



## FOR INITIAL DISCUSSION ONLY

### POSSIBLE 2019 LEGISLATIVE PRIORITIES:

1. Repeal A-F and replace with more descriptive labels (i.e. Exceeds Expectations, Meets Expectations, Exceed Growth, Limited Growth, etc.)
2. Eliminate the Overall Rating
3. Eliminate the Forced Failure Rule (new Step 10). Or cap at a D rather than a F.
4. Eliminate PEG
5. Eliminate SSI
6. Limit STAAR to no more than 50% in any domain calculation
7. Weight STAAR, CCMRs, Graduation Rates equally
8. Include non-test based indicators for Elementary and Middle Schools
9. Include performance of Prior Year Failers (or EOC re-testers) in HS growth measures
10. Include a School Climate Domain (e.g. House version of HB 22 from 85<sup>th</sup> session)
11. Reduce testing to what is federally required (R & M annually in grades 3-8, Science in grades 5 and 8 and English II, Biology, and Algebra I for High School.)
12. Require state to pay for SAT/ACT that is required in ESSA for students taking Algebra I EOC in 8<sup>th</sup> grade.
13. Award CCMR credit for any 1 dual credit course
14. Award Challenge Points / Bonus Points / Weights to each domain based on the extent to which educationally disadvantaged student groups make significant progress towards or meet performance targets
15. Include a "selective enrollment school" indicator in PEIMS
16. Permanently extend IGCs
17. Limit the state's assignment of boards of managers to districts with more than 10% of schools identified as Unacceptable. (*"Having only one IR 5-year campus should NOT trigger a state takeover."*)
18. Closing the Gaps domain targets for AEA campuses need to be addressed – specifically the 4-year graduation rate requirement of 67% that triggers CS&I
19. Closing the Gaps domain targets for comprehensive HS and AEA need to be addressed because targets for each student group are not differentiated by level the way that cut scores are in the other two domains.
20. Publish the accountability manual by Sept. 30 of the current school year
21. Administer the ASVAB to seniors & establish cut scores for military ready identification (similar to how TSI scores are used)
22. Is STAAR a valid assessment? i.e. readability issues, lawsuit continues

# Accountability & Assessment

*The Texas School Alliance comprises 37 of Texas' largest school districts, serving 40 percent of the state's total pupil enrollment. Our students represent 44 percent of the state's economically disadvantaged student population, 52 percent of its English Language Learners, and 45 percent of all at-risk students in the state. The organization works on issues that will improve educational quality for Texas students, particularly those in large and urban districts. TSA has adopted the following positions for the 85th Texas Legislature.*

## **PRESIDENT**

Arlington ISD  
Dr. Marcelo Cavazos

## **PRESIDENT-ELECT**

Aldine ISD  
Dr. Wanda Bamberg

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Mr. HD Chambers

## **SECRETARY**

Hurst-Eules-Bedford ISD  
Mr. Steve Chapman

## **TREASURER**

Katy ISD  
Dr. Lance Hindt

## **PAST PRESIDENT**

Midland ISD  
Mr. Rod Schroder

## **MEMBER DISTRICTS**

|                |                 |
|----------------|-----------------|
| Abilene*       | Irving          |
| Aldine         | Katy            |
| Alief          | Killeen         |
| Amarillo       | Lubbock*        |
| Arlington      | McAllen         |
| Austin*        | Mesquite        |
| Corpus Christi | Midland         |
| Cypress-       | North East*     |
| Fairbanks*     | Northside       |
| Dallas*        | Pharr-San Juan- |
| Ector County   | Alamo*          |
| El Paso        | Richardson      |
| Fort Bend      | Round Rock      |
| Fort Worth     | San Angelo      |
| Garland        | San Antonio     |
| Harlingen      | Socorro         |
| Houston*       | Spring Branch*  |
| Humble         | Tyler*          |
| Hurst-Eules-   | United          |
| Bedford        | Waco            |

\* Members of TSA Board of Directors

TEXASSCHOOLALLIANCE.ORG

The Texas School Alliance (TSA) believes that the public education accountability system needs improvement, not abandonment. The system must be predicated upon a clear statement of its purpose. The system should be designed in a way that satisfies federal requirements as it moves all students towards postsecondary readiness. The system must align supports, interventions and sanctions — in that order — to restore credibility and renew general acceptance of accountability. The system also must maintain or improve its fairness, transparency, and utility via improved reporting of results, without the use of letter grades as ratings. The member districts of the Texas School Alliance seek to restore a positive focus on student learning by mitigating overreliance on state assessments and by promoting students' access to higher education.

## 1

### **Define the purpose(s) of the state accountability system in law.**

TSA believes that the purposes of public education accountability are to provide actionable information to improve all students' postsecondary readiness, close gaps in postsecondary readiness among student groups, and sustain continuous system improvement.

- The purpose of the current state accountability system is unknown and/or unclear. Is it to improve teaching and learning? Comply with federal accountability? Identify the lowest performing schools? Verify if public education is adding value? To determine if Texas is among the top 10 states in the nation, in terms of college readiness?
- The federal Every Student Succeeds Act (ESSA) has a clear purpose and accountability is understood as informing that purpose: "The purpose of Title 1 of the ESEA is to provide all children significant opportunity to receive a fair, equitable, and high quality education, and to close educational achievement gaps."

## 2

### **Align the state and federal assessment and accountability systems.**

TSA is not alone in this recommendation; see also Recommendation #6 in the final report of the [Texas Commission on Next Generation Assessments and Accountability](#), and Goal #2 of the [Texas Education Agency's Strategic Plan](#).

(continued on reverse)

## **CONTINUED: Align the state and federal assessment and accountability systems.**

Reduce state academic assessments to those required in ESSA: Reading/ELA and Mathematics annually in grades 3-8 and at least once in grades 9-12; and Science annually in the specified grade spans. Include the following features:

- Eliminate “double-testing” of students enrolled in middle schools while completing courses for high school credit;
- Allow districts to substitute ‘nationally recognized’ tests for state-developed assessments and consistently give credit in each of the indices / domains for substitute scores; and
- Determine if changes are needed to provisions in SB 149 given changes in the testing program.

### **3**

#### **Align supports, interventions and sanctions — in that order — to restore credibility, promote shared responsibility for outcomes and renew acceptance of the accountability system.**

- Provide aligned support and training to public school educators, including professional development, access to instructional resources, and a reduction in the number of TEKS.
- Streamline sanctions, reduce overdependence on state assessment data and provide aligned, targeted supports and interventions for struggling students and campuses, including all of the following:
  - Make the provisions for individual graduation committees (IGCs) in SB 149 permanent until such time as graduation examination requirements may change; extend similar provisions to TAKS graduates, per Recommendation #9 of the Texas Commission on Next Generation Assessments and Accountability.
  - Include explicit reference to community schools as a turnaround option.
  - Synchronize release of final academic and financial ratings.
  - Require state oversight for a school rated as unacceptable only for the school year following that unacceptable rating.

- Limit the state’s assignment of boards of managers to districts with egregious accountability issues.
- Eliminate high stakes testing for students in grades five and eight; continue to require delivery of accelerated instruction for any students who need it.
- Eliminate requirements for costly, external professional service providers (PSPs) as leaders of school intervention teams; districts should have both control over and accountability for the supports given to struggling schools.

