



**2016-2017**

**Application for ECHS Designation**

ECHS Applicant: Mission CTE Early College HS

Application ID: 706735222

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

**I. Target Population:**

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall 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.)
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
  - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
  - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

**II. Partnership Agreement:**

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

**III. P-16 Leadership Initiatives:**

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).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
  - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
  - Reviewing the MOU for necessary revisions
  - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publically available.

**IV. Curriculum and Support:**

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associates degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
- 3 The ECHS shall provide students with academic, social, and emotional support in their course of study.

**V. Academic Rigor and Readiness:**

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC Â§4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
  - a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
  - b. The ECHS shall report to TEA the dates the TSI is administered.
  - c. The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

**VI. School Design:**

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
  - on a college or university campus, or

- in a stand-alone high school campus or in a smaller learning community within a larger high school.
  - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
  - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
- 2. ECHS required staffing include:
  - a principal, or program director who has scheduling, hiring, and budget autonomy;
  - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators; and
  - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
- 3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
- 4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

1.1 ECHS Applying for Designation

ECHS Campus Name	Mission CTE Early College HS	County District Campus Number	108908001
County District Campus Number 2		County District Campus Number 3	
CDC Number Use	<input checked="" type="radio"/> Shared With a Comprehensive Campus <input type="radio"/> Belongs only to the ECHS		
Years Designated	2.0		
Application Status	Renewal: applying to renew designation on behalf of a provisionally designated ECHS.		
Mailing Address - Line 1	1201 Bryce	Mailing Address - Line 2	
Mailing City	Mission, Texas	Mailing Zip Code	78572

1.2 School District

District Name	Mission Consolidated ISD		
Mailing Address - Line 1	1201 Bryce	Mailing Address - Line 2	
Mailing City	Mission, Texas	Mailing Zip Code	78572

1.2.a Second School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.2.b Third School District

District Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	

1.3 Primary Institution of Higher Education (IHE) Partner

Partner Name	South Texas College		
Mailing Address - Line 1	3201 West Pecan Blvd.	Mailing Address - Line 2	
Mailing City	McAllen, Texas	Mailing Zip Code	78501
How many ECHS does this IHE partner with?	26		

1.3 Second Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.3 Third Primary Institution of Higher Education (IHE) Partner

Partner Name			
Mailing Address - Line 1			
Mailing City		Mailing Zip Code	
How many ECHS does this IHE partner with?			

1.4 Education Service Center Region1

1.5 Person Completing this Application

Title	Dr.	First Name	Sharon	Last Name	Roberts
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# Contacts

Mission CTE Early College HS - 706735222

Phone	9	Email	sarobe24@mcisd.org
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**1.6 ECHS Principal/Director**

Title	Ms.	First Name	Nora	Last Name	Longoria
Phone	956 323 5477			Email	NLongo37@mcisd.org

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**1.7 Superintendent**

First Name	Dr. Ricardo	Last Name	López
Phone	956 323 5500	Email	rlopez23@mcisd.org

**1.7.a Superintendent (District 2)**

First Name	Dr. Ricardo	Last Name	López
Phone	956 323 5500	Email	rlopez23@mcisd.org

**1.7.b Superintendent (District 3)**

First Name	Last Name
Phone	Email

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**1.8 Institution of Higher Education Liaison**

First Name	Sofia	Last Name	Pena
Phone	956 872 2303	Email	sofia21@southtexascollege.edu

**1.8.a Second Institution of Higher Education Liaison**

First Name	Last Name
Phone	Email

**1.8.b Third Institution of Higher Education Liaison**

First Name	Last Name
Phone	Email

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**1.9 Authorized Institution of Higher Education Official**

First Name	Dr. Shirley	Last Name	Reed
Phone	956 872 8366	Email	yolandao@southtexascollege.edu

**1.9.a Second Authorized Institution of Higher Education Official**

First Name	Last Name
Phone	Email

**1.9.b Third Authorized Institution of Higher Education Official**

First Name	Last Name
Phone	Email

Benchmark 1 - Target Population

Mission CTE Early College HS - 706735222

**ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, input 0 (zero).**

Grades of students to be served:	6th	7th	8th	9th	10th	11th	12th	Total Enrollment
2015-2016 enrollment	0	0	0	28	42	0	0	70
2016-2017 projected enrollment	0	0	0	100	28	42	0	170

**Instructions:**

In the "Percent of High School Students in District" column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.

