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

*RIGOR, RELATIONSHIPS, RESPECT.*



Carlos A. Barrera

205 Memorial Drive

830-778-4416

carlos.barrera@sfdr-cisd.org

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.*

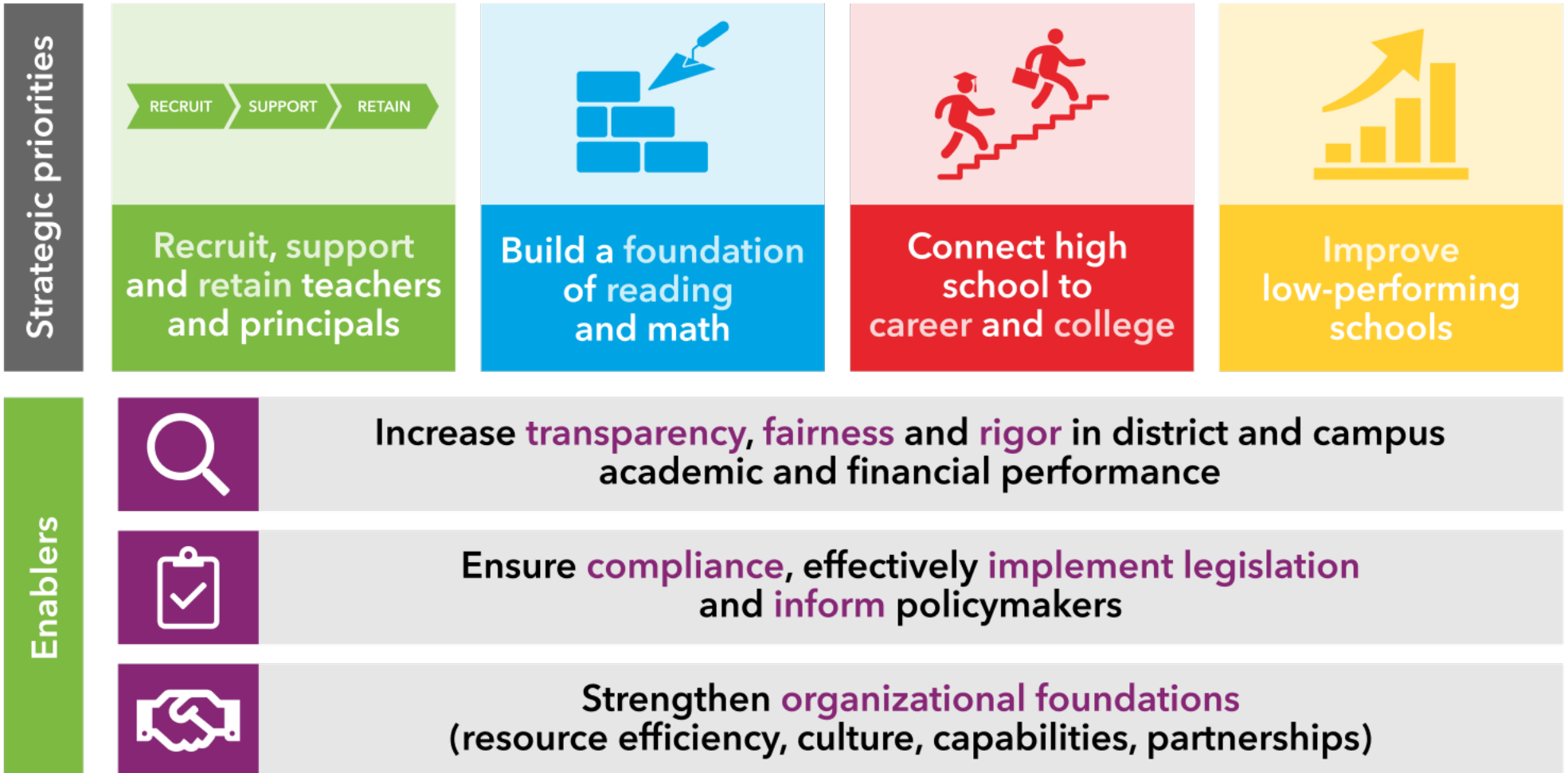COMMITMENT TO GREATNESS

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 and retain teachers and principals**
(RECRUIT → SUPPORT → RETAIN)

