LASO CYCLE 5

Early College High School (ECHS)

TEA
Texas Education Agency

Introductions

LASO CYCLE 5

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Agenda

Overview of LASO Cycle 5 Application Process and Timeline

Early College High School (ECHS) Deep Dive

Next Steps

FYIs

Submit questions during the webinar using the Zoom Q&A

Webinar slides and recordings will be posted on the LASO website after all webinars have been completed

Email LASO@tea.texas.gov with follow-up questions

LASO CYCLE 5

Overview of LASO 26-27 (Cycle 5)

LASO 26-27 (Cycle 5)

Learning Acceleration Support Opportunities (LASO) is a **single, consolidated application that combines grants, in-kind supports and services, and allotment opportunities,** bundled around a few key initiatives to accelerate academic gains.

~$400M

In supports and services

21

TEA initiatives to support school systems in achieving student outcomes

1

Application to access direct grants, in-kind supports, and state allotments

Schema to Determine Best- Fit Initiatives

STAGE 0

START WITH OUTCOMES

Use current student data and goals to focus initiative selection.

ANALYZE DATA
Review STAAR, MAP, and other relevant assessments.

IDENTIFY NEEDS
Clarify strengths and priority areas for growth.

SET GOALS
Define goals based on growth areas and system priorities.

ALIGN PLANS
Connect goals to district, campus, ESSA, or other plans.

SELECT LASO
Choose aligned opportunities from the LASO portfolio.

ASSESS SCHOOL SYSTEMS' NEEDS & READINESS

1 Foundation Initiatives

BUILD THE FOUNDATION

Are curriculum & instruction and talent systems strong?

If no or inconsistent

CONSIDER **FOUNDATIONAL INITIATIVES**

Build or strengthen the core systems first

2 Extension Initiatives

DEEPEN AND ACCELERATE

Beyond C&I and talent systems, are there opportunities to build up existing systems via add-on initiatives?

If yes,

CONSIDER **EXTENSION INITIATIVES**

Build on effective curriculum, instruction, and talent systems with extension add-ons.

3 Innovative Models

TRANSFORM

Is there capacity and readiness to transform by considering innovative models?

If foundation & extensions are strong

CONSIDER **INNOVATIVE MODELS**

Pursue transformative approaches to teaching and learning.

Select the Best-Fit Initiatives Based on Needs and Readiness

Initiative
Local Accountability System Planning Grant (LAS)
Leadership & Instructional Foundations for Texas (LIFT)
LIFT School Improvement Accelerator (LIFT SI A)
School Improvement C&I Support Grant (SICISG)
Blended Learning Grant (BLG) 2 Pathways: Coherent Systems, Strategic Operations
AP Computer Science Principles (APCSP)
Early Literacy Intervention Tool (ELIT)
Math Supplemental Curriculum for School Improvement (MSC for SI)
PREP Programs: •PREP Grow Your Own (GYO) •PREP Residency •PREP Traditional •PREP Alternative •PREP Mentorship
Texas Strategic Staffing (TSS)
Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)
Additional Days School Year (ADSY) PEP Grant 2 pathways: Summer Learning, Full Year Redesign
School Action Fund (SAF)
Rural Pathway Excellence Partnership (R-PEP)
Early College High School (ECHS)
Pathways in Technology Early College High School (P-TECH)
Virtual and Hybrid Program Accelerator (VHPA) 2 Pathways: Program, Campus

FOUNDATION

Curriculum & Instruction + Talent

- Leadership & Instructional Foundations for Texas (LIFT)
- PREP Programs: GYO, Residency, Traditional, Alternative, Mentorship
- Texas Strategic Staffing (TSS)
- Strategic Compensation Cohort for Enhanced TIA (SCC for ETIA)

EXTENSION

Build, deepen, and accelerate

- LIFT School Improvement Accelerator (LIFT SI A)
- School Improvement C&I Support Grant (SI CISG)
- Blended Learning Grant (BLG): Coherent Systems + Strategic Operations
- AP Computer Science Principles (AP CSP)
- Early Literacy Intervention Tool (ELIT)
- Math Supplemental Curriculum for School Improvement (MSC for SI)
- Additional Days School Year PEP Grant (ADSY): Summer Learning + Full Year Redesign

INNOVATIVE MODELS

Transform the learning model

- Local Accountability System Planning Grant (LAS)
- School Action Fund (SAF)
- Rural Pathway Excellence Partnership (R-PEP)
- **Early College High School (ECHS)**
- Pathways in Technology Early College High School (P-TECH)
- Virtual and Hybrid Program Accelerator (VHPA): Program + Campus

Get Ready to Apply for LASO 5

APPLICATION OPENED

September 23, 2026

APPLICATION CLOSES

December 1, 2026, 5 p.m. CT

1 Explore the offerings Visit the LASO 5 website to review available initiatives.

Review Resources Learn more about each grant and their coexistence:

2

- Best Fit Guidance
- Initiative One-Pagers
- Eligibility & Prioritization
- Master Calendar

3 Align with your teams Share information with school system teams to identify needs and best-fit initiatives.

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ECHS: Funding, Commitments, and Timeline Overview

Multi-Year Funding Deep Dive for ECHS

ECHS LASO 5

Key Program Commitments to Consider

- **Leadership & Sustainability:** District and campus leadership commit to sustaining and strategically expanding a high-quality ECHS model aligned to CCRSM benchmarks.
- **Strong IHE Partnership:** The school system and IHE partner maintain a formal partnership that provides no-cost dual credit coursework, advising, and student supports.
- **Exemplar Practice Sharing:** Grantees will showcase an effective ECHS practice through a product or presentation highlighting areas such as TSIA success strategies, recruitment, data initiatives, or college credit partnerships.
- **Equitable Program Implementation:** Academic pathways, advising systems, individualized supports, and dual credit opportunities are aligned to expand access and promote student success.
- **Continuous Improvement & Sustainability:** School systems use data, program artifacts, and continuous improvement processes to monitor implementation fidelity, evaluate outcomes, and support long-term sustainability.