If the ECHS is not currently in operation, complete the district column and input a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to the TEA in the spring.

If the ECHS is not part of a second or third district partnership, please click the buttons at the top of their respective columns in order to auto-fill zeros into the boxes.

Demographics	Percent of High School Students in District	Percent of High School Students in Second District (if multi-district partnership)	Percent of High School Students in third District (if multi-district partnership)	Percent of All Students Enrolled in ECHS
Economically Disadvantaged	83.21	0	0	100
At-risk	53.51	0	0	78.58
LEP	13.89	0	0	38.57
White	0.81	0	0	0
Hispanic or Latino	98.96	0	0	100
Black or African-American	.09	0	0	0
First Generation College-Goers	N/A	N/A	N/A	100
Other	0.14	0	0	0

**Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.**

☒First generation college-goer
☒Hispanic or Latino
☐Black or African-American
☒Economically Disadvantaged
☐Other

If other, please explain:

**Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facillitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.**

Mission High School’s Career Tech Early College Academy (CTE ECA) opened in the fall of 2014 in partnership with South Texas College through a THECB Carl D. Perkins Grant. The goals of the academy include preparing students for high skill, high-demand occupations in the Rio Grande Valley, accelerating more students along the college and career pathways, promoting community engagement efforts for continued widespread regional impact, and ensuring every student seamlessly transitions into their career pathway, while contributing to the region’s prosperity. In consulting with the local Workforce Board, the decision was made to begin with pathways targeting high demand areas: diesel technology, welding, and precision manufacturing; pathways in business were added in 2015-2016, and an education pathway is being planned for 2016-2017.

At the beginning of each year’s recruitment process, the Mission High CTE ECA administrator and strategist begin advertising at each of the district’s four junior high school campuses, specifically targeting students interested in the pathways offered through the ECA. Since 98.96% of the students in the district are Hispanic, 83.21% are lower socio-economic, and 61.92% are at-risk, all students are targeted for the CTE ECA. Informational meetings are conducted in Spanish and in English for students and parents at each junior high campus; make-up meetings are also scheduled should students and/or parents be unable to attend the regular meetings. All lower SES 8th grade students who will be the first generation to go to college are encouraged to complete a one- page application. Students and parents receive brochures describing Mission High School’s CTE ECA and the opportunities made available to the students for earning college-credit toward certifications and even associate degrees. Also, all lower SES 8th grade students and their parents receive mail-outs. All meetings, brochures, and marketing communication is in Spanish and in English.

When all applications are received, students meeting the targeted demographic data (first generation, lower SES, at-risk) are given priority through the use of a rubric, which awards more points for these categories as well as being in the middle 50% to lower 25% in academics, attendance, and discipline. For the first two years, all students applying have been accepted, so the rubric has not been necessary. Should more than 100-125 students apply, the rubric will be used to prioritize the target population. Additional students will be added based upon a lottery system. Once the students are accepted, students receive a letter

congratulating them for being accepted into the CTE ECA, and a parent/student meeting is held to provide additional information and answer questions.