**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 |
|---|---|
| Vasquez, Juan | Parent |
| Carr, Esther | Parent |
| Garza, Lina | Business Representative |
| Gonzales, Maria | Business Representative |
| Nowlin, Richard | Community Representative |
| Zuniga, Shaela | 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 |

# Comprehensive Needs Assessment Summary – 2020-2021

| Utilized Data Sources: These will automatically populate from your CNA worksheets | | |
|---|---|---|
| Gradebook | ECO/STAAR results | Lesson Plans |
| Report Cards | Teacher Certifications | State Assessment Performance |
| T-TESS | Professional Development Data | District Climate Survey |
| THECB-Texas Higher Education Coordination Board | Discipline/attendance data | Campus-Student-Teacher-Parent Perceptions |
| Graduation Rate Data | Master Schedule | PSAT/SAT |
| Collee Transcripts | Parent Volunteer Information | Parental Surveys |
| Evaluation and Feedback Forms | Family and Community Participation | Technology System |
| Differentiated Instruction | PEIMS Data | District Systems Special Populations |

| Area Reviewed | Summary of Strengths<br><br>What were the identified strengths? | Summary of Needs<br><br>What were the identified needs? | Priorities<br><br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| **Academic Achievement** | Index 1 Student Achievement<br>Schmoop/Odysseyware<br>High Passing rate EOC<br>Advanced core all students<br>PSAT-SAT<br>Students graduate with Associates Degree | Build in tutorial time during the day<br>SAT-ACT Saturday camps<br>SAT practice test/SAT practice test<br>Update dashboard yearly<br>Bilingual para-professional/tutors<br>Curriculum planning for all core areas | Tutorial time during day<br>SAT-ACT Saturday camps<br>Dashboard Update<br>Bilingual para-progessionals |
| **Staff Quality** | Higlhly Qualified Staff<br>Rigor in Classrooms<br>Ongoing professional training<br>Classroom walkthroughs and acknowledgment through conferences<br>Recruitment and retention rates<br>Teacher Attendance Data | Highly qualified with Master's Degree<br>New Teacher Mentor Program<br>Classroom management training for new teachers<br>Meaningful professional development relevant to content<br>Support new staff | Classroom Management training<br>Meaningful PD for all staff<br>Mentor Program |
| **School Climate/ Safe** | Community Partnerships including SWTJC<br>Relationship closeness amongst students, staff and parents<br>Safety procedures in place including single point of entry | Increase team building activities for students, parents and staff<br>Increase opportunity for parental involvement with more activities<br>Market ECHS to increase community engagement | Improve tardy policy for students<br>Increase team building activities<br>Safety student transitions |

| Area Reviewed | Summary of Strengths<br><br>What were the identified strengths? | Summary of Needs<br><br>What were the identified needs? | Priorities<br>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<br><br>Low discipline referrals | Provide professional development in classroom management<br>Increase drug awareness prevention programs for students to include speakers<br>Safety transitions for students to college and DRHS | Drug prevention awareness activities |
| College & Career Readiness/ Graduation/ Dropout Reducation | High expectations and support for school community<br>Students graduate with Associates Degree in partnership with SWTJC<br><br>College trips<br><br>Leadership opportunities for students/school involvement<br>PSAT-SAT 9th-12th<br>Variety of College Pathways | Monthly team building/support gatherings for students<br>Increase academic counseling (once per semester to review transcripts)<br><br>Provide mental health counseling as needed/make available<br><br>Provide practice PSAT-SAT Saturday camps/tutorials | Monthly team building college preparation activities<br><br>Increase mental health counseling<br><br>Increase academic couseling to review transcripts once per semester |
| Family and Community Involvement | Open Houses/Parental Engagement<br>Remind platforms/various forms of communication<br>Culture of Growth Unity<br> Meet and Greet/Commitment Ceremony<br><br>Various student/parent engagement opportunities<br><br>School Website/Facebook Communication | Newsletter<br>Monthly video blog to parents<br>School parental liaison<br>Increase guest speakers<br><br>Increase community partnerships | School parental liaison<br>Increase guest speakers<br>Increase community partnerships<br>Make parents feel welcomed<br><br>Accommodate parents/different times |
| District/Campus Commitments | Planning Protocol/Curriculum Dashboard<br>Response to Intervention Data Days<br>Federal Programs System (Foster, McKinney-Vento, Migrant), district wide training<br>District transportation needs to all eligible students<br>Free breakfast to all district students<br>Wifi in common areas | Provide laptops to students in need<br>Provide vertical alignment for all core areas<br>Provide classroom printers to teachers<br>Provide technology training to students, parents and teachers<br>Intergate technology into instructoin<br>Additional training on new curriculum | Provide technology training<br>Classroom Printers<br>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<br><br>What were the identified strengths? | Summary of Needs<br><br>What were the identified needs? | Priorities<br><br>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.*

