

## Comprehensive Needs Assessment

### Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

#### Potential Data Sources:

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services
- 
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- 

### Data Sources Reviewed

***The family is changing, not disappearing. We have to broaden our understanding of it, look for the new metaphors. - Mary Catherine Bateson***

List the actual data sources reviewed below.

- |                                      |                                |
|--------------------------------------|--------------------------------|
| ● Parent volunteer information       | ● Parental surveys (HB5)       |
| ● Evaluating and feedback            | ● Community service agencies   |
| ● Family and community participation | ● Parent volunteer information |
| ● Teacher /counselor input           | ●                              |
| ● Academic literature                | ●                              |

See page 12 of the guide for probing questions related to Family and Community Involvement.

# Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- Open House
- Parents are engaged w/school activities
- Remind platform
- Good communication w/parents & staff
- New building
- Meet and greet/comittment ceremony
- Culture of growth
- school website
- recruitment
- parent meetings

## Needs

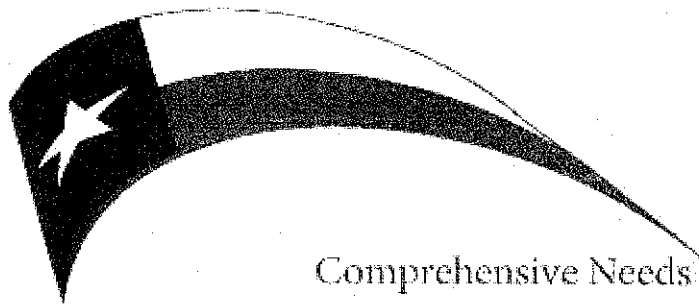
- Newsletter
- continue to develop family relationship with school
- fall/spring open house
- Video blog to parents (monthly)
- Status of school/updates/important
- School parental aide/liaision
- coffee with principal
- guest speakers
- motivational speakers
- community partnerships

## Summary of Needs

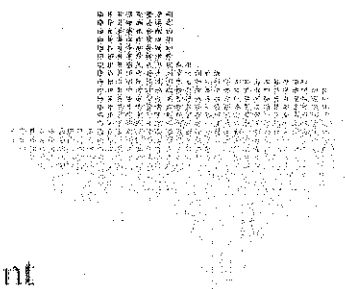
- Continued growth at parent engagement
- Video blog monthly or every semester to parents
- Accommodate parents soschool functions do not seem intimidating
- Make parents feel welcomed and appreciated

## FAMILY & COMMUNITY INVOLVEMENT

[illegible]



## Comprehensive Needs Assessment



### Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

#### Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Assignments
- College/University/Dual Credit/Advanced Placement Enrollment

### Data Sources Reviewed

***Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt***

List the actual data sources reviewed below.

- |                                     |   |
|-------------------------------------|---|
| ● Technology Software/Hardware      | ● Master Schedule                                 |
| ● Infrastructure                    | ● Attendance                                      |
| ● Resource Allocations              | ● PEIMS   |
| ● Texas Academic Performance Report | ● Educate Texas                                   |
| ● DMAC                              | ● THECB-Texas Higher Education Coordinating Board |

See page 7 of the guide for probing questions related to Demographics.

# Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -

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## Strengths

- Tutors @ ECHS/SWTJC
- Study rooms @SWTJC
- Attendance
- Increase enrollment
- Relationships closeness, community
- Rigor
- Opportunities for hours @ SWTJC
- Technology @ ECHS
- Lab @ SWTJC
- 

## Needs

- Tardy consequences
- Opportunities for parental involvement
- updated technology programs-ZSPACE
- Charging stations and charging carts
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# Summary of Needs

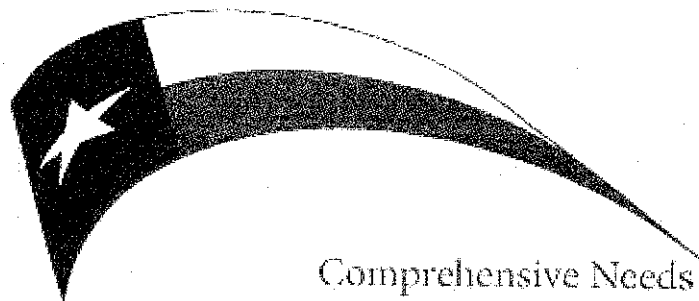
- need laptops and calculators for whole school-one to one all campuses
- 6 weeks attendance rewards
- educate community about ECHS for recruitment
- AP training for all teachers
- tardy policy that is effective/pilot program
- dictionaries/bilingual and regular
- science calculators
- 
- 
-

## DEMOGRAPHICS



Wednesday, May 1, 2019

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## Comprehensive Needs Assessment

### Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

#### Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- TTESS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

### Data Sources Reviewed

***An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey***

List the actual data sources reviewed below.

- |                               |                                  |
|-------------------------------|----------------------------------|
| ● Teacher certification       | ● Professional Development Data  |
| ● Professional qualifications | ● Teacher student ratios         |
| ● Staff effectiveness-CWT     | ● Graduation rates/dropout rates |
| ● T-TESS                      | ● State Assessment Performance   |
| ● Recruitment and Retention   | ● Grades                         |

See page 10 of the guide for probing questions related to Staff Qualifications, Recruitment and Retention.

## Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- High qualified staff
- Rigor in all classrooms
- Professional Training on going
- Classroom walkthru feedback and acknowledgements thru conferences
- Recruitmnet and retention rate of new - teachers
- Attendance ratios
- Associates degree
- core complete
- TSI

### Needs

- Highly qualified staff w/ Masters degree
- New Teacher Mentor Program for support and retention
- TSI
- Classroom mgt. for new teachers
- Core complete or completed
- Associates degree
- professional dev.
- 
- 

## Summary of Needs

- Recruitment : All subjects
- maintain attendance rates-incentives
- Improve rigor for all content areas
- Documents support for struggling staff
- meaningful professional dev. Relevant to content
- Mentor Program
- Support new staff: ELPS, eg.
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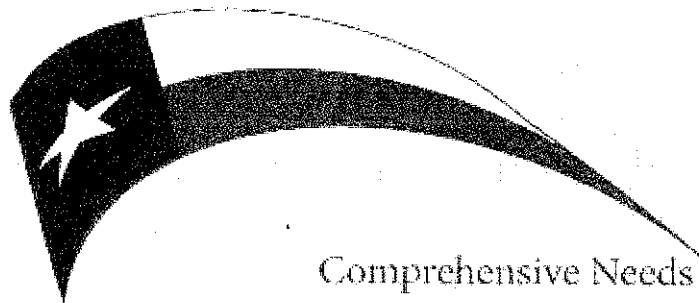


## STAFF QUALITY, RECRUITMENT AND RETENTION



Wednesday, May 1, 2019

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## Comprehensive Needs Assessment

### School Culture and Climate

School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc.
- 
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- 

### Data Sources Reviewed

***Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown***

List the actual data sources reviewed below.

