TEXAS EARLY COLLEGE HIGH SCHOOL REDESIGN SECOND DRAFT RECOMMENDATIONS, MAY 2017

OUTCOMES-BASED MEASURES RECOMMENDATIONS

Recommendation 1: Identify multiple measures (i.e., data indicators) for access, achievement, and attainment metrics

Using national research, information gathered from individual interviews with stakeholders, feedback from the ECHS working group, and input from TEA, JFF proposes the following data indicators for each metric category. TEA should use these data indicators to determine which ECHSs are meeting expected outcomes and which are in need of technical assistance and/or could potentially lose their designation status.

Metric*	Definition*	Data Indicators
Access	Student enrollment in ECHS is proportionate to, or over-representative of, targeted subgroups in the entire district	Student demographics, including racial/ethnicity subgroups, economically disadvantaged, gender, at-risk, ELL, and students with disabilities
Achievement	Student performance on various measures of college readiness while enrolled in ECHS	Percent of students meeting TSI College Readiness Standards: • TSI College Readiness Standards in reading • TSI College Readiness Standards in writing • TSI College Readiness Standards in math • TSI College Readiness Standards in all 3 subjects • Increase in the percentage of students meeting TSI College Readiness Standards between 9th and 10th grades Percent of students achieving one of the following: • SAT: Earning a score of a 480 or above in SAT reading/writing; earning a 530 or above in SAT math, OR

		• ACT: Earning a score of 19 or above in math; earning a 19 or above in English; earning a composite score of 23 Percent of students earning passing scores on the following EOC assessment: • Algebra I EOC assessment in 9th grade • English II EOC assessment
Attainment	Student completion of ECHS programming	Percent of students: • Retained in early college, by subgroup (grade-to-grade retention rate) • Completing a college-level English course • Completing a college-level math course • Earning 15 college credits • Earning 30 college credits • Earning 42 college credits • Passing an AP exam with 3 or higher • Earning postsecondary degree and/or credential by high school graduation • Graduating high school in 4 years (4-year cohort graduation rate)

* included in first draft of recommendations, April 2017

Recommendation 2: Define yearly targets for provisional early colleges, early colleges, and distinguished early colleges

TEA should review outcomes-based measures (as defined in recommendation 1) from all ECHSs annually, and designate ECHS status according to performance on the data indicators. The defined yearly targets will serve multiple purposes:

- Identify which ECHSs qualify for inclusion in certain designation categories (e.g., 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 middle of the field to attain higher performance, identify and support the lowest performers, and recognize and reward the highest performers

* included in first draft of recommendations, April 2017

Due to limited TEA data at this time, JFF was not able to determine annual targets for the achievement and attainment metrics. See the appendix for an outline of the annual targets for the access metric.

Recommendation 3: Hold ECHS models to the same target outcomes, but account for differences in the time it takes to achieve them

There are four distinct ECHS models JFF considered when defining yearly targets for each metric category: standalone (i.e., built for purpose), wall-to-wall (i.e., transformational), school within a school, and career technical education focused schools. JFF also considered the unique circumstances facing rural ECHS. We strongly heard from the field that all ECHSs, no matter the model or context, should be held to the same targets. However, some models may require additional time in order to achieve those targets. It should also be explicit that although some models may require more time to reach targets, all ECHSs should be making measurable yearly progress until the targets are met.

| Access	All models should be meeting the targets within the same timeframe.
Attainment	Wall-to-wall models may need more time to reach the targets to account for the shift from a comprehensive high school to an ECHS.
Achievement	Wall-to-wall models may need more time to reach the targets to account for the shift from a comprehensive high school to an ECHS. Rural ECHSs may need more time to reach the targets to account for the challenge of limited course offerings due to the proximity to the college or to limited credentialed teachers in certain subject areas.

NEXT STEPS

In the next iteration of recommendations – dependent on additional data from TEA – JFF will provide yearly targets for the achievement and attainment metric categories. The next iteration will also include recommendations for revising the blueprint and application process.

APPENDIX: UNPACKING THE ACCESS METRIC

The extent to which the demographics of an ECHS proportionately reflects its local district enrollment is an indicator of the school's accessibility and the effectiveness of its efforts to reach and serve the target population. ECHS enrollment should be approximately representative of its district, and schools exceeding proportional representation of certain target populations merit distinction. For example, ECHS attendance has proven an effective strategy for raising the rates of high school graduation and college matriculation for at-risk students, and the ECHS designation process should recognize schools that have successfully recruited and enrolled this group.

