



# Best Practices: *The best of both worlds*

**Mrs. Yolanda Holiday-Gourrier**

**[Yholiday-gourrier@pasadenaisd.org](mailto:Yholiday-gourrier@pasadenaisd.org)**

**Pasadena Early College High School**

**Mr. Keith Jenks**

**[kjenks@pasadenaisd.org](mailto:kjenks@pasadenaisd.org)**

**Pasadena Early College High School**



# Pasadena Early College High School

Early College High School best practices summit  
2016

# Beginning of PECHS:

- Implementation of a stand alone facility as a small learning environment was decided by Pasadena Independent School District with San Jacinto College partnership in September 2010.
- Pasadena Early College High School (PECHS) was established within the comprehensive campus of Pasadena High School in a separate wing.
- The focus was to instruct students who were defined as those at risk of dropping out and widely underrepresented on college campuses.
- Provide an accelerated environment of instruction with opportunities for students to receive support and developmental skills in college readiness.
- Common Instructional Framework and AVID based strategies used to develop college readiness skills within the ECHS structure.

# PECHS: Mission and Purpose

**Mission:** *“Pasadena Early College High School (PECHS) will promote a highly rigorous environment to ensure that students earn a high school diploma as well as an Associate Degree from San Jacinto Community College.”*

**Purpose:** *“Our purpose is to provide a nurturing, respectful environment that instills our students with the confidence and skills necessary to meet the challenges of an ever-changing world and to become valued members of a global community”.*

# Best Practices: The Best of Both Worlds

## Objective:

- Provide insight on best practices modeled by a stand alone early college high school community within a regular comprehensive high school.
- To increase high school and graduation rates among students underrepresented on college campuses.

# Advantages of ECHS within a blended comprehensive high school:

- Flexibility and choice to maximize the ECHS success and best practices.
- Accessibility to campus wide comprehensive services which otherwise would not be available to other ECHS models.
- Independent and blended campus comprehensive programs for a more enriched high school experience for each ECHS student.
- Allows for dual access to comprehensive and IHE academic, support and cultural facilities.
- Smoother transition from eighth grade to high school and college academic/social structure. An unique experience develops within the blended model which adds the ECHS culture/experience.

# Smaller learning environment within a comprehensive high school

- 9<sup>th</sup> and 10<sup>th</sup> grade classes are instructed in their own wing on the comprehensive campus (PHS). College professors conduct classes on site not on college campus. Students take core classes with ONLY PECHS students.
- 11<sup>th</sup> and 12<sup>th</sup> grade classrooms are located on site at the IHE (San Jacinto College Central) where students are mainstreamed with other college students.
- Hybrid schedule of 7 periods daily with blocked college and lab class which allows for flexibility in course scheduling.

# Smaller Learning Environment (continued)

- Summer Bridge (transition preparation course for high school): TSIA Prep course, Cornell note-taking fundamentals, Availability of half credit for world geography and Spanish 1 and 2 credit earned by exam
- On both campuses, IHE and ECHS faculty interact to oversee the academic progression of the students and the ECHS program.
- Daily to weekly communication between both institutional faculties is an essential component to the success of the ECHS program
- All students have access to the academic support services and facilities of the comprehensive high school and IHE (San Jacinto College)



Nicole Barnes  
Director of Dual Credit  
@ San Jacinto College

Mr. Aldo Prado  
Pasadena Early College High School  
Dean of Students



# Common Instructional Framework:

- Student-Centered Collaborative group work
- Writing to learn which fosters the development of student ideas
- Establishment of challenging questioning to stimulate discussion and create further intellectual inquiry
- Scaffolding of content to connect previous learning to current ideas.
- Facilitate “classroom talk/discussion” to allow critical thinking skills to form and flourish
- Form literacy or small groups which allow for the in-depth growth and understanding of sources and textual material.

# Best of *both* worlds:

- Extracurricular activities: ( access to electives like band, dance/*Eagle Escorts*, sports, ROTC, orchestra, theater, cheerleading, technology, etc.)
- Transportation (extended hours for tutoring)
- Administrative resources (discipline, Nurse, Attendance, library, SPED, etc.)
- Counseling resources: (psychological, special programs, CIS, transitioning, etc..)
- Tutoring resources outside of ECHS staff
- Flexibility for academic/course scheduling (classes, intervention resources, etc.)
- College exposure (College Room: *collegiate scholars course, SAT/ACT prep, college presentations and visits, financial aid assistance, college fair*)
- Campus wide staff development with content specialists, departmental planning, cross-curricular collaboration.
- Professional networking outside of ECHS model.
- Access to after school programs and comprehensive clubs.
- Class ranking determined via comprehensive calculations
- Legacy and tradition (Pep rallies, prom, homecoming )
- 1:1 initiative : access to tablet and district academic software
- Academic and Social Intervention Resources (AVID elective system for grades 9-12)
- TSIA online prep courses and TSIA testing on site



2016 Senior Field Day



Musical: Cinderella 2016



PECHS/ PHS Band Members



PECHS students and staff @ PHS football game.



PECHS/PHS cheerleaders





# Student Best Practices: Outside of Academics

- Purpose is to build communal relationships and gain relevant experiences that will enhance the community, student and program.
- By participating in internships, volunteer activities and community partnerships, students learn valuable social and moral lessons designed to enrich their lives beyond the academic classroom.
- Establishment of networking comraderies.

Examples: Cleveland Ripley Neighborhood Center, Pasadena Chamber of Commerce, DeZavala Middle School (mentorship and tutoring), Rick Schneider Middle School (mentorship and tutoring).



PECHS 2016 Mentor Participants

# IHE/San Jacinto College: Support Resources

- TSIA Preparation/college readiness classes
- Computer Lab
- Library/databases
- Printing services
- Cafeteria, Bookstore
- Academic and social clubs
- Sports and recreation centers
- Student Center
- Career Advisement center
- Academic Transfer Services
- Fine Arts facilities (theater, music, etc.)
- Student Success Center

# PECHS

2016 Vanguard Award Recipients



2016 PECHS Graduates: Transferring to University of Houston @ Clear Lake.



# PECHS



PECHS 2016 Student Academic Excellence Awards.

TEXAS EARLY COLLEGE  
HIGH SCHOOL



2016 UIL Award Winners



Prom 2016





PECHS Graduating Class of 2016

TEXAS EARLY COLLEGE  
HIGH SCHOOL



PECHS Graduating Class of 2015.