

Early College High School Best Practices Summit

AUGUST 2, 2017



ECCHS Blueprint Redesign: The Future of ECCHS

PENNY SCHWINN

DEPUTY COMMISSIONER, ACADEMICS



TEA Strategic Priorities

One Mission. One Strategy.

Every child, prepared for success in college, a career or the military.



Strategic priorities	 Recruit, support, and retain teachers and principals	 Build a foundation of reading and math	 Connect high school to career and college	 Improve low-performing schools
	 Increase transparency, fairness and rigor in district and campus academic and financial performance			
	 Ensure compliance, effectively implement legislation and inform policymakers			
	 Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)			

Priority 1: Recruit, Support & Retain Teachers and Principals

High priority initiatives include:



Recruit, support, and retain teachers and principals

Teachers are the most important in-school factor affecting student outcomes.

Redevelop Certification Framework:

Ensure that available certifications are aligned to strategic priorities

Instructional Leadership Initiative:

Prepare school leaders and their managers to lead for student success, focusing on low-performing schools

Reading Excellence Teams Pilot:

Improve teacher practice in teaching reading by providing teams of teachers coaches around the state

Lesson Study Pilot:

Improve teacher support using research-based teacher development practice focused on co-developing and refining lessons that raise student outcomes

Priority 2: Build A Foundation of Reading and Math

High priority initiatives include:



Build a foundation of reading and math

It's much easier to address the achievement gap if we never let it start.

Reading and Math Academies:

Offer over 60,000 spaces for high-quality reading and math academies aligned to research and best practice to elementary teachers each summer

Kindergarten Readiness:

Provide resources to school districts seeking to expand or enhance their high-quality pre-kindergarten programs

Math Innovation Zones:

Provide support for blended learning transformations using math curricula with track record of improving student performance

Special Populations:

Developing a comprehensive, student-centered approach to improving the quality and impact of state services and monitoring

Priority 3: Connect High School To Career and College

High priority initiatives include:



Connect High School to career and college

*Relevancy matters.
Teaching kids how to weld can make them better in math.*

Work-based Learning:

Develop a statewide work-based learning framework for students and create grant opportunities for teacher externships with business and industry partners

College and Career Counseling:

Micro-credential and increase the numbers of college and career advisors providing support to high school students

Career Readiness and Accountability:

Develop a list of certifications and programs of study that reward and promote alignment of CTE program outcomes with industry needs

High School Programs (Innovative Academies, ECHS, T-STEM, P-TECH)

Accredit high school programs that deliver on the promise of rigorous college and career opportunities and training

Priority 4: Improve Low-Performing Schools

High priority initiatives include:



**Improve
low-performing
schools**

*Every child.
Every classroom.
Every day.*

Rural Schools Taskforce:
With the support of rural school leaders across the state, build systems to improve opportunities for rural students

System of Great Schools
Provide technical support and incentives to increase the replication of high-performing, innovative district campuses

Streamline School Improvement Processes
Ensure that the activities required to support schools are tightly focused on improving student outcomes

Lone Star Governance
Support interested school boards on how to use student outcomes goals to guide their governance

Rationale for Change

- Current ECHS Blueprint/requirements have not changed substantively for 10 years
 - Largely compliance-based, focused on inputs (narrative)
 - Focused on growing new academic model, but ECHS is no longer “new” – 198 designated for 2017-2018
 - Feedback: compliance with some blueprint requirements are onerous and do not acknowledge differences in regional and local needs
- Growth in new types of ECHSs (e.g., Industry Cluster Innovative Academies, P-TECH)
- Changes in dual credit policies

Early College Education Program (TEC 29.908)

- Serve students who are at risk of dropping out of school or who wish to accelerate completion of the high school program.
- Provide for a course of study that enables a participating student to combine high school courses and college-level courses during grades 9 through 12;
- Allow a participating student to complete high school and, on or before the fifth anniversary of the date of the student's first day of high school, receive a high school diploma and either:
 - an associate's degree; or
 - at least 60 semester credit hours toward a baccalaureate degree;

Early College Education Program (TEC 29.908)

- Include articulation agreements with colleges, universities, and technical schools in this state to provide a participating student access to postsecondary educational and training opportunities at a college, university, or technical school; and
- Provide a participating student flexibility in class scheduling and academic mentoring.

Vision for Redesign

- Statutory requirements provide basis of definition for ECHS model and will remain in place
- Texas Administrative Code (Commissioner's Rules) will be amended to reflect an updated outcomes-based approach
 - Focus on providing ECHSs more flexibility in “how” they choose to manage their programs to successful outcomes

Redesign Benefits-Designation

- Designation status and recognition based on evidence-based outcome measures, not just inputs or compliance exercises
- Clearly defined goals for outcomes combined with greater flexibility for how different ECHSs meet these goals
- Abbreviated designation application (early spring 2018)

Redesign Benefits-Implementation

- Broader recognition and supports for high-quality programs and what they provide Texas students
- Better reflect the current and diverse state of the ECHS field, including general education, CTE, and innovation models
- Acknowledge the differences in regional and local needs
- Reduce the burden of some onerous blueprint requirements and provide greater flexibility in implementation

Redesign Benefits-Support

- Identify and address needs for technical assistance where they are needed most and support continuous improvement
- Provide new ECHS campuses time to plan for implementation with targeted technical assistance
- Develop resources and training for ECHS leaders, counselors, and educators
- Provide formative feedback during implementation

www.tea.texas.gov/echs

ECHS REDESIGNED BLUEPRINT MATERIALS

TEA and Jobs for the Future

- TEA enlisted national ECHS experts Jobs for the Future (JFF) to assist in the Commissioner's vision of the ECHS Blueprint and designation redesign.
- JFF used information collected from surveys, interviews, and focus groups from practitioners in the field and results from analyses of PEIMS indicators to recommend revisions.



JOBS FOR THE FUTURE

Redesign Process

Process	Activity
Study	<ul style="list-style-type: none">• Review /analyze relevant research/papers on dual credit and ECHS• Review/analyze previous designation/grant applications• Review/analyze ECHS performance data
Stakeholder input	<ul style="list-style-type: none">• Webinar and statewide survey• Interviews/focus groups• Public comment• Working group• South Texas ECHS Conference
Draft Recommendations	<ul style="list-style-type: none">• First draft recommendations• Revisions/edits incorporating public comment• Second draft recommendations• Revisions/edits incorporating public comment• Final draft recommendations
Commissioner Approval	<ul style="list-style-type: none">• Commissioner final approval of Blueprint and Outcomes-Based Measures
Redesigned ECHS Blueprint	<ul style="list-style-type: none">• ECHS Best Practices Summit

Redesign Timeline

Timeframe	Action
January 2017-February 2017	Study (designation applications, national best practices, data review)
March –June 2017	Stakeholder Input-Interviews, Focus Groups (in-person, WebEx)
March 9, 2017	ECHS Redesign Webinar
March 2017-May 2017	Stakeholder Input-Survey 3/9/17-3/30/17
April 13, 2017	ECHS Working Group input session
April 17, 2017	Draft Recommendations published
April 17-28, 2017	Public Comment round 1
April 24-25, 2017	South Texas ECHS Conference-Focus Groups
May 1 –May 13, 2017	Revisions incorporating round 1 public comment
May 15-19, 2017	Public Comment round 2
May 22-June 1, 2017	Revisions incorporating round 2 public comment
June 10,2017	Final recommendations to Commissioner
August 2, 2017	2018-2019 ECHS Blueprint released