- |                                   |   |
|-----------------------------------|---|
| ● Mental Health needs             | ● certificates, parent volunteers etc.    |
| ● School safety                   | ● Meaningful professional development     |
| ● Use student voice-fish bowl     | ● Students train the parents in           |
| ● Circle of students and adults   | ● accessing technology for utilization of |
| ● Parent appreciation night- give | ● available programs                      |

## Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- High expectations for school community
- Technology infrastructure
- C & I support
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### Needs

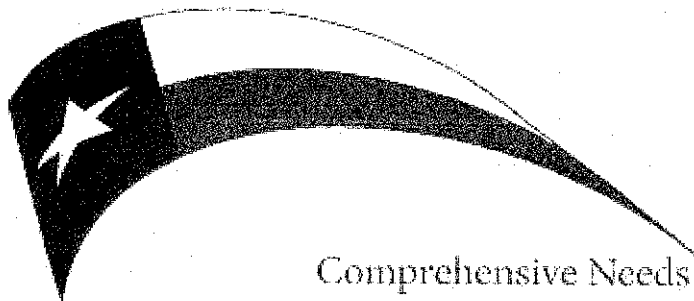
- PTO
- Mentor programs
- Monthly meetings
- School transitions
- Team building
- Professional development
- Student organizations
- Charging stations in classrooms
- Working computers
- Stronger WiFi

## Summary of Needs

- PTO
- Mentor programs
- Monthly staff meeting
- Charging stations
- Team Building
- Stronger WiFi
- Marketing ECHS
- Engaging the DR community with ECHS
- 
-

## SCHOOL CULTURE & CLIMATE

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## Comprehensive Needs Assessment

### School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

#### Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

### Data Sources Reviewed

***Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown***

List the actual data sources reviewed below.

- |  |  |
|--|--|
| ● Building in tutorial time              | ● Create Interdisciplinary projects during - |
| ● Writing workshops every other Saturday | ● "down time" (between semesters)            |
| ● Make sure Eng I & II teachers teach    | ● Possibly with community involvement -      |
| ● research                               | ● (community service hours)                  |
| ● TEKS for college readiness             | ● Provide forum for staff to share ideas     |

See page 13 of the guide for probing questions related to School Context and Organization.

## Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

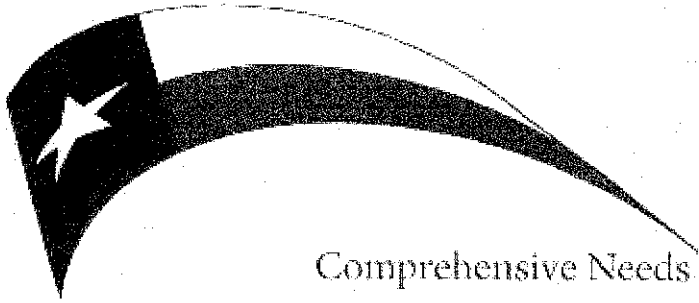
- High expectations for school community
- Technology infrastructure
- C & I support
- Staff morale
- Parental communication address-ECHS
- Communication w/ SWTJC
- Leadership & decision making
- 
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- 

### Needs

- PTO
- Mentor programs
- Monthly staff meetings
- School transitions
- Team building
- Professional development
- ECHS parent liaison at ECHS
- Student organizations
- Charging stations in classrooms
- Working computers/WiFi

## Summary of Needs

- PTO
- Mentor programs
- Monthly staff meetings
- School transitions between ECHS, DRFS, DRHS, and SWTJC
- Team building
- Professional development-meaningful
- Saturday writing seminars
- Saturday TSI testing
- communication with SWTJC and more assistance with academic counseling
-



## Comprehensive Needs Assessment

### School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

#### Potential Data Sources:

- School Structure or Make-Up, e.g., Teaming, Looping, etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Support Structures: Mentor Teachers
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal

### Data Sources Reviewed

***Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown***

List the actual data sources reviewed below.

- |   |                      |
|---|----------------------|
| ● Activities that recognize students and  | ● Walkthrough data   |
| ● parents for their achievements          | ● Interviews         |
| ● Literacy night-involve younger siblings | ● Parent conferences |
| ● Surveys                                 | ● Meetings           |
| ● Focus Groups                            | ●                    |

# Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

● Senior Lock In

● Commitment ceremony

● parent support

● perfect attendance

● team building

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## Needs

● coffee with principal

● parental involvement at school

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## Summary of Needs

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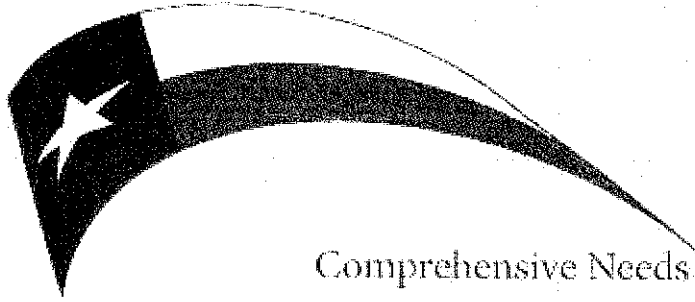
# EARLY COLLEGE HIGH SCHOOL

## SCHOOL CONTENT & ORGANIZATION



Wednesday, May 1, 2019

Signature	Title
1 <i>[Signature]</i>	<i>English teacher</i>
2 <i>[Signature]</i>	<i>Teacher</i>
3	
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## Comprehensive Needs Assessment

### Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

#### Potential Data Sources:

- Technology Infrastructure, Networks, etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, etc.
- STaR Chart
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Technology Plan
- Assessment of Technology Skills for Students, Staff and Other Stakeholders
- 

### Data Sources Reviewed

***The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Superintendent***

List the actual data sources reviewed below.

- |                                      |   |  |
|--------------------------------------|---|--|
| ● Cell phone classroom policy (lack) | ● |  |
| ● Technology software/hardware       | ● |  |
| ● Resources allocations              | ● |  |
| ● Infrastructure                     | ● |  |
| ● Technology policies/procedures     | ● |  |

See page x of the guide for probing questions related to Demographics.

