

DEL RIO EARLY COLLEGE H S

Campus Improvement Plan

2021/2022

RIGOR, RELATIONSHIPS, RESPECT.



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

8/5/2022

COMMITMENT TO GREATNESS

PASSION FOR OUR WORK

NO EXCUSES

ACCOUNTABILITY

WHAT WE WANT TO HELP OUR STUDENTS ACCOMPLISH:

EVERY STUDENT WILL GRADUATE COLLEGE READY, COLLEGE CONNECTED, AND READY FOR WHAT THEIR FUTURE HOLDS.

DEL RIO EARLY COLLEGE H S

Mission

We at Del Rio Early College High School are dedicated to offering a unique learning environment that represents community interests and student's needs through the integration of rigorous and challenging curriculum.

We are dedicated to helping students understand the value of their own education and their worth to prepare them for their future. Students will be prepared to succeed in whatever they choose to do after high school.

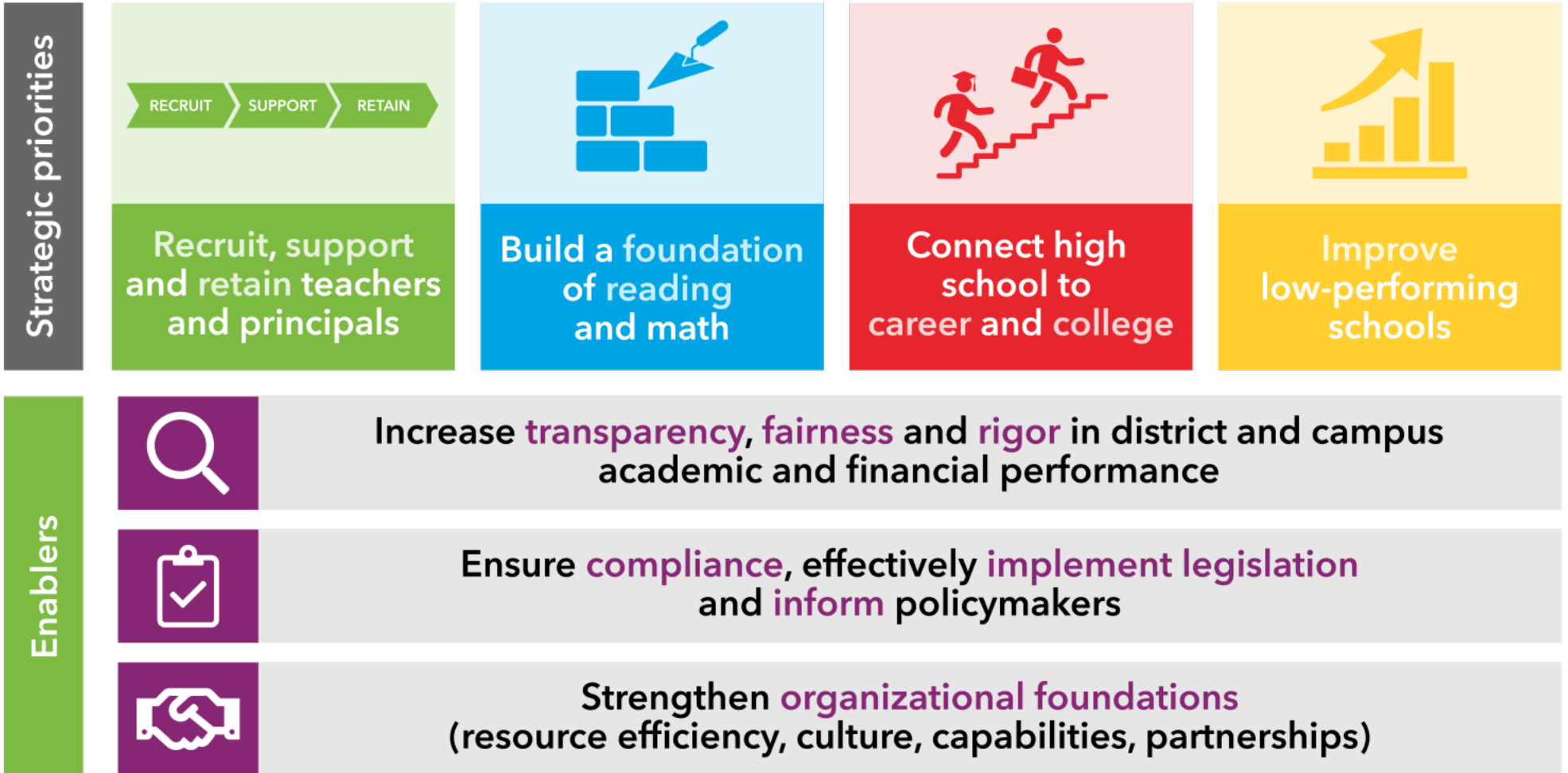
Vision

To provide students with a rigorous and challenging curriculum that will enable them to earn college hours while earning a high school diploma; To prepare our students for success after high school.

Nondiscrimination Notice

DEL RIO EARLY COLLEGE H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

DEL RIO EARLY COLLEGE H S Site Base

Name	Position
Nettleton, Robert	Community Representative
Guerra, Hector	Community Representative
Osuna, Samantha	Parent
Graves, Yolanda	Parent
Arredondo, Kathy	Teacher
Arreola, Audri	Teacher
Canchola, Tani	Teacher
Ortiz, Pedro	Teacher
Costilla, Melinda	Teacher
Foster, Natalie	Teacher
Hinsey-Morgan, Wendy	Teacher
Martinez, Sarah	Teacher
Mayfield, Hector	Teacher
Ortiz, Albert	Teacher
Ortiz, Rebecca	Teacher
Padilla, Gabriela	Teacher
Flores, Gabriela	Teacher
Perez, Anel	Teacher
McCrea, Jonte	Teacher
Faz, Rocio	Counselor
Gonzalez, Alejandra	Counselor
Barrera, Carlos	Principal



