

Brownsville Independent School District

Hanna Early College High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

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



Board Approval Date: November 6, 2019
Public Presentation Date: December 10, 2019

Mission Statement

Our mission is to develop competitively driven and socially involved critical thinkers who will benefit our society and make a positive impact on our future.

Vision

Our vision is to educate productive and well-rounded individuals by providing an early college education, while developing responsible, independent and motivated students.

Value Statement

Hanna Early College High School, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	13
Goal 2: Hanna ECHS in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)	19
Goal 3: Hanna ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)	21
Goal 4: Hanna ECHS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	25
Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	28
Goal 6: Hanna ECHS, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)	34
Goal 7: Hanna ECHS Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)	40
Goal 8: Hanna ECHS will implement technology to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	42
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	44
State Compensatory	61
Budget for Hanna Early College High School	62
Personnel for Hanna Early College High School	62
Title I Schoolwide Elements	63
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	64
1.1: Comprehensive Needs Assessment	64
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	64
2.1: Campus Improvement Plan developed with appropriate stakeholders	64
2.2: Regular monitoring and revision	64
2.3: Available to parents and community in an understandable format and language	64
2.4: Opportunities for all children to meet State standards	64
2.5: Increased learning time and well-rounded education	64
2.6: Address needs of all students, particularly at-risk	65
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	65
3.1: Develop and distribute Parent and Family Engagement Policy	65

3.2: Offer flexible number of parent involvement meetings	65
Title I Personnel	65
Plan Notes	66
2019-2020 Site Based Decision Making Committee	67
Campus Funding Summary	68
Addendums	72

Comprehensive Needs Assessment

Revised/Approved: November 6, 2019

Demographics

Demographics Summary

Homer Hanna Early College High School, previously known as Brownsville High School is the oldest and largest school in Brownsville, Texas, which harbors a vast number of diverse student communities created by the blend of cultures rich in heritage and tradition. The Texas Education Agency has designated Homer Hanna Early College High School as an Early College for the fifth year in a row. The campus, which is located on the north central side of the city, has experienced a variety of academic and facility changes since its construction in 1966 and first graduating class of 1967. The school serves approximately 2500 students in grades 9-12. In order to produce responsible, well-rounded graduates, Homer Hanna ECHS faculty and staff strive to provide opportunities for students to develop academically and socially, think independently, and communicate effectively making student achievement our primary focus. Teachers are extremely dedicated professionals who continuously reflect upon the educational changes and deliberately plan staff development based on student achievement data, comprehensive needs assessment, and teacher feedback in order to improve lessons and lesson designs. All certified professional staff members are continuously seeking attendance to conferences and professional trainings in the areas of Dual Enrollment, Advanced and Honors, Gifted and Talented, Behavior Intervention, Special Needs, Technology, SIOP, Sheltered Instruction, Dyslexia, State of Texas Assessment Program, and other related areas that directly impact our students.

	Campus	District	State
Attendance Rate (2017-18)	93.7%	95.4%	95.4%
Enrollment by Race/Ethnicity			
African American	0.2%	0.1%	12.6%
Hispanic	98.0%	98.3%	52.6%
White	1.2%	1.4%	27.4%
American Indian	0.0%	0.0%	0.4%
Asian	0.5%	0.2%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.1%	0.0%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	83.0%	88.5%	60.6%
English Learners	14.7%	34.6%	19.5%
Special Education	11.8%	12.1%	9.6%
Mobility Rate (2017-18)	11.8%	15.0%	15.4%

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Demographics Strengths

Despite being a high poverty area (one of the poorest cities in the United States), Hanna ECHS is respected for not “acting” poor. The campus and community work diligently to make sure students come first and have a wide range of opportunities to use to advance out of poverty through education. Although the latest available data indicates that less than 25% of area adults have higher education degrees, Hanna ECHS graduated over 90% of the students in the Class of 2019 within four years and over 95% of those graduated on the regular or advanced plans.

The Hanna ECHS 2018-2019 SBDM Committee committee examined the following campus data from 2017-2018 and 2018-2019: percentage of teachers with 0-2 years of experience, percentage of teachers teaching out of field based on emergency certifications, T-TESS Evaluations overall ratings, student attendance, all subject/all grade failure rates, all subject/all grade STAAR/EOC passing rates, and other area information. When comparing the top quartiles based on minority and/or poverty percentages, the committee did continue to find some gaps but noted that the district has significantly smaller gaps than the State of Texas.

