase the percentage of students achieving meets or masters level (4000 or higher) on STAAR Alg I EOC and TSI math criteria
Mandatory Tutorials	weekly and Saturday academic supports for students who fall behind in mastery of content
EMERGE	EMERGE empowers and prepares high-performing youth from underserved communities to attend and graduate from the nation's Tier I colleges and universities
Reading class	Additional ELA course for intervention; targeting students with gaps, learning loss, and/or English language proficiency challenges
THRIVE	THRIVE is a college-readiness program which mentors and targets Tier II and Tier III students, provides support with college assessments and prepares them to attend and graduate from Historically Black Colleges and Universities (HBCUs).
One Goal and Senior Project	Articulated and supported college readiness curriculum being taught by ECHS staff. This course focuses on PSAT, SAT, College research, Career research, personal statement, finalizing resume, and applying to colleges and scholarships.

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
Wellness Team support	Full time wraparound services to service mental, physical, and social service needs: Communities in Schools Student Support Manager, Counselor, Wraparound Specialist, Nurse
GENTS, ZIAs, Student Council	Campus organizations to provide students community service opportunities, leadership development, and exposure to guest speakers in lecture series sessions on life/soft skill development
Houston Food Bank	Students and their families receive food services; also a regularly used site for student community service

Activity	Description
Melrose Civic Club	Civic organization which supports students' civic engagement and provides community service opportunities
Memorial Hermann Burbank Health Center	Free medical service center for all students when parent permission is granted (dental, diabetes, vision screening, meningitis immunizations, etc.)
Advocacy	Advocacy is our system of support and first line of defense for all areas where a student may need assistance. Advocacy families meet Monday through Thursday and occasionally on Fridays and develop a strong bond with the teacher advocate, as well as the group of peers.
Dean of Students	Administrative intervention, guidance, support for students who struggle emotionally and/or academically
Clubs/ Student Organizations	Student interest-based clubs that meet regularly to support student social-emotional needs

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

We review access data to continuously increase enrollment of target populations and ensure enrolled students meet Outcomes Based Measures of Access. We recruit from all campuses in HISD, but we do strategic outreach to the targeted populations at middle schools.. We use attainment data to identify the students' progress toward degree completion, and we explore ways we can increase the number of students who are core complete or finish with AA or AS degree through advocacy system, One Goal classes, and structured study labs facilitated by designated adult supports. Achievement data are used to inform our instructional practices, assess the efficacy of our interventions/enrichments such as tutorials, double-block courses, test prep, etc, and reflect on our progress toward becoming an ECHS with Distinctions. Student progress is twice each grading cycle by advocacy teachers, and structured lessons and activities are implemented to assist students with developing their academic behaviors/habits and high school/college navigation skills. Teachers, through PLCs and individual data talks, access data on standards-based mastery, grades, EOC, TSI, PSAT, SAT from our campus-created tracking system, progress reports, report cards, district student information and testing systems. Academic conferences are held following progress report and report card distribution to determine if adjustments to student supports are required. Overall, we use the access, achievement, and attainment data to identify our short-term priorities, long-term goals and ensure our School Improvement Plan is appropriately aligned.

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 4: Curriculum and Support	Increase matriculation success/college credits earned each year to meet OBM's and maximize associate degree completion
Benchmark 5: Academic Rigor and Relevance	Increase percentage of masters level achievement for English II & Algebra I STAAR EOC 2.0 and TSI success rate
Benchmark 4: Curriculum and Support	Enhance the college advising and support systems to advance academic progress

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.houstonisd.org/earlycollege>