Overarching Changes

Design Elements



- Revised to allow for more flexibility
- Reduce burden of onerous requirements
- Better reflect ECHS field

Outcomes-Based Measures (OBMs)



- Meet yearly targets across access, achievement, and attainment indicators
TEA will use PEIMS reported data
- Qualify for designation categories
- Identify which ECHSs need improvement

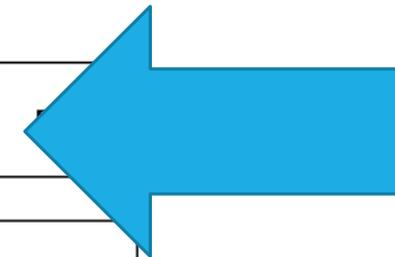
ECHS PEIMS Indicator

- Required of all designated ECHS campuses
 - indicates whether a student is enrolled in an Early College High School

- Required in PEIMS submissions:
 - **Submission 1** - Students enrolled in ECHS on the last Friday in October (Fall Snapshot date) are reported.
 - **Submission 3** - Students enrolled in ECHS at any point in time during the school year are reported.
 - **Submission 4** - Students enrolled in ECHS over the summer are reported

- **102 STUDENT DATA – DEMOGRAPHIC**

Input Record Type Code	District ID	Student ID	TX Unique Student ID	Early Reading Indicator Code	Foster Care Indicator Code	Military Connected Student Code	T-STEM Indicator Code	ECHS Indicator Code	
E0755	E0212	E0001	E1523	E1522	E1528	E1529	E1559	E1560	
C042				C195	C196	C197	C088	C088	
Columns 1-3	Columns 4-9	Columns 10-18	Columns 19-28	Columns 29	Column 30	Column 31	Column 32	Column 33	Columns 34-80
102									
102									



Implementation Timeline

- **Transition year: 2017-2018**
 - Operate under existing ECHS Blueprint
 - Prepare for implementation of OBMs
 - PEIMS Indicator
 - Collaboration with dual credit partner
 - 2018-2019 Designation application will reflect redesigned Blueprint (released January 2018)

- **Implementation year: 2018-2019**
 - All redesigned Blueprint design elements are required to be met
 - Outcomes-Based Measures (OBMs) phase in beginning with 9th grade

New Look and Feel



TEXAS
EARLY COLLEGE
HIGH SCHOOL



TEA Support

- New resources on TEA website posted throughout the 2017-18 school year
- Support ECHSs to adjust to the new designation design elements and outcomes-based measures
 - Understand that change takes time
 - Phase-in process
 - Evaluate new process and make necessary adjustments

Jobs for the Future

AMY LOYD

ASSOCIATE VICE PRESIDENT, BUILDING EDUCATIONAL PATHWAYS FOR YOUTH

JFF's VISION

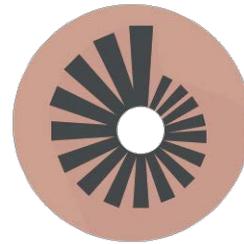
The promise of
education and
economic mobility
in America is achieved for
everyone



WE TEST AND SCALE INNOVATIONS



Identify
evidence-based
innovation

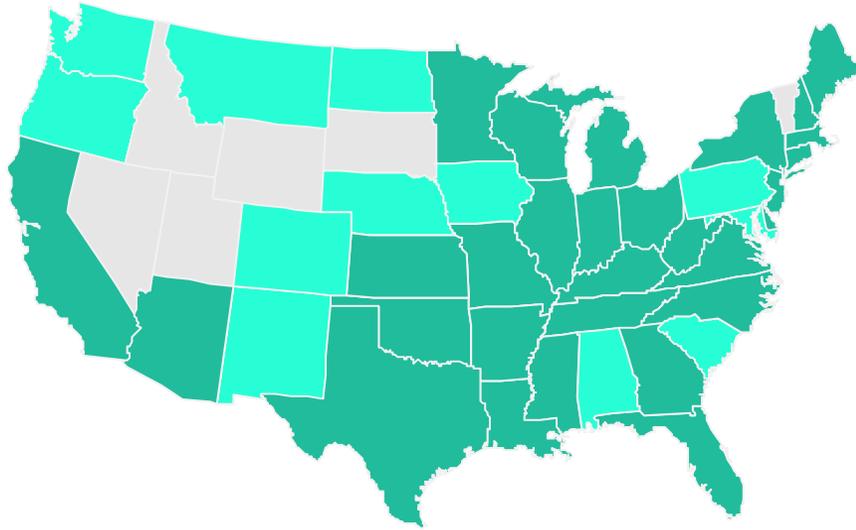


Implement and
scale promising
strategies



Advocate for and
influence policies

JFF's REACH



NATIONAL LEADER

In Education and Workforce

Our Focus

- Early College High School
- College and Career Pathways
- Postsecondary Completion
- Work-Ready Credentials
- Career Advancement



EARLY
COLLEGE
HIGH
SCHOOLS
JFF'S ROLE
LAUNCHING
THE ECHS
MOVEMENT

Implementation partner for Bill and Melinda Gates Foundation

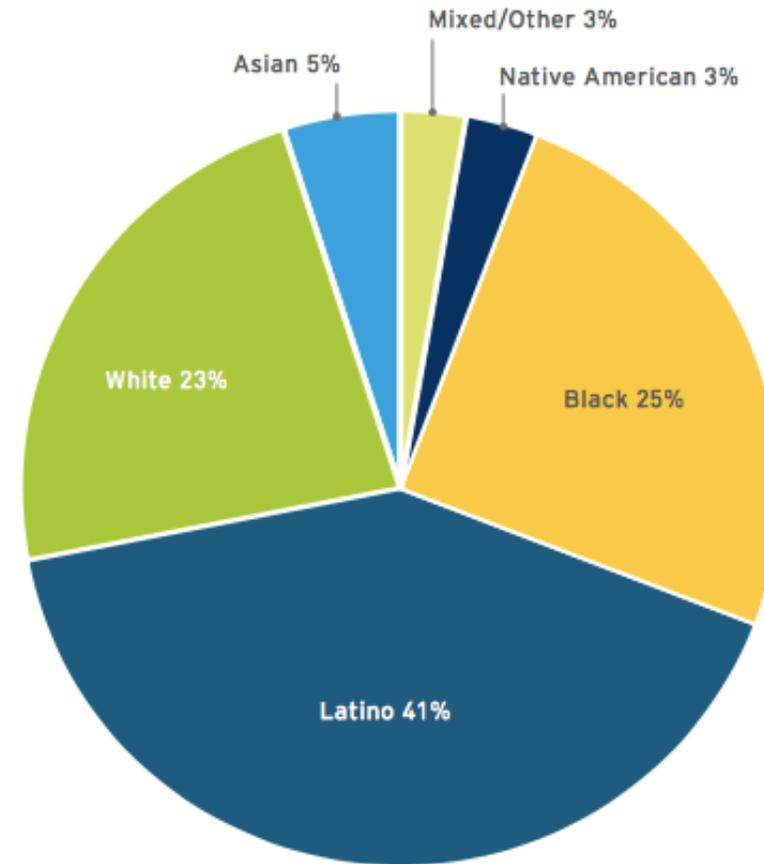
Started 240+ ECHSs since 2002

Developed proven and cost-effective approach to prepare ALL high school students for college and career

Multiple US Department of Education i3 awards to advance the ECHS work and build a research and evidence base



EARLY COLLEGE HIGH SCHOOLS SERVE UNDER-REPRESENTED STUDENTS



- > **77 PERCENT** of early college students are students of color.
- > **57 PERCENT** are from low-income families.
- > **45 PERCENT** will be the first in their immediate families to attend college.