Demographic Challenges (Needs)

Daily student attendance percentages continue to show a drop from 2015-2016 (96.0%) to 2016-2017 (95.8%) which is the latest data in TAPR reports. Preliminary 2018-2019 data indicates a slightly downward trend although the district continues to match or exceed the state and region.

1. need to expand efforts to recruit and retain students
- need to decrease the disproportionality of students receiving special program services, especially those identified for special

education, being sent to ISS, OSS, and DAEP

3. need for expansion of programs and services supporting parental, community and business involvement with students and schools
4. need for incentives to increase attendance by students and teachers
5. need to address the current last in first out guideline for reassigning faculty and staff in a way that is fair to faculty and campuses
6. need for incentives to support teacher retention and improve school climate
7. need to use appropriate technologies to increase opportunities beyond those available in the south border region of Texas
8. need for continued support for students of poverty to receive the health and nutritional supports necessary to be healthy students and increase attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus enrollment continues to decline. **Root Cause:** Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Student Academic Achievement

Student Academic Achievement Strengths

In 2018-2019, a major factor contributing to district strengths continued to be the consistency in professional development opportunities across core areas supported on campus and in classrooms. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments. Other academic strengths included:

1. Frequent visitation of classrooms, involving modeling, coaching, and providing instructional support ensured constant monitoring of classroom instruction based on the diverse needs of the campus.
2. Collaboration of campus staff in analyzing of assessment data was critical to student outcome.
3. Co-curricular and extra-curricular activities such as History Fair, Science Fair, Career and Technical CTOs, and Fine Arts were offered to Hanna ECHS students to help keep them engaged and be able to apply experiences beyond the classroom, campus and district.

Hanna ECHS EOC Data

	2016/2017				2017/2018				2018/2019			
	State	Region I	District	Campus	State	Region I	District	Campus	State	Region I	District	Campus
English I	64%	59%	61%	68%	60%		62%	63%	64%	59%	61%	69%
English II	66%	61%	62%	68%	66%		74%	74%	66%	61%	62%	68%
Algebra I	83%	85%	89%	86%	83%		92%	92%	83%	85%	89%	91%
Biology	86%	84%	86%	89%	87%		91%	91%	86%	84%	86%	89%
U.S. History	91%	89%	93%	94%	92%		96%	96%	91%	89%	93%	97%

Hanna ECHS Sub-Populations

	2016/2017				2017/2018				2018/2019			
	All	IDEA	Econ Dis	LEP	All	IDEA	Econ Dis	LEP	All	IDEA	Econ Dis	LEP
English I	68%	21%	67%	31%	63%	21%	60%	22%	69%	20%	67%	32%
English II	68%	18%	64%	46%	74%	16%	68%	23%	68%	31%	64%	26%
Algebra I	86%	46%	87%	85%	92%	51%	90%	85%	91%	69%	91%	89%
Biology	89%	51%	89%	75%	91%	56%	90%	74%	89%	59%	88%	78%
U.S. History	94%	55%	93%	86%	96%	65%	95%	88%	97%	88%	97%	93%

Student Academic Achievement Challenges (Needs):

Based on 2018 scores and progress throughout 2018-2019, BISD saw the following needs (note 2019 final results will not be out until October of 2019):

1. Need to improve Reading/literacy skills at all levels and in all content areas as well as Writing across the curriculum
2. Need to decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels
3. Need to improve technology integration and use of effective computer assisted instruction in all classrooms
4. Need to increase vertical alignment within the content areas to support spiraling of instruction and improve preparation for dual enrollment/Advanced Placement