## 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 15,2020

| Role | Name | Signature |
|---|---|---|
| Parent | Juan Vasquez | |
| Parent | Esther Carr | |
| Business Representative | Lina Garza | |
| Business Representative | Maria Gonzales | |
| Community Representative | Richard Nowlin | |
| Community Representative | Shaela Zuniga | |
| 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.*

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# 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.<br><br>09/01/20 - On Track<br>01/08/20 - On Track<br>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 class 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<br><br>09/01/20 - Significant Progress |
| 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 | (S)Local Funds | Criteria: Texas Success Initiative Reading, Writing, Math<br><br>09/01/20 - Significant 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 | | Criteria: TSI, ACT, SAT, PSAT, dual credit scores<br><br>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 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<br><br>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<br><br>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 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.<br><br>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 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.

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 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 | (S)Local Funds | Criteria: Positive scores and grades.<br><br>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 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 | | Criteria: Attendance logs, lesson plans, student packets.<br><br>10/12/20 - Completed<br>09/01/20 - On Track |
| 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 | | Criteria: Distribution logs<br><br>10/12/20 - Completed<br>09/01/20 - On Track |
| 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 | | Criteria: Inventory and Distribution logs<br><br>10/12/20 - Completed<br>09/01/20 - On Track |
| 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 | | Criteria: Inventory and Distribution Logs<br><br>10/12/20 - Completed<br>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 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 | | Criteria: Attendance logs, student grades, teacher lessons<br><br>10/12/20 - On Track<br>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 | | Criteria: Food Service distribution logs<br><br>10/12/20 - On Track |
| 3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. | | Oct 2020-June 2021 | | Criteria: Inventory and distribution logs<br><br>10/12/20 - Significant Progress<br>10/12/20 - On Track<br>10/12/20 - 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.<br><br>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 | | Criteria: inventory, distribution logs, case logs<br><br>10/12/20 - On Track<br>10/12/20 - 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.<br><br>09/01/20 - On Track |

# 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<br><br>09/01/20 - Significant Progress |
| 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<br><br>09/01/20 - Significant Progress |

# 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.

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

- 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 | | |
| | 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 all **five** achievement data indicators |
| **Data Indicators** | Must meet targets on at least **three** achievement data indicators | Must meet targets on at least **four** achievement 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 |

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

|  | SCORE |  |
|---|---|---|
| Academic Growth | 80 | The higher of |
| Relative Performance | 92 | Growth or Performance is used. |
| **Total** | **92** | |

# CLOSING THE GAPS

|  | SCORE | % OF GRADE |
|---|---|---|
| Grade Level Performance | 100 | 55.6% |
| Academic Growth/Graduation Rate | 75 | 11.1% |
| Student Achievement | 100 | 33.3% |
| **Total** | **94** | **100%** |