The charts below illustrate how proportional representation of student groups will be used to assess a school's success in meeting access targets. These charts are based on JFF's analysis of data provided by TEA on the student demographics of ECHS ("academies") compared to their home districts, using fall 2016-17 PEIMS data. Each chart denotes three groupings of ECHSs; those above a designated cutpoint, those in the middle, and those below a cutpoint. Those cutpoints were used to determine targets for provisional early college, early college, and distinguished early college categories.

A. Economically Disadvantaged
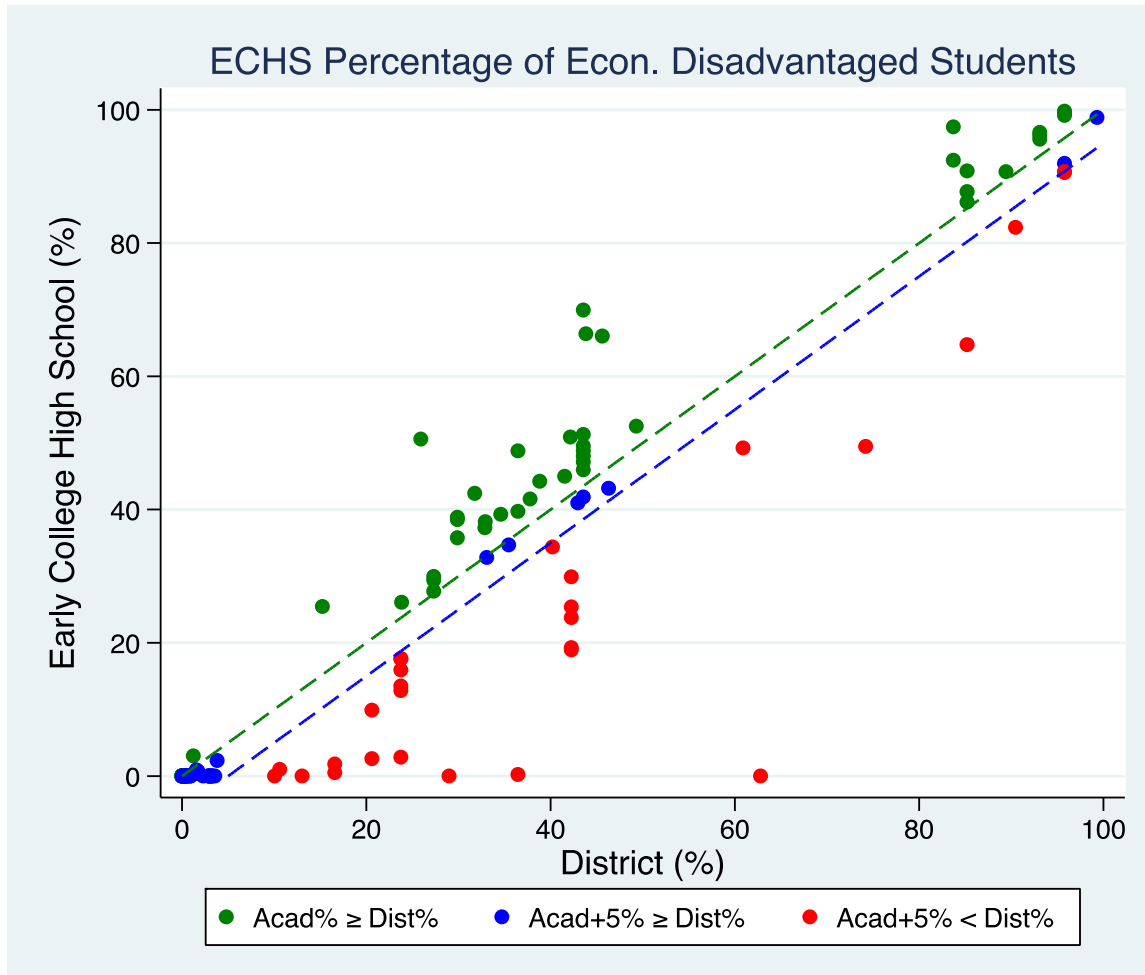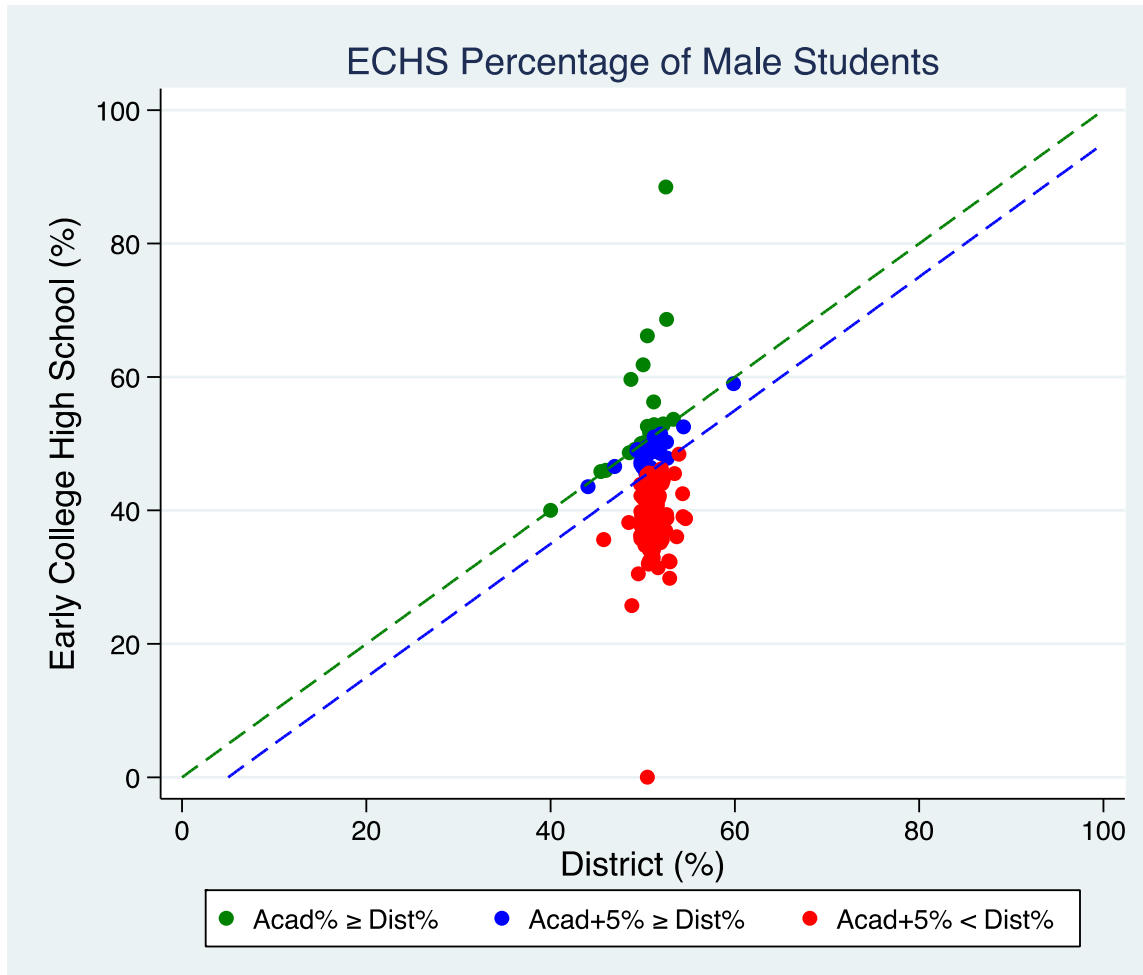
ECHS Percentage of Econ. Disadvantaged Students