Please describe how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

The local Workforce Board recommended CTE programs of study be implemented in Welding, Diesel Mechanics, and Precision Manufacturing, providing opportunities for students to earn associates degrees while in high school to break the cycle of poverty in the lower Rio Grande Valley. The target population for Mission High School's Career Tech Early College Academy is first generation college-going, lower socioeconomic Hispanic students interested in pursuing degrees in these areas, with a pathway in business and a pathway in education being planned in the future. The goal is to immerse students in the CTE ECA in a college-going cultural atmosphere where failure is not an option. Students living in a cycle of poverty oftentimes do not even believe they have the possibility of going to college because their immediate goal is to leave school as quickly as possible to find gainful employment and help the family financially. In the CTE ECA model, these students are being provided the opportunity to earn Level 1 certificates, an associate's degree, or 60 college credit hours toward a baccalaureate degree by the time they graduate from high school in a high-demand area in the region. This opportunity can be life-changing not only for these students, but for their siblings, and extended family as these ECA students become the first in their families to break the cycle of poverty through education, thereby assisting in changing the family's culture of poverty to becoming a college-going culture; in the first year of implementation, over 90% of the cohort earned at least three college credits.

During the recruitment process, 8th grade students tour the South Texas College facilities. Presentations are made by the different departments at STC. In addition, the CTE ECA Administrator meets with students and parents to continue the recruitment efforts. Students complete an application to the CTE ECA. Since the CTE ECA is primarily an open-enrollment academy due to the general demographics of the district, all applicants are accepted. Acceptance letters are then mailed to each student and their parents. Should more than 125 students apply, a rubric will be developed to award additional points for at-risk students. Due to the success of this recruitment and enrollment process, the same model will continue to be followed for the 2016-2017 incoming cohort. Summer Bridge for incoming 9th graders is held in August, so students begin developing soft skills and preparing for the TSI assessment in Reading.

Students are provided with continuous monitoring and intervention in a challenging, blended course of study through smaller learning communities and mentoring. Although the targeted population presents many challenges, almost 100% of the first cohort in 2014-2015, have been able to overcome many obstacles through intentional acceleration, mentoring, and academic support. All students are closely monitored and taught study skills, time management, and self-advocacy; their self-concepts and self-esteem have greatly improved as they have learned to study hard and be successful; by the second semester of their freshman year, the CTE ECA students begin taking dual enrollment courses in their pathways.

Do the answers to the questions for Benchmark 1 meet the criteria for Exemplar recognition, and would you like TEA to consider your ECHS for this?

☐ Yes ☒ No

Early College High School campuses are required to have a Memorandum of Understanding (MOU) that is current and applicable to the 2015 -2016 school year. The following required topics must be addressed in the MOU. The following "highly recommended" topics should be considered for inclusion in the MOU. Please indicate the page number in the MOU where the topic is referenced.

Required MOU Topics	Page number in MOU where referenced
The location of the ECHS, allocation of costs and fees, and transportation	6-8
Administration of statewide instruments under Subchapter B, Chapter 39	4
Grading periods and policies	4
Courses of study	3
Curriculum alignment	3
Instructional materials	7
Instructional calendar	7
Policies regarding eligibility of ECHS students for higher education financial assistance, specifically assistance or waivers for tuition and fees.	7
Student enrollment and attendance policies	7-8
Provisions for discontinuing ECHS operation (see next section for details)	9
<div><div></div><div><ul style="list-style-type: none"><li>Number of credit hours taken and earned</li><li>GPAs</li><li>State assessment results</li><li>SAT/ACT, PSAT scores</li><li>TSI readiness by grade level</li><li>Qualifications of ECHS staff</li><li>Location(s) where courses are taught</li></ul></div></div>	4-9

Highly recommended MOU Topics	Page number in MOU where referenced
Access to IHE facilities, services, and resources for ECHS students	6
Professional development for ECHS faculty (including both ISD and IHE faculty/staff)	6
Procedures for collecting and sharing student and teacher data	11
Policy regarding IHE advising students as to the transferability and applicability to baccalaureate degree plans of all college credit offered and earned	1, 3
Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned	5
Provisions for implementing program improvements based on the collection and review of the following data: <div><div></div><div><ul style="list-style-type: none"><li>Articulation of high school students in four-year colleges/universities and level of entry</li><li>Enrollment/retention rates, leaver codes, and attrition rates, by grade level</li><li>Student participation in activities at IHE</li></ul></div></div>	na

Do the answers to the questions for Benchmark 2 meet the criteria for Exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No





P-16 Coordination and Communication

The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization.

