DEL RIO EARLY COLLEGE H S
Campus Improvement Plan
2020/2021

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela.*

RIGOR, RELATIONSHIPS, RESPECT.

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Date Reviewed: Date Approved:

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 provides 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.

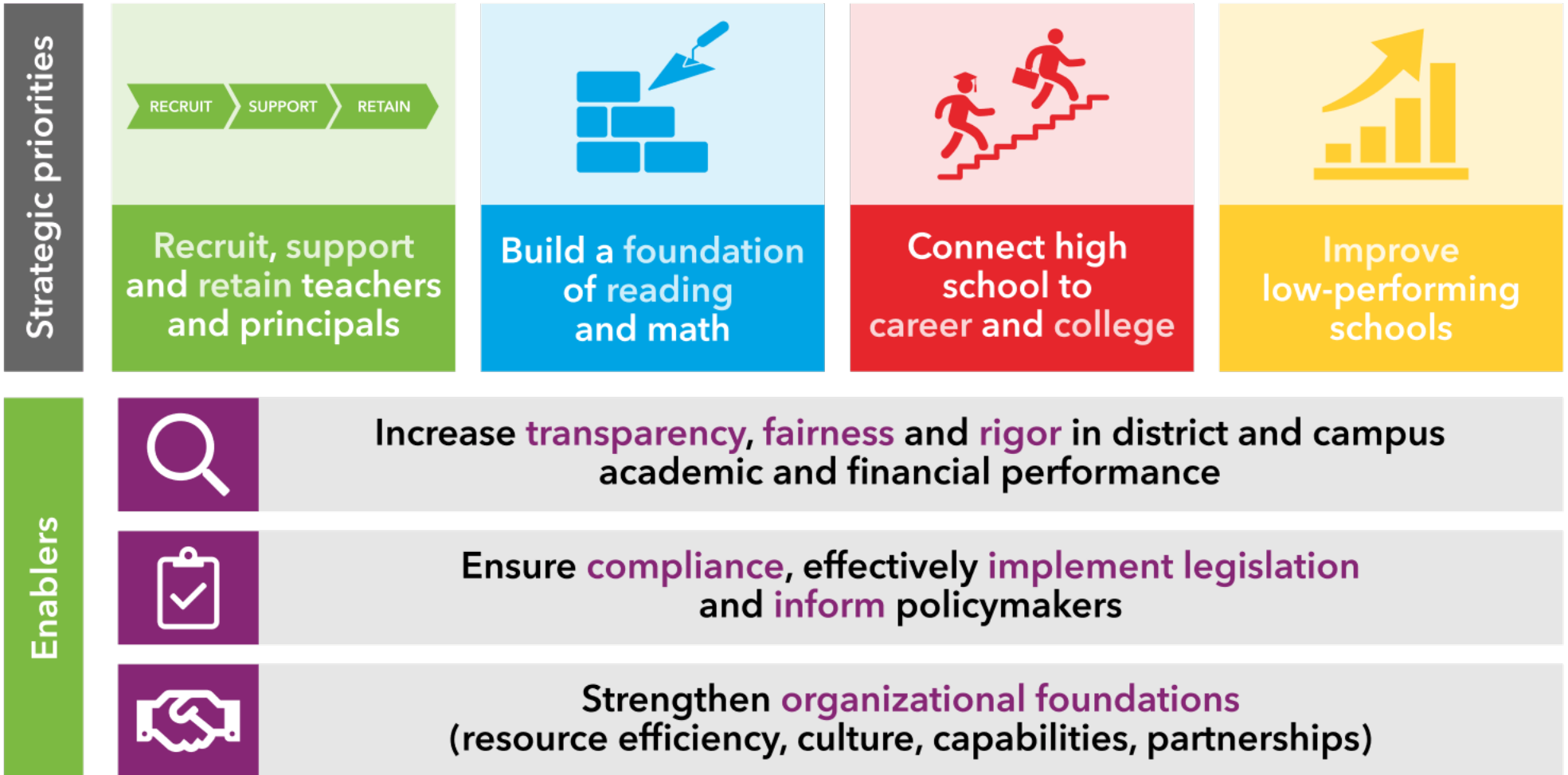COMMITMENT TO GREATNESS

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.

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

Strategic priorities

RECRUIT ▸ SUPPORT ▸ RETAIN			
Recruit, support and retain teachers and principals	**Build a foundation of reading and math**	**Connect high school to career and college**	**Improve low-performing schools**

Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

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

DEL RIO EARLY COLLEGE H S Site Base

Name	Position
Abrego, Claudia	Parent
Ramirez, Joe	Parent
Cadena-Vargas, Valerie	Business Representative
Amezcua, Edwardo	Business Representative
Nowlin, Richard	Community Representative
Briones, Martha	Community Representative
Arredondo, Kathy	Teacher
Arreola, Audri	Teacher
Canchola, Tani	Teacher
Castillo, Danielle	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
Schroeder, Wayne	Teacher
Faz, Rocio	Counselor
Gonzalez, Alejandra	Counselor
Barrera, Carlos	Principal

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

Site Based Committee Sign In

District: San Felipe Del Rio CISD

Date: May 20,2021

Role	Name	Signature
Parent	Joe Ramirez	
Parent	Claudia Abrego	
Business Representative	Valerie Vargas	
Business Representative	Eduardo Amezcua	
Community Representative	Richard Nowlin	
Community Representative	Martha Briones	
Teacher	Kathy Arredondo	
Teacher	Audri Arreola	
Teacher	Tani Canchola	
Teacher	Danielle Castillo	
Teacher	Melinda Costilla	
Teacher	Natalie Foster	
Teacher	Gabriela Flores	
Teacher	Wendy Hinsey-Morgan	
Teacher	Sarah Martinez	
Teacher	Hector Mayfield	
Teacher	Albert Ortiz	
Teacher	Rebecca Ortiz	
Teacher	Gabriela Padilla	
Teacher	Anel Perez	
Teacher	Wayne Schroeder	
Principal	Carlos Barrera	
Counselor	Rocio Faz	
Counselor	Alejandra Gonzalez	

* 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.

Comprehensive Needs Assessment Summary – 2020-2021

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 CCMR Data	Lesson Plans State Assessment Performance District Climate Survey Campus-Student-Teacher-Parent Perceptions PSAT/SAT/TSI 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	Index 1 Student Achievement Schmoop/Odysseyware High Passing rate EOC Advanced core all students PSAT-SAT Students graduate with Associates Degree	Build in tutorial time during the day SAT-ACT Saturday camps SAT practice test/SAT practice test Update dashboard yearly Bilingual para-professional/tutors Curriculum planning for all core areas	Tutorial time during day SAT-ACT Saturday camps Dashboard Update Bilingual para-progessionals
Staff Quality	Higlhly Qualified Staff Rigor in Classrooms Ongoing professional training Classroom walkthroughs and acknowledgment through conferences Recruitment and retention rates Teacher Attendance Data	Highly qualified with Master's Degree New Teacher Mentor Program Classroom management training for new teachers Meaningful professional development relevant to content Support new staff	Classroom Management training Meaningful PD for all staff Mentor Program
School Climate/ Safe	Community Partnerships including SWTJC Relationship closeness amongst students, staff and parents Safety procedures in place including single point of entry	Increase team building activities for students, parents and staff Increase opportunity for parental involvement with more activities Market ECHS to increase community engagement	Improve tardy policy for students Increase team building activities Safety student transitions

| 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? |
|---|---|---|---|
| **School Climate/ Safe & Healthy Schools** | Increased district wide drug testing

Low discipline referrals | Provide professional development in classroom management
Increase drug awareness prevention programs for student including drug, alcohol, smoking, and vaping. | Drug prevention awareness activities |
| **College & Career Readiness/ Graduation/ Dropout Reducation** | High expectations and support for school community
Students graduate with Associates Degree in partnership with SWTJC

College trips resuming after pandemic year

Leadership opportunities for students/school involvement
PSAT-SAT 9th-12th

Variety of College Pathways | Monthly team building/support gatherings for students
Increase academic counseling (once per semester to review transcripts)

Provide mental health counseling as needed/make available

Provide practice PSAT-SAT-TSI Saturday camps/tutorials | Monthly team building college preparation activities

Increase mental health counseling

Increase academic couseling to review transcripts once per semester |
| **Family and Community Involvement** | Open Houses/Parental Engagement
Remind platforms/various forms of communication
Culture of Growth 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

Increase community partnerships | School parental liaison
Increase guest speakers
Increase community partnerships
Make parents feel welcomed

Accommodate parents/different times |
| **District/Campus Commitments** | Planning Protocol/Curriculum Dashboard
Response to Intervention Data Days
Federal Programs System (McKinney-Vento, Migrant) district wide training
District transportation needs to all eligible students
Free breakfast to all district students
Wifi in common areas | Provide laptops to students in need
Provide vertical alignment for all core areas
Provide classroom printers to teachers Provide technology training to students, parents and teachers
Integrate technology into instruction
Additional training on new curriculum | Provide technology training
Classroom Printers
Provide laptops to students in need |

NOTE : Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections

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?

