



AN EARLY COLLEGE DISTRICT

BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT



Dr. Jesús H. Chávez
Interim Superintendent of Schools

Department of Curriculum, Instruction & Accountability
1900 Price Road • Brownsville, Texas 78521 • (956) 548-8121

Dr. Norma Ibarra-Cantú
Executive Director
Secondary Education

ECHS/P-TECH Leadership Cabinet Meeting

November 9, 2023

3:00 p.m.

- I. **Texas College & Career Readiness School Models (CCRSM)**
 - a. Designation Applications
 - i. Application Window: October 3, 2023- January 12, 2024 at 5pm (CST)
 - ii. Submit drafts to Dr. Norma Ibarra-Cantu (ECHS) and Benita Villarreal (PTECH) by November 28, 2023
 - iii. Assurances
 - b. Update websites by November 10, 2023

- II. **Early College High School (ECHS)/Dual Enrollment/ Pathways in Technology (P-TECH)**
 - a. PEIMS Snapshot
 - i. Cohorts
 - b. TSIA2
 - i. ECHS and P-TECH Reports
 - ii. Testing units were provided
 - iii. TSIA2- Middle School
 1. All 8th graders take TSIA2 ELAR- November 6- December 21, 2023
 - iv. EdReady TSIA Tutoring Support
 - c. Fall Calendar
 - i. BISD Thanksgiving holiday November 20-24, 2023-advise TSC adjuncts of dates
 - ii. UTRGV Thanksgiving holiday dates November 23-24, 2023- advise students of dates
 - iii. Withdraw Date
 1. TSC- November 17, 2023
 2. UTRGV- November 9, 2023
 3. TSTC- November 10, 2023
 - d. Associate Degrees
 - i. Cap and gowns
 - ii. One Rivera student graduating in the fall semester
 - e. AVID
 - i. Stole Requirements Revision
 - ii. AVID options & considerations

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III. Pathways in Technology Early College High School (P-TECH)

- a. Funding Overview
- b. Access & Achievement OBM
- c. Documentation Sample
- d. Upcoming Events

IV. University of Texas Rio Grande Valley (UTRGV)

- a. Fall 2023 Dates to Remember
- b. Spring 2024 Applicants and Enrollment
- c. GTF Scholars Program

V. Texas Southmost College (TSC)

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ECHS/P-TECH Leadership Cabinet Meeting

November 9, 2023



Texas College & Career Readiness School Models

Designation Applications

- **Application Window- October 3, 2023 - January 12, 2024**
- **E-mail a copy of application drafts to Dr. Norma Ibarra-Cantu (ECHS) and Benita Villarreal (P-TECH) by November 28, 2023**
- **Assurances were already signed by Dr. Gutierrez. Pending IHE signatures. BISD needs to submit a copy of application to UTRGV and TSTC when submitting request for signatures.**

Texas College & Career Readiness School Models

Designation Applications

- **Update websites by November 10, 2023. Dr. Sandoval will be checking ECHS/PTECH websites by mid-November.**

ECHS/ Dual Enrollment/ P-TECH

PEIMS Snapshot ECHS Cohorts

Early College High School Program Enrollment

	9th	10th	11th	12th	Campus Total
BECHS	89	90	81	78	338
Hanna	29	54	52	52	187
Lopez	92	60	86	89	327
Pace	121	63	57	93	334
Porter	19	9	17	36	81
Rivera	80	84	93	111	368
Veterans	62	46	34	28	170
BISD	492	406	420	487	1805



ECHS/ Dual Enrollment/ P-TECH

PEIMS Snapshot ECHS Cohorts

Early College High School Program Enrollment

	9th	10th	11th	12th	Campus Total
BECHS	89	90	81	78	338
Hanna	29	54	52	52	187
Lopez	92	60	86	89	327
Pace	121	63	57	93	334
Porter	19	9	17	36	81
Rivera	80	84	93	111	368
Veterans	62	46	34	28	170
BISD	492	406	420	487	1805



ECHS/ Dual Enrollment/ P-TECH

Benchmark 4: Academic Infrastructure
OBM: Achievement

TSIA2

TSI ECHS Report



ECHS 9th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
B'ville Early College Hs	89	73	31	35%	73	24	27%	69	22	25%	25%
Hanna High School	29	29	7	24%	12	3	10%	12	3	10%	10%
Lopez High School	93	92	39	42%	79	14	15%	79	12	13%	13%
Pace High School	120	119	34	28%	78	15	13%	78	11	9%	9%
Porter High School	19	18	5	26%	6	4	21%	6	3	16%	16%
Rivera High School	79	74	15	19%	38	8	10%	37	6	8%	8%
Veterans Memorial H S	60	55	26	43%	39	11	18%	39	7	12%	12%
Total	489	460	157	32%	325	79	16%	320	64	13%	13%

ECHS 10th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
B'ville Early College Hs	90	84	62	69%	82	51	57%	82	44	49%	49%
Hanna High School	54	51	27	50%	33	16	30%	32	16	30%	30%
Lopez High School	60	60	30	50%	50	25	42%	50	19	32%	32%
Pace High School	63	63	23	37%	55	22	35%	55	13	21%	21%
Porter High School	9	9	2	22%	9	2	22%	9	2	22%	22%
Rivera High School	84	84	15	18%	58	15	18%	58	8	10%	10%
Veterans Memorial H S	46	46	24	52%	37	16	35%	37	14	30%	30%
Total	406	397	183	45%	324	147	36%	323	116	29%	29%

ECHS 11th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
B'ville Early College Hs	81	74	70	86%	72	61	75%	72	59	73%	73%
Hanna High School	52	49	35	67%	44	28	54%	43	25	48%	48%
Lopez High School	85	84	54	64%	75	46	54%	74	36	42%	42%
Pace High School	57	51	33	58%	56	37	65%	50	28	49%	49%
Porter High School	17	15	7	41%	13	5	29%	12	5	29%	29%
Rivera High School	93	90	56	60%	90	43	46%	87	39	42%	42%
Veterans Memorial H S	33	31	22	67%	32	18	55%	31	17	52%	52%
Total	418	394	277	66%	382	238	57%	369	209	50%	50%

ECHS 12th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
B'ville Early College Hs	78	76	73	94%	75	62	79%	75	61	78%	78%
Hanna High School	48	45	32	67%	40	26	54%	40	25	52%	52%
Lopez High School	87	87	67	77%	85	58	67%	85	57	66%	66%
Pace High School	93	93	67	72%	91	64	69%	91	57	61%	61%
Porter High School	36	36	26	72%	35	25	69%	35	22	61%	61%
Rivera High School	110	106	74	67%	100	64	58%	100	54	49%	49%
Veterans Memorial H S	27	27	21	78%	25	17	63%	25	16	59%	59%
Total	479	470	360	75%	451	316	66%	451	292	61%	61%

TSI P-TECH Report



P-TECH 9th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
Hanna High School	18	17	7	39%	1	0	0%	1	0	0%	0%
Pace High School	17	17	4	24%	11	1	6%	11	1	6%	6%
Porter High School	13	9	1	8%	7	1	8%	6	1	8%	8%
Veterans Memorial H S	52	50	3	6%	3	1	2%	3	1	2%	2%
Total	100	93	15	15%	22	3	3%	21	3	3%	3%

P-TECH 10th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
Hanna High School	8	7	1	13%	6	1	13%	6	1	13%	13%
Pace High School	18	18	5	28%	14	5	28%	14	4	22%	22%
Porter High School	18	12	4	22%	11	7	39%	11	4	22%	22%
Rivera High School	1	0	0	0%	0	0	0%	0	0	0%	0%
Veterans Memorial H S	51	38	3	6%	18	2	4%	15	2	4%	4%
Total	96	75	13	14%	49	15	16%	46	11	11%	11%

P-TECH 11th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
Hanna High School	14	12	10	71%	10	6	43%	10	5	36%	36%
Porter High School	25	25	7	28%	20	6	24%	20	4	16%	16%
Veterans Memorial H S	13	5	0	0%	6	0	0%	2	0	0%	0%
Total	52	42	17	33%	36	12	23%	32	9	17%	17%

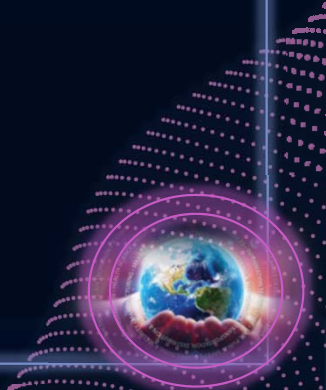
P-TECH 12th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
Hanna High School	10	10	7	70%	10	7	70%	10	7	70%	70%
Porter High School	11	11	4	36%	8	6	55%	8	3	27%	27%
Total	21	21	11	52%	18	13	62%	18	10	48%	48%

ECHS/ Dual Enrollment/ P-TECH

Benchmark 4: Academic Infrastructure
OBM: Achievement

TSIA2

- TSIA2 testing units were provided to all middle schools for 8th grade ELAR testing.
- TSIA2 testing units were provided to all ECCHS campuses. E-mail was sent to ECCHS directors.