EARLY COLLEGE
HIGH SCHOOLS
LEAD TO
COLLEGE
SUCCESS

30%

Earn an associate's degree or certificate with high school diploma, compared to very few nationally

94%

Earn transferable college credits, compared to 10% nationally

86%

Of those that enroll in college persist to their second year of college, compared to 72% nationally



EARLY
COLLEGE
HIGH
SCHOOLS
INCREASE
COLLEGE
COMPLETION

Students of color nearly **10 times more likely to obtain a college degree** than comparison students

White students approximately **4 times more likely to obtain a college degree** than comparison students

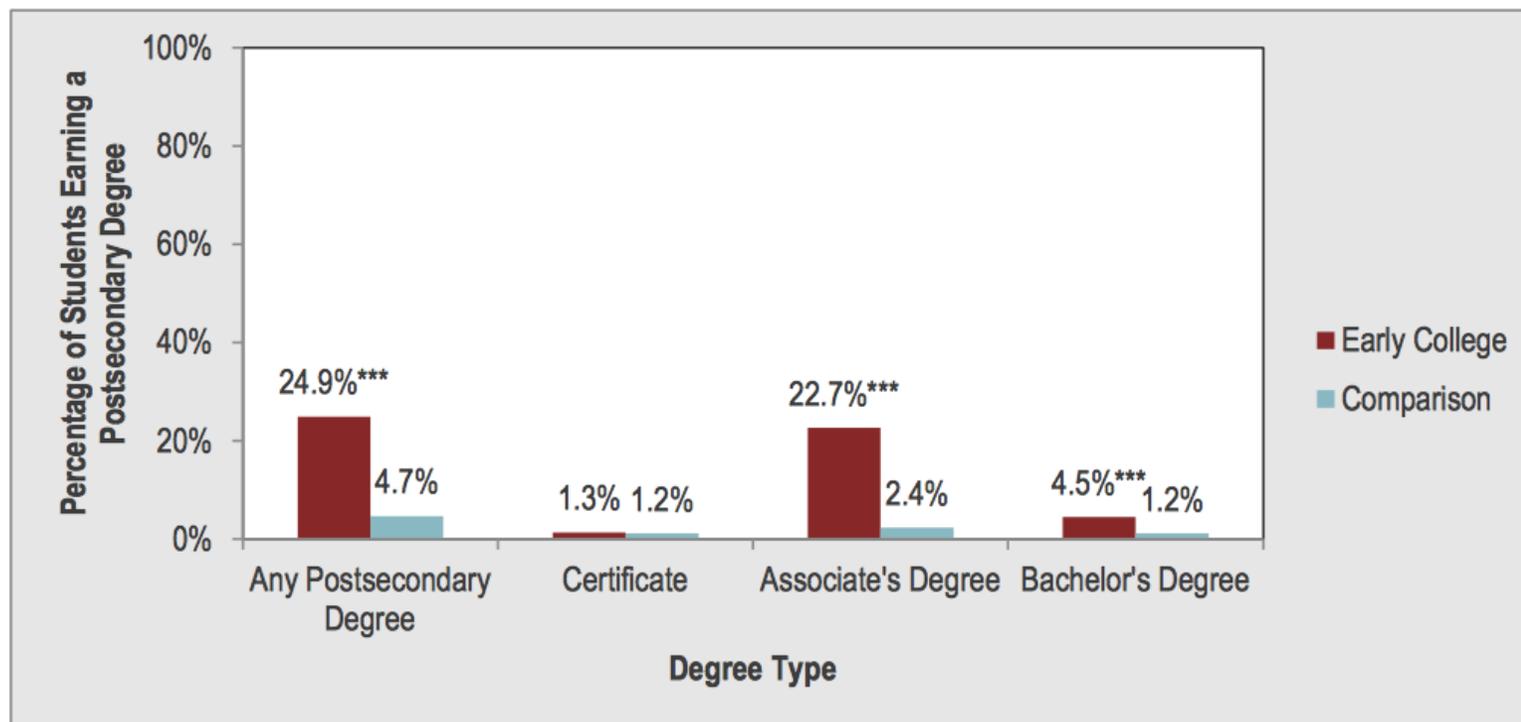
Low-income students approximately **8.5 times more likely to obtain a college degree** than low-income comparison students

Higher income students approximately **4 times more likely to obtain a degree** than higher income comparison students

American Institutes for Research, *Early College, Continued Success*, 2014



EARLY COLLEGE STUDENTS: DEGREE ATTAINMENT



n = 2,458 students (1,044 Early College, 1,414 comparison)

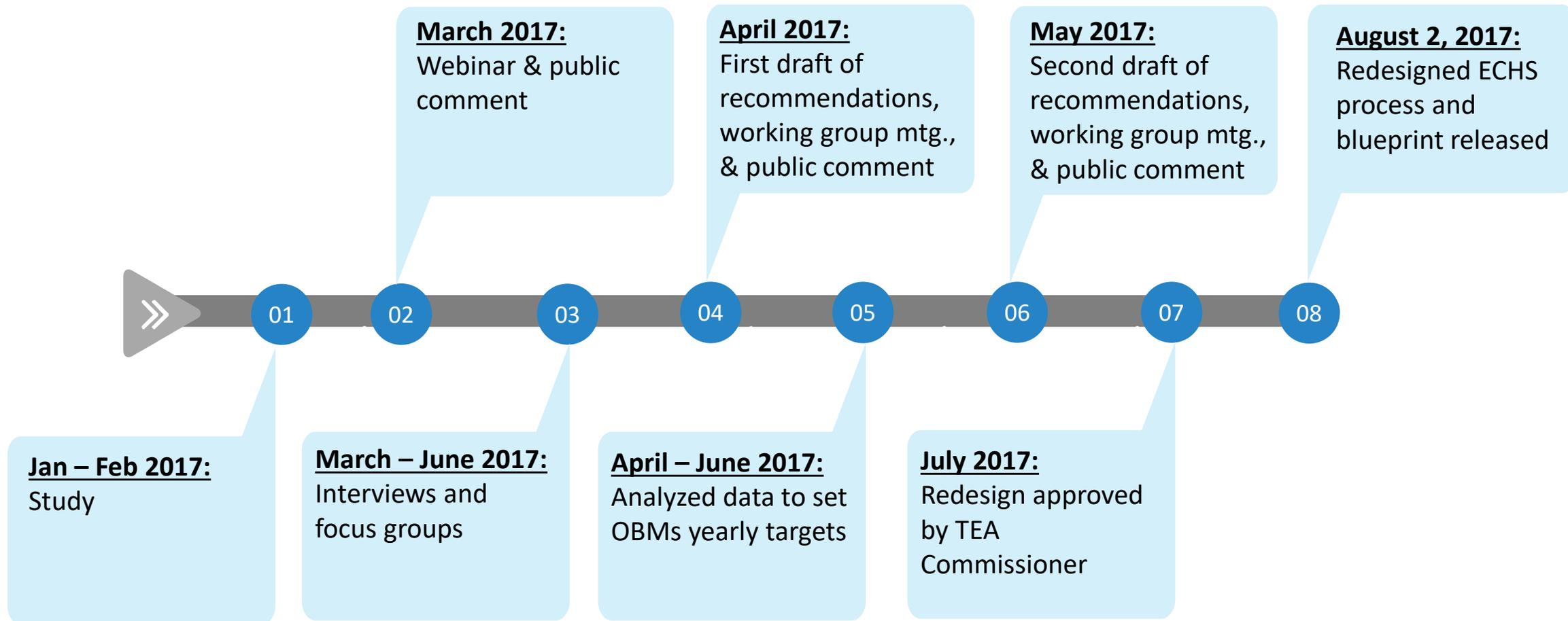
SOURCE: National Student Clearinghouse, 2005–2013

