

Mission CTE Early College Academy
Leadership Team
November 13, 2018



Mission Statement:

The purpose of Mission CTE Early College is to EDUCATE, ENCOURAGE, and EMPOWER individuals as they prepare to meet the demands of the growing global economy.

-RGB LEAD Student Ambassadors 2017

Norms:

- Welcome & Minute Review
- Student Centered
- Respect Others and their Ideas
- Address Solutions
- Stakeholders Present/Involved
- ECHS Benchmarks 1-6

Attendees:

Nora Longoria, CTE ECHS Administrator
Aida Zavala, CTE ECHS Strategist
Katherine Deanda, CTE Counselor
Edilberto Flores, Campus Principal
Sergio Peña, CTE Director
Cynthia Wilson, Secondary Executive Director
Dr. Rebecca De Leon, Dean of Dual Credit
& School District Partnerships

[Signature]
Aida Zavala

Cynthia Wilson
ANTONIO DE LA ROSA

Aaron Guajardo, STC Coordinator for CTE ECHS
Thomas Amador, Dual 2 Degree CTE Specialist

[Signature]

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.

- Recruitment Materials and Timeline
- Identify, Recruit, and Enroll Subpopulations
- Career Fairs & Early College Nights CTE Presentations Nov 27th (AMJH) and Nov 28th (KWJH)
- Outcomes-Based Measures update
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Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability of college credit between a 2 year and 4 year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- States that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision making procedures that allow for the planning and implementation of a coherent program across institutions; and
- Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

- MOU Updated and Submitted
- Industry Partners
- Degree Works request for access for administrator/counselor

Benchmark 3: P-16 Leadership Initiatives

The school district and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leader and individuals with decision making authority from the district(s) and IHE(s).

- Leadership Team Meeting
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Benchmark 4: Curriculum and Support

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

- Summer 2018
- Fall 2018 Schedule
- Spring 2019 Schedule
- Course Audit
- Diesel Technology new cohort pending
- Mentoring Program & Enrichment Period
- Interventions
- New Degree Plans (Office Administration Program)
- Outcomes-Based Measures update

Benchmark 5: Academic Rigor and Readiness

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

- Summer Bridge
- TSI Boot Camp and Testing
- TSI Intervention
- Tutorials stipends for teachers/tutors

Benchmark 6: School Design

The Early College High School must provide a full day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with ECHS leader assigned to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

- Designated Early College bldg.
- Designated Staff (CTE EC & T-STEM)
- Staff Development – RGV Academy Leaders' Coalition/Ford NGL Practitioner workshops
- Early College High School Convening Mtgs & Conference

Overview

Model

- School within a School

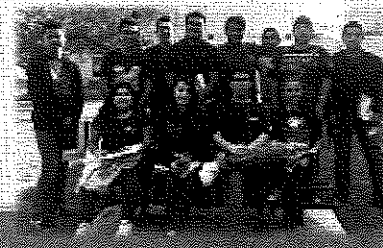
2018-2019 Enrollment	
9 th Grade	100
10 th Grade	86
11 th Grade	106
12 th Grade	68

Location

- Mission High School
- Veterans Memorial High School
- South Texas College
 - Military Tech Campus
 - Pecan Campus

Target Population

- Students interested in High Wage / High Demand Jobs
- First Generation College Students
- Lower SES / At-Risk Students



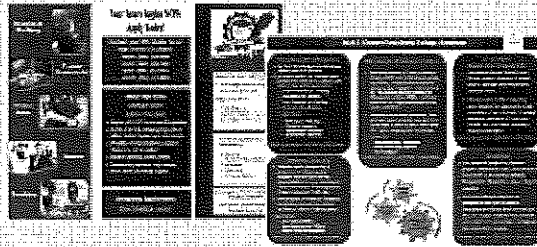
Benchmark 1: Target Population

Outcomes-Based Measures

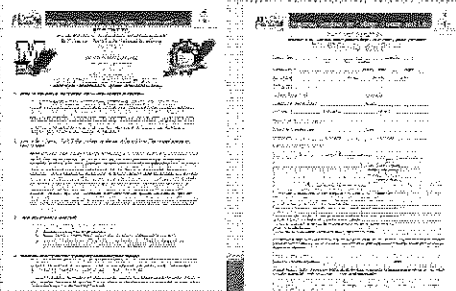
Must meet at-risk students for incoming 9th graders and at least three additional target population data indicators.

Data Indicator	Early College	MCISD	CTE Early College
ECHS Proportionate to or over-represents at-risk students	No more than 15% points under district	61.4%	59%
ECHS Proportionate to or over-represents Hispanic students	No more than 5% points under district	98.9%	100%
ECHS proportionate to or over-represents economically disadvantaged students	No more than 5% points under district	83.7%	88%
ECHS proportionate to or over-represents males	Not taken into account for designation	51.6%	57.9%

Benchmark 1: Target Population



- Presentations to 8th grade Students
- Endorsement Nights / Parent Meetings
- Career Fairs at MHS & VMHS
- 8th grade/Prospective Students to
STC Campus Tour
- CTE Department 8th grade Visits
- Specialized Small Group Campus Visits



Benchmark 4: Curriculum and Support

Outcomes-Based Measures

Must meet five attainment data indicators

Data Indicators	Early College
Grade-to-Grade Retention by Subgroup	Calculated to Ensure the School Meets the 4-year Graduation Target
Earning 15 College Credits by Graduation	80% of Students
Earning 30 College Credits by Graduation	50% of Students
Earning Postsecondary Degree and/or Credential by High School Graduation	30 % of Students
Graduating High School in 4 years (4-year Cohort Rate)	Meets the Statewide 4-year Graduation Rate

College Hours Earned Level I Certificates Earned

Semester	Credit Hours Earned	Courses Offered	Certificates Completed
Spring 2018	494	17	Spring 2018
Fall 2017	331	11	3-Diesel Technology
Summer II 2017	118	4	8-Precision Manufacturing
Summer I 2017	30	1	20-Structural Welding
Spring 2017	522	14	Spring 2017
Fall 2016	200	6	8-Precision Manufacturing
Summer II 2016	70	2	
Spring 2016	304	9	
Fall 2015	222	6	Total College Hours Earned
Summer II 2015	78	2	2,633
Summer I 2015	51	2	
Spring 2015	213	6	

Cohort I

27 completed Level I Certificate

12 recruited year 2

39 Total Certificates Completed by 2018



Benchmark 5: Academic Rigor and Readiness

Outcomes-Based Measures

Must meet four achievement data indicators



Data Indicators	Early College
TSI College Readiness Standards in Reading	70% Passing Rate
TSI College Readiness Standards in Math	60% Passing Rate
Algebra I EOC Assessment in 9 th Grade	85% of Students Passing
English II EOC Assessment (grades 9 th -11 th)	85% of Students Passing