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.

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 2020-2021.

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) (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Curriculum Coordinators	August 2020-June 2021	(F)Title I, (S)State Compensatory	Criteria: benchmark scores, student achievement gains. 06/25/21 - Completed (S) 04/15/21 - Completed 01/08/21 - Significant Progress 09/01/20 - On Track
2. Benchmarks 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. (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Curriculum Coordinators	August 2020 - June 2021	(F)Title I, (S)State Compensatory	Criteria: benchmarks scores, student achievement gains 06/25/21 - Completed (S) 04/01/21 - Completed 01/08/21 - Some Progress 09/01/20 - Pending
3. ECHS students will be provided with online interventions that will assist in mastering all areas of the Texas Success Initiative that is mandatory to begin dual credit courses. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Campus Administrators, Counselors	August 2020-June 2021	(F)Title I, (S)Local Funds	Criteria: Texas Success Initiative Reading, Writing, Math 06/25/21 - On Track (S) 05/03/21 - On Track 01/12/21 - Significant Progress 09/01/20 - Some Progress
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. All programs will be conducted via Zoom and Canvas platforms due to the pandemic. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,4)	Campus Administrators, Counselors, Teachers	August 2020-June 2021	(F)Title I	Criteria: TSI, ACT, SAT, PSAT, dual credit scores 06/25/21 - Completed (S) 04/30/21 - On Track 01/04/21 - Significant Progress 09/01/20 - 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 2.   Curriculum will be horizontally aligned in 2020-2021 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. (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Curriculum Coordinators	August 2020-June 2021	(F)Title I, (S)State Compensatory	Criteria: student achievement, gains, benchmarks 07/02/21 - Completed (S) 05/03/21 - On Track 12/09/20 - On Track 09/01/20 - On Track
2. Curriculum documents will include ELPS strategies for ESL/ELL students and supplemental aids for special education students. (Target Group: LEP,SPED) (Strategic Priorities: 2,3)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators	August 2020-June 2021	(F)Title I, (S)State Compensatory	Criteria: Closing the gap gains 07/02/21 - Completed (S) 05/05/21 - On Track 12/09/20 - On Track 09/01/20 - 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 3. All sub populations groups will be monitored to ensure they are on track to meet state passing standards in 2020-2021 at the highest level possible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administrators will prepare campus level binders with date related to students in each of their subgroup such as ESL/ELL, Special education, Economic dis, Hispanic, CTE. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators	August 2020-June 2021	(F)Title I, (S)State Compensatory	Criteria: Teachers will know their students and demographics. 07/02/21 - Completed (S) 05/05/21 - Completed 12/02/20 - On Track 09/02/20 - Significant 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 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. All ECHS teachers will be trained and implement the Common Instructional Framework (CIF) CIF is a model based on the implementation of research based strategies that work such as collaborative groups, group work, writing to learn, scaffolding, questioning, classroom talks, and literacy groups. (Target Group: All) (Strategic Priorities: 3)	Curriculum Coordinators	August 2020-June 2021	(F)Title I, (S)State Compensatory	Criteria: Student achievement and PSAT, SAT, ACT, TSI scores. 07/02/21 - Completed (S) 05/05/21 - Completed 01/25/21 - On Track 09/02/20 - Significant 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 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. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,4)	Campus Administrators	August 2020-June 2021	(F)Federal Grant, (S)Technology Grant	Criteria: Positive scores and grades. 07/02/21 - Completed (S) 02/03/21 - Completed 11/04/20 - On Track 09/02/20 - Significant 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. Due to COVID-19, 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 remotely working from home as needed with materials and supplies provided. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	Sept. 2020-Sept. 2021	(F)Federal Grant	Criteria: Attendance logs, lesson plans, student packets. 07/02/21 - Completed (S) 10/12/20 - Completed 09/01/20 - Significant Progress
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept. 2020-Sept. 2021	(F)Federal Grant	Criteria: Distribution logs 07/02/21 - Completed (S) 10/12/20 - Completed 09/01/20 - Some Progress
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept. 2020-Sept. 2021	(F)Federal Grant, (S)Technology Grant	Criteria: Inventory and Distribution logs 07/02/21 - Completed (S) 10/12/20 - Completed 09/01/20 - Significant Progress
4. Health and safety measures provided with necessary materials to all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All)		Sept. 2020-Sept. 2021	(F)Federal Grant	Criteria: Inventory and Distribution Logs 07/02/21 - Completed (S) 10/12/20 - Completed 09/01/20 - Significant 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 7.   Due to Covid-19, School will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment in conjunction with families decision of student learning model throughout the remainder of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff in three different learning models utilizing digital learning platforms. Students will receive the same level of instruction regardless if the student and their families choose remote online, hybrid, or classroom models. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	October 2020-May 2021	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Attendance logs, student grades, teacher lessons 05/05/21 - Completed 10/12/20 - On Track 10/12/20 - Pending
2. Breakfast/Brunch and Lunch drive by pick up programs will allow students who opt for online instruction to pick up food prepared by our cafeteria staff throughout the year. (Target Group: All)		Oct. 2020-May 2021	(F)Federal Grant	Criteria: Food Service distribution logs 07/02/21 - Completed (S) 05/04/21 - Completed 10/12/20 - On Track
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All)		Oct 2020-June 2021	(F)Federal Grant, (S)Technology Grant	Criteria: Inventory and distribution logs 07/02/21 - Completed (S) 01/05/21 - Completed 11/02/20 - On Track 10/12/20 - Significant Progress 09/01/20 - Pending
4. Health and safety measures provided with necessary materials to all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. Cooperation with local health authority, families, and local clinics in tracking and monitoring possible Covid19 cases dealing with our students and their families. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Parents	Oct. 2020-June 2021	(F)Federal Grant	Criteria: inventory, distribution logs, case logs 07/02/21 - Completed (S) 10/28/20 - Completed 10/12/20 - On Track 09/01/20 - Pending

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 2021, 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. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,4)	Campus Administrators	August 2020-June 2021	(F)Title I, (S)State Compensatory	Criteria: Evaluation by budgeting office. 07/02/21 - Completed (S) 05/04/21 - Completed 10/06/20 - On Track 09/01/20 - Significant Progress

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 2021, ECHS will increase parent participation by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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. All events will be done virtually due to pandemic. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 5,6)	Campus Administrators, Counselors, Parents, Teachers	August 2020-June 2021	(F)Title I, (S)State Compensatory	Criteria: sign in sheets, parental surveys 07/02/21 - Completed (S) 02/02/21 - Completed 09/01/20 - On Track
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. All meetings will be conducted via Zoom due to the pandemic. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,4,5,6)	Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-June 2021	(F)Title I, (S)State Compensatory	Criteria: sign in sheets 07/02/21 - Completed (S) 02/17/21 - Completed 12/01/20 - On Track 09/01/20 - Significant Progress