Early College High School

Comprehensive Needs Assessment Summary

2021-2022

Utilized Data Sources: These will automatically populate from your CNA worksheets			
Gradebook Report Cards T-TESS THECB-Texas Higher Education Coordination Board Graduation Rate Data Collee Transcripts Evaluation and Feedback Forms Differentiated Instruction	ECO/STAAR results Teacher Certifications Professional Development Data Discipline/attendance data Master Schedule Parent Volunteer Information Family and Community Participation PEIMS Data	Lesson Plans State Assessment Performance District Climate Survey Campus-Student-Teacher-Parent Perceptions PSAT/SAT Parental Surveys Technology System District Systems Special Populations	
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	High rigor in all core area classes High Passing rate in EOC and TSI High graduation rate Most students receive CCMR credit Students graduate with Associates Degree	Update dashboard yearly Communication with parents prior to lottery to explain the rigor of the courses students will take Teacher support for special pops Teacher resources for new TSI test	Teacher support for special population students Parent communication about program rigor Resoures for updated TSI test
Staff Quality	Highly Qualified Staff Rigor in Classrooms Ongoing professional training Classroom walkthroughs and acknowledgment through conferences Recruitment and retention rates Teacher Attendance Data	Opportunities through the district for teachers to receive a Master's Degree Better New Teacher Mentor Program Classroom management training for new teachers Meaningful professional development relevant to content	Master's Degree opportunities Better New Teacher Mentoring Program Content relevant PD
School Climate/ Safe & Healthy Schools	Community Partnerships including SWTJC Relationship closeness amongst students, staff, and parents Safety procedures in place including single point of entry High focus in academic rigor and accountability amongst students, staff, and parents High expectations and support for school community	Continued team building activities for students, parents, and staff Increase opportunity for parental involvement with more activities Market ECHS to increase community engagement with civic organizations Improve communications between all campuses Safety transitions for students to college and DRHS Monthly team building/support gatherings for students	Gain communication with community and school Increase team building activities Safe student transitions Increase communication amongst campuses Monthly team building college preparation activities
College & Career Readiness/ Graduation/ Dropout Reduction	Students graduate with Associates Degree in partnership with SWTJC College trips Leadership opportunities for students/school involvement TSIA2/PSAT-SAT/ACT 9th-12th Variety of College Pathways	Increase academic counseling (once per semester to review transcripts) Increased mental health counseling as needed/make available Provide increased preparations/practice TSIA2/PSAT-SAT/ACT - Saturday camps/ tutorials	Increase mental health counseling Increased preparation programs for College entrance exams
Family and Community Involvement	Open Houses/Parental Engagement Various forms of communication with parents, students, and staff Culture of Family and Unity Meet and Greet/Commitment Ceremony Various student/parent engagement opportunities School Website/Facebook Communication	Newsletter Monthly video blog to parents School parental liaison Increase guest speakers opportunities Increase community partnerships	School parental liaison Increase guest speakers Increase community partnerships
District/Campus Commitments	Planning Protocol/Curriculum Dashboard Response to Intervention Data Days Federal Programs System (Foster, McKinney- Vento, Migrant) district wide training District transportation needs to all eligible students Free breakfast and lunch to all district students Huge push for technology upgrades district wide	Provide laptops to all students (one to one) Provide classroom printers to teachers Provide technology training to students, parents, and teachers Continued training on new technology	Provide technology training Classroom Printers Provide laptops to all students

NOTE : Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.



Early College High School Comprehensive Needs Assessment 2021-2022



Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



Early College High School Comprehensive Needs Assessment 2021-2022



Site Based Committee Sign In

District: San Felipe Del Rio CISD

Date: November 1, 2021

Role	Name	Signature
Parent	Yolanda Graves	
Parent	Samantha Osuna	
Business Representative	Eddie Amezcua	
Business Representative	Clay Ellis	
Community Representative	Robert Nettleton	
Community Representative	Hector Guerra	
Teacher	Kathy Arredondo	
Teacher	Audri Arreola	
Teacher	Tani Canchola	
Teacher	Pedro Ortiz	
Teacher	Melinda Costilla	
Teacher	Natalie Foster	
Teacher	Jonte McCrea	
Teacher	Wendy Hinsey-Morgan	
Teacher	Sarah Martinez	
Teacher	Hector Mayfield	
Teacher	Albert Ortiz	
Teacher	Rebecca Ortiz	
Teacher	Gabriela Pena	
Teacher	Anel Perez	
Counselor	Alejandra Gonzalez	
Counselor	Rocio Faz	
Principal	Carlos Barrera	

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

DEL RIO EARLY COLLEGE H S

Goal 1. The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards for 2021-2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Road maps and alignment of TEKS will be evaluated and adjusted as needed every six weeks. (strategic priority 4) (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators	August 2021-May 2022	(F)Title I	Criteria: benchmark scores, student achievement gains. 06/20/22 - Completed 11/18/21 - Significant Progress
2. Summative assessments will be aligned to the curriculum and will be reviewed and adjusted every 6 weeks prior to their administration for each class to ensure fidelity. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators	Every 6 wks	(F)Title I	Criteria: benchmarks scores, student achievement gains 06/20/22 - Completed 11/18/21 - On Track
3. ECHS students will be provided with online interventions and host monthly tutorials that will assist in mastering all areas of the Texas Success Initiative that is mandatory to begin dual credit courses. (Title I SW Elements: 1.1,2.5,3.2) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Counselors	August 2021-June 2022	(F)Title I, (S)Local Funds	Criteria: Texas Success Initiative Reading, Writing, Math 06/20/22 - Completed 11/18/21 - On Track
4. ECHS will offer rigorous programs thru after school tutoring and Saturday School for TSI, PSAT, ACT, SAT, and dual credit courses for academic achievement. (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Counselors, Teachers	August 2021-June 2022	(F)Title I	Criteria: TSI, ACT, SAT, PSAT, dual credit scores 06/20/22 - Completed 11/18/21 - Some Progress
5. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2021-June 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/20/22 - On Track (S) 11/18/21 - On Track

DEL RIO EARLY COLLEGE H S

- Goal 1.** The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** Curriculum will be horizontally aligned in 2021-2022 for all courses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum writers and teachers will be trained on the state standards, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Curriculum Coordinators	August 2021- June 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: student achievement, gains, benchmarks 06/22/22 - Significant Progress 11/18/21 - Some Progress
2. Curriculum documents will include ELPS strategies for ESL/ELL students and supplemental aids for special education students. Teachers have to have special population students in mind when differentiating, monitoring, and adjusting lessons. (Title I SW Elements: 1.1,2.5) (Target Group: EB,SPED,504) (Strategic Priorities: 2,3)	Campus Administrators	August 2021- June 2022	(F)Title I	Criteria: Student achievement, closing the covid slide gap 06/22/22 - Significant Progress 11/18/21 - Some Progress

DEL RIO EARLY COLLEGE H S

Goal 1. The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 3. All sub populations groups will be monitored to ensure they are on track to meet state passing standards in 2021-2022 at the highest level possible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as ESL/LEP, Special Education, 504, McKinney Vento, Migrant, etc.. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators	August 2021- June 2022	(F)Title I, (S)Local Funds	Criteria: Teachers will know their students and demographics. 06/22/22 - Significant Progress 11/18/21 - Pending
2. Campus leadership will monitor special population subgroups progress in classes each 6 weeks. (Title I SW Elements: 1.1,2.2) (Target Group: ESL,Migrant,EB,SPED,504) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Counselors, ELPAC Committee, Teachers	Aug 2021-May 2022	(F)Title I	Criteria: 6 weeks and semester grades 06/22/22 - Significant Progress 11/18/21 - Pending

DEL RIO EARLY COLLEGE H S

Goal 1. The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 4. ECHS will have high expectations for all students and will model strategies that will not only help them graduate, but skills will transfer and benefit higher education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement more orientation items to summer bridge including tours and expectation conversations with incoming students. Develop and cultivate a high achieving culture from day one. (Title I SW Elements: 1.1,2.1) (Target Group: 8th,9th,10th,11th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Teachers	Summer 2021		06/22/21 - Completed