Full Grant Estimated Award Range

- Estimated Total Allocation Available: $900K
- Initiative Duration: 2 years
- Estimated Total Value of Award: Up to $75,000
- Estimated Number of Awards: Up to 12 programs

Approximate Program Timeline

- Start Date: March 2027 (2-year grant)

Purpose

ECHS LASO 5

- The Early College High School (ECHS) Implementation grant provides Designated and Designated with Distinction campuses with funding, expert technical assistance, and strategic improvement support to strengthen CCRSM implementation, expand student access to postsecondary opportunities, and accelerate CCMR outcomes.
- The grant supports the sustained implementation and strategic expansion of high-quality Designated ECHS programs while prioritizing programs that broaden access for underserved students, align academic and support structures to improve program coherence, and deliver rigorous dual-credit pathways that lead to meaningful college and career success at no cost to students.

Program Supports and Services

ECHS LASO 5

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Eligibility Criteria

ECHS LASO 5

- All current CCRSM ECHS programs that are currently Designated or Designated with Distinction
  - Have demonstrated fidelity of implementation to CCRSM standards.
  - Deemed to have completed the annual CCRSM Program Application by the stated deadline.
- Any program that has been given CCRSM Designated Needs Improvement status is not eligible to apply.

Assurances

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Statutorily Required Responses

See the General and Fiscal Guidelines, Statutory Requirements

- Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.

The following requirements are defined in the statute that authorizes this program.

The applicant must comply with each of these requirements in the application to be considered for funding:

1. ECHS program: A school established under Texas Education Code (TEC), §29.908, that enables a student in Grade 9, 10, 11, or 12 who is at risk of dropping out of school, as defined by TEC, §29.081, or who wishes to accelerate completion of high school to combine high school courses and college-level courses. An ECHS program must provide for a course of study that, on or before the fifth anniversary of a student's first day of high school, enables a participating student to receive both a high school diploma and either an applied or academic associate degree, with a completed field of study curriculum, as defined by (TEC), §61.823, that is transferable toward a baccalaureate degree at one or more general academic teaching institutions, as defined by TEC, §61.003. 2.
2. The ECHS program must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with 19 Texas Administrative Code (TAC) §74.25.

Assurances

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TEA Application Required Responses

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

- Complete and submit the CCRSM Program Application by the established deadline and remain in compliance with all applicable CCRSM requirements.
- Sustain and strategically improve a high-quality ECHS model aligned to CCRSM benchmarks and ECHS Blueprint requirements.
- Effectively partner with and take full advantage of the free technical assistance provided by TEA and the TEA-designated technical assistance provider throughout the grant period.
- Maintain and enhance a coordinated system of wraparound supports, engaging multiple stakeholders to promote student readiness, persistence, and success in rigorous academic and workforce pathways.
- Maintain formal IHE partner agreements that support dual credit, advising, and student supports at no cost to students.
- Maintain an active ECHS Leadership Design Team to lead campus decision-making, monitor implementation, and support continuous program improvement.
- The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See Expenditure Reporting. The grantee is required to regularly request payment for allowable expenditures as grant program requirements are carried out.

Assurances

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Statutory or Program-Specific Required Responses

- The applicant provides assurance that program funds will supplement (increase the level of service) and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this IDC will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant assures that it will adhere to all statutory and TEA program requirements as noted in the ECHS 2027-2029 Program Guidelines.
- The applicant assures that it will adhere to all performance measures, as noted in the ECHS 2027-2029 Program Guidelines, and shall provide TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- The applicant acknowledges that, per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
- Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

Assurances

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Statutory or Program-Specific Required Responses

- Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.
- The school system will maintain current contact information in AskTED to ensure timely communication.
- The school system will regularly submit expenditures (monthly preferred, quarterly at minimum) to remain on track with grant expenditures.
- The school system will participate in all required meetings and submit evidence of implementation at a monthly or quarterly cadence.
- At TEA's request, ECHS programs must submit evidence demonstrating implementation of enrollment policies and practices that support equitable student access and align with statutory requirements. Documentation should verify the use of performance-blind admissions, open-access enrollment processes that encourage applications from all students, or a weighted lottery that prioritizes students identified as at-risk under TEC §29.081 and other targeted ECHS student populations.
- At TEA's request, ECHS programs must submit evidence of sustained stakeholder engagement practices used to inform and strengthen program implementation. Documentation should demonstrate how student, parent, community, school system, school board, and postsecondary partner feedback is regularly solicited, analyzed, and incorporated into continuous program improvement, along with outreach activities that promote understanding of ECHS opportunities and outcomes.
- At TEA's request, ECHS programs must submit a current, signed, and dated memorandum of understanding (MOU) and course articulation agreement with one or more accredited institutions of higher education (IHE) partners that fulfill statutory requirements. Documentation should demonstrate active implementation of the partnership and address curriculum alignment, instructional materials, academic calendars, pathways leading to an associate degree or up to 60 college credit hours, student enrollment and attendance processes, grading policies, statewide assessment administration, and data-sharing procedures.
- At TEA's request, ECHS programs must submit evidence of a comprehensive system of wraparound supports designed to promote student success in rigorous high school and college coursework. Documentation should demonstrate implementation of coordinated academic, behavioral, and mental health supports, including academic mentoring, intervention and acceleration services, counseling and advising, parent engagement, peer mentoring, and connections to community-based resources and social services as needed. Evidence should demonstrate how these supports are monitored and refined to improve student outcomes.
- ECHS programs will update and complete the CCRSM Program Application on or before the deadline and remain in compliance with applicable CCRSM requirements.
- ECHS programs will share one practical product or presentation that highlights an effective ECHS practice such as TSIA best practices, recruitment strategies, data collection initiatives, or college credit partnerships by the end of the grant period.
- The applicant agrees to complete the program-specific assurances for this LASO program listed in the Qualtrics application.