2019-20 Texas Academic Performance Report

District Name: **SAN FELIPE-DEL RIO CISD**

Campus Name: **DEL RIO EARLY COLLEGE H S**

Campus Number: **233901005**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	65%	84%	-	84%	*	-	-	-	-	17%	-	83%	100%	83%	79%
	2018	65%	58%	82%	-	81%	*	-	-	-	-	*	-	81%	90%	80%	47%
At Meets Grade Level or Above	2019	50%	43%	66%	-	65%	*	-	-	-	-	0%	-	65%	80%	65%	47%
	2018	44%	33%	55%	-	56%	*	-	-	-	-	*	-	53%	70%	55%	27%
At Masters Grade Level	2019	11%	6%	1%	-	1%	*	-	-	-	-	0%	-	1%	0%	1%	5%
	2018	7%	2%	2%	-	2%	*	-	-	+	-	*	-	1%	10%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	71%	90%	-	92%	*	-	*	-	-	*	-	90%	100%	88%	83%
	2018	67%	71%	95%	*	95%	*	-	*	-	-	-	*	95%	100%	95%	82%
At Meets Grade Level or Above	2019	49%	45%	78%	-	79%	*	-	*	-	-	*	-	77%	100%	74%	58%
	2018	48%	48%	77%	*	77%	*	-	*	-	-	-	*	77%	80%	76%	55%
At Masters Grade Level	2019	8%	4%	13%	-	12%	*	-	*	-	-	*	-	12%	20%	6%	0%
	2018	8%	4%	6%	*	6%	*	-	*	-	-	-	*	7%	0%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	82%	99%	-	99%	*	-	*	-	-	100%	-	99%	100%	99%	100%
	2018	83%	78%	92%	*	92%	-	-	-	-	-	*	*	90%	100%	91%	93%
At Meets Grade Level or Above	2019	61%	56%	84%	-	84%	*	-	*	-	-	20%	-	83%	100%	81%	87%
	2018	55%	47%	63%	*	63%	-	-	-	-	-	*	*	63%	62%	64%	53%
At Masters Grade Level	2019	37%	31%	61%	-	61%	*	-	*	-	-	20%	-	61%	60%	57%	80%
	2018	32%	22%	29%	*	29%	-	-	-	-	-	*	*	29%	31%	29%	13%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	84%	98%	-	98%	*	-	*	-	-	67%	-	98%	100%	98%	100%
	2018	87%	80%	98%	*	98%	*	-	-	-	-	*	*	98%	93%	98%	93%
At Meets Grade Level or Above	2019	62%	49%	88%	-	89%	*	-	*	-	-	33%	-	88%	100%	85%	93%
	2018	59%	49%	83%	*	83%	*	-	*	-	-	*	*	81%	93%	82%	67%
At Masters Grade Level	2019	25%	14%	36%	-	35%	*	-	*	-	-	33%	-	38%	0%	24%	27%
	2018	24%	15%	34%	*	34%	*	-	-	-	-	*	*	36%	20%	27%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	91%	99%	*	99%	*	-	*	-	-	-	-	99%	*	99%	100%
	2018	92%	89%	100%	-	100%	*	-	-	-	*	-	-	100%	*	100%	*
At Meets Grade Level or Above	2019	73%	72%	82%	*	81%	*	-	*	-	-	-	-	81%	*	79%	78%
	2018	70%	67%	80%	-	79%	*	-	-	-	*	-	-	79%	*	79%	*
At Masters Grade Level	2019	45%	43%	48%	*	47%	*	-	*	-	-	-	-	47%	*	39%	33%
	2018	40%	37%	51%	-	50%	*	-	-	-	*	-	-	49%	*	50%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	72%	95%	*	95%	87%	-	*	-	-	63%	-	94%	100%	93%	91%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	68%	94%	*	93%	100%	-	*	-	*	58%	*	93%	96%	93%	80%
At Meets Grade Level or Above	2019	50%	40%	80%	*	80%	73%	-	*	-	-	26%	-	80%	95%	77%	71%
	2018	48%	36%	73%	*	73%	63%	-	*	-	*	25%	*	72%	79%	71%	49%
At Masters Grade Level	2019	24%	17%	32%	*	31%	33%	-	*	-	-	21%	-	32%	24%	25%	29%
	2018	22%	13%	24%	*	24%	38%	-	*	-	*	0%	*	24%	21%	23%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	88%	-	89%	67%	-	*	-	-	38%	-	88%	100%	86%	81%
	2018	74%	66%	90%	*	89%	*	-	*	-	-	*	*	89%	95%	88%	62%
At Meets Grade Level or Above	2019	48%	38%	74%	-	74%	67%	-	*	-	-	25%	-	73%	90%	70%	52%
	2018	46%	35%	68%	*	68%	*	-	*	-	-	*	*	68%	75%	66%	38%
At Masters Grade Level	2019	21%	13%	8%	-	8%	17%	-	*	-	-	13%	-	8%	10%	4%	3%
	2018	19%	11%	5%	*	4%	*	-	*	-	-	*	*	5%	5%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	77%	99%	-	99%	*	-	*	-	-	100%	-	99%	100%	99%	100%
	2018	81%	73%	92%	*	92%	-	-	-	-	-	*	*	90%	100%	91%	93%
At Meets Grade Level or Above	2019	52%	43%	84%	-	84%	*	-	*	-	-	20%	-	83%	100%	81%	87%
	2018	50%	37%	63%	*	63%	-	-	-	-	-	*	*	63%	62%	64%	53%
At Masters Grade Level	2019	26%	20%	61%	-	61%	*	-	*	-	-	20%	-	61%	60%	57%	80%
	2018	24%	15%	29%	*	29%	-	-	-	-	-	*	*	29%	31%	29%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	75%	98%	-	98%	*	-	*	-	-	67%	-	98%	100%	98%	100%
	2018	80%	70%	98%	*	98%	*	-	-	-	-	*	*	98%	93%	98%	93%
At Meets Grade Level or Above	2019	54%	43%	88%	-	89%	*	-	*	-	-	33%	-	88%	100%	85%	93%
	2018	51%	38%	83%	*	83%	*	-	-	-	-	*	*	81%	93%	82%	67%
At Masters Grade Level	2019	25%	16%	36%	-	35%	*	-	*	-	-	33%	-	38%	0%	24%	27%
	2018	23%	14%	34%	*	34%	*	-	-	-	-	*	*	36%	20%	27%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	73%	99%	*	99%	*	-	*	-	-	-	-	99%	*	99%	100%
	2018	78%	69%	100%	-	100%	*	-	-	-	*	-	-	100%	*	100%	*
At Meets Grade Level or Above	2019	55%	47%	82%	*	81%	*	-	*	-	-	-	-	81%	*	79%	78%
	2018	53%	42%	80%	-	79%	*	-	-	-	*	-	-	79%	*	79%	*
At Masters Grade Level	2019	33%	27%	48%	*	47%	*	-	*	-	-	-	-	47%	*	39%	33%
	2018	31%	23%	51%	-	50%	*	-	-	-	*	-	-	49%	*	50%	*

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II	2019	69	69	**81**	-	80	*	-	*	-	-	*	-	81	80	79	85
	2018	67	71	**70**	*	70	*	-	*	-	-	-	*	71	50	71	56
End of Course Algebra I	2019	75	77	**93**	-	94	*	-	*	-	-	*	-	93	100	93	96
	2018	72	66	**70**	*	70	-	-	-	-	-	*	*	69	77	73	67
All Grades Both Subjects	2019	69	70	**86**	-	86	*	-	*	-	-	75	-	86	90	86	92
	2018	69	67	**70**	*	70	*	-	*	-	-	*	*	70	67	72	63
All Grades ELA/Reading	2019	68	68	**81**	-	80	*	-	*	-	-	-	*	81	80	79	85
	2018	69	66	**70**	*	70	*	-	*	-	-	-	*	71	50	71	56
All Grades Mathematics	2019	70	72	**93**	-	94	*	-	*	-	-	*	-	93	100	93	96
	2018	70	68	**70**	*	70	-	-	-	-	-	*	*	69	77	73	67

Texas Education Agency

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 454
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	11%	**13%**	-	13%	-	-	-	-	-	*	13%	*
Grade 8 Mathematics														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	45%	**80%**	-	80%	-	-	-	-	-	*	80%	-

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	72%	95%	-	-	-	-	-	81%	-	81%	-	81%	81%
	2018	77%	68%	94%	-	-	-	-	-	72%	-	72%	-	72%	72%
At Meets Grade Level or Above	2019	50%	40%	80%	-	-	-	-	-	56%	-	56%	-	56%	56%
	2018	48%	36%	73%	-	-	-	-	-	34%	-	34%	-	34%	34%
At Masters Grade Level	2019	24%	17%	32%	-	-	-	-	-	15%	-	15%	-	15%	15%
	2018	22%	13%	24%	-	-	-	-	-	3%	-	3%	-	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	88%	-	-	-	-	-	64%	-	64%	-	64%	64%
	2018	74%	66%	90%	-	-	-	-	-	36%	-	36%	-	36%	36%
At Meets Grade Level or Above	2019	48%	38%	74%	-	-	-	-	-	36%	-	36%	-	36%	36%
	2018	46%	35%	68%	-	-	-	-	-	9%	-	9%	-	9%	9%
At Masters Grade Level	2019	21%	13%	8%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	11%	5%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	77%	99%	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	81%	73%	92%	-	-	-	-	-	90%	-	90%	-	90%	90%
At Meets Grade Level or Above	2019	52%	43%	84%	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	50%	37%	63%	-	-	-	-	-	50%	-	50%	-	50%	50%
At Masters Grade Level	2019	26%	20%	61%	-	-	-	-	-	57%	-	57%	-	57%	57%
	2018	24%	15%	29%	-	-	-	-	-	10%	-	10%	-	10%	10%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	75%	98%	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	80%	70%	98%	-	-	-	-	-	90%	-	90%	-	90%	90%
At Meets Grade Level or Above	2019	54%	43%	88%	-	-	-	-	-	83%	-	83%	-	83%	83%
	2018	51%	38%	83%	-	-	-	-	-	50%	-	50%	-	50%	50%
At Masters Grade Level	2019	25%	16%	36%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	14%	34%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	73%	99%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	69%	100%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	47%	82%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	42%	80%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	27%	48%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	23%	51%	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	86%	-	-	-	-	-	94%	-	94%	-	94%	94%
	2018	69%	67%	70%	-	-	-	-	-	70%	-	70%	-	70%	70%
All Grades ELA/Reading	2019	68%	68%	81%	-	-	-	-	-	*	-	*	-	*	*
	2018	69%	66%	70%	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	72%	93%	-	-	-	-	-	92%	-	92%	-	92%	92%
	2018	70%	68%	70%	-	-	-	-	-	70%	-	70%	-	70%	70%

