



EARLY COLLEGE HIGH SCHOOL REDESIGN

Recommendation 1: Require one year of planning for new ECHS candidates. During the planning year, candidates must work with a technical assistance provider – funded by TEA – and address all of the requirements outlined in a new ECHS planning tool. After completing the one-year of planning, the candidate may apply for a provisional early college designation for the 2019-2020 school year.

Recommendation 2 : TEA should review outcomes- based measures from all ECHSs annually, and designate ECHS status according to performance on observable metrics. The observable metrics fall into three categories – access, achievement, and attainment.

Recommendation 3 : TEA should use three differentiated ECHS designation categories – provisional early college, early college, and distinguished early college. All categories are required to meet the same design elements. Targets for outcomes-based measures will be differentiated based on category (see supporting document). At any time, if an ECHS is performing below specified targets, the ECHS may be categorized as needs improvement and will receive targeted technical assistance – funded by TEA – and have two years to meet targets or lose designation. If a distinguished early college does not meet targets, the ECHS will be designated as an early college, given that they meet the early college targets.

Recommendation 4 :

ECHSs to implement the same design elements. Additionally, some
used to provide greater flexibility in implementation, reduce the
costs, and better reflect the diverse state of the ECHS field.

Recommendation 5 : In early 2018, TEA will open the application window for existing ECHSs interested in reapplying for early college status for the 2018-19 school year. TEA should phase- in the requirements for meeting outcomes- based measures by starting with the ninth grade cohort (all access data indicators and limited achievement and attainment data indicators) and including an additional grade per year. Existing ECHSs may self-select into meeting all of outcomes-based measures under the distinguished early college category if they have a full cohort of students and wish to be held accountable to those targets.