

IMPACT ECHS VISION

OUR VISION

To ensure complete compliance to the designated ECHS blueprint
To exceed the requirements for designation, meeting goals required for
distinction status
Meet at least 8 of the 13 distinction goals

The Early College High School Blueprint

The Early College High School (ECHS) Blueprint provides foundational principles and standards for innovative partnerships with colleges and universities.



Design Elements

All Early College High Schools are required to meet all the design elements for each benchmark annually.



Outcomes-Based Measures (OBMs)

All Early College High Schools are required to meet Outcomes-Based Measures (OBMs) on data indicators related to access, attainment, and achievement.

Early College High School Designation

OBMs will phase in for opening Provisional ECHSs as the entering cohort of 9th graders advance through graduation. Upon the completion of the Provisional period, a campus must meet the state's Designated OBM criteria. OBMs will be phased in for all ECHSs through 2021-22. OBM will be used to determine campus designation status for 2022-23, and thereafter.

Fidelity of Implementation

TEA provides technical assistance to promote implementation of the ECHS model with fidelity. Campuses that meet the Distinguished OBM criteria for any of the three OBM categories of access, attainment, and achievement will receive Distinctions status.

Provisional Early College High School

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

Early College High School

Early College designees maintain designation by demonstrating they can implement each of the design elements for each benchmark and meet the Early College OBMs.



Outcomes-Based Measures (OBMs): *Distinctions*

Campuses may receive individual Distinctions in Access, Attainment, and Achievement for exemplar service to ECHS students.

MEASURABLE OUTCOMES

Access Outcomes-Based Measures			
Definition of Access OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must serve at-risk incoming 9th graders	Must serve at-risk incoming 9th graders and economically disadvantaged students	
Data Indicators			
ECHS proportionate to or over-represents at-risk students (incoming 9 th graders)	No more than 25% points under district (grades 9-12)	No more than 25% points under district (grades 9-12)	ECHS recruits and serves targeted first generation populations such that at least 80% or greater of campus enrollment represents at-risk (incoming 9 th graders), economically disadvantaged, English learners (incoming 9 th graders), or students with disabilities
ECHS proportionate to or over-represents economically disadvantaged students (grades 9-12)	No more than 10% points under district (grades 9-12)	No more than 10% points under district (grades 9-12)	
ECHS proportionate to or over-represents English learners (incoming 9th graders)	Not taken into account for designation	Not taken into account for designation	
ECHS proportionate to or over-represents students with disabilities (grades 9-12)	Not taken into account for designation	Not taken into account for designation	

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's designation status.

Attainment Outcomes-Based Measures			
Definition of Attainment OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet persistence, 9 college credits by 10th, and 15 college credits targets	Must meet targets on at least five attainment data indicators	
Data Indicators			
Persistence of 9th grade students (and transfers in grades 10 or 11) through ECHS program into fall of 12th grade	70% of students enrolled remain in the ECHS program	75% of students enrolled remain in the ECHS program	85% of students enrolled remain in the ECHS program
Earning 9 college credits (any) (DC/3+ AP Exam/OnRamps) by end of 10th grade	35% of students	40% of students	50% of students
Earning 15 college credits (any) by graduation	50% of students (by the fourth year of implementation)	65% of students	80% of students
Completing Texas Core Curriculum (Core 42) by graduation	Not taken into account for designation	30% of students	40% of students
Earning postsecondary degree and/or credential by high school graduation (Level 1, Level 2, Associate)	Not taken into account for designation	40% of students	50% of students
Graduating high school in 4 years (4-year cohort graduation rate)	Not taken into account for designation	Within 5% of statewide 4-year graduation rate	Exceeds the statewide 4-year graduation rate
Direct-to-college enrollment into a 2-year or 4-year institution	Not taken into account for designation	45% of students	50% of students

Achievement Outcomes-Based Measures			
Definition of Achievement OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet targets on at least three achievement data indicators	Must meet targets on at least four achievement data indicators	
Data Indicators			
TSIA College Readiness Standards in English Language Arts & Reading (ELAR) + Writing OR TSI exemption through successful completion of first college reading/writing course (e.g., ENGL 1301/1302) by end of 11th grade	65% passing rate	70% passing rate	80% passing rate
TSIA College Readiness Standards in math OR TSI exemption through successful completion of first college math course (e.g., MATH 1314 or higher) by end of 11th grade	50% passing rate	60% passing rate	75% passing rate
College, Career and Military Readiness (CCMR) standards on SAT or ACT by graduation	Not taken into account for designation	45% of students meet college readiness standards	65% of students meet college readiness standards
Algebra I EOC assessment by the end of 9th grade	85% of students pass at Approaches Grade Level Performance	60% of students achieve Meets Grade Level Performance	60% of students achieve Meets Grade Level Performance with 40% achieving Masters Grade Level Performance
English II EOC assessment (grades 9-11)	85% of students pass at Approaches Grade Level Performance	30% of students achieve Meets Grade Level Performance	30% of students achieve Meets Grade Level Performance with 10% achieving Masters Grade Level Performance

DATA EXPECTATIONS

- Increased enrollment in college level courses starting Freshman year
- Establish baseline with current rising 10th to compare end of Fall with incoming 9th graders
- It is suggested that we compare classes reviewing the following data, use a google doc:
 - Passing rates
 - EOC
 - Completion of courses
 - End of semester

Subject	9 th Grade Fall	9 th Grade Spring	10 th Grade Fall	10 th Grade Spring	11 th Grade Fall	11 th Grade Spring	12 th Grade Fall	12 th Grade Spring
English	English I	English I	English II	English II	ENGL 1301	ENGL 1302	English IV	HUMA 1301
Math	Algebra I	Algebra I	Algebra II	Algebra II	Geometry	Geometry	MATH 1314	Precal or MATH 2412
Science	Biology	Biology	Chemistry	Chemistry	Physics	Physics	<u>LC Science</u> *BIOL 1406 *CHEM 1411 *BIOL 2401 *PHYS 1401 *ENVR 1401	<u>LC Science</u> *BIOL 1406 *CHEM 1411 *BIOL 2401 *PHYS 1402 *ENVR 1402
Social Studies	World History	World History	History	History GOVT 2305	HIST 1301 & GOVT 2306	HIST 1302 & PSYC 2301 or SOCI 1301	LC Elective per pathway Economics	LC Elective per pathway
Electives	EDUC 1200 or BCIS 1305	BCIS 1305 or EDUC 1200	DRAM 1310 or SPCH 1315	SPCH 1315 or DRAM 1310			LC Elective per pathway	LC Elective per pathway (if not taking MATH 2412)
Electives	AVID	AVID	KINE 1304					
Language	Spanish I	Spanish I	Spanish II	Spanish II				
Physical Education	PE	PE						

ACTIONS REQUIRED

- Retention Plan - Committee
 - What are we doing for students who are not successful?
 - Including college and HS classes
- Transition Plan - Committee
 - Attempted interventions and support (need to have documentation)
- Matriculation Plan - Committee
 - What is happening to our students after they leave us?
 - How do we know?
 - How do we support them?

GOALS

- Campus Team - Meet the distinctions and present at the state/national level
- District - Become a host site—to see the academies, traditional high school, SCTHS, ECHS
- Identify and Coordinate ambassadors to lead a visit from other ISDs/IHEs