Time Commitment

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Initiative	Board	Superintendent	C: Suite CAO, CIO, CFO	District Leaders	Campus Leaders (includes Coaches)	Teachers
Early College High School (ECHS)	Approval of ECHS application and overall campus implementation throughout the grant.	Develop and monitor short-term and long-term strategic priorities for the ECHS along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.	Develop and monitor short-term and long-term strategic priorities for the ECHS along with a work-flow plan to achieve programmatic goals in alignment with district/campus continuous improvement planning.	Maintain and enhance the organizational capacity, cross-sector partnerships, and strategic planning processes necessary to sustain high-performing ECHS programs and improve student attainment outcomes.	Develop leadership capacity, enhance team roles, and align academic and postsecondary pathways to sustain ECHS program success and maximize student attainment outcomes.	Strengthen their instructional expertise, collaborate with college partners, and use student data to support dual credit success, credential attainment, and postsecondary readiness for all ECHS students.

Scoring Criteria

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ECHS Scoring Criteria	Description	Points
Strategic Needs and Outcomes: Challenges, data, and acceleration of student success.	Demonstrate the local need, stakeholder support, and data-driven justification for investing in ECHS program improvement.	15
Postsecondary Partnerships & Pathways: Strength and effectiveness of ECHS partnerships and pathways.	Show how the ECHS program leverages strong IHE partnerships and aligned academic pathways to increase college access, college credit attainment, and degree completion opportunities.	35
Student Access & Support: Access, enrollment, and student support systems.	Describe how the ECHS program expands access while providing the academic, advising, and support systems necessary for student success.	35
Program Quality & Sustainability: Long-term viability and success of the ECHS program.	Share how school system and program leaders use continuous improvement processes, data-driven decision-making, and sustainability planning to maintain a high-quality ECHS program over time.	15

Total Standard Review Points possible: **100 Points**

ECHS Priority Points Criteria	Points
TEA CCRSM program's benchmark products website is of high quality, current and accessible to the public	3
School systems classified by TEA as Rural	2
School systems classified by TEA in the upper quartile of economically disadvantaged students	2
TEA CCRSM program classified as Designated with Distinction	2
School systems with at least a 165-instructional-day calendar	1

Total Priority Points possible: **10 Points**

Oral Interviews for Funding

If oral interviews are needed and the school system qualifies for multiple initiatives, it will participate in a virtual interview to determine the best fit. Required participants include the superintendent (or designee), the prospective campus leader, and the dual credit leader. Applicants will be evaluated on their higher education partnership, student support systems, and Outcomes-Based Measures (OBM) strategies, while demonstrating readiness for the grant program. Applicants may reference the Program Guidelines, FAQs, and other supporting materials during the interview.

Understanding the LASO 5 Interview Process

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Interviews are a required part of the award process for select LASO 5 programs.

1 GRANT

One program-specific interview

The individual program team will contact the applicant to schedule.

OR

MULTIPLE GRANTS

Joint interview whenever possible

A coordinated conversation reduces duplicate sessions and scheduling burden.

20

MINUTES PER PROGRAM

Joint interviews may be longer because each program receives its own interview time.

Six LASO 5 programs include interviews in the selection process

- ADSY PEP
- Blended Learning Grant (BLG)
- Early College High School (ECHS) / P-TECH
- Local Accountability System (LAS)
- School Action Fund (SAF)
- Virtual and Hybrid Program Accelerator (VHPA)

Interview participation does not guarantee an award.

Applicants should monitor the contact information provided in their LASO application.

Joint Interview Outreach and Scheduling

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How the process works

LASO scoring, vetting, and interviews run December 3-January 18.

1 APPLICATION REVIEW

Programs identify applicants invited to interview and determines grant overlap.

2 OUTREACH

Applicants are contacted to share availability and required participant information.

3 COORDINATION

For multiple grants, interview topics and program teams are combined whenever possible.

4 CONFIRMATION

Applicants receive the confirmed date, time, format, and participation details.

If you are invited for **ONE** grant

- The individual program team will contact school systems directly to schedule one program-specific interview.
- Individual program interviews may be scheduled from 8:00 a.m. to 5:00 p.m. on any date during the December 3-January 18 window.
- Plan for an approximately 20-minute interview.

If you are invited for **MULTIPLE** grants

- LASO will coordinate outreach and scheduling for a joint interview whenever possible.
- Joint interviews are anticipated to occur December 15-18, from 8:00 a.m. to 5:00 p.m.
- Each interview block will be limited to no more than one hour. Applicants interviewing for multiple grants may therefore be scheduled for two separate interview blocks.

School systems applying for multiple grants should reserve time during December 15-18 and ensure required participants are available.

