ECHS Blueprint Redesign: The Future of ECHS

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

**Enablers**
- 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:

- **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

*Teachers are the most important in-school factor affecting student outcomes.*
Priority 2: Build A Foundation of Reading and Math

High priority initiatives include:

**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.

**Math Innovation Zones:** Provide support for blended learning transformations using math curricula with track record of improving student performance.

**Kindergarten Readiness:** Provide resources to school districts seeking to expand or enhance their high-quality pre-kindergarten programs.

**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

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

High priority initiatives include:

**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:

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

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

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

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

*Every child. Every classroom. Every day.*
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.
<table>
<thead>
<tr>
<th>Process</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>• Review /analyze relevant research/papers on dual credit and ECHS&lt;br&gt;• Review/analyze previous designation/grant applications&lt;br&gt;• Review/analyze ECHS performance data</td>
</tr>
<tr>
<td>Stakeholder input</td>
<td>• Webinar and statewide survey&lt;br&gt;• Interviews/focus groups&lt;br&gt;• Public comment&lt;br&gt;• Working group&lt;br&gt;• South Texas ECHS Conference</td>
</tr>
<tr>
<td>Draft Recommendations</td>
<td>• First draft recommendations&lt;br&gt;• Revisions/edits incorporating public comment&lt;br&gt;• Second draft recommendations&lt;br&gt;• Revisions/edits incorporating public comment&lt;br&gt;• Final draft recommendations</td>
</tr>
<tr>
<td>Commissioner Approval</td>
<td>• Commissioner final approval of Blueprint and Outcomes-Based Measures</td>
</tr>
<tr>
<td>Redesigned ECHS Blueprint</td>
<td>• ECHS Best Practices Summit</td>
</tr>
</tbody>
</table>
## Redesign Timeline

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

<table>
<thead>
<tr>
<th>Input Record Type Code</th>
<th>District ID</th>
<th>Student ID</th>
<th>TX Unique Student ID</th>
<th>Early Reading Indicator Code</th>
<th>Foster Care Indicator Code</th>
<th>Military Connected Student Code</th>
<th>T-STEM Indicator Code</th>
<th>ECHS Indicator Code</th>
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<tbody>
<tr>
<td>00723</td>
<td>D0212</td>
<td>E0001</td>
<td>E1222</td>
<td>E1322</td>
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<td>C196</td>
<td>C197</td>
<td>C088</td>
<td>C088</td>
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Columns: 1-3, 4-9, 10-15, 19-28, 29, 30, 31, 32, 33, 34-80
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

Early College

Distinguished Early College
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
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.
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

EARLY COLLEGE STUDENTS: DEGREE ATTAINMENT

![Bar chart showing percentage of students earning postsecondary degrees.]

- Any Postsecondary Degree: 24.9%*** (Early College), 4.7% (Comparison)
- Certificate: 1.3% (Early College), 1.2% (Comparison)
- Associate's Degree: 22.7%*** (Early College), 2.4% (Comparison)
- Bachelor's Degree: 4.5%*** (Early College), 1.2% (Comparison)

$n = 2,458$ 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

**March 2017:**
Webinar & public comment

**April 2017:**
First draft of recommendations, working group mtg., & public comment

**May 2017:**
Second draft of recommendations, working group mtg., & public comment

**August 2, 2017:**
Redesigned ECHS process and blueprint released

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**Jan – Feb 2017:**
Study

**March – June 2017:**
Interviews and focus groups

**April – June 2017:**
Analyzed data to set OBM yearly targets

**July 2017:**
Redesign approved by TEA Commissioner
## Stakeholder Engagement

<table>
<thead>
<tr>
<th>Type</th>
<th>Stakeholders Reached</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Survey</td>
<td>201 responses</td>
<td>March</td>
</tr>
<tr>
<td>Interviews</td>
<td>47 interviews</td>
<td>March-May</td>
</tr>
<tr>
<td>Working Group</td>
<td>15 members</td>
<td>April-May</td>
</tr>
<tr>
<td>Public Comment Periods</td>
<td>33 responses</td>
<td>April-June</td>
</tr>
<tr>
<td>WebEx Focus Groups</td>
<td>19 participants</td>
<td>May-June</td>
</tr>
</tbody>
</table>
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 OBMs will be integrated into the Blueprint and all ECHSs will be required to implement and accomplish all of the design elements and OBMs. 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 OBMs over the next four years.
ECHS 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 OBM 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 OBM. 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 OBM.

- **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 OBM.

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

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

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 OBMIs.
Needs Improvement Category

Needs Improvement

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

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Changes</th>
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<tbody>
<tr>
<td>1: Target Population</td>
<td>• Added access OBMs;</td>
</tr>
<tr>
<td></td>
<td>• Included students with disabilities under subpopulations.</td>
</tr>
<tr>
<td>2: Partnership Agreement</td>
<td>• Reordered MOU components;</td>
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<td></td>
<td>• Campuses must submit their final signed MOU to TEA when initially applying for designation;</td>
</tr>
<tr>
<td></td>
<td>• 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);</td>
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<tr>
<td></td>
<td>• Campuses in needs improvement may be required to resubmit their MOU to TEA.</td>
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# Changes to Benchmarks

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Changes</th>
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</thead>
</table>
| 3: P-16 Leadership Initiatives         | • 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              | • 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        | • Added achievement OBMs                                                                                                                                                                              |
## Changes to Benchmarks

