Texas Education Agency

MISSION COLLEGIATE H S

ECHS Renewal Application

2021-2022

Contents

Background

District Affiliation

MISSION CISD

CD #: 108908
Region: 01
Mailing Address (Line 1): 1201 BRYCE DR
Mailing Address (Line 2):
City, State, Zip: MISSION, TX 78572

School Affiliation

MISSION COLLEGIATE H S

CDC #: 108-908-004
Region:
Mailing Address (Line 1): 605 S LOS EBANOS RD
Mailing Address (Line 2):
City, State, Zip: ALTON, TX 78572

Academy Information

What is the academy name?

Mission Collegiate High School

Which model does the district intend to implement at this time? Within these models, there are variations.

School-Within-School (SWS) - A subset of students on the campus are enrolled in grades 9-12 are enrolled in the academy.

Distinguished Recognition

Grade Levels Served

What grade level(s) will your academy plan to serve in the 2021-2022 school year?

9
10
11
12

Enter the number of students that you plan to serve in 9th grade.

125

Enter the number of students that you plan to serve in 10th grade.

125

Enter the number of students that you plan to serve in 11th grade.

125

Enter the number of students that you plan to serve in 12th grade.

125

Contacts

Applicant

Applicant 1

Job Title

Director for Curriculum

Name Prefix

Mr.

First Name

John

Last Name

Hill

Email

jrhill41@mcisd.org

Phone

(956) 323-5506

Principal

Principal 1

Name Prefix

Mrs.

First Name

Ana Lisa

Last Name

Flores

Email

alflor75@mcisd.org

Phone

(956) 323-8600

Superintendent

Superintendent 1

Name Prefix

Dr.

First Name

Carol

Last Name

Perez

Email

cgpere95@mcisd.org

Phone

(956) 323-5500

Narratives

Current Designations at MISSION CISD:

- MISSION H S - ECHS - 1516
- MISSION H S - T-STEM - 1415
- VETERANS MEMORIAL H S - ECHS - 1819
- MISSION COLLEGIATE H S - ECHS - 1213

Previous Planning Year Applications at MISSION CISD:

Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

Narratives: Degrees and Credentials: IHE Agreements, Degrees and Credentials, Recruitment and Enrollment

Degrees and Credentials

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Health Science
Law & Public Service
STEM

Select the Career Cluster(s) that your academy plans to offer in 2021-2022.

Programming and Software Development

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Bio-Medical Science

Select the Program(s) of Study your academy plans to offer in 2021-2022.

Law Enforcement

Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?

AD

What associate degree(s) does the academy plan to offer?

Item

Interdisciplinary Studies/General Studies

Biology

Engineering

Criminal Justice

Recruitment and Enrollment

Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.

The recruitment and enrollment process will stay the same as previous years where MCHS staff and students go present about the benefits of attending Mission Collegiate High School to all four Mission CISD Junior High's and distribute applications. The only change is that this year we will be presenting virtually to 8thgrade students through google meets and we will also have an electronic application available for them to fill out and sign on our webpage.

Degrees and Credentials: IHE Agreements

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

Yes

Provide the university name that your IHE partner has an articulation agreement with and the bachelor degree that students could earn using their associate degree and accrued credits. Each row represents a degree.

2-Year Degree	University	4-Year Degree
Core Complete, Associate Degree, AAS	Texas A&M University - Kingsville	BA, BS
Associate Degree - General	Texas A&M University - Corpus Christi	BA - Theatre
Core Complete, Associate Degree, AAS	University of Texas - RGV	BA, BS
Associate Degree	University of Texas - San Antonio	BA, BS

Narratives: Strategic Partnerships

Strategic Partnerships

IHE Partner 1

Affiliation

South Texas College

Name Prefix

Mr.

First Name

Marco

Last Name

De La Garza

Email

mdelagarza_2633@southtexascollege.edu

Phone

(956) 872-2308

Job Title

Coordinator for Dual Credit Pathways

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that defines the partnership between the school district(s) and the institution(s) of higher education (IHE).

