

# Successfully Targeting At Risk Students (STARS)

Strategies for Obtaining and Sustaining  
*“Exemplar Status”* within Benchmark 1

**Joe Saavedra, Principal of Pasadena High School**

**Aldo Prado, Dean of Pasadena Early College**

**Jennifer Davis, Department Chair**

**Benchmark 1: Target Population**—The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Products		Sources of Data
<ul style="list-style-type: none"><li>• Written admission policy and enrollment application</li><li>• Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community</li><li>• Brochures and marketing in Spanish, English, and/or relevant second language(s)</li><li>• Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.</li></ul>		<ul style="list-style-type: none"><li>• Longitudinal student enrollment data</li><li>• Sign-in sheets from parent events</li><li>• Recruitment schedule, locations (schools, churches, community centers, etc.), and support services (transportation, child care, etc.)</li><li>• Survey data (community input, enrollment trends, etc.)</li><li>• Needs assessment</li></ul>
Initiating	Implementing	Exemplar
The initiating campus shall create a coherent schedule of tasks, activities, and accomplishment of interim benchmarks that culminate in achievement of Exemplar targets within a logical and reasonable timeframe.	<ol style="list-style-type: none"><li>1. The ECHS shall meet all the Initiating criteria.</li><li>2. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, or minimum grade point average (GPA).</li><li>3. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic.)</li><li>4. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.<ol style="list-style-type: none"><li>a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.</li><li>b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.</li></ol></li></ol>	<ol style="list-style-type: none"><li>1. The ECHS shall meet all of the Implementing criteria.</li><li>2. The ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or the ECHS uses enrollment strategies that ECHS demographics meets or exceeds the district's proportional demographic representation in the areas of at-risk and economically disadvantaged students.</li></ol>

Benchmark 1: Target Population—The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

- Key Words:
  - shall **serve** or **include plans** to scale up to serve
  - target and enroll students who **are at risk of dropping out** of school
  - as **defined** by the Public Education Information Management System (**PEIMS**) and
  - might **not otherwise go to college**
  - The word “ONLY” is not part of the description

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and **did not maintain an average equivalent to 70** on a scale of 100 in **two or more subjects** in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was **not advanced from one grade level to the next** for one or more school years; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. **did not perform satisfactorily on an assessment instrument** administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument **at a level equal to at least 110** percent of the level of satisfactory performance on that instrument;
5. is **pregnant or is a parent**;
6. has been **placed in an alternative education program** in accordance with TEC §37.006 during the preceding or current school year;

7. **has been expelled** in accordance with TEC §37.007 during the preceding or current school year;
8. is **currently on parole, probation, deferred prosecution, or other conditional release**;
9. **was previously reported** through the Public Education Information Management System (PEIMS) **to have dropped out of school**;
10. is a student of **limited English proficiency**, as defined by TEC §29.052;
11. **is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to** the department by a school official, officer of the juvenile court, or law enforcement official;
12. **is homeless**, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
13. **resided in the preceding school year or resides in the current school year in a residential placement facility in the district**, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

<http://ritter.tea.state.tx.us/peims/standards/1314/index.html?>

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# Top Reasons Why Students Don't Attend College (might not otherwise go to college)

- No one in their family has gone to college (**first generation**)
- They didn't do well in high school, so college will be too hard (**support and rigor**)
- They don't know which school to go to (**academic and emotional support**)
- They can't afford college (**economical disadvantage**)



We *can not* **deny enrollment** to a student for the following reasons:

- At risk (as defined by PEIMS) status
- First generation college attendee
- Low socioeconomic status
- Low GPA
- Special education services
- Discipline problems

# Products

- Written **admission policy** and **enrollment application**
- Written **recruitment plan** including a *timeline* of recruitment and enrollment events, and recruitment *materials* for distribution at feeder schools and other appropriate locations in the community
- **Brochures** and marketing in Spanish, English, and/or relevant second language(s)
- Written **communication plan** for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