### **4**

#### **Maintain current ratings labels of Met Standard and Improvement Required\*, and improve state data reporting to ensure fairness, transparency and especially the utility of accountability system results.**

Include weighted demographic / contextual data in campus and district accountability evaluations.

- Redefine the “non-mobile” subset based on individual students’ continuous enrollment and weight results accordingly.
- Employ the use of a Campus Performance Needs Index (CPNI) as a better measure of student need and educational disadvantage, beyond the usual metric of free and reduced-price meals. The CPNI could be used to weight the individual domain scores or the total score.

*\* TSA member districts oppose the use of single-letter grades as ratings, but understand that a summary rating of some kind may be required by regulations under ESSA. In that case, TSA supports the more balanced approach of reporting ratings separately for each domain, in addition to the summary rating.*





September 21, 2018

**PRESIDENT**

Alief ISD  
Mr. HD Chambers

**PRESIDENT-ELECT**

Hurst-Euless-Bedford ISD  
Mr. Steve Chapman

**VICE PRESIDENT**

Northside ISD  
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**TREASURER**

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**MEMBER DISTRICTS**

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San Angelo\*  
San Antonio  
Socorro  
Spring Branch\*  
Tyler\*  
United  
Waco

\*TSA Board Members

Mike Morath, Commissioner  
Texas Education Agency  
701 N. Congress Avenue  
Austin, TX 78701-1494

*Re: Proposed Amendment to 19 TAC §101.3011, Implementation and Administration of Academic Content Area Assessment Instruments*

Dear Commissioner Morath,

The 37 member districts of the Texas School Alliance (TSA) appreciate the opportunity to comment on the proposed rule, 19 TAC §[101.3011](#), which would 1) require school districts to use the SAT or ACT to fulfill federal high school assessment requirements for students who took the STAAR Algebra I EOC assessment or both the STAAR English I and English II EOC assessments prior to high school; and 2) require local school districts to bear the estimated cost of \$5.4 million to administer these assessments.

TSA **agrees** with the proposed rule to use the SAT or ACT to meet federal high school assessment requirements for students who took these specific STAAR EOC examinations prior to high school. This provides much needed flexibility for students testing above their enrolled grade level.

However, TSA **strongly disagrees** with the proposed rule, which would require districts to pay for these high school assessments in order to comply with federal law, for the reasons listed below:

- To the extent that the Texas Education Agency (TEA) is requiring ISDs to administer such assessments to comply with federal law, those assessments become a de facto part of the assessment program and available federal funds should be used to cover the expense.
- There is a rider governing the state's assessment system costs: **Rider 12. Student Testing Program.** *"The Commissioner shall use the Federal Funds appropriated above in Strategy B.1.1, Assessment and Accountability System, to cover the cost of developing, administering, and scoring assessment instruments in the student testing program..."* (Emphasis added.)
- The Texas Legislature has appropriated \$78.5 million each year for the student testing program. (Source: Strategy B.1.1, Assessment and Accountability System.)
- The TEA is responsible for paying **state-required** assessment expenses from appropriated funds. Specifically, TEC §39.031 states, *"The cost of preparing, administering, or grading the assessment instruments and releasing the question and answer keys under Section 39.023(e) shall be paid from amounts appropriated to the agency."* (Emphasis added.)



State and federal law do not place the responsibility for funding the assessment system on the school districts. It is the duty of the TEA to seek sufficient funds from the Legislature to pay for the assessment program. Placing this unfunded burden on school districts is unwarranted, sets an unfortunate precedent, and is not the best solution.

**Proposed Solutions:** TEA should use the existing \$78.5 million appropriation to pay the estimated \$5.4 million cost of administering the SAT or ACT to the 109,000 students who took STAAR Algebra I or STAAR English I and English II prior to high school. TEA also should ask for an increase in the Agency's Legislative Appropriations Request (LAR) for future administrations.

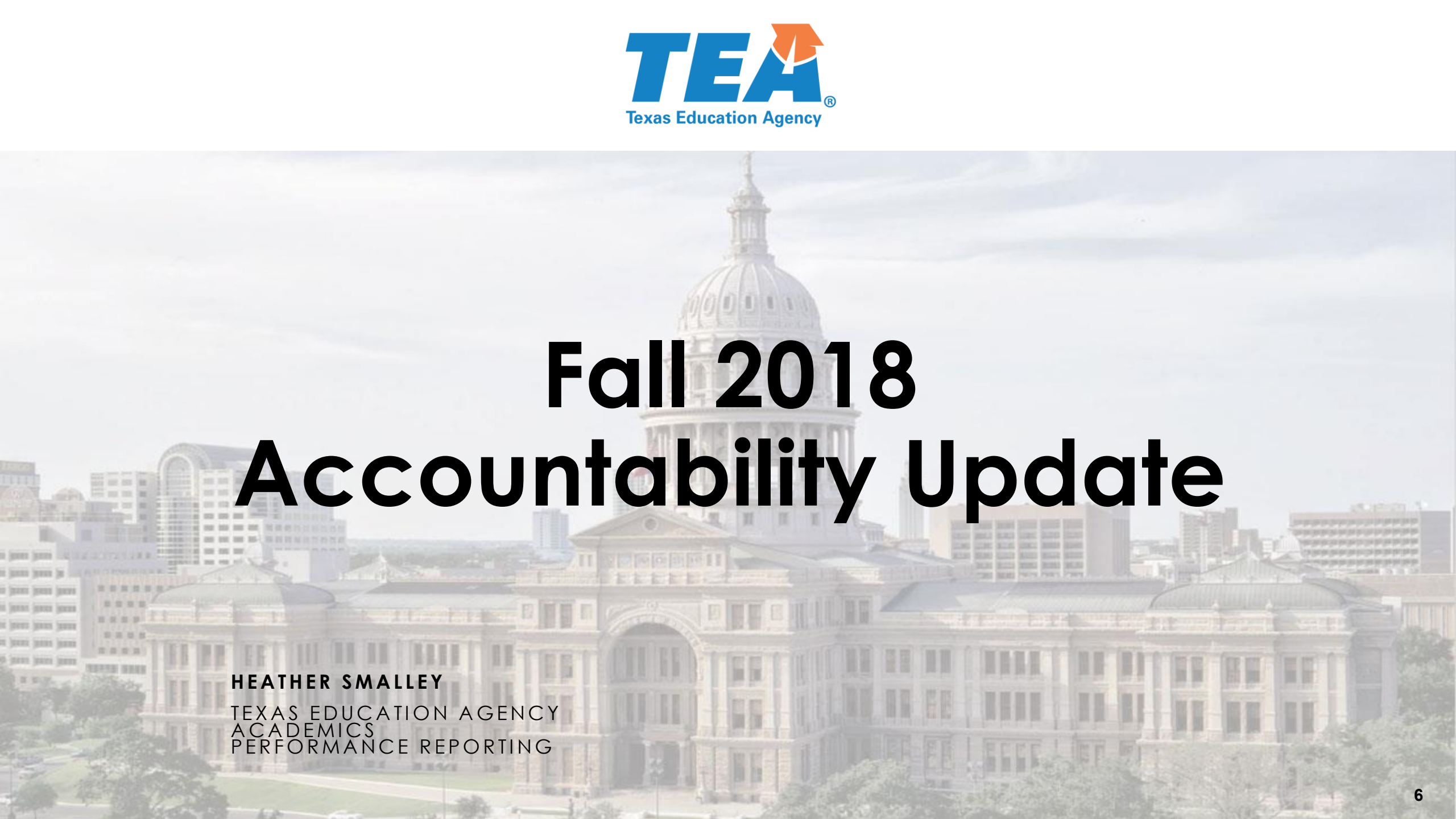
Thank you again for the opportunity to comment on the proposed rule. TSA member districts would be happy to discuss the proposed revisions with you and to serve as a resource to Agency staff as you move through the rule adoption process.