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement: Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.

Section 2 of the Memorandum of Understanding addresses the provision of courses: credit awarded for approved courses with dual-credit course agreements, teaching and evaluation of courses through the college curriculum approval process, and an understanding that policies that apply to regular college coursework is applied to dual-credit coursework. Section 6 of the MOU addresses grading periods and policies. This includes timeliness of grade reporting, academic advisement for struggling students, scholastic probation, and the grading system. Section 7 of the MOU addresses courses of study. The IHE and campus provides a course of study that leads to 60 hours that transfer towards the completion of a baccalaureate degree. Section 8 of the MOU addresses curriculum alignment. The IHE and campus creates a crosswalk of courses ensuring both a high school diploma and associate degree. Section 12b of the MOU, addresses the number of college-level courses a student may take during each of their four years in high school. It also limits the courses that a student takes to those that are on their degree plan and/or declared major, as well as the academic dual credit courses used to satisfy elective requirements. The maximum number of attempted credit hours caps at 68, with the exception of the Associate of Science in Engineering. Section 19 addresses the pathways alignment. The IHE provides a comprehensive guide to alignment of endorsements, courses, pathways, credentials, and industry certifications. Section 22 addresses college credit earned through dual credit.

Describe how the IHE articulation agreement addresses the following IHE Blueprint

Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources

Section 6 of the MOU addresses grading period and policies. The IHE produces grade reports within 72 hours of the end of the academic term. Any corrections are made prior to the next grading period. The ECHS has a weighted system for the final grade posted to the high school transcript. Section 12d of the MOU addresses collaboration and outreach efforts. The IHE provides information sessions to students and parents regarding opportunities, benefits, costs, and resources. These sessions are available throughout the year and at the request of the ECHS. Section 12e of the MOU addresses advising. The types of advising listed are first time student, group enrollment using DegreeWorks, face-to-face advising, and training for high school counselors. Section 16 addresses access to college facilities, services, and resources. Access to the IHE facilities follow the IHE calendar. High school students and staff receive a college ID card and have access to instructional and certain agreed upon noninstructional resources available on the IHE campus. The MOU designates ECHS students as college students, thereby providing them with all resources to support academic success. Section 20 addresses advising students on transfer-ability and applicability. The IHE provides advising opportunities for students as to the transfer-ability and applicability to baccalaureate degree plans of all the college credit offered and earned.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.

Section 4c of the MOU addresses the payment of the tuition and fees. The IHE waives tuition costs for the district, while the district pays for the transportation cost for any instructors traveling to the ECHS. Section 4d of the MOU addresses the instructor cost. The district pays the expenses to teach college courses on the ECHS campus. Section 4f of the MOU addresses student transportation. The district provides transportation for student taking coursework on the IHE campus, field trips, or any project-based-learning activities. Section 9 of the MOU addresses books and supplemental materials. The ECHS provides all textbooks, equipment, and supplemental materials for each cohort. The IHE will use the textbooks for four years, unless the textbooks are for a technology-based course and there is reasonable justification. The ECHS provides books to the students prior to the first day of instruction. Section 14 of the MOU addresses discontinuation of the ECHS operation. Any discontinuation is communicated immediately to the other party. The last accepted cohort of ECHS students continue as designated until they graduate from the high school. While there are still ECHS students, the campus continues to meet all design elements and provides full support for those students.

Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness

Section 15 describes the types of data that will be shared. This includes TSI testing data conducted during the Summer Bridge Program and other testing sessions, number of credit hours attempted and earned, GPAs, state assessment results, national test results (SAT, ACT, PSAT), ECHS staff qualifications,

locations courses are taught, six weeks exam results, and benchmark results. Section 18 describes data sharing. FERPA allows the sharing of this data, and if the student is under 18, the parent may review any education record kept by the school district, including those disclosed by the IHE. The IHE provides data reports in a timely manner. There is a primary and secondary contact for the ECHS for the secure sharing of data between the entities. In the case of reports requested outside the scheduled report distribution schedule, as long as the request is made at least three business days prior to the data being needed, it is provided.