DEL RIO EARLY COLLEGE H S

Goal 1. The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 5. ECHS students will have the tools necessary to be successful. (laptops, headphones, calculators, printers, charging stations, textbooks, supplies)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Purchase needed technology items for growing campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators	August 2021- June 2022	(F)Federal Grant, (S)Technology Grant	Criteria: Positive scores and grades. 06/22/22 - Significant Progress 11/18/21 - Some Progress
2. Food service will provide free breakfast and lunch to students. (Title I SW Elements: 1.1) (Target Group: All)	Campus Administrators, Directors, Health, Safety & Nutrition Coordinator	Aug. 2021-May 2022	(F)Federal Grant, (S)State Grant	Criteria: Food Service logs 06/22/22 - Completed 11/18/21 - On Track 08/31/21 - Some Progress

DEL RIO EARLY COLLEGE H S

Goal 1. The District shall maintain a safe environment, utilize quality curriculum, and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 6. School will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff in person with materials and supplies provided. (Title I SW Elements: 2.5) (Target Group: All)	Campus Administrators, Teachers	Aug. 2021-Aug. 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Attendance logs, lesson plans, student packets. 09/06/21 - Completed
2. Health and safety measures provided with necessary materials to all school areas including but not limited to hand sanitizers, masks, disinfectant spray, and other PPE. (Target Group: All)	Campus Administrators, Teachers	Aug. 2021-May 2022	(F)Federal Grant	Criteria: Inventory and Distribution Logs 06/22/22 - Completed 09/30/21 - On Track 08/31/21 - Some Progress

DEL RIO EARLY COLLEGE H S

Goal 2. The district shall be a good steward of the community's resources-financial, human, facilities, and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. By June 2022, ECHS will utilize 90% of local, state, and federal funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to the campus improvement plan to support the instructional goals and academic needs of students. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3)	Campus Administrators, Cluster/Department Leaders	August 2021- June 2022	(F)Title I	Criteria: Evaluation by budgeting office. 06/22/22 - Completed 11/18/21 - Pending

DEL RIO EARLY COLLEGE H S

Goal 3. The district shall provide a meaningful and effective communication in a timely manner to all parents, students, staff and district partners.

Objective 1. By June 2022, ECHS will increase parent participation by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. ECHS will encourage parents to participate in their student's education by hosting virtual campus orientation, parental training, informational meetings, student progress conferences, Meet and greet open house twice a year. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselors, Parents, Teachers</p>	<p>August 2021- June 2022</p>	<p>(F)Title I</p>	<p>Criteria: sign in sheets, parental surveys 06/22/22 - Completed 11/18/21 - Pending</p>
<p>2. ECHS will provide training and support for parents on Skyward parent portal and SWTJC systems. Meetings will be offered in the morning and afternoon and in english/spanish. We will encourage monitoring of student attendance and grades, and help our students monitor their grades for ECHS and SWTJC. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)</p>	<p>Campus Administrators, Counselors, Instructional Aides, Parents, Teachers</p>	<p>August 2021- June 2022</p>	<p>(F)Title I</p>	<p>Criteria: sign in sheets 06/22/22 - Completed 11/18/21 - Pending</p>

DRHS-ECHS 2021-2022 Parental Meetings

<i>AUGUST</i>	<i>SEPTEMBER</i>	<i>OCTOBER</i>	<i>NOVEMBER</i>	<i>DECEMBER</i>
<p><u>Aug. 25, 2021</u> Greeting Parents Parental Information 5 p.m. (AP- Mrs. Casillas)</p>	<p><u>Sept. 22, 2021</u> Skyward Access Parent Training 5 p.m. (AP-Mrs. Casillas)</p>	<p><u>Oct. 20, 2021</u> Breast Cancer Awareness 5 p.m. (AP-Mrs. Sahagun)</p>	<p><u>Nov. 16, 2021</u> Diabetes Awareness 5 p.m. (PRESN. - Raquel Rodriguez, AP- Mr. Norton)</p>	<p><u>Dec. 14, 2021</u> Chit chat chicas 5 p.m. (PRESN. -Marlen Ramirez, AP-Mrs. Sahagun)</p>
<p><u>Aug. 26, 2021</u> Attendance Information 5 p.m. (AP- Mr. Johnston & Lourdes)</p>	<p><u>Sept. 23, 2021</u> Title 1 Meeting 5 p.m. (AP- Mr. Norton)</p>	<p><u>Oct. 21, 2021</u> Drug Abuse Awareness 5 p.m. (PRESN. - Maria Navejar, AP-Johnston)</p>	<p><u>Nov. 17, 2021</u> Thanksgiving meal for Parents 11 a.m. (P- Mr. Barrera)</p>	<p><u>Dec. 15, 2021</u> Disabilities Awareness 5 p.m. (P – Mr. Barrera)</p>
<i>JANUARY</i>	<i>FEBRUARY</i>	<i>March</i>	<i>APRIL</i>	<i>MAY</i>
<p><u>Jan. 19, 2022</u> EOC Testing 5 p.m. (AP – Mrs. Casillas)</p>	<p><u>Feb. 9, 2022</u> American Heart Month Awareness 5 p.m. (PRESN. - Raquel Rodriguez, Mr. Norton.)</p>	<p><u>March 29, 2022</u> Epilepsy Awareness 5 p.m. (AP- Mrs. Casillas)</p>	<p><u>Apr. 20, 2022</u> Child Abuse Awareness 5 p.m. (PRESN. - BCFS, Mr. Johnston)</p>	<p><u>May 11, 2022</u> Mental Health Awareness 5 p.m. (PRESN. - Maria Navejar, AP- Mrs. Sahagun)</p>
<p><u>Jan. 20, 2022</u> Attendance Information 5 p.m. (AP- Mr. Johnston & Lourdes)</p>	<p><u>Feb. 10 2022</u> Teen Dating Violence Awareness 5 p.m. (PRESN. - BCFS, AP- Mrs. Sahagun)</p>	<p><u>March 30, 2022</u> National Drugs and Alcohol Facts 5 p.m. (PRESN. - Maria Navejar, P-Mr. Barrera)</p>	<p><u>Apr. 21, 2022</u> National Youth Violence Prevention 5 p.m. (AP- Mr. Norton)</p>	<p><u>May 12, 2022</u> American Stroke Awareness 5 p.m. (P- Mr. Barrera)</p>

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022**

Early College High School

The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district’s improvement plan process.

The district values the role parents’ play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

- I. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

SCHOOL- PARENT COMPACT

- II. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- III. The District’s capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees and trainings. In addition, parent skills workshops, campus volunteers, School readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

STAFF AND PARENT COMMUNICATION

- IV. **EARLY COLLEGE HIGH SCHOOL**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- V. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VI. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parent and Family Engagement Policy and practices. They will also consider:
- Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

RESERVATION OF FUNDS

- VII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **EARLY COLLEGE HIGH SCHOOL** on **12/1/2021** and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before **12/1/2021**. **EARLY COLLEGE HIGH SCHOOL** notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.



**SAN FELIPE DEL RIO CISD
POLÍTICA DE COMPROMISO DE PADRES Y
FAMILIAS 2021-2022**

Early College High School

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencias del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. **Early College High School** hará cada esfuerzo para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de pre eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.
- VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas de teléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar , notas escritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

- VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:

- La calidad académica del Título I, Escuelas Parte A
- Identificar las maneras para vencer las barreras cuales pueden limitar la participación de los padres
- El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
- Aumentar la participación de los padres de familia

Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

RESERVACIÓN DE FONDOS

- VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por **Early College High School** 12/01/2021 y será proporcionada efectivo para el período del 2021-2022. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del 12/01/2021. El plantel **Early College High School** notificara a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.