# Findings/Analyses

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strenths

- WiFi in common area/ classrooms
- BYOD-bring your own device
- Resources accesible in library
- Media tech courses/endorsements
- Parent grade book portal
- Curriculum dash board
- PD: Tagt,online PD
- DMAC
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## Needs

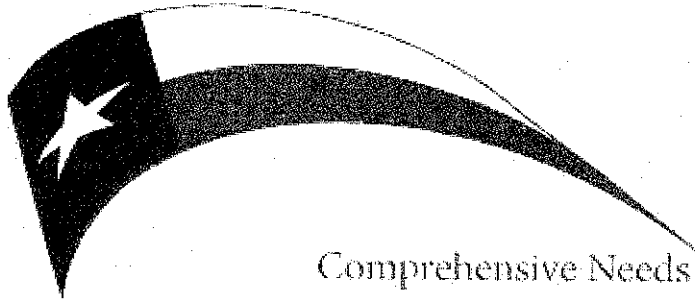
- Library and classroom printers
- student print station
- Stdtd calulators, devices, laptops
- Speakers, head phones, blue tooth
- Online publication, reading material
- AP books, text to speech
- Renaissance
- Intergrationof technolgy in instruction
- Increase use of stdtd tech for inst.
- Rigor

## Summary of Needs

- 
- Classroom printers
- Updated student devices
- 20 teacher laptops
- Scanner, fax machine
- Stdtd calulators, devices laptops, blue tooth, speakers, head phones. RDg renaissance
- Computer carts
- Cell phone docking stations (classrooms)
- Classroom ethernet connections
- Availability/Accesability of websites (Youtube,TeacherTube,etc.)

## TECHNOLOGY

[illegible]



## Comprehensive Needs Assessment

### Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

#### Potential Data Sources:

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State and AYP Data Tables
- Texas Success Initiative (TSI) Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates; Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data
- Student Work

### Data Sources Reviewed

***We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt***

List the actual data sources reviewed below.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| ● Performance Index Achievement | ● PSAT                          |
| ● Index I- Student Achievement  | ● College Transcripts           |
| ● DMAC                          | ● State Assessment Data         |
| ● CSR's/EOC                     | ● Progress Reports/Report Cards |
| ● TSI- Texas Success Initiative | ●                               |

See page 8 of the guide for probing questions related to Student Achievement.

## Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."* -**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

### Strengths

- Schmoop/Odysseyware
- High passing rate EOC
- Advanced core allstudents
- Rewards that focus on specific goal
- PSAT-SAT
- High student participation
- High student engagement in classroom
- High student motivation in classroom
- Quality student work
- Utilize formative benchmark data

### Needs

- SAT/ACT Saturday camps
- 
- PSAT for 9-12
- SAT practice that is more intensive like real test
- More ridged late work policies
- school classes to match DC
- Consistencies on grading & make up work
- Updated make up work policies
- Timely gradebook
- hard copy of gradebook for better records

## Summary of Needs

- My foundation lab-Pearson- School wide
- Additional effective TSI resources
- Rewards that focus on specific goals
- Social emotional support
- Motivational strategies/techniques
- Team Building
- SAT
- Update make up policies
- Saturday work shops-Writing/Math/Plagiarism
-

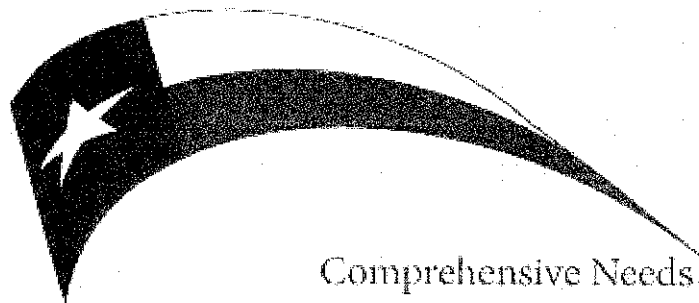
# EARLY COLLEGE HIGH SCHOOL

## STUDENT ACHIEVEMENT

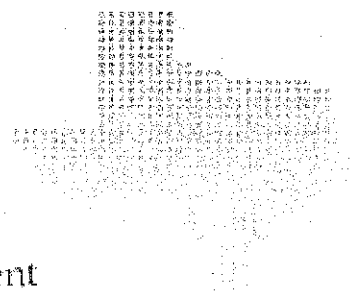


Wednesday, May 1, 2019

Signature	Title
1 <i>A. Smith</i>	<i>Teacher</i>
2 <i>D. Castello</i>	<i>Teacher</i>
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## Comprehensive Needs Assessment



### Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

#### Potential Data Sources:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

### Data Sources Reviewed

***There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English***

List the actual data sources reviewed below.

- |                         |                       |
|-------------------------|-----------------------|
| ● TEKS Resource Systems | ● School report cards |
| ● _____                 | ● _____               |
| ● Gradebook             | ● _____               |
| ● _____                 | ● _____               |
| ● Lesson Plans          | ● _____               |
| ● _____                 | ● _____               |
| ● DMAC                  | ● _____               |
| ● _____                 | ● _____               |
| ● EOC/STARR             | ● _____               |
| ● _____                 | ● _____               |

See page 11 of the guide for probing questions related to Curriculum, Instruction and Assessment.



# Findings/Analysis

***"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*** -

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

## Strengths

- Administration attends PLC's
- Core Area Horizontal Planning
- EOC/ Goal setting
- Formation of campus leadership team
- Targeted Intervention and Spec. Ed.
- Co-Teacher Model
- Planning Data Days
- foundations in math and reading
- Utilize dashboard to guide instruction
- 

## Needs

- 50% or better mastery in all EOC subjects 100% in meets category
- co teach models for 504/special ed
- update dashboard yearly
- curriculum planning for all contents
- Lesson plans: rigor and depth of -
- knowledge
- 
- academic support in core areas
- Bilingual paraprofessional/tutors
- 

## Summary of Needs

- Identify students expectations
- Identify students academic weaknesses
- Identify casual factors related to address low areas
- Curriculum writing in all cores areas
- Utilize dashboard to guide instruction
- Common instructional framework training
- instructional framework by content
- Strengthen core vertically
- New TSI's resources
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## CURRICULUM INSTRUCTION &amp; ASSESSMENT

[illegible]

