

ECHS Renewal Application

Academy Information

School District:

Campus:

Academy Name:

Which model does the district intend to implement at this time? Within these models, there are variations. For this purpose, the campus is defined as a county-district-campus (CDC) number, not a physical location.

Model District will Implement:

- ☐ Stand Alone Academy
- ☐ Stand Alone Academy: Multiple Campuses
- ☐ School within a School
- ☐ School within a School: Mult Campuses
- ☐ School within a School: Other grade level

Grade Levels Served

What grade level(s) will your academy plan to serve in the upcoming school year?

Range of Students

Please enter the number of 9th grade students that you plan to serve in 2027-2028:

Please enter the number of 10th grade students that you plan to serve in 2027-2028:

Please enter the number of 11th grade students that you plan to serve in 2027-2028:

Please enter the number of 12th grade students that you plan to serve in 2027-2028:

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District and Academy Members

Application Primary Contact

Please list the full name of the person responsible for completing this application.

Primary Contact Name:

Primary Contact Email:

Primary Contact Job Title:

District Superintendent Information

Superintendent Name:

Superintendent Email:

Superintendent's familiarity with the ECHS Model (years of experience):

ECHS School Leader Information

(ECHS leader who has the authority over course and instructor scheduling, staff and faculty hiring, and budget development)

ECHS School Leader Name:

ECHS School Leader Email:

ECHS School Leader's familiarity with the ECHS Model (years of experience):

ECHS Counselor Information

Counselor Name:

Counselor Email:

Counselor's familiarity with the ECHS Model (years of experience):

ECHS PEIMS Official Information

PEIMS Official Name:

PEIMS Official Email:

PEIMS Official's familiarity with the ECHS Model (years of experience):

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Collaborators

You may add up to 2 other individuals who will need login access to edit while the application is in progress (draft form). Once the application is finalized, you will be able to share the PDF version with others via email.

Collaborator 1 Name; Email:

Collaborator 2 Name; Email:

Needs Improvement - Note (Only for campuses designated as Needs Improvement)

Needs Improvement Leader Name:

Needs Improvement Leader Email:

Needs Improvement Leader familiarity with the ECHS model:

Confidence level of exiting needs improvement:

Feeder Highschool

Will this CCRSM program recruit and serve students from additional district high schools beyond its own enrolled student body (i.e., feeder high schools)? Note: feeder high schools refer to any additional district campuses whose students will access CCRSM programming at the primary/designated CCRSM program?

- ☐ Yes
- ☐ No

If Yes:

Feeder School 1 Name; CDC:

Feeder School 2 Name; CDC:

Feeder School 3 Name; CDC:

Feeder School 4 Name; CDC:

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Degrees and Credentials

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. Describe how the campus will develop a rigorous course of study that will enable a participant to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by Title 19 of the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours towards a baccalaureate degree during grades 9-12.

When describing this course of study, include the transferability and applicability of college credit offered between a 2-year and a 4-year institution:

Endorsements

What endorsement(s) will your academy plan to offer? Select all that apply.

- ☐ STEM (Science, Technology, Engineering, and Mathematics)
- ☐ Business and Industry
- ☐ Arts and Humanities
- ☐ Public Services
- ☐ Multidisciplinary Studies

Career Clusters

Below is a list of all Career Clusters. Please select the appropriate category as it applies to each career cluster offered by your academy in 2027-2028.

- ☐ Not applicable
- ☐ Agriculture, Food, & Natural Resources
- ☐ Architecture & Construction
- ☐ Arts, A/V Technology, & Communications
- ☐ Business, Marketing, & Finance
- ☐ Education & Training
- ☐ Energy

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- ☐ Engineering
- ☐ Health Science
- ☐ Hospitality & Tourism
- ☐ Human Services
- ☐ Information Technology
- ☐ Law & Public Service
- ☐ Manufacturing
- ☐ Transportation, Distribution, & Logistics

Programs of Study Academy Will Offer

Please select the Program(s) of Study (POS) that the PEIMS-coded academy will offer in 2027-2028.

- POS: Agriculture, Food, Nat Resources
- POS: Arts, A/V Tech & Communications:
- POS: Education & Training:
- POS: Engineering:
- POS: Hospitality & Tourism:
- POS: Information Technology:
- POS: Manufacturing:
- POS: Architecture & Construction:
- POS: Business, Marketing, & Finance:
- POS: Energy:
- POS: Health Science:
- POS: Human Services:
- POS: Law & Public Service:
- POS: Transportn, Distrib, Logisistics:
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Which of the following degrees, certificates, or certifications does the academy offer in 2027-2028?

