

Early College High School (ECHS) Blueprint Frequently Asked Questions (FAQs)

In August 2017, the Texas Education Agency (TEA) released a revised ECHS Blueprint which includes both required design elements and outcomes-based measures (OBMs). The FAQs below will be updated as questions are received. To request a question be added to the FAQ, please send an email to echs@tea.texas.gov.

Blueprint-Outcomes-Based Measures (OBMs)		
General Questions		
BP Gen-1	Will TEA use all the OBMs for the 2018-2019 designation?	No, the OBMs are being phased in over a four-year period. For the 2018-2019 designation, TEA will look at the Access OBMs only. Please refer to the posted phase-in charts on the TEA ECHS website .
BP Gen-2	If we don't meet the OBMs for 2018-2019 ECHS designation, will our ECHS be closed?	No, TEA will ask the technical assistance provider to work with the ECHS to develop and implement a plan to meet the OBMs in future years. TEA will expect to see progress towards the OBM targets each year during the phase-in period.
BP Gen-3	Moving forward and after the ECHS designation process, will 9th grade cohort 2018-2019 begin the new OBM's requirements?	No, the 9 th grade cohort in 2017-2018 will be used for the 2018-2019 designation.
BP Gen-4	Are the OBM targets set in stone forever or will TEA review the targets and make adjustments?	The OBM targets will be reviewed yearly during the phase-in period and as additional ECHS data becomes available. TEA anticipates a formal review process every 3-4 years with an informal review process continually ongoing.

Blueprint-Outcomes-Based Measures (OBMs)		
Access Questions		
Access-1	Regarding the ELL and SWD for Distinguished ECHS, does this include 504 or just SPED students?	TEA will be using data reported in PEIMS E0794 Special Education Indicator Code during the Fall Snapshot each year. 504 is a separate indicator code and will not be used for ECHS designation purposes.
Access-2	We are concerned that a specific measure of males will force our ECHS to exclude females. Was that TEAs intent?	No, it was not TEAs intent to exclude any population. When TEA reviewed ECHS data, it was determined that specific subpopulations were underrepresented when compared to the district population.
Access-3	How was the decision made to include males and SWD in the Access OBMs?	TEA reviewed ECHS PEIMS data from previous years for designated ECHS campuses compared to their home district. A review of the data determined that some subpopulations were underrepresented. Further information can be found on the standards setting document on the ECHS website .

Blueprint-Outcomes-Based Measures (OBMs)		
Achievement Questions		
Achieve-1	How does TEA collect the TSI data?	TEA receives the TSI data from the Texas Higher Education Coordinating Board (THECB) who receives the data directly from the College Board.
Achieve-2	When the TSI is administered, what number should we use in the student ID field? Should we use the social security number, the local ID, the TSDS Unique ID or other?	TEA recommends (but doesn't require) that campuses use the TSDS 10-digit Unique ID when students register and take the TSI assessment. The TSI ID field is a 20-digit field. The TSDS 10-digit Unique ID may be used leaving 10 digits for local campus or IHE IDs. TEA recommends that students never use their social security number for the TSI assessment.
Achieve-3	Is the TSI readiness indicator for reading, writing, math and in all 3 subjects measured at the end of 9 th grade?	No, TEA will look at TSI readiness at the end of 11 th grade (using the 9 th , 10 th , and 11 th grade data). Please refer to the posted phase-in charts.
Achieve-4	Will students meeting college readiness standards on EOC count for TSI assessment?	No, the achievement measure is specifically for TSI assessment.