ECHS/ Dual Enrollment/ P-TECH

Benchmark 3: Target Population
OBM: Access

TSIA2

- **Middle school TSIA2 ELAR testing window:
November 6- December 21, 2023**
- **All 8th graders will attempt the TSIA2 ELAR**



ECHS/ Dual Enrollment/ P-TECH

Benchmark 4: Academic Infrastructure
OBM: Achievement

TSIA2

Educate Texas is officially launching EdReady TSIA Tutoring Support. This is an online program that will be offered to each CCRSM campus to support your 9th and 10th graders for TSIA. You will receive a license for each student for ELAR and Math. It is to be used with only students enrolled in the PTECH or ECHE Program.

If your campus has PTECH and ECHE please coordinate and decide whether you want two contact people or one. Who will coordinate for all CCRSM students?

***Pending board approval

ECHS/ Dual Enrollment/ P-TECH

Fall Calendar

- **BISD Thanksgiving holiday November 20-24, 2023-advise TSC adjuncts of dates**
- **UTRGV Thanksgiving holiday dates November 23-24, 2023- advise students of dates**
- **Withdraw Dates**
 - TSC- November 17, 2023**
 - UTRGV- November 9, 2023**
 - TSTC- November 10, 2023**



ECHS/ Dual Enrollment/ P-TECH

Associate Degrees

- Caps and gowns will be purchased by the student. Student may purchase through Texas Southmost College.
- One Rivera student graduating with this his associate in the fall semester.



ECHS/ Dual Enrollment

AVID

- **Current Requirements to receive stole:**
 - Be part of the ECHS cohort
 - Take AVID for 4 consecutive years (fall & spring semesters)
 - Obtain 42 credits core complete
- **Proposed Requirements to receive stole:**
 - Be part of the ECHS cohort
 - Take AVID for 4 consecutive years (fall & spring semesters)
 - Obtain 15 college credits by graduation

Benchmark 5: Student Supports
OBM: Attainment

ATTAINMENT OUTCOMES-BASED MEASURES

Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
	<i>Must meet targets on at least three attainment designation data indicators</i>	<i>Must meet targets on at least three attainment distinction data indicators</i>
Earn 9 College Credits by the end of 10 th grade	40% of students earn 9 college credits (any) by the end of 10 th grade	50% of students earn 9 college credits (any) by the end of 10 th grade
Earn at least 3 College Credits in ELA or Mathematics by the end of 11 th grade	60% of students earn an ENGL or MATH college credit by the end of 11 th grade	70% of students earn an ENGL or MATH college credit by the end of 11 th grade
Earn 15 College Credits	65% of students earn 15 college credits (any) by graduation	75% of students earn 15 college credits (any) by graduation
Earn an Associate Degree	50% of students earn an associate degree by graduation	60% of students earn an associate degree by graduation
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation
Direct-to-College Enrollment	45% of students enroll into a 2-year or 4-year institution after graduation	55% of students enroll into a 2-year or 4-year institution after graduation

ECHS/ Dual Enrollment

AVID

5.4 Classroom Supports

The ECHS shall ensure time for advisory and/or college and career readiness advising is built into the instructional sequence for all students. The ECHS shall provide skill building instruction for students, such as time management, study skills, collaboration, and interpersonal relationship skills.

- ***Suggestion for AVID exceptions**
- **Students will be able to opt to not schedule an AVID course beginning their 11th grade year if the student meets a minimum GPA (college or high school?). Must be upon student request.**
- **Student will need to maintain the required GPA in order to continue to forgo the AVID elective**
- **Student would need to attend an AVID seminar either on an afterschool/Saturday session(s)**

P-TECH

1.10 Sustainability Structures

Sustainability structures shall be identified and implemented to address and minimize the challenges of staff turnover and potential fluctuations in funding.

P-TECH Funding Overview

7. Career & Technology			
Reg CTE allotment for students not in an approved program of study	1.10	106.400	\$720,966
Reg CTE allotment for students in an approved program of study, levels 1 & 2	1.28	1,508.070	\$11,890,830
Reg CTE allotment for students in an approved program of study, levels 3 & 4	1.47	1,073.800	\$9,723,474
P-Tech Allotment	\$50	130.000	6,500
New Tech Network Allotment	\$50	0.000	0
Total CTE Allotment	N/A	N/A	\$22,341,770

Funding students enrolled in a Pathways in Technology Early College High School (P-TECH)

Students enrolled on TEA-designated P-TECH campuses will generate \$50 for each student in ADA (grades nine through 12 only). The campus must be designated by TEA and listed on the [Texas Education Standards](#) website. Campuses report the students enrolled on the TEA-designated P-TECH campus in TSDS PEIMS submissions 1 and 3 using the data element P-TECH-INDICATOR-CODE (E1612). Students coded with the indicator 1 in PEIMS submission 3 will be funded.

Section 5 CTE Funding page 159 [2023-24 Student Attendance Accounting Handbook \(texas.gov\)](#)

BISD P-TECH Enrollment					
Campus	Grade Level				Total
	9th	10th	11th	12th	
Hanna	18	8	14	10	50
Pace	18	13	N/A	N/A	31
Porter	13	17	22	12	64
Veterans	76	29	14	N/A	119
				BISD PTECH Enrollment	264

Implications:

- Existing POS **do not** require additional P-TECH funding if to be added to model
- Through P-Tech enrollment district is able to acquire **additional funding**
- By meeting attainment and achievement OBM's district produces more **weighted funding** (level 1-4 classes)

Benchmark 1: School Design
OBM: Access, Achievement, Attainment



P-TECH

P-TECH Access (OBM)

Sex:								
Female	18,705	48.7%	2,640,313	48.9%	18,712	48.7%	2,650,563	48.8%
Male	19,707	51.3%	2,762,615	51.1%	19,736	51.3%	2,776,807	51.2%
Economically Disadvantaged	34,379	89.5%	3,278,452	60.7%	34,407	89.5%	3,289,420	60.6%
Non-Educationally Disadvantaged	4,033	10.5%	2,124,476	39.3%	4,041	10.5%	2,137,950	39.4%
Section 504 Students	3,565	9.3%	400,729	7.4%	3,565	9.3%	401,648	7.4%
EB Students/EL	14,587	38.0%	1,171,661	21.7%	14,589	37.9%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	21	0.0%	34,054	0.6%				
Students w/ Dyslexia	2,708	7.0%	270,260	5.0%	2,708	7.0%	270,966	5.0%
Foster Care	100	0.3%	15,338	0.3%	100	0.3%	15,409	0.3%
Homeless	1,003	2.6%	61,433	1.1%	1,003	2.6%	61,687	1.1%
Immigrant	370	1.0%	108,510	2.0%	370	1.0%	108,787	2.0%
Migrant	425	1.1%	14,366	0.3%	425	1.1%	14,426	0.3%
Title I	38,387	99.9%	3,473,996	64.3%	38,421	99.9%	3,487,333	64.3%
Military Connected	220	0.6%	176,253	3.3%	220	0.6%	176,554	3.3%
At-Risk	29,227	76.1%	2,892,191	53.5%	29,232	76.0%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	14,409	37.5%	1,182,035	21.9%	14,411	37.5%	1,185,511	21.8%
Career and Technical Education	11,208	29.2%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	10,497	82.7%	1,159,913	71.0%				
Gifted and Talented Education	4,068	10.6%	434,269	8.0%	4,068	10.6%	435,356	8.0%
Special Education	5,754	15.0%	624,256	11.6%	5,783	15.0%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,754		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,261	56.7%	268,673	43.0%				
Students with Physical Disabilities	647	11.2%	129,679	20.8%				
Students with Autism	677	11.8%	91,742	14.7%				
Students with Behavioral Disabilities	1,080	18.8%	125,096	20.0%				
Students with Non-Categorical Early Childhood	89	1.5%	9,066	1.5%				

P-TECH Outcomes-Based Measures in Access									
Access	At-Risk (Grade 9)	29	30	96.7%	72.0%	No more than 20% points under district	YES	N/A	N/A
Access Informational	Economically Disadvantaged (Grades 9-11)	72	81	88.9%	N/A	For informational purposes only	N/A	N/A	N/A
	Emergent Bilingual Students/English Learners (Grades 9-11)	30	81	37.0%	N/A	For informational purposes only	N/A	N/A	N/A
	Students with Disabilities (Grades 9-11)	11	81	13.6%	N/A	For informational purposes only	N/A	N/A	N/A
	African American (Grades 9-11)	0	81	0.0%	N/A	For informational purposes only	N/A	N/A	N/A
	Hispanic (Grades 9-11)	80	81	98.8%	N/A	For informational purposes only	N/A	N/A	N/A

Data Indicators	Designated P-TECH	Designated with Distinction
	<p><i>Must meet targets on "At-Risk Students" and "Economically-Disadvantaged Students" designation data indicators</i></p>	<p><i>Must meet all designation access data indicators and two access distinction data indicators</i></p>
At-Risk Students	No more than 25% under district (grades 9-12)	No more than 20% under district (grades 9-12)
Economically-Disadvantaged Students	No more than 10% under district (grades 9-12)	No more than 5% under district (grades 9-12)
Emergent Bilingual Students	Not considered for designation	No more than 10% points under district
Students with Disabilities	Not considered for designation	No more than 10% points under district

1. For campuses to earn a distinction in either ECHS or P-TECH, what percentage of EBS and SPED kids need to be enrolled?
2. Is sample HS likely to meet the data indicators for distinction as we compare district to campus data?



