Early College High School Blueprint Frequently Asked Questions (FAQ)

In which category does your question exist? Select the category section title in the chart below for a bookmarked set of questions or select a specific question for a quick response. **Note: All Table, Question, and Answer Sections are hyperlinked. Click on the statement to reach destination.**

Blueprint Revision and Designation	(BM1) Target Population
Products	(BM2) Partnership Agreement
(OBM) General	(BM3) P-16 Leadership Initiatives
(OBM) Access	(BM4) Curriculum and Support
(OBM) Attainment	(BM5) Academic Rigor and Readiness
(OBM) Achievement	(BM6) School Design

Blueprint Revision and Designation

Revision and Designation	1	When does the 2020-2021 ECHS Blueprint take effect? *Posted August 11, 2020*
	2	Will ECHS models be following the old ECHS Blueprint for students from previous school years? *Posted August 11, 2020*
	3	When will the 2020-21 ECHS Blueprint next be revised? *Posted August 11, 2020*
	4	Which version of the ECHS Blueprint was be used for 2020-21 Designation? *Posted August 11, 2020*
	5	What PEIMS dataset was used for 2020-2021 designation? *Posted August 11, 2020*
	6	Which version of the ECHS Blueprint will be used for 2021-22 Designation? *Posted August 11, 2020*
	7	What happens to an ECHS if they do not meet one or all OBM? *Posted August 11, 2020*
	8	How does the ECHS earn Distinctions? *Posted August 11, 2020*
	9	Will Distinctions be awarded to an ECHS that has existed for less than 5 years? *Posted August 26, 2020*
	10	How many Distinctions are necessary to be a Distinguished ECHS? *Posted August 11, 2020*
	11	What major changes were made in the 2020-21 ECHS Blueprint? *Posted August 11, 2020*
	12	Are the 2020-21 P-TECH and T-STEM Blueprints with updated OBMs available? *Posted August 11, 2020*

		Benchmark 1
		Target Population
B1	1	What is the role of middle schools for meeting OBM metrics? *Posted August 11, 2020*
	2	Who else should be targeted for recruitment into the ECHS program? *Posted August 11, 2020*
	3	Should ECHS leaders continue to recruit African Americans, Hispanics, and male students? *Posted August 11, 2020*
	4	Where can I go to get additional information regarding lottery options? *Posted August 11, 2020*

		Benchmark 2
		Partnership Agreement
B2	1	Who is responsible for the cost of ECHS? *Posted August 11, 2020*
	2	What is required by TEA to be included in the memorandum of understanding (MOU) or interlocal agreement (ILA) for the ECHS partnership? *Posted August 11, 2020*
	3	Who should provide college and career focused advising services? *Posted August 11, 2020*
	4	How should students be advised to select a major if the partnered IHE designates ECHS students as non-degree seeking students? *Posted August 11, 2020*
	5	Is TEA working with THECB with regards to the Texas Core Curriculum and the efficacy of transferring college credits earned? *Posted August 11, 2020*
	6	Which FERPA regulations should be considered in data sharing agreements between the ECHS and their college partner(s)? *Posted August 11, 2020*
	7	Why are data sharing agreements between the ECHS and the IHE so critical? *Posted August 11, 2020*
	8	Which real-time data elements should be considered for inclusion in the MOU/ILA? *Posted August 11, 2020*
	9	Can the TEA require IHEs to share attendance and grade data within the data sharing agreement? *Posted August 11, 2020*
	10	What is the deadline to update MOUs to incorporate requirements changes in the 2020-21 ECHS Blueprint? *Posted August 11, 2020*
	11	How will TEA monitor our MOU/ILA and provide notification if there are missing design elements? *Posted August 11, 2020*

Benchmark 3		
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		P-16 Leadership Agreement
B3	*1*	How frequent should the Leadership Team meet? *Posted August 11, 2020*
	2	What is the purpose and role of the Leadership Team? *Posted August 11, 2020*
	3	Is there a specific format required for documenting the strategic priorities of the Leadership Team? *Posted August 11, 2020*

Benchmark 4		
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		Curriculum and Support
B4	*1*	What value does the implementation of a portfolio approach for course options provide to ECHS students? *Posted August 11, 2020*
	2	What is a robust advising system? *Posted August 11, 2020*

Benchmark 5		
Benchmark 5		
		Academic Rigor and Readiness
B5	*1*	What are TEA's expectations for TSIA testing? *Posted August 11, 2020*
	2	Can 8th grade students take the TSIA if they have been accepted into the ECHS program? *Posted August 11, 2020*
	3	Does TEA offer TSIA preparation to teachers and/or educators? *Posted August 11, 2020*

Benchmark 6		
Benchmark 6		
		School Design
B6	*1*	What does TEA require from the ECHS for the annual professional development plan? *Posted August 11, 2020*
	2	What is the responsibility of the college/university for ECHS faculty professional development? *Posted August 11, 2020*
	3	Who should be considered counseling/advising staff? *Posted August 11, 2020*
	4	Does the annual professional development plan require creating a separate mentoring program for new teachers, or can induction of new staff be managed by an instructional specialist? *Posted August 11, 2020*

Products		
Products	1	When should the ECHS upload required products? *Posted August 11, 2020*
	2	What is TEA's document retention policy for required products? *Posted August 11, 2020*
	3	Does the ECHS have the discretionary power to remove items or sensitive information from their website? *Posted August 11, 2020*
	4	Does the TEA have the discretionary power to remove items or sensitive information from an ECHS website? *Posted August 11, 2020*

Outcomes-Based Measure		
General		
OBM General	1	How has TEA set and aligned the Attainment and Achievement OBM criterion thresholds? *Posted August 11, 2020*
	2	Which students are included in the Campus Outcomes-Based Measures Summary Report for my ECHS campus? *Posted August 11, 2020*
	3	How will the Distinction calculations differ for a school-within-a-school model? *Posted August 11, 2020*
	4	Where can I find the data definitions so that I can understand how TEA is calculating each OBM? *Posted August 11, 2020*

Outcomes-Based Measure		
Access		
Access	1	Which students are included in the district comparison for Access OBM? *Posted August 11, 2020*
	2	Will African American, Hispanic, male students be taken into consideration for Access OBM? *Posted August 11, 2020*
	3	What is required for the ECHS to earn Distinction in Access OBM? *Posted August 11, 2020*
	4	Does the ECHS campus have to meet the 80% metric standards for each target populations listed in the Access OBM to earn Distinction in Access? Does this also include EL and SWD? *Posted August 11, 2020*
	5	Do 504 Students fall under students with disabilities for the Access OBM? *Posted August 11, 2020*
	6	At what point during the academic year (June, July, August) will the 8th grade at-risk and English learner identifications be collected? *Posted August 26, 2020*