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 431
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	-	-	100%	100%	100%
Included in Accountability	94%	95%	**100%**	*	100%	100%	-	*	-	-	100%	100%	96%
Not Included in Accountability													
Mobile	4%	3%	**0%**	*	0%	0%	-	*	-	-	0%	0%	0%
Other Exclusions	1%	1%	**0%**	*	0%	0%	-	*	-	-	0%	0%	4%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	-	-	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	*	-	-	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	-	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%
Included in Accountability	94%	95%	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%
Not Included in Accountability													
Mobile	4%	3%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%
Other Exclusions	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%
Not Tested	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.6%	**95.6%**	*	95.6%	96.5%	-	*	-	*	97.5%	95.5%	96.7%
2017-18	95.4%	94.7%	**96.0%**	*	95.9%	96.7%	-	*	-	-	*	96.0%	97.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.2%	**0.0%**	*	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2017-18	1.9%	3.3%	**0.0%**	*	0.0%	0.0%	-	*	-	-	*	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	82.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	83.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.2%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	95.0%	100.0%	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	95.2%	100.0%	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
2017-18	85.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	82	100.0%	664	355,615
By Ethnicity:				
African American	1	1.2%	3	43,953
Hispanic	74	90.2%	612	180,673
White	7	8.5%	44	105,577
American Indian	0	0.0%	0	1,293
Asian	0	0.0%	3	16,564
Pacific Islander	0	0.0%	1	537
Two or More Races	0	0.0%	1	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	4	1,090
Foundation H.S. Program (No Endorsement)	0	0.0%	51	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	1	15,160
Foundation H.S. Program (DLA)	82	100.0%	608	285,538
Special Education Graduates	0	0.0%	62	27,598
Economically Disadvantaged Graduates	56	68.3%	439	186,364
LEP Graduates	1	1.2%	57	25,189
At-Risk Graduates	42	51.2%	383	146,432

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 454
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
2017-18	65.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.0%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
2017-18	50.0%	47.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	41.1%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
2017-18	58.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	32.4%	**87.8%**	*	87.8%	100.0%	-	-	-	-	-	85.7%	*
2017-18	46.0%	33.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	30.4%	**87.8%**	*	87.8%	100.0%	-	-	-	-	-	85.7%	*
2017-18	42.1%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	45.2%	**100.0%**	*	100.0%	100.0%	-	-	-	-	-	100.0%	*
2017-18	20.7%	37.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	6.6%	**11.0%**	*	8.1%	42.9%	-	-	-	-	-	12.5%	*
2017-18	20.4%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	9.3%	**75.6%**	*	75.7%	85.7%	-	-	-	-	-	73.2%	*
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	7.4%	**9.8%**	*	6.8%	42.9%	-	-	-	-	-	12.5%	*
2017-18	1.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	57.0%	**61.6%**	*	62.8%	50.0%	-	-	-	-	-	65.2%	*
2017-18	28.7%	52.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	22.6%	**25.6%**	*	28.4%	0.0%	-	-	-	-	-	30.4%	*
2017-18	4.8%	14.7%	-	-	-	-	-	-	-	-	-	-	-

Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

District Name: SAN FELIPE-DEL RIO CISD
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Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.2%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													*
2018-19	55.6%	71.4%	87.8%	*	86.5%	100.0%	-	-	-	-	-	87.5%	*
2017-18	38.7%	77.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													*
2018-19	5.0%	9.8%	3.7%	*	4.1%	0.0%	-	-	-	-	-	5.4%	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													*
2018-19	2.7%	2.0%	0.0%	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													*
2018-19	0.6%	6.9%	9.8%	*	10.8%	0.0%	-	-	-	-	-	10.7%	-
2017-18	0.6%	7.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.6%	**98.8%**	*	98.6%	100.0%	-	-	-	-	-	98.2%	*
2017-18	32.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	27.6%	**85.4%**	*	86.5%	85.7%	-	-	-	-	-	82.1%	*
2017-18	23.7%	25.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	18.8%	**85.4%**	*	86.5%	85.7%	-	-	-	-	-	82.1%	*
2017-18	18.1%	13.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	71.5%	**87.8%**	*	86.5%	100.0%	-	-	-	-	-	87.5%	*
2017-18	58.4%	78.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	*
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.5%	**12.3%**	*	10.9%	40.0%	-	*	-	-	n/a	11.8%	n/a
2018	25.8%	24.1%	**15.2%**	*	15.5%	14.3%	-	-	-	-	n/a	10.6%	n/a
English Language Arts													
2019	14.5%	2.6%	**3.7%**	*	4.0%	0.0%	-	*	-	-	n/a	3.1%	n/a
2018	15.3%	2.1%	**1.1%**	*	1.2%	0.0%	-	-	-	-	n/a	0.0%	n/a
Mathematics													
2019	7.4%	2.6%	**2.1%**	*	1.7%	10.0%	-	*	-	-	n/a	3.1%	n/a
2018	7.3%	2.7%	**2.2%**	*	2.4%	0.0%	-	-	-	-	n/a	3.0%	n/a
Science													
2019	10.4%	18.1%	**9.6%**	*	8.0%	40.0%	-	*	-	-	n/a	9.4%	n/a
2018	10.8%	19.4%	**13.0%**	*	13.1%	14.3%	-	-	-	-	n/a	7.6%	n/a
Social Studies													
2019	13.9%	11.2%	**1.1%**	*	1.1%	0.0%	-	*	-	-	n/a	1.6%	n/a
2018	14.5%	10.1%	**1.1%**	*	1.2%	0.0%	-	-	-	-	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	12.6%	**26.1%**	-	15.8%	*	-	-	-	-	n/a	33.3%	n/a
2018	50.7%	10.7%	**21.4%**	-	23.1%	*	-	-	-	-	n/a	42.9%	n/a
English Language Arts													
2019	41.2%	13.2%	**42.9%**	-	42.9%	-	-	-	-	-	n/a	*	n/a
2018	42.5%	19.4%	*	-	*	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	17.9%	*	-	*	*	-	-	-	-	n/a	*	n/a

District Name: SAN FELIPE-DEL RIO CISD
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Total Students: 454
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	22.0%	*	-	*	-	-	-	-	-	n/a	*	n/a
Science													
2019	40.6%	6.7%	16.7%	-	7.1%	*	-	-	-	-	n/a	25.0%	n/a
2018	38.0%	3.7%	0.0%	-	0.0%	*	-	-	-	-	n/a	0.0%	n/a
Social Studies													
2019	46.3%	1.2%	*	-	*	-	-	-	-	-	n/a	*	n/a
2018	44.6%	3.3%	*	-	*	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	43.2%	91.5%	*	91.9%	100.0%	-	-	-	-	n/a	89.3%	n/a
2017-18	74.6%	43.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	32.1%	30.7%	-	29.4%	42.9%	-	-	-	-	n/a	26.0%	n/a
2017-18	37.9%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1012	1011	-	998	1134	-	-	-	-	n/a	1013	n/a
2017-18	1036	1010	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	512	516	-	509	577	-	-	-	-	n/a	514	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	501	495	-	489	557	-	-	-	-	n/a	499	n/a
2017-18	515	503	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	20.4	-	20.4	-	-	-	-	-	n/a	19.7	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.0	20.4	-	20.4	-	-	-	-	-	n/a	19.4	n/a
2017-18	20.3	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.7	18.7	-	18.7	-	-	-	-	-	n/a	17.8	n/a
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.2	21.4	-	21.4	-	-	-	-	-	n/a	21.0	n/a
2017-18	20.9	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