Early College High School

The Value and Utility of Parental Engagement

Staff Training

August 31, 2021, 3:30 pm

AGENDA

- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits/Barriers
- V. Questions/Concerns/Discussion



**The Value and Utility of Parent and Family Engagement
Staff Training
Sign In Sheet**

Early College HS
Campus

08-31-2021
Date of Meeting

Staff Name	Position	Signature
Sarah Martinez	Teacher	Sarah Martinez
Inmaret Arriola	Tutor	[Signature]
Gabriela Padilla	Teacher	[Signature]
Sara Hernandez Dela	Teacher aide	[Signature]
Kasei Sato	Administrative	Kasei Sato
McCostello	Teacher	David Costello
Rosangelica Ayala	Aide	[Signature]
Alejandra Gonzalez	Counselor	[Signature]
Leticia Saldivar	Student Supp. Spec.	[Signature]
Andrea Radarik	Tutor	[Signature]
Rebekah Monk	Registrar	Rebekah Monk
Michael Bruce	Teacher	[Signature]
Mark [Signature]	Teacher	[Signature]
Rodriguez	Counselor	[Signature]
Rebecca Ortiz	Teacher	[Signature]
Andri Arreola	Teacher	[Signature]
Kathy Arredondo	Teacher	[Signature]
Grabby Flores	teacher	[Signature]

Early College High School

McKinney Vento/Families in Transition

Staff Training

August 31, 2021, 3:30 pm

AGENDA

- I. Welcome
- II. McKinney-Vento Act
- III. How do families become homeless?
- IV. Parent and Student Warning Signs
- V. Questions/Concerns/Discussion



McKinney-Vento

Serving Students In Transition

McKinney-Vento/Families in Transition

Staff Training

Sign In Sheet

Early College HS
Campus

08-31-21
Date of Meeting

Staff Name	Position	Signature
Sarah Martinez	Teacher	Sarah Martinez
Innavet Ariola	Tutor	[Signature]
Gabriela Padilla	Teacher	[Signature]
Sergi Hernandez Deliz	teacher aide	[Signature]
Kesie Soto	Attendance	Kesie Soto
Melinda Costello	Teacher	McCostello
Rosangelica Agui	Aide	[Signature]
Alejandra Gonzalez	counselor	[Signature]
Leticia Saldivar	Student Succ. Spec.	[Signature]
Andrea Robante	Tutor	[Signature]
Rebekah Monk	Registrar	Rebekah Monk
[Signature]		
Michael Pineda	Teacher	[Signature]
Rocio For	Counselor	[Signature]
Andri Arreola	Teacher	[Signature]
Natalie Foster	Teacher	[Signature]
Rebecca Ortiz	Teacher	[Signature]
Kathy Arredon	Teacher	[Signature]
Liflores	teacher	[Signature]

Texas Education Agency
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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
End of Course																							
English I	All Students	66%	64%	76%	-	76%	*	-	-	-	-	74%	79%	25%	83%	*	87%	70%	*	-	-	-	
	CWD	30%	29%	25%	-	25%	-	-	-	-	-	*	*	25%	-	-	*	14%	*	-	-	-	
	CWOD	70%	69%	83%	-	83%	*	-	-	-	-	82%	85%	-	83%	*	86%	81%	-	-	-	-	
	EL	34%	27%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	-	-	-	-
	Male	61%	56%	87%	-	86%	*	-	-	-	-	80%	100%	*	86%	*	87%	-	-	-	-	-	-
	Female	72%	73%	70%	-	70%	-	-	-	-	-	71%	69%	14%	81%	*	-	70%	*	-	-	-	-
English II	All Students	70%	68%	91%	-	91%	*	-	-	-	*	88%	95%	43%	94%	33%	92%	90%	*	-	-	*	
	CWD	32%	30%	43%	-	43%	-	-	-	-	-	*	*	43%	-	-	*	50%	-	-	-	-	
	CWOD	74%	73%	94%	-	94%	*	-	-	-	*	91%	98%	-	94%	33%	94%	94%	*	-	-	*	
	EL	34%	25%	33%	-	33%	-	-	-	-	-	40%	*	-	33%	33%	*	*	-	-	-	-	-
	Male	65%	62%	92%	-	92%	-	-	-	-	-	91%	93%	*	94%	*	92%	-	*	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	Female	76%	74%	90%	-	90%	*	-	-	-	*	86%	95%	50%	94%	*	-	90%	-	-	-	*
Algebra I	All Students	72%	69%	66%	-	66%	-	-	-	-	-	64%	69%	67%	66%	*	62%	68%	*	-	-	-
	CWD	44%	41%	67%	-	67%	-	-	-	-	-	*	*	67%	-	-	*	60%	*	-	-	-
	CWOD	75%	72%	66%	-	66%	-	-	-	-	-	66%	65%	-	66%	*	60%	69%	-	-	-	-
	EL	54%	41%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	68%	62%	62%	-	62%	-	-	-	-	-	61%	63%	*	60%	*	62%	-	-	-	-	-
	Female	76%	75%	68%	-	68%	-	-	-	-	-	65%	71%	60%	69%	*	-	68%	*	-	-	-
	All Students	81%	75%	89%	-	89%	*	-	-	-	*	84%	95%	57%	91%	50%	88%	89%	*	-	-	*
Biology	CWD	52%	40%	57%	-	57%	-	-	-	-	*	*	57%	-	-	*	50%	*	*	-	-	-
	CWOD	84%	79%	91%	-	91%	*	-	-	-	*	87%	96%	-	91%	50%	88%	92%	*	-	-	*
	EL	56%	38%	50%	-	50%	-	-	-	-	-	40%	*	-	50%	50%	*	*	-	-	-	-
	Male	79%	72%	88%	-	88%	*	-	-	-	-	86%	93%	*	88%	*	88%	-	*	-	-	-
	Female	83%	78%	89%	-	89%	*	-	-	-	*	83%	95%	50%	92%	*	-	89%	*	-	-	-
	All Students	81%	75%	89%	-	89%	*	-	-	-	*	84%	95%	57%	91%	50%	88%	89%	*	-	-	*
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	49%	44%	58%	-	58%	*	-	-	-	-	51%	71%	25%	63%	*	74%	50%	*	-	-	-
	CWD	19%	14%	25%	-	25%	-	-	-	-	-	*	*	25%	-	-	*	14%	*	-	-	-
	CWOD	53%	48%	63%	-	62%	*	-	-	-	-	56%	75%	-	63%	*	73%	57%	-	-	-	-
	EL	16%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	44%	37%	74%	-	73%	*	-	-	-	-	60%	100%	*	73%	*	74%	-	-	-	-	-
	Female	55%	51%	50%	-	50%	-	-	-	-	-	46%	56%	14%	57%	*	-	50%	*	-	-	-
English II	All Students	57%	51%	76%	-	76%	*	-	-	-	*	76%	77%	14%	80%	0%	68%	81%	*	-	-	*
	CWD	22%	13%	14%	-	14%	-	-	-	-	-	*	*	14%	-	-	*	17%	-	-	-	-
	CWOD	60%	57%	80%	-	79%	*	-	-	-	*	77%	83%	-	80%	0%	69%	86%	*	-	-	*
	EL	18%	10%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	51%	43%	68%	-	68%	-	-	-	-	-	71%	60%	*	69%	*	68%	-	*	-	-	-
	Female	63%	60%	81%	-	80%	*	-	-	-	*	79%	83%	17%	86%	*	-	81%	-	-	-	*
Algebra I	All Students	40%	34%	33%	-	33%	-	-	-	-	-	27%	41%	17%	34%	*	42%	28%	*	-	-	-
	CWD	20%	13%	17%	-	17%	-	-	-	-	-	*	*	17%	-	-	*	0%	*	-	-	-
	CWOD	42%	36%	34%	-	34%	-	-	-	-	-	29%	42%	-	34%	*	40%	31%	-	-	-	-
	EL	20%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	38%	30%	42%	-	42%	-	-	-	-	-	39%	50%	*	40%	*	42%	-	-	-	-	-
	Female	43%	37%	28%	-	28%	-	-	-	-	-	19%	38%	0%	31%	*	-	28%	*	-	-	-
Biology	All Students	54%	40%	59%	-	58%	*	-	-	-	*	50%	70%	14%	61%	17%	65%	55%	*	-	-	*
	CWD	25%	18%	14%	-	14%	-	-	-	-	-	*	*	14%	-	-	*	0%	*	-	-	-
	CWOD	57%	43%	61%	-	60%	*	-	-	-	*	52%	73%	-	61%	17%	64%	60%	*	-	-	*
	EL	21%	9%	17%	-	17%	-	-	-	-	-	20%	*	-	17%	17%	*	*	-	-	-	-
	Male	52%	40%	65%	-	64%	*	-	-	-	-	61%	73%	*	64%	*	65%	-	*	-	-	-
	Female	55%	40%	55%	-	54%	*	-	-	-	*	43%	68%	0%	60%	*	-	55%	*	-	-	*
STAAR Percent at Masters Grade Level																						

