Changes to College and Career Readiness Models

COLLEGE, CAREER AND MILITARY PREPARATION

OFFICE OF ACADEMICS
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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 3: Connect High School To Career and College

High priority initiatives include:

College and Career Readiness Models (Industry Cluster Innovative Academies, ECHS, T-STEM, P-TECH)

Designate high school programs that deliver on the promise of rigorous college and career opportunities and training and are implementing the program with fidelity.
• The **Texas College and Career Readiness Models (CCRM) Network** is a network of Early College High Schools (ECHS), Texas Science, Technology, Engineering and Math (T-STEM) Academies, Industry Cluster Innovative Academies (ICIA), and now, Pathways in Technology Early College High Schools (P-TECH).

• These initiatives, led by the Texas Education Agency (TEA), **blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual college credit, and pursue in-demand career paths.**

• As the program has grown, its design and delivery have changed to meet the needs of individual schools.
Originally, when TEA launched the initiative, ECHS facilities were located at college or university campuses. As the program has grown, its design and delivery have changed to meet the needs of individual schools. The ECHS model has increased college readiness across Texas, providing rigorous instruction and coursework as well as academic and social support.
The expansion and evolution of the model creates an opportunity to consolidate these individual models under one umbrella of support.
College and Career Readiness Models Overview

• TEA is unifying these individual models under one umbrella of support.
  • This integrated approach to technical assistance creates efficiencies, spurs cross-model learning, and provides customized support to schools and districts as they implement these models to increase the college and career readiness of their students.
  • Unifying models under this umbrella requires new application and designation timelines for all models.
Major Changes

• All schools will receive **designation status and recognition based on evidence-based outcome measures**, not just inputs or compliance exercises.
  • **Newly designed/redesigned blueprints** contain clearly defined goals for outcomes combined with greater flexibility for how different schools meet these goals.
• New schools seeking designation status will be required to complete a planning year with a TEA provided Technical Assistance before being designated.
• While the new process will begin in the 2018-2019 school year, we will approach this shift through **phased-in implementation** of outcomes measures.
The Revised Blueprints: Benefits

Redesign . . .

- ensures designation status based on outcomes, not solely inputs or compliance exercises
- allows for formative feedback and targeted technical assistance
- reduces onerous Blueprint requirements and streamlines designation process
- increases flexibility to meet local needs

. . . to ensure historically underserved students earn dual college credit and access in demand credentials.
The Revised Blueprints: Outcomes-Based Measures

All blueprints include outcomes-based measures (OBMs).

TEA will use district reported available data to determine qualification for designation categories.

OBMs allow for targeted support and technical assistance.

### Access Outcomes-Based Measures

<table>
<thead>
<tr>
<th>Data Indicators</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 students for incoming 9th graders and at least three additional target population data indicators</td>
<td>Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators</td>
<td>Must meet at-risk students for incoming 9th graders and at least four additional target population data indicators</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents at-risk students for incoming 9th graders</td>
<td>No more than 20% points under district</td>
<td>No more than 15% points under district</td>
<td>No more than 10% points under district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents African American students</td>
<td>No more than 5% points under district</td>
<td>No more than 5% points under district</td>
<td>Meets or over-represents district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents Hispanic students</td>
<td>No more than 5% points under district</td>
<td>No more than 5% points under district</td>
<td>Meets or over-represents district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents economically disadvantaged students</td>
<td>No more than 10% points under district</td>
<td>No more than 5% points under district</td>
<td>Meets or over-represents district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents males</td>
<td>No more than 10% points under district</td>
<td>No more than 5% points under district</td>
<td>Meets or over-represents district</td>
</tr>
<tr>
<td>ECHS proportionate to or over-represents ELL and SWDs</td>
<td>Not taken into account for designation</td>
<td>Not taken into account for designation</td>
<td>No more than 5% points under</td>
</tr>
</tbody>
</table>

Sample OBMs from revised ECHS Blueprint

Each set of OBMs indicates not only the percent goal, but the number of metrics necessary for a particular category.
Why Apply for Designation?

Benefits of designation include: recognition as an approved academy with access to official TEA logos; membership in the models specific and College and Career Readiness Models Network; invitations to convenings; access to professional development, technical assistance, and research-based best practices.
2018-2019 Application Process Key Dates

Applications Open

Monday, March 5
- ECHS Planning Year Application closed December 2017
- T-STEM Planning Year
- ECHS Designation Renewal
- T-STEM Designation Renewal

Applicant Support

Thursday, March 8
- T-STEM Planning Year Technical Assistance Webinar, 10 a.m. – 12 p.m.
- ECHS and T-STEM Designation Renewal Technical Assistance Webinar, 1 p.m. – 3 p.m.

Applications Close

Friday, April 13
- Application window closes
- All applications must be submitted by 5:00 pm (CST)
- No late applications accepted

Status Notifications

Friday, May 11
- All applicants notified of status for 2018-2019 school year
## Dates by Model

<table>
<thead>
<tr>
<th>Model</th>
<th>Planning</th>
<th>Designation</th>
</tr>
</thead>
</table>
| ECHS  | • Planning application has closed for 2018-2019  
• No new ECHS schools will opening in 2018-2019 |  
• Only open to current ECHS designees  
• Application opens March 5 |
| T-STEM | • Planning application opens March 5  
• No new T-STEM schools will open in 2018-2019 |  
• Only open to current T-STEM designees  
• Application opens March 5 |
| P-TECH | • TBD |  
• TBD |
| ICIA  | • TBD |  
• TBD |

For the 2018-2019 school year only, TEA will accept P-TECH/ICIA applicants who have not gone through a TEA planning year. We know there are schools in the state who have begun to implement these models successfully on their own and are ready to move straight to designation.
Phased-In Implementation

• The designation application will now reflect the redesigned blueprint.
• Outcomes-Based Measures (OBMs) phase will begin with 2017-2018 ninth graders.
  • We understand that change takes time and we will actively seek feedback from the field during this phase-in process.
  • We will evaluate the new process and make necessary adjustments, as well as plan for future revisions of blueprints and OBMs specifically incorporating feedback from the field.
  • Adjustments will ensure blueprints meet their goals of defining quality and supporting the field.
  • Starting in 2018-2019 all timelines will be standardized and aligned.
In future years, all College and Career Readiness Models will be on the same timeline. The proposed annual timeline is as follows. *This timeline is subject to feedback.*

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Application for planning year opens</td>
</tr>
<tr>
<td>December</td>
<td>Application for planning year closes</td>
</tr>
<tr>
<td>March</td>
<td>Application for renewal designation opens</td>
</tr>
<tr>
<td>April</td>
<td>Application for renewal designation closes</td>
</tr>
<tr>
<td>April</td>
<td>PEIMS data analyzed to determine designation status</td>
</tr>
<tr>
<td>May</td>
<td>Designation status announced</td>
</tr>
<tr>
<td>August</td>
<td>PEIMS data analyzed to determine target revisions</td>
</tr>
<tr>
<td>September</td>
<td>Stakeholder feedback survey</td>
</tr>
<tr>
<td>September</td>
<td>OBMs target revisions released</td>
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