# Early College High School



Wednesday May 1, 2019  
Campus Improvement Plan

ECHS STAFF	SIGNATURE
Patricia Rodriguez	<i>Patricia Rodriguez</i>
Rocio Faz	<i>Rocio Faz</i>
Arredondo, Kathy	<i>Kathy Arredondo</i>
Arreola, Audri	<i>Audri Arreola</i>
Canchola, Tani	<i>Tani Canchola</i>
Castillo, Danielle	<i>Danielle Castillo</i>
Costilla, Melinda	<i>Melinda Costilla</i>
Foster, Natalie	<i>Natalie Foster</i>
Garza, Leticia	<i>Leticia Garza</i>
Hinsey-Morgan, Wendy	<i>Wendy Morgan</i>
Martinez, Sarah	<i>Sarah Martinez</i>
Mayfield, Hector	<i>Hector Mayfield</i>
Ortiz, Albert	<i>Albert Ortiz</i>
Ortiz, Rebecca	<i>Rebecca Ortiz</i>
Padilla, Gabriela	<i>Gabriela Padilla</i>
Perez, Anel	<i>Anel Perez</i>
Schroeder, Wayne	<i>Wayne Schroeder</i>
Zuniga, Aarron	<i>Aarron Zuniga</i>

# DEL RIO EARLY COLLEGE H S

## **Mission**

*Dedicated to empowering students to understand their worth, hard work & the value of education.*

## **Vision**

*BE TEACHERS  
BE STUDENTS  
Be POLITICIANS  
BE PREACHERS  
BE BELIEVERS  
BE LEADERS  
BE ASTRONAUTS  
BE CHAMPIONS  
BE TRUTH-SEEKERS*

### Nondiscrimination Notice

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

# DEL RIO EARLY COLLEGE H S

## Campus Improvement Plan

### 2019/2020

*RIGOR, RELATIONSHIPS, RESPECT.*



Patricia H. Rodriguez  
205 Memorial Drive  
830-778-4416  
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Date Reviewed:

DMAC Solutions ®

Date Approved:

# 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>*

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 THE 21<sup>st</sup> CENTURY.

Grades Served: 9 - 11

P O DRAWER 428002

DEL RIO, TX, 78842

331 Students Enrolled

SAN FELIPE-DEL RIO CISD

## HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

### MET STANDARD

93 out of 100

## UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



### STUDENT ACHIEVEMENT

#### MET STANDARD

91 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



### SCHOOL PROGRESS

#### MET STANDARD

92 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



### CLOSING THE GAPS

#### MET STANDARD

94 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

## DISTINCTIONS

- ✗ Academic Achievement in Mathematics
- ✗ Academic Achievement in Science
- ✗ Academic Achievement in Social Studies
- ✗ Academic Achievement in English Language Arts/Reading
- ✗ Postsecondary Readiness
- ✗ Top 25 Percent: Comparative Academic Growth
- ✗ Top 25 Percent: Comparative Closing the Gaps



**STUDENT ACHIEVEMENT**

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

**SCHOOL PROGRESS**

	<b>SCORE</b>	
Academic Growth	80	The higher of Growth or Performance is used.
Relative Performance	92	
<b>Total</b>	<b>92</b>	

**CLOSING THE GAPS**

	<b>SCORE</b>	<b>% OF GRADE</b>
Grade Level Performance	100	55.6%
Academic Growth/Graduation Rate	75	11.1%
Student Achievement	100	33.3%
<b>Total</b>	<b>94</b>	<b>100%</b>

**Texas Education Agency  
2017-18 School Report Card  
DEL RIO EARLY COLLEGE H S (233901005)**

District Name: **SAN FELIPE-DEL RIO CISD**  
Campus Type: **High School**

Total Students: **331**  
Grade Span: **09 - 11**

### 2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	93
Student Achievement	Met Standard	91
School Progress	Met Standard	92
Closing the Gaps	Met Standard	94

### 2018 Accountability Rating

**Met Standard**

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### School and Student Information

This section provides demographic information about the campus, 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		Campus	District	State
<b>Attendance Rate (2016-17)</b>	-	95.4%	95.7%	<b>Class Size Averages by Grade or Subject</b>			
<b>Enrollment by Race/Ethnicity</b>				<b>Secondary</b>			
African American	0.9%	1.0%	12.6%	English/Language Arts	18.2	20.8	16.7
Hispanic	94.9%	92.8%	52.4%	Foreign Languages	3.8	15.9	18.6
White	3.9%	5.4%	27.8%	Mathematics	15.3	20.8	17.9
American Indian	0.0%	0.1%	0.4%	Science	18.9	24.4	19.0
Asian	0.3%	0.5%	4.4%	Social Studies	16.1	25.2	19.3
Pacific Islander	0.0%	0.0%	0.1%				
Two or More Races	0.0%	0.2%	2.3%				
<b>Enrollment by Student Group</b>							
Economically Disadvantaged	70.7%	73.7%	58.8%				
English Learners	3.3%	17.4%	18.8%				
Special Education	1.2%	9.1%	9.1%				
<b>Mobility Rate (2016-17)</b>	0.0%	11.6%	16.0%				

### School Financial Information (2016-17)

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

	Campus	District	State		Campus	District	State
<b>Instructional Staff Percent</b>	n/a	59.1%	64.4%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	61.4%	63.1%	Total Operating Expenditures	\$0	\$9,311	\$9,503
				Instruction	\$0	\$4,862	\$5,338
				Instructional Leadership	\$0	\$199	\$149
				School Leadership	\$0	\$392	\$555

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	77%	68%	<b>94%</b>	*	93%	*	-	*	-	*	93%
Reading	2018	74%	66%	<b>90%</b>	*	89%	*	-	*	-	-	88%
Mathematics	2018	81%	73%	<b>92%</b>	*	92%	-	-	-	-	-	91%
Science	2018	80%	70%	<b>98%</b>	*	98%	*	-	-	-	-	98%
Social Studies	2018	78%	69%	<b>100%</b>	-	100%	*	-	-	-	*	100%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	48%	36%	<b>73%</b>	*	73%	*	-	*	-	*	71%
Reading	2018	46%	35%	<b>68%</b>	*	68%	*	-	*	-	-	66%
Mathematics	2018	50%	37%	<b>63%</b>	*	63%	-	-	-	-	-	64%
Science	2018	51%	38%	<b>83%</b>	*	83%	*	-	-	-	-	82%
Social Studies	2018	53%	42%	<b>80%</b>	-	79%	*	-	-	-	*	79%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2018	22%	13%	<b>24%</b>	*	24%	*	-	*	-	*	23%
Reading	2018	19%	11%	<b>5%</b>	*	4%	*	-	*	-	-	5%
Mathematics	2018	24%	15%	<b>29%</b>	*	29%	-	-	-	-	-	29%
Science	2018	23%	14%	<b>34%</b>	*	34%	*	-	-	-	-	27%
Social Studies	2018	31%	23%	<b>51%</b>	-	50%	*	-	-	-	*	50%
<b>Academic Growth Score (All Grades Tested)</b>												
All Subjects	2018	69	67	<b>70</b>	*	70	*	-	*	-	-	72
Reading	2018	69	66	<b>70</b>	*	70	*	-	*	-	-	71
Mathematics	2018	70	68	<b>70</b>	*	70	-	-	-	-	-	73