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
End of Course																								
English I	All Students	12%	8%	9%	-	9%	*	-	-	-	-	5%	17%	0%	10%	*	13%	7%	*	-	-	-		
	CWD	4%	8%	0%	-	0%	-	-	-	-	-	*	*	0%	-	-	*	0%	*	-	-	-		
	CWOD	13%	8%	10%	-	10%	*	-	-	-	-	5%	20%	-	10%	*	14%	8%	-	-	-	-		
	EL	1%	1%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	-	-	-	-	
	Male	9%	5%	13%	-	14%	*	-	-	-	-	7%	25%	*	14%	*	13%	-	-	-	-	-	-	
	Female	15%	11%	7%	-	7%	-	-	-	-	-	4%	13%	0%	8%	*	-	7%	*	-	-	-	-	
English II	All Students	11%	6%	13%	-	12%	*	-	-	-	*	8%	20%	0%	13%	0%	6%	17%	*	-	-	*		
	CWD	5%	4%	0%	-	0%	-	-	-	-	-	*	*	0%	-	-	*	0%	-	-	-	-	-	
	CWOD	11%	7%	13%	-	13%	*	-	-	-	*	8%	21%	-	13%	0%	6%	18%	*	-	-	-	*	
	EL	1%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	*	-	-	-	-	
	Male	8%	6%	6%	-	6%	-	-	-	-	-	3%	13%	*	6%	*	6%	-	*	-	-	-	-	-
	Female	14%	7%	17%	-	16%	*	-	-	-	*	12%	22%	0%	18%	*	-	17%	-	-	-	-	-	*
Algebra I	All Students	23%	13%	10%	-	10%	-	-	-	-	-	11%	7%	0%	10%	*	12%	9%	*	-	-	-	-	
	CWD	8%	10%	0%	-	0%	-	-	-	-	-	*	*	0%	-	-	*	0%	*	-	-	-	-	
	CWOD	24%	14%	10%	-	10%	-	-	-	-	-	12%	8%	-	10%	*	12%	10%	-	-	-	-	-	
	EL	9%	4%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	*	-	-	-	-	-
	Male	21%	12%	12%	-	12%	-	-	-	-	-	17%	0%	*	12%	*	12%	-	-	-	-	-	-	-
	Female	25%	15%	9%	-	9%	-	-	-	-	-	8%	10%	0%	10%	*	-	9%	*	-	-	-	-	-
Biology	All Students	21%	11%	22%	-	23%	*	-	-	-	*	16%	30%	14%	23%	0%	26%	20%	*	-	-	-	*	
	CWD	7%	10%	14%	-	14%	-	-	-	-	-	*	*	14%	-	-	*	0%	*	-	-	-	-	
	CWOD	23%	11%	23%	-	23%	*	-	-	-	*	16%	31%	-	23%	0%	24%	22%	*	-	-	-	*	
	EL	4%	4%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	*	-	-	-	-	-
	Male	21%	11%	26%	-	26%	*	-	-	-	-	25%	27%	*	24%	*	26%	-	*	-	-	-	-	-
	Female	22%	11%	20%	-	21%	*	-	-	-	-	10%	32%	0%	22%	*	-	20%	*	-	-	-	-	*
STAAR Percent at Approaches Grade Level or Above																								
All Grades																								
All Subjects	All Students	67%	58%	84%	-	83%	100%	-	-	-	*	81%	88%	46%	86%	44%	85%	83%	40%	-	-	-	*	
	CWD	38%	28%	46%	-	46%	-	-	-	-	-	23%	67%	46%	-	-	*	42%	*	-	-	-	-	
	CWOD	71%	63%	86%	-	86%	100%	-	-	-	*	84%	90%	-	86%	44%	85%	87%	*	-	-	-	*	
	EL	47%	26%	44%	-	44%	-	-	-	-	-	44%	*	-	44%	44%	45%	43%	-	-	-	-	-	
	Male	65%	55%	85%	-	85%	*	-	-	-	-	82%	90%	*	85%	45%	85%	-	*	-	-	-	-	-
	Female	69%	61%	83%	-	83%	*	-	-	-	*	79%	87%	42%	87%	43%	-	83%	*	-	-	-	-	*
Reading	All Students	68%	61%	86%	-	86%	*	-	-	-	*	83%	90%	33%	90%	44%	90%	84%	*	-	-	-	*	
	CWD	35%	28%	33%	-	33%	-	-	-	-	-	14%	50%	33%	-	-	*	31%	*	-	-	-	-	
	CWOD	72%	67%	90%	-	90%	*	-	-	-	*	88%	94%	-	90%	44%	92%	90%	*	-	-	-	*	
	EL	46%	24%	44%	-	44%	-	-	-	-	-	50%	*	-	44%	44%	40%	*	-	-	-	-	-	-
	Male	63%	55%	90%	-	90%	*	-	-	-	-	88%	96%	*	92%	40%	90%	-	*	-	-	-	-	-
	Female	72%	67%	84%	-	83%	*	-	-	-	-	80%	88%	31%	90%	*	-	84%	*	-	-	-	-	*