# Admissions Policy



- **All students** in 8<sup>th</sup> grade that are zoned to Pasadena High School are welcome to apply for admissions.
- Admittance is **not** solely based on state assessment scores, discipline history, teacher recommendation, and/or minimum grade point average.
- PECHS **welcomes** and **seeks** those students who are **historically underrepresented in college** courses, e.g. first generation college students, low socioeconomic status, minorities and other “at risk” students.
- The **recruitment timeline and application process** will be **shared** with feeder schools at the beginning of the school year.
- After attending one of the informational sessions, per instructions given, the student and his/her parent/guardian will **complete, sign, and submit the admission application**.
- PECHS will use **enrollment strategies that focus on early college demographics which meet or exceed the district’s proportional demographic representation** in the areas of at-risk and economically disadvantaged students.
- Those students not accepted in the first round will be assigned to a **waiting list** and contacted as capacity becomes available.

# Application for Admissions

The PECHS Application for Admission **does not** contain the following:

- State assessment scores
- Discipline history
- Teacher recommendations
- Minimum GPA
- Student essay
- Check boxes for GT, LEP or SPED

**Only** asks for **basic demographic information** to ensure adherence to ECHS Blueprint criteria:



## 2016-2017 Application for Admission Solicitud para admisión 2016 - 2017

### PASADENA EARLY COLLEGE HIGH SCHOOL (PECHS)

#### Administration

Joe Saavedra, Principal PHS

Aldo Prado, Dean of PECHS

Blanca Ruiz, PECHS Counselor

#### School Information / Información sobre la escuela

In September, 2010, the Pasadena Independent School District and San Jacinto Community College jointly created the Pasadena Early College High School (PECHS). This unique school is specifically designed to provide students the opportunity to begin college during the ninth grade. This school redefines the typical comprehensive high school experience by providing a small school setting within the regular high school. This program enables students to progress in four years from the ninth grade through the first two years of college earning both their high school distinguished diploma and either an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree.

En septiembre del 2010, el Distrito Escolar de Pasadena y San Jacinto Community College hicieron un acuerdo al crear la Escuela Preparatoria de Adelanto Universitario Pasadena (PECHS). Esta escuela está diseñada con la meta de ofrecerles a los alumnos la oportunidad de empezar la universidad durante el noveno grado. Esta escuela proveerá al estudiante una experiencia universitaria dentro del ambiente de una escuela preparatoria. También le dará al alumno la oportunidad de adelantarse ya que en cuatro años podrá obtener su diploma distinguido de la preparatoria y un título de *Associate of Arts* (A.A.) o un *Associate of Science* (A.S.) (En varios países latinoamericanos estos títulos equivalen a una carrera técnica, títulos previos a la licenciatura).

**PLEASE COMPLETE THE ENTIRE APPLICATION FOR ADMISSION. USE THE FOLLOWING CHECKLIST AS A GUIDE FOR ALL REQUIRED DOCUMENTS.**

**SUBMISSION: PLEASE SUBMIT YOUR APPLICATION PACKET TO YOUR COUNSELOR OR MAIL/ HAND DELIVER TO PASADENA ECHS AT 206 S. SHAVER, PASADENA, TX 77506.**

Qualified applicants will be contacted for a final interview before formal admission is processed.

**FAVOR DE COMPLETAR LA SOLICITUD EN SU TOTALIDAD PARA SU ADMISION. USE LA SIGUENTE LISTA COMO GUIA DE LOS REQUISITOS Y DOCUMENTOS NECESARIOS.**

**FAVOR DE ENTREGAR EL PAQUETE DE SU SOLICITUD A SU CONSEJERA/O O MANDELO POR CORREO O ENTREGUELO PERSONALMENTE A PASADENA EHCS A 206 S. SHAVER, PASADENA, TX 77506.**

A los candidatos para el programa se les avisara para hacerles una entrevista final antes de que se les admita formalmente