Types of Degrees and Certifications:

- ☐ Associate Degrees
- ☐ Level I & II Postsecondary Certificates
- ☐ Industry Based Certifications

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Fields of Study

What fields of study does the academy plan to offer in 2027-2028? Select all that apply.

- ☐ Architecture
- ☐ Biology
- ☐ Business Administration
- ☐ Communications
- ☐ Computer Science
- ☐ Criminal Justice
- ☐ Education (EC-3, EC-6, and/or 4-8 Subject Areas)
- ☐ Engineering
- ☐ English
- ☐ History (B.A.)
- ☐ History (B.S.)
- ☐ Kinesiology
- ☐ Music
- ☐ Nursing
- ☐ Political Science
- ☐ Psychology
- ☐ Social Work
- ☐ Sociology
- ☐ Other

Associate Degrees

Associate of Arts (A.A.)

A.A. Degree Subject 1:

A.A. Degree Subject 2:

A.A. Degree Subject 3:

A.A. Degree Subject 4:

Number of A.A. Degrees:

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Associate of Science (A.S.)

A.S. Degree Subject 1:

A.S. Degree Subject 2:

A.S. Degree Subject 3:

A.S. Degree Subject 4:

Number of A.S. Degrees:

Associate of Applied Arts (A.A.A.)

A.A.A. Degree Subject 1:

A.A.A. Degree Subject 2:

A.A.A. Degree Subject 3:

A.A.A. Degree Subject 4:

Number of A.A.A. Degrees:

Associate of Applied Sciences (A.A.S.)

A.A.S. Degree Subject 1:

A.A.S. Degree Subject 2:

A.A.S. Degree Subject 3:

A.A.S. Degree Subject 4:

Number of A.A.S. Degrees:

Associate of Applied Teaching (A.A.T.)

A.A.T. Degree Subject 1:

A.A.T. Degree Subject 2:

A.A.T. Degree Subject 3:

A.A.T. Degree Subject 4:

Number of A.A.T. Degrees:

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Level I or II Certification Information

What Level I and Level II Postsecondary Certificate(s) provided by an IHE does the academy plan to offer in the 2027-2028 school year?

Level I & II Postsecondary Certificates:

Industry-Based Certifications (IBCs)

What Industry-Based Certification(s) (IBC) does the academy plan to offer in 2027-2028?

Industry Based Certifications:

Articulation Agreement

Does the Institution of Higher Education partner currently have an articulation agreement with a four-year Institute of Higher Education detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?

- ☐ Yes
- ☐ No

If yes, provide the university name that the ECHS has an articulation agreement with and the bachelor's degree that students could earn using their associate degree and accrued credits.

Degree 1

University Name:

2-year degree name:

4-year degree name:

Degree 2

University Name:

2-year degree name:

4-year degree name:

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Degree 3

University Name:

2-year degree name:

4-year degree name:

Degree 4

University Name:

2-year degree name:

4-year degree name:

Recruitment and Enrollment Process

In 1600 characters or less, please outline at least three key strategies for the future recruitment and enrollment process that meet the ECHS open enrollment requirements for your district and student population. Please refer to the ECHS Blueprint (3.1, 3.3, and 3.4) when answering this question.

The ECHS academy shall be open enrollment for all students. Recruitment and enrollment processes shall identify, recruit, and enroll subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. In addition to those who are at-risk as defined by PEIMS, the ECHS shall identify, recruit, and enroll subpopulations that are underrepresented in college courses. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA) or other criteria that create barriers for student enrollment. Please outline the established plans for recruitment and enrollment process that meets the open enrollment requirements:

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When will your campus begin the primary recruitment phase of 8th grade students?

- ☐ August - October
- ☐ November - January
- ☐ February - April
- ☐ May - July

When will your campus inform the majority of your students of their acceptance into the program?

- ☐ August - October
- ☐ November - January
- ☐ February - April
- ☐ May – July

What additional technical assistance could be helpful related to the recruitment and enrollment process in 2027-2028? For more information, please refer to the ECHS Blueprint (3.1, 3.2, 3.3, and 3.4).

Summer Bridge Program

What month(s) will you offer the Summer Bridge program? Please refer to the ECHS Blueprint (5.1) when answering this question

- ☐ May
- ☐ June
- ☐ July
- ☐ August
- ☐ Other

Other - fill in the blank:

Partnerships

Does the academy have a formal working relationship with an Institution of Higher Education Partner?