Sincerely,

A handwritten signature in black ink that reads "HD Chambers". The signature is written in a cursive style with a large, stylized "H" and "D" at the beginning.

HD Chambers, President, Texas School Alliance  
Superintendent, Alief Independent School District

The Texas School Alliance (TSA) comprises 37 of Texas' largest school districts, serving over 2 million students or nearly 40 percent of the state's total pupil enrollment. Our students represent 44 percent of the state's economically disadvantaged student population, 52 percent of its English Language Learners, 45 percent of all at-risk students, and 38 percent of all Early College High School students in the state. The organization works on issues that will improve educational quality for Texas students, particularly those in large and urban districts.

The background of the slide is a faded, wide-angle photograph of the Texas State Capitol building in Austin. The building's iconic dome is the central focus, with its classical architecture featuring columns and arches. The surrounding city skyline is visible in the background under a cloudy sky.

# Fall 2018 Accountability Update

**HEATHER SMALLEY**

TEXAS EDUCATION AGENCY  
ACADEMICS  
PERFORMANCE REPORTING

# 2018 Accountability Outcomes

## Districts and Open-Enrollment Charter Schools

| District Accountability Rating               | Count | Percentage |
|----------------------------------------------|-------|------------|
| <b>A</b>                                     | 153   | 12.8%      |
| <b>B</b>                                     | 356   | 29.7%      |
| <b>C</b>                                     | 247   | 20.6%      |
| <b>D</b>                                     | 57    | 4.8%       |
| <b>F</b>                                     | 16    | 1.3%       |
| <b>Met Standard/Met Alternative Standard</b> | 254   | 21.2%      |
| <b>Improvement Required</b>                  | 12    | 1.0%       |
| <b>Not Rated</b>                             | 12    | 1.0%       |
| <b>Not Rated: Data Integrity Issues</b>      | 1     | 0.1%       |
| <b>Not Rated: Harvey Provision</b>           | 92    | 7.7%       |
| <b>Totals</b>                                | 1,200 | 100%       |

## Open-Enrollment Charter Schools

| District Accountability Rating               | Count | Percentage |
|----------------------------------------------|-------|------------|
| <b>A</b>                                     | 32    | 18.1%      |
| <b>B</b>                                     | 22    | 12.4%      |
| <b>C</b>                                     | 15    | 8.5%       |
| <b>D</b>                                     | 11    | 6.2%       |
| <b>F</b>                                     | 7     | 4.0%       |
| <b>Met Standard/Met Alternative Standard</b> | 56    | 31.6%      |
| <b>Improvement Required</b>                  | 7     | 4.0%       |
| <b>Not Rated</b>                             | 10    | 5.6%       |
| <b>Not Rated: Harvey Provision</b>           | 17    | 7.7%       |
| <b>Totals</b>                                | 177   | 100%       |

## Campuses

| Campus Accountability Rating                 | Count | Percentage |
|----------------------------------------------|-------|------------|
| <i>Met Standard/Met Alternative Standard</i> | 7,818 | 89.3%      |
| <i>Improvement Required</i>                  | 349   | 4.0%       |
| <i>Not Rated</i>                             | 505   | 5.8%       |
| <i>Not Rated: Data Integrity Issues</i>      | 1     | 0.0%       |
| <i>Not Rated: Harvey Provision</i>           | 86    | 1.0%       |
| <b>Totals</b>                                | 8,759 | 100%       |

## Comprehensive Support and Improvement

- 336 campuses were identified for Comprehensive Support and Improvement. 66 of these campuses were identified due to a federal graduation rate <67% for the all students group.

## Additional Targeted Support

- 4,346 campuses were identified for Additional Targeted Support.

- An A-F “What if” report must be provided to the Texas Legislature by January 1, 2019.
- The report must include overall and domain ratings each campus would have received for 2017–18 and the correlation between ratings and the following student characteristics:
  - Students qualifying for the free or reduced-price meals
  - Students of limited English proficiency
  - Race/ethnicity
  - Socioeconomic status

# 2018 Appeals

# 2018 Appeals Timeline

| Date                       | Activity                                                                                                                                                                                                                                                                                              |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August 14–<br>September 14 | <i>2018 Appeals Window.</i> Appeals may be submitted by the superintendent or chief operating officer once ratings are released. Districts and charter schools register their intent to appeal using the TEASE Accountability application and mail their appeal letter with supporting documentation. |
| September 14               | <i>Appeals Deadline.</i> Appeals must be postmarked or hand-delivered no later than September 14, 2018, 5:00 p.m. CDT, to be considered.                                                                                                                                                              |
| December                   | <i>Decisions Released.</i> Commissioner's decisions are mailed in the form of response letters to each district and charter school that filed an appeal by the September 14 deadline. Letters are also posted to the TEASE Accountability application.                                                |
| December                   | <i>Ratings Update.</i> The outcomes of all appeals are reflected in the ratings update scheduled for December 2018. The TEASE and public websites are updated.                                                                                                                                        |

- Districts and charter schools may appeal for any reason. However, the accountability system requires that the rules be applied uniformly. Therefore, requests for exceptions to the rules for a district, charter school, or campus are viewed unfavorably and will most likely be denied.
- Districts and charter schools may appeal any overall or domain rating and any campus overall or domain rating of *Improvement Required*.
- The basis for appeals should be a data or calculation error attributable to TEA, an ESC, or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district.

## 2018 Special Circumstance Appeals

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- *Rescoring.* If a district or charter school requests its writing results be rescored and the rescored results impact the rating, the district or charter school must provide a copy of the dated request to the testing contractor(s) and the outcome of the rescored tests with the appeal. These appeals are necessary because rescored results may not be processed in time to be included in the assessment data used to determine the accountability ratings released by August 15, 2018.
- *Other Issues.* If other serious issues are found, copies of correspondence with the testing contractor(s), the regional ESC, or TEA should be provided with the appeal.

## Distinction Designations

- Decisions regarding distinction designations cannot be appealed. Indicators for distinctions are reported for most districts, charter schools, and campuses regardless of eligibility for a designation.
- Districts and charter schools receiving an *F* rating and campuses rated *Improvement Required* are not eligible for a distinction. However, a district or campus that appeals an unfavorable rating will automatically receive any distinction designation earned if its appeal is granted and its rating is revised to *A–D* or *Met Standard*.