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 |
|---|---|---|---|
| **Attendance Rate (2016-17)** | - | 95.4% | 95.7% |
| **Enrollment by Race/Ethnicity** | | | |
| African American | 0.9% | 1.0% | 12.6% |
| Hispanic | 94.9% | 92.8% | 52.4% |
| White | 3.9% | 5.4% | 27.8% |
| American Indian | 0.0% | 0.1% | 0.4% |
| Asian | 0.3% | 0.5% | 4.4% |
| Pacific Islander | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0% | 0.2% | 2.3% |
| **Enrollment by Student Group** | | | |
| Economically Disadvantaged | 70.7% | 73.7% | 58.8% |
| English Learners | 3.3% | 17.4% | 18.8% |
| Special Education | 1.2% | 9.1% | 9.1% |
| **Mobility Rate (2016-17)** | 0.0% | 11.6% | 16.0% |

| | Campus | District | State |
|---|---|---|---|
| **Class Size Averages by Grade or Subject** | | | |
| **Secondary** | | | |
| English/Language Arts | 18.2 | 20.8 | 16.7 |
| Foreign Languages | 3.8 | 15.9 | 18.6 |
| Mathematics | 15.3 | 20.8 | 17.9 |
| Science | 18.9 | 24.4 | 19.0 |
| Social Studies | 16.1 | 25.2 | 19.3 |

## 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 |
|---|---|---|---|
| **Instructional Staff Percent** | n/a | 59.1% | 64.4% |
| **Instructional Expenditure Ratio** | n/a | 61.4% | 63.1% |

| | Campus | District | State |
|---|---|---|---|
| **Expenditures per Student** | | | |
| Total Operating Expenditures | $0 | $9,311 | $9,503 |
| Instruction | $0 | $4,862 | $5,338 |
| Instructional Leadership | $0 | $199 | $149 |
| School Leadership | $0 | $392 | $555 |

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

| | | 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 | 2018 | 77% | 68% | 94% | * | 93% | * | - | * | - | * | 93% |
| Reading | 2018 | 74% | 66% | 90% | * | 89% | * | - | * | - | - | 88% |
| Mathematics | 2018 | 81% | 73% | 92% | * | 92% | - | - | - | - | - | 91% |
| Science | 2018 | 80% | 70% | 98% | * | 98% | * | - | - | - | - | 98% |
| Social Studies | 2018 | 78% | 69% | 100% | - | 100% | * | - | - | - | * | 100% |
| **STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 48% | 36% | 73% | * | 73% | * | - | * | - | * | 71% |
| Reading | 2018 | 46% | 35% | 68% | * | 68% | * | - | * | - | - | 66% |
| Mathematics | 2018 | 50% | 37% | 63% | * | 63% | - | - | - | - | - | 64% |
| Science | 2018 | 51% | 38% | 83% | * | 83% | * | - | - | - | - | 82% |
| Social Studies | 2018 | 53% | 42% | 80% | - | 79% | * | - | - | - | * | 79% |
| **STAAR Performance Rates at Masters Grade Level (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 22% | 13% | 24% | * | 24% | * | - | * | - | * | 23% |
| Reading | 2018 | 19% | 11% | 5% | * | 4% | * | - | * | - | - | 5% |
| Mathematics | 2018 | 24% | 15% | 29% | * | 29% | - | - | - | - | - | 29% |
| Science | 2018 | 23% | 14% | 34% | * | 34% | * | - | - | - | - | 27% |
| Social Studies | 2018 | 31% | 23% | 51% | - | 50% | * | - | - | - | * | 50% |
| **Academic Growth Score (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 69 | 67 | 70 | * | 70 | * | - | * | - | - | 72 |
| Reading | 2018 | 69 | 66 | 70 | * | 70 | * | - | * | - | - | 71 |
| Mathematics | 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.

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.

