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| <b>DATE:</b>       | <b>February 6, 2020</b>                                                                                                                                                                         |
| <b>SUBJECT:</b>    | <b>Seeking stakeholder feedback-ECHS Blueprint</b>                                                                                                                                              |
| <b>CATEGORY:</b>   | <b>Stakeholder feedback</b>                                                                                                                                                                     |
| <b>NEXT STEPS:</b> | <b>Share with appropriate individuals: district and campus leadership, teachers, counselors, students, families, community members, college and university partners, and business partners.</b> |

Texas Education Agency (TEA) seeks stakeholder feedback on the revised 2020 Early College High School (ECHS) Blueprint.

### Background

Blueprint revisions are a part of TEA's work to revise and unify all College and Career Readiness Models, including ECHS, Pathways in Technology Early College High Schools (P-TECHs), and Texas Science, Technology, Engineering, and Mathematics (T-STEM) campuses. All redesigned blueprints contain clearly defined goals and outcomes to allow greater flexibility for how different schools meet these goals. The expansion and evolution of College and Career Readiness Models offers an opportunity to integrate technical assistance, create efficiencies, spur cross-model learning, and allow for customized support to schools and districts to increase the college and career readiness of their students.

In the fall 2019, TEA launched the ECHS Blueprint revision process. Stakeholder focus groups comprised of ECHS campus and IHE leaders were held. Based on the initial stakeholder feedback, TEA has revised the ECHS Blueprint and is releasing it for public comment.

### How to provide feedback

The revised ECHS Blueprint is available for public comment through Friday, February 28, 2020 at [https://tea.co1.qualtrics.com/jfe/form/SV\\_esTbteuuzzp4qj3](https://tea.co1.qualtrics.com/jfe/form/SV_esTbteuuzzp4qj3). Interested stakeholders are encouraged to review the revised ECHS Blueprint and provide constructive feedback on both design elements and outcomes-based measures (OBMs). The revised draft incorporates feedback from stakeholders gathered during the fall 2019 focus groups and the Blueprint revision survey.

### For Further Information

If you have questions regarding [Early College High School](#), contact us at (512) 936-6060 or [CCRSM@tea.texas.gov](mailto:CCRSM@tea.texas.gov).

### Attachments

[Draft 2020 ECHS Blueprint \(Clean\)](#)  
[Draft 2020 ECHS Blueprint \(Mark-up\)](#)



## **ECHS Blueprint Revision: Public Comment Overview**

Thank you for your participation today in providing feedback on the revised **ECHS Blueprint**. The 2020 **ECHS Blueprint** changes have been made in response to early stakeholder engagement in the fall of 2019. Twenty-one focus groups were held across the state of Texas. Additionally, a survey was open from September 1, 2019 through December 19, 2019, providing various types of stakeholders the opportunity to provide comments regarding each benchmark and outcomes-based measure. We appreciate each individual that took the time to weigh in with recommendations for how we can strengthen this foundational program design document.

Please take a few moments to review the [Draft 2020 ECHS Blueprint \(Clean\)](#) to evaluate how the proposed changes might impact your practice and program implementation before you begin the survey. TEA has also provided a version of this same document that includes all revisions [Draft 2020 ECHS Blueprint \(Mark-Up\)](#). You will find all recommended changes embedded within this survey for your convenience. Note: All deletions made will utilize the strikethrough feature, while all additions have been underlined.

Based on the feedback that TEA receives during the public comment period, additional adjustments may be made. The final version of the 2020 **ECHS Blueprint** will be launched at the **CCRSM Leadership Summit** held on June 12-13 for use in 2020-21.

The public comment period will remain open through February 28, 2020.

If you have any questions or concerns please contact Christine Bailie at [CCRSM@tea.texas.gov](mailto:CCRSM@tea.texas.gov).

# The Early College High School Blueprint

## For 2020-21 and Beyond

### 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 Fidelity of Implementation



At any time, if an ECHS doesn't meet the OBMs, the ECHS may be categorized as needs improvement and will receive targeted assistance and has no more than two years to meet the OBMs or no longer receive designation in order to maintain their ECHS status. If a Distinguished Early College doesn't meet the OBMs, the ECHS will be designated as Early College, given that they meet the Early College OBMs. TEA provides technical assistance to promote implementation of the ECHS model with fidelity. Upon the completion of the Provisional period, a campus must meet the state's Designated OBM criteria. Campuses that meet the Distinguished OBM criteria for all three categories of access, attainment, and achievement will receive Distinguished status. OBMs will be phased in for all ECHSs through 2020-21. Thereafter, OBMs will phase in for opening Provisional ECHSs as the entering cohort of 9th graders advance through graduation.