Green points represent ECHSs in which the percentage of economically disadvantaged students is equal to or greater than the percentage of economically disadvantaged students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **48%** of existing ECHSs in 2016-2017 are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of economically disadvantaged students are no greater than 5% points lower than the percentage of economically disadvantaged students enrolled in the local district overall. **33%** of existing ECHSs in 2016-2017 are in this group.

Red points represent schools in which enrollment rates of economically disadvantaged students are 5% or more percentage points lower than the percentage of economically disadvantaged students enrolled in the local district overall. **19%** of existing ECHSs in 2016-2017 are in this group.

B. Male

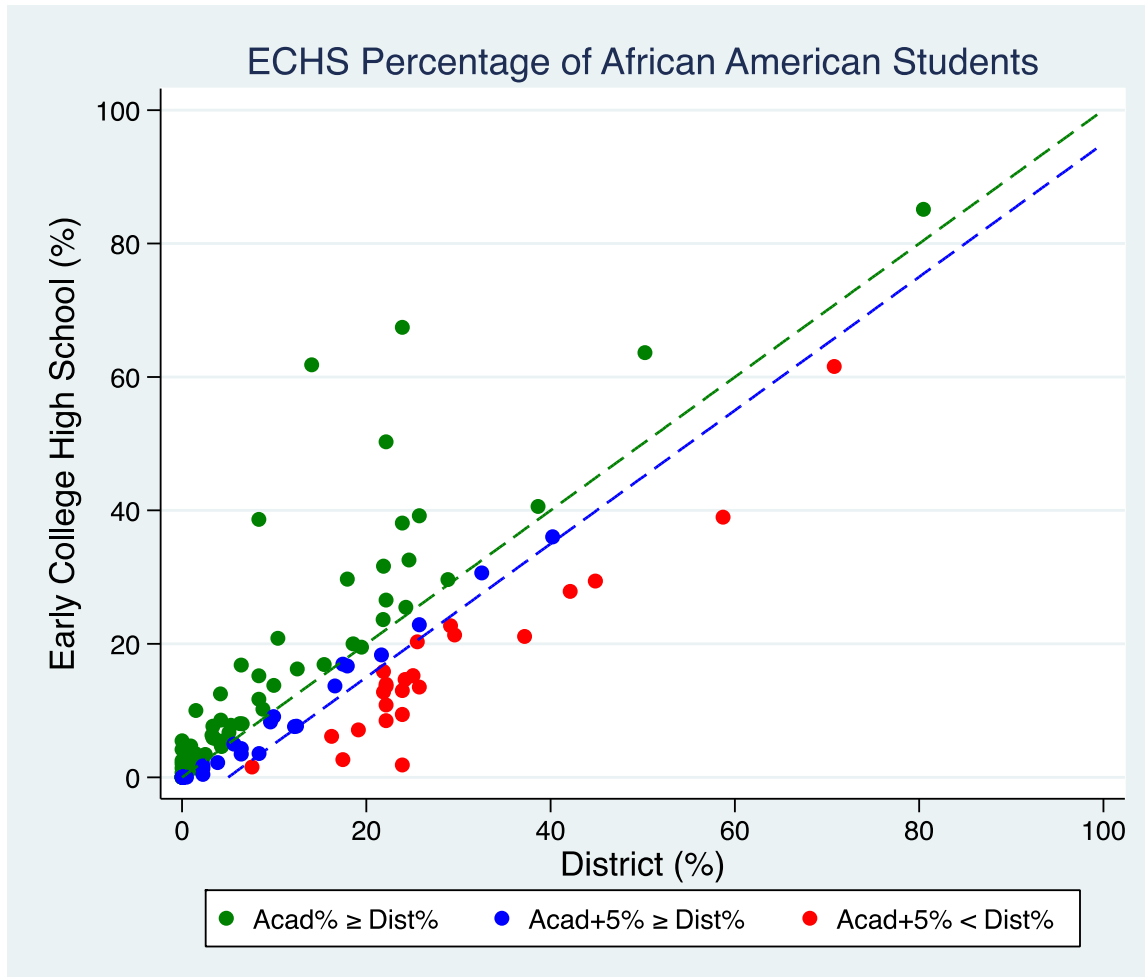
ECHS Percentage of Male Students

Green points represent ECHSs in which the percentage of male students is equal to or greater than the percentage of male students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **15%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of male students are no greater than 5% points lower than the percentage of male students enrolled in the local district overall. **18%** of schools are in this group.

Red points represent schools in which enrollment rates of male students are 5% or more percentage points lower than the percentage of male students enrolled in the local district overall. **67%** of schools are in this group.