**Texas Education Agency  
2017-18 School Report Card  
DEL RIO EARLY COLLEGE H S (233901005)**

District Name: **SAN FELIPE-DEL RIO CISD**  
Campus Type: **High School**

Total Students: **331**  
Grade Span: **09 - 11**

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Special Education	1.2%	9.1%	9.1%				
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				Instructional Leadership	\$0	\$199	\$149
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	77%	68%	<b>94%</b>	*	93%	*	-	*	-	*	93%
Reading	2018	74%	66%	<b>90%</b>	*	89%	*	-	*	-	-	88%
Mathematics	2018	81%	73%	<b>92%</b>	*	92%	-	-	-	-	-	91%
Science	2018	80%	70%	<b>98%</b>	*	98%	*	-	-	-	-	98%
Social Studies	2018	78%	69%	<b>100%</b>	-	100%	*	-	-	-	*	100%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	48%	36%	<b>73%</b>	*	73%	*	-	*	-	*	71%
Reading	2018	46%	35%	<b>68%</b>	*	68%	*	-	*	-	-	66%
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Social Studies	2018	53%	42%	<b>80%</b>	-	79%	*	-	-	-	*	79%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2018	22%	13%	<b>24%</b>	*	24%	*	-	*	-	*	23%
Reading	2018	19%	11%	<b>5%</b>	*	4%	*	-	*	-	-	5%
Mathematics	2018	24%	15%	<b>29%</b>	*	29%	-	-	-	-	-	29%
Science	2018	23%	14%	<b>34%</b>	*	34%	*	-	-	-	-	27%
Social Studies	2018	31%	23%	<b>51%</b>	-	50%	*	-	-	-	*	50%
<b>Academic Growth Score (All Grades Tested)</b>												
All Subjects	2018	69	67	<b>70</b>	*	70	*	-	*	-	-	72
Reading	2018	69	66	<b>70</b>	*	70	*	-	*	-	-	71
Mathematics	2018	70	68	<b>70</b>	*	70	-	-	-	-	-	73

# College and Career Readiness School Models (CCRSM)

## Campus Assessment Feedback Report – ECHS

### End of School Year 2019

The information provided in this document is reflective of a coach's assessment. This report provides feedback and planning information to assist your campus in assessing its alignment to Benchmark design elements. The feedback includes information on the campus's top strengths and challenges/opportunities and is intended to support campus growth and planning activities. The assessment process is aligned with the ECHS Blueprint and reflects the academy's fidelity to the Blueprint. Please direct any questions you have about this report to your coach.

Campus Name: **Del Rio Early College High School**

ECHS 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 the Public Education Information Management System (PEIMS) and who might not otherwise go to college.	Mature
ECHS Benchmark 2: Partnership Agreement	
<b>The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that:</b>	
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 of college credit between a 2-year and 4-year institution; the allocation of costs for tuition, fees, and textbooks; and student transportation.	Is included in the MOU
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 TSIA administration fees), and required textbooks to the extent those charges are not waived by the partner IHE.	Is included in the MOU
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	Is included in the MOU
Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.	Is included in the MOU
ECHS 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) 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).	Mature
ECHS Benchmark 4: P-16 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 the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's degree, or earn at least 60 credit hours toward a baccalaureate degree during grades 9-12.	Mature
The ECHS shall provide students with academic, social, and emotional support in their course of study.	Mature

ECHS Benchmark 5 P-16 Academic Rigor and Readiness	
The Early College High School shall administer a Texas Success Initiative (TSIA) 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.	Mature
ECHS Benchmark 6 School Design	
<b>The Early College High School must provide a full-day program (i.e., full day as defined in Student Attendance Accounting Handbook) 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.</b>	
ECHS staff shall include: An ECHS leader who has scheduling, hiring, and budget autonomy; an IHE liaison with decision-making authority and interacts directly and frequently (in-person or virtually) with ECHS the leader and the dual credit provider; highly qualified ECHS teachers; and counseling staff who support the ECHS students.	Mature
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.	Mature
ECHS shall implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, is based on needs assessment of student data, and includes both high school and dual credit teachers.	Mature

Strengths
<ul style="list-style-type: none"> <li>• TSIA, ACT, SAT Prep</li> <li>• Target/Enroll At-Risk Students</li> <li>• Individualized Student Plans</li> </ul>

Challenges
<ul style="list-style-type: none"> <li>• Research-Based PD</li> <li>• College and Career Counseling</li> <li>• Bridge Programs</li> </ul>

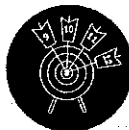
# The Early College High School Blueprint

## Design Elements



All designated ECHSs (Provisional, Early College, Distinguished Early College) are required to meet all of the design elements for each benchmark annually.

## Outcomes-Based Measures (OBMs)



All designated ECHSs (Provisional, Early College, Distinguished Early College) are required to meet OBMs on data indicators related to access, achievement, and attainment.



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



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



Distinguished Early Colleges have been designated as Early Colleges for at least five years, and demonstrate that they can implement all of the design elements for each benchmark and meet the Distinguished Early College OBMs.

## Needs Improvement



At any time, if an ECHS doesn't meet the OBMs, the ECHS may be categorized as needs improvement and will receive targeted technical assistance and has no more than two years to meet the OBMs or no longer receive designation. If a Distinguished Early College doesn't meet the OBMs, the ECHS will be designated as an Early College, given that they meet the Early College OBMs.





## 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 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 PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, 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, African American, Hispanic, Native American.)
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 and community members; postsecondary partners); target student populations as described in 1 and 2 above; and include regular activities to educate students, counselors, principals, parents, and school board and community members.
5. For admissions, 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.

### Required Activities and Products

#### Activities:

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

#### Products:

- Written admission policy and enrollment application
- Written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community
- Brochures and marketing in Spanish, English, and/or other relevant language(s)
- Written communication plan for targeting identified audiences, parents, community members, school board, higher education personnel, etc.