		Outcomes-Based Measure **Attainment**
Attainment	1	How will persistence be measured for Attainment OBM? *Posted August 11, 2020*
	2	If a student has been retained in a particular grade level (e.g., Grade 10), will they be counted in the original cohort or in their new cohort? *Posted August 26, 2020*
	3	Will persistence be affected by students transferring from an ECHS into a P-TECH or T-STEM campus? *Posted August 11, 2020*
	4	Will persistence consider parents choosing to move their students? *Posted August 11, 2020*
	5	Will persistence be considered as a whole school average or just each specific cohort? *Posted August 11, 2020*
	6	How will the new Attainment data indicator of 9 college credits by 10th grade be calculated? *Posted August 11, 2020*
	7	Is the summer after 10th grade included for the OBM data indicator of earning 9 college credits by the end of 10th grade? *Posted August 11, 2020*
	8	Does the student have to accept the OnRamps course for college credit to qualify for the OBM data indicator of earning 9 college credits? *Posted August 11, 2020*
	9	Will CLEP exams be taken into consideration for earning college credits? *Posted August 11, 2020*
	10	What is the difference between a postsecondary degree and a credential? *Posted August 11, 2020*
	11	How will direct-to-college enrollment be measured? *Posted August 11, 2020*
	12	Will the direct-to-college enrollment OBM data be shared with the ECHS? *Posted August 11, 2020*
	13	Will the direct-to-college enrollment OBM data indicator include students who enroll in out-of-state colleges? Will there be an option for self-reporting for out-of-state matriculation? *Posted August 11, 2020*
	14	Will the direct-to-college enrollment OBM data indicator include students who enlist in the military? *Posted August 11, 2020*
	15	Will students who submitted a FAFSA/TAFSA be automatically considered for the direct-to-college enrollment OBM data indicator? *Posted August 11, 2020*
	16	Is the direct-to-college enrollment OBM data indicator aligned with 60X30TX? *Posted August 11, 2020*
	17	Does the Attainment domain include alternative OBM for 4-year institutions which do not award associate degrees or certificates? *Posted August 11, 2020*
	18	Will students who attended a credit recovery school while graduating from an ECHS count for the Graduating High School in 4 Years indicator? *Posted August 11, 2020*

Outcomes-Based Measure		
Achievement		
Achievement	1	How will the Achievement OBM accommodate for the launch of TSIA2? *Posted August 11, 2020*
	2	How will the new TSIA College Readiness OBM data indicator be calculated? *Posted August 11, 2020*
	3	Is completion of the first college reading/writing course (e.g., ENGL 1301/1302) fulfilled through the completion of only ENGL 1301, or only ENGL 1302, or are both ENGL 1301 and 1302 required? *Posted August 11, 2020*
	4	Do students have to pass the TSIA Reading or Writing to take English 1301? *Posted August 11, 2020*
	5	Do students have to pass the TSIA Math for Math 1314? *Posted August 11, 2020*
	6	What if the college/university does not agree to allow the TSI exemption? *Posted August 26, 2020*
	7	Will an ECHS campus receive credit if an ECHS student takes developmental math to become TSI math complete? *Posted August 26, 2020*
	8	Does the end of 11th grade include the summer after 11th grade for the Achievement OBM? *Posted August 11, 2020*
	9	Considering most of the target population did not take Algebra I in middle school and they are likely to double up, does the ECHS Blueprint require that a college math course is taken in Grade 11? *Posted August 11, 2020*
	10	How will TSIA exemptions be affected by students now exempt from STAAR English II and Algebra I due to COVID-19? *Posted August 11, 2020*
	11	Are ECHS campuses now required to administer the SAT and/or the ACT to all its juniors? *Posted August 11, 2020*
	12	Will the SAT/ACT requirement be adjusted if universities increasingly waive the SAT requirements for entry? *Posted August 11, 2020*
	13	What ACT/SAT scores to students need to meet the CCMR requirement? *Posted August 11, 2020*
	14	Will our ECHS campus Achievement OBM be affected if students took their ACT/SAT at another campus? *Posted August 11, 2020*
	15	Why are multiple College Readiness Standards required for the ECHS program? *Posted August 11, 2020*
	16	How has the Algebra I End-of-Course OBM data indicator changed? *Posted August 11, 2020*
	17	How has the English II End-of-Course OBM data indicator changed? *Posted August 11, 2020*
	18	Will the Achievement OBM end-of-course (EOC) exam indicator be calculated for 2020-21 Designation since EOC exams were not administered? *Posted August 11, 2020*
	19	How will students affect OBM scores if they have EOC exemptions? *Posted August 11, 2020*

Blueprint Revision and Designation

1) When does the 2020-21 ECHS Blueprint take effect? *Posted August 11, 2020*
The 2020-21 ECHS Blueprint takes effect at the start of the 2020-2021 academic year. All ECHSs and their partnering institutions of higher education must use the 2020-21 ECHS Blueprint for the upcoming 2020-2021 academic year, and beyond.

2) Will ECHS models be following the old ECHS Blueprint for students from previous school years? *Posted August 11, 2020*
No. All ECHS students, in all grades, will now be served by the revised 2020-21 ECHS Blueprint starting in the 2020-2021 academic year.

3) When will the 2020-21 ECHS Blueprint next be revised? *Posted August 11, 2020*
Blueprint Revision for the ECHS model will be conducted on a 5-year revision cycle. TEA expects the 2020-21 ECHS Blueprint to serve at the foundational and guiding programmatic document through the 2024-2025 academic year.

4) Which version of the ECHS Blueprint was used for 2020-2021 designation? *Posted August 11, 2020*
TEA used the previous version of the ECHS Blueprint (© 2020) for 2020-2021 designation. Each local education agency (LEA) implementing a CCRSM program has received their *Campus Outcomes-Based Measures Summary Report* for 2020-2021 designation (posted in TEAL on June 15, 2020).

5) What PEIMS dataset was used for 2020-2021 designation? *Posted August 11, 2020*
TEA used the most recent data sets available for each OBM data indicator for 2020-2021 designation. Student cohorts are determined by validated enrollment data collected through CCRSM PEIMS indicators for 2019-2020. Several OBM are "lagging" indicators due to the timing of the data sets received and validated by TEA. Data sets used for each OBM data indicator calculation are detailed in the ECHS *Data Documentation for 2020-21 Designation*. Please refer to this document for additional information regarding the phase-in of OBM, data calculation formulas, criteria thresholds for each OBM data indicator, and to review the comprehensive listing of eligible courses for dual credit course completion.

6) Which version of the ECHS Blueprint will be used for 2021-2022 designation? *Posted August 11, 2020*
TEA will use the 2020-21 ECHS Blueprint for 2021-2022 designation. Each local education agency (LEA) implementing a CCRSM program in 2020-2021 will receive a *Campus Outcomes-Based Measures Summary Report* for 2021-2022 designation (anticipated availability in May 2021).