# Texas Academic Performance Report (TAPR) System

# Texas Academic Performance Report (TAPR)

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- The preliminary TAPR will be released on TEASE and the TEA public website in November.
- The PDF version of the TAPR will be scaled back to only include major data points.
- In addition to the PDF version, a comprehensive online system, similar to the Texas Performance Reporting System (TPRS) will be available.
- The TPRS will no longer be produced; the comprehensive online TAPR system will replace it.
- Data will be added to the online system as it becomes available. Sign up for the PR listserv for updates.

# 2019 Accountability Development

# Accountability Advisory Committees

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- Advisory committees will meet in October and November 2018 to discuss key provisions of the 2019 accountability system.
- Key topics include
  - The use of substitute assessments
  - Development of future indicators (i.e., a pathway of CTE courses leading to an industry-based certification, OnRamps, composite of indicators, etc.)
  - The English learner progress measure
  - ESSA and SAT/ACT
  - The use of the best SAT/ACT result
  - COE distinction designations and badges
  - The collection and use of enrollment type data
  - Minor tweaks to AEA methodology

## 2019 Distinction Designations

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- Indicators evaluated in 2018 for each distinction designation will likely continue to be evaluated in 2019, based on recommendations from accountability advisory groups.
- In addition, COE distinction designations and accountability badges are expected to be developed and awarded beginning in 2019.



## Resources

- <http://tea.texas.gov/A-F>
- <https://tea.texas.gov/perfreport/resources/index.html>

Sign up for the Performance Reporting weekly bulletin:



- **Performance Reporting Home Page**  
<http://tea.texas.gov/accountability/>
- **TEA ESSA Page**  
<https://tea.texas.gov/ESSA/>
- **Local Accountability Systems Feedback Email**  
[feedbackLAS@tea.texas.gov](mailto:feedbackLAS@tea.texas.gov)
- **Performance Reporting Email**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- **Performance Reporting Telephone**  
(512) 463-9704

**33. How do districts collect, report, and document that a student has enlisted or intends to enlist in the U.S. Armed Forces for College, Career, and Military Readiness?**

Each district decides how to collect and document this indicator. Documentation may include a senior survey, contact with a local recruiter, or any other method. Each district must maintain supporting documentation which may be subject to audit by the agency.

Each fall districts report military enlistment for the graduating class from the previous year in the TSDS PEIMS submission. Districts use Element ID E1589 to indicate whether students enlisted in or intended to enlist in the U.S. Armed Forces. The data may be updated any time until the January resubmission deadline. This element was reported for the first time in the fall 2017 TSDS PEIMS collection for 2017 graduates.

**34. We give every student the Armed Services Vocational Aptitude Battery (ASVAB). Can we code every student as intending to enlist in the U.S. Armed Forces?**

While the ASVAB may be part of the documentation a district uses to document military enlistment, a student taking an ASVAB, with no other supporting documentation, may not necessarily indicate the intent to enlist.

Source: TEA 2018 Accountability FAQs as of 9-27-18

<https://tea.texas.gov/perfreport/account/2018/faq.html#q31>

Just a question – why wouldn't Algebra II performance/participation be acceptable to satisfy requirements of the federal accountability system? That is a no-cost to the district option already. I wonder why that wasn't built in to the ESSA plan?

### **This Week's FAQ**

**August 31, 2018**

*In reviewing my College, Career, and Military Readiness (CCMR) data table and student listings, I've noticed that we did not receive points for students who were TSI exempt because of their Algebra II and English III EOC scores. Why is this?*

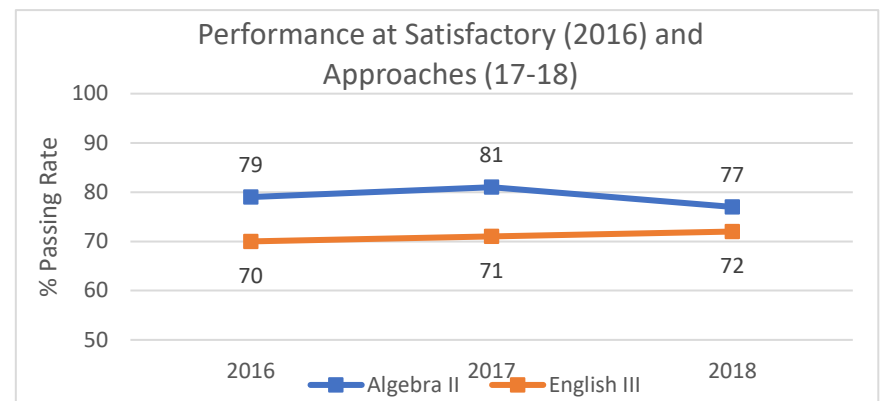
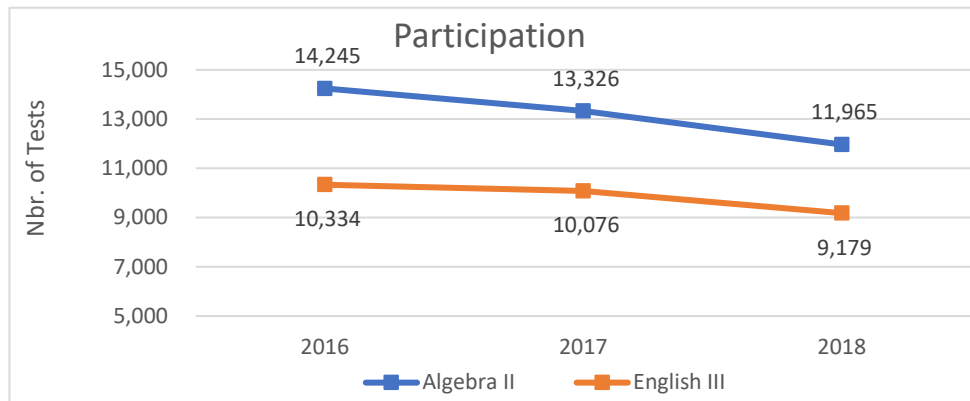
Texas Education Code §39.0238(f)(1) prohibits the use of English III and Algebra II results in state accountability; therefore, they may not be used to credit the CCMR component.

To view more 2018 accountability FAQs, please visit  
<https://tea.texas.gov/perfreport/resources/index.html>.