Communities Foundation of Texas: Educate Texas

About Us

Educate Texas, an initiative of Communities Foundation of Texas (CFT), is the trusted change agent in education working to ensure Texas students graduate prepared to earn a living wage, pursue meaningful careers, and strengthen thriving communities. Building on more than 20 years of statewide partnership, Educate Texas is focused on intensifying impact through three strategic priorities: dynamic high school models, postsecondary and workforce success, and new approaches and solutions. Across these priorities, Educate Texas aligns programs, policy, research, data, and cross-sector partnerships to strengthen the connection between K-12, higher education, and workforce systems and to expand access to credentials of value for Texas students.

Grant-Specific Supports

Educate Texas serves as the Texas Education Agency's technical assistance provider for the statewide College and Career Readiness School Models (CCRSM) network, which includes more than 580 Early College High School (ECHS) and Pathways in Technology Early College High School (P-TECH) campuses across every Education Service Center region in Texas. Educate Texas supports CCRSM campuses and districts through differentiated coaching, professional development, learning communities, regional and statewide convenings, Program Application Cycle support, Outcomes-Based Measures (OBM) monitoring, Needs Improvement supports, sustainability planning, and tools that help leaders implement the ECHS and P-TECH Blueprints with fidelity. Technical assistance through the CCRSM network is provided at no cost to grantees; grant funds are not required to pay for Educate Texas technical assistance.

Contact

Michelle Wisdom and Kenya Wilson
ccrsm@texasccrsm.org
214.750.4222
https://www.edtx.org

Additional LASO Grants We Support

Pathways in Technology, Early College High School

Current or Previous Work in Texas

Dallas ISD

- ECHS Programs

El Paso

- ECHS Programs

Lancaster, DeSoto, Cedar Hill, Denison and Sherman ISDs

- Districtwide STEM implementation and strategy development

Approved Provider

Change Requests and Declines in LASO

LASO has an informal discretionary competitive grant process

- Declines and change requests are not advisable in typical competitive processes
- If declines are requested, they will be considered on a case-by-case basis for the school systems and could raise the school systems' federal grant risk level in the coming year

Texas Education Agency

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Early College High School (ECHS) Deep Dive

Expanding College and Career Opportunities

- Reduces barriers to college and career access
- Increases college and career readiness
- Provides academic and social support services through dedicated staff

2026 – 2027 CCRSM Statewide Network Overview

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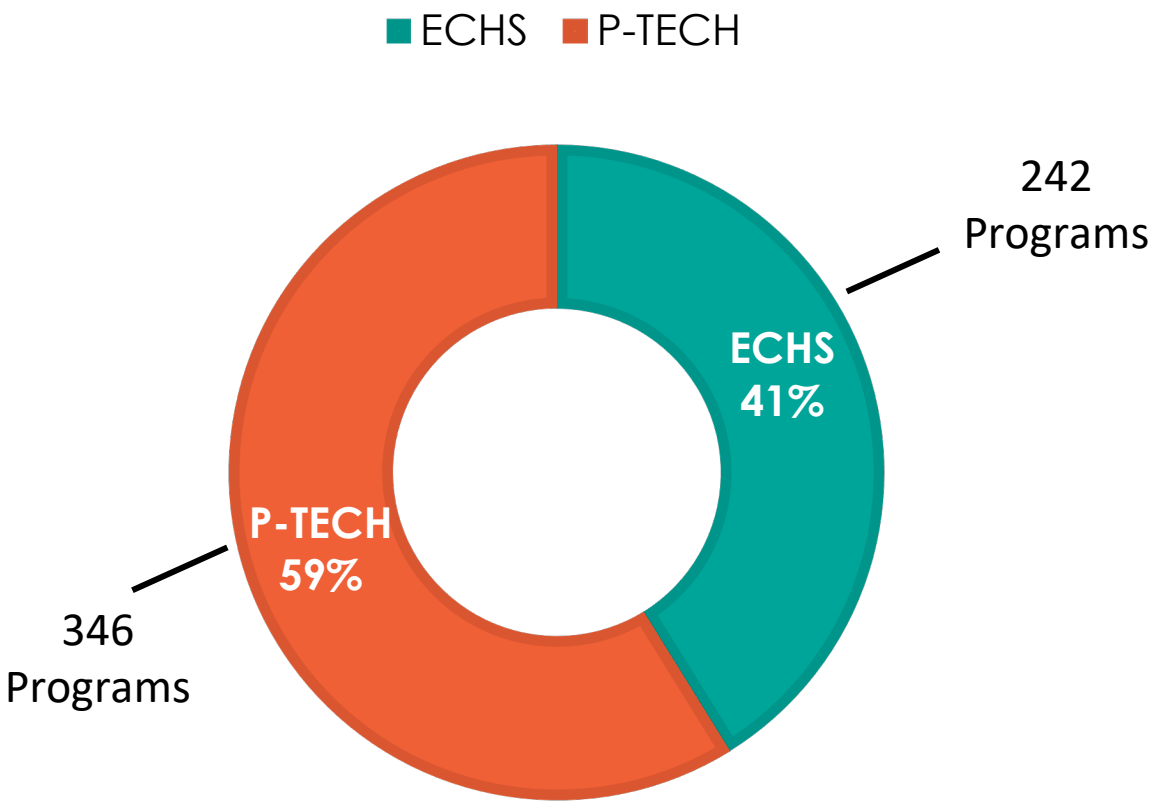
CCR SCHOOL MODEL DISTRIBUTION