P-TECH

P-TECH Access (OBM)

BISD sample OBM summary- Access for ECHS

Summary of ECHS Outcomes-Based Measures						
ECHS Access	Met Designation Standard	YES	Distinction Earned	YES		

1. Based on data indicators requirements for ECHS, why did campus earn a distinction for access?

ACCESS OUTCOMES-BASED MEASURES
Student representation in the ECHS program.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
	Must meet targets on "At-Risk Students" and "Economically-Disadvantaged Students" designated data indicators	Must meet all designated access data indicators and two access distinction data indicators
At-Risk Students	No more than 25% under district (grades 9-12)	No more than 20% under district (grades 9-12)
Economically-Disadvantaged Students	No more than 10% under district (grades 9-12)	No more than 5% under district (grades 9-12)
Emergent Bilingual Students	Not considered for designation	No more than 10% under district
Students with Disabilities	Not considered for designation	No more than 10% under district

ACCESS OUTCOMES-BASED MEASURES
Student representation in the P-TECH program.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	Must meet targets on "At-Risk Students" and "Economically-Disadvantaged Students" designation data indicators	Must meet all designation access data indicators and two access distinction data indicators
At-Risk Students	No more than 25% under district (grades 9-12)	No more than 20% under district (grades 9-12)
Economically-Disadvantaged Students	No more than 10% under district (grades 9-12)	No more than 5% under district (grades 9-12)
Emergent Bilingual Students	Not considered for designation	No more than 10% points under district
Students with Disabilities	Not considered for designation	No more than 10% points under district



P-TECH

P-TECH VS. ECHS Achievement (OBM)

Summary of ECHS Outcomes-Based Measures

ECHS Access					Met Designation Standard	NO	Distinction Earned	YES
ECHS Attainment					Met Designation Standard	NO	Distinction Earned	NO
ECHS Achievement					Met Designation Standard	***	Distinction Earned	***

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
	<i>Must meet targets on at least three achievement designated data indicators</i>	<i>Must meet targets on at least three achievement distinction data indicators</i>
Algebra I EOC Assessment	70% of students achieve "Approaches Grade Level Performance" or higher by the end of 9th grade	80% of students achieve "Approaches Grade Level Performance" or higher by the end of 9th grade
English II EOC Assessment	70% of students achieve "Approaches Grade Level Performance" or higher by the end of 11th grade	80% of students achieve "Approaches Grade Level Performance" or higher by the end of 11th grade
TSIA and STAAR EOC Criteria in Mathematics	60% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade	70% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade
TSIA and STAAR EOC Criteria in ELA/Reading	70% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11th grade	80% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11th grade
High School Graduation Rate	Campus is within 5% of statewide 4-year graduation rate	Campus exceeds the statewide 4-year graduation rate
College Readiness in Mathematics and ELA/Reading	40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation	50% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation

Benchmark 1: School Design
OBM: Achievement

1. What are the academic challenges in meeting Achievement data indicators?
2. What population of students is likely to be at or above grade level?



P-TECH

P-TECH Access (OBM)

San Antonio PTECH

San Antonio Independent School District (saisd.net)

4.1 Regional Need

The P-TECH shall work with the local workforce development board, local chamber of commerce, and/or local workforce industry representatives to identify and maintain a list of high-demand occupations.

The P-TECH shall establish one or more career pathways that include industry relevant classes, are informed by the identified regional needs, and prepare students for high-wage, high-demand, high-skills career fields. The P-TECH shall have plans for sequencing additional courses for students in the career pathway.

HIGHLANDS P-TECH
A Pathways in Technology Early College High School
in partnership with St. Philip's College offering programs in
Aerospace Engineering **Manufacturing Welding**
Una Escuela Preparatoria con Crédito Universitario de
Vías Académicas en Tecnología en asociación con
St. Philip's College que ofrece programas en
Aeronáutica Ingeniería **Fabricación Soldadura**

To consider:

1. What system barriers exist that limit EB and SPED kids to go into DE classes? How does this affect our chances for a distinction?
2. In the P-TECH model, how are DE requirements different (Welding, Automotive)?
3. What are the benefits of including 4 year degree and 2 year certificate POS in P-TECH?
4. Why do you think SA decided to include Engineering and Welding?
5. Based on the screenshot, how is this P-TECH targeting EB population?



P-TECH

P-TECH Achievement (OBM)

CTE and P-TECH goal alignment and implications

1. How are data indicators for P-TECH in ACHIEVEMENT aligned to CTE funding and state accountability for IBC's (CCMR)?

2. Which department is responsible for monitoring that campuses meet P-TECH data indicators?

CCMR Credit Requirements for Annual Graduates by Accountability Year

Annual Graduates	Accountability Year	CCMR Credit Requirement
Class of 2022	2023	Earn IBC (2019–2022 list with sunseting limit)
Class of 2023	2024	Earn IBC (2019–2022 & 2022–2024 lists with sunseting limit)
Class of 2024	2025	Earn IBC (2019–2022 & 2022–2024 lists with sunseting limit) plus 1 course in aligned program of study ¹
Class of 2025	2026	Earn IBC (2022–2024 & 2024–2026 lists) plus Concentrator in aligned program of study ²
Class of 2026	2027	Earn IBC (2022–2024 & 2024–2026 lists) plus Completer in aligned program of study ³

¹ One course that is level two or higher (excludes Career Prep I, Extended Career Prep I, Project Based Research, and/or Scientific Research and Design)
² Two or more courses for at least two credits in the same program of study
³ Three or more courses for four or more credits, including one level three or level four course in the same program of study

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	Must meet targets on at least three achievement designation data indicators	Must meet targets on at least three achievement distinction data indicators
Algebra I EOC Assessment	70% of students achieve "Approaches Grade Level Performance" or higher by the end of 10 th grade	80% of students achieve "Approaches Grade Level Performance" or higher by the end of 10 th grade
English II EOC Assessment	70% of students achieve "Approaches Grade Level Performance" or higher by the end of 11 th grade	80% of students achieve "Approaches Grade Level Performance" or higher by the end of 11 th grade
College Readiness in Mathematics and ELA/Reading	40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation	50% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation
High School Graduation Rate	Campus is within 5% of statewide 4-year graduation rate	Campus exceeds the statewide 4-year graduation rate
CTE Program Status by 11 th grade	55% of students meet CTE concentrator or completer status by the end of 11 th grade	65% of students meet CTE concentrator or completer status by the end of 11 th grade
CTE Program Status by Graduation	65% of students graduate as a CTE concentrator or completer by graduation	75% of students graduate as a CTE concentrator or completer by graduation

The 87th Texas Legislature passed House Bill (HB) 1525, which amends state law related to weighted funding for students who take career and technical education (CTE) courses. The legislation establishes that, beginning with the 2021-22 school year, for each full-time equivalent student in average daily attendance in an approved CTE program in grades 7 through 12, a district is entitled to weighted funding as follows:

- 1.1 for CTE courses not in an approved program of study;
- 1.28 for levels one and two CTE courses in an approved program of study, as identified by the agency; or
- 1.47 for levels three and four CTE courses in an approved program of study, as identified by the agency.



P-TECH

P-TECH vs ECHS Attainment(OBM)

Summary of ECHS Outcomes-Based Measures								
ECHS Access					Met Designation Standard	NO	Distinction Earned	NO
ECHS Attainment					Met Designation Standard	NO	Distinction Earned	NO
ECHS Achievement					Met Designation Standard	***	Distinction Earned	***

1. What are the system challenges in reaching ATTAINMENT data indicators?

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
	<i>Must meet targets on at least three attainment designation data indicators</i>	<i>Must meet targets on at least three attainment distinction data indicators</i>
Earn 9 College Credits	30% of students earn 9 college credits (any) by the end of 10 th grade	40% of students earn 9 college credits (any) by the end of 10 th grade
Earn at least 3 College Credits in ELA or Mathematics	40% of students earn an ENGL or MATH college credit by the end of 11 th grade	50% of students earn an ENGL or MATH college credit by the end of 11 th grade
Earn 15 College Credits	50% of students earn 15 college credits (any) by graduation	60% of students earn 15 college credits (any) by graduation
Core Completion	50% of students achieve core completion by graduation	60% of students achieve core completion by graduation
Earn an Associate Degree	50% of students earn an associate degree by graduation	60% of students earn an associate degree by graduation
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation



P-TECH

P-Tech Attainment(OBM)

Based on Accountability data, how are campuses already meeting P-TECH data indicators for ATTAINMENT?