# Algebra II and English III Participation and Performance 2016-2018

| Algebra II       | 2016                  |                |  |            | 2017                  |              |         |           | 2018                  |              |         |           |
|------------------|-----------------------|----------------|--|------------|-----------------------|--------------|---------|-----------|-----------------------|--------------|---------|-----------|
|                  | STAAR - Number Tested | % Satisfactory |  | % Advanced | STAAR - Number Tested | % Approaches | % Meets | % Masters | STAAR - Number Tested | % Approaches | % Meets | % Masters |
| State            | 14,245                | 79             |  | 18         | 13,326                | 81           | 49      | 23        | 11,965                | 77           | 49      | 25        |
| Hispanic         | 8,786                 | 77             |  | 16         | 8,676                 | 81           | 50      | 24        | 8,355                 | 78           | 49      | 25        |
| African American | 1,081                 | 68             |  | 9          | 1,395                 | 65           | 27      | 10        | 905                   | 61           | 30      | 12        |
| White            | 3,854                 | 86             |  | 22         | 2,842                 | 85           | 53      | 26        | 2,344                 | 80           | 52      | 26        |
| Econ. Disadv.    | 7,982                 | 75             |  | 15         | 8,348                 | 79           | 47      | 21        | 7,899                 | 75           | 46      | 22        |
| Current ELL      | 848                   | 56             |  | 7          | 1,031                 | 68           | 36      | 14        | 1,346                 | 65           | 32      | 12        |
| SPED             | 401                   | 42             |  | 3          | 479                   | 45           | 16      | 4         | 440                   | 36           | 12      | 5         |

| English III      | 2016                  |                |  |            | 2017                  |              |         |           | 2018                  |              |         |           |
|------------------|-----------------------|----------------|--|------------|-----------------------|--------------|---------|-----------|-----------------------|--------------|---------|-----------|
|                  | STAAR - Number Tested | % Satisfactory |  | % Advanced | STAAR - Number Tested | % Approaches | % Meets | % Masters | STAAR - Number Tested | % Approaches | % Meets | % Masters |
| State            | 10,334                | 70             |  | 13         | 10,076                | 71           | 51      | 11        | 9,179                 | 72           | 55      | 13        |
| Hispanic         | 7,186                 | 69             |  | 13         | 7,168                 | 72           | 51      | 11        | 7,015                 | 73           | 55      | 12        |
| African American | 789                   | 59             |  | 9          | 1,317                 | 58           | 37      | 6         | 806                   | 66           | 48      | 10        |
| White            | 2,134                 | 75             |  | 17         | 1,407                 | 77           | 61      | 17        | 1,178                 | 73           | 59      | 17        |
| Econ. Disadv.    | 6,795                 | 67             |  | 11         | 7,250                 | 69           | 48      | 9         | 6,936                 | 71           | 53      | 11        |
| Current ELL      | 803                   | 32             |  | 1          | 889                   | 35           | 15      | 0         | 1,151                 | 42           | 23      | 2         |
| SPED             | 608                   | 19             |  | 1          | 658                   | 20           | 9       | 1         | 519                   | 24           | 9       | 1         |



| CSHB 22<br>(as filed)                 | Student Achievement Domain<br>MUST INCLUDE Standardized Tests + Additional Achievement Indicators that are <u>Not</u> Tests                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | School Progress Domain<br><b>MUST INCLUDE</b> Student Growth + Comparable Campus Growth + Additional Progress Indicators that are <u>Not</u> Tests                                                                                                                                                                                                                                                                                                                                                                                                                    | School Climate Domain<br><b>MUST INCLUDE</b> CaSe + Climate Survey + Additional Climate Indicators                                                                                                                                                                                                                                                                       |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High School Metrics:                  | <ol style="list-style-type: none"><li><b>Standardized Tests:</b><ul style="list-style-type: none"><li>5 STAAR EOCs</li><li>Locally Selected Alternative Assessments which could include: TSIA, SAT, ACT, PSAT, AP/IB, CLEP</li></ul></li><li><b>Additional Achievement Indicators:</b><ul style="list-style-type: none"><li>Dual course credits</li><li>Certifications, Licensures, and Military</li><li>Successful completion of college prep Math &amp; ELA courses (passing these classes = passing TSI and students can take credit bearing courses)</li><li>Graduation Rates</li><li>Grad Plan Rates for Distinguished Level of Achievement</li><li>Associates degrees earned in HS</li></ul></li></ol>                                                                                                                                                                                                                                                | <ol style="list-style-type: none"><li><b>Student growth rates on Standardized Tests: STAAR and TELPAS</b></li><li><b>Performance Compared to Similar Campuses</b><br/><b>Specifies comparable school criteria</b></li><li><b>Additional School Progress Indicators:</b><ul style="list-style-type: none"><li>AP/SAT/ACT/PSAT/PreACT participation rates</li><li>9<sup>th</sup> gr. credit accumulation – on track to graduate with cohort</li><li>Students who complete varied, rigorous, and relevant courses that lead to postsecondary success</li></ul></li></ol> | <ol style="list-style-type: none"><li><b>CaSE – accounts for at least 50% of the domain rating</b></li><li><b>Graduation Plan – endorsement rates</b></li><li><b>CTE or Fine Arts sequence course completion rates</b></li><li><b>Climate Survey – includes students, parents, and educators</b></li></ol>                                                               |
| Elementary AND Middle School Metrics: | <ol style="list-style-type: none"><li><b>Standardized Tests:</b><ul style="list-style-type: none"><li>STAAR in gr. 3-8</li><li>MS – AP/IB, PLAN, PSAT or similar locally selected alternative assessments</li></ul></li><li><b>Additional Achievement Indicators:</b><ul style="list-style-type: none"><li>MS – dropout rates</li></ul></li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ol style="list-style-type: none"><li><b>Student growth rates on Standardized Tests: STAAR and TELPAS</b></li><li><b>Performance Compared to Similar Campuses</b></li><li><b>Additional Progress Indicators:</b><ul style="list-style-type: none"><li>MS - AP/SAT/ACT/PSAT participation rates</li><li>Students who complete varied, rigorous, and relevant courses that lead to postsecondary success</li><li>1<sup>st</sup> thru 8<sup>th</sup> gr. promotion rates</li></ul></li></ol>                                                                             | <ol style="list-style-type: none"><li><b>CaSe – accounts for at least 50% of the domain rating</b></li><li><b>Elementary Literacy and Math Academy participation rates</b></li><li><b>Full day Pre-K participation rates</b></li><li><b>Climate Survey - includes students, parents, and educators</b></li></ol>                                                         |
| Additional All Level Metrics:         | <b>Additional Achievement Indicators:</b> <ul style="list-style-type: none"><li>“Enrichment” course completion rates for fine arts, P.E., and second language acquisition</li><li>Extra-curricular participation rates – including UIL (academic, fine arts, athletic), clubs (i.e. foreign language, chess, robotics, etc.) and other extra-curricular activities.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Additional Progress Indicators:</b> <ul style="list-style-type: none"><li>ELL reclassification rates – <b>c/s language clarifies “and complying with any rule adopted by the commissioner regarding the development of proficiency in more than one language.”</b></li></ul>                                                                                                                                                                                                                                                                                       | <b>Additional Climate Indicators:</b> <ul style="list-style-type: none"><li>Postsecondary readiness course completion rates for econ. disadv. students (i.e. AVID)</li><li>Teacher quality indicators – <b>not more than 25% based on student performance on assessments</b></li><li>Health and wellness indicators</li><li><b>Removes chronic absenteeism</b></li></ul> |
| KEY FEATURES:                         | <div>- Keeps A-F letter grades for each domain      - NO Overall Rating</div> <div>- STAAR limited to 50% of overall score in Domains 1 and 2</div> <div>- Safeguard for progress in high-performing campuses/districts/<b>students</b></div> <div>- Postpones implementation until 2019 and TEA provides a 2<sup>nd</sup> and 3<sup>rd</sup> model</div> <div>- Revises PEG eligibility</div> <div>- <b>MUST disaggregate data by race, ethnicity, and SES</b></div> <div>- NO need for domain weights because there is not an overall rating calculation</div> <div>- Differentiates between Ds and Fs</div> <div>- <b>Commissioner may only adjust ratings UP one level – not lower</b></div> <div>- <b>Continuously enrolled student performance included in the TEA models</b></div> <div>- <b>Clarifies that the current accountability system remains until 2019</b></div> <div>- <b>Sanctions based on School Progress Domain performance</b></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                          |

# Texas top-ranked high schools don't prepare most kids for college, data shows

Alejandra Matos\_Sep. 28, 2018 Updated: Sep. 30, 2018 9:14 a.m.