588 CCRSM Programs

103,000+
Students

281
District Partners

75+ IHE Partners

200+
Business and Industry
Partners

CCRSMs Meeting Designation with Distinction status in 2026 – 2027 SY

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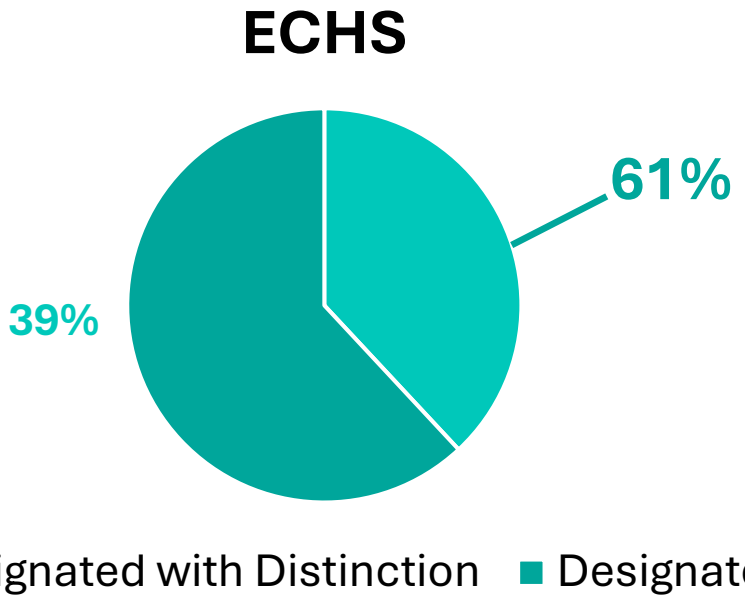
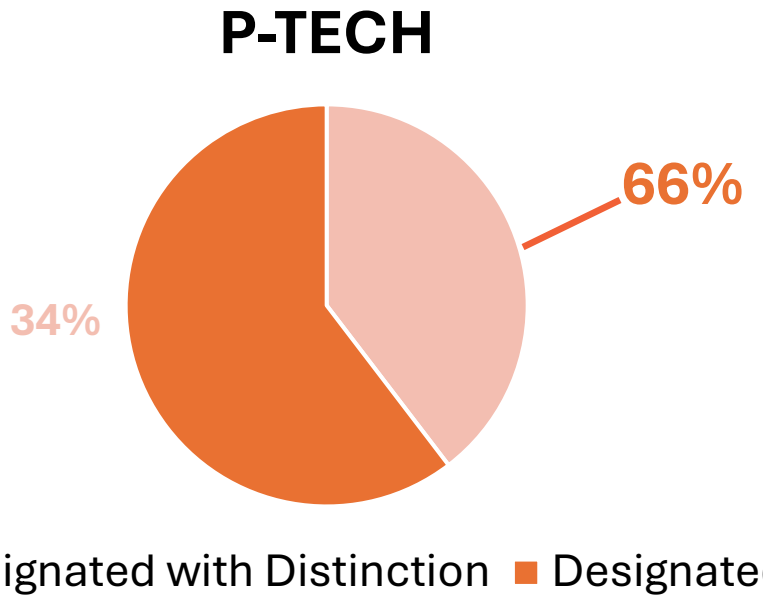
A majority of CCRSMs eligible for Designation with Distinction status are earning that Designation.

- To receive the status, CCRSMs must operate for 7+ years and meet Designation with Distinction OBM criteria in Access, Achievement, and Attainment.





ECHS & P-TECH Class of 2025 Student Outcomes

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2024 – 2025 ECHS Graduates, n = 15,016	Graduate Outcomes
CCRSM Graduates Who Met College Readiness Benchmarks in ELA and Mathematics	**63%**
CCRSM Graduates Who Earned at least 15 College Credit Hours	**77%**
CCRSM Graduates Who Earned an Associate Degree	**53%**

2024 – 2025 P-TECH Graduates, n = 5,550	Graduate Outcomes
CCRSM Graduates Who Met College Readiness Benchmarks in ELA and Mathematics	**61%**
CCRSM Graduates Who Earned at least 15 College Credit Hours	**66%**
CCRSM Graduates Who Earned an Associate Degree	**29%**

CCRSM Blueprints – ECHS and P-TECH

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Outcome driven

- Blueprints contain key data indicators to ensure positive student outcomes and measure program health

Outcomes-Based Measures (OBMs)

- **Access** – Student representation in the program
- **Achievement** – Student achievement through high school-based opportunities
- **Attainment** – Student attainment of postsecondary opportunities

ACCESS OUTCOMES-BASED MEASURES

Student representation in the ECHS program.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
At-Risk Students	Must meet targets on "At-Risk Students" and "Economically-Disadvantaged Students" designated data indicat	Must meet all designated access data indicators and two access distinction data indicators
Economically-Disadvantaged Students	No more than district (grade	
Emergent Bilingual Students	No more than district (grade	
Students with Disabilities	Not considere designation	
	Not considere designation	

ACHIEVEMENT OUTCOMES-BASED MEASURES

Student achievement through high school-based opportunities.

Data Indicators	Requirements	
	Designated P-TECH	Designated with Distinction
	Must meet targets on at least three achievement designation data indicators	Must meet targets on at least three achievement distinction data indicators
Algebra I EOC Assessment	70% of students ach "Approaches Grade Performance" or hig the end of 10th grad	
English II EOC Assessment	70% of students ach "Approaches Grade Performance" or hig the end of 11th grad	
College Readiness in Mathematics and ELA/Reading	40% of students me criteria in mathema ELA/Reading (CCMR definition) by gradu	
High School Graduation Rate	Campus is within 5% statewide 4- year graduation rate	
CTE Program Status by 11th grade	55% of students me CTE concentrator or completer status by end of 11th grade	
CTE Program Status by Graduation	65% of students gra as a CTE concentrat completer by gradu	

ATTAINMENT OUTCOMES-BASED MEASURES

Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.