NOTES: Early College means are unadjusted means, and comparison group means were computed by subtracting estimated treatment effects from the unadjusted Early College means.

* *p* < .05; ** *p* < .01; *** *p* < .001



Designation Redesign Process



Stakeholder Engagement

Type	Stakeholders Reached	Timeframe
Public Survey	201 responses	March
Interviews	47 interviews	March-May
Working Group	15 members	April-May
Public Comment Periods	33 responses	April-June
WebEx Focus Groups	19 participants	May-June

Interviews

- JFF interviewed 47 practitioners from both high schools and colleges
- Each practitioner answered questions about:
 - Their ECHS background and target population
 - The curriculum, supports, rigor, and academic readiness of their program
 - The strength of their partnerships and P-16 leadership initiatives
 - Their opinions about the current TEA early college blueprint and designation
 - Most surprising or challenging aspect about implementation
 - Goals for improving their ECHS

Themes from Interviews

- One of the most challenging aspects of ECHS implementation is building a strong relationship between the district and the IHE. The Blueprint should speak to the shared roles and responsibilities of both partners.
- Rural ECHSs struggle significantly with meeting certain requirements – e.g., providing students with at least six visits to the IHE’s campus, fulfilling staffing requirements of a dedicated principal, cohort-only courses.
- The Blueprint should allow and provide applicable guidance for multiple dual enrollment delivery models – on a college campus, on a high school campus taught by a college faculty, on a high school campus taught by a qualified high school teacher, etc.
- The field wants more technical assistance, particularly from engaging in more networking opportunities, both regionally and statewide. Additionally, technical assistance should be provided earlier in the planning and implementation of the ECHS.

Working Group

15 members representing:

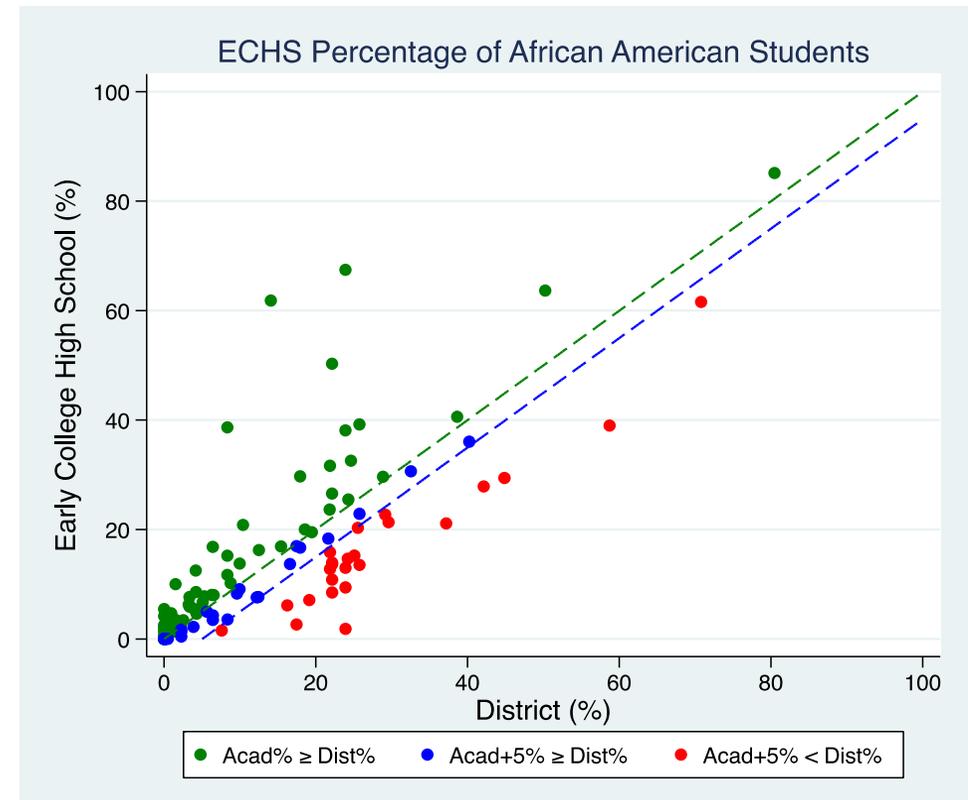
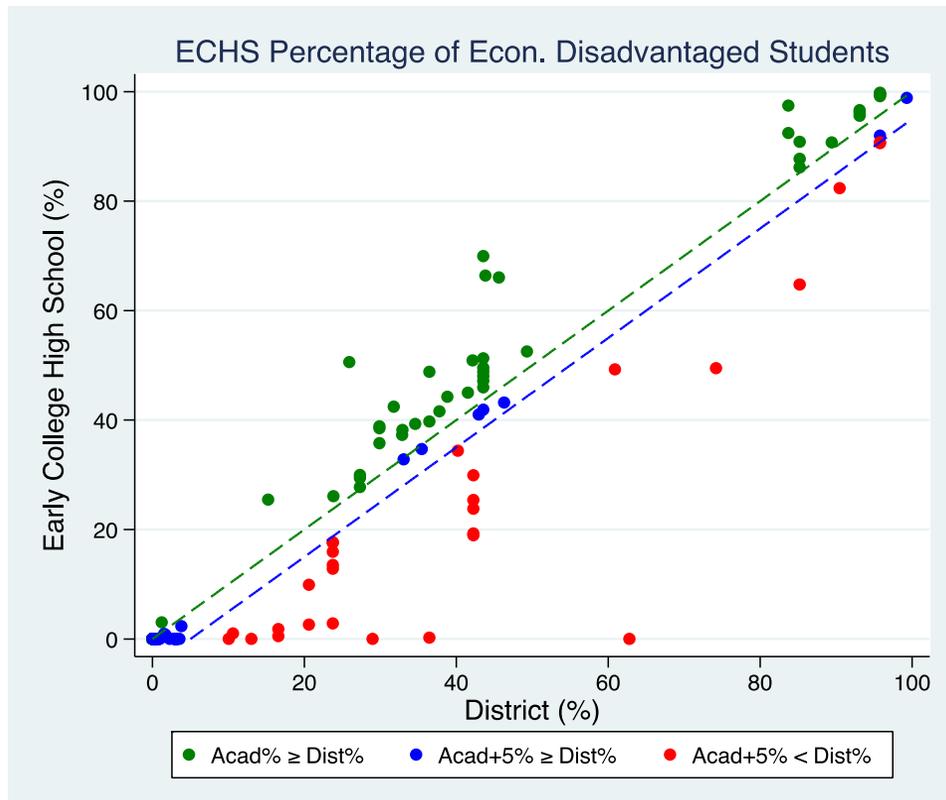
- Alief ISD
- Austin Community College
- Education Service Center, Region 13
- Frank L. Madla ECHS
- Harold T. Branch Academy
- North Houston ECHS
- Pharr-San Juan-Alamo ESD
- Roscoe Collegiate High School
- South Texas College
- Texas A/M International University Laredo
- Texas Association of Community Colleges
- Texas Higher Education Coordinating Board
- Texas State Technical College
- Trinidad Garza ECHS @ Mountain View College
- Valle Verde ECHS