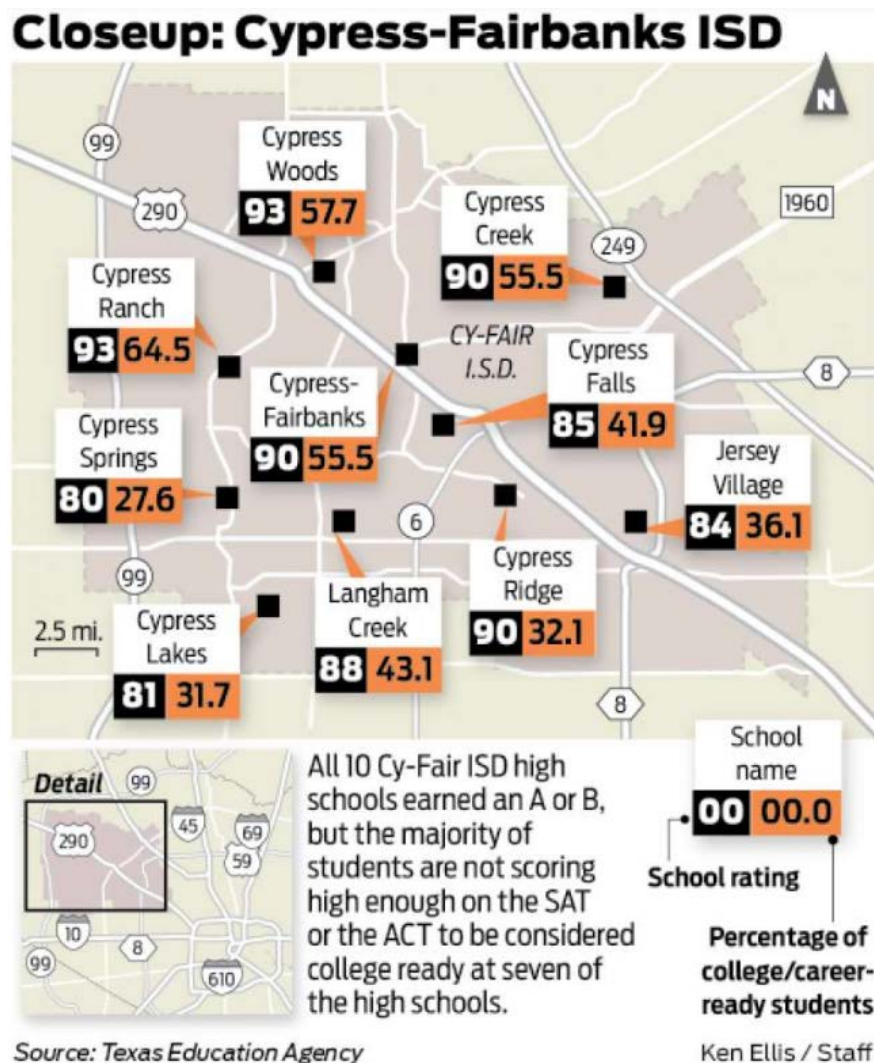
A majority of students at the top-rated high schools in Texas are likely to need remedial course work when they get to college because they don't score well enough on entrance exams, a Hearst Newspapers analysis of newly released school accountability data shows.

A majority of students at the top-rated high schools in Texas are likely to need remedial course work when they get to college because they don't score well enough on entrance exams, a Hearst Newspapers analysis of newly released school accountability data shows.

More than 900 high schools in the state received the equivalent of an A or B rating from the state last month. But the analysis shows that at two-thirds of those schools, the majority of students are failing to score high enough on the SAT or ACT to be considered "college ready," increasing the chances that they'll need remedial course work in college and jeopardizing their chances of getting a college diploma.

The low number of Texas students who are adequately prepared for college has emerged again as an issue as state lawmakers study education funding this fall, in preparation for the Legislative Session, which starts in January. At a meeting Tuesday, education committee chairman Sen. Larry Taylor, R-Friendswood, and Rep. Dan

Huberty, R-Houston, recommended giving more money to schools for each student who scores college-ready on the entrance exams.



Another group of lawmakers studying the performance of Texas schools, including Rep. Diego Bernal, D-San Antonio, recommended that Texas do away with the STAAR test, the state standardized exam, and instead use the SAT or ACT to hold high schools accountable.

The state's top education official says Texas is steadily raising the bar for what students are expected to learn, and schools are improving.

But education experts say the combination of high ratings and low college readiness scores exposes a major flaw in the state's accountability system. They say the gap is proof that lawmakers are placing too much emphasis on improving scores on the STAAR and high school graduation rates, rather than on preparing students for what happens after they finish high school.

“To get an A means this school is doing a good job of getting an increasing number, and a majority number, of its students ready for the next stage in life,” said Sandy Kress, a former senior adviser for George W. Bush and one of the architects of No Child Left Behind, the law that brought accountability ratings to schools across the country. “You have no business getting an A if you can’t tell me that.”

Some schools, especially in rural areas, may focus more on preparing students for careers after high school, rather than college.

But Hearst Newspapers also analyzed career-readiness data, which includes students enlisting in the military or receiving an industry certificate. Of the schools earning the state’s top ratings, none was preparing the majority of its students for careers after high school. The highest percentage was in Cumby High School, about 65 miles northeast of Dallas. Thirty-nine percent of its students met career standards. About 3 percent tested at a college-ready level.

Low college graduation rates and career attainment have troubled lawmakers in Texas for years. They set a goal in 2015 that by 2030, 60 percent of Texas high school graduates would earn an industry certificate or a post-secondary degree within six years. The state has a long way to go — only 25 percent of students from the class of 2009 met that goal.

Texas Education Commissioner Mike Morath declined to be interviewed and did not respond to questions sent by email, instead releasing a statement:

“Well-rounded college and career readiness measures have been added to the A-F system for the first time, which reflects a substantial increase in expectations for our schools and our students,” Morath said. “Over time, this additional focus will result in more kids being well prepared for college and career coming out of our high schools.”

Students are “college ready” if they score at least a 530 on the math portion of the SAT and a 480 on the reading and writing portion, according to TEA documents. The top score is 800 for each portion of the test. Student taking the ACT need a 23 composite score, out of a top score of 36, and at least a 19 on the math and reading portion.

Students who don’t hit those marks can still get into college, but the measure can predict how well they will perform in freshman writing and math courses. Some students may be admitted, but they’ll have to take remedial courses, which do not count toward graduation and are expensive, increasing tuition costs and potentially delaying graduation.

## **Testing that matters**

In San Antonio’s Northside ISD, eight schools earned an A or B overall rating from the state. Half of those are preparing less than 40 percent of their students to be college ready, based on SAT and ACT scores.

