

P-TECH ARTIFACTS

All Pathways in Technology Early College High School (P-TECH) artifacts shall be published on the P-TECH’s website and made available to TEA upon request. The artifacts shall be maintained in accordance with the local records retention policy.

Not all Benchmark design elements include a published artifact.

Benchmark 1: School Design

1.6	Leadership Team Strategic Priorities	<ul style="list-style-type: none"> • P-TECH/IHE leadership meeting agendas • School board and board of regents’ presentations • Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the P-TECH partnership
1.7	Leadership Team Key Roles	<ul style="list-style-type: none"> • Description of each member and role in committee
1.8	P-TECH Staff	<ul style="list-style-type: none"> • P-TECH leader/liaison meeting agendas and relevant materials
1.9	P-TECH Staff Professional Development	<ul style="list-style-type: none"> • Mentor/induction program plans • Annual training or professional development plan with P-TECH and IHE faculty
1.11	Advisory Board	<ul style="list-style-type: none"> • Meeting agendas and minutes, with action items and decision logs • A list of strategic partners with each member’s organization, title, and role in providing work-based learning for students by grade level

Benchmark 2: Partnerships

2.1	Goal of Higher Education Partnerships	<ul style="list-style-type: none">• Final, signed, and executed MOU/ILA or similar agreement with Institution of Higher Education<ul style="list-style-type: none">○ MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
2.16	Roles and Responsibilities	<ul style="list-style-type: none">• Final, signed, and executed agreement with business/industry partner(s)<ul style="list-style-type: none">○ The agreement must be reviewed annually with the goal of improving programmatic supports and services for students

Benchmark 3: Target Population

3.2	Documenting Enrollment Procedures	<ul style="list-style-type: none">• Written admission policy, and enrollment application• Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle schools and other appropriate locations in the community
3.3	Stakeholder Engagement	<ul style="list-style-type: none">• Brochures and marketing in Spanish, English, and/or other relevant language(s)• Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)
3.4	Lottery System	<ul style="list-style-type: none">• Written lottery procedures (district-level or campus-level)

Benchmark 4: Academic Infrastructure

4.1	Regional Need	<ul style="list-style-type: none">• Documentation detailing courses of study examples that outline student pathways from high school to associate degrees, certificates, or industry-based certifications and beyond• Current dated regional high-demand occupation list
4.3	Course Sequence	<ul style="list-style-type: none">• Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree• Master schedules
4.7	College Readiness	<ul style="list-style-type: none">• Calendar of scheduled TSIA test administration dates, sign-up process, and intervention expectations• Aggregate reports of TSIA exam performance• Testing calendar and schedule for SAT, ACT, or other college readiness assessments

Benchmark 5: Student Supports

5.1	Bridge Programs	<ul style="list-style-type: none">• Bridge program curriculum and schedule
5.2	Advising	<ul style="list-style-type: none">• Schedule of advising events
5.3	Student Intervention	<ul style="list-style-type: none">• Tutoring schedules
5.4	Classroom Supports	<ul style="list-style-type: none">• Advisory/study skills curriculum material
5.6	Enrichment Opportunities	<ul style="list-style-type: none">• Calendar of enrichment events and family outreach events

Benchmark 6: Work-Based Learning

6.1	Work-Based Learning Continuum	<ul style="list-style-type: none">• Documentation of appropriate work-based learning experiences for students at all grade levels
6.2	Work-Based Learning Offerings	<ul style="list-style-type: none">• Aggregate data describing student participation in work-based learning experiences
6.3	Student Participation	<ul style="list-style-type: none">• Samples of student artifacts such as writings, portfolios, presentations, and links to digital content

Pathways in Technology Early College High School Outcomes-Based Measures

ACCESS OUTCOMES-BASED MEASURES

Student representation in the P-TECH program.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	<i>Must meet targets on “At-Risk Students” and “Economically-Disadvantaged Students” designation data indicators</i>	<i>Must meet all designation access data indicators and two access distinction data indicators</i>
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

ACHIEVEMENT OUTCOMES-BASED MEASURES

Student achievement through high school-based opportunities.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	<i>Must meet targets on at least three achievement designation 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 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

ATTAINMENT OUTCOMES-BASED MEASURES

Student attainment of postsecondary opportunities such as Industry-Based Certifications, Dual Credit, Level I or II Certificates, and/or Associate Degree.

Data Indicators	Requirements	
	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