Data Indicators	Requirements	
	Designated ECHS	Designated with Distinction
	Must meet targets on at least three attainment designation data indicators	Must meet targets on at least three attainment distinction data indicators
Earn 9 College Credits	30% of students earn 9 college credits (any) by the end of 10th grade	40% of students earn 9 college credits (any) by the end of 10th grade
Earn at least 3 College Credits in ELA or Mathematics	40% of students earn an ENGL or MATH college credit by the end of 11th grade	50% of students earn an ENGL or MATH college credit by the end of 11th grade
Earn 15 College Credits	50% of students earn 15 college credits (any) by graduation	60% of students earn 15 college credits (any) by graduation
Core Completion	50% of students achieve core completion by graduation	60% of students achieve core completion by graduation
Earn an Associate Degree	50% of students earn an associate degree by graduation	60% of students earn an associate degree by graduation
Persistence	75% of students enrolled remain in the ECHS program through graduation	85% of students enrolled remain in the ECHS program through graduation

Benchmark 1

School Design Elements

Benchmark 1: School Design Elements

1.1 Student Cost

1.2 School Location

1.3 Student Cohorts

1.4 Flexible Scheduling

1.5 TSIA Testing Site

Benchmark 2

Partnership Design Elements

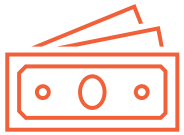
Benchmark 2: Partnerships Design Elements

2.1

Goal of Higher Ed Partnerships

2.2

Role & Responsibilities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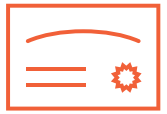
Funding

2.4

Academic Plan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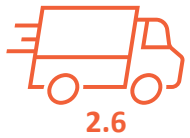
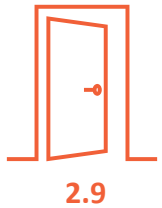
Transcription of Credit

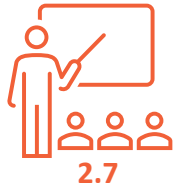
Benchmark 2: Partnerships Design Elements