Debbie Ritchey's son and daughter attended Northside schools, and she remembers being troubled by how many state-mandated exams they had to take. Now that they've both graduated from college, she wishes their high school would have focused more on preparing them for the SAT or ACT, rather than making them take tests that are rarely considered by colleges. Both had to take the college entrance exams multiple times before getting the scores that gave them the best chance of admission and scholarship opportunities.

"If you teach them correctly, and you have the best teachers in there, they should be able to take those ACT and SAT tests and do fine getting into college," Ritchey said.

Her daughter, Emily, graduated from Stevens High School in 2008 and was required to take a summer math course before enrolling at Texas State University in San Marcos. Still, Emily graduated college within four years and is now a teacher. Ritchey's son required no remedial work and made it through college in four years as well.

At Cypress-Fairbanks ISD outside Houston, the third-largest district in the state, all 10 high schools earned an "A" or "B." But the majority of students at seven of the schools are not scoring high enough on the SAT or the ACT to be considered college ready.

Cypress Creek High School, for example, earned an 86, the equivalent of a B, but less than 40 percent of students are meeting college-readiness standards. Jersey Village High School also received a B, but only 36 percent of students are college ready.

Nikki Cowart, a parent with children in Jersey Village High School, said she was shocked to hear seven high schools at Cy-Fair high schools had high percentages of students who didn't meet college-readiness requirements. She is very happy with the education her children are getting there.

"It's not indicative of what I am seeing," Cowart said.

Her son Landon was enrolled in an ACT prep course at Jersey Village, which helped him get into the C.T. Bauer College of Business at the University of Houston this fall. She said he is doing very well in his course work so far.

spokeswoman for Cy-Fair ISD said the district is working to increase college readiness. The district pays for all juniors to take the ACT. The district is also increasing its dual-credit offerings, giving students a chance to take community college courses that also earn them high school credits, said Leslie Francis, the spokeswoman.

### **'Afraid to be honest'**

The new accountability system, which debuted this summer, gives school districts and campuses letter grades that are designed to make it easy to understand if a school is meeting expectations. But the system gives schools a lot of credit for improvement on state standardized exams, graduation rates and other measures that may not predict how well

students will do in college. A parent may see an A on a campus report and not dig deeper into the data, which may show that students are not scoring high enough on college exams to avoid remedial course work.

Kress and others say the state needs to be upfront with parents if high schools are not preparing the majority of students for college and career. While they agree the new accountability system has improved, they recommend the state give greater weight to SAT or ACT scores so that parents know if a school is underperforming.

“In Texas, we have a long history of failing to call it what it is,” Kress said. “We are afraid to be honest about evaluation. In this case, we really do our kids a disservice by over-grading schools, especially when they are coming out of our schools not ready for college and career.”

The Commission on Public School Finance, a group of lawmakers and educators studying how to better fund schools, recently discovered that students lose loan and Pell Grant money to pay for remedial English or math classes that do not count for credit.

At a meeting Tuesday, a working group of the legislative committee examining state education spending recommended an incentive program offering more money to schools whose graduates receive an industry-accepted certificate, enlist in the military or enroll in college without needing remedial courses. The state could also offer more money to schools that achieve those goals for low-income students. The working group also said school staff need to help more students fill out financial aid forms when they apply for college because Texas forgoes more than \$500 million in federal Pell Grants annually because students don’t apply for them. Unlike student loans, the grants don’t need to be paid back.

“We lose a ton of kids (between high school and post-secondary),” said Todd Williams, a member of the work group and the education policy adviser to Dallas Mayor Mike Rawlings. “High schools are incentivized to graduate kids, per the accountability system, but they are not historically incentivized for them to be ready to access the next level. We need to figure that out.”

*alejandra.matos@chron.com*

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### **How we did this story**

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Hearst Newspapers analyzed school accountability data from the Texas Education Agency for the 2017-2018 school year.

We identified the high schools that received a score equivalent to an A or B. We then looked at the measure that identifies what percentage of students scored at or above the college-ready level on the SAT, ACT or Texas Success Initiative Assessment. We also looked at the measure that identifies how many students met career-aligned goals in order to gauge how well schools are preparing students for both college and career.

Finally, for schools that received A’s and B’s, we determined if the percentage of students scoring college-ready or meeting career standards.

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# EXAMPLE ECHS STATUS REPORT



Commissioner Mike Morath

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## 2018-2019 Early College High School Designation Status Report Designation: Early College

ECHS Name: [REDACTED] EARLY COLLEGE H S  
CDC Number: [REDACTED]  
District Name: HOUSTON ISD

| Requirements                                                                       | Outcome-Based Measure                            | District Percentage | Campus Percentage | Met Outcome-Based Measure |
|------------------------------------------------------------------------------------|--------------------------------------------------|---------------------|-------------------|---------------------------|
| ECHS proportionate to or over-represents at-risk students for incoming 9th graders | No more than 15 percentage points under district | 71.2%               | 36.4%             | NO                        |
| ECHS proportionate to or over-represents African American students                 | No more than 5 percentage points under district  | 23.8%               | 15.9%             | NO                        |
| ECHS proportionate to or over-represents Hispanic students                         | No more than 5 percentage points under district  | 61.4%               | 70.5%             | YES                       |
| ECHS proportionate to or over-represents economically disadvantaged students       | No more than 5 percentage points under district  | 61.4%               | 74.2%             | YES                       |
| ECHS proportionate to or over-represents males                                     | No more than 5 percentage points under district  | 50.7%               | 39.4%             | NO                        |

Results are based on 2017-2018 PEIMS Collection Period 1 (Fall Snapshot) results. For 2018-2019 status, only the Access Outcomes-Based Measures are included due to data availability.

Any OBMs not met will be a focus for technical assistance. To be designated as an Early College, the campus must meet the at-risk indicator requirement and at least three additional target population data indicator requirements. See the Early College High School Blueprint for additional information.

# 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.



**TEXAS  
EARLY COLLEGE  
HIGH SCHOOL**



## Benchmark 1: Target Population

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

### Design Elements

#### All ECHSs must implement and meet the following requirements:

1. The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices; refining and improving them annually based on data reviews.
4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.
5. For admissions, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS.

### Required Activities and Products

#### Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

#### Products:

- Written admission policy and enrollment application
- Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community
- Brochures and marketing in Spanish, English, and/or other relevant language(s)
- Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

## Access Outcomes-Based Measures

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



## Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- States that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
- Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

### Design Elements

**All ECHSs shall develop, sign, and execute a MOU that includes the following components (at a minimum):**

- Courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree
- Curriculum alignment
- Policy for advising students on the transferability of all college credit offered and earned
- Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
- Policy regarding advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associates degree to a bachelor's degree and beyond in their chosen field)
- ECHS students access to the IHE facilities, services and resources
- Policies regarding eligibility of ECHS students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees
- Professional development for ECHS faculty (including both district and IHE faculty/staff)
- Data sharing agreement that includes provisions for:
  - Teacher data such as qualifications
  - Student level data such as credit hours taken and earned; GPA, formative data to assess if student is on track to be successful in college level courses
  - Administration of statewide instruments under TEC Subchapter B, Chapter 39
  - Transportation costs and fees
  - Grading periods and policies
  - Instructional materials
  - Instructional calendar including location of each course that will be offered
  - Student enrollment and attendance policies
  - Provisions for discontinuing ECHS operation and the ensure students previously enrolled will have opportunity to complete their course of study

## Required Activities and Products

### Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.
- Campuses must submit their final signed MOU to TEA when initially applying for early college designation or are provisionally designated.
- ECHS 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).
- ECHS campuses in needs improvement may be required to resubmit their MOU to TEA.