**TEA is currently in a phase-in process for the new ECHS Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.**



## 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 statute (Texas Education Code (TEC) §29.908) and 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 statute and 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 recommendations, 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).~~ The ECHS and higher education partner(s) shall coordinate activities with feeder middle school(s) to target promotional efforts at priority populations. Enrollment of target student populations should be representative of a district's demographic make-up.
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~~ higher education partners) and target student populations as described in 1 and 2 above and shall 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. Districts are encouraged to standardize lottery practices across campuses implementing the College and Career Readiness School Models.

## 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 lottery procedures (district-level or campus-level)
- Written admission policy and enrollment application
- Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle 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, (e.g., parents, community members, school boards, higher education personnel, etc.)

## Benchmark 2: Partnership Agreement



The Early College High School shall have a current, signed mMemorandum of Understanding (MOU) or similar written agreement 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 and applicability 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~~ a data-sharing agreement that promotes collaborative interventions with and processes for collecting, sharing, and reviewing program and student data to assess the progress of students served by the ECHS.

### Design Elements

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

#### 1. Components that enhance pathway development, including:

- A description of how the goals of the dual credit program align with the statewide goals
- Courses of study, which enables a student to combine high school courses and college-level courses to complete the Texas Core Curriculum and earn either an associate degree or at least 60 semester credit hours toward a baccalaureate degree
- Curriculum alignment for each degree plan with a course equivalency crosswalk equating high school courses with college courses and the number of credits that may be earned for each course completed through the dual credit program
- A pPolicy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
- A pPolicy for advising students on the transferability of all college credit offered and earned to promote transfer success to a four-year institution
- A pPolicy 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)

#### 2. Components that articulate joint policies regarding:

- Respective roles and responsibilities for the campus/LEA and IHE in providing for and ensuring the quality and instructional rigor of the dual credit program
- ECHS students' access to the IHE facilities, services and resources
- Academic supports and guidance that will be provided to students participating in the dual credit program

- Student enrollment and attendance policies
- Grading periods and policies, including academic probation
- Instructional calendar including location of each course that will be offered
- Disability services available to students in compliance with Section 504 of the Rehabilitation Act (Section 504) and the Individuals with Disabilities Education Act (“IDEA”).
- Teacher qualification processes, instructor availability, and course offerings
- Administration of statewide assessments of academic skills (TEC, Subchapter B, Chapter 39)
- Joint professional development for ECHS faculty and college and career advisors (including both district and IHE faculty/staff)
- Provisions for discontinuing ECHS operation and the ensure students previously enrolled will have opportunity to complete their course of study

3. Components that determine how costs will be shared:

- Sources of funding for dual credit courses offered through the program
- Instructional materials to be used and textbook adoption policies
- Transportation costs and fees
- Policies regarding eligibility of ECHS students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees

4. A data sharing agreement that includes provisions for student data provided by the college to the high school, and enables collaborative data sharing on a regular basis to promote student support interventions during the semester and that also includes:

- Teacher data such as qualifications
- Student level data such as credit hours taken and earned; GPA, course enrollment, course dropout, student academic progress, college and career readiness metrics (e.g., SAT/ACT/TSIA scores); and formative regularly updated or real-time data (e.g., 6-/9-week or mid-term grades, attendance)
- Policies for expanding access to student data, such as granting ECHS teachers full instructor access
- ~~Administration of statewide instruments under TEC Subchapter B, Chapter 39~~
- ~~Transportation costs and fees~~

## Required Activities and Products

### Activities:

- MOUs or similar agreements must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to Texas' Statewide Dual Credit Goals
- 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 or similar agreement 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 or similar agreement to TEA.