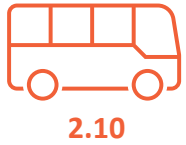
Course Delivery & Scheduling



Access to Higher Ed Resources



Staffing Plan



Transportation

Instructional Materials & Books

Benchmark 2: Partnerships Design Elements

2.11 Collaborative Outreach Efforts

2.12 Student Participation

2.13 Academic Supports

2.14 Data Sharing

2.15 Program Data Analysis

Benchmark 3

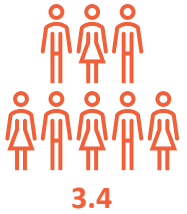
Target Population Design Elements

Benchmark 3: Target Population Design Elements

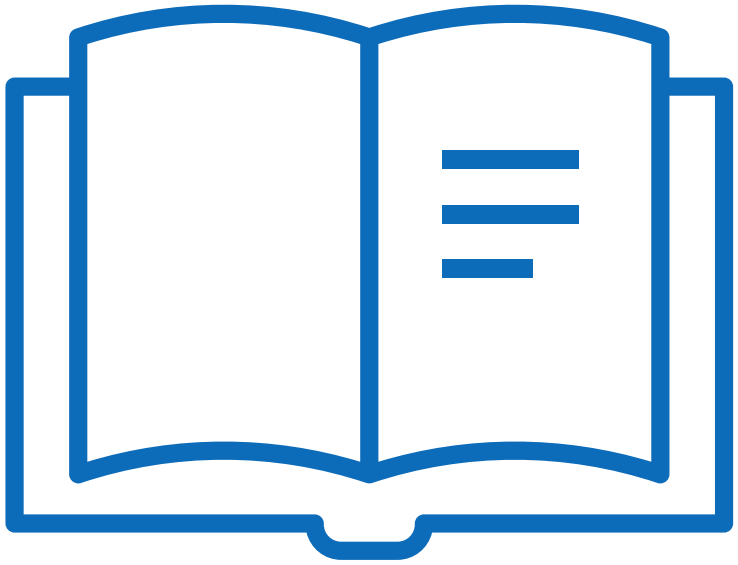
Recruitment and Enrollment

Stakeholder Engagement

Documenting Enrollment



Lottery System



Benchmark 4

Academic Infrastructure Design Elements

Benchmark 4: Academic Infrastructure Design Elements

4.1 Regional Need

4.4 Course Offerings

4.2 Post Secondary Opportunities

4.5 Delivery of Courses

4.3 Course Sequence

Benchmark 4: Academic Infrastructure Design Elements

4.6

Performance in High School

4.7

College Readiness

4.8

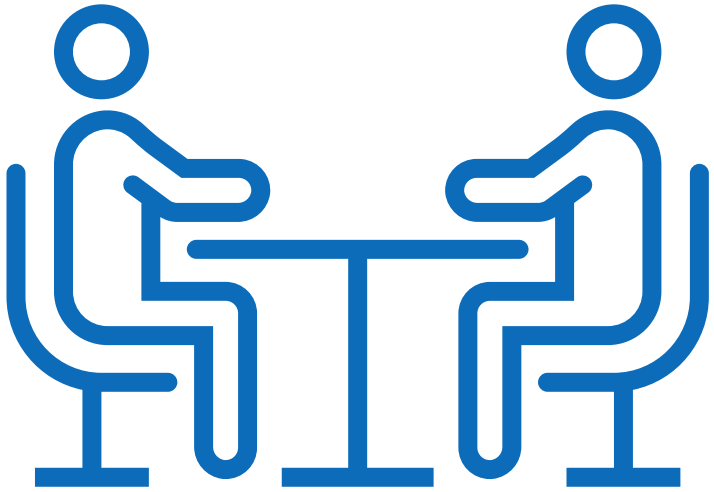
Student Data Tracking

4.9

Student Persistence

4.10

Student Pathway Support



Benchmark 5

Student Support Design Elements

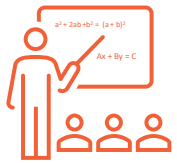
Benchmark 5: Student Supports

5.1

Bridge Program

5.2

Advising


5.3

Student Intervention

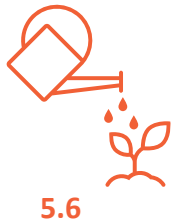
5.4

Classroom Supports

5.5

Wrap-Around Strategies

Benchmark 5: Student Supports



Enrichment Opportunities

College and Career Readiness

Texas Education Agency

LASO CYCLE 5

ECHS Outcomes-Based Measures (OBMs)

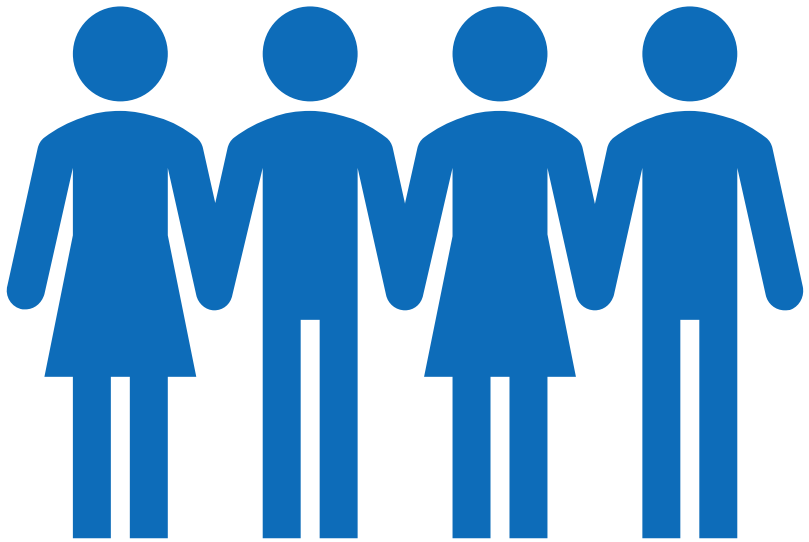
ECHS OBM Reporting used for Designation

	Data Indicator	
Access (2 data indicators)	At-Risk	**Must meet both criteria for ECHS designation**
	Economically Disadvantaged	
Achievement (6 data indicators)	EOC – Algebra I	**Must meet three criteria for ECHS designation**
	EOC – English II	
	TSIA – ELAR	
	TSIA – Mathematics	
	High school graduation rate	
	College Readiness in Mathematics and ELA/Reading	
Attainment (6 data indicators)	Earn 9 college credit hours	**Must meet three criteria for ECHS designation**
	Earn at least 3 college credit hours in ELA or Math	
	Earn 15 college credit hours	
	Completing Texas Core Curriculum	
	Earn an associate degree	
	Persistence	

ECHS OBMs and School Design

Outcomes-Based Measures (OBMs)

	9th Grade	10th Grade	11th Grade	12th Grade
Access	At-Risk Economically Disadvantaged			
Achievement	Algebra I EOC		English II EOC TSIA and STAAR English EOC TSIA and STAAR Math EOC	High School Graduation Rate College Readiness in Mathematics and ELA/Reading (CCMR)
Attainment		Earn 9 college credits	Earn at least 3 College Credits in ELA or Mathematics	Earn 15 College Credits Core Completion Earn an Associate Degree Persistence



2 of 2

Access

Student representation in the ECHS program

Access Data Indicator

At-Risk

- 9th Grade
- No more than 25% under district (Grades 9 - 12)

Access Data Indicator

Economically Disadvantaged

- 9th - 12th Grades
- No more than 10% under district (Grades 9 - 12)

3 of 6

Achievement

Student achievement in high school

Achievement Data Indicator

Algebra I EOC Assessment

- 70% of students achieve “Approaches Grade Level Performance ” or higher
- 9th Grade

Achievement Data Indicator

English II EOC Assessment

- 70% of students achieve “Approaches Grade Level Performance ” or higher
- 11th Grade