Enrollment by Semester

	2022-2023							
	Fall		Spring		Summer I		Summer II	
	TSC	UTRGV	TSC	UTRGV	TSC	UTRGV	TSC	UTRGV
BECHS	82	167	202	161	82	28	21	23
Hanna ECHS	321		385		221	1	112	1
Lopez ECHS	337		320		80	7	42	4
Pace ECHS	339		465	1	153	1	91	1
Porter ECHS	297		314		100	0	57	0
Rivera ECHS	467		581		198	0	129	0
Veterans ECHS	567		671		293	13	167	8
District:	2410	167	2938	162	1127	50	619	37
District Annual Total: 7,510								

Data Indicators	Designated P-TECH	Designated with Distinction
	<i>Must meet targets on at least three attainment designation data indicators</i>	<i>Must meet targets on at least three attainment distinction data indicators</i>
Earn 3 College Credits	50% of students earn 3 college credits (any) by the end of 10 th grade	60% of students earn 3 college credits (any) by the end of 10 th grade
Earn 9 College Credits	40% of students earn 9 college credits (any) by the end of 11 th grade	50% of students earn 9 college credits (any) by the end of 11 th grade
Earn 15 College Credits	40% of students earn 15 college credits (any) by graduation	50% of students earn 15 college credits (any) by graduation
Earn a Certificate or Associate Degree	30% of students earn an associate degree or Level I or II certificate or associate degree by graduation	40% of students earn an associate degree or Level I or II certificate or associate degree by graduation
Earn an Industry-Based Certification (IBC)	50% of students earn an Industry-Based Certification by graduation	60% of students earn an Industry-Based Certification by graduation
Persistence	75% of students enrolled remain in the P-TECH program through graduation	85% of students enrolled remain in the P-TECH program through graduation

Campus	Domain I: Student Achievement CCMR Indicator (% of Graduates)							
	Graduates And 12th	*Met TSI ELAR & Math	*AP/IB	*Dual Course Credits	*Indust. Based Cert	*Assoc Deg	*IEP Grad (04,05, 54,55)	*SpEd Adv. Grad. Plan
BISD	2909	29.5%	14.6%	33.2%	79.1%	0.0%	0.6%	0.3%
B'ville Early College Hs	71	87.3%	50.7%	100.0%	97.2%	0.0%	0.0%	1.4%
Hanna High School	510	27.5%	8.6%	26.5%	94.1%	0.0%	1.8%	1.0%
Lopez High School	387	26.4%	10.9%	32.0%	87.1%	0.0%	0.0%	0.0%
Pace High School	479	34.7%	14.6%	35.7%	70.1%	0.0%	1.7%	0.4%
Porter High School	388	14.2%	11.3%	24.7%	76.8%	0.0%	0.0%	0.0%
Rivera High School	541	22.4%	12.0%	29.0%	90.4%	0.0%	0.0%	0.0%
Veterans Memorial H S	530	40.2%	23.4%	39.8%	54.9%	0.0%	0.0%	0.0%

Benchmark 1: School Design
OBM: Achievement



P-TECH

TEA Documentation Sample

San Antonio PTECH [TEA Documents Slide Presentation](#)

[San Antonio Independent School District \(saisd.net\)](#)



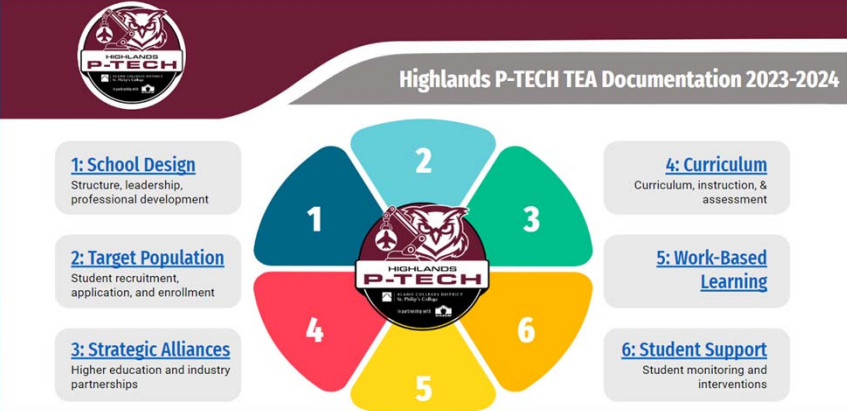
SAISD




Highlands P-TECH
TEA Documentation 2023-2024

ALAMO COLLEGE DISTRICT
St. Philip's College
in partnership with

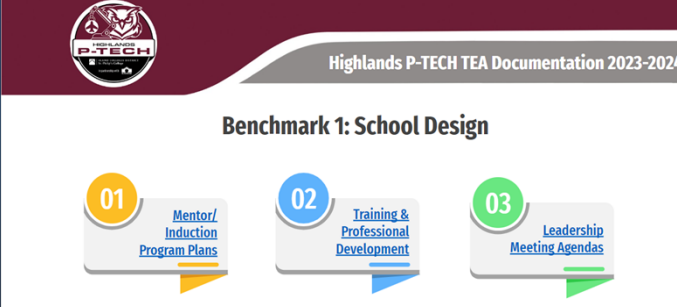
CLICK HERE to VIEW!



Highlands P-TECH TEA Documentation 2023-2024



- 1: School Design**
Structure, leadership, professional development
- 2: Target Population**
Student recruitment, application, and enrollment
- 3: Strategic Alliances**
Higher education and industry partnerships
- 4: Curriculum**
Curriculum, instruction, & assessment
- 5: Work-Based Learning**
- 6: Student Support**
Student monitoring and interventions



Highlands P-TECH TEA Documentation 2023-2024

Benchmark 1: School Design

- 01** Mentor/ Induction Program Plans
- 02** Training & Professional Development
- 03** Leadership Meeting Agendas

Benchmark 1: School Design
OBM: Achievement



Upcoming events

- **One-to-one planning with P-TECH Directors** P-TECH Directors workday
 - P-TECH Application Planning tools
- **Principals meeting on November 15 1:30 PM at BLA GYM (P-TECH Expansion)**

Application due November 28 to Benita Villarreal, CTE Director

- **Hanna ECHS**
- **Porter**
- **Veterans**
- **Pace**
- **Rivera- planning**
- **Lopez-planning**

Benchmark 1: School Design
OBM: Achievement, Attainment



Fall 2023 Dates to Remember



November 9: Final Drop/Withdrawal Deadline

November 23-24: Thanksgiving Holiday (Thursday/Friday)

December 7: Study Day. No Classes.

December 8-14: Final Exams

December 18: Grades Due to the Registrar by 3:00pm

December 19: Grade Reports Run

Spring 2024 Applicants

- Pace: 2
- Lopez: 6
- Veterans: 8
- Finish the process...
- Keep in mind the holidays can slow processes.

Spring 2024 Enrollment (11/7/23)

- BECHS: 78
- Veterans: 2
- BECHS enrollment will be completed by next week.

Preparing For Summer

UTRGV™ Dual Credit Program



- If there is interest, we are willing to co-host a district-wide parent/student information session.
- Application is open and available—do not wait on the process!
- Summer registration opens March 1, 2024. Most classes will be filled by mid-April.

GTF Scholars Program

UTRGV™ Dual Credit Program

- Application is available for the 2024 cohort.
- Open to any class of 2024 ECHS graduate with at least 30 credits and a 2.7 college GPA.
- 40 slots are available; decisions will be made in February/March 2024.
- Students can qualify for up to \$12,000 in scholarship funding over three years.
- Visit www.utrgv.scholarshipuniverse.com



a. Instructor Observations

b. Pathways



TEXAS
SOUTHMOST
COLLEGE



THANK YOU



Brownsville Independent School District Professional Development Department Sign-In Sheet



In-Service Title: ECHS/PTECH Leadership Cabinet Meeting		Scheduled Time: 3:00 p.m. - 4:30 p.m.					
Date: November 9, 2023		Campus/Department: Curriculum, Instruction & Accountability					
Course #: 11655		Site / Room: Porter ECHS Library					
Contact Person: M. De La Torre		Audience: ECHS/P-TECH					
Administrators' Signature		<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	<input type="checkbox"/> All Levels <input type="checkbox"/> Stipend				
Employee Number	Name (PRINT)	Campus Name	Signature	IN	OUT	IN	OUT
1	30317	Marcos Trevino	M. De	2:45			
2	023612	Norma J. Canales	N. Canales	2:45			
3	051446	Mary Solis	M. Solis	2:45			
4	191734	Debra Tenney	D. Tenney	3:00			
5	51187	Amy Garcia	A. Garcia	3:00			
6	77186	Roni Renteria	R. Renteria	3:00			
7	232947	Melissa De La Torre	M. De La Torre	3:00			
8							
9							
10							

● ORIGINAL SIGN IN SHEETS FOR REQUIRED DISTRICT & CAMPUS STAFF DEVELOPMENT DAYS
 & TEA TOPICS MUST BE SENT TO THE PROFESSIONAL DEVELOPMENT DEPT.
 Sign-in sheet is recommended for documentation of attendance at all BISD sessions. This record will be retained for 5 years. BISD RECORD:Item 1050-28sig.



