



PASADENA HIGH SCHOOL  
ECHS Renewal Application  
2023-2024

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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

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## 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

## 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.**

130

**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.**

94

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



# Contacts

## Applicant

### Applicant 1

#### Job Title

Dean

#### Name Prefix

Mr.

#### First Name

Aldo

#### Last Name

Prado

#### Email

APrado@pasadenaisd.org

#### Phone

7137405445

## Principal

### Principal 1

#### Name Prefix

Mrs.

#### First Name

Laura

#### Last Name

Gomez

#### Email

Laugomez@pasadenaisd.org

#### Phone

7137400310

# Superintendent

## Superintendent 1

**Name Prefix**

Dr.

**First Name**

DeeAnn

**Last Name**

Powell

**Email**

DApowell@pasadenaisd.org

**Phone**

7137400218



# 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  
Education and Training  
Health Science  
Information Technology

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

Business Management

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

Teaching and Training

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

Nursing Science

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

Web Development

**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.**

We have had a plan from the beginning of PECHS for open enrollment. We promote our program in all our feeder schools, and we don't have any requirements for our applicants other than freshmen in the incoming academic year. We make a solid push to address at-risk, first-generation, economically disadvantaged, and minority students. Since COVID protective measures do not restrict us this year, we have a large open house on campus to offer detailed information about the ECHS program. We invite all the 8th graders/parents zoned to Pasadena High School.

## 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
San Jacinto College	LeTourneau University	Bachelor Degree/Multiple
San Jacinto College	Midwestern State University	Bachelor Degree/Multiple
San Jacinto College	Houston Baptist University	Bachelor Degree/Multiple
San Jacinto College	Lamar University	Bachelor Degree/Multiple

## Narratives: Strategic Partnerships

### Strategic Partnerships

## **IHE Partner 1**

### **Affiliation**

San Jacinto College

### **Name Prefix**

Mrs.

### **First Name**

Priscilla

### **Last Name**

Culver

### **Email**

Priscilla.Culver@sjcd.edu

### **Phone**

281478-3607

### **Job Title**

Dual Credit 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).

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**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.

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**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 enrollment 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.

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**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.**

To facilitate participation by the target population defined for the ECHS programs, Pasadena ISD will provide transportation for 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 the operation of 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 the coordinator will be responsible for working with ECHS faculty to develop and refine a clear and the 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 enable participating students to achieve the high school program with an endorsement and distinguished level of achievement; complete the Texas Higher Education Coordinating Board of the 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.

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**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**

By applicable law, Pasadena ISD will maintain student records about 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 about the program conforming to the Texas Record Retention laws. The ECHS coordinator and SJCCD liaison will continuously identify and develop procedures for collecting and sharing data between the parties 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.

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 in San Jacinto College Central Campus; take all their dual credit courses there.

Is the academy a TSIA testing site?

No

## 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
AVID	This is a program that helps students with organizational and study skills.

Individual Activity academic plans	Each student has an individual academic plan based on their skills, needs, and plan for the future.
Personalized learning	Our students work under a personalized learning system for their high school classes. Each student receives help and interventions
Mentorship program	Each student has a mentor and the student meets with the mentor once a week. The mentor provides social-emotional support and academic guidance.
Teachers' mentoring program	For high school courses and college coourses , 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
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
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
Social Services	Harris county offers a social worker that is in our school every day.
Community Service	Our school has partnerships with different institutions such as the Chamber of Commerce, The Neighborhood Center, The city of Pasadena. These institutions provide opportunities for community services and skill building instruction.

AVID Activity	Subject to support learning and organization skills. 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.
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 weekly to review this data and build short and long-term goals. We meet in our PLCs in grade level and staff meetings. These meetings discuss how we apply data to guide us toward improvement. The administrative team reviews data daily and builds a historical log that helps us evaluate the value and efficiency of our actions.

## 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 academic success	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 its high school core classes. We will focus on passing at least one college English class and Math college class by their junior year.
Target Population	We will address at-risk students in the 8th grade by meeting with them one-on-one and helping them understand the purpose and support our ECHS has for them.



# 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://www1.pasadenaisd.org/departments/departments\\_c\\_e/ECHS](https://www1.pasadenaisd.org/departments/departments_c_e/ECHS)