

ECHS Data, Compliance & Reporting Checklist

For Program Implementation, Annual Reporting & Continuous Improvement

Purpose. Use this checklist to determine whether the structures, partnerships, student supports, and data systems needed to operate and monitor an ECHS are in place.

How to Use This Checklist:

- Review the checklist with the ECHS leadership team at least annually and whenever a major program change is made.
- Mark each item **Not Started, In Progress, or Complete**. Use **Evidence / Notes** to identify the document, report, data source, or action that supports the status.
- Use the **Definitions Tool** alongside this checklist to ensure consistent terminology.
- The **Annual Data & Reporting** section focuses on the required ECHS data identified in 6.30.13.11 NMAC. Schools may track additional measures for local continuous improvement.

Part 1. Program Implementation & Readiness

Note: Use this section during ECHS development, implementation, and periodic program review. The checkpoints reflect core ECHS qualifications and application elements in 6.30.13.9–10 NMAC.

Action / Checkpoint	Status	Evidence / Notes
A structured pathway is documented and integrates state standards with local and state graduation requirements.	☐ Not Started ☐ In Progress ☐ Complete	
Each pathway leads to a workforce recognized credential, and the credential pathway is clearly identified.	☐ Not Started ☐ In Progress ☐ Complete	
The pathway and dual credit plan are aligned with the student's Next Step Plan and the applicable CTE pathway, declared major, or meta major.	☐ Not Started ☐ In Progress ☐ Complete	
Dual credit coursework is planned to begin no later than grade 10 and is designed to accelerate students toward college completion.	☐ Not Started ☐ In Progress ☐ Complete	
A written agreement or MOU is in place with at least one postsecondary partner and addresses dual credit offerings and student support structures.	☐ Not Started ☐ In Progress ☐ Complete	
Dual credit coursework is tuition free to students and families.	☐ Not Started ☐ In Progress ☐ Complete	

Instructors for dual credit courses meet applicable postsecondary instructor qualifications.	☐ Not Started ☐ In Progress ☐ Complete	
Action / Checkpoint	Status	Evidence / Notes
A workforce partner relationship is documented and includes meaningful work-based learning aligned to student pathways.	☐ Not Started ☐ In Progress ☐ Complete	
CTE coursework uses New Mexico CTE standards to support students' academic and career preparation.	☐ Not Started ☐ In Progress ☐ Complete	
An outreach and recruitment process is designed to promote equitable access and reach students underrepresented in higher education.	☐ Not Started ☐ In Progress ☐ Complete	
A sustainability plan addresses continuing financial support and support from the school board or governing body.	☐ Not Started ☐ In Progress ☐ Complete	
School and district personnel are knowledgeable about ECHS requirements under 6.30.13 NMAC.	☐ Not Started ☐ In Progress ☐ Complete	
Annual tribal consultation is planned, documented, and maintained as applicable to ECHS requirements.	☐ Not Started ☐ In Progress ☐ Complete	

Part 2. Student Support & Implementation

Note: These checkpoints help the team determine whether the program can effectively support students once the ECHS begins operating.

Action / Checkpoint	Status	Evidence / Notes
Students receive advising that connects the high school graduation plan, Next Step Plan, pathway, dual credit, and workforce recognized credential.	☐ Not Started ☐ In Progress ☐ Complete	
The school has a process for monitoring each student's progress toward the pathway and credential.	☐ Not Started ☐ In Progress ☐ Complete	
Students have access to academic and other support structures needed for success in dual credit coursework.	☐ Not Started ☐ In Progress ☐ Complete	
The school has a process for identifying students who are off track and intervening early.	☐ Not Started ☐ In Progress ☐ Complete	
Work-based learning opportunities are available, aligned to pathways, and documented.	☐ Not Started ☐ In Progress ☐ Complete	

Students and families receive information and support related to college transition and postsecondary options.	☐ Not Started ☐ In Progress ☐ Complete	
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Action / Checkpoint	Status	Evidence / Notes
The school has identified the secondary and postsecondary personnel responsible for maintaining and sharing student-level ECHS data.	☐ Not Started ☐ In Progress ☐ Complete	
The school can connect student-level records to pathway participation, college credit, workforce recognized credentials, and work-based learning participation.	☐ Not Started ☐ In Progress ☐ Complete	

Part 3. Annual Data & Reporting

Note: Before submitting or reviewing annual data, confirm that the school can produce accurate information for the measures identified in 6.30.13.11 NMAC. Use the ECHS Data Definitions Tool to ensure consistent terminology.

Action / Checkpoint	Status	Evidence / Notes
Responsibility for verifying and reporting each major ECHS data measure is clearly assigned.	☐ Not Started ☐ In Progress ☐ Complete	
The school and postsecondary partner have an established process for sharing and reconciling student college-credit information.	☐ Not Started ☐ In Progress ☐ Complete	
Number of students enrolled in the ECHS.	☐ Not Started ☐ In Progress ☐ Complete	
Percentage of low-income students enrolled in the ECHS compared with the percentage of low-income high school students enrolled in the district.	☐ Not Started ☐ In Progress ☐ Complete	
Percentage of students participating in dual credit.	☐ Not Started ☐ In Progress ☐ Complete	
Number of students earning a postsecondary skill-based certificate or credential.	☐ Not Started ☐ In Progress ☐ Complete	
Number of students completing an associate degree.	☐ Not Started ☐ In Progress ☐ Complete	
Percentage of students participating in work-based learning experiences.	☐ Not Started ☐ In Progress ☐ Complete	

Action / Checkpoint	Status	Evidence / Notes
Grade 11: all students completing grade 11 have attempted at least 3 postsecondary credit hours toward a workforce recognized credential.	☐ Not Started ☐ In Progress ☐ Complete	
Grade 12: at least 80% of students completing grade 12 have successfully completed at least 12 postsecondary credit hours toward a workforce recognized credential.	☐ Not Started ☐ In Progress ☐ Complete	

- Data Quality Check Before Reporting**

Action / Checkpoint	Status	Evidence / Notes
Student enrollment counts have been reconciled with the school's official student records.	☐ Not Started ☐ In Progress ☐ Complete	
Pathway participation is coded consistently for all ECHS students.	☐ Not Started ☐ In Progress ☐ Complete	
Postsecondary credit information has been reconciled with available college or dual credit records.	☐ Not Started ☐ In Progress ☐ Complete	
Workforce recognized credential attainment has been verified and recorded consistently.	☐ Not Started ☐ In Progress ☐ Complete	
Work-based learning participation is documented using the school's agreed-upon definition and tracking method.	☐ Not Started ☐ In Progress ☐ Complete	
Grade 11 and Grade 12 credit benchmarks have been reviewed before annual reporting.	☐ Not Started ☐ In Progress ☐ Complete	
Any unusual results, missing data, or discrepancies have been investigated and documented.	☐ Not Started ☐ In Progress ☐ Complete	

Reference: New Mexico Administrative Code 6.30.13, Early College High School, especially Sections 6.30.13.9 (Qualifications), 6.30.13.10 (Application), 6.30.13.11 (Annual Data Review), and 6.30.13.12 (Renewal Process). Schools should use the current NMPED rule and reporting guidance when completing official submissions.