Brownsville Independent School District Professional Development Department Sign-In Sheet



In-Service Title: ECHS/PTECH Leadership Cabinet Meeting		Scheduled Time: 3:00 p.m. - 4:30 p.m.					
Date: November 9, 2023		Campus/Department: Curriculum, Instruction & Accountability					
Course #: 11655		Site / Room: Porter ECHS Library					
Contact Person: M. De La Torre		Audience: ECHS/P-TECH					
Administrators' Signature		<input type="checkbox"/> Elementary <input type="checkbox"/> All Levels <input checked="" type="checkbox"/> Secondary	<input type="checkbox"/> CPE <input type="checkbox"/> Stipend				
Employee Number	Name (PRINT)	Campus Name	Signature	IN	OUT	IN	OUT
1	Sarah Suarez	TSC	<i>Sarah Suarez</i>				
2	Joe Arambol	TSC	<i>Joe Arambol</i>				
3	Micaela Ortega	TSC	<i>Micaela Ortega</i>				
4	Ruffa Torres	TSC	<i>Ruffa Torres</i>				
5	Ingrid Delatorre	TSC	<i>Ingrid Delatorre</i>				
6							
7							
8							
9							
10							

● ORIGINAL SIGN IN SHEETS FOR REQUIRED DISTRICT & CAMPUS STAFF DEVELOPMENT DAYS
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Brownsville Independent School District Professional Development Department Sign-In Sheet



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Date: November 9, 2023 Campus/Department: Curriculum, Instruction & Accountability

Course #: 11655 Site / Room: Porter ECHS Library

Contact Person: M. De La Torre Audience: ECHS/P-TECH

Administrators' Signature
 Elementary All Levels
 Secondary

Employee Number	Name (PRINT)	Campus Name	Signature	IN	OUT	IN	OUT	No. of CPE Hours:	
								CPE	Stipend
1	Hilda Soto	CTE	<i>[Signature]</i>						
2	Erica Siles	CTE	<i>[Signature]</i>						
3	Erica Siles	CTE	<i>[Signature]</i>						
4	Dhe Dela	CTE	<i>[Signature]</i>						
5									
6									
7									
8									
9									
10									

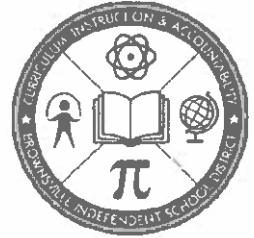
● ORIGINAL SIGN IN SHEETS FOR REQUIRED DISTRICT & CAMPUS STAFF DEVELOPMENT DAYS & TEA TOPICS MUST BE SENT TO THE PROFESSIONAL DEVELOPMENT DEPT.
 Sign-in sheet is recommended for documentation of attendance at all BISD sessions. This record will be retained for 5 years. BISD RECORD: Item 1050-28sig.



AN EARLY COLLEGE DISTRICT

BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT



Dr. Jesús H. Chávez
Interim Superintendent of Schools

Department of Curriculum, Instruction & Accountability
1900 Price Road • Brownsville, Texas 78521 • (956) 548-8121

Dr. Norma Ibarra-Cantú
Executive Director
Secondary Education

ECHS/P-TECH Leadership Cabinet Meeting

November 9, 2023

3:00 p.m.

- I. **Texas College & Career Readiness School Models (CCRSM)**
 - a. Designation Applications
 - i. Application Window: October 3, 2023- January 12, 2024 at 5pm (CST)
 - ii. Submit drafts to Dr. Norma Ibarra-Cantu (ECHS) and Benita Villarreal (PTECH) by November 28, 2023
 - iii. Assurances
 - b. Update websites by November 10, 2023

- II. **Early College High School (ECHS)/Dual Enrollment/ Pathways in Technology (P-TECH)**
 - a. PEIMS Snapshot
 - i. Cohorts
 - b. TSIA2
 - i. ECHS and P-TECH Reports
 - ii. Testing units were provided
 - iii. TSIA2- Middle School
 1. All 8th graders take TSIA2 ELAR- November 6- December 21, 2023
 - iv. EdReady TSIA Tutoring Support
 - c. Fall Calendar
 - i. BISD Thanksgiving holiday November 20-24, 2023-advise TSC adjuncts of dates
 - ii. UTRGV Thanksgiving holiday dates November 23-24, 2023- advise students of dates
 - iii. Withdraw Date
 1. TSC- November 17, 2023
 2. UTRGV- November 9, 2023
 3. TSTC- November 10, 2023
 - d. Associate Degrees
 - i. Cap and gowns
 - ii. One Rivera student graduating in the fall semester
 - e. AVID
 - i. Stole Requirements Revision
 - ii. AVID options & considerations

BISD does not discriminate on the basis of race, color, national origin, gender, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD no discrimina de acuerdo a raza, color, origen nacional, género, religión, edad, información genética, o incapacidad en el empleo o la disposición de servicios, programas o actividades.

TEA ECHS DESIGNATION
ECHS Renewal Application
2024-2025

Contents

Background

Contacts

Narratives

Narratives: Curriculum and Support, Progress Monitoring

Narratives: Degrees and Credentials, Recruitment and
Enrollment

Narratives: Strategic Partnerships: IHE

Narratives: Military

Narratives: Advanced Academics, TSIA

Narratives: Benchmark Products

Assurances Not Yet Uploaded

Background

District Affiliation

TEA ISD

CD #: 000000

Region:

Mailing Address (Line 1): TEA TEST 123

Mailing Address (Line 2):

City, State, Zip: TEST CITY, TX 00000

School Affiliation

TEA ECHS DESIGNATION

CDC #: 000-000-001

Region:

Mailing Address (Line 1): TEST 123

Mailing Address (Line 2):

City, State, Zip: TEST CITY, TX 00000

Academy Information

What is the academy name?

Please list the primary website address associated with the ECHS campus.

Which model does the district intend to implement at this time? Within these models, there are variations.

Please report the number of years that the academy has been serving students as of 2022-2023. Please note that the number of years does not include the planning year.

Grade Levels Served

What grade level(s) does your academy plan to serve in 2024-2025?

Contacts

Applicant

Superintendent

Superintendent's familiarity with the ECHS model

Campus: ECHS School Leader ** Principal*

ECHS School Leader familiarity with the ECHS Model.

Campus: ECHS Counselor

ECHS Counselor familiarity with the ECHS Model.

Campus: ECHS PEIMS Coordinator

ECHS PEIMS Official familiarity with the ECHS Model.

Campus: Grant Writer or Third-party Assistance

Does the campus have a Grant Writer or Third-party person? ✖

IHE

Does the campus have an established partnership with an IHE partner?

Workforce Development Board

Does the campus have an established partnership with a Workforce Board? ✖

Military

Will your academy partner with Armed Forces Recruiters regarding post-secondary career options for students?

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: Curriculum and Support, Progress Monitoring

Curriculum and Support



Provide examples of how the campus plans to provide all students with a system of academic supports in 2024-2025. List activities and brief descriptions of the activities. Add a new row for each provided service. (For more information please refer to the ECHS Blueprints: 5.2; 5.3)

Activity	Description
----------	-------------

Provide examples of how the campus plans to provide all students with a system of career and college supports in 2024-2025. List activities and brief descriptions of the activities. Add a new row for each provided service. (For more information, please refer to the ECHS Blueprints: 5.4; 5.7)

Activity	Description
----------	-------------

Provide examples of how the campus plans to provide all students with a system of behavioral and mental health supports in 2024-2025. Add a new row for each provided service. (For more information please refer to the ECHS Blueprints: 5.5)

Activity	Description
----------	-------------

Provide examples of how the campus plans to provide all students with enrichment supports in 2024-2025. Add a new row for each provided service. (For more information, please refer to the ECHS Blueprints: 5.6)

Activity	Description
----------	-------------

Progress Monitoring



What indicator did you find more challenging in regard to the outcomes-based ACCESS data measures in 2022-2023?

How confident are you that you will reach the outcomes-based ACCESS data measures for designation status in 2024-2025?

Describe how your academy will use the outcomes-based ACCESS data for program improvement and what additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

Select the three data indicators that your campus is prioritizing in 2024-2025 to reach ACHIEVEMENT designation status.

How confident are you that you will reach the outcomes-based ACHIEVEMENT data measures for designation status in 2024-2025?

Describe how your academy will use the outcomes-based ACHIEVEMENT data for program improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

Select the three data indicators that your campus is prioritizing in 2024-2025 to reach ATTAINMENT designation status.

How confident are you that you will reach the outcomes-based ATTAINMENT data measures for designation status in 2024-2025?

Describe how your academy uses the outcomes-based ATTAINMENT data for program improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

★ Narratives: Degrees and Credentials, Recruitment and Enrollment

Degrees and Credentials

The ECHS academy shall provide a rigorous course of study that enables a participating student to receive a high school diploma, an associate degree, postsecondary certificate provided by an IHE, or industry-based certification during grades 9-12.

Select the endorsement(s) that your academy plans to offer in 2024-2025. Select all that apply.