- ☐ Yes

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☐ No

If no, briefly describe the campus plan and timeline for creating this vital academic partnership:

IHE Partner 1 Information

Please enter the Institution of Higher Education partner contact information below. (This colleague is typically the person who works directly with your campus on an ongoing basis to further strengthen the academic support and dual credit components of the partnership)

IHE Primary Campus Partner 1:

IHE Partner 1 Name:

IHE Partner 1 Email:

IHE Partner 1 Job Title:

Please enter the Institution of Higher education signatory information below.

IHE Signatory 1 Name:

IHE Signatory 1 Email:

IHE Signatory 1 Job Title:

IHE Partner 2 Information

Does the academy have an established partnership with an additional Institute of Higher Education Partner?

☐ Yes

☐ No

If yes:

IHE Primary Campus Partner 2:

IHE Partner 2 Name:

IHE Partner 2 Email:

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IHE Partner 2 Job Title:

Education Service Partner

Do you work with an ESC to support your academy?

- ☐ Yes
- ☐ No

If yes, fill out the information below.

Region:

Partner Name:

Partner Email:

Workforce Board Partner

Do you work with a Workforce Board to support your academy? Please refer to the ECHS Blueprint (4.1) when answering this question.

- ☐ Yes
- ☐ No

If yes, please provide contact information below.

Organization Name:

Name:

Email:

Job Title:

If no, briefly describe the campus plan and timeline for creating this helpful partnership:

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Advanced Academics

Select the type of advanced courses your campus will offer in the 2027-2028 school year.
Select all that apply.

Type of Advanced Courses Offered:

- ☐ Dual Credit
- ☐ Advanced Placement (AP)
- ☐ International Baccalaureate (IB)
- ☐ OnRamps

Dual Credit Questions

What type of dual credit courses will your campus offer in 2027-2028? Select all that apply.

- ☐ Academic Course Guide Manual (AGCM)
- ☐ Workforce Education Course Manual (WECM)

Which delivery formats will you employ when teaching dual credit courses in 2027-2028?
Select all that apply.

- ☐ District employed teachers on the academy site
- ☐ IHE personnel on the college campus
- ☐ A hybrid approach of the two formats above
- ☐ Other

Describe your remediation plans for students in need of academic support for those who do not pass dual credit courses in 2027-2028. Please refer to the ECHS Blueprint (5.2, 5.3, 5.4, and 5.5) when answering this question.

List the policies and practices your academy will implement to expand and retain teachers that are qualified to teach dual credit. Please refer to the ECHS Blueprint (1.9) when answering this question.

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Describe any challenges in ensuring your academy has educators with qualifications to teach dual credit. What steps did your academy take to address the need in 2026-2027? Please refer to the ECHS Blueprint (1.9 and 2.7) when answering this question.

TSI Testing Site Information

Is the campus currently a TSIA testing site or planning to become one:

- ☐ Yes
- ☐ No

If no or planning to become one, briefly describe the campus plan and timeline for becoming a TSI testing site. Please refer to the ECHS Blueprint (1.5) when answering this question.

Describe how the campus plans to continuously monitor and improve implemented plans for TSI success, ensuring the academy is on track to meeting with the outcomes-based Achievement measure. Please refer to the ECHS Blueprint (4.7) when answering this question.

How often do you offer the TSI Assessments?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Semesterly
- ☐ Other

Curriculum and Support

Academic Supports (Blueprints 5.2; 5.3)

Provide examples of how the campus plans to provide all students with a system of academic supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.2, 5.3).

Academic Support Service 1: Activity:

Academic Support Service 1: Description:

Academic Support Service 2: Activity:

Academic Support Service 2: Description:

Academic Support Service 3: Activity:

Academic Support Service 3: Description:

Academic Support Service 4: Activity:

Academic Support Service 4: Description:

Behavioral and Mental Health Supports (Blueprints 5.5)

Provide examples of how the campus plans to provide all students with a system of behavioral and mental health supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.5).

Behavioral Support Service 1: Activity:

Behavioral Support Service 1: Description:

Behavioral Support Service 2: Activity:

Behavioral Support Service 2: Description:

Behavioral Support Service 3: Activity:

Behavioral Support Service 3: Description:

Behavioral Support Service 4: Activity:

Behavioral Support Service 4: Description:

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Career and College Supports (Blueprints 5.4; 5.7)

Provide examples of how the campus plans to provide all students with a system of career and college supports. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.7).