5. Need to increase interdisciplinary planning across the content areas to better transfer of learning and increased rigor
6. Need for more effective use of assessment and monitoring software by classroom teachers and administrators
7. Need for additional workshops to focus on the revised blueprints of content in tested grade levels
8. Need AP Tests for AP Testers and TSI units
9. Establish P-Tech Program to encourage and support at-risk co-hort of students to continue post secondary education and/or obtain an associate and/or industry certification.
10. Awards for Honors and Achievement Ceremony
11. Supplemental instructional supplies for teachers and EOC remediation courses before school, after school and Saturday academies
12. Provide professional development on effective instructional strategies across the content with an emphasis on EOC targeted instruction for subpopulations
13. Provide transportation for after school and Saturday academy tutorials
14. Provide professional development on state / federal accountability, graduation requirements and effective instructional practices to the Dean of Instruction, Testing Coordinator and Program specialist in order to train and retain highly qualified teachers.
15. Substitutes needed for teachers to attend professional development and conduct curriculum alignment to address the needs of the students throughout the school year.
16. Provide support for cohort graduation and completion through an Advise TX program
17. AVID Membership to support at-risk students including ECHS Co-hort program in order to provide an orientation to incoming 9th Grade Students to assist with the transition from middle school to high school.
18. Cohort Express Summer program in order to increase the campus graduation rate and ensure students remain on target with their academic cohort
19. Supplies needed for Parent Center and Migrant students to enable them to have the necessary materials (toner) and resources (printer, Credit by Exam) be able to be successful in the classroom and EOC state assessments.
20. Supplies needed for bilingual students to assist them in the computer lab and classroom (IPADS) in order for them to be successful in their core academic classes.
21. Supplies needed for Walk For the Future, Parent Center and Migrant Center for Parent Meetings
22. Computers/laptops, tablets, projectors, printers and software needed to analyze data for economically disadvantaged, at-risk students and to improve overall student performance and assist with credit recovery programs
23. Substitutes needed in order for teachers to meet as LPAC Committee.
24. Need renewal subscription for Edgenuity for Regaining Credit and Blended Program

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading/literacy skills at all grades and in all content areas are still below expectations based on latest available district and state assessments. **Root Cause:** (carried over from prior year) Continued need to implement literacy strategies across all content areas and at all grade levels with needed frequency and fidelity.

Problem Statement 2: Significant gaps still exist between all student performance and students serviced by Bilingual and Special Education Programs. **Root Cause:** (carried over from prior year) Continued need for differentiated student-centered instruction and implementation of RtI with fidelity and needed frequency.

Priority Problem Statements

Problem Statement 1: Campus enrollment continues to decline.

Root Cause 1: Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Problem Statement 1 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: May 5, 2020

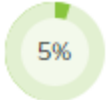







Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).





Performance Objective 1: Hanna ECHS student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Sources: STAAR/EOC performance reports not available due to COVID-19. Progress evaluation based on District Benchmarks and other Assessments.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The English I Writing Percentage of Approaches, Meets and Masters for LEP and Special Education Students will increase to meet passing standards on state assessments through curriculum and computer based instruction.</p> <p>Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers</p> <p>Timeline: August 2019-June 2020 Daily</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans, Scope and Sequence Walk through observations Progress Monitoring</p> <p>Summative: TAKS/EOC/ TELPAS Scores</p> <p>Monitor: -ESL Teachers -ELA Teachers -Dean of Instruction -Campus Administrators</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide Professional Development for new and existing Secondary teachers on the Plan of Action for English Language Arts and Reading. Population: Bilingual, Migrant, ESL, LEP, Sp. Ed., GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers Timeline: August 2019-June 2020 Daily CNA: Pg. 16 Strategy's Expected Result/Impact: Formative: Professional Development Evaluations Summative: Teacher Transcripts EOC/TELPAS Scores Monitor: 9th - 12th grade teachers -Special Ed. Teachers -Dyslexia Teachers -Principals -Dean of Instruction -Lead Teachers/ Department Heads	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide Professional Development through turn-around trainings and curriculum alignment by selected teachers, Teacher Specialists, and administrators in order to guide planning for student improvement. Population: Teachers of Bilingual, Migrant, ESL, LEP, Sp. Ed.,GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students Timeline: August 2019-June 2020 Daily CNA Pg.# 11, 16 Strategy's Expected Result/Impact: Formative: Professional Development Evaluations Summative: Curriculum (lesson plans, framework, scope and sequence), Benchmarks Monitor: Principal -Dean of Instruction Teacher-Language Arts	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Data Wall developed to implement Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Documentation of interventions and progress monitoring Use data to identify areas of need Monitor progress of struggling student Adjust instruction / interventions Review student outcome data to evaluate instruction Tier I a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction</p> <p>Population: Teachers of Bilingual, Migrant, ESL, LEP, Sp. Ed.,GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: August 2019-June 2020 Daily</p> <p>Strategy's Expected Result/Impact: Formative: Pre/Post Tests</p> <p>Summative: Six Weeks Grades/ Semester Grades/ EOC Results</p> <p>Monitor: Classroom Teachers Special Education Teachers Dyslexia Teachers Bilingual Education Department Special Education Department Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Highly qualified teachers will be recruited for our school and be retained by providing a stipend based on their area of certification (Math, Science, ESL and Social Studies and Special Education), free professional development and free medical insurance.</p>	Formative			Summative
	Nov	Feb	Apr	June