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Mathematics	All Students	65%	53%	71%	-	71%	*	-	-	-	-	69%	74%	67%	72%	*	68%	73%	*	-	-	-
	CWD	39%	28%	67%	-	67%	-	-	-	-	-	*	*	67%	-	-	*	60%	*	-	-	-
	CWOD	68%	57%	72%	-	71%	*	-	-	-	-	71%	72%	-	72%	*	67%	75%	-	-	-	-
	EL	49%	28%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	65%	52%	68%	-	67%	*	-	-	-	-	63%	75%	*	67%	*	68%	-	-	-	-	-
	Female	65%	54%	73%	-	73%	-	-	-	-	-	73%	74%	60%	75%	*	-	73%	*	-	-	-
Science	All Students	70%	60%	89%	-	89%	*	-	-	-	*	84%	95%	57%	91%	50%	88%	89%	*	-	-	*
	CWD	42%	27%	57%	-	57%	-	-	-	-	-	*	*	57%	-	-	*	50%	*	-	-	-
	CWOD	74%	65%	91%	-	91%	*	-	-	-	*	87%	96%	-	91%	50%	88%	92%	*	-	-	*
	EL	47%	25%	50%	-	50%	-	-	-	-	-	40%	*	-	50%	50%	*	*	-	-	-	-
	Male	70%	59%	88%	-	88%	*	-	-	-	-	86%	93%	*	88%	*	88%	-	*	-	-	-
	Female	71%	60%	89%	-	89%	*	-	-	-	*	83%	95%	50%	92%	*	-	89%	*	-	-	-
SAT/ACT All Subjects	All Students	95%	99%	94%	-	94%	*	-	-	-	-	100%	90%	-	94%	-	100%	92%	-	-	-	-
	CWD	80%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	95%	99%	94%	-	94%	*	-	-	-	-	100%	90%	-	94%	-	100%	92%	-	-	-	-
	EL	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	95%	100%	100%	-	*	*	*	-	-	-	*	*	-	100%	-	100%	-	-	-	-	-
	Female	94%	98%	92%	-	92%	-	-	-	-	-	100%	83%	-	92%	-	-	92%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	30%	60%	-	59%	83%	-	-	-	*	55%	67%	18%	63%	17%	64%	58%	20%	-	-	*
	CWD	21%	13%	18%	-	18%	-	-	-	-	-	8%	27%	18%	-	-	*	8%	*	-	-	-
	CWOD	44%	33%	63%	-	62%	83%	-	-	-	*	57%	71%	-	63%	17%	64%	62%	*	-	-	*
	EL	20%	8%	17%	-	17%	-	-	-	-	-	19%	*	-	17%	17%	27%	0%	-	-	-	-
	Male	40%	28%	64%	-	64%	*	-	-	-	-	61%	70%	*	64%	27%	64%	-	*	-	-	-
	Female	42%	33%	58%	-	57%	*	-	-	-	*	51%	66%	8%	62%	0%	-	58%	*	-	-	*
Reading	All Students	44%	35%	70%	-	70%	*	-	-	-	*	67%	75%	20%	74%	11%	70%	70%	*	-	-	*
	CWD	20%	13%	20%	-	20%	-	-	-	-	-	14%	25%	20%	-	-	*	15%	*	-	-	-
	CWOD	47%	39%	74%	-	74%	*	-	-	-	*	70%	81%	-	74%	11%	70%	77%	*	-	-	*
	EL	20%	7%	11%	-	11%	-	-	-	-	-	13%	*	-	11%	11%	20%	*	-	-	-	-
	Male	40%	30%	70%	-	69%	*	-	-	-	-	68%	74%	*	70%	20%	70%	-	*	-	-	-
	Female	48%	41%	70%	-	70%	*	-	-	-	*	66%	75%	15%	77%	*	-	70%	*	-	-	*
Mathematics	All Students	37%	25%	38%	-	39%	*	-	-	-	-	33%	46%	17%	40%	*	48%	33%	*	-	-	-
	CWD	21%	12%	17%	-	17%	-	-	-	-	-	*	*	17%	-	-	*	0%	*	-	-	-
	CWOD	39%	27%	40%	-	40%	*	-	-	-	-	35%	47%	-	40%	*	47%	36%	-	-	-	-
	EL	20%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	37%	24%	48%	-	50%	*	-	-	-	-	42%	58%	*	47%	*	48%	-	-	-	-	-
	Female	36%	25%	33%	-	33%	-	-	-	-	-	27%	41%	0%	36%	*	-	33%	*	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military			
Science	All Students	43%	30%	59%	-	58%	*	-	-	-	*	50%	70%	14%	61%	17%	65%	55%	*	-	-	*			
	CWD	22%	14%	14%	-	14%	-	-	-	-	-	*	*	14%	-	-	*	0%	*	-	-	-	-		
	CWOD	46%	32%	61%	-	60%	*	-	-	-	*	52%	73%	-	61%	17%	64%	60%	*	-	-	-	*		
	EL	17%	7%	17%	-	17%	-	-	-	-	-	20%	*	-	17%	17%	*	*	-	-	-	-	-	-	
	Male	44%	31%	65%	-	64%	*	-	-	-	-	61%	73%	*	64%	*	65%	-	*	-	-	-	-	-	
	Female	42%	28%	55%	-	54%	*	-	-	-	*	43%	68%	0%	60%	*	-	55%	*	-	-	-	-	*	
SAT/ACT All Subjects	All Students	69%	57%	61%	-	65%	*	-	-	-	-	63%	60%	-	61%	-	80%	54%	-	-	-	-	-		
	CWD	50%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	CWOD	69%	58%	61%	-	65%	*	-	-	-	-	63%	60%	-	61%	-	80%	54%	-	-	-	-	-	-	
	EL	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	73%	73%	80%	-	*	*	-	-	-	-	*	*	-	80%	-	80%	-	-	-	-	-	-	-	-
	Female	65%	48%	54%	-	54%	-	-	-	-	-	57%	50%	-	54%	-	-	54%	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level																									
All Grades																									
All Subjects	All Students	18%	10%	14%	-	14%	0%	-	-	-	*	10%	20%	4%	15%	6%	14%	14%	0%	-	-	-	*		
	CWD	7%	4%	4%	-	4%	-	-	-	-	-	0%	7%	4%	-	-	*	0%	*	-	-	-	-	-	
	CWOD	19%	11%	15%	-	15%	0%	-	-	-	*	10%	21%	-	15%	6%	14%	15%	*	-	-	-	-	*	
	EL	7%	2%	6%	-	6%	-	-	-	-	-	6%	*	-	6%	6%	9%	0%	-	-	-	-	-	-	-
	Male	17%	9%	14%	-	15%	*	-	-	-	-	12%	18%	*	14%	9%	14%	-	*	-	-	-	-	-	-
	Female	19%	11%	14%	-	14%	*	-	-	-	*	8%	21%	0%	15%	0%	-	14%	*	-	-	-	-	-	*
Reading	All Students	18%	11%	11%	-	11%	*	-	-	-	*	7%	19%	0%	12%	0%	8%	13%	*	-	-	-	-	*	
	CWD	6%	3%	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	-	*	0%	*	-	-	-	-	-	
	CWOD	20%	12%	12%	-	12%	*	-	-	-	*	7%	21%	-	12%	0%	8%	15%	*	-	-	-	-	-	*
	EL	7%	1%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	*	-	-	-	-	-	-	-
	Male	16%	9%	8%	-	8%	*	-	-	-	-	4%	17%	*	8%	0%	8%	-	*	-	-	-	-	-	-
	Female	21%	13%	13%	-	13%	*	-	-	-	*	8%	19%	0%	15%	*	-	13%	*	-	-	-	-	-	-
Mathematics	All Students	17%	9%	9%	-	9%	*	-	-	-	-	10%	8%	0%	9%	*	13%	7%	*	-	-	-	-	-	
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	*	*	0%	-	-	*	0%	*	-	-	-	-	-	-
	CWOD	18%	10%	9%	-	10%	*	-	-	-	-	10%	8%	-	9%	*	13%	7%	-	-	-	-	-	-	-
	EL	8%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-	-	-	-
	Male	18%	9%	13%	-	13%	*	-	-	-	-	16%	8%	*	13%	*	13%	-	-	-	-	-	-	-	-
	Female	16%	9%	7%	-	7%	-	-	-	-	-	6%	7%	0%	7%	*	-	7%	*	-	-	-	-	-	-
Science	All Students	19%	10%	22%	-	23%	*	-	-	-	*	16%	30%	14%	23%	0%	26%	20%	*	-	-	-	-	*	
	CWD	8%	4%	14%	-	14%	-	-	-	-	-	*	*	14%	-	-	*	0%	*	-	-	-	-	-	-
	CWOD	20%	11%	23%	-	23%	*	-	-	-	*	16%	31%	-	23%	0%	24%	22%	*	-	-	-	-	-	*
	EL	4%	3%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-	-	-	-
	Male	20%	10%	26%	-	26%	*	-	-	-	-	25%	27%	*	24%	*	26%	-	*	-	-	-	-	-	-
	Female	18%	10%	20%	-	21%	*	-	-	-	*	10%	32%	0%	22%	*	-	20%	*	-	-	-	-	-	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
SAT/ACT All Subjects	All Students	14%	7%	6%	-	6%	*	-	-	-	-	0%	10%	-	6%	-	20%	0%	-	-	-	-
	CWD	11%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	14%	7%	6%	-	6%	*	-	-	-	-	0%	10%	-	6%	-	20%	0%	-	-	-	-
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	19%	20%	-	*	*	-	-	-	-	*	*	-	20%	-	20%	-	-	-	-	-
	Female	11%	0%	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	-	-	0%	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
◇	◇	◇