### Products:

- Final, signed, and executed MOU or similar agreement



### 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 or monthly) 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 (e.g., quarterly or monthly) 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. Assume shared responsibility (between the school district and the IHE) for Annually reviewing the MOU or similar agreement 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 develop long-term strategic priorities for the ECHS program along with a work plan for how to achieve programmatic goals. 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 to execute changes toward this end:

**District leaders (may include):**

- Superintendent
- Assistant superintendent of curriculum and instruction, or equivalent position
- ECHS principal or director
- ECHS liason
- CTE Director (if applicable to the ECHS model)
- Department Chairs
- School counselors
- School-business partners
- Parent representative

**IHE leaders (may include):**

- College or university president
- Provost
- Department Chairs for core academic disciplines
- ECHS liaison
- Advising directors
- Dual credit officers

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
- Documents outlining the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership



## 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 Title 19 of 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 Level 1 and/or Level 2 certificate, certification, an associate 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:~~
2. The campus may implement multiple dual enrollment delivery models, including:
  - 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
3. 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, filing a degree plan, and the attainment of long-term goals
    - Developing robust college advising systems to advance academic progress
    - Developing a process for collaboration to provide an academic bridge across two educational systems
    - Administering interventions as needed, monitoring academic progress with formative data
    - 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:
    1. Application assistance,
    2. Financial aid counseling, and
    3. College and career counseling.
4. The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local articulation agreements for specific courses in partnership with a local college).
5. The ECHS shall biannually implement a structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans. The ECHS shall develop a contingency plan for students off-track for success in the ECHS program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program.

## 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:

- 4-year/60 college credit hours crosswalk aligning high school and college courses
- Calendar of family outreach events
- Professional learning community agendas ~~and notes~~
- Advisory/study skills curriculum material
- Master schedules



## 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 incoming 9th graders 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.
  - a. The ECHS shall provide unlimited opportunities to take the TSI assessment; and
  - b. The ECHS shall leverage diagnostic data to prescribe accelerated instruction to support students.
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 scheduled test administration dates and registration process
- Aggregate reports of TSI exam performance
- Tutoring and bridge program schedules
- Bridge program curriculum



## 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 autonomy for course and instructor scheduling, staff and faculty hiring, and budget development autonomy
  - b. An IHE liaison with decision-making authority ~~and~~ who interacts directly and frequently (in-person or virtually) with the 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 qualified to teach ~~capable of teaching~~ college-level courses
  - d. College advisor(s) who may be provided by, or shared with, the IHE partner ~~Counseling staff who support the ECHS students, through 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.~~
    - Coordinating with the IHE for registration
    - Monitoring of students' high school and college transcripts
    - Monitoring high school and college courses to ensure programmatic requirements for both the high school and the partnering institution are met
    - Providing layered social and emotional supports to students
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 mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an ECHS.
  - 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.
  - Develop ongoing opportunities for joint training among ECHS and higher-education college advisors and faculty (e.g., course requirements and addressing the social and emotional needs of students).
5. ECHS campuses not located on a college or university campus shall provide students with frequent use of IHE academic and support facilities, such as libraries, labs, advising center, career center, cultural facilities, and sports facilities.

### 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~~ informational handouts

## Access Outcomes-Based Measures

~~TEA is currently in a phase in process for the new ECHS Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.~~

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

|                                                                                                    |                                        |                                        |                                       |
|----------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------|---------------------------------------|
| ECHS proportionate to or over-represents <del>ELL and SWDs</del> <b>students with disabilities</b> | Not taken into account for designation | Not taken into account for designation | No more than 5% points under district |
|----------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------|---------------------------------------|

**Data on the following populations historically under-represented in higher education will also be provided in your Outcomes-Based Measures Summary Report:**

- **African American**
- **Hispanic**
- **Male**

**These data are for informational purposes ONLY and are not used to determine an ECHS' designation status.**

## Attainment Outcomes-Based Measures

*TEA is currently in a phase in process for the new ECHS Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.*