## Access Outcomes-Based Measures

Data Indicators	Provisional Early College	Early College	Distinguished Early College
<b>Requirements</b>	Must meet <b>at-risk students for incoming 9th graders</b> and at least <b>three</b> additional target population data indicators	Must meet <b>at-risk students for incoming 9th graders</b> and at least <b>three</b> additional target population data indicators	Must meet <b>at-risk students for incoming 9th graders</b> and at least <b>four</b> additional target population data indicators
ECHS proportionate to or over-represents <b>at-risk students for incoming 9th graders</b>	No more than 20% points under district	No more than 15% points under district	No more than 10% points under district
ECHS proportionate to or over-represents <b>African American students</b>	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents <b>Hispanic students</b>	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents <b>economically disadvantaged students</b>	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents <b>males</b>	No more than 10% points under district	No more than 5% points under district	Meets or over-represents district
ECHS proportionate to or over-represents <b>ELL and SWDs</b>	Not taken into account for designation	Not taken into account for designation	No more than 5% points under



## Benchmark 2: Partnership Agreement

The Early College High School shall have a current, signed Memorandum of Understanding (MOU) for each school year that:

- Defines the partnership between the school district(s) and the institution(s) of higher education (IHE) and addresses topics including, but not limited to, the ECHS location; transferability 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 provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

### Design Elements

**All ECHSs shall develop, sign, and execute a MOU that includes the following components (at a minimum):**

- Courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree
- Curriculum alignment
- Policy for advising students on the transferability of all college credit offered and earned
- Policy to ensure the IHE transcripts college credit earned through dual credit in the same semester that credit is earned
- Policy regarding advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associates degree to a bachelor's degree and beyond in their chosen field)
- ECHS students access to the IHE facilities, services and resources
- Policies regarding eligibility of ECHS students for financial assistance from the higher education partner(s), specifically, waivers for tuition and fees
- Professional development for ECHS faculty (including both district and IHE faculty/staff)
- Data sharing agreement that includes provisions for:
  - Teacher data such as qualifications
  - Student level data such as credit hours taken and earned; GPA, formative data to assess if student is on track to be successful in college level courses
- Administration of statewide instruments under TEC Subchapter B, Chapter 39
- Transportation costs and fees
- Grading periods and policies
- Instructional materials
- Instructional calendar including location of each course that will be offered
- Student enrollment and attendance policies
- Provisions for discontinuing ECHS operation and the ensure students previously enrolled will have opportunity to complete their course of study

## **Required Activities and Products**

### **Activities:**

- All products shall be published on the ECHS's website and be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.
- Campuses must submit their final signed MOU 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 during the annual designation process (but must have it available upon TEA request).
- ECHS campuses in needs improvement may be required to resubmit their MOU to TEA.

### **Products:**

- Final, signed, and executed MOU



## 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) 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. Annually review the MOU 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 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 include and meet regularly—in person and/or virtually—with the leaders from the district and IHE who have decision-making authority:  
**District leaders (may include):**
  - Superintendent
  - Assistant superintendent of curriculum and instruction, or equivalent position
  - ECHS principal or director
  - CTE Director (if applicable to the ECHS model)
  - Department Chairs
  - School counselors
  - School-business partners**IHE leaders (may include):**
  - College or university president
  - Provost
  - Department Chairs for core academic disciplines
  - ECHS liaison
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 be 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 and minutes
- School board and board of regents' presentations
- Description of each member and role in committee



## 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 the Texas Administrative Code (TAC) §4.28), obtain certifications, or earn an associate's 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's 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 a certification, an associate's 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). The campus may implement multiple dual enrollment delivery models:
  - 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 qualified high school faculty
  - d. College courses taught virtually, via distance/online/blended learning
2. The ECHS shall 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,
    - 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 program of study for all students, and
    - 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
    - parent outreach and involvement opportunities
  - 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:
      - I. Application assistance,
      - II. Financial aid counseling, and
      - III. College and career counseling.
3. The ECHS shall biannually implement a structured data review processes designed to identify student strengths and weaknesses and develop individual instructional support plans.

### **Required Activities and Products**

#### **Activities:**

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

#### **Products:**

- 60 college credit hours crosswalk
- Calendar of family outreach events
- Professional learning community agendas and notes
- Advisory/study skills curriculum material
- Master schedules



Attainment Outcomes-Based Measures			
Data Indicators	Provisional Early College	Early College	Distinguished Early College
<b>Requirements</b>	Must meet college English, college math, and 15 college credit targets	Must meet targets on at least five attainment data indicators	Must meet targets on at least six attainment data indicators
Grade-to-grade retention by subgroup (weighted)	Not taken into account for designation	Calculated to ensure the school meets the 4-year graduation target	Calculated to ensure the school meets the 4-year graduation target
Completing one college-level English course by end of 11th grade (any)	80% of students (by the fourth year of implementation)	90% of students	100% of students
Completing one college-level math course by end of 11th grade (any)	80% of students (by the fourth year of implementation)	90% of students	100% of students
Earning 15 college credits (any) by graduation	50% of students (by the fourth year of implementation)	80% of students	95% of students
Earning 30 college credits (any) by graduation	Not taken into account for designation	50% of students	65% of students
Earning postsecondary degree and/or credential by high school graduation	Not taken into account for designation	30% of students	40% of students
Graduating high school in 4 years (4-year cohort graduation rate)	Not taken into account for designation	Meets the statewide 4-year graduation rate	Exceeds the statewide 4-year graduation rate



## 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 possible (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 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.
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 be made available to TEA upon request.
- All products shall be maintained in accordance with the local records retention policy.