Please list the dates that this group met during the past school year in the format "mm/dd/yy".

07/30/14  
08/29/14

Please list the first and last names and titles of the group members. Fill all fields. Write "N/A" if someone of a specified title is not a member of the leadership team.

Title	Name
Superintendent	Dr. Ricardo López
Cirriculum & Instruction or Equivalent	Cris Valdez (Asst. Supt.)
ECHS Principal or Director	Nora Longoria
IHE President	Dr. Shirley Reed
IHE Provost	Dr. Anahid Petrosian, STC VP for Academic
Dean of College of Education	Dr. Margareta Bischoff
ECHS Liaison	Sofia Pena
Executive Director for Secondary	Cynthia Wilson
Mission High School Principal	Edilberto Flores
MCISD - CTE Director	Sergio Pena
STC - Director for ECHS	Sofia Pena
STC - Coordinator ECHS - CTE	Diana Llamas

What are the functions of the group? Briefly summarize the topics/issues they have addressed, decisions they have made, and the accomplishments they are most proud of.

The group has planned, collaborated, and worked diligently to build an infrastructure of support for the students at Mission High School's Career-Tech ECA to insure all CTE ECA students focus on becoming college-ready, college-connected high school graduates, while closing the achievement gap. The STC-MCISD partnership has continued to transform the lives of our students and the community as a whole by its commitment to building a college-going culture.

The group has worked together to build capacity to serve all students at the CTE ECA; meetings are held to insure all students enrolled in the ECA are meeting the goals of the ECA; levels of students are discussed and intervention for acceleration are implemented to insure students meet the criteria to begin college level coursework as soon as possible and closing achievement gaps is targeted. Scheduling options are discussed and the team works together to provide opportunities for ECA students to become college-ready and college-connected. The group collaborates to provide guidance and advisement for all students, while also incorporating parental involvement. All current courses of study are discussed, as well as new pathways being planned for the future.

Since the district has invested in the facilities to provide many of the dual enrollment classes in welding and precision manufacturing, STC professors teach the courses in the district. Students in the diesel technology program are enrolled and bused to the South Texas College Technology Campus for their dual enrollment classes. When needed, students will be transported to STC for their dual classes. The leadership intentionally plans and collaborates to provide opportunities for all students in the CTE ECA to visit the STC campus so they can experience college first-hand.

If the ECHS has identified and implemented sustainability structures to address and minimize the challenges of staff turnover, please describe those structures here. Otherwise, please fill in "N/A".

The staff at Mission High School is committed to success for every student, so they work collaboratively as a unit, meeting on a regular basis through Professional Learning Communities (PLC) to discuss the progress of each and every student.

With the CTE ECA 10th grade cohort consisting of only 42 students and the 9th grade cohort consisting of 28 students, the academy does not yet have teachers 100% dedicated only to CTE ECA students, however, the CTE ECA students are scheduled within the same core courses with the same teachers as much as possible; the teachers know their CTE ECA students and work to provide the academic and mentoring support necessary for student success.

The campus has experienced very little staff turnover, and the teachers serving CTE ECA students are carefully chosen to insure they understand the philosophy of the CTE ECA as well as its vision and mission. The CTE ECA administrator meets regularly with teachers serving the students to insure these teachers understand the culture of CTE ECA, the targeted population, and the commitment necessary for the CTE ECA students to be successful. Although commitment and hard work are necessary for student success, the staff is rewarded when they experience firsthand the academic success of the academy students - many of these students who had not previously experienced academic success! The staff participates in PLCs specific to the CTE ECA to strengthen the bond they have and collaborate as a team to insure success for CTE ECA students.

Do the answers to the questions for Benchmark 3 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associates's degree or at least 60 semester credit hours toward a baccalaureate degree. Please indicate how students will progress toward this goal by completing the course crosswalk below. (Important notice about summer school: The 60 college credit hour plan must be fulfilled during the school year unless the ECHS is a year-round school or provisions are made to provide all ECHS students with access to the summer courses. Courses offered during the summer must be supplemental or available at other times of the year.)