| 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                                                                                                                                                                     |
| <del>Grade to grade Persistence by subgroup (weighted) of 9th grade students (and transfers) through ECHS program</del> | Not taken into account for designation                                 | <del>Calculated to ensure the school meets the 4 year graduation target</del><br><u>Percentage of students enrolled in 9<sup>th</sup> grade (or who transfer in the program in grades 10 or 11) who remain at the ECHS campus (TBD)</u> | <del>Calculated to ensure the school meets the 4 year graduation target</del><br><u>Percentage of students enrolled in 9<sup>th</sup> grade (or who transfer in the program in grades 10 or 11) who remain at the ECHS campus (TBD)</u> |
| Completing one college-level English course by end of <del>11<sup>th</sup></del> <u>12<sup>th</sup></u> grade (any)     | 80% of students (by the fourth year of implementation)                 | 90% of students                                                                                                                                                                                                                         | <del>100%</del> <u>95%</u> of students                                                                                                                                                                                                  |
| Completing one college-level math course by end of <del>11<sup>th</sup></del> <u>12<sup>th</sup></u> grade (any)        | 80% of students (by the fourth year of implementation)                 | 90% of students                                                                                                                                                                                                                         | <del>100%</del> <u>95%</u> 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 <u>OR 60+ college credits</u>                  | Not taken into account for designation                                 | 30% of students                                                                                                                                                                                                                         | 40% of students                                                                                                                                                                                                                         |

|                                                                         |                                                   |                                               |                                                 |
|-------------------------------------------------------------------------|---------------------------------------------------|-----------------------------------------------|-------------------------------------------------|
| Graduating high school in 4 years<br>(4-year cohort<br>graduation rate) | Not taken into account for<br>designation         | Meets the statewide 4-year<br>graduation rate | Exceeds the statewide 4-year<br>graduation rate |
| <u>Direct-to-college enrollment into<br/>4-year institution</u>         | <u>Not taken into account for<br/>designation</u> | <u>50% of students</u>                        | <u>65% of students</u>                          |

## Achievement Outcomes-Based Measures

~~TEA is currently in a phase in process for the new ECHS Blueprint. These data are for information and planning purposes only. This information will not be used to determine designation status.~~

| 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 <u>by end of 11th grade</u>          | 65% passing rate                            | 70% passing rate                                                                               | 75% passing rate                                                                                                                                                                                              |
| TSI College Readiness Standards in writing <u>by end of 11th grade</u>          | 75% passing rate                            | 80% passing rate                                                                               | 85% passing rate                                                                                                                                                                                              |
| TSI College Readiness Standards in math <u>by end of 11th grade</u>             | 50% passing rate                            | 60% passing rate                                                                               | 75% passing rate                                                                                                                                                                                              |
| TSI College Readiness Standards in all 3 subjects <u>by end of 11th grade</u>   | 35% passing rate                            | 40% passing rate                                                                               | 50% passing rate                                                                                                                                                                                              |
| Algebra I EOC assessment <del>in 9<sup>th</sup> grade</del> <u>(grades 8-9)</u> | Not taken into account for designation      | <del>85%</del> 90% of students <del>passing</del> <u>achieve Meets Grade Level Performance</u> | <del>45% percent</del> <u>90%</u> of students <del>passing</del> <u>achieve Meets Grade Level Performance</u> <del>and with 45% achieving Masters Grade Level Performance meeting the advanced standard</del> |
| English II EOC assessment (grades 9-11)                                         | Not taken into account for designation      | <del>85%</del> 90% of students <del>passing</del> <u>achieve Meets Grade Level Performance</u> | <del>45% percent</del> <u>90%</u> of students <del>passing</del> <u>achieve Meets Grade Level Performance</u> <del>and with 45% achieving Masters Grade Level Performance meeting the advanced standard</del> |

|             |                                                                                 |
|-------------|---------------------------------------------------------------------------------|
| DATE:       | February 6, 2020                                                                |
| SUBJECT:    | House Bill (HB 3) Implementation: College Preparation Assessment Reimbursements |
| CATEGORY:   | Funding Implications                                                            |
| NEXT STEPS: | Share with appropriate staff                                                    |

This letter details processes and procedures for districts regarding the College Preparation Assessment reimbursement authorized by House Bill 3 (HB 3) of the 86<sup>th</sup> Legislative Session, 2019. Included below are the processes for reporting assessments for reimbursement.

### **Background**

Texas Education Code §48.155 states that a school district is entitled to a reimbursement to help defray the cost of the administration of college preparation assessments (SAT, ACT, and TSIA) to students in the spring of their junior year or during their senior year, beginning in the 2019-2020 school year. School districts cannot receive more than **one reimbursement per student**. For the 2019-2020 school year, districts received estimated Foundation School Program allocations. The amount of estimated funding may be found on line 39 of the [Summary of Finance report](#).

Districts will receive estimated funding annually for assessment reimbursement. The Texas Education Agency (TEA) will settle up with districts in the spring of the following year, once all student attendance data is received.