Objectives:

- Discuss the feasibility of the recommendations
- Identify any unintended barriers
- Think through the best metrics to measure the success of ECHSs

Data Analysis

- Targets for outcomes-based measures (OBMs) were set by analyzing available PEIMS data



Five Changes to Designation

1. Require **one year of planning** for new ECHS candidates and work with a technical assistance provider – funded by TEA – to achieve all requirements in the Blueprint.
2. Review **outcomes-based measures** (OBMs) annually, and designate ECHS status accordingly (see #3). The OBMs fall into three categories – access, achievement, and attainment.
3. Use **three differentiated ECHS designation categories** – Provisional Early College, Early College, Distinguished Early College. At any time, if an ECHS doesn't meet the OBMs, the ECHS may be categorized as **needs improvement** and will receive targeted technical assistance and have no more than two years to meet the OBMs or no longer receive designation.

Five Changes to Designation

4. The OBM's will be **integrated into the Blueprint** and all ECHSs will be required to implement and accomplish all of the design elements and OBM's. Other changes to the Blueprint will include collapsing the three levels of implementation – initiating, implementing, and exemplar – and requiring all ECHSs to implement the same design elements.
5. TEA will phase-in implementation of meeting OBM's over the next four years.

ECCHS Blueprint & Designation Process

STACY AVERY

DIRECTOR OF HIGH SCHOOL PROGRAMS

Topics

- Differentiated process for new and existing ECHSs
- Changes to Blueprint design elements
- Addition of outcomes-based measures (OBMs)
- Phased-in implementation

The Early College High School Blueprint

Design Elements



All designated ECHSs (Provisional, Early College, Distinguished Early College) are required to meet all of the design elements for each benchmark annually.

Outcomes-Based Measures (OBMs)



All designated ECHSs (Provisional, Early College, Distinguished Early College) are required to meet OBMs on data indicators related to access, achievement, and attainment.



PROVISIONAL EARLY COLLEGE

Provisional Early Colleges are new ECHSs that demonstrate they can implement all the design elements for each benchmark and meet the Provisional Early College OBMs. For public purposes, campuses are identified as Early College.



EARLY COLLEGE

Early College designees maintain designation by demonstrating they can implement all of the design elements for each benchmark and meet the Early College OBMs.



DISTINGUISHED EARLY COLLEGE

Distinguished Early Colleges have been designated as Early Colleges for at least five years, and demonstrate that they can implement all of the design elements for each benchmark and meet the Distinguished Early College OBMs.

Needs Improvement



At any time, if an ECHS doesn't meet the OBMs, the ECHS may be categorized as needs improvement and will receive targeted technical assistance and has no more than two years to meet the OBMs or no longer receive designation. If a Distinguished Early College doesn't meet the OBMs, the ECHS will be designated as an Early College, given that they meet the Early College OBMs.

ECHS Designation



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Needs Improvement Category

Needs Improvement



At any time, if an ECHS doesn't meet the OBMs, the ECHS may be categorized as needs improvement and will receive targeted technical assistance and has no more than two years to meet the OBMs or no longer receive designation. If a Distinguished Early College doesn't meet the OBMs, the ECHS will be designated as an Early College, given that they meet the Early College OBMs.



The Revised Blueprint

- New look and feel.
- Collapsed the three levels of implementation – initiating, implementing, and exemplar. All ECHSs are required to meet all of the design elements.
- Integrated the outcomes-based measures (OBMs).
- All products are required and must be posted on the ECHS’s website.
- Some design elements are revised to provide ECHSs more flexibility in implementation.

Changes to Benchmarks

Benchmark	Changes
1: Target Population	<ul style="list-style-type: none"> • Added access OBMs; • Included students with disabilities under subpopulations.
2: Partnership Agreement	<ul style="list-style-type: none"> • Reordered MOU components; • Campuses must submit their final signed MOU to TEA when initially applying for designation; • Campuses that are designated early college or distinguished early college are not required to submit the MOU during the annual designation process (but must have it available upon TEA request); • Campuses in needs improvement may be required to resubmit their MOU to TEA.

Changes to Benchmarks

Benchmark	Changes
3: P-16 Leadership Initiatives	<ul style="list-style-type: none"> • Leaders from the district and IHE can determine the composition of their leadership team; • TEA provides more recommendations for roles that may be included in the leadership team; • Leadership team meetings may be in-person or held virtually; • Leadership team assumes shared responsibility (between the school district and the IHE) for meeting annual outcomes-based measures.
4: Curriculum and Support	<ul style="list-style-type: none"> • Added attainment OBMs; • The crosswalk must provide pathways to a certification, an associate’s degree, or a baccalaureate degree; • Campuses may implement multiple dual enrollment delivery models.
5: Academic Rigor and Readiness	<ul style="list-style-type: none"> • Added achievement OBMs

Changes to Benchmarks

Benchmark	Changes
6: School Design	<ul style="list-style-type: none"> • ECHS staff shall include, <ul style="list-style-type: none"> • an ECHS leader who has scheduling, hiring, and budget autonomy; • An IHE liaison with decision-making authority and interacts directly and frequently (in-person or virtually) with ECHS the leader and the dual credit provider; • highly qualified ECHS teachers may include adjunct high school faculty capable of teaching college-level courses; • counseling staff who support the ECHS students, including activities such as: coordinating with the IHE for registration and monitor of students’ high school and college transcripts, monitoring high school and college courses to ensure both requirement are met; • ECHS core classes does not exclude non-ECHS students from enrolling in the same class; • ECHS campuses not located on a college or university campus shall provide students with frequent – not weekly – use of the IHE campus

Outcomes-Based Measures (OBMs)

The defined yearly targets will serve multiple purposes:

- Identify which ECHSs qualify for inclusion as part of their designation status (i.e., provisional early college, early college, and distinguished early college)
- Identify which ECHSs need improvement, and therefore are in need of targeted assistance and/or support
- Encourage the field to maximize access and maintain early college standards of excellence, identify and support the lowest performers, and recognize and reward the highest performers

Outcome Based Measures (OBMs)

ACCESS

Student enrollment in ECHS is proportionate to, or over-representative of, targeted subgroups in the entire district

ACHIEVEMENT

Student performance on various measures of college readiness while enrolled in ECHS