7) What happens to an ECHS if they do not meet one or all OBM? *Posted August 11, 2020*
ECHS OBM are being phased in through the 2021-2022 academic year. OBM will be used to determine campus designation status for the 2022-2023 academic year, and thereafter. An ECHS which does not meet state standards on OBM during the phase-in period will maintain their Designated status. TEA has developed a comprehensive approach to technical assistance to enable ECHS campuses to achieve success in the three Access, Attainment, and Achievement domains upon completion of the phase-in period. Once the phase-in period has ended, an ECHS which does not meet state standards in all three domains (Access, Attainment, and Achievement) will be provided targeted technical assistance to implement strategies which promote fidelity to the ECHS Blueprint and support cycles of continuous improvement. An ECHS not able to meet state standards through state assistance will lose their designation status and be transitioned out of the network.

8) How does the ECHS earn Distinctions? *Posted August 11, 2020*
The ECHS may earn up to three Distinctions by meeting the Distinction criteria for data indicators in one or more OBM domains in the 2020-21 ECHS Blueprint, including Access, Attainment, and Achievement. A Designated ECHS with 80% or greater of total campus enrollment (Grades 9-12) representing target populations (i.e., at-risk, economically disadvantaged, English learners, or students with disabilities) will earn a Distinction in Access. An ECHS meeting six of the seven OBM data indicators in Attainment will earn a Distinction in Attainment. An ECHS meeting all five OBM data indicators in Achievement will earn a Distinction in Achievement.

9) Will Distinctions be awarded to an ECHS that has existed for less than 5 years? *Posted August 26, 2020*
No. The ECHS is eligible to receive Distinctions upon its 5th year of operation. TEA will evaluate OBM data all campuses which have served students for 5 or more years to determine if Distinctions have been earned in Access, Attainment, or Achievement. This timeline allows for lagging postsecondary data to be included in campus OBM calculations to determine if a Distinction in Attainment has been earned.

10) How many Distinctions are necessary to be a Distinguished ECHS? *Posted August 11, 2020*
TEA has modified its approach for rewarding excellence in service to students. The 2020-21 ECHS Blueprint no longer includes a Distinguished designation. Instead, TEA has shifted to a new methodology for identifying exemplar campuses for specific domains featured in the Blueprint through Distinctions.

11) What major changes were made in the 2020-21 ECHS Blueprint? *Posted August 11, 2020*
A greater emphasis has been placed on course alignment, data sharing and collaboration. Roles and responsibilities have been clarified for campus leaders and their collegiate partners. Additionally, outcomes-based measures have been adjusted to provide greater flexibility and to build momentum toward degree completion.

12) Are the 2020-21 P-TECH and T-STEM Blueprints with updated OBMs available? *Posted August 11, 2020*
Yes. The 2020 P-TECH Blueprint and the 2020 T-STEM Blueprint are now available for the 2020-21 academic year. TEA has revised the Access OBM requirements for P-TECH and T-STEM to align with the ECHS Access OBM. Additionally, TEA will align data definitions for persistence and TSIA in the upcoming designation cycle to mirror the 2020-21 ECHS Blueprint. While these data definition adjustments do not require changes to the P-TECH and T-STEM Blueprint documents at this time, this alignment will be reflected in the data calculations for next year's *Campus Outcomes-Based Measures Summary Report* and *Data Documentation for 2021-2022 Designation* (anticipated availability in May 2021). The P-TECH and T-STEM Blueprints will be revised in the 2021-2022 school year following the same process as the ECHS Blueprint revision. The P-TECH and T-STEM Blueprint revision process will include opportunities for the network to participate in focus groups and surveys. TEA will analyze stakeholder engagement feedback to revise the P-TECH and T-STEM Blueprints which are anticipated to launch in the 2022-2023 academic year.

Return to Top

Benchmark 1: Target Population

1) What is the role of middle schools for meeting OBM metrics? *Posted August 11, 2020*
TEA and CCRSM network leaders recognize that early partnerships with middle schools extend the college-going culture into the formative years when students are making choices about their future. Benchmark 1 requires the ECHS to coordinate recruitment activities with feeder school(s) to target program enrollment promotional efforts within priority populations. Several of the 2020-21 ECHS Blueprint OBM have been revised in ways to recognize and support early partnership. Data calculation adjustments in the Access OBM data indicators for at-risk students and English Learners will now include student status as of the 8th grade to recognize intentional recruitment of middle school students which align with the purpose of the program. Additionally, the data calculation changes of the Achievement OBM for Algebra I EOC now includes administrations in Grades 7, 8, 9 and fall of Grade 10 for all students to incentivize Algebra I success in the middle school years for students who are ready. The purposeful inclusion of middle school in the 2020-21 ECHS Blueprint seeks to improve vertical alignment of curriculum and instruction to ensure students are ready for rigorous coursework by incentivizing coursework success in middle school years and broadening the scope of progress measurement.

2) Who should be targeted for recruitment into the ECHS program? *Posted August 11, 2020*
The ECHS model strives to improve achievement gaps and to promote equity. Benchmark 1 encourages the ECHS to recruit student populations which have been historically underrepresented in higher education to provide greater access to college courses for first generation college goers. Therefore, the ECHS should target recruitment efforts to serve at-risk students, students wishing to accelerate their education, students of low socioeconomic status, English learners, and students with disabilities.

3) Should ECHS leaders continue to recruit African Americans, Hispanics, and male students? *Posted August 11, 2020*

Yes. ECHS campuses are designed to be inclusive regardless of any factor by providing accessible opportunity to serve all students. The ECHS will receive enrollment data for these populations on their annual *Campus Outcomes-Based Measures Summary Report* as supplemental data. While TEA will not use race, ethnicity, or gender for designation purposes, the ECHS Leadership Team should develop local priorities and activities tailored to ensure the success of first-generation students and other priority populations as identified by community stakeholders to effectively address equity gaps through a data-driven approach.

4) Where can I go to get additional information regarding lottery options? *Posted August 11, 2020*

For an ECHS at capacity, enrollment selection shall be based on either a performance-blind open-access lottery or a performance-blind weighted lottery as laid out in Benchmark 2. Lottery processes are under the discretion of LEAs. The ECHS should follow local policies and should seek guidance from the district's legal counsel to better understand available options.

[Return to Top](#)

Benchmark 2: Partnership Agreement

1) Who is responsible for the cost of ECHS? *Posted August 11, 2020*

The ECHS program must be provided at no cost to enrolled students as required by the Texas Administration Code [(TAC) §102.1091 (d)(3)](#). As such, Benchmark 2 requires the school district or charter in which the student is enrolled to pay for tuition, fees, and required textbooks, to the extent those charges are not waived by the institution of higher education. Additional "essential" programmatic costs are the responsibility of the local educational entities and must be addressed in MOUs to improve programmatic supports and services to students, ensuring students are able to participate free of charge.

2) What is required by TEA to be included in the memorandum of understanding (MOU) or interlocal agreement (ILA) for the ECHS partnership? *Posted August 11, 2020*

Each school applying to become a Planning ECHS must submit a letter of assurance from one or more institutions of higher education that will commit to building pathways to an associate and/or baccalaureate degree. Over the course of the planning year, the ECHS and each college partner will work together to execute a signed MOU/ILA before serving students. MOUs/ILAs must align with the Texas [Statewide Dual Credit Goals](#) codified in Texas Education Code [(TEC) §28.009 (b-1) and (b-2)](#). Benchmark 2 outlines these required design components and expands upon them. MOUs/ILAs should be reviewed annually by both partners to ensure that the design components are robust enough to support student success in the ECHS program. All relevant signatures should be kept up to date and the document posted each year on the district's and the institution's respective Internet websites as required by [(TEC) §28.009 (b-2)](#) and made available to TEA upon request, including when ECHS's submit their designation renewal applications.