November 2020

TEA | Governance and Accountability | Performance Reporting

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	59.6%	**85.8%**	*	85.3%	93.8%	-	*	-	*	50.0%	80.7%	46.2%
2017-18	43.4%	53.8%	**82.4%**	*	81.5%	100.0%	-	*	-	-	*	78.1%	18.2%
English Language Arts													
2018-19	17.8%	40.8%	**58.1%**	*	57.6%	64.3%	-	*	-	*	50.0%	53.6%	38.5%
2017-18	17.3%	36.9%	**71.6%**	*	71.3%	80.0%	-	*	-	-	*	65.8%	18.2%
Mathematics													
2018-19	20.4%	12.3%	**23.0%**	*	22.1%	40.0%	-	*	-	*	0.0%	23.5%	7.7%
2017-18	20.7%	12.4%	**9.8%**	*	8.7%	33.3%	-	*	-	-	*	6.5%	0.0%
Science													
2018-19	21.7%	17.1%	**29.7%**	*	28.8%	50.0%	-	*	-	*	0.0%	28.3%	7.7%
2017-18	21.2%	14.0%	**18.8%**	*	18.1%	45.5%	-	*	-	-	*	17.9%	0.0%
Social Studies													
2018-19	23.6%	30.5%	**80.4%**	*	79.9%	84.6%	-	*	-	-	*	77.8%	28.6%
2017-18	22.8%	27.7%	**74.8%**	*	74.7%	80.0%	-	*	-	-	-	74.2%	*
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	49.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	55.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Total Students	454	100.0%	10,311	5,479,173	454	100.0%	10,331	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	0	0.0%	4.9%	4.5%	0	0.0%	4.9%	4.5%
Kindergarten	0	0.0%	6.5%	7.0%	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 2	0	0.0%	6.9%	7.1%	0	0.0%	6.9%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.3%	7.3%	0	0.0%	7.3%	7.3%
Grade 5	0	0.0%	7.6%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.6%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	128	28.2%	7.3%	8.2%	128	28.2%	7.3%	8.2%
Grade 10	124	27.3%	7.5%	7.4%	124	27.3%	7.5%	7.4%
Grade 11	106	23.3%	7.4%	6.9%	106	23.3%	7.4%	6.9%
Grade 12	96	21.1%	7.3%	6.4%	96	21.1%	7.3%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.7%	12.6%	0	0.0%	0.7%	12.6%
Hispanic	434	95.6%	93.0%	52.8%	434	95.6%	93.0%	52.8%
White	16	3.5%	5.5%	27.0%	16	3.5%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	2	0.4%	0.4%	4.6%	2	0.4%	0.4%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.4%	0.3%	2.5%	2	0.4%	0.3%	2.5%
Sex:								
Female	267	58.8%	49.5%	48.8%	267	58.8%	49.5%	48.8%
Male	187	41.2%	50.5%	51.2%	187	41.2%	50.5%	51.2%
Economically Disadvantaged	296	65.2%	72.7%	60.3%	296	65.2%	72.6%	60.2%
Non-Educationally Disadvantaged	158	34.8%	27.3%	39.7%	158	34.8%	27.4%	39.8%
Section 504 Students	43	9.5%	9.3%	6.9%	43	9.5%	9.3%	6.9%
English Learners (EL)	14	3.1%	17.1%	20.3%	14	3.1%	17.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	6	1.4%	1.8%	1.5%				
Students w/ Dyslexia	12	2.6%	3.7%	4.1%	12	2.6%	3.7%	4.1%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	1.1%	1.4%	0	0.0%	1.1%	1.4%
Immigrant	1	0.2%	1.6%	2.3%	1	0.2%	1.6%	2.3%
Migrant	9	2.0%	1.9%	0.3%	9	2.0%	1.9%	0.3%
Title I	454	100.0%	99.8%	65.1%	454	100.0%	99.8%	65.1%
Military Connected	1	0.2%	2.8%	1.9%	1	0.2%	2.8%	1.9%
At-Risk	292	64.3%	68.4%	50.6%	292	64.3%	68.3%	50.5%

District Name: SAN FELIPE-DEL RIO CISD
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Campus Number: 233901005

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 454
Grade Span: 09 - 12
School Type: High School

Student Information	Membership Campus				Enrollment Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	14	3.1%	16.8%	20.6%	14	3.1%	16.7%	20.6%
Career & Technical Education	436	96.0%	32.5%	27.6%				
Career & Technical Education (9-12 grades only)	411	90.5%	84.2%	50.8%	411	90.5%	84.2%	50.8%
Gifted & Talented Education	99	21.8%	8.7%	8.1%	99	21.8%	8.7%	8.1%
Special Education	11	2.4%	12.1%	10.5%	11	2.4%	12.2%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	11							
By Type of Primary Disability								
Students with Intellectual Disabilities	7	63.6%	45.3%	42.4%				
Students with Physical Disabilities	0	0.0%	25.1%	21.4%				
Students with Autism	*	*	6.6%	13.8%				
Students with Behavioral Disabilities	*	*	22.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	10	2.3%	11.3%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	9	2.1%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	21	6.1%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.6%	-	2.6%	5.5%
Grade 1	-	5.4%	2.9%	-	13.3%	4.9%
Grade 2	-	2.9%	1.6%	-	6.6%	2.0%
Grade 3	-	2.7%	0.9%	-	0.9%	0.8%
Grade 4	-	2.0%	0.5%	-	1.8%	0.4%
Grade 5	-	4.2%	0.4%	-	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	1.1%	0.5%
Grade 7	-	1.3%	0.5%	-	1.0%	0.6%
Grade 8	-	9.7%	0.4%	-	0.0%	0.6%
Grade 9	0.0%	4.0%	7.8%	0.0%	10.4%	13.1%

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	19.0
Grade 1	-	20.6	18.9
Grade 2	-	19.2	18.8
Grade 3	-	19.0	19.0
Grade 4	-	20.1	19.2
Grade 5	-	21.0	20.9
Grade 6	-	22.6	20.4
Secondary:			
English/Language Arts	18.4	20.0	16.4
Foreign Languages	-	21.7	18.7
Mathematics	20.0	20.3	17.8
Science	22.0	23.4	18.8
Social Studies	14.6	22.9	19.3

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Percent	District	State
Total Staff	17.4	100.0%	100.0%	100.0%
Professional Staff:	17.4	100.0%	53.3%	63.7%
Teachers	15.4	88.5%	42.4%	49.4%
Professional Support	1.0	5.8%	7.6%	10.2%
Campus Administration (School Leadership)	1.0	5.8%	2.3%	3.0%
Educational Aides:	0.0	0.0%	11.8%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	29.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	14.7	84.9%	88.5%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.8%
Hispanic	12.7	82.9%	80.4%	28.1%
White	2.6	17.1%	16.5%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	4.2	27.4%	22.0%	23.8%
Females	11.1	72.6%	78.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	7.6	49.4%	76.4%	73.4%
Masters	7.8	50.6%	21.8%	24.5%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.0%	7.4%
1-5 Years Experience	5.0	32.6%	28.7%	27.9%
6-10 Years Experience	2.0	13.0%	17.7%	19.4%
11-20 Years Experience	4.7	30.8%	25.5%	29.4%
Over 20 Years Experience	3.6	23.6%	22.1%	15.9%
Number of Students per Teacher	29.6	n/a	16.6	15.1

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Total Students: 454
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	5.3	6.2
Average Years Experience of Principals with District	4.0	5.3	5.3
Average Years Experience of Assistant Principals	0.0	3.7	5.3
Average Years Experience of Assistant Principals with District	0.0	3.5	4.7
Average Years Experience of Teachers:	14.6	12.9	11.1
Average Years Experience of Teachers with District:	10.5	11.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$44,299	$49,868
1-5 Years Experience	$49,880	$53,338	$52,823
6-10 Years Experience	$51,200	$51,757	$55,756
11-20 Years Experience	$59,387	$57,950	$59,308
Over 20 Years Experience	$63,379	$63,632	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,166	$55,969	$57,091
Professional Support	$77,200	$72,455	$67,352
Campus Administration (School Leadership)	$88,246	$85,531	$82,512
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SAN FELIPE-DEL RIO CISD
Campus Name: DEL RIO EARLY COLLEGE H S
Campus Number: 233901005

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 454
Grade Span: 09 - 12
School Type: High School

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.0%	6.5%
Career & Technical Education	2.1	13.6%	6.5%	5.0%
Compensatory Education	0.0	0.0%	6.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	6.1	39.6%	69.2%	70.9%
Special Education	0.0	0.0%	5.5%	9.3%
Other	7.2	46.8%	3.3%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

Texas Education Agency

2020 Accountability Ratings Overall Summary

DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency | Governance and Accountability | Performance Reporting

October 2020

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster.*

Background

As announced in the *To the Administrator Addressed* letter dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

Texas Education Agency

2020 Accountability Ratings Overall Summary

DEL RIO EARLY COLLEGE H S (233901005) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency | Governance and Accountability | Performance Reporting

October 2020

Texas Education Agency
2019-20 School Report Card
DEL RIO EARLY COLLEGE H S (23901005)

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: High School
Total Students: 454
Grade Span: 09 - 12

Accountability Rating

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

Distinction Designations

For more information about this campus, see **https://TXSchools.gov** or the Texas Academic Performance Report at **https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html**

Distinction designations were not awarded in 2020.