Below is a list of all Career Clusters. Select the Career Cluster(s) you plan to offer the PEIMS-coded ECHS academy plans to offer to ECHS students in 2024-2025. Select all that apply.

Please select the Top 1-3 Program(s) of Study (POS) that the PEIMS-coded ECHS academy will offer based upon PROJECTED STUDENT ENROLLMENT in 2024-2025.

Item

Will your academy ADD any ECHS Program(s) of Study in 2024-2025?

Will your academy DELETE any ECHS Program(s) of Study in 2024-2025?

Which of the following degrees, certificates, or certifications does the academy offer in 2024-2025? Select all that apply.

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?

Recruitment and Enrollment

Please outline the established plans for the recruitment and enrollment process that meets the open enrollment requirements. (For more information, please refer to the ECHS Blueprints: 3.1)

When does your campus begin the primary recruitment phase of 8th grade students?

When does your campus inform the majority of your students of their acceptance into the program?

What month(s) does your campus offer the Summer Bridge program(s)? Select all that apply.

Please select the Top 3 reasons why you believe your students will choose to enroll in your academy.

What additional technical assistance could be helpful related to the recruitment and enrollment process in 2024-2025?

Narratives: Strategic Partnerships: IHE

Strategic Partnerships: IHE

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement. Courses of study, which enables a student to combine high school courses and college-level courses with the goal to earn an associate degree or up to 60 semester credit hours toward a baccalaureate degree. (For more information, please refer to the ECHS Blueprints: 2.4a)

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements. Policies for: 1. Advising services for students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (For more information, please refer to the ECHS Blueprints: 2.4c) 2. Assurances that the IHE will transcribe college credit earned through dual credit in the same semester that credit is earned (For more information, please refer to the ECHS Blueprints: 2.5a) 3. Students accessing the IHE facilities, services, and resources (For more information, please refer to the ECHS Blueprints: 2.9)

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 the opportunity to complete their course of study. (For more information, please refer to the ECHS Blueprints: 2.12f)

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications; Student-level data such as credit hours taken and earned, GPA, student academic progress, college and career readiness metrics (e.g., SAT/ACT), and formative regularly updated or real-time data (e.g., course enrollment/ dropout, TSIA scores, 6-/9-week or midterm grades, attendance for students at the high school. (For more information, please refer to the ECHS Blueprints: 2.14a; 2.14b)

Narratives: Military

Military

Please select the Armed Forces group(s) that enlisted your student(s) in 2022-2023. Select all that apply.

How many students chose to enlist in the US Armed Forces in 2022-2023?

0

What Career Cluster(s) did that enlisted student(s) possess upon graduation in 2022-2023? Select all that apply.

How many enlisted students graduated with an associate degree in 2022-2023?

0

What IBC(s) did that enlisted student(s) possess upon graduation in 2022-2023? Select all that apply.

Item

Narratives: Advanced Academics, TSIA

Advanced Academics

Select the type of advanced courses your campus will offer in 2024-2025. Select all that apply.

TSIA

Is the campus currently a TSIA testing site or planning on becoming one?

If no or planning to become one, briefly describe the campus plan and timeline on becoming a TSIA testing site.

Describe the academic interventions or process you provide once a student does not achieve a passing score on a TSI assessment(s).

How often do you offer the TSI assessments?

Will your academy offer one or both of the following College Prep Courses in 2024-2025? -
College Preparatory Course - English Language Arts CP110100 -College Preparatory Course -
Mathematics CP111200

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://'.

↑ Must link updated
ECHS campus website

Test P-tech

P-TECH Renewal Application

2024-2025

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Background

District Affiliation

TEA ISD

CD #: 000000

Region:

Mailing Address (Line 1): TEA TEST 123

Mailing Address (Line 2):

City, State, Zip: TEST CITY, TX 00000

School Affiliation

test p-tech

CDC #: 000-000-008

Region:

Mailing Address (Line 1): xxx

Mailing Address (Line 2):

City, State, Zip: ddd, TX

Academy Information

What is the academy name?

Please list the primary website address associated with the P-TECH campus.

Which model does the district intend to implement at this time? Within these models, there are variations.

Do you plan to be a 4, 5 or 6 year academy?

Please report the number of years that the academy has been serving students as of 2022-2023. Please note that the number of years does not include the planning year.

Grade Levels Served

What grade level(s) does your academy plan to serve in 2024-2025?

Contacts

Applicant

Superintendent

Superintendent's familiarity with the P-TECH model

Campus: P-TECH School Leader

P-TECH School Leader familiarity with the P-TECH Model.

Campus: P-TECH Counselor

P-TECH Counselor familiarity with the P-TECH Model.

Campus: P-TECH PEIMS Coordinator

P-TECH PEIMS Official familiarity with the P-TECH Model.

Campus: Grant Writer or Third-party Assistance

Does the campus have a Grant Writer or Third-party person?

IHE

Does the campus have an established partnership with an IHE partner?

Primary Business/Industry Partner

Business/Industry Partner's familiarity with the P-TECH Model.

Workforce Development Board

Has the Academy worked with a regional workforce board or other relevant organization to establish regional workforce needs that the P-TECH academy could serve?

Military

Will your academy partner with Armed Forces Recruiters regarding post-secondary career

options for students?

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: Curriculum and Support, Progress Monitoring

Curriculum and Support

Provide examples of how the campus plans to provide all students with a system of academic supports in 2024-2025. List activities and brief descriptions of the activities. Add a new row for each provided service. (For more information please refer to the P-TECH Blueprints: 5.2; 5.3)

Activity	Description
----------	-------------

Provide examples of how the campus plans to provide all students with a system of career and college supports in 2024-2025. List activities and brief descriptions of the activities. Add a new row for each provided service. (For more information, please refer to the P-TECH Blueprints: 5.4; 5.7)

Activity	Description
----------	-------------

Provide examples of how the campus plans to provide all students with a system of behavioral and mental health supports in 2024-2025. Add a new row for each provided service. (For more information please refer to the P-TECH Blueprints: 5.5)

Activity	Description
----------	-------------

Provide examples of how the campus plans to provide all students with enrichment supports in 2024-2025. Add a new row for each provided service. (For more information, please refer to the ECHS Blueprints: 5.6)

Activity	Description
----------	-------------

Progress Monitoring

What indicator did you find more challenging in regard to the outcomes-based ACCESS data measures in 2022-2023?

How confident are you that you will reach the outcomes-based ACCESS data measures for designation status in 2024-2025?

Describe how your academy will use the outcomes-based ACCESS data for program improvement and what additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

Select the three data indicators that your campus is prioritizing in 2024-2025 to reach ACHIEVEMENT designation status.

How confident are you that you will reach the outcomes-based ACHIEVEMENT data measures for designation status in 2024-2025?

Describe how your academy will use the outcomes-based ACHIEVEMENT data for program improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

Select the three data indicators that your campus is prioritizing in 2024-2025 to reach ATTAINMENT designation status.

How confident are you that you will reach the outcomes-based ATTAINMENT data measures for designation status in 2024-2025?

Describe how your academy uses the outcomes-based ATTAINMENT data for program improvement. What additional technical assistance does your leadership team need to help improve on this measure in 2024-2025?

Narratives: Degrees and Credentials, Recruitment and Enrollment

Degrees and Credentials

The P-TECH academy shall provide a rigorous course of study that enables a participating student to receive a high school diploma, an associate degree, postsecondary certificate provided by an IHE, or industry-based certification during grades 9-14.

Select the endorsement(s) that your academy plans to offer in 2024-2025. Select all that apply.

Below is a list of all Career Clusters. Select the Career Cluster(s) you plan to offer the PEIMS-coded P-TECH academy plans to offer to P-TECH students in 2024-2025. Select all that apply.

Please select the Top 1-3 Program(s) of Study (POS) that the PEIMS-coded P-TECH academy will offer based upon PROJECTED STUDENT ENROLLMENT in 2024-2025.

Item

Will your academy ADD any P-TECH Program(s) of Study in 2024-2025?

Will your academy DELETE any P-TECH Program(s) of Study in 2024-2025?

Which of the following degrees, certificates, or certifications does the academy offer in 2024-2025? Select all that apply.

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?

Recruitment and Enrollment

Please outline the established plans for the recruitment and enrollment process that meets the open enrollment requirements. (For more information, please refer to the P-TECH Blueprints: 3.1)

When does your campus begin the primary recruitment phase of 8th grade students?

When does your campus inform the majority of your students of their acceptance into the program?

What month(s) does your campus offer the Summer Bridge program(s)? Select all that apply.

Please select the Top 3 reasons why you believe your students will choose to enroll in your academy in 2024-2025.

What additional technical assistance could be helpful related to the recruitment and enrollment process in 2024-2025?

Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business/Industry Partner, Business/Industry Partners: Hiring Priority

Strategic Partnerships: IHE

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement. Courses of study, which enables a student to combine high school courses and college-level courses with the goal to earn an associate degree or up to 60 semester credit hours toward a baccalaureate degree. (For more information, please refer to the P-TECH Blueprints: 2.4a)

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements. Policies for: 1. Advising services for students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (For more information, please refer to the P-TECH Blueprints: 2.4c) 2. Assurances that the IHE will transcribe college credit earned through dual credit in the same semester that credit is earned (For more information, please refer to the P-TECH Blueprints: 2.5a) 3. Students accessing the IHE facilities, services, and resources (For more information, please refer to the P-TECH Blueprints: 2.9)

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 the opportunity to complete their course of study. (For more information, please refer to the P-TECH Blueprints: 2.12f)

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications; Student-level data such as credit hours taken and earned, GPA, student academic progress, college and career readiness metrics (e.g., SAT/ACT), and formative regularly updated or real-time data (e.g., course enrollment/ dropout, TSIA scores, 6-/9-week or midterm grades, attendance for students at the high school. (For more information, please refer to the P-TECH Blueprints: 2.14a; 2.14b)

Strategic Partnerships: Business/Industry Partner

Rate the primary Business/Industry Partner's level of engagement with your academy on these topics below.

Providing relevant work-based learning experiences aligned to the Tri-Agency Work-Based Learning Continuum.

Providing career mentoring activities appropriate to each grade level.

Providing student access to business/industry partners and work-based learning facilities, services, and resources.

Providing feedback on the value of the P-TECH program.

Offering students, who receive work-based training or education from the partner, priority in interviewing for any jobs for which the student is qualified

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements. Clearly outline a work-based learning plan that will be followed to provide relevant work-based learning experiences aligned to the Tri-Agency Work-Based Learning Continuum. (For more information, please refer to the P-TECH Blueprints: 2.17)

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such as clubs, Career and Technical Student Organizations (CTSO's), competitions, and special initiatives that promote professional skills attainment. (For more information, please refer to the P-TECH Blueprints: 2.19c)

Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources. (For more information, please refer to the P-TECH Blueprints: 2.20)

Describe how the Business/Industry articulation agreement addresses the following

Business/Industry Blueprint Requirements: Transportation fees and costs. (For more information, please refer to the P-TECH Blueprints: 2.21b)

Based upon feedback and interactions with your primary Business/Industry Partner(s), rank order what career-ready skills and attributes below that are most valuable to the Business/Industry Partner(s). (1= least valuable; 5 = most valuable)

Critical Thinking

Leadership

Professionalism

Teamwork

Written and Oral Communication

Based upon feedback and interactions with your Business/Industry partner(s), what IBC(s) do you believe are in the highest demand? Select all that apply.

Item

Business/Industry Partners: Hiring Priority

List the industry business partner(s) that are offering students, who receive work-based training or education from the partner, priority in interviewing for any jobs for which the student is qualified.

Business Partner

How many students have received an offer to a priority interview with your primary Industry/Business Partner(s) in 2022-2023?

What additional technical assistance could be helpful related to establishing effective business and industry partnerships in 2024-2025?

Narratives: Military

Military

Please select the Armed Forces group(s) that enlisted your student(s) in 2022-2023. Select all that apply.

How many students chose to enlist in the US Armed Forces in 2022-2023?

0

What Career Cluster(s) did that enlisted student(s) possess upon graduation in 2022-2023? Select all that apply.

How many enlisted students graduated with an associate degree in 2022-2023?

0

What IBC(s) did that enlisted student(s) possess upon graduation in 2022-2023? Select all that apply.

Item

Narratives: Regional Workforce Alignment, Work-Based Learning

Regional Workforce Alignment

List the regional high-demand and/or aligned occupation(s) your academy intends to address through selected Program(s) of Study and work-based learning in 2024-2025.

Regional High-Demand Occupation

Describe how the regional high demand occupations align with the associate degree(s)

and/or industry certification(s) your academy plans to offer.

Work-Based Learning

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided 9th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided 10th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided 11th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided 12th grade students with an opportunity to learn about industries and employers that may be unfamiliar.

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided Year 5 students with an opportunity to learn about industries and employers that may be unfamiliar.

Please describe the most successful activity in 2022-2023 and share why you believe this experience provided Year 6 students with an opportunity to learn about industries and employers that may be unfamiliar.

Narratives: Advanced Academics, TSIA

Advanced Academics

Select the type of advanced courses your campus will offer in 2024-2025. Select all that apply.

TSIA

Is the campus currently a TSIA testing site or planning on becoming one?

If no or planning to become one, briefly describe the campus plan and timeline on becoming a TSIA testing site.

Describe the academic interventions or process you provide once a student does not achieve a passing score on a TSI assessment(s).

How often do you offer the TSI assessments?

Will your academy offer one or both of the following College Prep Courses in 2024-2025? -
College Preparatory Course - English Language Arts CP110100 -College Preparatory Course -
Mathematics CP111200

Does your academy offer the Texas College Bridge Program?

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://'.

ECHS/ Dual Enrollment/ P-TECH

PEIMS Snapshot ECHS Cohorts

Early College High School Program Enrollment

	9th	10th	11th	12th	Campus Total
BECHS	89	90	81	78	338
Hanna	29	54	52	52	187
Lopez	92	60	86	89	327
Pace	121	63	57	93	334
Porter	19	9	17	36	81
Rivera	80	84	93	111	368
Veterans	62	46	34	28	170
BISD	492	406	420	487	1805



TSI Cumulative Report



Grade 9		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Level Pass
B'ville Early College Hs	89	73	31	35%	73	24	27%	69	22	32%	25%
Hanna High School	657	540	69	11%	98	32	5%	97	23	24%	4%
Lopez High School	546	493	69	13%	126	21	4%	125	17	14%	3%
Pace High School	457	402	49	11%	128	22	5%	126	16	13%	4%
Porter High School	431	274	30	7%	72	24	6%	61	14	23%	3%
Rivera High School	610	506	32	5%	98	15	2%	95	8	8%	1%
Veterans Memorial H S	612	482	90	15%	135	38	6%	134	27	20%	4%
Total	3402	2770	370	11%	730	176	5%	707	127	18%	4%

Grade 10		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Level Pass
B'ville Early College Hs	90	84	62	69%	82	51	57%	82	44	54%	49%
Hanna High School	520	390	65	13%	177	48	9%	171	39	23%	8%
Lopez High School	446	418	82	18%	145	45	10%	144	34	24%	8%
Pace High School	437	325	43	10%	198	46	11%	171	23	13%	5%
Porter High School	474	330	37	8%	261	77	16%	232	32	14%	7%
Rivera High School	563	413	25	4%	160	39	7%	152	14	9%	2%
Veterans Memorial H S	647	476	128	20%	289	84	13%	252	59	23%	9%
Total	3177	2436	442	14%	1312	390	12%	1204	245	20%	8%

Grade 11		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Level Pass
B'ville Early College Hs	81	74	70	86%	72	61	75%	72	59	82%	73%
Hanna High School	584	231	103	18%	209	82	14%	153	61	40%	10%
Lopez High School	451	423	125	28%	147	74	16%	145	57	39%	13%
Pace High School	355	165	59	17%	276	95	27%	141	49	35%	14%
Porter High School	403	203	52	13%	147	40	10%	121	28	23%	7%
Rivera High School	525	248	113	22%	235	81	15%	180	70	39%	13%
Veterans Memorial H S	517	292	138	27%	279	103	20%	218	74	34%	14%
Total	2916	1636	660	23%	1365	536	18%	1030	398	39%	14%

Grade 12		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Level Pass
B'ville Early College Hs	78	76	73	94%	75	62	79%	75	61	81%	78%
Hanna High School	518	429	142	27%	260	115	22%	251	91	36%	18%
Lopez High School	328	303	149	45%	165	76	23%	164	72	44%	22%
Pace High School	391	319	130	33%	328	132	34%	290	106	37%	27%
Porter High School	378	308	77	20%	226	79	21%	217	56	26%	15%
Rivera High School	484	417	115	24%	222	88	18%	215	73	34%	15%
Veterans Memorial H S	515	409	204	40%	294	123	24%	275	105	38%	20%
Total	2692	2261	890	33%	1570	675	25%	1487	564	38%	21%

TSI Monthly Report

From 9/29/2023 to 11/1/2023



Grade 9 Building	PAA	ELAR		Math			
	# Tests	# Tests	# Pass	% Pass	# Tests	# Pass	% Pass
BECHS	8	2	0	0%	62	8	13%
Hanna High School	1	2	0	0%	2	0	0%
Lopez High School	32	109	2	2%	13	1	8%
Pace High School	0	7	0	0%	6	0	0%
Porter High School	1	1	0	0%	1	0	0%
Veterans High School	1	23	4	17%	7	2	29%
Total	43	144	6	4%	91	11	12%

Grade 10 Building	PAA	ELAR		Math			
	# Tests	# Tests	# Pass	% Pass	# Tests	# Pass	% Pass
BECHS	17	20	0	0%	27	5	19%
Hanna High School	24	4	0	0%	20	2	10%
Lopez High School	144	100	3	3%	52	15	29%
Pace High School	50	14	0	0%	39	11	28%
Porter High School	6	1	0	0%	3	1	33%
Rivera High School	13	4	2	50%	9	4	44%
Veterans High School	57	36	5	14%	27	4	15%
Total	311	179	10	6%	177	42	24%