#### Products:

- Calendar of TSI test administration dates
- Aggregate reports of TSI exam performance
- Tutoring and bridge program schedules
- Bridge program curricula

## Achievement Outcomes-Based Measures

Data Indicators	Provisional Early College	Early College	Distinguished Early College
<b>Requirements</b>	Must meet at least <b>three</b> TSI targets	Must meet at least <b>four</b> achievement data indicators	Must meet at least <b>five</b> achievement data indicators
TSI College Readiness Standards in reading	65% passing rate	70% passing rate	75% passing rate
TSI College Readiness Standards in writing	75% passing rate	80% passing rate	85% passing rate
TSI College Readiness Standards in math	50% passing rate	60% passing rate	75% passing rate
TSI College Readiness Standards in all 3 subjects	35% passing rate	40% passing rate	50% passing rate
Algebra I EOC assessment in 9 <sup>th</sup> grade	Not taken into account for designation	85% of students passing	45% percent of students passing and meeting the advanced standard
English II EOC assessment (grades 9-11)	Not taken into account for designation	85% of students passing	25% percent of students passing and meeting the advanced standard



## 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 scheduling, hiring, and budget autonomy
  - b. An IHE liaison with decision-making authority and interacts directly and frequently (in-person or virtually) with ECHS the leader and the dual credit provider
  - c. Highly qualified ECHS teachers who work directly with the ECHS students, which may include adjunct high school faculty capable of teaching college-level courses
  - d. Counseling staff who support the ECHS students, including activities such as: coordinating with the IHE for registration and monitor of students' high school and college transcripts, monitoring high school and college courses to ensure both requirement are met.
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. ECHS shall implement an annual professional development plan for teachers and staff, focused on research-based instructional strategies that focus on rigor, build college- and career-readiness, is based on needs assessment of student data, and includes 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. Provide 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.
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 be 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 notes

Grades Served: 9 - 11  
P O DRAWER 428002  
DEL RIO, TX, 78842

331 Students Enrolled  
SAN FELIPE-DEL RIO CISD

## HOW WELL IS THIS SCHOOL PERFORMING OVERALL?

### MET STANDARD

93 out of 100

## UNDERSTANDING OVERALL PERFORMANCE



This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



### STUDENT ACHIEVEMENT

#### MET STANDARD

91 out of 100

The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



### SCHOOL PROGRESS

#### MET STANDARD

92 out of 100

The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



### CLOSING THE GAPS

#### MET STANDARD

94 out of 100

The Closing the Gaps domain tells us how well different populations of students on a campus are performing.

## DISTINCTIONS

- ✕ Academic Achievement in Mathematics
- ✕ Academic Achievement in Science
- ✕ Academic Achievement in Social Studies
- ✕ Academic Achievement in English Language Arts/Reading
- ✕ Postsecondary Readiness
- ✕ Top 25 Percent: Comparative Academic Growth
- ✕ Top 25 Percent: Comparative Closing the Gaps

**STUDENT ACHIEVEMENT**

For elementary and middle schools, the Student Achievement score is based on STAAR performance only.

**SCHOOL PROGRESS**

	<b>SCORE</b>	
Academic Growth	80	The higher of Growth or Performance is used.
Relative Performance	92	
<b>Total</b>	<b>92</b>	

**CLOSING THE GAPS**

	<b>SCORE</b>	<b>% OF GRADE</b>
Grade Level Performance	100	55.6%
Academic Growth/Graduation Rate	75	11.1%
Student Achievement	100	33.3%
<b>Total</b>	<b>94</b>	<b>100%</b>

**Texas Education Agency  
2017-18 School Report Card  
DEL RIO EARLY COLLEGE H S (233901005)**

District Name: **SAN FELIPE-DEL RIO CISD**  
Campus Type: **High School**

Total Students: **331**  
Grade Span: **09 - 11**

### 2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	93
Student Achievement	Met Standard	91
School Progress	Met Standard	92
Closing the Gaps	Met Standard	94

### 2018 Accountability Rating

**Met Standard**

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### School and Student Information

This section provides demographic information about the campus, 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		Campus	District	State
<b>Attendance Rate (2016-17)</b>	-	95.4%	95.7%	<b>Class Size Averages by Grade or Subject</b>			
<b>Enrollment by Race/Ethnicity</b>				<b>Secondary</b>			
African American	0.9%	1.0%	12.6%	English/Language Arts	18.2	20.8	16.7
Hispanic	94.9%	92.8%	52.4%	Foreign Languages	3.8	15.9	18.6
White	3.9%	5.4%	27.8%	Mathematics	15.3	20.8	17.9
American Indian	0.0%	0.1%	0.4%	Science	18.9	24.4	19.0
Asian	0.3%	0.5%	4.4%	Social Studies	16.1	25.2	19.3
Pacific Islander	0.0%	0.0%	0.1%				
Two or More Races	0.0%	0.2%	2.3%				
<b>Enrollment by Student Group</b>							
Economically Disadvantaged	70.7%	73.7%	58.8%				
English Learners	3.3%	17.4%	18.8%				
Special Education	1.2%	9.1%	9.1%				
<b>Mobility Rate (2016-17)</b>	0.0%	11.6%	16.0%				

### School Financial Information (2016-17)

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

	Campus	District	State		Campus	District	State
<b>Instructional Staff Percent</b>	n/a	59.1%	64.4%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	61.4%	63.1%	Total Operating Expenditures	\$0	\$9,311	\$9,503
				Instruction	\$0	\$4,862	\$5,338
				Instructional Leadership	\$0	\$199	\$149
				School Leadership	\$0	\$392	\$555



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	77%	68%	<b>94%</b>	*	93%	*	-	*	-	*	93%
Reading	2018	74%	66%	<b>90%</b>	*	89%	*	-	*	-	-	88%
Mathematics	2018	81%	73%	<b>92%</b>	*	92%	-	-	-	-	-	91%
Science	2018	80%	70%	<b>98%</b>	*	98%	*	-	-	-	-	98%
Social Studies	2018	78%	69%	<b>100%</b>	-	100%	*	-	-	-	*	100%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	48%	36%	<b>73%</b>	*	73%	*	-	*	-	*	71%
Reading	2018	46%	35%	<b>68%</b>	*	68%	*	-	*	-	-	66%
Mathematics	2018	50%	37%	<b>63%</b>	*	63%	-	-	-	-	-	64%
Science	2018	51%	38%	<b>83%</b>	*	83%	*	-	-	-	-	82%
Social Studies	2018	53%	42%	<b>80%</b>	-	79%	*	-	-	-	*	79%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2018	22%	13%	<b>24%</b>	*	24%	*	-	*	-	*	23%
Reading	2018	19%	11%	<b>5%</b>	*	4%	*	-	*	-	-	5%
Mathematics	2018	24%	15%	<b>29%</b>	*	29%	-	-	-	-	-	29%
Science	2018	23%	14%	<b>34%</b>	*	34%	*	-	-	-	-	27%
Social Studies	2018	31%	23%	<b>51%</b>	-	50%	*	-	-	-	*	50%
<b>Academic Growth Score (All Grades Tested)</b>												
All Subjects	2018	69	67	<b>70</b>	*	70	*	-	*	-	-	72
Reading	2018	69	66	<b>70</b>	*	70	*	-	*	-	-	71
Mathematics	2018	70	68	<b>70</b>	*	70	-	-	-	-	-	73