3) Who should provide college and career focused advising services? *Posted August 11, 2020*
The ECHS counselor should collaborate closely with college/university partners to improve college and career focused advising services that align with the course equivalency crosswalk, as required by Benchmark 2, to ensure course alignment and efficient college credit accumulation toward THECB's Texas Core Curriculum and/or an associate degree. High school counselors should advise students to enroll in courses that ensure completion of the high school diploma and guide and support students to enter and remain in rigorous coursework. The college partner is likely best situated to provide advising services for students regarding the transferability and applicability of college credits to baccalaureate degree plans as many community colleges have already articulated degree pathway plans with 4-year institutions.

4) How should students be advised to select a major if the partnered IHE designates ECHS students as non-degree seeking students? *Posted August 11, 2020*
Senate Bill 25 requires colleges and universities to provide advising opportunities to college students to guide them into an appropriate pathway, or major, based on their academic plans. ECHS students must file a degree plan with the partnering institution once they obtain 30+ college credits, including course credit awarded by dual credit courses, credits awarded by examination, credits awarded through transfer, and credits awarded by international baccalaureate courses. TEA advises four-year institutions partnering with ECHS to develop course equivalency crosswalks which enable students to complete the Texas Core Curriculum and also identify an appropriate major at the institution (or other institution) such that the student has a clearly defined academic goal that they are striving for, as well as a plan for completing their baccalaureate degree upon high school graduation.

5) Is TEA working with THECB with regards to the Texas Core Curriculum and the efficacy of transferring college credits earned? *Posted August 11, 2020*
Yes. Transfer issues, including the applicability of college credits earned is a priority of both state agencies. The ECHS and their college partner(s) should strengthen college advising opportunities and work toward enhanced pathways alignment. TEA believes that including the Texas Core Curriculum as a new OBM data indicator will improve transferability and applicability of college credits for students who choose to pursue a baccalaureate degree.

6) Which FERPA regulations should be considered in data sharing agreements between the ECHS and their college partner(s)? *Posted August 11, 2020*
Texas schools must always comply with all Family Educational Rights and Privacy Act (FERPA) Regulations. Visit the U.S. Department of Education website for additional information regarding FERPA regulations (Chapter 99 of Title 34).

7) Why are data sharing agreements between the ECHS and the IHE so critical? *Posted August 11, 2020*
Benchmark 2 in the 2020-21 ECHS Blueprint places greater emphasis on the data-sharing language as a tool developed through the MOU/ILA process to provide just-in-time student supports. Strong data-sharing language in the MOU empowers leaders to keep students on track for building momentum toward a postsecondary credential by incorporating multiple checkpoints throughout the year and developing processes for reviewing performance data to access the progress of students in order to provide robust interventions.

8) Which real-time data elements should be considered for inclusion in the MOU/ILA? *Posted August 11, 2020*

Real-time data is actionable and can be used to provide interventions. Benchmark 2 guides ECHS partners to consider sharing course enrollment and dropouts, TSIA scores, 6-/9-week or mid-term grades, and attendance data. As ECHS partnerships mature, and trust across organizations deepens, partners should review the MOU/ILA to determine if the sharing of additional data elements would be useful for ensuring appropriate interventions and supports are provided as students face challenges.

9) Can the TEA require IHEs to share attendance and grade data within the data sharing agreement? *Posted August 11, 2020*

No. Local ECHS partners determine which data elements should be shared. Data sharing agreements that include the sharing grade and/or attendance data is a function of the MOU/ILA developed in partnership between the ECHS and their college partner(s). Each data element and clear processes for data sharing should be outlined in the MOU/ILA. Once signed, this is a legally binding agreement.

10) What is the deadline to update MOUs to incorporate requirement changes in the 2020-21 ECHS Blueprint? *Posted August 11, 2020*

TEA understands that the MOU/ILA may have already been signed for the 2020-2021 academic year. The ECHS partnership(s) should review their MOU/ILA during the 2020-2021 academic year to determine if changes are needed to meet the requirements of the 2020-21 ECHS Blueprint. If adjustments are required, the newly executed MOU/ILA should be posted prior to the start of the 2021-2022 academic year.

11) How will TEA monitor our MOU/ILA and provide notification if there are missing design elements? *Posted August 11, 2020*

The ECHS campus will receive guidance from TEA through their campus coach which provides technical assistance for designing the program and ensuring fidelity to the 2020-21 ECHS Blueprint. It is the responsibility of the local partners to ensure each design element described in Benchmark 2 are included in the MOU or ILA. The ECHS Leadership Team is an invaluable resource for ensuring the priorities of the program are supported by the MOU. Additionally, the campus coach can provide recommendations for strengthening the MOU and serve as a resource for the ECHS partners.

Return to Top

Benchmark 3: P-16 Leadership Initiatives

1) How frequently should the Leadership Team meet? *Posted August 11, 2020*

Benchmark 3 recommends the CCRSM Leadership teams meet regularly (e.g., quarterly or monthly). Many ECHS Leadership Teams meet monthly as a best practice to address issues of design, implementation, and sustainability.

2) What is the purpose and role of the Leadership Team? *Posted August 11, 2020*
Benchmark 3 states that the Leadership Team shall develop the vision of the ECHS program and identify long-term strategic priorities which promote effective partnership, use a data-driven approach to continuous improvement, and implement the academic and social and emotional supports necessary to ensure success in college-level coursework. Strategic priorities should align with, and reinforce, the campus improvement planning activities.

3) Is there a specific format required for documenting the strategic priorities of the Leadership Team? *Posted August 11, 2020*
No specific format is required. TEA has intentionally provided flexibility for the ECHS Leadership Team to identify the best way to document their joint long-term goals, how they intend to reach these goals, and how they will measure success. The 2020-21 ECHS Blueprint requires each ECHS to post their strategic priorities on their campus' website. The Interactive Blueprint Toolkit will provide exemplars in the upcoming year.

Return to Top

Benchmark 4: Curriculum and Support

1) What value does the implementation of a portfolio approach for course options provide to ECHS students? *Posted August 11, 2020*
The portfolio approach provides students multiple entry points into rigorous coursework. While dual credit accumulation is most successful for students seeking an associate degree in liberal arts, other college-aligned courses may be useful for expanding career exploration opportunities and for providing opportunities to earn college credit. Benchmark 4 now explicitly encourages ECHS to employ a portfolio approach which may include Advanced Placement, International Baccalaureate, OnRamps, CLEP assessments, and courses developed through local articulations.