ATTAINMENT

Student completion of ECHS programming



Access Measures

Data Indicator	Provisional Early College	Early College	Distinguished Early College
Requirements	Must meet at-risk target and at least three additional target population data indicators	Must meet at-risk targets and at least three additional target population data indicators	Must meet at-risk targets and at least four additional target population data indicators
ECHS proportionate to or over-represents:			
At-risk students for incoming 9th graders	No more than 20% points under	No more than 15% points under	No more than 10% points under
African American students	No more than 10% points under	No more than 5% points under	Meets or over-represents
Hispanic students	No more than 10% points under	No more than 5% points under	Meets or over-represents
Economically disadvantaged students	No more than 10% points under	No more than 5% points under	Meets or over-represents
Males	No more than 10% points under	No more than 5% points under	Meet or over-represents
ELL and SWDs	Not taken into account for designation	Not taken into account for designation	No more than 5% points under

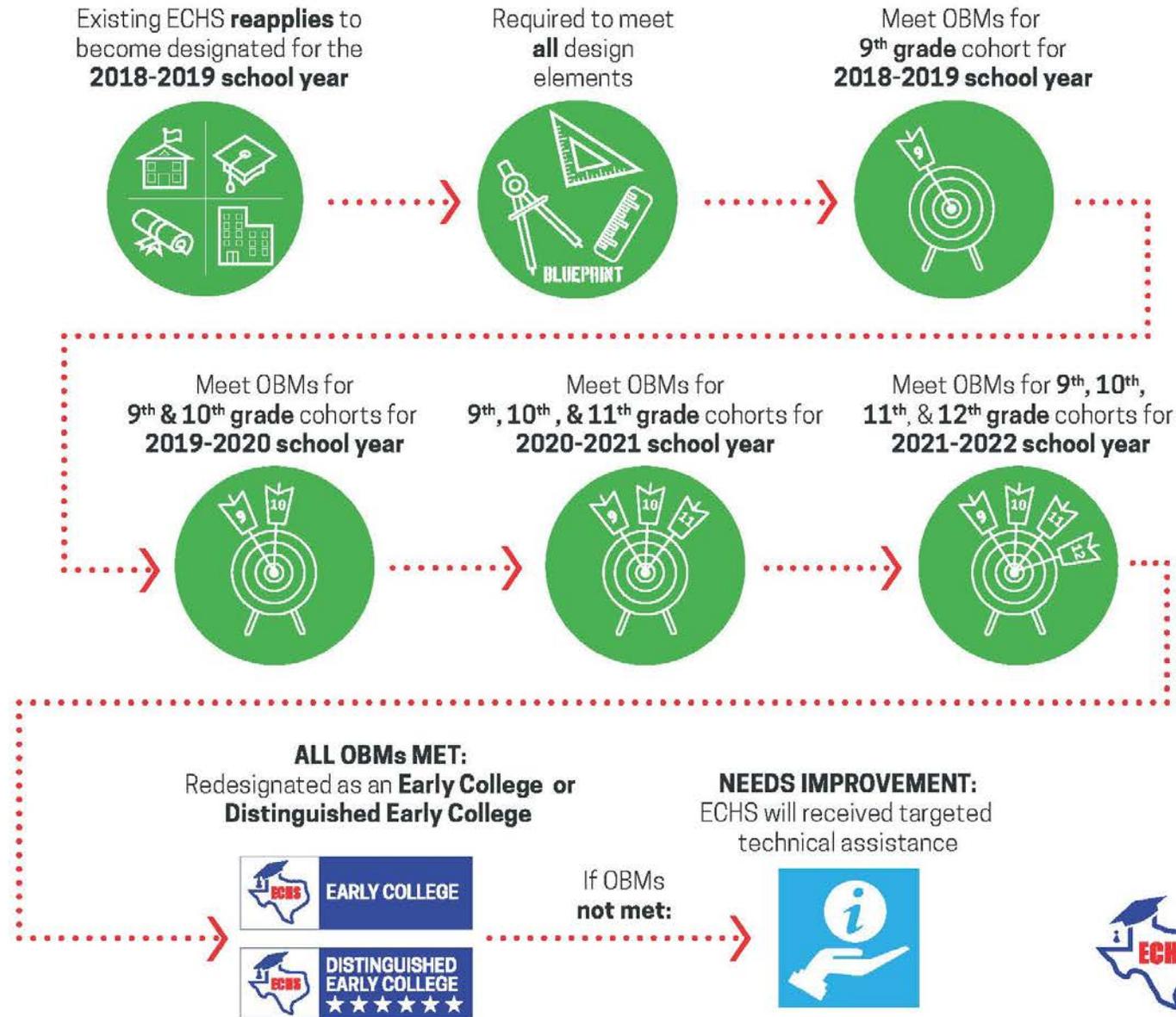


Achievement Measures

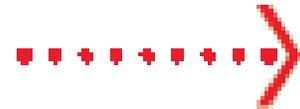
Data Indicator	Provisional Early College	Early College	Distinguished Early College
Requirements	Must meet at least three TSI targets	Must meet at least four achievement data indicators	Must meet at least five achievement data indicators
TSI College Readiness Standards in reading	65% passing rate	70% passing rate	75% passing rate
TSI College Readiness Standards in writing	75% passing rate	80% passing rate	85% passing rate
TSI College Readiness Standards in math	50% passing rate	60% passing rate	75% passing rate
TSI College Readiness Standards in all 3 subjects	35% passing rate	40% passing rate	50% passing rate
Algebra I EOC assessment in 9 th grade (all testing administrations)	Not taken into account for designation	85 percent of students passing	45% percent of students passing with and meeting the advanced standards
English II EOC assessment in grades 9-11 (all testing administrations)		85 percent of students passing	25% percent of students passing and meeting the advanced standards

Data Indicator	Provisional Early College	Early College	Distinguished Early College
Requirements	Must meet college English, college math, and 15 college credit data indicators	Must meet at least five attainment data indicators	Must meet at least six attainment data indicators
Grade-to-grade retention by subgroup (weighted)	Not taken into account for designation	Calculated to ensure the school meets the 4-year graduation target	Calculated to ensure the school meets the 4-year graduation target
Completing one college-level English course by end of 11th grade (any)	80 percent of students (by the 4 th year of implementation)	90 percent of students	100 percent of students
Completing one college-level math course by end of 11th grade (any)	80 percent of students (by the 4 th year of implementation)	90 percent of students	100 percent of students
Earning 15 college credits (any) by graduation	50 percent of students (by the 4 th year of implementation)	80 percent of students	95 percent of students
Earning 30 academic college credits (any) by graduation	Not taken into account for designation	50 percent of students	65 percent of students
Earning postsecondary degree and/or credential by high school graduation	Not taken into account for designation	30 percent of students	40 percent of students
Graduating high school in 4 years (4-year cohort graduation rate)	Not taken into account for designation	Meets the statewide 4-year graduation rate	Exceeds the statewide 4-year graduation rate

Existing Early College High School Designation Process



Existing ECHS **reapplies** to become designated for the **2018-2019 school year**