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Changes</th>
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</table>
| 6: School Design | • ECHS staff shall include,  
• 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

<table>
<thead>
<tr>
<th>Data Indicator</th>
<th>Provisional Early College</th>
<th>Early College</th>
<th>Distinguished Early College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>Must meet at-risk target and at least <strong>three</strong> additional target population data indicators</td>
<td>Must meet at-risk targets and at least <strong>three</strong> additional target population data indicators</td>
<td>Must meet at-risk targets and at least <strong>four</strong> additional target population data indicators</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Data Indicator</th>
<th>Provisional Early College</th>
<th>Early College</th>
<th>Distinguished Early College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
<td>Must meet at least three TSI targets</td>
<td>Must meet at least four achievement data indicators</td>
<td>Must meet at least five achievement data indicators</td>
</tr>
<tr>
<td>TSI College Readiness Standards in reading</td>
<td>65% passing rate</td>
<td>70% passing rate</td>
<td>75% passing rate</td>
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<tr>
<td>TSI College Readiness Standards in writing</td>
<td>75% passing rate</td>
<td>80% passing rate</td>
<td>85% passing rate</td>
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<tr>
<td>TSI College Readiness Standards in math</td>
<td>50% passing rate</td>
<td>60% passing rate</td>
<td>75% passing rate</td>
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<td>TSI College Readiness Standards in all 3 subjects</td>
<td>35% passing rate</td>
<td>40% passing rate</td>
<td>50% passing rate</td>
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<tr>
<td>Algebra I EOC assessment in 9th grade (all testing administrations)</td>
<td>Not taken into account for designation</td>
<td>85 percent of students passing</td>
<td>45% percent of students passing with and meeting the advanced standards</td>
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<tr>
<td>English II EOC assessment in grades 9-11 (all testing administrations)</td>
<td></td>
<td>85 percent of students passing</td>
<td>25% percent of students passing and meeting the advanced standards</td>
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<tr>
<td>Data Indicator</td>
<td>Provisional Early College</td>
<td>Early College</td>
<td>Distinguished Early College</td>
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<tr>
<td>----------------</td>
<td>---------------------------</td>
<td>---------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Requirements</td>
<td>Must meet college English, college math, and 15 college credit data indicators</td>
<td>Must meet at least five attainment data indicators</td>
<td>Must meet at least six attainment data indicators</td>
</tr>
<tr>
<td>Grade-to-grade retention by subgroup (weighted)</td>
<td>Not taken into account for designation</td>
<td>Calculated to ensure the school meets the 4-year graduation target</td>
<td>Calculated to ensure the school meets the 4-year graduation target</td>
</tr>
<tr>
<td>Completing one college-level English course by end of 11th grade (any)</td>
<td>80 percent of students (by the 4th year of implementation)</td>
<td>90 percent of students</td>
<td>100 percent of students</td>
</tr>
<tr>
<td>Completing one college-level math course by end of 11th grade (any)</td>
<td>80 percent of students (by the 4th year of implementation)</td>
<td>90 percent of students</td>
<td>100 percent of students</td>
</tr>
<tr>
<td>Earning 15 college credits (any) by graduation</td>
<td>50 percent of students (by the 4th year of implementation)</td>
<td>80 percent of students</td>
<td>95 percent of students</td>
</tr>
<tr>
<td>Earning 30 academic college credits (any) by graduation</td>
<td>Not taken into account for designation</td>
<td>50 percent of students</td>
<td>65 percent of students</td>
</tr>
<tr>
<td>Earning postsecondary degree and/or credential by high school graduation</td>
<td>Not taken into account for designation</td>
<td>30 percent of students</td>
<td>40 percent of students</td>
</tr>
<tr>
<td>Graduating high school in 4 years (4-year cohort graduation rate)</td>
<td>Not taken into account for designation</td>
<td>Meets the statewide 4-year graduation rate</td>
<td>Exceeds the statewide 4-year graduation rate</td>
</tr>
</tbody>
</table>
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 OBM for 9th grade cohort for 2018-2019 school year**

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

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

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

**ALL OBM MET:**
Redesignated as an Early College or Distinguished Early College

**NEEDS IMPROVEMENT:**
ECHS will receive targeted technical assistance

If OBM not met:
Existing ECHS **reapplies** to become designated for the **2018-2019 school year**

Required to meet **all** design elements

Meet OBM for **9th** grade cohort for **2018-2019 school year**
Meet OBM for 9th & 10th grade cohorts for 2019-2020 school year

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

Meet OBM 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 receive targeted technical assistance

If OBM's not met:
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

District interested in opening new ECHS campus

Apply for a planning year

One year of planning

Engage in one year of planning with the TEA selected technical assistance provider and meet the planning year requirements

Once accepted into the planning year, apply to become a Provisional Early College

4 Years

1 2 3 4

Each year, the provisional ECHS should be meeting design elements and targets.

After the planning year requirements are met, then...

Provisional Early College

Meet all design elements and provisional outcomes year

GROW IMPROVE BUILD

Once designated, spend the the next four years growing cohorts, improving programming, and building strong partnerships

After first graduating cohort, district can apply to become an Early College
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?
How to use Poll Everywhere

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2. Text “JFFEVENTS” to 37607
3. You’re ready to use poll everywhere
4. Reply with “LEAVE” at the end of this conference
Thank You

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