



Early College High School

State Design Model



Earn an Early College High School Designation

The campus will earn a Texas Early College High School (ECHS) designation and fully operate as an ECHS no later than the start of the second year of Texas Title I Priority School (TTIPS) grant implementation (Fall 2017).



Create an Innovative High School

The campus will create a high school that enables students to graduate with a high school diploma, and either an associate degree or 60 college credit hours toward a baccalaureate degree.



Offer College Credit at No Cost to Students

Provide college credit earned through the high school years for all students at no cost; including tuition, fees, and textbook costs.



Increase Teacher and School Leader Effectiveness

Develop and increase teacher and school leader effectiveness through the use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.



Identify Students for Intensive Supports

The campus will identify students in need of more intensive supports, including students at risk of dropping out, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:

1. Quantitative and qualitative data to identify the population at risk of dropping out and least likely to attend college.
2. Early College High School brochures in all languages relevant to the school community.
3. Written communication plan for relevant target audiences: parents, community members, school board.

Benchmarks:

The LEA/campus will meet ECHS implementation benchmarks pertaining to the following topics:

P-16 Leadership Initiatives

Partnership Agreements

Curriculum and Support

Academic Rigor and Readiness

School Design

Early College High School Readiness Assessment

More detail pertaining to ECHS benchmarks can be found here:
http://www.edtx.org/uploads/general/ECHS_Blueprint.pdf

Questions to Consider:

- What are the special features and requirements of the ECHS model that will address the needs of your campus?
- How will the LEA select a new leader for the school, and what experience, training, and skills will the new leader be expected to possess?
- How will the LEA enable the new leader to make strategic staff replacements?
- What is the LEA’s own capacity to support the implementation of required, recommended and diagnostically determined strategies?
- What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the implementation of this model?
- What changes in operational practice must accompany the transformation, and how will these changes be brought about and sustained?
- Does the LEA have an established relationship with an Institution of Higher Education (IHE)?
- How will the LEA and the campus work together to meet ECHS benchmarks?
- What is the LEA’s plan to address all the requirements necessary to obtain an ECHS designation?