C. African American

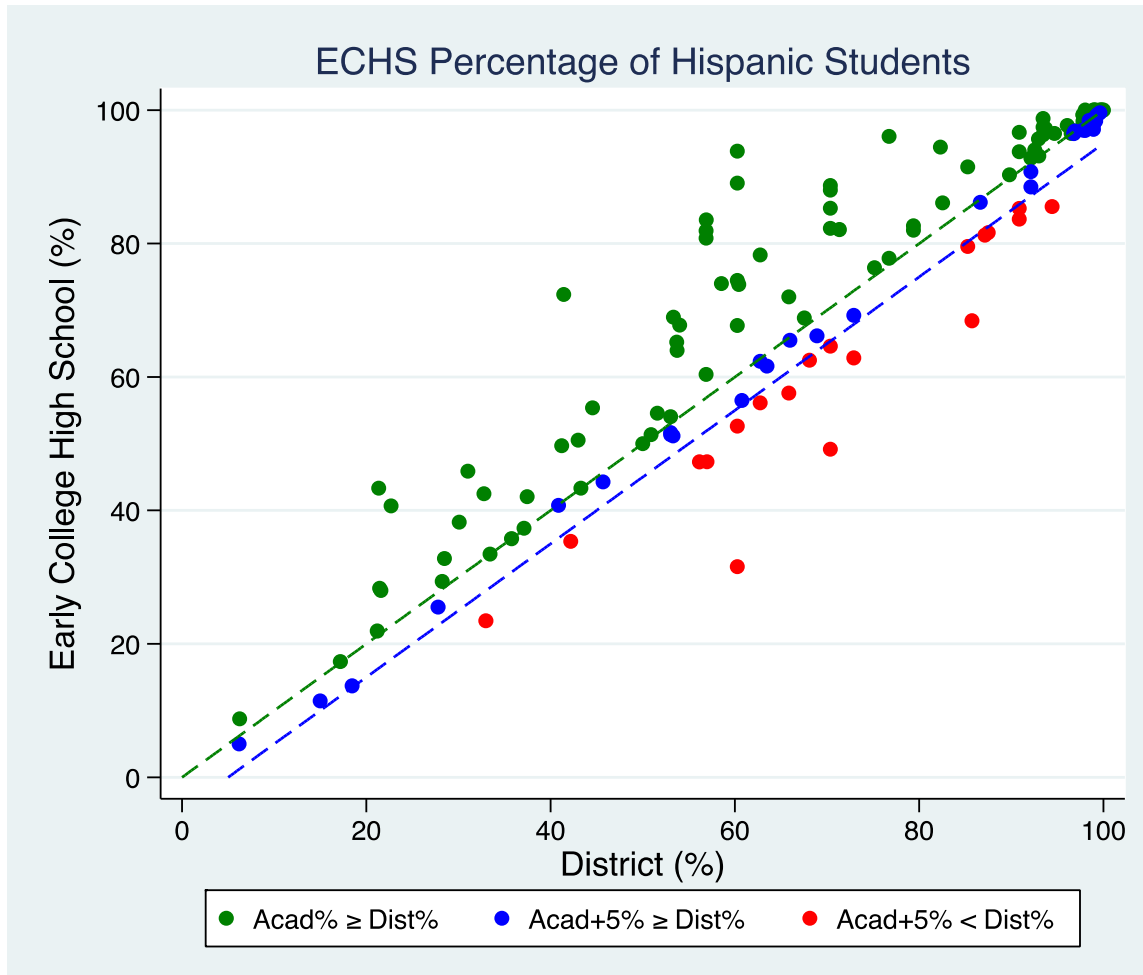**ECHS Percentage of African American Students**

Green points represent ECHSs in which the percentage of African American students is equal to or greater than the percentage of African American students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **63%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of African American students are no greater than 5% points lower than the percentage of African American students enrolled in the local district overall. **21%** of schools are in this group.

Red points represent schools in which enrollment rates of African American students are 5% or more percentage points lower than the percentage of African American students enrolled in the local district overall. **16%** of schools are in this group.

