Texas Education Agency

SAM RAYBURN H S

ECHS Renewal Application

2023-2024

Contents

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

SAM RAYBURN H S

CDC #: 101-917-002
Region:
Mailing Address (Line 1): 2121 CHERRYBROOK LN
Mailing Address (Line 2):
City, State, Zip: PASADENA, TX 77502

Academy Information

What is the academy name?

Sam Rayburn 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.

135

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

120

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

100

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

80

Contacts

Applicant

Applicant 1

Job Title

Dean of Instruction

Name Prefix

Dr.

First Name

Abby

Last Name

Morris

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Phone

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Principal

Principal 1

Name Prefix

Ms.

First Name

Vanessa

Last Name

Reyes

Email

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Phone

713-740-0330

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

DeeAnn

Last Name

Powell

Email

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Phone

713-740-1000

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

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

NA

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

Recruitment and Enrollment

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

Sam Rayburn Early College High School participated in face to face and virtual recruitment this year. We created a website with videos and information on the program. We also visited the feeder intermediate schools to present the program and to answer questions. Students participated in interviews virtually or had the opportunity to upload a vision statement. Interviews and vision statements did not have an impact on acceptance.

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
Associate Degree	San Jacinto College	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

713-754-8411

Job Title

Director of Dual Credit

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 SJCCD liaison and ECHS coordinator will be responsible for working with ECHS faculty to develop and refine a clear and 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, enables participating students to: achieve the high school program with and endorsement and distinguished level of achievement; complete the Texas Higher Education Coordinating Board of core curriculum, or an Associate's degree. The goal is for all students to 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 course.

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

Our ECHS high school team and partners at the IHE work together to allow students to research colleges and universities as well as careers through the AVID classes at all levels. Our college advisors from the IHE meet with students every year to discuss degree plans and future university plans and transferability. Transcripts are updated every semester by the high school when college grades are finalized. Once students have chosen their pathways/Associate's degrees, college advisors and high school counselors go over the individualized degree plans and begin the process to help students make a seamless transition to a four year university. All ECHS students have full access to IHE facilities such as tutorial services, library services, clubs and organizations.

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.

In order to facilitate participation by the target population defined for the ECHS programs, Pasadena ISD will provide transportation of the ECHS program students to and from the PISD zoned high schools and the SJCCD /ECHS facilities. A schedule has been created to meet the needs of students who cannot provide their own transportation to the college. The blueprint addresses the concept of the discontinuance of the ECHS program. The articulation agreement assures that if the Early College program is discontinued, the high school program (partnered with the IHE) will provide full support for all students enrolled in ECHS programs in grades that have been phased out.

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

Sam Rayburn Early College High School staff uses a variety of data to guide the decisions we make for all of our students in this program. All of the staff have access to the following data points: Common Based Assessments (CBA's), STAAR scores, benchmarks for all core subjects, TSIA scores, high school and college grades, class rank, PSAT scores, AP scores, SAT/ACT scores, etc… We meet as a team to use all of this data to guide our short and long term goals. We consistently look at how we can help our students in all of the aforementioned areas. I strive to be transparent so that all staff are working towards the same goals-student success. We are also working to put systems in place for sustainability of all aspects of our program. We have strong communication lines with our IHE partners to share any relevant information to help students become college ready using a variety of methods.

Narratives: Advanced Academics

Advanced Academics

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

AP

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 Sam Rayburn Early College High School teachers do not have qualifications to teach Dual Credit

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
Intervention time during the school day	Teachers select a skill set which student are weak in to target each week. Students are drafted (instead of going to homeroom) two to three times each week to work on that skill set. Teachers also draft students for reinforcement to help students achieve higher levels in areas, such as their AP course.

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
The Dean and Counselor have implemented an Academic Intervention Meeting program for students	AIM was developed as an intervention for students who struggle in a variety of areas. We meet with our AIM students once a week and look at grades. Our main goal is to help students develop a plan of action for the upcoming week.

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

As an ECHS we are always looking at our data to see where we can make improvements from recruitment to implementation. We work with the intermediate feeder schools to recruit at risk and economically disadvantaged student. During recruitment, we specifically target students who would otherwise be under-represented in the post- secondary environment. We use different student data points to guide us with what is working and what is not working and needs to be restructured. Data points include everything from formal assessments in the classroom to district/state tests and PSAT and TSI.

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
Recruitment Access	Targeting at risk and economically disadvantaged students in

Benchmark	recruitment. Description
Graduation	We want to graduate as many students as possible with an Associate's degree.
Student Academic Success	Students pass all classes to meet the college and high school requirements.

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://rayburn.pasadenaisd.org/echs