2) What is a robust advising system? *Posted August 11, 2020*
At minimum, the ECHS shall provide academic support to the students by personalizing the learning environment, providing social and emotional supports, and providing enrichment opportunities. An Effective Advising Framework (EAF) is under development by TEA. The EAF will be included in the Interactive Blueprint Toolkit when it becomes available.

Return to Top

Benchmark 5: Academic Rigor and Readiness

1) What are TEA's expectations for TSIA testing? *Posted August 11, 2020*
Benchmark 5 states that the ECHS shall provide opportunities for students to take the TSIA free of charge. The ECHS should work toward becoming a TSIA testing site. TEA modified the language of "unlimited opportunities" for TSIA testing to "frequent" to set a more appropriate expectation. Guidance has been included in the 2020-21 ECHS Blueprint regarding use of TSIA diagnostic data to prescribe accelerated instructional opportunities and/or interventions before retesting students in the same content area.

2) Can 8th grade students take the TSIA if they have been accepted into the ECHS program? *Posted August 11, 2020*

Yes. The 2020-21 ECHS Blueprint allows "incoming high school students" to take the TSIA in preparation for dual credit course enrollment.

3) Does TEA offer TSIA preparation to teachers and/or educators? *Posted August 11, 2020*

No. TEA has no authority over TSIA test administration. As such, TEA will not offer professional development regarding changes made within the TSIA assessments. The ECHS is encouraged to visit the THECB's website to secure up-to-date information regarding TSIA implementation and professional development opportunities as they become available.

Return to Top

Benchmark 6: School Design

1) What does TEA require from the ECHS for the annual professional development plan? *Posted August 11, 2020*

Benchmark 6 requires the ECHS to implement a comprehensive professional development plan focused on research-based instructional strategies for increasing rigor college- and career-readiness. The professional development plan should include a calendar of events and activities, opportunities for joint training, formative peer observations and collaboration among faculty and support staff from the ECHS and their college partner, as well as integrated mentoring and induction opportunities.

2) What is the responsibility of the college/university for ECHS faculty professional development? *Posted August 11, 2020*

The college/university partner plays the primary role of ensuring that rigorous and high-quality dual credit courses are offered. Benchmark 6 sets the expectation of hosting joint professional development opportunities which improve academic, social, and advising supports which are critical for ensuring students have success in rigorous college courses.

3) Who should be considered counseling/advising staff? *Posted August 11, 2020*

Benchmark 6 states that the counseling/advising staff may be provided by the ECHS or by the college/university, or be a shared point of contact, or personnel that serves to effectively bridge the two educational systems. Beyond this specific staff member, it is widely recognized that all teachers and staff play important roles in providing guidance to students.

4) Does the annual professional development plan require creating a separate mentoring program for new teachers, or can the induction of new staff be managed by an instructional specialist? *Posted August 11, 2020*

The mentoring of ECHS faculty should be embedded within the comprehensive professional development plan. The 2020-21 ECHS Blueprint does not require the development of a separate professional development plan for mentoring new ECHS teachers. The 2020-21 ECHS Blueprint requires joint, collaborative professional development opportunities with college/university faculty and staff. Note: Developing the expertise of new ECHS teachers to support student success typically extends beyond content expertise.

Return to Top

Products

1) When should the ECHS upload required products? *Posted August 11, 2020*
All required products must be uploaded to the campus website prior to serving students. Many of these products are dynamic and change each academic year. As revisions are made throughout the year, ECHS leaders must ensure that the most current version of each required product is posted on the ECHS website. The campus coach delivering technical assistance to the ECHS is able to provide additional guidance for developing a systematic approach for meeting this program requirement.

2) What is TEA's document retention policy for required products? *Posted August 11, 2020*
The ECHS should follow local district retention policies. Current versions of all required Products and Activities should be posted on the campus website.

3) Does the ECHS have the discretionary power to remove items or sensitive information from their website? *Posted August 11, 2020*
Yes. Local schools/districts maintain control over their website(s). The 2020-21 ECHS Blueprint has been revised to ensure that sensitive information is not posted (e.g., Leadership Team meeting minutes are no longer required to be posted). Non-sensitive items such as agendas and informational handouts should be shared with the community to improve transparency. Note: FERPA-protected information should never be shared publicly.

4) Does the TEA have the discretionary power to remove items or sensitive information from an ECHS website? *Posted August 11, 2020*
No. Local schools/districts maintain control over their website(s).

Return to Top

Outcomes-Based Measures: General

1) How has TEA set and aligned the Attainment and Achievement OBM criterion thresholds? *Posted August 11, 2020*
Several important recommendations were collected through the revision engagement process in the fall of 2019 that have been incorporated into the 2020-21 ECHS Blueprint. Special attention has been made to align the OMB criteria "cut scores" between the Attainment and Achievement charts and also across OBM data indicators (e.g., the new 9 college credits by the end of 10th grade indicator is aligned with earning a postsecondary degree and/or credential). Additionally, each OBM criterion threshold has been validated and adjusted as needed. TEA used last year's data set for 2019-2020 designation to validate the OBM criteria set in the 2020-21 ECHS Blueprint. See TEA's Data Used to Determine OBM Targets for the 2020-21 ECHS Blueprint for additional information regarding TEA's analysis of criterion thresholds.

2) Which students are included in the *Campus Outcomes-Based Measures Summary Report* for my ECHS campus? *Posted August 11, 2020*

Students coded in PEIMS as ECHS students (E1560 with indicator code = 1) are included in ECHS Campus OBM calculations. ECHS campus leaders should work with PEIMS coordinators to ensure that the roster of student is current at each data submission. For more information regarding how to code ECHS students, review TEA's ECHS PEIMS Indicator Code instructional guide.

3) How will the Distinction calculations differ for a school-within-a-school model? *Posted August 11, 2020*

The calculation of Distinctions will be the same for each ECHS program, regardless of the delivery model. The only variation for school-within-a-school model distinction calculations is found in the Attainment OBM. For the ECHS that operates as a school-within-a-school model, the graduation rate will be identical to the rate for the campus overall, not just for the ECHS students.

4) Where can I find the data definitions so that I can understand how TEA is calculating each OBM? *Posted August 11, 2020*

Definitions and clarifications for how the TEA is calculating each OBM data indicator can be found in the ECHS Data Documentation for 2020-21 Designation. This document is located on TEA's Early College High School webpage. Note: The data definitions included in this document are aligned with the previous ECHS Blueprint. TEA will publish revised data definitions for each OBM indicator aligned with the 2020-21 ECHS Blueprint when *Campus Outcomes-Based Measures Summary Report* are released in TEAL (anticipated availability in May 2021).

Return to Top

Outcomes-Based Measures: Access

1) Which students are included in the district comparison for Access OBM? *Posted August 11, 2020*
District comparison data for at-risk and economically disadvantaged students for Provisional and Designated ECHSs will be used in the calculation. The data definitions for district comparison have changed with the 2020-21 ECHS Blueprint. Students included in the districts' comparison data sets will now be limited to students in Grades 9-12. For charter schools, the comparison district used will be the public independent school district in which the charter campus is physically located.