D. Hispanic

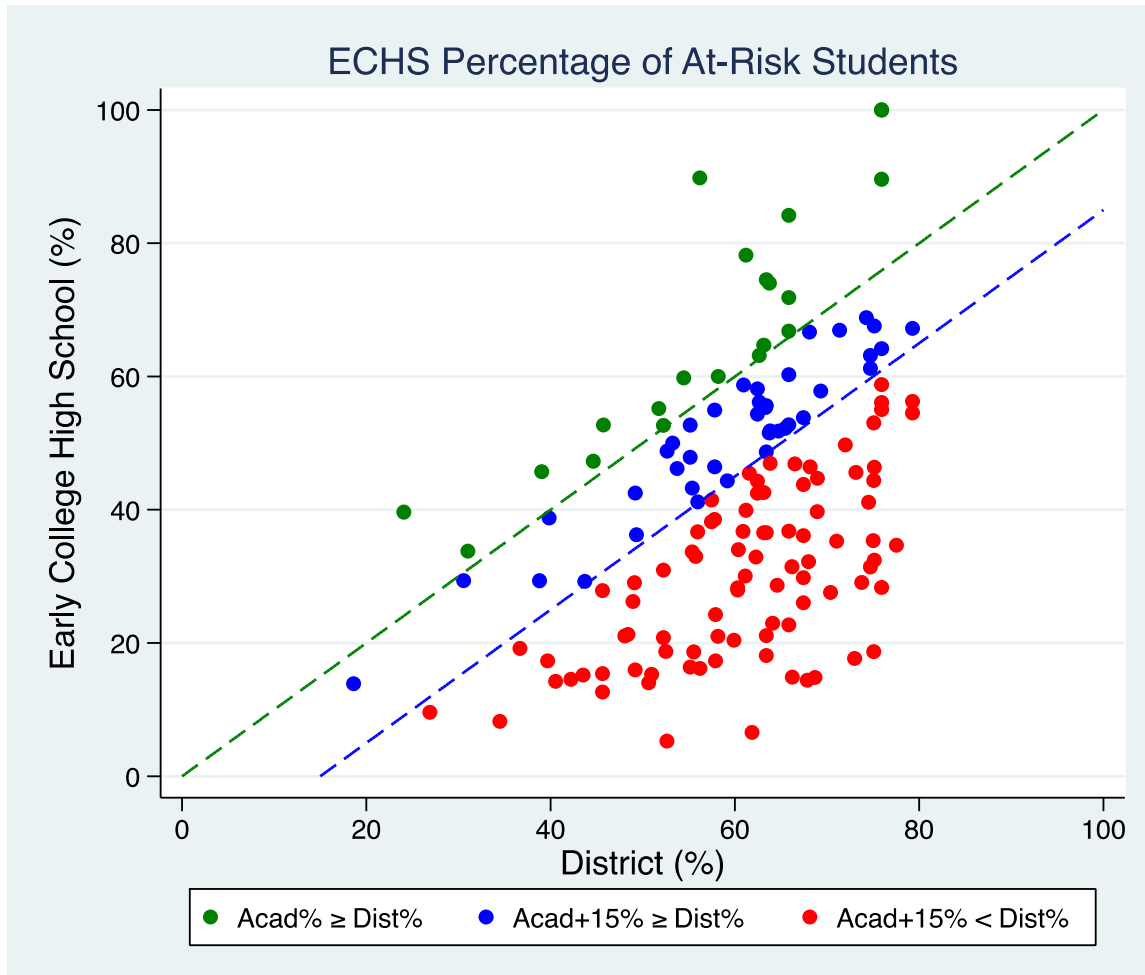**ECHS Percentage of Hispanic Students**

Green points represent ECHSs in which the percentage of Hispanic students is equal to or greater than the percentage of Hispanic students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **63%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of Hispanic students are no greater than 5% points lower than