



2016-2017

Application for ECHS Designation

ECHS Applicant: Mission Collegiate HS

Application ID: 712459531

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.

Contacts

Mission Collegiate HS - 712459531

1.1 ECHS Applying for Designation

ECHS Campus Name	Mission Collegiate HS	County District Campus Number	108908004
County District Campus Number 2	County District Campus Number 3		
CDC Number Use	☐ Shared With a Comprehensive Campus ☒ Belongs only to the ECHS		
Years Designated	4		
Application Status	Renewal: applying to renew designation on behalf of a fully 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, TX	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 Region

1

1.5 Person Completing this Application

Title	Dr.	First Name	Sharon	Last Name	Roberts
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Contacts

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1.6 ECHS Principal/Director

TitleMr.

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Last Name

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1.7 Superintendent

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1.7.a Superintendent (District 2)

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1.7.b Superintendent (District 3)

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1.8 Institution of Higher Education Liaison

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1.8.a Second Institution of Higher Education Liaison

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1.8.b Third Institution of Higher Education Liaison

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1.9 Authorized Institution of Higher Education Official

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1.9.a Second Authorized Institution of Higher Education Official

First Name

Last Name

Phone

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1.9.b Third Authorized Institution of Higher Education Official

First Name

Last Name

Phone

Email

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	109	110	105	96	420
2016-2017 projected enrollment	0	0	0	150	109	110	105	474

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.

Mission Collegiate High School has planned diligently to insure students are able to complete any of the five endorsements under House Bill 5: Science, Technology, Engineering, and Math (STEM), Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies. The campus targets the Associate of Arts in Interdisciplinary Studies, but provides the opportunity for the MCHS students to pursue other associate degrees based upon their individual interests and strengths. A cohort of students follows the STEM pathway through advanced math and science classes as well as engineering and computer science. For the Business and Industry endorsement, students have been able to earn their Microsoft Office Specialist certificates as well as their Multimedia Specialist certificates. In 2013-2014, approximately 67 students earned a total of 94 certificates under the Microsoft Office Specialist, with one student passing all four certification exams. In 2014-2015, 60 students earned 94 certificates in Microsoft Office Specialist, with three students passing all four certification exams. Moreover, 60 students graduated from South Texas College last spring with their Multimedia Specialist Level I certificate, which is under the Business and Industry Endorsement. Under the Public Service Endorsement, several students participate in the Junior Reserve Officer Training Corps (JROTC) program, while other students are pursuing their associate degree in criminal justice or medical science. In addition, Mission Collegiate students participate in fine arts including dance (folklorico), mariachi band, band, choir, and theatre, so they will fulfill the requirements of graduating with an endorsement in fine arts. Other students have the opportunity to earn endorsements in humanities through completing the requirements of five credits in social studies and/or five credits in foreign language. Many MCHS students will also complete the requirements for multi-disciplinary studies, especially through advanced placement coursework. Mission Collegiate High School has been approved to offer the AP Capstone program beginning in 2016-2017, so a group of students will not only graduate with their multi-disciplinary endorsement and an associate degree from South Texas College, but will also have the opportunity to graduate with the AP Capstone Diploma seal attached to their high school diploma.

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

Mission Collegiate High School targets the associate of arts degree in interdisciplinary studies through South Texas College, however, students may also complete any other associate degree that meets their individual interests and future goals. Mission Collegiate has provided the opportunity for students to earn their associate of arts in criminal justice, associate of science in medical science, and associate of science in engineering. Mission Collegiate maintains its goal of graduating all students with an associate degree or at the very minimum, Texas Higher Education Coordinating Board core complete.

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

Although the goal continues to be graduating students with an associate degree, students at Mission Collegiate High School are provided the opportunity to complete Level 1 certificates in Multi-media Specialist. In addition, any student

Do the answers to the questions for Benchmark 4 meet the criteria for exemplar recognition, and would you like the TEA to consider your ECHS for this?

☒ Yes ☐ No

Please provide additional information about the exemplar activities related to this benchmark below.

In the planning stages of MCHS, the target population (first generation, lower SES, at-risk students) was defined by the district's ECHS Steering Committee [since the district is comprised of approximately 99% Hispanic, addressing ethnicity as a criterion is not necessary] in an effort to break the cycle of poverty for first generation college-going, lower socioeconomic students by immersing them 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. Mission Collegiate High School has changed lives by providing its students with the opportunity to earn an associate's degree or 60 college credit hours toward a baccalaureate degree by the time they graduate from high school; over 90% of the Mission Collegiate High School's first graduating class in 2016 will graduate with an associate degree or THECB core complete. This opportunity has been life-changing not only for these students, but for their siblings, and extended family as these ECHS 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. By the second year of existence, Mission Collegiate had two AP scholars, increasing to 12 AP Scholars the following year, with one AP Scholar with Honors and one National Hispanic Scholar.

Students have been provided with continuous monitoring and intervention in a challenging, blended course of study through smaller learning communities, mentoring, and the implementation of the Common Instructional Framework (writing to learn, scaffolding instruction, discussion and analysis of texts through literacy groups, deepening classroom instruction through questioning, engaging students in interdependent, authentic tasks through collaborative group work, and sharing of ideas, opinions, and experiences through classroom talk).

Although the targeted population presented many challenges, almost 100% of the first cohort in 2012-13, have been able to overcome many obstacles through intentional acceleration, mentoring, and academic support. All students were enrolled in all rigorous Pre-AP courses of study. Students were taught study skills, time management, and how to self-advocate; their self-concepts and self-esteem greatly improved as they learned to study hard and be successful; by the second semester of their freshman year, 106 of the 116 students were able to enroll in and successfully complete a dual enrollment class.

Mission Collegiate 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 campus uses data walls, software, and data binders to consistently monitor the progress of all students. Data is disaggregated by student groups as well as targeted subpopulations such as English Language Learners, students receiving Special Education services, migrant students, and highly at-risk students.

Achievement gaps have been narrowed by the implementation of smaller learning communities, data-driven targeted instruction, and early intervention for struggling students; students are graduating on time with their incoming freshman cohort while earning associates degree and/or college credit toward an associates and/or bachelors degree.

The staff of Mission Collegiate High School are committed to excellence and dedicated to the success of each and every student. They have all diligently served as role models, mentors, cheerleaders, counselors, and parents to insure students have the academic, social, and emotional support needed to overcome barriers. All students are encouraged to participate in extra-curricular activities offered on campus such as UIL, Masterminds, Chess, Destination Imagination, and Robotics, as well as extra-curricular activities provided at their zoned high school campus such as folklorico, mariachi, athletics, band, and ROTC. Mission Collegiate students have been selected for Boys State, the Rotary Youth Leadership Award, a Summer Program at Princeton University, Leadership Academy at Georgetown