Population : Teachers

August 2019

CNA Pg. # 16

Strategy's Expected Result/Impact: Formative: Winocular, advertising

Summative: Six Weeks Grades/ Semester Grades/ EOC Results

Monitor: Principal
Assistant Principal

Funding Sources: Stipends - 199 Local funds - 199-11-6117 - \$189,018



No Progress



Accomplished



Continue/Modify











Discontinue

Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments, thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental support services before other migrant students. CNA Pg : 6: NA #9</p> <p>Population: All Migrant students Timeline: August 2019-June 2020 Daily</p> <p>Strategy's Expected Result/Impact: Formative Results: Distribution Forms, PFS Learning Academy Reports, Composite of Services Reports Summative Impact: *Fewer PFS students are identified due to increased performance. *On-time promotion and on-time graduation rates increase.</p> <p>Monitor: Migrant Campus Clerk Migrant Recruiters District Migrant Coordinator</p> <p>Funding Sources: Migrant Supplies - 212 Title I-C (Migrant) - \$1,950</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Hanna ECHS students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Hanna ECHS will increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Hanna Early College Fine Arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district / community events, and public performances. Timeline: August 2019-June 2020 (Daily) Strategy's Expected Result/Impact: Formative: Performance ratings, attendance, audience/student reaction Summative: EOC Scores / TELPAS Scores Monitor: All fine arts teachers, directors Funding Sources: Co-Curricular Stipends - 199 Local funds - 199-36-6117 - \$53,326, Co-Curricular Subs - 199 Local funds - 199-36-6112 - \$1,800, Transportation - 199 Local funds - 199-36-6494 - \$44,350, General Supplies - 199 Local funds - 199-36-6399 - \$264,711, Misc Contracted - 199 Local funds - 199-36-6299 - \$8,797	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase vertically aligned course offerings and in all instructional materials needed to ensure equitable access for all students includes fine arts advanced placement (AP)/Dual enrollment courses to ensure college readiness.	Formative			Summative
	Nov	Feb	Apr	June

Timeline: Daily- August 2018-June 2019
(Daily)

Strategy's Expected Result/Impact: Formative: Sign in sheets / ERO Transcripts

Summative: EOC Scores / TELPAS Scores

Monitor: All fine arts teachers,
directors



No Progress



Accomplished



Continue/Modify











Discontinue

Goal 2: Hanna ECHS in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Hanna ECHS will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Hanna Early College High School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All departments and campus facilities Timeline: August 2019-June 2020 (Daily) Strategy's Expected Result/Impact: Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage Monitor: Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative			Summative
	Nov	Feb	Apr	June
	 15%	 50%	 75%	
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Hanna ECHS in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 2: Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all appropriate stakeholders.

Evaluation Data Sources: Presented draft plans

Summative Evaluation: Significant progress made toward meeting Objective





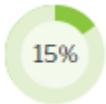

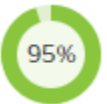

Strategy 1 Details		Reviews			
Strategy 1: Hanna Early College will create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: August 2019-June 2020 Daily Strategy's Expected Result/Impact: Formative: Survey Summative: Evaluation/analysis of survey data Monitor: Principal Dean of Instruction Assistant Principals Maintenance Supervisor		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