Narratives: Advanced Academics

Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC
AP

What type of dual credit courses does your campus plan to offer?

WECM
AGCM

Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?

There has not been any problems for finding the professors. The district offers a supplement of $350.00 per section per course, and that has helped recruit educators. When the campus does not have an instructor, STC has been able to find instructors for the courses who are able to drive to the campus. The district pays for the additional transportation cost for these professors.

Is the academy a TSIA testing site?

Yes

Narratives: Curriculum and Support

Curriculum and Support

Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.

Activity	Description
Academic Plans	STC Advisors visit yearly to work on individual academic plans.
After/Before and Lunch School Tutorials	These focus on coursework and testing support
TSI Academies	These focus exclusively on TSI testing to ensure students can take dual-credit coursework.
EOC Academies	These focus elusively on STAAR testing.
Instructor office hours	Instructors hold office hours on the campus for students.

Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.

Activity	Description
Parent Liaison	This employee is responsible for dissemination of information to parents and recruitment.
Parent Meetings	These meeting keep parents informed of any news, deadlines, or changes in regard to dual-credit.
Financial Aid Night Meetings	These meeting prepare parent to navigate the financial aid process for their children.
Financial Aid Drives	STC advisors visit the campus and help fill out applications.
University Rep Visits	4 year universities come and visit with interested students.

How does your academy use the access, achievement, and attainment data for program improvement?

The campus examines the data (TSI, STAAR, SAT, ACT, to ensure reaching all domains of state accountability. This data is what drives the academies and tutorial programs so that it can be targeted. This is done for campus, grade, class, and individual student level. Additionally, the campus uses data to reach all distinction benchmarks and outcome-based measures. Meetings with the coach from Educate Texas and district personnel ensure the campus is on track to meet outcome-based measures.

Narratives: Leadership Team

Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Benchmark 1: Target Population	Reaching target population, especially at-risk
Benchmark 4: Curriculum and Support	Increase percentage of students with Associate Degree
Benchmark 4: Curriculum and Support	Increase attendance rate on non-STC days

Narratives: Benchmark 1 Products, Benchmark 2 Products, Benchmark 3 Products, Benchmark 4 Products, Benchmark 5 Products, Benchmark Products, Benchmark 6 Products

Benchmark Products

Benchmark 1 Products

Provide a link to the academy's written admission policy and enrollment application.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1808405

Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other

appropriate locations in the community.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1808405

Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant languages.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1808405

Provide a link to the academy's written communication plan for targeting identified audiences, parents, community members, school board, higher educational personnel, etc.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1808405

Benchmark 2 Products

Provide a link to the academy's final, signed, and executed MOU with their IHE.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810261

Benchmark 3 Products

Provide a link to the academy's leadership meeting agendas and minutes.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810265

Provide a link to the academy's school board and board of regents' presentations.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810265

Provide a link to the academy's description of each member and role in committee.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810265

Benchmark 4 Products

Provide a link to the academy's 60 college credit hours crosswalk

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810266

Provide a link to the academy's calendar of family outreach events.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810266

Provide a link to the academy's professional learning community agenda and notes

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810266

Provide a link to the academy's advisory/study skills curriculum material

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810266

Provide a link to the academy's Master Schedules

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810266

Benchmark 5 Products

Provide a link to the academy's calendar of TSI test administration dates.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810267

Provide a link to the academy's aggregate reports of TSI exam performance

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810267

Provide a link to the academy's tutoring and bridge program schedules

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810267

Provide a link to the academy's Bridge program curricula

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810267

Benchmark 6 Products

Provide a link to the academy's mentor/induction program plans.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810271

Provide a link to the academy's annual training or professional development plan with ECHS and IHE faculty.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810271

Provide a link to the academy's ECHS leader/liaison meeting agendas and notes.

https://mchs.mcisd.net/apps/pages/index.jsp?uREC_ID=1139918&type=d&pREC_ID=1810271