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 (2018-19)	95.6%	94.6%	95.4%
Enrollment by Race/Ethnicity			
African American	0.0%	0.7%	12.6%
Hispanic	95.6%	93.0%	52.8%
White	3.5%	5.5%	27.0%
American Indian	0.0%	0.1%	0.4%
Asian	0.4%	0.4%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.4%	0.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	65.2%	72.6%	60.2%
Special Education	2.4%	12.2%	10.7%
English Learners	3.1%	17.1%	20.3%
Mobility Rate (2018-19)	2.3%	11.3%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	18.4	20.0	16.4
Mathematics	20.0	20.3	17.8
Science	22.0	23.4	18.8
Social Studies	14.6	22.9	19.3

School Financial Information (2018-19)

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 Staff Percent	n/a	58.3%	64.6%
Instructional Expenditure Ratio	n/a	53.7%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$4,154	$9,763	$9,913
Instruction	$3,143	$5,147	$5,558
Instructional Leadership	$31	$188	$162
School Leadership	$465	$465	$589

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.**

		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	2019	78%	72%	95%	*	95%	87%	-	*	-	-	93%
	2018	77%	68%	94%	*	93%	100%	-	*	-	*	93%
ELA/Reading	2019	75%	69%	88%	-	89%	67%	-	*	-	-	86%
	2018	74%	66%	90%	*	89%	*	-	*	-	-	88%
Mathematics	2019	82%	77%	99%	-	99%	-	-	*	-	-	99%
	2018	81%	73%	92%	*	92%	-	-	*	-	-	91%
Science	2019	81%	75%	98%	*	98%	*	-	*	-	-	98%
	2018	80%	70%	98%	-	98%	*	-	*	-	-	98%
Social Studies	2019	81%	70%	99%	*	99%	*	-	*	-	-	99%
	2018	78%	73%	100%	-	100%	*	-	-	-	*	100%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	40%	80%	*	80%	73%	-	*	-	-	77%
	2018	48%	36%	73%	*	73%	63%	-	*	-	*	71%
ELA/Reading	2019	48%	38%	74%	-	74%	67%	-	*	-	-	70%
	2018	46%	35%	68%	*	68%	*	-	*	-	-	66%
Mathematics	2019	52%	43%	84%	-	84%	*	-	*	-	-	81%
	2018	50%	37%	63%	*	63%	-	-	*	-	-	64%
Science	2019	54%	43%	88%	*	89%	*	-	*	-	-	85%
	2018	51%	38%	83%	-	83%	*	-	*	-	-	82%
Social Studies	2019	55%	47%	82%	*	81%	*	-	*	-	-	79%
	2018	53%	42%	80%	-	79%	*	-	-	-	*	79%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	17%	32%	*	31%	33%	-	*	-	-	25%
	2018	22%	13%	24%	*	24%	38%	-	*	-	*	23%
ELA/Reading	2019	21%	13%	8%	-	8%	17%	-	*	-	-	4%
	2018	19%	11%	5%	*	4%	*	-	*	-	-	5%
Mathematics	2019	26%	20%	61%	-	61%	*	-	*	-	-	57%
	2018	24%	15%	29%	*	29%	-	-	*	-	-	29%
Science	2019	25%	16%	36%	*	35%	*	-	*	-	-	24%
	2018	23%	14%	34%	*	34%	*	-	*	-	-	24%
Social Studies	2019	33%	27%	48%	*	47%	*	-	*	-	-	39%
	2018	31%	23%	51%	-	50%	*	-	-	-	*	50%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	70	86	-	86	-	-	-	-	-	86
	2018	69	67	70	-	70	-	-	-	-	-	72
ELA/Reading	2019	68	68	81	-	80	-	-	-	-	-	79
	2018	69	66	70	-	70	-	-	-	-	-	71
Mathematics	2019	70	72	93	-	94	*	-	*	-	-	93
	2018	70	68	70	-	70	-	-	-	-	-	73

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2018-19	1.9%	2.2%	0.0%	*	0.0%	0.0%	-	*	-	*	0.0%
2017-18	1.9%	3.3%	0.0%	*	0.0%	0.0%	*	-	-	-	0.0%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	90.0%	87.0%									
Graduates, TxCHSE, & Cont	94.1%	94.2%									
Class of 2018											
Graduated	90.0%	82.7%									
Graduates, TxCHSE, & Cont	94.3%	88.8%									
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.2%	86.2%									
Graduates, TxCHSE, & Cont	93.9%	88.6%									
Class of 2017											
Graduated	92.0%	88.3%									
Graduates, TxCHSE, & Cont	93.7%	91.1%									
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.4%	89.8%									
Graduates, TxCHSE, & Cont	93.7%	91.2%									
Class of 2016											
Graduated	92.1%	90.4%									
Graduates, TxCHSE, & Cont	93.4%	91.0%									
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2019	90.0%	86.0%									
Class of 2018	90.0%	81.6%									
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2019	73.3%	-									
Class of 2018	68.5%	-									
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2019	87.6%	97.3%									
Class of 2018	86.8%	95.3%									
College, Career, and Military Ready (Annual Graduates)											
2018-19	72.9%	74.2%	100.0%	*	100.0%					-	100.0%
2017-18	65.5%	69.7%	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)											
Tested											
2018-19	75.0%	43.2%	91.5%	*	91.9%	100.0%	-	-	-	-	89.3%
2017-18	74.6%	43.6%									
Average SAT Score											
2018-19	1027	1012	1011	-	998	1134	-	-	-	-	1013
2017-18	1036	1010									
Average ACT Score											
2018-19	20.6	21.1	20.4	-	20.4	-	-	-	-	-	19.7
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	-

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2019-20 School Report Card
DEL RIO EARLY COLLEGE H S (233901005)

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The Early College High School Blueprint

TEXAS EARLY COLLEGE HIGH SCHOOL

The Early College High School (ECHS) Blueprint provides foundational principles and standards for innovative partnerships with colleges and universities.

Design Elements

All Early College High Schools are required to meet all the design elements for each benchmark annually.

Outcomes-Based Measures (OBMs)

All Early College High Schools are required to meet Outcomes-Based Measures (OBMs) on data indicators related to access, attainment, and achievement.

Early College High School Designation

OBMs will phase in for opening Provisional ECHSs as the entering cohort of 9th graders advance through graduation. Upon the completion of the Provisional period, a campus must meet the state's Designated OBM criteria. OBMs will be phased in for all ECHSs through 2021-22. OBM will be used to determine campus designation status for 2022-23, and thereafter.

Fidelity of Implementation

TEA provides technical assistance to promote implementation of the ECHS model with fidelity. Campuses that meet the Distinguished OBM criteria for any of the three OBM categories of access, attainment, and achievement will receive Distinctions status.

Provisional Early College High School

Provisional Early Colleges are new ECHSs that demonstrate they can implement all design elements for each benchmark and meet the Provisional Early College OBMs. For public purposes, campuses are identified as Early College.

Early College High School

Early College designees maintain designation by demonstrating they can implement each of the design elements for each benchmark and meet the Early College OBMs.

Outcomes-Based Measures (OBMs): *Distinctions*

Campuses may receive individual Distinctions in Access, Attainment, and Achievement for exemplar service to ECHS students.

Benchmark 1: Target Population

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12, and shall target and enroll students who are at risk of dropping out of school as defined by statute (Texas Education Code (TEC) §29.908) and the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by Texas Education Code (TEC) §29.081 and PEIMS), including, but not limited to, students who have not passed two or more subjects in the foundation curriculum during a semester in the preceding or current school year, students who are of limited English proficiency, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, English learners, and students with disabilities). The ECHS shall coordinate activities with feeder middle school(s), and higher education partner(s) shall coordinate with the ECHS to participate in recruitment activities to target promotional efforts at priority populations. Enrollment of target student populations should be representative of a district's demographic make-up.

3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.

4. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents, community members, higher education partners) and target student populations as described in 1 and 2 above and shall include regular activities to educate students, counselors, principals, parents, and school board and community members.

5. For any ECHS at capacity, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS. Districts are encouraged to standardize lottery practices across campuses implementing the College and Career Readiness School Models.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.

- All products shall be maintained in accordance with the local records retention policy.