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Indicates data reporting does not meet for Minimum Size.

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Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	53	-	52	61	-	-	-	*	49	23	22
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	99%	-	99%	*	-	*	-	-	98%	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	98%	-	98%	100%	-	-	-	*	98%	98%	100%	98%	100%	99%	98%	100%
	CWD	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	*	100%	100%	*
	CWOD	98%	-	98%	100%	-	-	-	*	98%	98%	-	98%	100%	99%	97%	*
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	-	99%	*	-	-	-	-	99%	98%	100%	99%	100%	99%	-	*
	Female	98%	-	97%	*	-	-	-	*	97%	98%	100%	97%	100%	-	98%	*

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	*	*	100%	*
	CWOD	100%	-	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	91%	-	91%	*	-	-	-	-	91%	91%	100%	90%	*	94%	90%	*
	CWD	100%	-	100%	-	-	-	-	-	*	*	100%	-	-	*	100%	*
	CWOD	90%	-	90%	*	-	-	-	-	91%	90%	-	90%	*	94%	89%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	94%	-	94%	*	-	-	-	-	95%	92%	*	94%	*	94%	-	-
	Female	90%	-	90%	-	-	-	-	-	89%	90%	100%	89%	*	-	90%	*
Science	All Students	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	*	*	100%	-	-	*	100%	*
	CWOD	100%	-	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	*	-
	Male	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	-	*
	Female	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	*	-	100%	*
SAT/ACT All Subjects	All Students	67%	-	65%	*	-	-	-	-	62%	71%	-	67%	-	71%	65%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	67%	-	65%	*	-	-	-	-	62%	71%	-	67%	-	71%	65%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	71%	-	67%	*	-	-	-	-	*	80%	-	71%	-	71%	-	-
	Female	65%	-	65%	-	-	-	-	-	64%	67%	-	65%	-	-	65%	-
Non-Participation Rate																	
All Subjects	All Students	2%	-	2%	0%	-	-	-	*	2%	2%	0%	2%	0%	1%	2%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	*	0%	0%	*
	CWOD	2%	-	2%	0%	-	-	-	*	2%	2%	-	2%	0%	1%	3%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	1%	-	1%	*	-	-	-	-	1%	2%	0%	1%	0%	1%	-	*
	Female	2%	-	3%	*	-	-	-	*	3%	2%	0%	3%	0%	-	2%	*
Reading	All Students	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	*	*	0%	*
	CWOD	0%	-	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	9%	-	9%	*	-	-	-	-	9%	9%	0%	10%	*	6%	10%	*
	CWD	0%	-	0%	-	-	-	-	-	*	*	0%	-	-	*	0%	*
	CWOD	10%	-	10%	*	-	-	-	-	9%	10%	-	10%	*	6%	11%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	6%	-	6%	*	-	-	-	-	5%	8%	*	6%	*	6%	-	-
	Female	10%	-	10%	-	-	-	-	-	11%	10%	0%	11%	*	-	10%	*
Science	All Students	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	*	*	0%	-	-	*	0%	*
	CWOD	0%	-	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-
	Male	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	-	*
	Female	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	*	-	0%	*
SAT/ACT All Subjects	All Students	33%	-	35%	*	-	-	-	-	38%	29%	-	33%	-	29%	35%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	33%	-	35%	*	-	-	-	-	38%	29%	-	33%	-	29%	35%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	29%	-	33%	*	-	-	-	-	*	20%	-	29%	-	29%	-	-
	Female	35%	-	35%	-	-	-	-	-	36%	33%	-	35%	-	-	35%	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	4	0	3	1	0	0	0	0	0		
	Female	6	0	6	0	0	0	0	0	0		
	Total	10	0	9	1	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	0	1	1	0	0	0	0	0		
	Female	2	0	2	0	0	0	0	0	0		
	Total	4	0	3	1	0	0	0	0	0		
Expulsions												
With Educational Services	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	2	0	2	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		2
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	1		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	1		0
Expulsions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	6	-8	6	-8	-8	-8	-8	-8	-8	-8	-8
	Female	18	-8	18	-8	-8	-8	-8	-8	-8	1	-8
	Total	24	-8	24	-8	-8	-8	-8	-8	-8	1	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0

