ECHS Blueprint – 2018-2019

BENCHMARK 1 – TARGET POPULATION

1. Identify, recruit, and enroll the 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.
2. Identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are **historically underrepresented** in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)
3. **Document recruitment and enrollment policies**
4. Recruitment and enrollment processes shall **include stakeholders**
5. Use either a **performance-blind, open-access lottery system** that encourages and considers applications from all students or a **weighted lottery that favors students who are at ris**k or who are part of the targeted subpopulations for the ECHS.

BENCHMARK 2 – PARTNERSHIP AGREEMENT

1. Final, signed, and executed **MOU**
2. **Data sharing** agreement
3. Student level data such as credit hours taken and earned; GPA, formative data to assess if **student is on track to be successful** in college level courses

BENCHMARK 3 – LEADERSHIP INITIATIVES

1. Establish a **leadership team**
2. **Monitor progress** on meeting the Blueprint
3. Address and minimize the challenges of **staff turnover and potential fluctuations in funding**

BENCHMARK 4 – CURRICULUM AND SUPPORT

1. Create a **four-year crosswalk**
2. **Personalize** the learning environment
   a. Provide **advisory and/or college readiness and support time**; mentorship
   b. Provide **social and emotional support**
   c. **Provide enrichment opportunities** – community service, partnering with community businesses, provide college awareness
3. **Biannual data review** process.

BENCHMARK 5 – ACADEMIC RIGOR AND READINESS

1. TSI
   a. **Interventions & fee waivers**
2. Assessment **site**
3. **Bridge** Program, Cobra Camp

BENCHMARK 6 – SCHOOL DESIGN

1. Stand Alone
2. Staff
   a. **ECHS leader**
   b. **IHE liaison**
   c. **Highly qualified ECHS teachers**
   d. **Counseling staff**
3. ECHS students shall be **cohorted for core classes**
4. **Professional development** for teachers
5. Provide use of **IHE academic and support facilities**