Required to meet **all** design elements



Meet OBMs for **9th grade cohort** for **2018-2019 school year**



Meet OBMs for
9th & 10th grade cohorts for
2019-2020 school year



Meet OBMs for
9th, 10th, & 11th grade cohorts for
2020-2021 school year



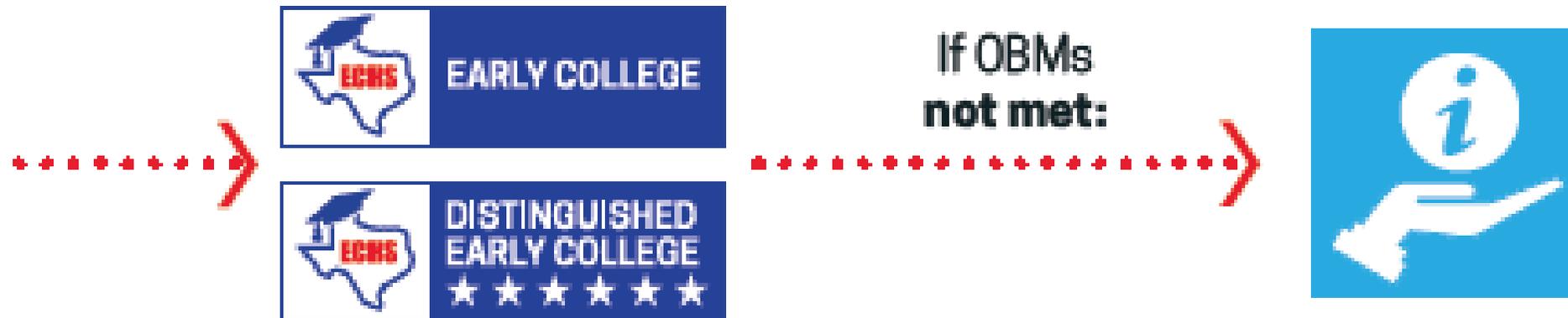
Meet OBMs for 9th, 10th,
11th, & 12th grade cohorts for
2021-2022 school year



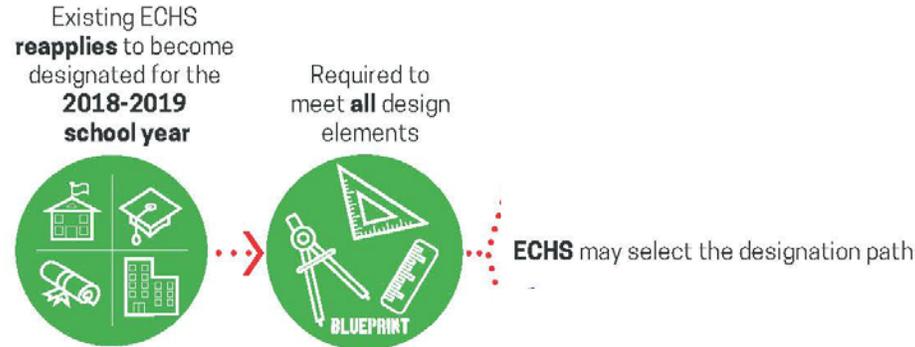
ALL OBM's MET:

Redesignated as an **Early College** or **Distinguished Early College**

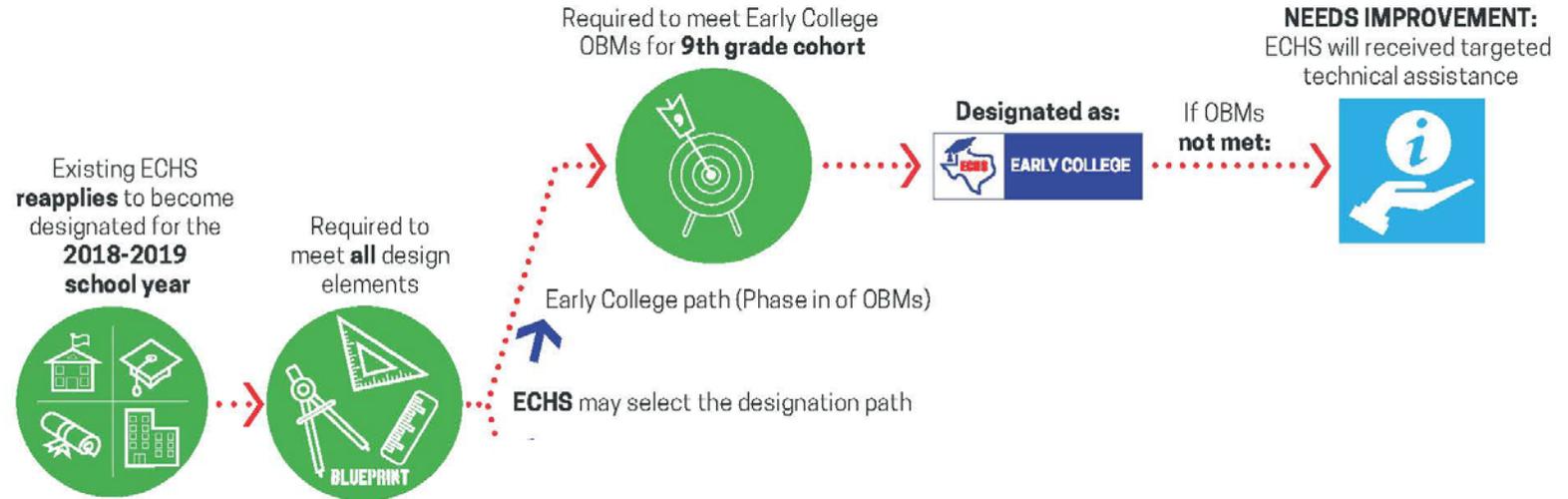
NEEDS IMPROVEMENT:
ECHS will received targeted technical assistance