the percentage of Hispanic students enrolled in the local district overall. **24%** of schools are in this group.

Red points represent schools in which enrollment rates of Hispanic students are 5% or more percentage points lower than the percentage of Hispanic students enrolled in the local district overall. **13%** of schools are in this group.
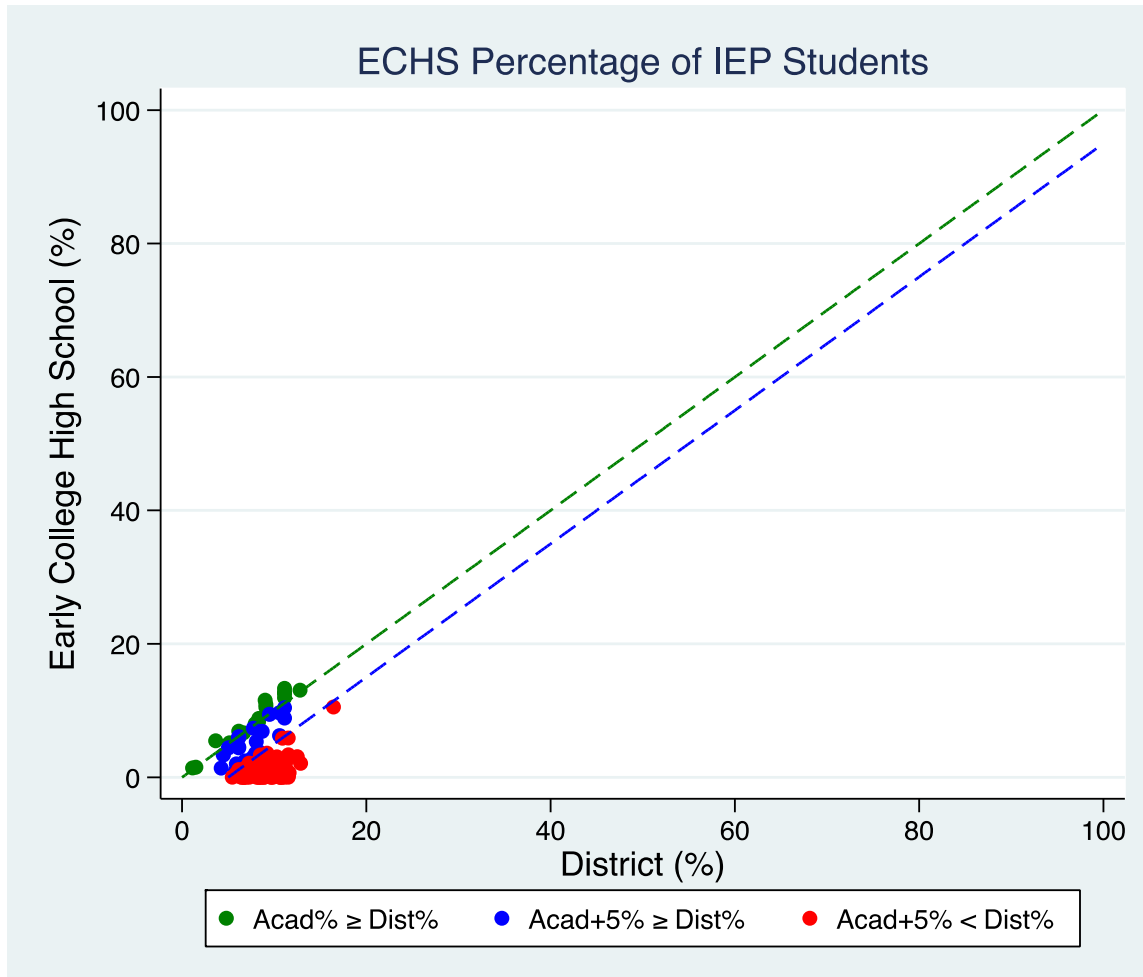
E. At-Risk