Parent/Guardian Name/ <i>Padre/ Nombre del Guardián:</i>		Student ID Number ( <b>Required</b> )/ <i>Número de Identificación (<b>Requisito</b>):</i>	
Address/ <i>Dirección:</i>		City/State/Zip Code/ <i>Ciudad/Estado/Código Postal:</i>	
Home Phone/ <i>Teléfono de la casa:</i>	Work Phone/ <i>Teléfono del trabajo:</i>	Cell Phone/ <i>Teléfono celular:</i>	
E-mail Address/ <i>Dirección de correo electrónico:</i>		Alternate E-mail/ <i>Otro correo electrónico:</i>	
Do you have questions about PECHS? Please write them down. <i>¿Tiene preguntas sobre PECHS? Por favor escríbalas.</i>		Primary Language Spoken in the Home: <i>El primer idioma que se habla en casa.</i> <input type="checkbox"/> English/Ingles <input type="checkbox"/> Spanish/Español <input type="checkbox"/> Other/Otro (Especifique) _____	
Describe any special needs or concerns you have for your student. <i>Explique de cualquier necesidad especial acerca de su alumno.</i>			
Parent/Guardian Information (Check all that apply) <i>Información del Padre/ Guardián (marque todo lo que aplique)</i>			
<b><u>Mother/ Madre</u></b> <i>Guardian/ Guardian</i>  <input type="checkbox"/> No High School Diploma <i>Sin diploma de la preparatoria</i>  <input type="checkbox"/> High School Diploma/GED <i>Diploma de la preparatoria/ GED</i>  <input type="checkbox"/> Some College <i>Empecé/ pero no termine la universidad</i>  <input type="checkbox"/> College Degree <input type="checkbox"/> Other/otro _____ <i>Título universitario (terminé la universidad)</i>		<b><u>Father/ Padre</u></b> <i>Guardian/ Guardian</i>  <input type="checkbox"/> No High School Diploma <i>Sin diploma de la preparatoria</i>  <input type="checkbox"/> High School Diploma/GED <i>Diploma de la preparatoria/ GED</i>  <input type="checkbox"/> Some College <i>Empecé/ pero no termine la universidad</i>  <input type="checkbox"/> College Degree <input type="checkbox"/> Other/ otro _____ <i>Título universitario (terminé la universidad)</i>	

**Section A. Student Information****2016-2017 Application for Admission**

Name:		<input type="checkbox"/> Male <input type="checkbox"/> Female	
Last                      First                      Middle Initial			
Current Intermediate School:		Id Number:	Last Grade Completed:
DOB(Month/Day/Year):		Is either parent/guardian a PISD employee? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Name of <i>sibling/relative</i> attending PECHS:		If yes, please indicate campus/location and position below:	
Student Cell Phone:		Student E-mail Address:	
The name of the person with whom you reside:		Relationship of the person with whom you reside:	
How did you hear about Pasadena ECHS?			
Please check one: (Optional) <input type="checkbox"/> African American <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Other (Please specify)_____			

**Student Affirmation of Interest:**

I would like to be considered for the Pasadena Early College High School Program at PISD/SJCC for the 2015-2016 school year. I understand that acceptance into the PECHS requires a four year commitment of remaining in the program until graduation.

*Student Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

**Parent/Legal Guardian Permission/Permiso del Padre o Guardián Legal:**

I give my son/daughter permission to apply to the Pasadena Early College High School Program at PISD/SJCC for the 2016-2017 school year. I understand that acceptance into the PECHS requires at least a one year commitment of remaining in the program.

*Doy permiso a mi hijo(a) a que haga una solicitud de admisión a la Escuela Preparatoria de Adelante Universitario Pasadena (PECHS). Entiendo que si se le acepta a PECHS se tiene que hacer un compromiso de al menos un año y que tendrá que quedarse en el programa.*

**Parent/Legal Guardian Signature** \_\_\_\_\_ **Date/ Fecha** \_\_\_\_\_  
*Firma del Padre o Guardián Legal*

It is the policy of the Pasadena Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status or political affiliation in its education or employment programs and activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973; as amended.

