

Texas Title I Priority Schools (TTIPS) Grant State Design Model- Early College High School (ECHS)

If the LEA/campus selects to implement the Texas State Design Model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas requirements for developing an Early College High School (ECHS):

The LEA/campus will:

1. Pursue designation as a Texas Early College High School (ECHS), with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of Texas Title I Priority School (TTIPS) grant implementation period: Fall 2017.
2. Create an innovative 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.
3. Provide college credit earned through the high school years for all students at no cost, including tuition, fees, and textbook costs.
4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System (T-TESS) and Texas Principal Evaluation and Support System (T-Pess).
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in the criteria laid out in TEC §29.08, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) A written communication plan for relevant target audiences: parents, community members, school board.

In addition to meeting the above requirements, an LEA/campus implementing the State-Design, Early College High School Model will meet the following Early College High School implementation benchmarks. More detail on each ECHS Benchmark can be found here:

http://www.edtx.org/uploads/general/ECHS_Blueprint.pdf

Benchmark 1: Partnership Agreements

By the start of TTIPS full implementation (Fall 2016), the LEA/campus will have partnerships in place with an IHE, a Texas Early College High School demonstration site, and the Texas Early College High School Technical Assistance provider. These partnerships are marked by signed Memoranda of Understanding with a current signature for each year of implementation.

Benchmark 2: P-16 Leadership Initiatives

By the start of TTIPS planning/pre-implementation year (January 1, 2016), the school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision making authority from the district(s) and

IHE(s). The LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Benchmark 3: Curriculum and Support

Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional, and social supports necessary to be successful in the rigorous courses of study.

Benchmark 4: Academic Rigor and Readiness

By the first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

Benchmark 5: School Design

By the start of the second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with an IHE liaison with decision-making authority, a highly qualified teaching staff, clear opportunities for students to have regular use of college academic facilities, opportunities for high school faculty and staff to receive regular training and support in collaboration with the IHE faculty and staff.

Benchmark 6: Early College High School Readiness Assessment

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

*The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

Questions to Consider:

- What are the special features and requirements of the Early College High School (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?

Additional Resources:

- Center on School Turnaround: <http://centeronschoolturnaround.org/>
- School Turnaround Learning Community: <http://schoolturnaroundsupport.org/home>
- U.S. Department of Education Office of School Turnaround:
<http://www2.ed.gov/about/offices/list/oese/ost/index.html>
- [Texas Education Agency, Early College High School program](#)
- Texas Education Code [§29.908](#)
- Texas Administrative Code [§4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG:
[Commissioner's Rules Concerning Early College Education Program](#)