Achievement Data Indicator

TSIA & STAAR EOC Criteria in Math

- 60% of students meet TSIA score or STAAR EOC criteria
- 11th Grade

Achievement Data Indicator

TSIA & STAAR EOC Criteria in ELAR

- 70% of students meet TSIA score or STAAR EOC criteria
- 11th Grade

Achievement Data Indicator

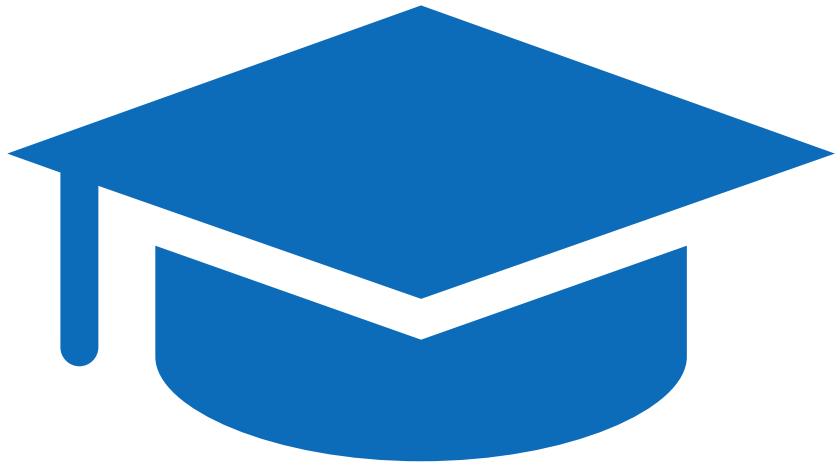
High School Graduation Rate

- Campus is within 5% of statewide 4-year graduation rate
- 12th Grade

Achievement Data Indicator

College Readiness in Math & ELAR

- 40% of students meet TSIA criteria (CCMR definition)
- 12th Grade



3 of 6

Attainment

Student attainment of postsecondary opportunities

Attainment Data Indicator

Earn 9 College Credits

- 30% of students earn 9 college credits (any)
- 10th Grade

Attainment Data Indicator

Earn at least 3 College Credits in ELA or Math

- 40% of students earn an ENGL or MATH college credit
- 11th Grade

Attainment Data Indicator

Earn 15 College Credits

- 50% of students earn 15 college credits (any)
- 12th Grade

Attainment Data Indicator

Core Completion

- 50% of students achieve core completion
- 12th Grade

Attainment Data Indicator

Earn an Associate Degree

- 50% of students earn an associate degree
- 12th Grade

Attainment Data Indicator

Persistence

- 75% of students enrolled remain in the ECHS program
- 12th Grade

Attainment Data Indicator

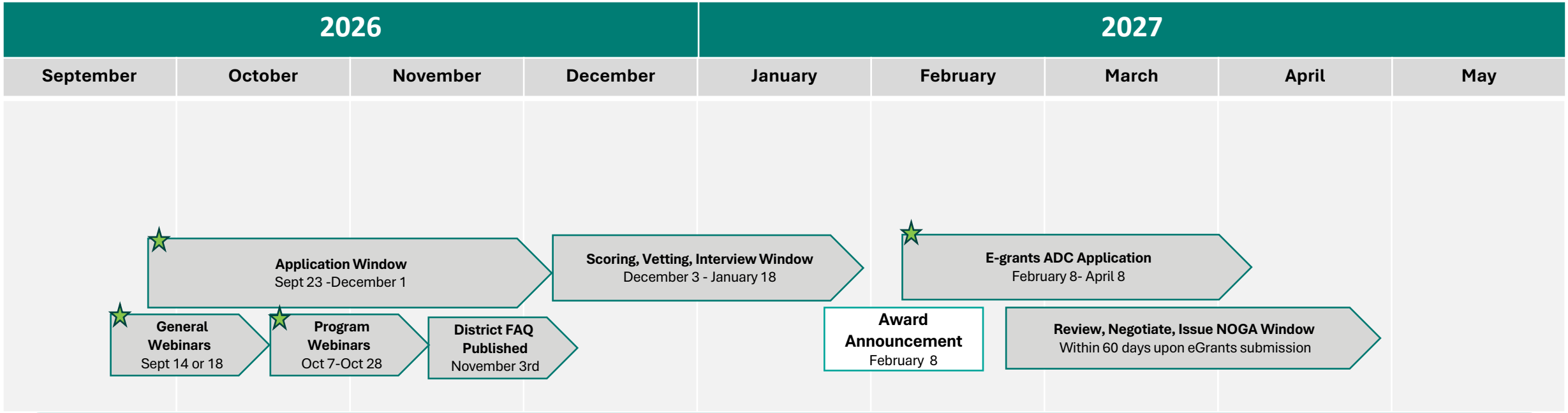
Application Question Section	Primary Benchmark	Secondary Benchmark	Tertiary Benchmark
Strategic Needs & Outcomes	Benchmark 1: Target Population	Benchmark 4: Academic Supports	Benchmark 2: Partnerships
Postsecondary Partnerships & Pathways	Benchmark 2: Partnerships	Benchmark 4: Academic Supports	Benchmark 3: School Structure
Student Access & Support	Benchmark 1: Target Population	Benchmark 4: Academic Supports	Benchmark 5: Student Support
Program Quality & Sustainability	Benchmark 5: Student Support	Benchmark 3: School Structure	Benchmark 2: Partnerships

Texas Education Agency

LASO CYCLE 5

Path Forward

LASO 26-27 (Cycle 5) Timeline



Major Milestones

- **Application Window** | September 23, 2026 to December 1, 2026 (closes at 5:00 pm CT)
- **Application Office Hours** | Recurring Mondays, September 28-November 30 at 10:00 AM CT (register here)
- **Program Specific Webinars** | October 7, 2026 to October 28, 2026 (register here)
- **Estimated Award Announcement** | February 2027
- **Estimated NOGA Release** | March 2027 to May 2027

LEA Action

School systems must submit LASO Cycle 5 applications by December 1 at 5:00pm CST

TEA emailed unique application links to school system superintendents on September 23 (if needed, LEAs can complete a Request for Application Link Form to receive a new link)

PDF of the application is posted on the LASO Cycle 5 website; however, school systems must submit the application through Qualtrics using the unique application link

Applications must be signed by the superintendent to be accepted

LASO CYCLE 5

Thank You!

Darin Ford

Postsecondary Preparation Programs

CCRSM Statewide Coordinator

College, Career, and Military Preparation Division

ccrsm@tea.texas.gov

Please complete this brief survey