TEA has negotiated with the College Board and ACT, Inc. a \$35 rate per student for school day administrations. National administrations (Saturday testing) and TSIA rates remain unchanged.

### **Process for School Day Administration**

TEA will receive testing data directly from the testing vendors to determine the accuracy and number of students that tested by district. In doing so, TEA will automatically consider school day testers for reimbursement. **No additional action is needed by districts that administered school day testing of the ACT and/or SAT.**

***If a district wishes to be reimbursed for a National administration or the TSIA, in lieu of school day administration, a request must be submitted to TEA for reimbursement.***

### **Process for National Administration and TSIA**

TEA will release a To the Administrator Addressed letter that will detail the process for districts to request reimbursement for national administrations of the SAT or ACT and/or TSIA. If requesting reimbursement, districts should be prepared to provide student-level information including, but not limited to:

- **For a national administration request:** name, date of birth, 10-digit Texas Student Data System (TSDS) unique ID, grade level at time of testing, type of assessment taken (SAT or ACT), administration location, administration date, cost of administration (excluding essay and fees), and proof of payment.

- For a TSIA request: name, date of birth, 10-digit TSDS unique ID, grade level at time of testing, type of assessment taken including **BOTH** reading and math, location of EACH assessment administration, date of EACH assessment administration, cost of EACH assessment administration (excluding fees), and proof of payment.

Once all submissions have been received, TEA will verify and review ALL data to finalize total amounts. **The highest cost exam will be the exam considered for each eligible student.** Once settle-up occurs in April 2021, districts will be able to access through TEA Login (TEAL) their district's aggregate data.

### **Tracking Assessments at the District Level**

Districts should be proactive in developing internal processes to collect and maintain assessment information and be prepared to provide this information to TEA.

### **Funding Considerations**

Districts may not use the assessment administration cost to meet the 55% expenditure requirement for the college, career, and military readiness (CCMR) outcomes bonus (program intent code 38) funding. However, districts may use the CCMR bonus to pay for additional college preparation assessments and pre-assessments.

### **Important Notice on SAT School Day Ordering**

When ordering SAT school day tests on the College Board website, districts should NOT use student Social Security numbers when registering their students. Instead, districts are to put the student unique ID (10-digit state-assigned ID) OR the student local ID (9-digit district-assigned ID). This will allow TEA to properly identify and match students within our data system.

### **For Further Information**

TEA has released [FAQs](#) regarding the college preparation assessment reimbursement. Additionally, support and guidance on this process will be available on the TEA College Preparation Assessment [website](#).

If you have additional questions regarding this correspondence, please contact Advanced Academics at [advancedacademics@tea.texas.gov](mailto:advancedacademics@tea.texas.gov).

|                    |                                                                                                                        |
|--------------------|------------------------------------------------------------------------------------------------------------------------|
| <b>DATE:</b>       | <b>December 18, 2019</b>                                                                                               |
| <b>SUBJECT:</b>    | <b>House Bill 3 K-2 Diagnostics Update: Alternative Kindergarten Diagnostic Tool</b>                                   |
| <b>CATEGORY:</b>   | <b>Early Childhood Education</b>                                                                                       |
| <b>NEXT STEPS:</b> | <b>Vendor Call: Application for the Identified Commissioner-Approved Alternative Free Kindergarten Diagnostic Tool</b> |

TEA seeks to identify a free alternative kindergarten diagnostic tool. This correspondence serves as a notice of the launch of a competitive application process through which eligible entities can apply.

### Background

House Bill (HB) 3 was passed by the 86th Texas Legislature, 2019, and signed into law by Governor Abbott on June 11, 2019. Several provisions in HB 3 impact school districts and open-enrollment charter schools (districts and charter schools) serving prekindergarten through third grade students, including provisions related to kindergarten through grade 2 diagnostics. On November 21, 2019, the Texas Education Agency (TEA or agency) released an [HB 3 in 30 K-2 Diagnostics video](#), along with a PowerPoint document and related materials.

### HB 3 K-2 Diagnostics Updates

Today, the agency announces that a competitive application process is now available to determine the commissioner-approved alternative kindergarten diagnostic tool. Eligible entities may visit the [Early Childhood Education web page](#) to access the application and submit a Notice of Intent to Apply.