Career/College Support Service 1: Activity:

Career/College Support Service 1: Description:

Career/College Support Service 2: Activity:

Career/College Support Service 2: Description:

Career/College Support Service 3: Activity:

Career/College Support Service 3: Description:

Career/College Support Service 4: Activity:

Career/College Support Service 4: Description:

Enrichment Opportunities (Blueprint 5.6)

Provide examples of how the campus plans to provide all students with a system of enrichment opportunities. List activities and brief descriptions of the activities. Add a new row for each provided service. For more information please refer to the ECHS Blueprint (5.6).

Enrichment Opportunity 1: Activity:

Enrichment Opportunity 1: Description:

Enrichment Opportunity 2: Activity:

Enrichment Opportunity 2: Description:

Enrichment Opportunity 3: Activity:

Enrichment Opportunity 3: Description:

Enrichment Opportunity 4: Activity:

Enrichment Opportunity 4: Description:

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Additional Support Information

Does your academy participate in any of the following programs or services. Please select all that apply.

- ☐ Family and Community Services
- ☐ Health and Wellness
- ☐ Cosmetology and Personal Care Services (Regional Program of Study)
- ☐ Not applicable

Progress Monitoring

Access Outcomes-Based Data Information

What indicator did you find more challenging in regard to the outcomes-based ACCESS data measures in 2026-2027? *For more information please refer to the ECHS Outcomes-Based Measures section in the ECHS Blueprint.*

- ☐ At-Risk Students: No more than 25% under district (grades 9-12)
- ☐ Economically-Disadvantaged Students: No more than 10% under district (grades 9-12)
- ☐ Neither

How confident are you that you will reach the outcomes-based ACCESS data measures for designation status in 2027-2028?

- ☐ Not Confident
- ☐ Somewhat Confident
- ☐ Confident
- ☐ Highly Confident

Describe how your academy will use the outcomes-based ACCESS data for improvement and what additional technical assistance your leadership team needs to help improve on this measure in 2027-2028?

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Achievement Outcomes-Based Data Information

Select the three data indicators that your campus is prioritizing in 2027-2028 to reach future OBM Achievement Designation requirements. Please select only 3 answers.

- ☐ Algebra I EOC Assessment: 70% of students achieve “Approaches Grade Level Performance” or above by the end of 10th grade
- ☐ English II EOC Assessment: 70% of students achieve “Approaches Grade Level Performance” or above by the end of 11th grade
- ☐ TSIA and STAAR EOC Criteria in Mathematics: 60% of students meet TSIA score or STAAR EOC criteria in mathematics by the end of 11th grade
- ☐ TSIA and STAAR EOC Criteria in ELA/Reading: 70% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11th grade
- ☐ College Readiness in Mathematics and ELA/Reading: 40% of students meet TSIA criteria in mathematics and ELA/Reading (CCMR definition) by graduation
- ☐ High School Graduation Rate: Campus is within 5% of statewide 4-year graduation rate

How confident are you that you will reach the OBM Achievement data indicator requirements for future Designation status?

- ☐ Not Confident
- ☐ Somewhat Confident
- ☐ Confident
- ☐ Highly Confident

Describe how your academy will use the outcomes-based achievement data for improvement. What additional technical assistance does your leadership team need to help improve this measure in 2027-2028?

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Attainment Outcomes-Based Data Information

Select the three data indicators that your campus is prioritizing in 2027-2028 to reach future OBM Attainment Designation requirements.

- ☐ Earn 9 College Credits: 30% 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
- ☐ Earn 15 College Credits: 50% of students earn 15 college credits (any) by graduation
- ☐ Core Completion: 50% of students achieve core completion by graduation
- ☐ Earn an Associate Degree: 50% of students earn an associate degree by graduation
- ☐ Persistence: 75% of students enrolled remain in the ECHS program through graduation

How confident are you that you will reach the OBM Attainment data indicator requirements for future Designation status?

- ☐ Not Confident
- ☐ Somewhat Confident
- ☐ Confident
- ☐ Highly Confident

Describe how your academy will use the outcomes-based attainment data for improvement. What additional technical assistance does your leadership team need to help improve this measure in 2027-2028?

Benchmark Products

Please share the hyperlink or website where your required design element artifacts will be published for public display. Refer to the ECHS Blueprint Artifacts section for more information.

Product URL:

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After the inaugural ECHS Planning Year, all required artifacts shall be published on the ECHS website, made available to TEA upon request, and maintained according to the local records retention policy. Please refer to the Required ECHS Artifacts section for more information.