*\*note: For dual credit courses, please indicate whether the course is taught by someone who is primarily IHE staff or ISD staff and whether the course is taught primarily in person or via distance learning.*

**Please indicate the endorsements that will be offered to students. The endorsements include: STEM, Business, and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies.**

The endorsements targeted at the Mission High School Career Tech Early College Academy are primarily public service and business and industry. The education pathway falls under the public service pathway, while the business pathway, diesel technology and welding pathways are under business and industry, with the precision manufacturing falling under the business and industry endorsement, but also building a foundation for the STEM endorsement. The four year plans for each of the pathways in the CTE ECA include four years of study in each of the core content areas, including English IV, and Algebra II, so students will also have the opportunity to graduate with the Foundation High School Program with Endorsement at the Distinguished Level and Performance Acknowledgements for their college credit hours and passing certification exams.

**Please indicate the associate's degrees that will be offered to students.**

The associate of applied science degrees are the degrees being offered to students pursuing pathways in diesel technology, welding, and precision manufacturing, while associate of arts degree in business administration is being offered to students in the business pathway, and the associate of arts in teaching will target students interested in the education field.

**Please indicate the Level 1 and Level 2 certificates that will be offered to students.**

Level 1 certificates being offered include Diesel Technology (CT1-DISL), Precision Manufacturing Technology (CT1-PMTD), Precision Manufacturing Technology Fast Start (CT1-FSMT), and Structural Welding (CT1-STWL)

Please indicate how the ECHS will monitor student progress and use student data to support success.

Mission High School is a data-driven campus; all decisions made are the result of quantitative data, while also taking into consideration individual student needs and personal circumstances. State assessment data, local assessment data, grades, computer-based assessments, and college-readiness indicators are a few of the data sources used to develop plans for instructional interventions during the day, after school, and on Saturdays.

The CTE ECA incorporates the Margaret Kilgo Data-Driven Decision-Making framework, Lead4Ward trainings, and unpacking the TEKS trainings to insure curriculum, instruction, and assessment alignment and to target student success and close achievement gaps. The academy focuses on all data including analysis of historical data, state and local assessments, college readiness assessments, and college-readiness indicators to develop plans of actions for instructional interventions. Career interest inventories and the personal interests of students are used to plan instruction to target student engagement.

Through PLCs, data is disaggregated by student groups, targeted subpopulations (English language learners, special education students, migrant students, etc.) to insure modifications and accommodations target student success at a rigorous level. During PLCs, teachers discuss student progress and insure special focus is provided throughout the academy to address and reinforce specific targets (i.e. prior to STARR ELA testing, the English teachers informs team members of specific objectives and strategies to reinforce, so all students receive the same message from each teacher). Teachers review data for students in need of intervention and additional instruction, as well as students ready for more advanced level work. Teachers discuss teaching methods and delivery of instruction, while developing plans of action to insure success for students. During their common planning period, grades are reviewed and specific intervention action plans are developed, implemented, and monitored to insure success for any student at-risk of failing. All decisions are made based upon quantitative and qualitative data.

The academy utilizes the district assessment software, and teachers maintain data binders to consistently monitor the progress of all students to insure all students are targeted to be TSI-ready as soon as possible so they may begin dual enrollment classes. Once students begin dual enrollment classes, teachers will maintain open lines of communication with professors to insure student success. Struggling students will be identified, assigned a mentor, and monitored to identify areas of weakness and implement targeted interventions.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

The CTE ECA is a smaller learning community, which targets instruction and intervention for struggling students to close the achievement gaps and insure students graduate on-time with their incoming freshmen cohort, while earning college credit toward Level 1 certificates and an associate of applied science degree. Students have an advisory period/advisor as well as a mentor to insure students have academic, social, and emotional support. All students are encouraged to participate in at least one extra-curricular activity offered on campus to insure student engagement. The Career Tech Early College Academy is in the process of working with students to create clubs and organizations specific to the academy.