2) Will African American, Hispanic, male students be taken into consideration for Access OBM? *Posted August 11, 2020*
TEA will provide enrollment data related to race, ethnicity, and gender for informational purposes only but will not use this data to determine ECHS Designation status. This data is being provided on the *Campus Outcomes-Based Measures Summary Report* for each CCRSM model for continuous improvement purposes only.

3) What is required for the ECHS to earn Distinction in Access? *Posted August 11, 2020*
A Designated ECHS which has served students for five or more years and has 80% of their enrolled students identified among TEA's target populations will receive a Distinction in Access. Target populations include at-risk, economically disadvantaged, English learners, and students with disabilities. At-risk students and English learners will be identified based on their status in Grades 8 and 9. No campus comparison is necessary for an ECHS to earn Distinction in Access.

4) Does the ECHS campus have to meet the 80% metric standards for *each* target populations listed in the Access OBM to earn a Distinction in Access? Does this also include EL and SWD? *Posted August 11, 2020*
No. The ECHS does not need to meet the 80% enrollment requirement for *each* student population to earn Distinction in Access. The calculation will be made in the aggregate. The ECHS may meet the 80% enrollment requirement of targeted student groups through any combination of students representing one of the following four underrepresented student groups: 1) at-risk, 2) economically disadvantaged, 3) English learners, and 4) students with disabilities.

5) Do 504 Students fall under students with disabilities for the Access OBM? *Posted August 11, 2020*
The ECHS Access OBM include special education students coded as "1" on the Special Ed Indicator Code (#E0794). This PEIMS code indicates whether the student is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements (See 34 CFR §300.13 and 19 TAC §89.1090). While some 504 Students might also fall under students with disabilities, these are two distinct student populations.

6) At what point during the academic year (June, July, August) will the 8ᵗʰ grade at-risk and English learner identifications be collected? *Posted August 26, 2020*
TEA uses fall enrollment snapshot data (PEIMS Collection 1) to determine student status at each grade level at the ECHS (Grades 9-12). TEA will proceed with this same process for the determination of at-risk and English learner status in Grade 8.

Return to Top

Outcomes-Based Measures: Attainment

1) How will persistence be measured for Attainment OBM? *Posted August 11, 2020*
Persistence will be calculated as the number of students who are enrolled in the fall at the ECHS campus, or graduate early from the ECHS campus, out of the ECHS students who were enrolled in previous years, including students who were enrolled since Grade 9 or started in the ECHS program in Grade 10 or 11. The ECHS will not be held accountable for students who move to a different district, or who leave the district for reasons other than dropping out of school, such as moving to another educational setting, being withdrawn by the district, dying, or returning to the family's home country. Nor will the ECHS be held accountable for students that could not be tracked in PEIMS due to ID errors. However, the ECHS will be held accountable for students who have dropped out of school, moved to another school within the same district who do not re-enroll in a ECHS program, returned to the comprehensive school setting (i.e., no longer an ECHS student at the same campus), or received a Texas Certificate of High School Equivalency (TxCHSE). Additionally, the ECHS will be held accountable for students for which a leaver record is required to be submitted in PEIMS but is not received.

2) If a student has been retained in a particular grade level (e.g., Grade 10), will they be counted in the original cohort or in their new cohort? *Posted August 26, 2020*
The students grade level cohort will be based on the grade level upon entry into the high school. Therefore, they will be retained in the original cohort. Based on this scenario, a student who was retained in a grade level and continues to persist in the program would enter grade 11 as their original cohort enters grade 12. Their presence at the ECHS in the fall as the cohort rises into Grade 12 would positively impact the OBM data indicator for persistence.

3) Will persistence be affected by students transferring from an ECHS into a P-TECH or T-STEM campus? *Posted August 11, 2020*
ECHS students who change schools and enroll in a different CCRSM program (P-TECH or T-STEM) are no longer being served in the ECHS program. Therefore, they will adversely impact the persistence OBM data indicator for the ECHS.

4) Will persistence consider parents choosing to move their students? *Posted August 11, 2020*
No. The persistence OMB data indicator is calculated regardless of a parent's decision.

5) Will persistence be considered as a whole school average or just each specific cohort? *Posted August 11, 2020*
The persistence OBM data indicator will measure the degree to which ECHS students persist in the program (i.e., Grade 9 students and entering Grade 10 and 11 students remaining in the ECHS program). The calculation will include all enrolled ECHS students and not be calculated as a cohort measure. The Persistence measure is based on PEIMS attendance and leaver data and will take into account students who dropped out of school, were removed from the ECHS program, moved to another school within the district and did not re-enroll in a ECHS program, received a Texas Certificate of High School Equivalency (TxCHSE), or who left the district, but no leaver record was submitted. See Appendix B for more information on the Persistence OBM.

6) How will the new Attainment data indicator of 9 college credits by 10th grade be calculated? *Posted August 11, 2020*
Courses are not limited to any specific content area. All college-level courses will be included in the data calculation. For each dual credit course, the student will receive a 1-to-1 college credit for each credit earned in the course. TEA will equate 3 college credits for each Advanced Placement (AP) exam taken in which a student earns a score of a 3 or better. Student enrollment of the AP course is not taken into consideration for this calculation. The completion alone of the corresponding AP course will not equate into 3 college credits. For each OnRamps course, the student will receive a 1-to-1 credit for each college credit the student is eligible to receive.

7) Is the summer after 10th grade included for the OBM data indicator of earning 9 college credits by the end of 10th grade? *Posted August 11, 2020*
Yes. TEA will include courses taken in the summer after Grade 10 for this metric. Dual credit earned through summer sessions 1 and 2 are eligible for this metric.

8) Does the student have to accept the OnRamps course for college credit to qualify for the OBM data indicator of earning 9 college credits? *Posted August 11, 2020*
No. The data set that TEA will use includes students who have taken the dual enrollment course and earned a passing grade, regardless of whether the student chooses to accept the college credits available for transcript. TEA receives dual enrollment data from both statewide programs offered through The University of Texas at Austin and Texas Tech University.

9) Will CLEP exams be taken into consideration for earning college credits? *Posted August 11, 2020*
It depends. TEA does not have access to CLEP exam data. Therefore, it is not an element of the data indicator calculation. However, it may be included indirectly. If the college partner of the ECHS accepts CLEP credit and it is transcribed on the student's college transcript, and if this transcribed course aligns with the ECHS High School Course, then it will count as earning college credits.

10) What is the difference between a postsecondary degree and a credential? *Posted August 11, 2020*
The THECB provides [guidance](#) regarding common definitions of credentials, certificates, and certifications across state agencies. Postsecondary degrees include associate and baccalaureate degrees. A credential includes Level I and Level II certifications, Advanced Technical Certificates and Enhanced Skills and Occupational Skills Certificates. The Attainment OBM data indicator for degree completion includes Level I & Level II certificates, and associate degrees. See page 10 of ECHS *Data Documentation for 2020-21 Designation* for additional information regarding how TEA will calculate the Attainment OBM data indicator related to college completion.