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| Student Achievement | Met Standard | 91 |
| School Progress | Met Standard | 92 |
| Closing the Gaps | Met Standard | 94 |

## 2018 Accountability Rating

Met Standard

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| American Indian | 0.0% | 0.1% | 0.4% |
| Asian | 0.3% | 0.5% | 4.4% |
| Pacific Islander | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0% | 0.2% | 2.3% |
| **Enrollment by Student Group** | | | |
| Economically Disadvantaged | 70.7% | 73.7% | 58.8% |
| English Learners | 3.3% | 17.4% | 18.8% |
| Special Education | 1.2% | 9.1% | 9.1% |
| **Mobility Rate (2016-17)** | 0.0% | 11.6% | 16.0% |

| | Campus | District | State |
|---|---|---|---|
| **Class Size Averages by Grade or Subject** | | | |
| **Secondary** | | | |
| English/Language Arts | 18.2 | 20.8 | 16.7 |
| Foreign Languages | 3.8 | 15.9 | 18.6 |
| Mathematics | 15.3 | 20.8 | 17.9 |
| Science | 18.9 | 24.4 | 19.0 |
| Social Studies | 16.1 | 25.2 | 19.3 |

## 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 |
|---|---|---|---|
| **Instructional Staff Percent** | n/a | 59.1% | 64.4% |
| **Instructional Expenditure Ratio** | n/a | 61.4% | 63.1% |

| | Campus | District | State |
|---|---|---|---|
| **Expenditures per Student** | | | |
| 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 /perfreport/tapr/2018/index.html. | Page 1 |

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

| | | 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 | 2018 | 77% | 68% | **94%** | * | 93% | * | - | * | - | * | 93% |
| Reading | 2018 | 74% | 66% | **90%** | * | 89% | * | - | * | - | - | 88% |
| Mathematics | 2018 | 81% | 73% | **92%** | * | 92% | - | - | - | - | - | 91% |
| Science | 2018 | 80% | 70% | **98%** | * | 98% | * | - | - | - | - | 98% |
| Social Studies | 2018 | 78% | 69% | **100%** | - | 100% | * | - | - | - | * | 100% |
| **STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 48% | 36% | **73%** | * | 73% | * | - | * | - | * | 71% |
| Reading | 2018 | 46% | 35% | **68%** | * | 68% | * | - | * | - | - | 66% |
| Mathematics | 2018 | 50% | 37% | **63%** | * | 63% | - | - | - | - | - | 64% |
| Science | 2018 | 51% | 38% | **83%** | * | 83% | * | - | - | - | - | 82% |
| Social Studies | 2018 | 53% | 42% | **80%** | - | 79% | * | - | - | - | * | 79% |
| **STAAR Performance Rates at Masters Grade Level (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 22% | 13% | **24%** | * | 24% | * | - | * | - | * | 23% |
| Reading | 2018 | 19% | 11% | **5%** | * | 4% | * | - | * | - | - | 5% |
| Mathematics | 2018 | 24% | 15% | **29%** | * | 29% | - | - | - | - | - | 29% |
| Science | 2018 | 23% | 14% | **34%** | * | 34% | * | - | - | - | - | 27% |
| Social Studies | 2018 | 31% | 23% | **51%** | - | 50% | * | - | - | - | * | 50% |
| **Academic Growth Score (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 69 | 67 | **70** | * | 70 | * | - | * | - | - | 72 |
| Reading | 2018 | 69 | 66 | **70** | * | 70 | * | - | * | - | - | 71 |
| Mathematics | 2018 | 70 | 68 | **70** | * | 70 | - | - | - | - | - | 73 |

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

# 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 Schcool**

| 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** | |
| **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. | 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 | |
|---|---|
| **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.** | |
| 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 |
|---|
| • TSIA, ACT, SAT Prep |
| • Target/Enroll At-Risk Students |
| • Individualized Student Plans |

| Challenges |
|---|
| • Research-Based PD |
| • College and Career Counseling |
| • Bridge Programs |

# DEL RIO EARLY COLLEGE H S

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

|  | SCORE |  |
|---|---|---|
| Academic Growth | 80 | The higher of Growth or Performance is used. |
| Relative Performance | 92 |  |
| **Total** | **92** |  |

# CLOSING THE GAPS

|  | SCORE | % OF GRADE |
|---|---|---|
| Grade Level Performance | 100 | 55.6% |
| Academic Growth/Graduation Rate | 75 | 11.1% |
| Student Achievement | 100 | 33.3% |
| **Total** | **94** | **100%** |