El Distrito Escolar Independiente de Pasadena no hace discriminación en base a raza, color, nacionalidad, sexo, credo, edad o discapacidades en sus políticas de admisiones, o actividades estipuladas en los Título VI y el Título VII del Acta de Derechos Civiles de 1964, según la enmienda prevista, el Título IX de los Derechos Civiles de 1964, según la enmienda prevista, el Título IX de las enmiendas educativas de 1972, la Sección 504 del Acta de Rehabilitación de 1973, según la enmienda prevista

# Recruitment Plan



In order to maintain past recruitment success PECHS will do the following:

- Name a **Recruitment Liaison** to coordinate all recruitment efforts
- **Inform** all stakeholders about the features of our program through the website and social media tools the entire year
- **Post and distribute** brochures, flyers and posters in the community to promote the program and explain its features
- Hold a **general information session with 7<sup>th</sup> and 8<sup>th</sup> graders** once a year
- **Present and promote program** at feeder middle school college nights
- **Participate** in all the intermediate schools' college nights, open houses and elective fairs
- **Adhere** every year to the following **Recruitment Timeline**:

# Timeline



October:

- Update website
- Show video to intermediate students in homeroom
- Deliver flyers and post posters
- Conduct first visit to intermediate schools

November:

- Chat with the students during lunch
- Collect names of interested students
- Deliver applications
- Send letters via mail
- Conduct parent night
- Hold open house at San Jacinto College

December:

- Q&A sessions
- Interviews
- Lottery (if necessary)
- Send acceptance letters

April:

- Field trip

February:

- Apply Texas

January:

- Welcome meeting
- Pep rally

June:

- Bridge Course

## MISSION STATEMENT

Pasadena Early College High School 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.

Our purpose at Pasadena High School 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.

**PASADENA EARLY COLLEGE HIGH SCHOOL**  
206 SOUTH SHAVER, PASADENA TX, 77506  
713.740.0310

<http://www1.pasadenaisd.org/phs/pechs>

PASADENA INDEPENDENT SCHOOL DISTRICT



TEXAS EARLY COLLEGE  
HIGH SCHOOL

## STUDENT SELECTION

All eighth grade students are invited to apply

Teachers, counselors and administration are provided with the most recent school information on a yearly basis

Students are selected on the basis of passing TAKS scores, 80% average in core subjects, teacher recommendation form and positive school attendance

Students and parent questionnaires are given to gather additional information

## HIRING PRACTICES

All teachers participating in Pasadena Early College High School have a Masters degree and are Texas Certified

## CURRICULUM

Students begin college courses as freshmen

High school courses match or exceed the rigor of college courses

Syllabus is provided for every course

## PARTNERSHIP

Excellent partnership and curriculum alignment between Pasadena Independent School District and San Jacinto College

## STUDENT SUPPORT

All courses provided tuition free

Mastering Excellence in Education and Business Computer Information Systems courses provided to all incoming freshmen

Small Group Instruction

Tutoring with teachers, university instructors and peers

EPOC resources, including library service, disability center, testing center and advising

Nooks\* are provided free of charge to students



## YEAR 1 - FRESHMEN

### FALL

EDUC 1300 MW  
Health 1A  
English 1A  
Algebra 1  
Spanish 1A  
World Geography A

### SPRING

BCIS 1305 MW  
Success Resources MW  
English 2A  
Algebra 1B  
Spanish 2A  
World Geography B

## YEAR 2 - SOPHOMORE

### FALL

Fine Arts MW  
Success Resources  
English 2A  
Algebra 2A  
Chemistry A  
Spanish 2A  
World History A

### SPRING

Speech 1302 MW  
Success Resources  
English 2B  
Algebra 2B  
Chemistry B  
Spanish 2B  
World History B

## YEAR 3 - JUNIOR

### FALL

History 1301 MW  
Math 1314 TR  
English 3A  
Spanish 3A  
Physics A  
Psych 2301 MW  
Student Success TR  
Resource

### SPRING

History 1302 MW  
Math 1342 TR  
English 3B  
Spanish 3B  
Physics B  
Soci 1301 MW  
Student Success TR  
Resource

## YEAR 4 - SENIOR

### FALL

English MW  
Govt 2301 TR  
College Major Elect MW  
Econ 2301 TR  
Biol 1406 MWTR  
PhilEd 11XX MW  
World History A

### SPRING

English 1302 MW  
Govt 2302 TR  
Phil 1301 MW  
College Major TR  
Biol 1406 MWTR  
PhilEd 11XX MW  
World History B





¿Le gustaría que su hijo de octavo grado se gradúe de la preparatoria y obtenga una carrera de asociado o pueda adquirir hasta 60 horas de colegio (la mitad de una carrera de licenciatura) al mismo tiempo?