### Products:

- Final, signed, and executed MOU



## Benchmark 3: P-16 Leadership Initiatives

The school district and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leader and individuals with decision-making authority from the district(s) and IHE(s).

### Design Elements

#### All ECHSs must implement and meet the following requirements:

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
  - a. Identify members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
  - b. Annually review the MOU for necessary revisions
  - c. Assume shared responsibility (between the school district and the IHE) for meeting annual outcomes-based measures and providing annual reports to their district and IHE boards, as well as to the public.
  - d. Monitor progress on meeting the Blueprint, including reviewing data to ensure the ECHS is on-track to meet outcomes-based measures
  - e. Guide mid-course corrections as needed
2. The leadership team shall include and meet regularly—in person and/or virtually—with the leaders from the district and IHE who have decision-making authority:  
**District leaders (may include):**
  - Superintendent
  - Assistant superintendent of curriculum and instruction, or equivalent position
  - ECHS principal or director
  - CTE Director (if applicable to the ECHS model)
  - Department Chairs
  - School counselors
  - School-business partners**IHE leaders (may include):**
  - College or university president
  - Provost
  - Department Chairs for core academic disciplines
  - ECHS liaison
3. Sustainability structures shall be identified and implemented to address and minimize the challenges of staff turnover and potential fluctuations in funding.

## Required Activities and Products

### Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

### Products:

- ECHS/IHE leadership meeting agendas and minutes
- School board and board of regents' presentations
- Description of each member and role in committee



## Benchmark 4: Curriculum and Support

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

### Design Elements

#### All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal including alignment of high school and college level courses. This crosswalk must provide pathways to a certification, an associate's degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM). The campus may implement multiple dual enrollment delivery models:
  - a. College courses taught on the college campus by college faculty
  - b. College courses taught on the high school campus by college faculty
  - c. College courses taught on the high school campus by qualified high school faculty
  - d. College courses taught virtually, via distance/online/blended learning
2. The ECHS shall support students in their course of study.
  - a. The ECHS shall provide academic support to the students by personalizing the learning environment in the following ways:
    - Developing individualized student plans for ongoing academic support,
    - Providing tutoring and/or Saturday school for identified students in need of academic supports,
    - Providing advisory and/or college readiness and support time built into the program of study for all students, and
    - Establishing a mentorship program available to all students.
  - b. The ECHS shall provide social and emotional support to the students as needed, including:
    - connections to social services
    - parent outreach and involvement opportunities
  - c. The ECHS shall provide enrichment opportunities, including:
    - A structured program of community service to promote community involvement.
    - Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities.
    - Providing college awareness to current and prospective students and families, including:
      - I. Application assistance,
      - II. Financial aid counseling, and
      - III. College and career counseling.
3. The ECHS shall biannually implement a structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans.

## Required Activities and Products

### Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

### Products:

- 60 college credit hours crosswalk
- Calendar of family outreach events
- Professional learning community agendas and notes
- Advisory/study skills curriculum material
- Master schedules

## Attainment Outcomes-Based Measures

| Data Indicators                                                          | Provisional Early College                                              | Early College                                                        | Distinguished Early College                                         |
|--------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>Requirements</b>                                                      | Must meet college English, college math, and 15 college credit targets | Must meet targets on at least <b>five</b> attainment data indicators | Must meet targets on at least <b>six</b> 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% of students (by the fourth year of implementation)                 | 90% of students                                                      | 100% of students                                                    |
| Completing one college-level math course by end of 11th grade (any)      | 80% of students (by the fourth year of implementation)                 | 90% of students                                                      | 100% of students                                                    |
| Earning 15 college credits (any) by graduation                           | 50% of students (by the fourth year of implementation)                 | 80% of students                                                      | 95% of students                                                     |
| Earning 30 college credits (any) by graduation                           | Not taken into account for designation                                 | 50% of students                                                      | 65% of students                                                     |
| Earning postsecondary degree and/or credential by high school graduation | Not taken into account for designation                                 | 30% of students                                                      | 40% 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                        |



## Benchmark 5: Academic Rigor and Readiness

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted ECHS students to assess college readiness, design individual instructional support plans, and enable students to begin college courses based on their performance on the exam.

### Design Elements

#### All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a TSI assessment to accepted students as early as possible (however, not as a prerequisite for admissions to the ECHS).
  - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
  - b. The ECHS shall publish on their website the dates the TSI will be administered.
  - c. The ECHS shall review TSI testing data, particularly the number/percentage of students who have currently passed each section of the TSI assessment, to ensure the ECHS is on track to meeting outcomes-based measures (see below).
2. The ECHS is a TSI assessment site, or is in the process of becoming a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses and create tailored interventions and individualized instructional plans to improve student readiness and success.
3. The ECHS provides a bridge program (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school and college readiness) to prepare students for TSI and provide academic interventions for those who do not pass TSI.

### Required Activities and Products

#### Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

#### Products:

- Calendar of TSI test administration dates
- Aggregate reports of TSI exam performance
- Tutoring and bridge program schedules
- Bridge program curricula

## Achievement Outcomes-Based Measures

| Data Indicators                                   | Provisional Early College                   | Early College                                              | Distinguished Early College                                       |
|---------------------------------------------------|---------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------|
| <b>Requirements</b>                               | Must meet at least <b>three</b> TSI targets | Must meet at least <b>four</b> achievement data indicators | Must meet at least <b>five</b> 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 <sup>th</sup> grade | Not taken into account for designation      | 85% of students passing                                    | 45% percent of students passing and meeting the advanced standard |
| English II EOC assessment (grades 9-11)           | Not taken into account for designation      | 85% of students passing                                    | 25% percent of students passing and meeting the advanced standard |



## Benchmark 6: School Design

The Early College High School must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with ECHS leader assigned to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

### Design Elements

#### All ECHSs must implement and meet the following:

1. The ECHS location shall be:
  - a. On a college or university campus, or
  - b. In a high school—as a standalone high school campus or in a smaller learning community within a larger high school.
2. ECHS staff shall include:
  - a. An ECHS leader who has scheduling, hiring, and budget autonomy
  - b. 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
  - c. Highly qualified ECHS teachers who work directly with the ECHS students, which may include adjunct high school faculty capable of teaching college-level courses
  - d. 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.
3. The ECHS students shall be cohorted for core classes to the extent possible; this does not exclude non-ECHS students from enrolling in the same class.
4. ECHS shall implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, is based on needs assessment of student data, and includes both high school and dual credit teachers. Professional development should include, but is not limited to:
  - a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an ECHS.
  - b. Provide opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

## Required Activities and Products

### Activities:

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

### Products:

- Mentor/induction program plans
- Annual training or professional development plan with ECHS and IHE faculty
- ECHS leader/liaison meeting agendas and notes