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 |
|---|---|---|---|
| **Attendance Rate (2016-17)** | - | 95.4% | 95.7% |
| **Enrollment by Race/Ethnicity** | | | |
| African American | 0.9% | 1.0% | 12.6% |
| Hispanic | 94.9% | 92.8% | 52.4% |
| White | 3.9% | 5.4% | 27.8% |
| American Indian | 0.0% | 0.1% | 0.4% |
| Asian | 0.3% | 0.5% | 4.4% |
| Pacific Islander | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0% | 0.2% | 2.3% |
| **Enrollment by Student Group** | | | |
| Economically Disadvantaged | 70.7% | 73.7% | 58.8% |
| English Learners | 3.3% | 17.4% | 18.8% |
| Special Education | 1.2% | 9.1% | 9.1% |
| **Mobility Rate (2016-17)** | 0.0% | 11.6% | 16.0% |

| | Campus | District | State |
|---|---|---|---|
| **Class Size Averages by Grade or Subject** | | | |
| **Secondary** | | | |
| English/Language Arts | 18.2 | 20.8 | 16.7 |
| Foreign Languages | 3.8 | 15.9 | 18.6 |
| Mathematics | 15.3 | 20.8 | 17.9 |
| Science | 18.9 | 24.4 | 19.0 |
| Social Studies | 16.1 | 25.2 | 19.3 |

## 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 |
|---|---|---|---|
| **Instructional Staff Percent** | n/a | 59.1% | 64.4% |
| **Instructional Expenditure Ratio** | n/a | 61.4% | 63.1% |

| | Campus | District | State |
|---|---|---|---|
| **Expenditures per Student** | | | |
| Total Operating Expenditures | $0 | $9,311 | $9,503 |
| Instruction | $0 | $4,862 | $5,338 |
| Instructional Leadership | $0 | $199 | $149 |
| School Leadership | $0 | $392 | $555 |

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

| | | 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 | 2018 | 77% | 68% | 94% | * | 93% | * | - | * | - | * | 93% |
| Reading | 2018 | 74% | 66% | 90% | * | 89% | * | - | * | - | - | 88% |
| Mathematics | 2018 | 81% | 73% | 92% | * | 92% | - | - | - | - | - | 91% |
| Science | 2018 | 80% | 70% | 98% | * | 98% | * | - | - | - | - | 98% |
| Social Studies | 2018 | 78% | 69% | 100% | - | 100% | * | - | - | - | * | 100% |
| **STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 48% | 36% | 73% | * | 73% | * | - | * | - | * | 71% |
| Reading | 2018 | 46% | 35% | 68% | * | 68% | * | - | * | - | - | 66% |
| Mathematics | 2018 | 50% | 37% | 63% | * | 63% | - | - | - | - | - | 64% |
| Science | 2018 | 51% | 38% | 83% | * | 83% | * | - | - | - | - | 82% |
| Social Studies | 2018 | 53% | 42% | 80% | - | 79% | * | - | - | - | * | 79% |
| **STAAR Performance Rates at Masters Grade Level (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 22% | 13% | 24% | * | 24% | * | - | * | - | * | 23% |
| Reading | 2018 | 19% | 11% | 5% | * | 4% | * | - | * | - | - | 5% |
| Mathematics | 2018 | 24% | 15% | 29% | * | 29% | - | - | - | - | - | 29% |
| Science | 2018 | 23% | 14% | 34% | * | 34% | * | - | - | - | - | 27% |
| Social Studies | 2018 | 31% | 23% | 51% | - | 50% | * | - | - | - | * | 50% |
| **Academic Growth Score (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 69 | 67 | 70 | * | 70 | * | - | * | - | - | 72 |
| Reading | 2018 | 69 | 66 | 70 | * | 70 | * | - | * | - | - | 71 |
| Mathematics | 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.