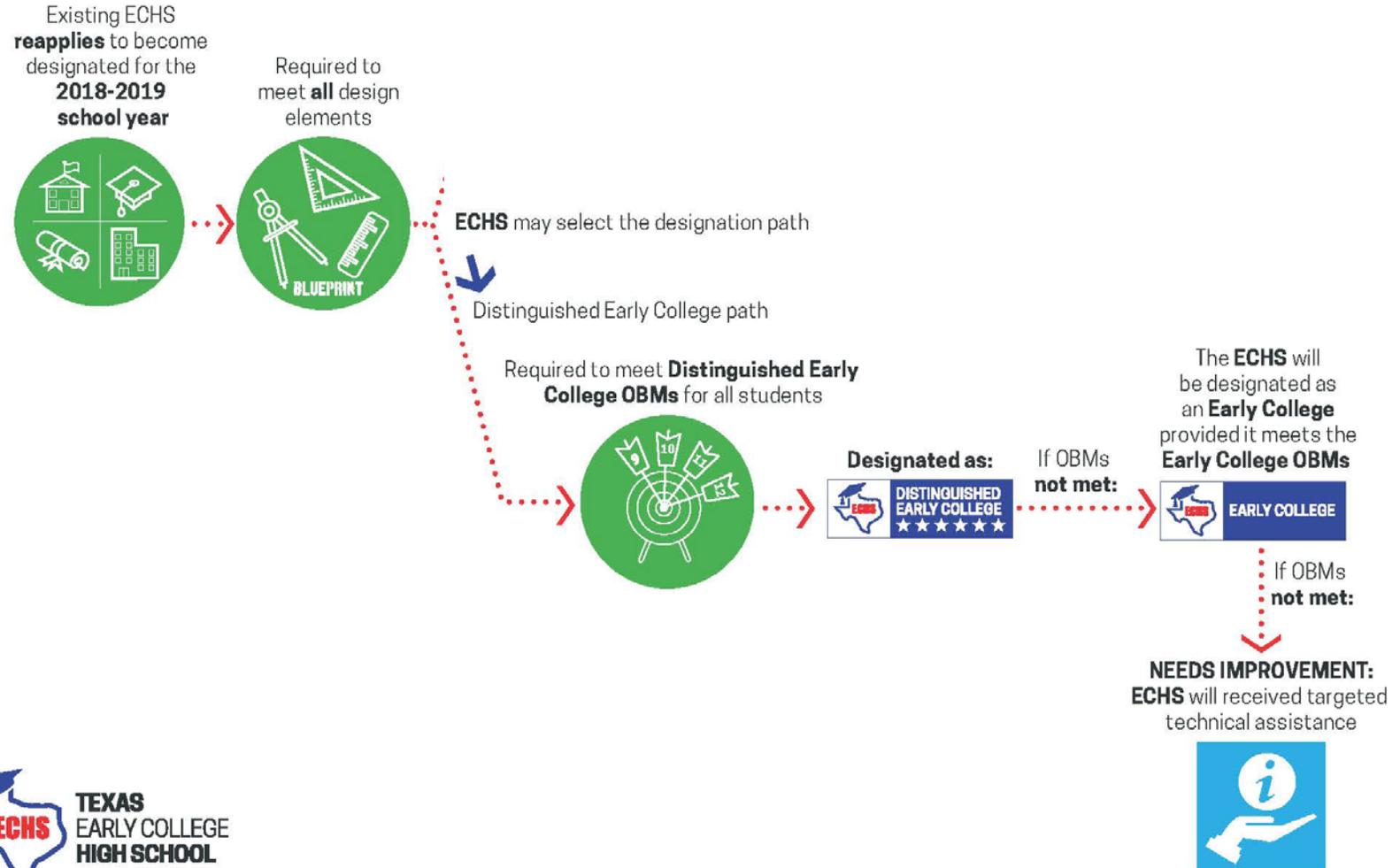
Options: ECHS Designated for 5+ years



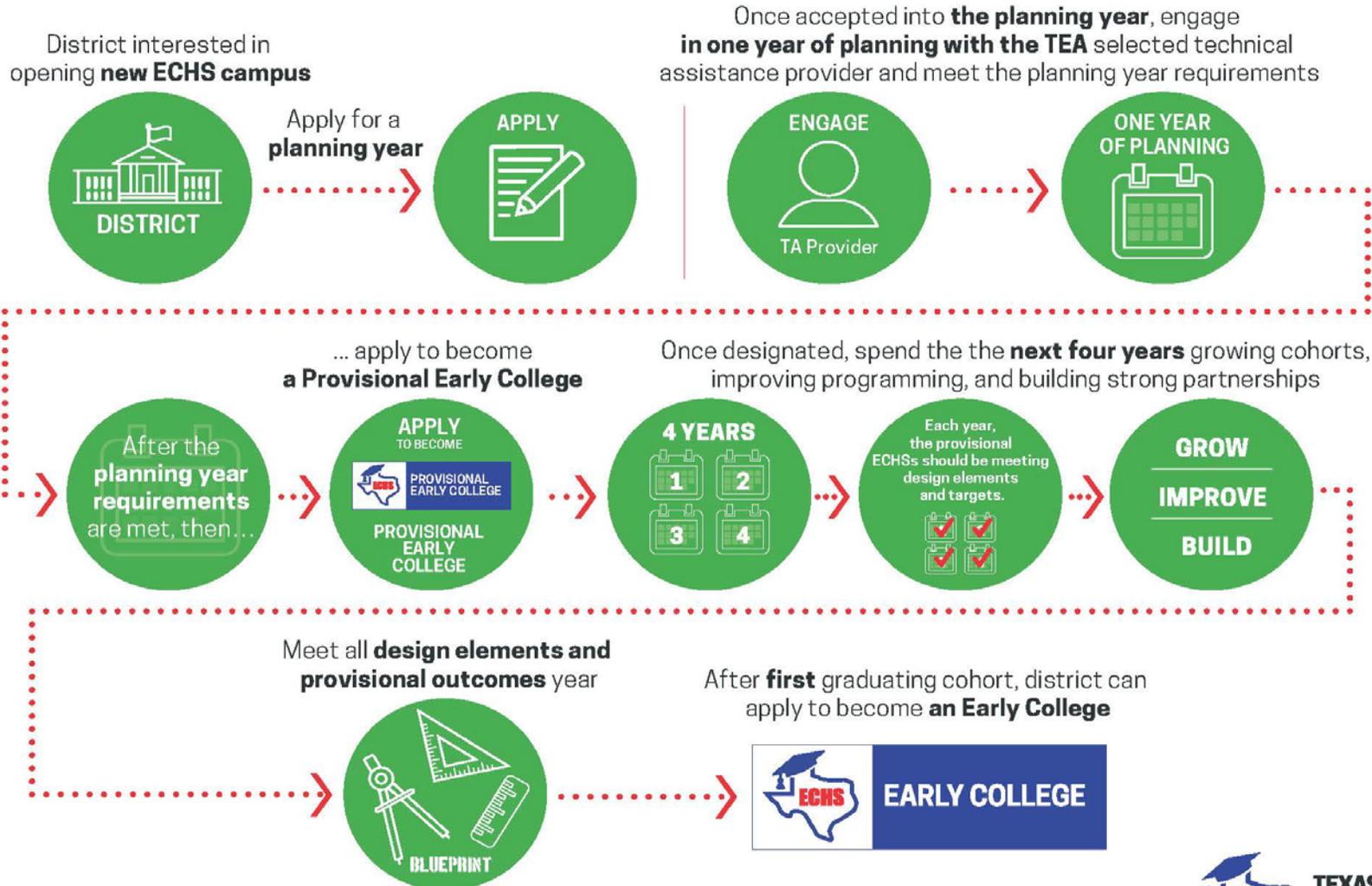
Options: ECHS Designated for 5+ years



Options: ECHS Designated for 5+ years



New Early College High School Designation Process



TEA Support for ECHSs

- New resources on TEA website posted throughout the 2017-2018 school year
 - Transition tools
 - Blueprint Toolkit
- Support ECHSs adjust to the new designation design elements and outcomes-based measures
 - Technical assistance based on need for existing ECHSs

What's Next

LILY LAUX, EXECUTIVE DIRECTOR SCHOOL PROGRAMS

Final Thoughts

- Designation status and recognition based on evidence-based outcome measures, not just inputs or compliance exercises
- Clearly defined outcomes reduce the burden of some onerous blueprint requirements and provide greater flexibility in implementation
- Support differences in regional and local needs
- Identify and address needs for technical assistance where they are needed most and support continuous improvement

4:15 pm Q&A with TEA

An opportunity to ask your questions about the ECHS Blueprint redesign:

1. What are you most excited about with the revised Blueprint? The outcomes-based measures? The implementation process?
2. What causes you the most concern or heartache about the revised Blueprint? The outcomes-based measures? The implementation process?
3. What questions do you have about the revised Blueprint? The outcomes-based measures? The implementation process?

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Thank You

A COPY OF THIS PRESENTATION WILL BE POSTED TO
WWW.TEA.TEXAS.GOV/ECHS