Please indicate how the ECHS will provide social and emotional support to the students.

Career Tech provides social and emotional support to all students by ensuring all adults build relationships with their students and get to know not only the students' academic strengths and weaknesses, but their personal interests, home life, struggles, and concerns to provide mentoring and support. Not only do the academic needs of students need to be met, but all aspects of learning need to be made relevant to their lives, while nurturing them; the academy believes in rigor, relevance, and relationships. Guest speakers are provided to motivate and engage with students, while field trips to businesses are being planned so students and CTE ECA staff may dialogue about possible future internships for students.

Students and their parents are made aware of available social services in the community and opportunities for community service to promote community involvement. The CTE ECA administrator and strategist meet with parents on a consistent basis, and provide opportunities for parents to become engaged with the campus through various campus projects.

Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☐ Yes ☒ No

TSI Testing and Success	
Please list the dates that this group met during the past school year	Mission High School is a designated TSI-site, so all CTE ECA students have the opportunity to test on a monthly basis. TSI tutoring and testing specifically for CTE ECA students is
Please list the dates that the TSI will be administered in the coming year	TSI testing will be offered on a monthly basis, beginning with summer bridge in August. Should the TSI need to be administered more often, additional testing dates will be
Is the ECHS a TSI assessment site or does the IHE administer the TSI?	<div><input checked="" type="radio"/> ECHS is a TSI assessment site</div> <div><input type="radio"/> IHE administers the TSI</div>
<p>Please describe a plan for the ECHS to achieve TSI success. Include information about academic preparation classes for accepted students and/or bridge program(s), academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.</p> <p>TSI assessments will be used to identify areas of strengths and weaknesses; academic interventions will be implemented to target individual student's areas of weaknesses to insure all students become TSI-ready by the 11th grade. The CTE ECA has budgeted funds so all assessment fees will be paid by the academy and are waived for the students. Students not meeting the college-readiness scores on any of the three TSI-assessments will be targeted for intervention in the respective areas. Interventions include:</p> <div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div><div><div></div></div></div> <p>All freshman in the CTE ECA take the TSI assessment in reading in the fall, so they can begin their dual enrollment courses in their pathway in the spring. Although they do not have to pass the reading, the data is used to provide interventions so they can become TSI ready in reading as soon as possible. In the spring of the 10th grade year, students will be provided TSI preparation in writing and math, so they can take the TSI assessment in preparation for beginning academic dual classes (English, US History) in the 11th grade.</p>	
<p>Do the answers to the questions for Benchmark 5 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?</p> <div><div><input type="radio"/> Yes</div><div><input checked="" type="radio"/> No</div></div>	

ECHS Site Design

What is the design of the ECHS model for which partners are requesting designation?

- ☐ ECHS on a college campus
- ☒ Not located on a college campus

MHS CTE ECA is an ECHS located within a comprehensive high school.

Please describe when and how the ECHS students will make use of IHE academic and support facilities, such as libraries, labs, advising center, career center, eating facilities, cultural facilities, and sports facilities. If the ECHS is located on a college campus, just write, 'ECHS is on a college campus.'

Mission High School's Career Tech Early College Academy students in the Diesel Technology pathway begin taking their college courses at the South Texas College campus in the spring of their 9th grade year; students are bused to the STC campus. Students in the precision manufacturing and welding pathways as well as students in the business and education pathways have access to the STC library and all centers and facilities, as needed and/or as scheduled. All Career Tech ECA students visit the STC campus at least one time per semester. The IHE liaison is available at least once every six-weeks to advise students and work with staff at CTE ECA; as the campus adds a grade level, the IHE liaison will meet with students more frequently as needed for college advisement, especially as the students enter 11th grade and begin taking academic dual courses as well as dual courses in their respective pathways.

If the ECHS shares a campus number, partners must agree to collect and disaggregate ECHS student data from school-wide, non-ECHS data in order to show outcomes specific to the ECHS.