Products:

- Written lottery procedures (district-level or campus-level)

- Written admission policy, and enrollment application

- Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle schools and other appropriate locations in the community

- Brochures and marketing in Spanish, English, and/or other relevant language(s)

- Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)

Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed memorandum of understanding (MOU), interlocal agreement (ILA) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability and applicability of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation;
- States that the school district or charter in which the student is enrolled shall pay for college tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
- Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
- Includes a data-sharing agreement that promotes collaborative interventions with processes for collecting, sharing, and reviewing program and student data to assess the progress of students served by the ECHS.

Design Elements

All ECHSs shall develop, sign, and execute an MOU, ILA, or similar agreement that includes the following components (at a minimum):

1. Components that enhance pathway development, including:

   - A description of how the goals of the dual credit program align with to Texas Statewide Dual Credit Goals

   - Courses of study, which enables a student to combine high school courses and college-level courses to complete the Texas Core Curriculum and earn either an associate degree or at least 60 semester credit hours toward a baccalaureate degree

   - Curriculum alignment for each degree plan with a course equivalency crosswalk equating high school courses with college courses and the number of credits that may be earned for each course completed through the dual credit program

   - Assurances that ECHS students are treated as dual credit students until graduation from the ECHS program. As such, they may take dual credit courses during the fall, spring, and summer sessions to meet the goals of the ECHS program.

   - Assurances to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned

   - Advising services for students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned. College credits earned during high school should promote transfer success from an associate degree to a bachelor's degree and beyond in their chosen field.

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2. Components that articulate joint practices regarding:

   - Respective roles and responsibilities for the campus/LEA and IHE in providing for and ensuring the quality and instructional rigor of the dual credit program

   - ECHS students' and staff's access to the IHE facilities, services and resources

   - Academic supports and guidance that will be provided to students participating in the dual credit program

   - Student enrollment and attendance

   - Grading and grading periods, including academic probation

   - Instructional calendar, including location of each course that will be offered

   - Disability services available to students in compliance with Section 504 of the Rehabilitation Act (Section 504), the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA) for college courses for dual credit

   - Teacher qualification processes, instructor availability, and course offerings

   - Administration of statewide assessments of academic skills (TEC, Subchapter B, Chapter 39)

   - Joint professional development for ECHS faculty and college and counselors/advisors (including both district and IHE faculty/staff)

   - Provisions for discontinuing ECHS operation and to ensure students previously enrolled will have the opportunity to complete their course of study

3. Components that determine how costs will be shared:

   - Sources of funding for dual credit courses offered through the program

   - Instructional materials to be used and textbook adoption

   - Transportation costs and fees

   - Eligibility of ECHS students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees

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4. A data sharing agreement that includes provisions for student data provided by the college to the high school, and enables collaborative data sharing on a regular basis to promote student support interventions during the semester and that also includes:

- Teacher data such as qualifications

- Student-level data such as credit hours taken and earned, GPA, student academic progress, college and career readiness metrics (e.g., SAT/ACT), and formative regularly updated or real-time data (e.g., course enrollment/dropout, TSIA scores, 6-/9-week or mid-term grades, attendance for students at the high school)

- Opportunities for expanding access to student data, such as granting ECHS teachers of record and campus administrators full instructor access

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.

- All products shall be maintained in accordance with the local records retention policy.

- MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals.

- Campuses must submit their final signed MOU/ILA to TEA when initially applying for early college designation or are Provisionally designated.

- ECHS Campuses that are Designated early college or Distinguished early college are not required to submit the MOU/ILA during the annual designation process (but must have it available upon TEA request).

- ECHS campuses that are unable to meet state designation standards for outcomes-based measures upon completion of the provisional period may be required to resubmit their MOU/ILA to TEA.

Products:

Final, signed, and executed MOU/ILA or similar agreement

Benchmark 3: P-16 Leadership Initiatives

The school district and institution(s) of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly (e.g., quarterly or monthly) to address issues of design, implementation, ongoing implementation, and sustainability. Membership should include the Early College High School leader and individuals with decision-making authority from the district(s) and IHE(s).

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:

   a. Identify members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS

   b. Assume shared responsibility (between the school district and the IHE) for annually reviewing the MOU/ILA or similar agreement for necessary revisions

   c. Assume shared responsibility (between the school district and the IHE) for meeting annual outcomes-based measures and providing annual reports to their district and IHE boards, as well as to the public.

   d. Monitor progress on meeting the Blueprint, including reviewing formative data to ensure the ECHS is on-track to meet outcomes-based measures

   e. Guide mid-course corrections as needed

2. The leadership team shall develop long-term strategic priorities for the ECHS program along with a work plan for how to achieve programmatic goals in coordination with district and campus improvement planning. The leadership team shall include and meet regularly—in person and/or virtually—with the leaders from the district and IHE who have decision-making authority to execute changes toward this end:

   District leaders (may include):

   - Superintendent
   - Assistant superintendent of curriculum and instruction, or equivalent position
   - ECHS principal or director
   - ECHS liaison to the IHE

- CTE Director (if applicable to the ECHS model)
- Department Chairs
- School counselors
- School-business partners
- Parent representative

IHE leaders (may include):

- College or university president
- Provost
- Department Chairs for core academic disciplines
- ECHS liaison to the ECHS
- Advising or student support director
- Dual credit officer

3. Sustainability structures shall be identified and implemented to address and minimize the challenges of staff turnover and potential fluctuations in funding.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.

- All products shall be maintained in accordance with the local records retention policy.

Products:

- ECHS/IHE leadership meeting agendas

- School board and board of regents' presentations

- Description of each member and role in committee

- Document(s) outlining the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership

Benchmark 4: Curriculum and Support

The Early College High School shall provide a rigorous course of study that enables a participating student to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by Title 19 of the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a course of study that enables participating students the opportunity to complete high school graduation requirements and earn an associate degree or at least 60 semester credit hours toward a baccalaureate degree. A four-year crosswalk must be in place detailing how students will progress toward this goal, including alignment of high school and college level courses. This crosswalk must provide pathways to postsecondary credentials, including Level 1 and/or Level 2 certificate, completion of the Texas Core Curriculum, an associate degree, or a baccalaureate degree and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM).

2. The campus may implement multiple dual enrollment delivery models, including:

    a. College courses taught on the college campus by college faculty

    b. College courses taught on the high school campus by college faculty

    c. College courses taught on the high school campus by high school educators who meet faculty requirements

    d. College courses taught virtually, via distance/online/blended learning

3. The ECHS shall collaborate with their college partner(s) to support students in their course of study.

    a. The ECHS shall provide academic support to the students by personalizing the learning environment in the following ways:

    - Developing individualized student plans for ongoing academic support, filing a degree plan, and the attainment of long-term goals
    - Developing a process for collaboration to provide an academic bridge across two educational systems
    - Developing robust college advising systems to advance academic progress
    - Administering interventions as needed, monitoring academic progress with formative data
    - Providing tutoring and/or Saturday school for identified students in need of academic supports
    - Providing advisory and/or college readiness and support time built into the instructional sequence for all students

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- Establishing a mentorship program available to all students

b. The ECHS shall provide social and emotional support to the students as needed, including:

- Connections to social services

- Layered social and emotional supports to students

- Parent outreach and involvement opportunities

- Family engagement to support rigorous course enrollment and college and career planning

c. The ECHS shall provide enrichment opportunities, including:

- A structured program of community service to promote community involvement

- Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities

- Providing college awareness to current and prospective students and families, including:

  1. Application assistance
  2. Financial aid counseling
  3. College and career counseling

4. The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local articulation agreements for specific courses in partnership with a local college) with applicability of college credits in mind.

5. The ECHS shall biannually implement structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans. The ECHS, in conjunction with the college/university dual credit program specialist(s), shall collaborate and create a plan for students off-track for success in the ECHS program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program so that students can obtain high school and college credit.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or 60 college credit hours toward a baccalaureate degree
- Calendar of family outreach events
- Professional learning community agendas
- Advisory/study skills curriculum material
- Master schedules

Benchmark 5: Academic Rigor and Readiness

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

Design Elements

All ECHSs must implement and meet the following requirements:

1. The ECHS shall provide a TSI assessment to accepted students as early as incoming 9th graders (however, not as a prerequisite for admissions to the ECHS).

    a. The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.

    b. The ECHS shall publish on their website the dates, time, and location that the TSI will be administered.

    c. The ECHS shall review TSI testing data, particularly the number/percentage of students who have currently passed each section of the TSI assessment, to ensure the ECHS is on track to meeting outcomes-based measures (see below).

