



SOUTH 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

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## School Affiliation

SOUTH EARLY COLLEGE H S

**CDC #:** 101-912-486

**Region:**

**Mailing Address (Line 1):** 1930 AIRPORT BLVD

**Mailing Address (Line 2):**

**City, State, Zip:** HOUSTON, TX 77051

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## Academy Information

**What is the academy name?**

South 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.**

120

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

110

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

110

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

101

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# Contacts

## Applicant

### Applicant 1

#### Job Title

Principal

#### Name Prefix

Mr.

#### First Name

Steven

#### Last Name

Gourrier

#### Email

sgourrie@houstonisd.org

#### Phone

(713)732-3623

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## Principal

### Principal 1

#### Name Prefix

Mr.

#### First Name

Steven

#### Last Name

Gourrier

#### Email

sgourrie@houstonisd.org

#### Phone

(713)732-3623

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## Superintendent

### Superintendent 1

**Name Prefix**

Mr.

**First Name**

Millard

**Last Name**

House II

**Email**

Millard.House@houstonisd.org

**Phone**

713 556 6300

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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

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

Business Marketing Finance  
STEM

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

Business Management

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

Engineering

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

PC

**What level 1 postsecondary certificate(s) provided by an IHE does the academy plan to offer?**

Item

Microsoft Office Certification

## Recruitment and Enrollment

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

The 2022-23 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. Applicants will identify and rank their school choice 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. 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.

## 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

Mrs.

#### First Name

Jodie

#### Last Name

Khan

#### Email

jodie.khan@hccs.edu

#### Phone

713 718 6119

#### Job Title

College 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 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.**

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 credentialed to teach HCC accredited courses and amenable to teaching high school students, NHECHS has secured embedded professors in both 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   |
|---|---|
| OneGoal                                     | 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.   |
| EMERGE                                      | EMERGE empowers and prepares high-performing youth from underserved communities to attend and graduate from the nation's top colleges and universities.   |
| 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) |
| IAT/RTI -<br>Response<br>to<br>Intervention | developing individualized student plans for ongoing academic support.   |
| Strategic<br>Learning<br>Math Class         | Additional Math class to increase number of students being successful in TSI Math   |

**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   |
|------------------------------------|---|
| Wraparound Campus Support services | Students will be able to access a variety of supports through the Campus Wraparound Specialist referral process (SAF) |
| 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?**

Student progress is monitored by assigned faculty advisors and students are conferenced with 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. We review access data to continuously increase enrollment of target populations. Attainment data identifies the students' progress toward degree completion, and we explore how we can increase number of students who are core complete or finish with AA or AS degree through internal auditing system. Achievement data are used to inform our instructional practices, assess the efficacy of our interventions such as tutorials, double-block courses, and scheduling practices reflect on our progress toward becoming an ECHS with Distinctions. Student progress is monitored by advisory teachers, and structured lessons and activities are implemented to assist students with developing their academic behaviors/habits and high school/college navigation skills. Teachers, individually and through PLCs, access data on standards-based mastery, grades, EOC, TSI, PSAT, SAT from our campus-created tracking system, progress reports, report cards, and district student information system. Academic conferences are held following progress report and report card distribution to determine if adjustments are needed.

## 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 4: Curriculum and Support       | Enhance the college advising and support systems to advance academic progress  |
| 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         |

## 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/Page/186911>

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