11) How will direct-to-college enrollment be measured? *Posted August 11, 2020*
Direct-to-college enrollment includes student enrollment into any Texas public 2-year or 4-year institution in the fall following high school graduation. This definition aligns with the THECB's definition for college enrollment. Visit [THECB](#) for additional information regarding Texas direct-to-college enrollment.

12) Will the direct-to-college enrollment OBM data be shared with the ECHS? *Posted August 11, 2020*
The direct-to-college enrollment OBM data indicator will be calculated for the Class of 2020 for each Designated ECHS and shared next year through the *Campus Outcomes-Based Measures Summary Report*.

13) Will the direct-to-college enrollment OBM data indicator include students who enroll in out-of-state colleges? Will there be an option for self-reporting for out-of-state matriculation? *Posted August 11, 2020*
No. The district-to-college enrollment OBM data indicator is measured by state enrollment data within Texas institutions of higher education. The threshold used for comparison will only be based on enrollment data for Texas institutions of higher education.

14) Will the direct-to-college enrollment OBM data indicator include students who enlist in the military? *Posted August 11, 2020*
No. The district-to-college enrollment OBM data indicator is calculated by measuring enrollment data within Texas institutions of higher education. Students who enlist in the military will not be included in the calculation.

15) Will students who submitted a FAFSA/TAFSA be automatically considered for the direct-to-college enrollment OBM data indicator? *Posted August 11, 2020*
No. The district-to-college enrollment OBM data indicator is calculated by measuring enrollment data within Texas institutions of higher education. ECHS students who submit a FAFSA/TAFSA will not be included in the calculation.

16) Is the direct-to-college enrollment OBM data indicator aligned with 60x30TX? *Posted August 11, 2020*
Yes. TEA aligned the direct-to-college enrollment OBM data indicator with the expectations of the state's plan for higher education. TEA aligned the data definition which will be used for calculating this data indicator with the THECB's data definitions for 60x30TX. Additionally, TEA used enrollment data for the ECHS Class of 2018 to set the "cut score" for this data indicator.

17) Does the Attainment domain include alternative OBM for 4-year institutions which do not award associate degrees or certificates? *Posted August 11, 2020*
Yes. TEA has incorporated the Texas Core Curriculum as an alternative for 4-year institutions which do not award associate degrees or certificates. Additionally, a new direct-to-college OBM has been included which may be more relevant to 4-year institutions as the majority of ECHS graduates continue their education at universities. The revised 2020-21 ECHS Blueprint provides maximum flexibility for local partnerships to build pathways to and through college as students advance in their educational career.

18) Will students who attended a credit recovery school while graduating from an ECHS count for the Graduating High School in 4 Years indicator? *Posted August 11, 2020*
The OBM data indicator used for graduating on time is identical to TEA's accountability four-year longitudinal graduation rate for the campus, regardless of ECHS enrollment or placement into a credit recovery program. Additional information on how TEA calculates the four-year graduation rate can be found here.

Return to Top

Outcomes-Based Measures: Achievement

1) How will the Achievement OBM accommodate for the launch of TSIA2? *Posted August 11, 2020*
TEA has modified the TSIA OBM data indicators to account for the new TSIA2 exam planned to launch in the 2020-21 academic year. The TSIA OBM data indicator for writing has been removed and is now incorporated as ELAR + Writing. In order to provide greater flexibility in response to COVID-19, TEA has made an important adjustment to the TSIA College Readiness Standards data indicators. Successful completion of any college-level reading or writing course will provide TSI exemption for the ELAR + Writing OBM. Likewise, the successful completion of any college-level math course will provide TSI exemption for the Math OBM.

2) How will the new TSIA College Readiness OBM data indicator be calculated? *Posted August 11, 2020*

With the launch of the 2020-21 ECHS Blueprint, the data definition for the TSIA College Readiness OBM data indicator now includes all students in Grade 11 in the denominator. This is a change as the previous version of the ECHS Blueprint only included students who took one or more TSIA exams in the calculations. All administrations from Grades 8-11 are included. TEA will also include TSI exemptions earned through successful completion of the first college-level course in reading, writing or mathematics. TSI-liable courses are determined locally by the college partner. TEA will receive TSI exemption data, supplied by the college/university, from the THECB.

3) Is completion of the first college reading/writing course (e.g., ENGL 1301/1302) fulfilled through the completion of only ENGL 1301, or only ENGL 1302, or are *both* ENGL 1301 and 1302 required? *Posted August 11, 2020*

It depends. Texas Administrative Code (TAC) §§4.54-.59 allows for students to meet Texas College Readiness Standards in Math and English through successful completion of specific entry-level freshman math intensive and reading/writing intensive courses. TSI-liable courses are based on local decisions of the institution of higher education (IHE). The TSI exemption for successful first college course completion is based only on TSI-liable courses. To ensure the ECHS OBM is accurate in indicating the percentage of ECHS students who are college ready through meeting this exemption, TEA plans to use information reported by IHEs through use of the Course Schedule report (CBM 00S) and the TSI report (CBM 002). With this in mind, colleges determine whether or not only English 1301 fulfills the requirement for the first writing intensive or reading intensive course, and whether it will take both English courses combined to meet the TSI exemption. TEA does not set policy for TSI-liable courses; therefore, TEA will not require students to enroll in both English 1301 and 1302 to meet college readiness on the TSIA in ELAR + Writing OBM data indicator. The TEA will use the college indicator CBM 002 for this data set.

4) Do students have to pass the TSIA Reading or Writing to take English 1301? *Posted August 11, 2020*

No. The college/university will determine a student's college readiness to take dual credit courses. Most IHE partners require a student to meet state College Readiness Standards (either through the TSIA or one of the exemptions) prior to a student taking English 1301 or English 1302. However, students may meet the state's eligibility standards and enroll in dual credit courses. Additionally, the THECB has provided greater flexibility in the enrollment process in response to COVID-19. Upon successful completion of the reading or writing intensive dual credit course, the student will have met TSI College Readiness Standards in that subject area.

5) Do students have to pass the TSIA Math for Math 1314? *Posted August 11, 2020*

No. The college/university will determine a student's college readiness to take dual credit courses. Most IHE partners require a student to meet state College Readiness Standards (either TSI or one of the exemptions) prior to a student taking Math 1314. However, students may meet eligibility standards and enroll in dual credit courses. Additionally, the THECB has provided greater flexibility in the enrollment process in response to COVID-19. Upon successful completion of the math intensive dual credit course, the student will have met TSI College Readiness Standards in that subject area.

6) What if the college/university does not agree to allow the TSI exemption? *Posted August 26, 2020*
The college/university determines when a student is college ready, or dual credit eligible. During COVID, the THECB allows the college/university to use Texas Administrative Code 4.55(a) "exceptional circumstances" provision for students who have no access to TSI testing. A college/university may permit a student to enroll in freshman-level academic coursework (using multiple measures) which provide greater flexibility, for the college/university to make the determination that a student is ready to enter college level coursework. Districts should work with their dual credit provider to learn the specific process the provider is using. Visit [THECB's FAQ](#) to learn more.