2. The ECHS is a TSI assessment site, or is in the process of becoming a TSI assessment site, allowing frequent testing and access to raw data that can be used to identify student weaknesses, and create tailored interventions and individualized instructional plans to improve student readiness and success.

    a. The ECHS shall provide opportunities throughout the year to take the TSI assessment.

    b. The ECHS shall leverage diagnostic data to prescribe accelerated instruction to support students.

    c. Interventions (e.g., tutorials, workshops, testing strategies) and accelerated instruction shall be provided before retesting students.

3. The ECHS provides a bridge program (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school and college readiness) to prepare students for TSI and provide academic interventions for those who do not pass TSI.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Calendar of TSI scheduled test administration dates, sign-up process, and intervention expectations
- Aggregate reports of TSI exam performance
- Tutoring and bridge program schedules
- Bridge program curriculum

Benchmark 6: School Design

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

Design Elements

All ECHSs must implement and meet the following:

1. The ECHS location shall be:

   a. On a college or university campus, or

   b. In a high school—as a standalone high school campus or in a smaller learning community within a larger high school.

2. ECHS staff shall include:

   a. An ECHS leader who has autonomy for course and instructor scheduling, staff and faculty hiring, and budget development

   b. An IHE liaison with decision-making authority who interacts directly and frequently (in-person or virtually) with the ECHS leader and the dual credit provider

   c. Highly qualified ECHS teachers who work directly with the ECHS students, which may include high school faculty who must meet faculty requirements that are set by the regional accrediting association of the community college and/or university to teach college-level courses, instructors for virtual college courses, and instructors for Advanced Placement and International Baccalaureate courses.

   d. Counseling/advising staff who may be provided by, or shared with, the IHE partner who support the ECHS students, through activities, such as: coordinating with the IHE for registration, monitoring of students' high school and college transcripts, monitoring of high school and college courses to ensure programmatic requirements for both the high school and the partnering institution are met, and planning for future credentials and career entry.

3. The ECHS students shall be cohorted for core classes to the extent possible; this does not exclude non-ECHS students from enrolling in the same class.

4. The ECHS shall implement an annual professional development plan (i.e., calendar of events/activities) for teachers and staff, focused on research-based instructional strategies for increasing rigor and college- and career-readiness, is based on needs assessment of student data, and include both high school and dual credit teachers. Professional development should include, but is not limited to:

a. A mentoring and induction program for newly hired staff, providing them with the instructional and interpersonal skills and capacities needed for success in an ECHS.

b. Opportunities for ECHS teachers and higher-education faculty to receive extensive training and support through regularly scheduled formative peer observations and collaboration opportunities with IHE faculty.

c. Opportunities for joint training among ECHS and higher-education college advisors and faculty (e.g., course requirements and addressing the social and emotional needs of students).

5. ECHS campuses not located on a college or university campus shall provide students with frequent use of IHE academic and support facilities, such as libraries, labs, advising center, career center, cultural facilities, and sports facilities.

Required Activities and Products

Activities:

- All products shall be published on the ECHS's website and made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

Products:

- Mentor/induction program plans
- Annual training or professional development plan with ECHS and IHE faculty
- ECHS leader/liaison meeting agendas and informational handouts

Access Outcomes-Based Measures

Definition of Access OBM	Provisional Early College	Early College	Distinctions
	Requirements		Distinctions
	Must serve **at-risk incoming 9th graders**	Must serve **at-risk incoming 9th graders** and **economically disadvantaged students**	Must serve **at-risk, economically disadvantaged students, English learners, and students with disabilities**
Data Indicators			
ECHS proportionate to or over-represents **at-risk students** (incoming 9th graders)	No more than 25% points under district (grades 9-12)	No more than 25% points under district (grades 9-12)	ECHS recruits and serves targeted first generation populations such that at least 80% or greater of campus enrollment represents at-risk (incoming 9th graders), economically disadvantaged, English learners (incoming 9th graders), or students with disabilities
ECHS proportionate to or over-represents **economically disadvantaged students** (grades 9-12)	No more than 10% points under district (grades 9-12)	No more than 10% points under district (grades 9-12)	
ECHS proportionate to or over-represents **English learners** (incoming 9th graders)	Not taken into account for designation	Not taken into account for designation	
ECHS proportionate to or over-represents **students with disabilities** (grades 9-12)	Not taken into account for designation	Not taken into account for designation	

Data on the following populations historically under-represented in higher education will also be provided in your Outcomes-Based Measures Summary Report:
- **African American**
- **Hispanic**
- **Male**

These data are for informational purposes ONLY and are not used to determine an ECHS's designation status.

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Attainment Outcomes-Based Measures

Definition of Attainment OBM	Provisional Early College	Early College	Distinctions
	Requirements		Distinctions
	Must meet persistence, 9 college credits by 10th, and 15 college credits targets	Must meet targets on at least **five** attainment data indicators	Must meet targets on at least **six** attainment data indicators
Data Indicators			
Persistence of 9th grade students (and transfers in grades 10 or 11) through ECHS program into fall of 12th grade	70% of students enrolled remain in the ECHS program	75% of students enrolled remain in the ECHS program	85% of students enrolled remain in the ECHS program
Earning 9 college credits (any) (DC/3+ AP Exam/OnRamps) by end of 10th grade	35% of students	40% of students	50% of students
Earning 15 college credits (any) by graduation	50% of students (by the fourth year of implementation)	65% of students	80% of students
Completing Texas Core Curriculum (Core 42) by graduation	Not taken into account for designation	30% of students	40% of students
Earning postsecondary degree and/or credential by high school graduation (Level 1, Level 2, Associate)	Not taken into account for designation	40% of students	50% of students
Graduating high school in 4 years (4-year cohort graduation rate)	Not taken into account for designation	Within 5% of statewide 4-year graduation rate	Exceeds the statewide 4-year graduation rate
Direct-to-college enrollment into a 2-year or 4-year institution	Not taken into account for designation	45% of students	50% of students

Achievement Outcomes-Based Measures

Definition of Achievement OBM	Provisional Early College	Early College	Distinctions
	Requirements		
	Must meet targets on at least **three** achievement data indicators	Must meet targets on at least **four** achievement data indicators	Must meet targets on all **five** achievement data indicators
Data Indicators			
TSIA College Readiness Standards in English Language Arts & Reading (ELAR) + Writing OR TSI exemption through successful completion of first college reading/writing course (e.g., ENGL 1301/1302) by end of 11th grade	65% passing rate	70% passing rate	80% passing rate
TSIA College Readiness Standards in math OR TSI exemption through successful completion of first college math course (e.g., MATH 1314 or higher) by end of 11th grade	50% passing rate	60% passing rate	75% passing rate
College, Career and Military Readiness (CCMR) standards on SAT or ACT by graduation	Not taken into account for designation	45% of students meet college readiness standards	65% of students meet college readiness standards
Algebra I EOC assessment by the end of 9th grade	85% of students pass at Approaches Grade Level Performance	60% of students achieve Meets Grade Level Performance	60% of students achieve Meets Grade Level Performance with 40% achieving Masters Grade Level Performance
English II EOC assessment (grades 9-11)	85% of students pass at Approaches Grade Level Performance	30% of students achieve Meets Grade Level Performance	30% of students achieve Meets Grade Level Performance with 10% achieving Masters Grade Level Performance

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TEXAS EDUCATION AGENCY
OUTCOMES-BASED MEASURES
(2019-2020 DESIGNATION YEAR)

NOTE: College and Career Readiness School Models (CCRSM) are currently in a phase-in process for new Blueprints. These data are for information and planning purposes; information will not be used for designation.

District Name: SAN FELIPE-DEL RIO CISD
District Number: 233901
Comparison District Name: SAN FELIPE-DEL RIO CISD
Comparison District Number: 233901

Campus: DEL RIO EARLY COLLEGE H S (233901005)

Program	Designation Type	OBM Type	Measure	OBM Criteria	Campus Num	Campus Den	Campus Rate	District Num	District Den
ECHS	Provisional	Access	At-Risk	No more than 20% points under district	69	128	53.9%	1,747	3,064
			Economically Disadvantaged	No more than 10% points under district	162	243	66.7%	7,217	9,917
			African American	No more than 10% points under district	1	243	0.4%	76	9,917
			Hispanic	No more than 10% points under district	234	243	96.3%	9,227	9,917
			Males	No more than 10% points under district	104	243	42.8%	5,055	9,917

N/A denotes 'Not Applicable.' See How to Read Your Outcome-Based Measure Summary Report documentation for more information.
. denotes missing values.

Division of College, Career, and Military Preparation - July 24, 2019

purposes only. This

District Rate	Met OBM Criteria
57.0%	YES
72.8%	YES
0.8%	YES
93.0%	YES
51.0%	YES