Blueprint-Outcomes-Based Measures (OBMs)		
Attainment Questions		
Attain-1	It appears that Provisional ECHS are required to meet the college level Math/English by end of 11 th grade, but Early College and Distinguished levels of designation are not required to meet this measure. Is this true?	Provisional designees are only required to meet 3 of 7 Attainment OBMS (English, Math, and 15 college credit indicators). Early College designees are required to meet 5 of the 7 attainment measures and Distinguished designees are required to meet 6 of the 7 attainment measures.
Attain-2	How will TEA collect information on the certifications?	TEA will collect the certifications in the PEIMS Fall Snapshot. Districts can enter up to 3 certifications per student. For the graduation cohort, the following indicators will be used: PEIMS E1586 First Post-Secondary Certification Licensure, E1592 Second Post-Secondary Certification Licensure, and E1593 Third Post-Secondary Certification Licensure. TEA conducts an annual review process of the industry-based certifications for public school accountability based on on-going stakeholder feedback.
Attain-3	Where do industry certifications fall in the OBMs? Does post-secondary degree include level 2 certificates?	Industry certifications are included in the attainment OBMs in the data indicator "Earning postsecondary degree and/or credential by high school graduation". Credentials include the industry certifications that are collected in the PEIMS Fall Snapshot. Refer to the question above for additional information.
Attain-4	How will grade-to-grade retention be calculated?	The OBM is not clear on this measure. TEA will review how that is measured and release additional information about that measure plan to have information published on the TEA ECHS website by May 2018.

Blueprint-Outcomes-Based Measures (OBMs)		
Attainment Questions		
Attain-5	Will associate degree completions allow sufficient time for the college to credential (usually in August)?	TEA will work to ensure that all data used in the OBMs will be as inclusive as possible for the graduating cohort.
Attain-6	Why is completing one college-level English course and math course by the end of 11 th grade included as a measure?	TEA, in collaboration with Jobs for the Future, reviewed the most recent national data on outcomes for thousands of students who attended about 100 ECHS. That data shows that roughly 30% of students earn an associate degree or other credential along with their high school diploma. By using the 30% mark as a target, backward mapped for 30 college credits, 15 college credits, and earning credit in one English and one math college course.

Blueprint-Required Design Elements		
General Questions		
DE-1	Our ECHS would like to change models for the 2018-2019 designation year, is that allowed?	Yes, the model selected is a local decision. Campuses will indicate the model they will be implementing on the designation application. Campuses are required to maintain that model for the designation year.
DE-2	If our ECHS changes models for the 2018-2019 school year, how will the students in Grades 11-12 in 2018-2019 be differentiated in PEIMS from students when using data for the OBMs?	The OBMs are a phase-in process beginning with those students who are in 9 th grade in the 2017-2018 school year. TEA will be looking at data related with that cohort of students for designation purposes. The campus must continue to report all students in the ECHS during the PEIMS reporting period using the ECHS PEIMS indicator during the phase-in of the OBMs. If an ECHS is changing its model, it must ensure that students who are currently enrolled in the ECHS and working towards their 60-hour degree plan, have the opportunity and support to complete their degree plan.

**Blueprint-Required Design Elements
General Questions**

DE-3 What documentation are designated ECHS campuses expected to post on their website by the start of the 2018-2019 school year?

All required products are listed in the ECHS Blueprint by benchmark. A summary table of those products is included below.

Benchmark	Products
1: Target Population	<ul style="list-style-type: none"> • Written admission policy • Enrollment Application • Written recruitment plan including a timeline • Recruitment brochures in Spanish, English and other relevant languages for the district population • Written communication plan targeting identified audiences
2: Partnership Agreement	<ul style="list-style-type: none"> • Final, signed, and executed MOU
3: P-16 Leadership Initiatives	<ul style="list-style-type: none"> • ECHS/IHE leadership meeting agendas and minutes • School board and board of regents' presentations • Description of each member of the leadership team and role in the committee
4: Curriculum & Support	<ul style="list-style-type: none"> • 60 college credit hours crosswalk • Calendar of family outreach events • Professional learning community agenda and notes • Advisory/study skills curriculum • Master schedule
5: Academic Rigor and Readiness	<ul style="list-style-type: none"> • Calendar of TSI test administration dates • Aggregate reports of TSI exam performance • Tutoring and bridge program schedules • Bridge program curricula
6: School Design	<ul style="list-style-type: none"> • Mentoring/induction program plans • Annual training or professional development plan with ECHS and IHE faculty • ECHS leader/liaison meeting agendas and minutes