### Overview of Changes

HB 3 requires the commissioner to adopt a kindergarten instrument that addresses the three developmental domains, including reading. That instrument is TX-KEA. LEAs must implement the TX-KEA screener or the identified alternate to determine kindergarten readiness. Students that are kindergarten ready will not need any further beginning-of-year diagnostics in Emergent Literacy-Reading, Emergent Literacy-Writing, and Language. If students are not kindergarten ready, further diagnostics may be administered in these areas with TX-KEA or other LEA-chosen diagnostic tools to inform instruction. For further information, please see the [K-2 Diagnostics](#) presentation.

### Commissioner-approved Alternative Diagnostic Tools

#### *Kindergarten*

LEAs must use TX-KEA or the commissioner-approved alternative diagnostic tool. The tool must have the following characteristics: 1) Offered at no cost to LEAs; 2) Multidimensional and includes Emergent Literacy-Reading, Emergent Literacy-Writing, and Language; 3) Available online; 4) Available in English and Spanish; 5) Provides reports to teachers and administrators; 6) Meets the criteria in the Rubric for Kindergarten Diagnostic, including diagnostic components, results and reports, administration, scope and training of the diagnostic; and, 7) meet the TEA-compliant data reporting requirements listed in the [TEDS Data Standards](#).

*Grades 1 and 2*

TEA also seeks to solicit proposals for a diagnostic tool offered at no cost. More information will be released on this in January 2020.

**Questions**

If you have any questions related to this letter regarding K-2 diagnostics under HB 3, please contact the Division of Early Childhood by email at [earlychildhoodeducation@tea.texas.gov](mailto:earlychildhoodeducation@tea.texas.gov) or email [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov). We will be compiling answers to frequently asked questions (FAQs) on the <https://tea.texas.gov/hb3> webpage as well as TEA's [Early Childhood Education](#) webpage.

Sincerely,

Jacquie Porter,  
State Director of Early Childhood Education

|                    |                                                                                                        |
|--------------------|--------------------------------------------------------------------------------------------------------|
| <b>DATE:</b>       | <b>February 6, 2020</b>                                                                                |
| <b>SUBJECT:</b>    | <b>House Bill 3 (HB3) K-2 Diagnostic Update: Commissioner-Approved Diagnostic Tools for Grades 1-2</b> |
| <b>CATEGORY:</b>   | <b>Early Childhood Education</b>                                                                       |
| <b>NEXT STEPS:</b> | <b>Vendor Call: Application for Commissioner-Approved List of Diagnostic Tools for Grades 1-2</b>      |

TEA seeks diagnostic tools for inclusion on the commissioner-approved list for grades 1-2. This correspondence serves as a notice of the launch of a competitive authorization process through which eligible entities can apply for inclusion on the list.

### Overview of Changes

House Bill (HB) 3 was passed by the 86th Texas Legislature, 2019, and signed into law by Governor Abbott on June 11, 2019. HB 3 requires the commissioner to ensure a kindergarten through grade 2 reading instrument is made available to districts at no cost. Additionally, TEC 28.006 (b) requires the commissioner to adopt a list of reading instruments that school districts may use to diagnose student reading development and comprehension. On November 21, 2019, the Texas Education Agency (TEA or agency) released an [HB 3 in 30 K-2 Diagnostics video](#), along with a PowerPoint document and related materials.

### HB 3 Grade 1 and 2 Diagnostics Update

Today, the agency announces that a competitive authorization process is now available to determine the commissioner-approved diagnostic tools for grades 1-2. Eligible entities may visit the [Early Childhood Education web page](#) to access the application and submit a Notice of Intent to Apply. Prospective applicants should reference the Grades 1 and 2 rubrics to ensure they meet the criteria and application requirements.

### Questions

If you have any questions related to this letter regarding K-2 diagnostics under HB 3, please contact the Division of Early Childhood by email at [earlychildhoodeducation@tea.texas.gov](mailto:earlychildhoodeducation@tea.texas.gov) or email [HB3info@tea.texas.gov](mailto:HB3info@tea.texas.gov). We will be compiling answers to frequently asked questions (FAQs) on the <https://tea.texas.gov/hb3> webpage as well as TEA's [Early Childhood Education](#) webpage.

Sincerely,

Jacquie Porter,  
State Director of Early Childhood Education