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 |
|---|---|---|---|
| Attendance Rate (2016-17) | - | 95.4% | 95.7% |
| **Enrollment by Race/Ethnicity** | | | |
| African American | 0.9% | 1.0% | 12.6% |
| Hispanic | 94.9% | 92.8% | 52.4% |
| White | 3.9% | 5.4% | 27.8% |
| American Indian | 0.0% | 0.1% | 0.4% |
| Asian | 0.3% | 0.5% | 4.4% |
| Pacific Islander | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.0% | 0.2% | 2.3% |
| **Enrollment by Student Group** | | | |
| Economically Disadvantaged | 70.7% | 73.7% | 58.8% |
| English Learners | 3.3% | 17.4% | 18.8% |
| Special Education | 1.2% | 9.1% | 9.1% |
| **Mobility Rate (2016-17)** | 0.0% | 11.6% | 16.0% |

| | Campus | District | State |
|---|---|---|---|
| **Class Size Averages by Grade or Subject** | | | |
| **Secondary** | | | |
| English/Language Arts | 18.2 | 20.8 | 16.7 |
| Foreign Languages | 3.8 | 15.9 | 18.6 |
| Mathematics | 15.3 | 20.8 | 17.9 |
| Science | 18.9 | 24.4 | 19.0 |
| Social Studies | 16.1 | 25.2 | 19.3 |

## 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 |
|---|---|---|---|
| **Instructional Staff Percent** | n/a | 59.1% | 64.4% |
| **Instructional Expenditure Ratio** | n/a | 61.4% | 63.1% |

| | Campus | District | State |
|---|---|---|---|
| **Expenditures per Student** | | | |
| Total Operating Expenditures | $0 | $9,311 | $9,503 |
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| Instructional Leadership | $0 | $199 | $149 |
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**DEL RIO EARLY COLLEGE H S (233901005)**
**SAN FELIPE-DEL RIO CISD**

| | | 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 | 2018 | 77% | 68% | **94%** | * | 93% | * | - | * | - | * | 93% |
| Reading | 2018 | 74% | 66% | **90%** | * | 89% | * | - | * | - | - | 88% |
| Mathematics | 2018 | 81% | 73% | **92%** | * | 92% | - | - | - | - | - | 91% |
| Science | 2018 | 80% | 70% | **98%** | * | 98% | * | - | - | - | - | 98% |
| Social Studies | 2018 | 78% | 69% | **100%** | - | 100% | * | - | - | - | * | 100% |
| **STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 48% | 36% | **73%** | * | 73% | * | - | * | - | * | 71% |
| Reading | 2018 | 46% | 35% | **68%** | * | 68% | * | - | * | - | - | 66% |
| Mathematics | 2018 | 50% | 37% | **63%** | * | 63% | - | - | - | - | - | 64% |
| Science | 2018 | 51% | 38% | **83%** | * | 83% | * | - | - | - | - | 82% |
| Social Studies | 2018 | 53% | 42% | **80%** | - | 79% | * | - | - | - | * | 79% |
| **STAAR Performance Rates at Masters Grade Level (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 22% | 13% | **24%** | * | 24% | * | - | * | - | * | 23% |
| Reading | 2018 | 19% | 11% | **5%** | * | 4% | * | - | * | - | - | 5% |
| Mathematics | 2018 | 24% | 15% | **29%** | * | 29% | - | - | - | - | - | 29% |
| Science | 2018 | 23% | 14% | **34%** | * | 34% | * | - | - | - | - | 27% |
| Social Studies | 2018 | 31% | 23% | **51%** | - | 50% | * | - | - | - | * | 50% |
| **Academic Growth Score (All Grades Tested)** | | | | | | | | | | | | |
| All Subjects | 2018 | 69 | 67 | **70** | * | 70 | * | - | * | - | - | 72 |
| Reading | 2018 | 69 | 66 | **70** | * | 70 | * | - | * | - | - | 71 |
| Mathematics | 2018 | 70 | 68 | **70** | * | 70 | - | - | - | - | - | 73 |

| For more information about this campus, please see https://TXSchools.gov or the Texas Academic Performance Report at /perfreport/tapr/2018/index.html. | Page 2 |
|---|---|

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'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

# 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.

purposes only. This

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