Grade 11 Building	PAA	ELAR		Math			
	# Tests	# Tests	# Pass	% Pass	# Tests	# Pass	% Pass
Hanna High School	12	7	0	0%	12	4	33%
Lopez High School	143	90	3	3%	78	28	36%
Pace High School	34	11	3	27%	31	3	10%
Porter High School	5	2	0	0%	3	0	0%
Rivera High School	33	6	2	33%	29	4	14%
Veterans High School	22	35	3	9%	24	4	17%
Total	249	151	11	7%	177	43	24%

Grade 12 Building	PAA	ELAR		Math			
	# Tests	# Tests	# Pass	% Pass	# Tests	# Pass	% Pass
Hanna High School	65	42	0	0%	26	12	46%
Lopez High School	115	79	1	1%	35	1	3%
Pace High School	83	17	2	12%	73	8	11%
Porter High School	4	1	0	0%	4	0	0%
Rivera High School	7	2	2	100%	7	1	14%
Veterans High School	67	36	9	25%	46	6	13%
Total	341	177	14	8%	191	28	15%

TSI ECCHS Report



ECCHS 9th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
B'ville Early College Hs	89	73	31	35%	73	24	27%	69	22	25%	25%
Hanna High School	29	29	7	24%	12	3	10%	12	3	10%	10%
Lopez High School	93	92	39	42%	79	14	15%	79	12	13%	13%
Pace High School	120	119	34	28%	78	15	13%	78	11	9%	9%
Porter High School	19	18	5	26%	6	4	21%	6	3	16%	16%
Rivera High School	79	74	15	19%	38	8	10%	37	6	8%	8%
Veterans Memorial H S	60	55	26	43%	39	11	18%	39	7	12%	12%
Total	489	460	157	32%	325	79	16%	320	64	13%	13%

ECCHS 10th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
B'ville Early College Hs	90	84	62	69%	82	51	57%	82	44	49%	49%
Hanna High School	54	51	27	50%	33	16	30%	32	16	30%	30%
Lopez High School	60	60	30	50%	50	25	42%	50	19	32%	32%
Pace High School	63	63	23	37%	55	22	35%	55	13	21%	21%
Porter High School	9	9	2	22%	9	2	22%	9	2	22%	22%
Rivera High School	84	84	15	18%	58	15	18%	58	8	10%	10%
Veterans Memorial H S	46	46	24	52%	37	16	35%	37	14	30%	30%
Total	406	397	183	45%	324	147	36%	323	116	29%	29%

ECCHS 11th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
B'ville Early College Hs	81	74	70	86%	72	61	75%	72	59	73%	73%
Hanna High School	52	49	35	67%	44	28	54%	43	25	48%	48%
Lopez High School	85	84	54	64%	75	46	54%	74	36	42%	42%
Pace High School	57	51	33	58%	56	37	65%	50	28	49%	49%
Porter High School	17	15	7	41%	13	5	29%	12	5	29%	29%
Rivera High School	93	90	56	60%	90	43	46%	87	39	42%	42%
Veterans Memorial H S	33	31	22	67%	32	18	55%	31	17	52%	52%
Total	418	394	277	66%	382	238	57%	369	209	50%	50%

ECCHS 12th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
B'ville Early College Hs	78	76	73	94%	75	62	79%	75	61	78%	78%
Hanna High School	48	45	32	67%	40	26	54%	40	25	52%	52%
Lopez High School	87	87	67	77%	85	58	67%	85	57	66%	66%
Pace High School	93	93	67	72%	91	64	69%	91	57	61%	61%
Porter High School	36	36	26	72%	35	25	69%	35	22	61%	61%
Rivera High School	110	106	74	67%	100	64	58%	100	54	49%	49%
Veterans Memorial H S	27	27	21	78%	25	17	63%	25	16	59%	59%
Total	479	470	360	75%	451	316	66%	451	292	61%	61%

TSI P-TECH Report



P-TECH 9th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
Hanna High School	18	17	7	39%	1	0	0%	1	0	0%	0%
Pace High School	17	17	4	24%	11	1	6%	11	1	6%	6%
Porter High School	13	9	1	8%	7	1	8%	6	1	8%	8%
Veterans Memorial H S	52	50	3	6%	3	1	2%	3	1	2%	2%
Total	100	93	15	15%	22	3	3%	21	3	3%	3%

P-TECH 10th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
Hanna High School	8	7	1	13%	6	1	13%	6	1	13%	13%
Pace High School	18	18	5	28%	14	5	28%	14	4	22%	22%
Porter High School	18	12	4	22%	11	7	39%	11	4	22%	22%
Rivera High School	1	0	0	0%	0	0	0%	0	0	0%	0%
Veterans Memorial H S	51	38	3	6%	18	2	4%	15	2	4%	4%
Total	96	75	13	14%	49	15	16%	46	11	11%	11%

P-TECH 11th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
Hanna High School	14	12	10	71%	10	6	43%	10	5	36%	36%
Porter High School	25	25	7	28%	20	6	24%	20	4	16%	16%
Veterans Memorial H S	13	5	0	0%	6	0	0%	2	0	0%	0%
Total	52	42	17	33%	36	12	23%	32	9	17%	17%

P-TECH 12th		ELAR			Math			All Subjects			
Building	Active 11/1/2023	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	# Tested	# Pass	% Pass	% Grade Pass
Hanna High School	10	10	7	70%	10	7	70%	10	7	70%	70%
Porter High School	11	11	4	36%	8	6	55%	8	3	27%	27%
Total	21	21	11	52%	18	13	62%	18	10	48%	48%

[EXTERNAL]TSAIA Support

Monica Sandoval <Monica_2207@msn.com>

Tue 10/31/2023 12:14 PM

To: Sonia Y. Villalon <syvillalon@bisd.us>; Rebecca Castillo-Trejo <rcastillo-trejo@bisd.us>; Juan C. Chavez <jucchavez@bisd.us>; Adriana Leal <alear@bisd.us>; Dr. Orfa Rodriguez <orblanco@bisd.us>; Erica Ureste <eureste@bisd.us>; Rachel R. Ayala <rrayala@bisd.us>; Rodrigo A. Lopez <rodalopez@bisd.us>; Melissa Garza <melgarza@bisd.us>
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CAUTION: This email originated from outside of Brownsville ISD. Do not click links or open attachments unless you recognize the sender and know the content is safe.

I am happy to announce that Educate Texas is officially launching our EdReady TSIA Tutoring Support. This is an online program that will be offered to each CCRSM campus to support your 9th and 10th graders for TSIA. You will receive a license for each student for ELAR and Math. It is to be used with only students enrolled in the PTECH or ECHS Program.

If your campus has PTECH and ECHS please coordinate and decide whether you want two contact people or one. Who will coordinate for all CCRSM students?

NOTE: Dr. Nick is working on board approval since it does require a webinar to introduce the contact person to the procedures for setting up sections and helping to register students.

STEP ONE:**In order to create the admin account:**

I need contact information for the person that will be the TSIA main contact person on the campus. This person will be able to see student information for the entire school, and will be able to create individual teacher/facilitator accounts, and set up sections for individual classes.

Please complete the information asap and send back to me!

TSIA/EdReady 2023 Main Contact: Please indicate who the main contact person will be for your campus:

Name of CCRSM Campus:

First and last name:

Email:

STEP TWO:

Once we receive the contact information, an admin account will be created. At that point, I will reach out to you with the ISD specific URL links for student registration.

STEP THREE: Coming soon

The date and time for campus EdReady kick-off and webinars

Let me know if you have questions.

Dr. Monica Sandoval
Leadership Coach
CCRSN Network.

Fall 2023 Dates to Remember



- November 9: Final Drop/Withdrawal Deadline
- November 23-24: Thanksgiving Holiday (Thursday/Friday)
- December 7: Study Day. No Classes.
- December 8-14: Final Exams
- December 18: Grades Due to the Registrar by 3:00pm
- December 19: Grade Reports Run

Spring 2024 Applicants and Enrollment



Spring 2024 Applicants

- Pace: 2
- Lopez: 6
- Veterans: 8
- Finish the process...
- Keep in mind the holidays can slow processes.

Spring 2024 Enrollment (11/7/23)

- BECHS: 78
- Veterans: 2
- BECHS enrollment will be completed by next week.

Preparing For Summer

UTRGV Dual Credit Program



- If there is interest, we are willing to co-host a district-wide parent/student information session.
- Application is open and available—do not wait on the process!
- Summer registration opens March 1, 2024. Most classes will be filled by mid-April.

GTF Scholars Program

UTRGV Dual Credit Program

- Application is available for the 2024 cohort.
- Open to any class of 2024 ECHS graduate with at least 30 credits and a 2.7 college GPA.
- 40 slots are available; decisions will be made in February/March 2024.
- Students can qualify for up to \$12,000 in scholarship funding over three years.
- Visit www.utrgv.scholarshipuniverse.com