**Texas Education Agency  
2017-18 School Report Card  
DEL RIO EARLY COLLEGE HS (233901005)**

District Name: **SAN FELIPE-DEL RIO CISD**  
Campus Type: **High School**

Total Students: **331**  
Grade Span: **09 - 11**

### 2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	93
Student Achievement	Met Standard	91
School Progress	Met Standard	92
Closing the Gaps	Met Standard	94

### 2018 Accountability Rating

**Met Standard**

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### School and Student Information

This section provides demographic information about the campus, 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		Campus	District	State
<b>Attendance Rate (2016-17)</b>	-	95.4%	95.7%	<b>Class Size Averages by Grade or Subject</b>			
<b>Enrollment by Race/Ethnicity</b>				<b>Secondary</b>			
African American	0.9%	1.0%	12.6%	English/Language Arts	18.2	20.8	16.7
Hispanic	94.9%	92.8%	52.4%	Foreign Languages	3.8	15.9	18.6
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Asian	0.3%	0.5%	4.4%	Social Studies	16.1	25.2	19.3
Pacific Islander	0.0%	0.0%	0.1%				
Two or More Races	0.0%	0.2%	2.3%				
<b>Enrollment by Student Group</b>							
Economically Disadvantaged	70.7%	73.7%	58.8%				
English Learners	3.3%	17.4%	18.8%				
Special Education	1.2%	9.1%	9.1%				
<b>Mobility Rate (2016-17)</b>	0.0%	11.6%	16.0%				

### School Financial Information (2016-17)

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

	Campus	District	State		Campus	District	State
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<b>Instructional Expenditure Ratio</b>	n/a	61.4%	63.1%	Total Operating Expenditures	\$0	\$9,311	\$9,503
				Instruction	\$0	\$4,862	\$5,338
				Instructional Leadership	\$0	\$199	\$149
				School Leadership	\$0	\$392	\$555

For more information about this campus, please see <https://TXSchools.gov> or the Texas Academic Performance Report at <http://perreport/tapr/2018/index.html>.

**Page  
1**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	77%	68%	<b>94%</b>	*	93%	*	-	*	-	*	93%
Reading	2018	74%	66%	<b>90%</b>	*	89%	*	-	*	-	-	88%
Mathematics	2018	81%	73%	<b>92%</b>	*	92%	-	-	-	-	-	91%
Science	2018	80%	70%	<b>98%</b>	*	98%	*	-	-	-	-	98%
Social Studies	2018	78%	69%	<b>100%</b>	-	100%	*	-	-	-	*	100%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2018	48%	36%	<b>73%</b>	*	73%	*	-	*	-	*	71%
Reading	2018	46%	35%	<b>68%</b>	*	68%	*	-	*	-	-	66%
Mathematics	2018	50%	37%	<b>63%</b>	*	63%	-	-	-	-	-	64%
Science	2018	51%	38%	<b>83%</b>	*	83%	*	-	-	-	-	82%
Social Studies	2018	53%	42%	<b>80%</b>	-	79%	*	-	-	-	*	79%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2018	22%	13%	<b>24%</b>	*	24%	*	-	*	-	*	23%
Reading	2018	19%	11%	<b>5%</b>	*	4%	*	-	*	-	-	5%
Mathematics	2018	24%	15%	<b>29%</b>	*	29%	-	-	-	-	-	29%
Science	2018	23%	14%	<b>34%</b>	*	34%	*	-	-	-	-	27%
Social Studies	2018	31%	23%	<b>51%</b>	-	50%	*	-	-	-	*	50%
<b>Academic Growth Score (All Grades Tested)</b>												
All Subjects	2018	69	67	<b>70</b>	*	70	*	-	*	-	-	72
Reading	2018	69	66	<b>70</b>	*	70	*	-	*	-	-	71
Mathematics	2018	70	68	<b>70</b>	*	70	-	-	-	-	-	73

**CONFIDENTIAL**  
**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 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

# 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 2019-2020.

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	2019-2020 school year	(F)Title I, (S)State Compensatory	Criteria: benchmark scores, student achievement gains.  01/08/20 - On Track 01/08/20 - Pending
2. Benchmarks will be aligned to the curriculum and will be reviewed and adjusted every 6 weeks prior to their administration for each of the HB5 classes to ensure fidelity. (Target Group: All) (Strategic Priorities: 2,3)	Campus Administrators, Curriculum Coordinators	every 6 wks	(F)Title I, (S)State Compensatory	Criteria: benchmarks scores, student achievement gains  Formative - benchmarks scores, student achievement gains
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	2019-2020 school year	(S)Local Funds	Criteria: Texas Success Initiative Reading, Writing, Math  Formative - Texas Success Initiative Reading, Writing, Math
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. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,4)	Campus Administrators, Counselors, Teachers	2019-2020		Criteria: TSI, ACT, SAT, PSAT, dual credit scores  Formative - TSI, ACT, SAT, PSAT, dual credit scores

# 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 2019-2020 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	2019-2020	(F)Title I, (S)State Compensatory	Criteria: student achievement, gains, benchmarks  Formative - student achievement, gains, benchmarks
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	2019-2020	(F)Title I, (S)State Compensatory	Criteria: Closing the gap gains  Formative - Closing the gap gains

# 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 2019-2020 at the highest level possible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as ESL/ELL, Special education, Economic dis, Hispanic, CTE. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators	2019-2020	(F)Title I, (S)State Compensatory	Criteria: Teachers will know their students and demographics.  Teachers will know their students and demographics.



# 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	2019-2020	(F)Title I, (S)State Compensatory	Criteria: Student achievement and PSAT, SAT, ACT, TSI scores.  Formative - Student achievement and PSAT, SAT, ACT, TSI scores.

# 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	2019-2020	(S)Local Funds	Criteria: Positive scores and grades.  Formative - Positive scores and grades.

# 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 2020, 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	2019-2020	(F)Title I, (S)State Compensatory	Criteria: Evaluation by budgeting office.  Formative - Evaluation by budgeting office.

# 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 2020, 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 campus orientation, parental training, informational meetings, student progress conferences, Meet and greet open house twice a year. (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 5,6)	Campus Administrators, Counselors, Parents, Teachers	2019-2020	(F)Title I, (S)State Compensatory	Criteria: sign in sheets, parental surveys  Formative - sign in sheets, parental surveys
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. Tutors will play a great role in assisting with this involvement of parents and students. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,4,5,6)	Campus Administrators, Counselors, Instructional Aides, Teachers	2019-2020	(F)Title I, (S)State Compensatory	Criteria: sign in sheets  Formative - sign in sheets