Blueprint-Required Design Elements General Questions		
DE-4	The Blueprint requires our ECHS to post a lot of information online. We are not comfortable publishing information that may cause safety issues. How do we address these concerns?	ECHS should never post information on a website that would cause a safety issue for stakeholders. If the ECHS feels that posting the information would be a safety issue, the information should be de-identified. For example, removing room numbers and teacher's names from the master schedule, etc. Each ECHS should use their judgement to determine how to ensure safety for all stakeholders.
DE-5	What is the timeline to upload products to the ECHS website?	All products should be posted on the website prior to the first day of the school year.
DE-6	Are we allowed to make changes to any of the products (master schedule, outreach events, etc.)? If we make changes do we notify TEA?	Yes, ECHS campuses are allowed to make changes and should make changes to best serve the needs of the students. The current version of any required product should be posted on the website. ECHS are not required to notify TEA of any of these changes.
DE-7	Should the crosswalk or the MOU provide the pathway to certification?	The crosswalk is intended to assist school personnel as they provide guidance to students regarding coursework, graduation, and post-secondary planning. The crosswalk should provide students with the coursework that directly correlates to the post-secondary institution, coursework, and the number of post-secondary credits that can be earned for each course through the formal MOU with the dual credit provider. The crosswalk is not intended to be an exclusive list of all dual credit courses the school may offer, but rather a clearly defined pathway that includes information about credentials (such as degree, licensures, certifications, and/or certificates), sequence of courses, and number of high school and college credits that may be earned at each grade level. ECHS may use the crosswalk template previously provided by TEA or create their own.
DE-8	In Benchmark 1: Target Population, design element 5 indicates that the ECHS shall use a lottery system. Does this mean that we can't accept all students that apply and must hold a lottery?	Design element 5 in Benchmark 1 is intended to ensure that ECHS who receive student applications in excess of space available; use a system that is fair to all applicants and isn't based on prior academic performance, discipline, interviews. If an ECHS accepts all students that apply, then no lottery is required. The ECHS model is an open enrollment model, meaning that that students may not be denied enrollment based on scores, behavior, interviews, etc.
DE-9	How does TEA define first-generation college goers?	In general, this term refers to a student whose parent(s)/legal guardian(s) haven't completed a post-secondary degree. The student would be the first in their family to attend college/university to earn a degree.
DE-10	How can we get a copy of the PowerPoint presentation from the ECHS Best Practices Summit in August 2017?	The PowerPoint presentation is posted on the TEA ECHS website www.tea.texas.gov/ECHS . The TEA ECHS website has additional resources regarding the development of the revised ECHS Blueprint and the data analyzed to set the OBM targets.

2018-2019 Designation		
General Questions		
Des-1	Will we be required to meet the Provisional or Early College High School OBMs for 2018-2019? How do we know which ones we should meet?	Campuses that have been designated 0-4 years are required to meet the provisional OBMs. Campuses that have been designated 5 or more years will be required to meet the Early College OBMs. Campuses that have been designated 5 or more years will be measured against the Distinguished Early College OBMs but are not required to meet them.
Des-2	What data will TEA use to determine 2018-2019 designation?	TEA will be look at the PEIMS Fall Snapshot data for the 2017-2018 9 th grade cohort. Moving forward, Access OBMs will rely on current year data for the following year's designation. Refer to the posted phase-in charts.
Des-3	If our ECHS would like to be considered for distinguished designation, what data will TEA use to make that determination?	If, during the phase-in of the OBMs an ECHS would like to be considered for distinguished designation, TEA will review the data for all students enrolled on that campus and indicated on the E1560 PEIMS ECHS indicator code.