- ☒ The campus number is shared and the partners agree to collect and disaggregate data
- ☐ Not applicable

School Design: Staffing

Please describe all duties and responsibilities of the ECHS principal or director. Explain the principal or director's role in scheduling, hiring, and budgeting for the ECHS. If the ECHS principal or director has any duties or responsibilities unrelated or in addition to ECHS leadership, please explain.

The CTE ECA administrator is a Mission High School assistant principal, with the primary responsibility of overseeing the CTE ECA. Since the academy has less than 100 students in the first two cohorts, the CTE ECA administrator is not assigned 100% to the CTE ECA only, but does assist the comprehensive high school in a supervisory capacity when needed (about 10%-15% of the time). The CTE ECA administrator is 100% committed and dedicated to the success of the CTE ECA; she is responsible for all aspects of the CTE ECA from scheduling and supervising staff at the comprehensive high who also serve students in the CTE ECA. She works with the master scheduler to insure the CTE ECA students are scheduled into the classes needed to meet high school graduation as well as earn their associate degree. The CTE ECA has a budget to insure the efficient operation of the academy, and insures TSI preparation and testing are funded, as well as all college courses and materials at no cost to CTE ECA students. She sets the tone and expectation for the CTE ECA, promoting college and career readiness at all times. She works closely with South Texas College to schedule dual enrollment classes on the high school campus as well as the STC campus. The CTE ECA administrator meets with and works with all teachers serving CTE ECA students and insures each of her students has an individualized schedule that meets the student's academic, social, and emotional needs, while providing all available opportunities for student engagement through mentoring and involvement in extra-curricular activities. Within four years, the goal is for student enrollment in the CTE ECA to increase, so the administrator will only oversee the academy.



Please describe the duties and responsibilities of the IHE liaison for your ECHS, including how frequently he or she meets and/or works with the ECHS principal/director.

The South Texas College IHE liaison is in constant communication with the CTE ECA administrator through email and phone calls as often as needed: sometimes daily, and at least on a weekly basis. In addition, face-to-face meetings are held with the IHE liaison at least once a month. The IHE liaison provides support and offers guidance and suggestion for

- recruitment of students
- Summer Bridge programs
- dual college courses
- enrolling students in college courses
- sharing student data
- successful interventions for ECA students
- mentoring
- community outreach
- advisement
- counseling
- career planning
- scheduling college courses on the STC campus
- scheduling STC campus visits
- TSI assessment
- Professional development for staff and college professors
- Any upcoming events or changes that are being discussed at the college level

Is the IHE liaison working with other ECHS campuses?

☐ Yes ☒ No

Which statement best represents the assignment of the ECHS teachers?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS will employ highly qualified teachers who, within four years, will be reporting only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☐ Other

If other, please describe below:

Please describe the annual professional development plan, teacher mentor programs and/or opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

Many teachers serving students in the CTE ECA also serve as adjunct professors for South Texas College; they all participate in Professional Learning Communities, and meet on a weekly basis to discuss student progress and collaborate with IHE faculty to insure success. In addition, most of the teachers serving students in the CTE ECA have received professional development in project-based learning and are trained to serve gifted and talented students. Professional development for the CTE ECA staff includes Customized Academic Teaming and Data on Purpose, training in the essentials of AVID (Advancement Via Individual Determination) including the Cornell Note Taking System, time management, writing, inquiry, collaboration, organization, and reading (WICOR). In addition, they have participated in Capturing Kids' Hearts, Kagan Cooperative Learning Training, and Positive Behavioral Interventions and Supports. All IHE faculty are encouraged to participate in any professional development provided by the campus. Mission CISD and South Texas College have a true partnership which extends to the teachers and professors participating in professional development to insure success for all students.

Which statement best reflects the enrollment policies regarding ECHS students?

- ☐ The ECHS employs highly qualified teachers who report only to the ECHS principal/director and teach only ECHS students in all core courses.
- ☒ The ECHS students will enroll in core courses that include only ECHS students and/or only college students.