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	Total
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	4	0	3	1	0	0	0	0	0	0
	Female	9	0	9	0	0	0	0	0	0	0
	Total	13	0	12	1	0	0	0	0	0	0
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	94	0	90	2	0	1	0	1	1	0
	Female	148	0	142	6	0	0	0	0	1	1
	Total	242	0	232	8	0	1	0	1	2	1

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

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	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	3.0	17.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	12.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.7	4.3%

- Indicates there are no data available in the group.
Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	-	-
Mathematics	4,961	1%	9	1%	-	-
Grade 4						
Reading	5,046	1%	10	1%	-	-
Mathematics	5,040	1%	10	1%	-	-
Grade 5						
Reading	5,133	1%	10	1%	-	-
Mathematics	5,138	1%	10	1%	-	-
Science	5,130	1%	10	1%	-	-
Grade 6						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
Grade 7						
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	4,492	1%	6	1%	-	-
End of Course						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
All Grades						
All Subjects	85,481	1%	153	1%	-	-
Reading	37,771	1%	67	1%	-	-
Mathematics	33,664	1%	59	1%	-	-
Science	14,046	1%	27	1%	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		Mathematics	Overall	32	31	68	69	30	34	7
	Black		48	53	52	47	16	14	2	2
	Hispanic		37	43	63	57	21	20	3	4
	White		20	20	80	80	44	44	13	13
	American Indian		*	49	*	51	*	15	*	3
	Asian		10	12	90	88	71	64	36	33
	Pacific Islander		*	45	*	55	*	21	*	4
	Two or More Races		25	27	75	73	41	38	11	12
	Econ Disadv	41	46	59	54	19	18	2	3	
Students with Disabilities	73	73	27	27	5	6	1	2		
English Language Learners	60	72	40	28	8	5	1	1		

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	67%	-	66%	*	-	-	-	-	67%	-	*
In-State Private Institutions	*	-	*	-	-	-	-	-	*	-	-
Out-of-State Institutions	*	-	*	*	-	-	-	-	*	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per ED Facts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	2.6%	-	2.5%	0.0%	-	*	-	*	3.0%	9.1%	7.1%

- Indicates there are no students in the group.

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Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: High School
Total Students: 472
Grade Span: 09 - 12

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about DEL RIO EARLY COLLEGE H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	99.2%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.0%	0.7%	12.7%
Hispanic	95.6%	93.6%	52.9%
White	4.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.2%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	57.6%	71.3%	60.3%
Special Education	3.8%	13.0%	11.1%
Emergent Bilingual/EL	3.2%	17.3%	20.7%
Mobility Rate (2019-20)	0.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	17.6%	19.7%	15.7%
Mathematics	19.0%	20.0%	16.9%
Science	19.6%	22.2%	17.9%
Social Studies	10.6%	21.5%	18.3%

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$4,312	\$10,349	\$10,406
Instruction	\$3,178	\$5,401	\$5,929
Instructional Leadership	\$29	\$205	\$173
School Leadership	\$482	\$507	\$620

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STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	86%	-	85%	100%	-	*	-	*	83%
	2019	78%	72%	95%	*	95%	87%	-	*	-	-	93%
ELA/Reading	2021	68%	62%	86%	-	86%	*	-	-	-	*	83%
	2019	75%	69%	88%	-	89%	67%	-	*	-	-	86%
Mathematics	2021	66%	54%	71%	-	71%	*	-	-	-	-	69%
	2019	82%	77%	99%	-	99%	*	-	*	-	-	99%
Science	2021	71%	60%	89%	-	89%	*	-	-	-	*	84%
	2019	81%	75%	98%	-	98%	*	-	*	-	-	98%
Social Studies	2021	73%	65%	93%	-	92%	*	-	*	-	-	90%
	2019	81%	73%	99%	*	99%	*	-	*	-	-	99%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	62%	-	62%	89%	-	*	-	*	57%
	2019	50%	40%	80%	*	80%	73%	-	*	-	-	77%
ELA/Reading	2021	45%	36%	70%	-	70%	*	-	-	-	*	67%
	2019	48%	38%	74%	-	74%	67%	-	*	-	-	70%
Mathematics	2021	37%	25%	38%	-	39%	*	-	-	-	-	33%
	2019	52%	43%	84%	-	84%	*	-	*	-	-	81%
Science	2021	44%	30%	59%	-	58%	*	-	-	-	*	50%
	2019	54%	43%	88%	-	89%	*	-	*	-	-	85%
Social Studies	2021	49%	43%	70%	-	69%	*	-	*	-	-	65%
	2019	55%	47%	82%	*	81%	*	-	*	-	-	79%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	21%	-	21%	22%	-	*	-	*	15%
	2019	24%	17%	32%	*	31%	33%	-	*	-	-	25%
ELA/Reading	2021	18%	11%	11%	-	11%	*	-	-	-	*	7%
	2019	21%	13%	8%	-	8%	17%	-	*	-	-	4%
Mathematics	2021	18%	9%	9%	-	9%	*	-	-	-	-	10%
	2019	26%	20%	61%	-	61%	*	-	*	-	-	57%
Science	2021	20%	10%	22%	-	23%	*	-	-	-	*	16%
	2019	25%	16%	36%	-	35%	*	-	*	-	-	24%
Social Studies	2021	29%	24%	44%	-	43%	*	-	*	-	-	34%
	2019	33%	27%	48%	*	47%	*	-	*	-	-	39%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	98%	-	98%	100%	-	*	-	*	98%
	2019	99%	99%	100%	*	100%	100%	-	*	-	-	100%
ELA/Reading	2021	89%	94%	100%	-	100%	*	-	-	-	*	100%
	2019	99%	99%	100%	-	100%	100%	-	*	-	-	100%
Mathematics	2021	88%	93%	91%	-	91%	*	-	-	-	-	91%
	2019	100%	100%	100%	-	100%	*	-	*	-	-	100%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

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Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	2.5%	0.2%	-	0.2%	0.0%	-	*	-	*	0.3%
2018-19	1.9%	2.2%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	86.4%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.6%	92.0%	-	-	-	-	-	-	-	-	-
Class of 2019											
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	94.1%	94.2%	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	91.0%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	93.1%	-	-	-	-	-	-	-	-	-
Class of 2018											
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	88.6%	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	87.5%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.9%	89.2%	-	-	-	-	-	-	-	-	-
Class of 2017											
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, & Cont	93.7%	91.2%	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2020	90.3%	85.4%	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	87.8%	94.5%	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-
College, Career, and Military Ready (Annual Graduates)											
2019-20	63.0%	66.8%	98.9%	-	98.9%	*	-	*	-	-	98.3%
2018-19	72.9%	74.2%	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%
SAT/ACT Results (Annual Graduates)											
Tested											
2019-20	76.7%	41.8%	92.5%	?	91.0%	*	-	*	-	-	86.2%
2018-19	75.0%	43.2%	91.5%	*	91.9%	100.0%	-	-	-	-	89.3%
Average SAT Score											
2019-20	1019	1010	996	*	993	*	-	*	-	-	966
2018-19	1027	1012	1011	-	998	1134	-	-	-	-	1013
Average ACT Score											
2019-20	20.2	21.7	*	-	*	-	-	-	-	-	*
2018-19	20.6	21.1	20.4	-	20.4	-	-	-	-	-	19.7

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.