¿Necesita ayuda para pagar el colegio?

Venga a una de nuestras reuniones informativas de la escuela de Pasadena Early College High School para obtener más información y aprenderá como usted puede ayudar a su hijo de octavo grado a graduarse de la preparatoria y obtener un asociado o hasta 60 horas de colegio gratuitamente.

PECHS pagará por:

- La matrícula de la universidad y otras cuotas
- Libros
- Cursos y materiales en línea
- Excursiones
- Los estudiantes pueden obtener una carrera de asociado o adquirir hasta 60 horas de la universidad (la mitad de una carrera de licenciatura) al mismo tiempo

Las reuniones informativas de Pasadena Early College High School serán:

- ☐ Escuela Jackson Intermediate: 3 de diciembre 2014 6:30 p.m.
- ☐ Escuela Queens Intermediate: 10 de diciembre 2014 6:30 p.m.
- ☐ Pasadena Early College High School Open House con excursión al Colegio de San Jacinto el 6 de diciembre 2014 de 10:00 a.m. - a 12:30pm (El almuerzo será proporcionado).

Para más información por favor enviar un correo electrónico o llamar a:

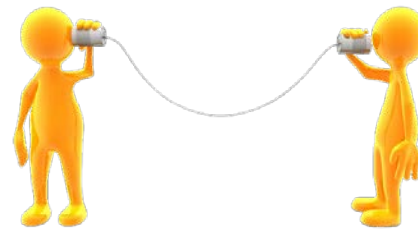
Mr. Aldo Prado, Administrador de PECHS [aprado@pasadenaisd.org](mailto:aprado@pasadenaisd.org) 713-740-0310, Ext 01103  
Ms. Blanca Ruiz, Consejera de PECHS [bruiz@pasadenaisd.org](mailto:bruiz@pasadenaisd.org) 713-740-0310, Ext 01275

Puede visitar nuestras páginas de internet.

[http://pasadena.pasadenaisd.org/administration/pasadena\\_early\\_college\\_high\\_school](http://pasadena.pasadenaisd.org/administration/pasadena_early_college_high_school)

<https://www.facebook.com/pechseagles>

# Communication Plan



In order to target identified audiences, (e.g. parents, community members, school board, higher education personnel) PECHS will do the following:

- Establish and update the **school's website and social media tools** with pertinent information about ECHS program, targeted students, goals, mission and vision
- Organize **activities** with the **intermediate feeder schools' leaders and counselors**
- Publish a **quarterly newsletter** showcasing the PECHS program to be distributed among stakeholders
- Conduct periodic **meetings with parents and legal guardians**
- Hold periodic **meetings** with academic and administrative **leaders from PISD and SJC**
- Present a **yearly report** to the PISD Board of trustees
- **Ensure** all aspects of the Communication Plan **reflect decisions** based on **data, demographics** and Blueprint **benchmarks**

# Sources:

- <http://www.careercollegecentral.com/node/250>
- <http://ritter.tea.state.tx.us/peims/standards/1314/index.html?e0919>

# Contact Info:

- Joe Saavadra – Principal of Pasadena High School
  - [JSaavadra@pasadenaisd.org](mailto:JSaavadra@pasadenaisd.org)
- Aldo Prado – Dean of Pasadena Early College High School
  - [APrado@pasadenaisd.org](mailto:APrado@pasadenaisd.org)
- Jennifer Davis – Department Chair
  - [JADavis@pasadenaisd.org](mailto:JADavis@pasadenaisd.org)