7) Will an ECHS campus receive credit if an ECHS student takes developmental math to become TSI math complete? *Posted August 26, 2020*
No. Developmental education is not eligible for dual credit. Only completion of the first college-level course in a given discipline will enable the student to meet the TSI exemption for the TSIA OBM data indicator for that same subject area.

8) Does the end of 11th grade include the summer after 11th grade for the Achievement OBM? *Posted August 11, 2020*
Yes. Exam administrations taken in the summer after Grade 11 are included in the data calculations for both TSIA data indicators and the English II End of Course assessment. The ECHS should coordinate closely with the PEIMS coordinator for PEIMS Submission 4 which is the end of the summer.

9) Considering most of the target population did not take Algebra I in middle school and they are likely to double up, does the ECHS Blueprint require that a college math course is taken in Grade 11? *Posted August 11, 2020*
ECHS students are not required to complete their dual credit math course by the end of Grade 11. The inclusion of TSI-liable courses for the TSIA OBM under the Achievement domain are intended to provide greater flexibility to the ECHS for ensuring that students are college and career ready before Grade 12. Additionally, the addition of the TSI-liable course opens opportunities for local programs to develop and implement a holistic approach for dual credit course enrollment. ECHS programs should begin working more closely with their middle school partners to support entry into accelerated math pathways for students who are ready for this experience.

10) How will TSIA exemptions be affected by students now exempt from STAAR English II and Algebra I due to COVID-19? *Posted August 11, 2020*
At this time, TSIA exemptions through STAAR English II and Algebra I do not impact data calculations for the TSIA data indicators. The ECHS campus must ensure that students achieve college readiness through TSIA exam or through successful completion of dual credit. The TEA will make adjustments, as needed, and consider alternatives to the Achievement OBM to accommodate the changing landscape of education with the onset of COVID-19.

11) Are ECHS campuses now required to administer the SAT and/or the ACT to all its juniors? *Posted August 11, 2020*
No. Administration of the SAT/ACT is not required for the ECHS program. However, the Texas Legislature has provided funding which enables each Texas high school student to take a college readiness assessment (TSIA/SAT/ACT) at no expense in either Grades 11 or 12 (Texas Education Code §48.155). More information can be found on the House Bill 3: College Preparation Assessments Reimbursements webpage.

12) Will the SAT/ACT requirement be adjusted if universities increasingly waive the SAT requirements for entry? *Posted August 11, 2020*
TEA is in the process of developing additional guidance on OBM data indicators impacted by COVID-19. TEA intentionally aligned the ECHS OBM with the CCMR Outcomes Bonus to reward schools for each student who reach state standards for college and career readiness. However, with several large universities waiving the requirement for SAT/ACT scores, the TEA will consider appropriate alternatives to the Achievement OBM to accommodate the changing landscape of education with the onset of COVID-19.

13) What ACT/SAT scores do students need to meet the CCMR requirement? *Posted August 11, 2020*
A student meeting the college-ready criteria on the ACT exam will need a composite score of 23 or higher with at least a 19 on the English test and at least 19 on the math section. A student meeting the college-ready criteria on the SAT exam will need a minimum score of 530 on the math section and a minimum score of 480 on the Evidence-Based Reading and Writing (EBRW) section. These criteria are aligned with state accountability standards. More information can be found on THECB's Overview: Texas Success Initiative.

14) Will our ECHS campus Achievement OBM be affected if students took their ACT/SAT at another campus? *Posted August 11, 2020*
No. The student's unique ID number carries the student's record. The calculation for the ECHS will include all students coded as ECHS with a PEIMS indicator.

15) Why are multiple College Readiness Standards required for the ECHS program? *Posted August 11, 2020*
TEA has provided flexibility to the ECHS regarding which College Readiness Standards to strive for within the Achievement OBM. Additionally, TEA has identified multiple College Readiness Standards that span a series of grade levels at the ECHS. Early readiness is critical to ensure that students are able to enroll in dual credit courses. Additionally, ensuring college readiness for the majority of students before they graduate from the ECHS should be a priority of the program to enable students to continue toward their long-term education goals. ECHS leaders should work with their Leadership Team to determine the Achievement OBM data indicators that best align with their local priorities and context.

16) How has the Algebra I End-of-Course OBM data indicator changed? *Posted August 11, 2020*
All 9th graders will now be included in the Algebra I End-of-Course OBM data indicator. The highest scoring administration from Grades 7, 8, 9, and fall of 10 are included. A Provisional ECHS is now required to ensure that 85% of their students pass the Algebra I EOC exam at the "Approaches Grade Level Performance". The criteria for a Designated ECHS has changed, with passing now defined as "Meets Grade Level Performance". Campuses seeking to meet the Distinction criteria for this metric must meet both percentages for the "Meets Grade Level Performance" and the" Masters Grade Level Performance". Distinctions for Achievement are earned in part by student success at the "Masters Grade Level Performance".

17) How has the English II End-of-Course OBM data indicator changed? *Posted August 11, 2020*
All 11th graders will now be included in the English II End-of-Course OBM data indicator. The highest scoring administration from Grades 9, 10, and 11 are included. A Provisional ECHS is now required to ensure that 85% of their students pass the English II EOC the exam at the "Approaches Grade Level Performance". The criteria for Designated ECHSs has changed, with passing now defined as "Meets Grade Level Performance". Campuses seeking to meet the Distinction criteria for this metric must meet both percentages for the "Meets Grade Level Performance" and the" Masters Grade Level Performance". Distinctions for Achievement are earned in part by student success at the "Masters Grade Level Performance".

18) Will the Achievement OBM end-of-course (EOC) exam indicator be calculated for 2020-21 Designation since EOC exams were not administered? *Posted August 11, 2020*
Yes. The OBM related to end-of-course exams include a lagging data set by one year. TEA will use test administrations data for Algebra I End-of-Course exams through December 2019 for last year's 9th grade cohort who took the Algebra I EOC in 9th grade during 2018-19 or in 10th grade in the fall of 2019. TEA will use test administrations data for English II EOC through Summer 2019 for last year's 11th graders who took the English II EOC at any time in Grades 9, 10 or 11. The TEA will make adjustments as needed to EOC metrics and consider appropriate alternatives to the Achievement OBM to accommodate the changing landscape of education with the onset of COVID-19.

19) How will students affect OBM scores if they have EOC exemptions? *Posted August 11, 2020*
Students with End-of-Course exemptions are still required to pass College Readiness Standards for Achievement OBM. The 2020-21 ECHS Blueprint does not include End-of-Course exemptions in any data indicator calculations at this time.

Return to Top

Contact Information

Email the CCRSM team for additional information: CCRSM@tea.texas.gov

Internet Resources

2020-21 ECHS Blueprint (PDF)
ECHS PEIMS Indicator Code (PDF)
ECHS Data Documentation for 2020-21 Designation (PDF)
How to Read Your OBM Report (PDF)
Data Used to Determine OBM Targets for the 2020-21 ECHS Blueprint (PDF)