Green points represent ECHSs in which the percentage of at-risk students is equal to or greater than the percentage of at-risk students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **14%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of at-risk students are no greater than 15% points lower than the percentage of at-risk students enrolled in the local district overall. **27%** of schools are in this group.

Red points represent schools in which enrollment rates of at-risk students are 15% or more percentage points lower than the percentage of at-risk students enrolled in the local district overall. **59%** of schools are in this group.

F. Individualized Education Program (IEP)

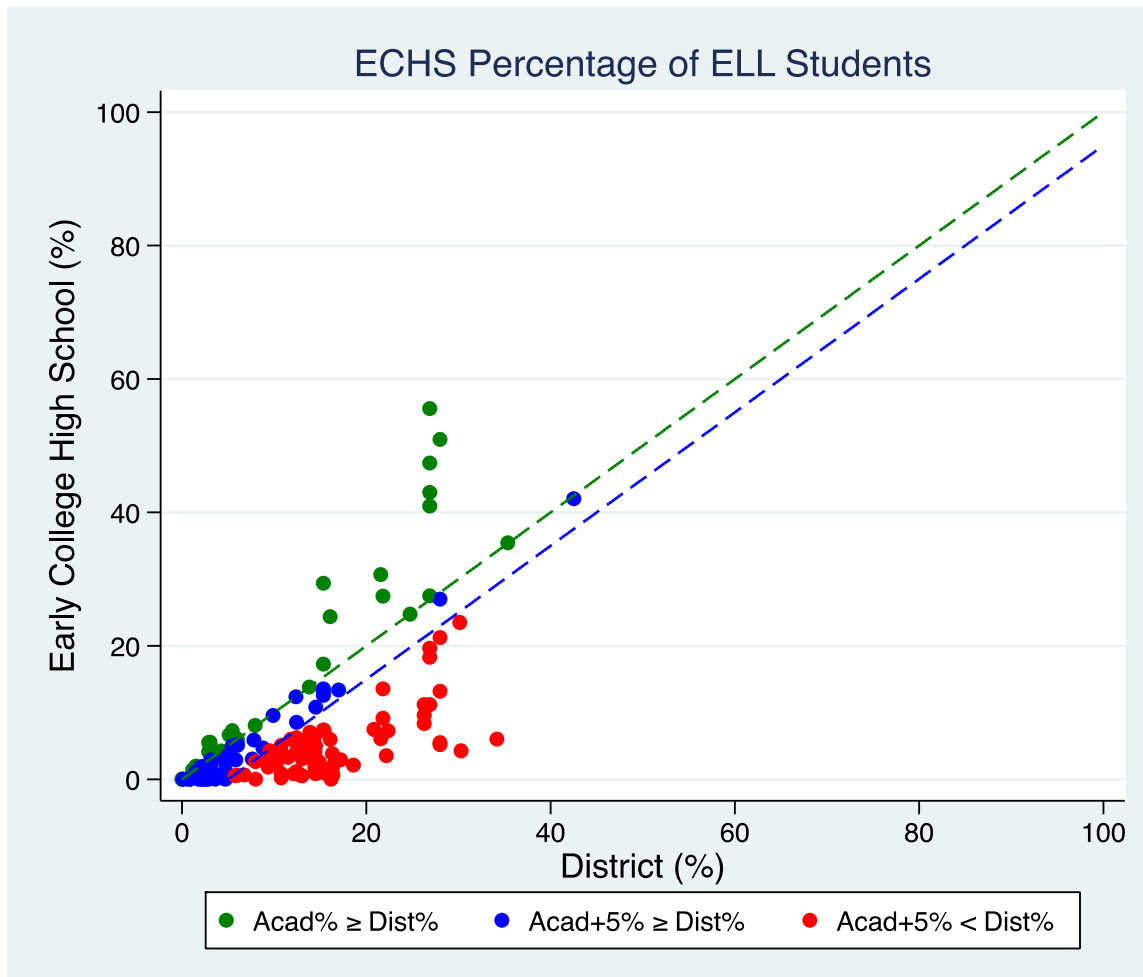### ECHS Percentage of IEP Students

Green points represent ECHSs in which the percentage of students on IEPs is equal to or greater than the percentage of students on IEPs enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **13%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of students on IEPs are no greater than 5% points lower than the percentage of students on IEPs enrolled in the local district overall. **17%** of schools are in this group.

Red points represent schools in which enrollment rates of students on IEPs are 5% or more percentage points lower than the percentage of students on IEPs enrolled in the local district overall. **70%** of schools are in this group.

G. English Language Learners (ELL)

Green points represent ECHSs in which the percentage of ELL students is equal to or greater than the percentage of ELL students enrolled in the ECHS's local district overall. These points fall on or above the green dashed line, which delineates proportional representation. **20%** of schools are in this group.

The region between the green and blue dashed lines captures ECHSs in which the enrollment rates of ELL students are no greater than 5% points lower than the percentage of ELL students enrolled in the local district overall. **30%** of schools are in this group.

Red points represent schools in which enrollment rates of ELL students are 5% or more percentage points lower than the percentage of ELL students enrolled in the local district overall. **50%** of schools are in this group.

Recommendations for Targets

Based on the above charts, JFF proposes the following targets for access. For the purpose of the Access metric category, JFF suggests that all ECHS models should meet the targets within the same timeframe. Therefore, there is no distinction between models and years (see recommendation 3). Rather, we would expect all ECHSs to meet the benchmarks identified in the category in which they fall under (Provisional, Early College, or Distinguished). If an ECHS does not meet the benchmarks for two consecutive years, they move into the Needs Improvement category (refer to draft 1 recommendations).

Data Indicator	Provisional Early College	Early College	Distinguished Early College
ECHS proportionate to or over-represents **African American students**	No more than 10% points under	No more than 5% points under	Meets or over-represents
ECHS proportionate to or over-represents **Hispanic students**	No more than 10% points under	No more than 5% points under	Meets or over-represents
ECHS proportionate to or over-represents **economically disadvantaged students**	No more than 10% points under	No more than 5% points under	Meets or over-represents
ECHS proportionate to or over-represents **males**	No more than 20% points under	No more than 10% points under	No more than 5% points under
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 5% points under
ECHS proportionate to or over-represents **ELL, and SWDs** *	Not taken into account for designation	Not taken into account for designation	No more than 5% points under

* Based on feedback from interviews and focus groups with key ECHS stakeholders across Texas, as well as JFF's knowledge of ECHS data and best practices nationwide, we recommend that proportional enrollment of English Language Learners and Students with Disabilites only be a factor for consideration in the Distinguished Early College status. While JFF encourages all ECHSs to provide targeted outreach and recruitment for students in these subgroups, and we urge ECHSs to strive for proportional enrollment and retention of these students, we recognize that some ECHSs may have structural, financial, and/or staffing considerations that may constrain their ability to serve these subgroups effectively.

Possible Review Methodology

For the Provisional and Early College categories, set the expectation that ECHSs should meet at least three of the four targets (i.e., African American, Hispanic, economically disadvantaged, males). If TEA chooses this methodology, we propose changing the male targets to mirror the other targets (i.e., no more than 10% under for Provisional and no more than 5% under for Early College). Using this methodology, an ECHS could meet targets for economically disadvantaged, Hispanic, and African American students while enrolling more females than males.

Although we weren't able to run analyses for the achievement metric category, for that category we propose setting an expectation of meeting a certain number of those targets, rather than meeting all of the targets (nine targets in total). TEA should identify which targets in the list are non-negotiables (e.g., TSI College Readiness targets) and determine how many other targets ECHSs must meet (e.g., 2-3 additional targets of their choosing).