If other, please describe below:

- ☐ Other

The ECHS students are clustered into the core courses; for the respective pathway electives, the CTE ECA students are enrolled in CTE ECA sections. Within two years, the goal is to have the CTE ECA students enrolled in core and elective classes that include only ECA students.

Do the answers to the questions for Benchmark 6 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

- ☐ Yes
- ☒ No

Supporting Documents

Program Requirements

Verify the ECHS campus has the most current versions of each required attachments on file at the campus by checking the boxes below.

The following documents must be submitted for fulfilling the submission requirements of this application:

- Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2015-2016 School Year):** The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2016 school year. If the ECHS does not have a signed MOU that covers the 2016-2017 school year, a signed version covering the 2015-2016 school year or an unsigned version covering the 2016-2017 school year can be included in this application.
- ECHS recruitment and enrollment documents:** Written policies, application and evaluation documents, etc. covering the 2015-2016 school year. If policies, applications, evaluation, etc. covering the 2015-2016 school year are not finalized, the 2014-2015 documents may be submitted. Documents from 2014-2015 should be submitted with a letter of explanation indicating that the documents are from the previous year. The letter should also describe any changes the ECHS intends to make to the documents.
- ISD Letter of Support (District 1):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 2):** The ECHS must have a current, signed letter of support from each partnering ISD.
- ISD Letter of Support (District 3):** The ECHS must have a current, signed letter of support from each partnering ISD.
- IHE Letter of Support (IHE 1):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 2):** The ECHS must have a current, signed letter of support from each partnering IHE.
- IHE Letter of Support (IHE 3):** The ECHS must have a current, signed letter of support from each partnering IHE.

Note: To upload a new version of a document, simply drag it into the box where the current document is showing.

MOU



MHS - CTE ECA MOU - Draft.docx

Status

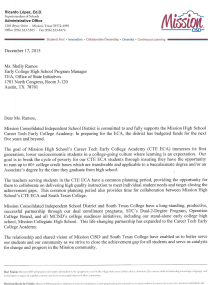
☐ Final ☒ Draft

Expected date for final draft:

08/04/2016

(mm/dd/yyyy)

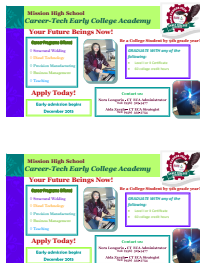
Letter of Support from District #1



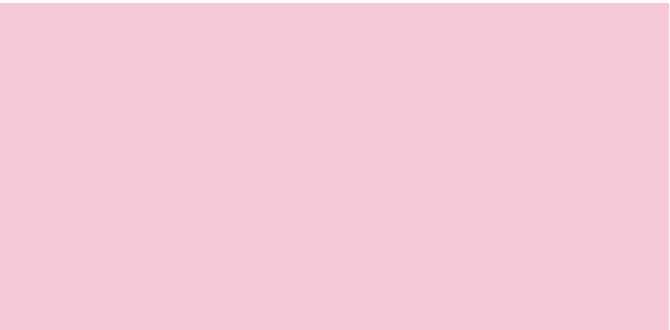
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ECHS Recruitment and Enrollment Form



Letter of Support from District #2



Status

☐ Final ☐ Draft

# Texas Education Agency

Application for Early College High School Designation

Mission CTE Early College HS - 706735222

Generate PDF of Application

Expected date for final draft:  
(mm/dd/yyyy)

Letter of Support from District #3

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(mm/dd/yyyy)

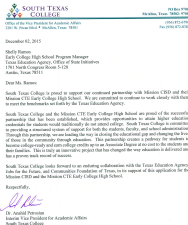
Letter of Support from IHE Partner #2

Status  
☐ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

Expected date for final draft:  
(mm/dd/yyyy)

Letter of Support from IHE Partner #1



Status  
☒ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

Letter of Support from IHE Partner #3

Status  
☐ Final ☐ Draft

Expected date for final draft:  
(mm/dd/yyyy)

## Other Supporting Documents



MHS - CTE ECA MOU - Draft.docx