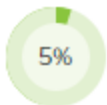

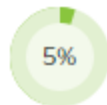

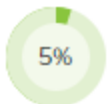

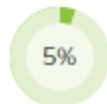





Goal 3: Hanna ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Hanna ECHS will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide District Stipends to retain and attract teachers and allow them to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campuses students Timeline: Daily- August 2018-June 2019 (Daily) Strategy's Expected Result/Impact: Formative: draft of revised compensation plan Summative: approved revised compensation plan Monitor: Principal Dean of Instruction Assistant Principals Title I Schoolwide Elements: 2.6 Funding Sources: District Stipends - 199 Local funds - 199-11-6117	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed. Population: Teachers Timeline: Daily- August 2018-June 2019 (Daily) Strategy's Expected Result/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate Monitor: Principal Dean of Instruction Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teacher appreciation week will be held in May once a week to recognize all Faculty and Staff for their dedication and hard work. Population: Teachers May 2019 Strategy's Expected Result/Impact: Formative: Calendar of Activities for the week Summative: List of Teachers attending activities and receiving recognitions Monitor: Principal Dean of Instruction Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Recognition of Bell Awards of Teachers and Honors and Achievement Ceremony. Population: Teachers April 2019 Strategy's Expected Result/Impact: Formative: Schedule of Honors and Achievement Ceremony Summative: Student announcement of Bell Award Recipients Monitor: Principal Dean of Instruction Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Hanna ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: Hanna ECHS will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: No progress made toward meeting Objective

Goal 3: Hanna ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: Hanna ECHS will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys









Summative Evaluation: Some progress made toward meeting Objective









Goal 4: Hanna ECHS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: All District program areas and campuses will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Hanna Early College High School will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: BISD Stakeholders Timeline: Daily- August 2018-June 2019 (Daily) Strategy's Expected Result/Impact: Formative: schedule of weekly articles Summative: Newspaper articles; KBSD Shows; Media exposure Monitor: Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hanna Early College High School will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: Daily- August 2018-June 2019 (Daily) Strategy's Expected Result/Impact: Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases Monitor: Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: All departments and campuses will update websites at least monthly including showcasing student and community activities. Population: Hanna ECHS Stakeholders Timeline: Daily- August 2019 June 2020 Strategy's Expected Result/Impact: Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results Monitor: Principal Dean of Instruction Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Hanna ECHS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 2: Hanna ECHS will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date.





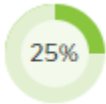

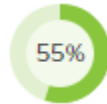

Summative Evaluation: Some progress made toward meeting Objective





Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)





Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.









Evaluation Data Sources: BAC placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, and violence prevention. Population: All Students Timeline: Daily- August 2019-June 2020 (Daily) Strategy's Expected Result/Impact: Formative: Sign in sheets Summative: Discipline Referral Count Monitor: Counselors Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: In School Suspension ISS will be restructured to meet the needs of students and bring in implementation of Edgenuity odyssey. Population: All Students Timeline: Daily- August 2019-June 2020 (Daily) Strategy's Expected Result/Impact: Formative: Walk-throughs Summative: ISS Attendance Rates Monitor: Principal Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Security Cameras Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day.</p> <p>Population: All Students</p> <p>Timeline: Daily- August 2019-June 2020 (Daily)</p> <p>Strategy's Expected Result/Impact: Formative: Increased coordination between security and administration</p> <p>Summative: Reduction in vandalism</p> <p>Monitor: Principal</p> <p>Assistant Principals</p> <p>Security</p> <p>Monitor</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Instructional Strategies Provide classroom instructional strategies to keep students engaged and away from discipline issues. Population: All Students Timeline: Daily- August 2019-June 2020 (Daily) Strategy's Expected Result/Impact: Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports Monitor: Principal Assistant Principals Security Monitor	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details		Reviews			
Strategy 5: Review 360 Software will be utilized to create databases and reports of student discipline and school safety procedures. Population: All Students Timeline: Daily- August 2019-June 2020 (Daily) Strategy's Expected Result/Impact: Formative: Review 360 Reports Summative: Reduction in discipline referrals. EOY Reports Monitor: Principal Assistant Principals Security Monitor		Formative			Summative
		Nov	Feb	Apr	June
					
		<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.





Summative Evaluation: Significant progress made toward meeting Objective





Goal 6: Hanna ECHS, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)





Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.





Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates





Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: Host New Student Orientation for Parents and Students Schedules District / Campus Rules Home Access Center (HAC) Population: Parents Timeline: Daily- August 2019-June 2020 (Daily Strategy's Expected Result/Impact: Formative : Agenda, Code of Conduct Handbook, S-P-S Compact Summative: Sign in sheets, Parent Participation EOC Results Attendance Rate Discipline Results Monitor: Administration Teachers Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents Timeline: Daily- August 2019-June 2020 (Daily)</p> <p>Strategy's Expected Result/Impact: Formative: Parent Rep. Sign-in Sheets Completed Parental Involvement Policies Campus S-P-S Compacts CIP, Calendars, Meeting Agendas</p> <p>Summative: Training Session Evaluations LPAC and SBDM Meeting minutes EOC Results Attendance Rate Discipline Results</p> <p>Monitor: Principal Assistant Principals Counselors Parent Liaison</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide educational training for parents; Computer Literacy, Nutrition classes, fitness, and purchase needed supplies for parent center for enrichment classes, as well.</p> <p>Population: Parents</p> <p>Timeline: Daily- August 2019-June 2020 (Daily CNA Pg.# 7; PCN#4</p> <p>Strategy's Expected Result/Impact: Formative: Agenda, Parent Activities</p> <p>Summative: Sign in sheets EOC Results Attendance Rate Discipline Results</p> <p>Monitor: Administration Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-001-030-0F2-Y - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct the following annual Title I-A required activities;</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program</p> <p>Population: Parents Timeline: Daily- August 2019-June 2020 (Daily)</p> <p>Strategy's Expected Result/Impact: Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts, Campus Visitation Reports, Campus Websites Fliers, Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations EOC Results Attendance Rate Discipline Results</p> <p>Monitor: Parent Liaisons Principals Parent Liaisons</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Parent Liaison and staff will attend meetings, workshops and conduct home visits in district / out of district to receive training on how to better assist parents of struggling students and monitor attendance. Liaisons will conduct trainings and conduct parent meetings.</p> <p>Population: Parents Timeline: Daily- August 2019-June 2020 (Daily)</p> <p>CNA Pg. 7; CPN #4</p> <p>Strategy's Expected Result/Impact: Formative: Registration / Agenda, job description, meeting minutes</p> <p>Summative: Evaluations, parental involvement will increase 10%</p> <p>EOC Results Attendance Rate Discipline Results</p> <p>Monitor: Parent Liaison Attendance Liaisons Asst. Principal</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Employee Travel - 211 Title I-A - 211-61-6411-00-001-Y-30-0F2-Y - \$1,000, Drop Out Specialist Travel - 162 State Compensatory - 162-23-6411-23-001-Y-30-TRV-Y - \$100</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details		Reviews			
Strategy 6: Campus migrant clerks will conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Provide light snack at the parent meetings. Population: All migrant parents Timeline: November 2019 and March 2020 CNA Pg. # 7 & 8; PCE #4, 5 Strategy's Expected Result/Impact: Formative: Sign-In sheets & Agendas of Parent Meetings Summative: * PBMAS report *Increased participation in PAC Meetings *Increased student participation in supplemental activities Monitor: Migrant Campus Clerk District Migrant Coordinator Migrant Counselor Title I Schoolwide Elements: 3.2 Funding Sources: - 212 Title I-C (Migrant) - \$50		Formative			Summative
		Nov	Feb	Apr	June
					
		<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

Goal 7: Hanna ECHS Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Hanna ECHS Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended learning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data





Summative Evaluation: Significant progress made toward meeting Objective









Goal 8: Hanna ECHS will implement technology to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: Hanna ECHS will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Sources: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will purchase desktops computers, interactive displays, chromebooks, mobi pads, projectors, laptops and software (windows office, Edgenuity, APEX, All In Learning, TANGO) /Chrome Educational package, technology supplies / renew subscriptions that fit campus specific needs to improve overall student performance and assist with credit recovery programs A+ for At-Risk Students, API, Edgenuity Blended Program, KHAN Academy, TSI Remediation, All In Learning and Problem-Attic data analysis, etc.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: August 2019-June 2020</p> <p>(Daily) CNA Pg 4 & 5</p> <p>Strategy's Expected Result/Impact: Formative: Student Progress Reports, Benchmark Scores</p> <p>Summative: Student Transcripts Monitor: Principals</p> <p>TST</p> <p>Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Software - 162 State Compensatory - 162-11-6299-62-001-Y-30-AYP - \$29,500, Windows 7 - 162 State Compensatory - 162-11-6398-62-001-Y-30-337-Y - \$152,798, P-TECH TECHNOLOGY - 429 P-TECH Grant - 429-11-6398-62-001-Y-38-PSG-Y - \$50,000, P-TECH TECHNOLOGY - 429 P-TECH Grant - 429-11-6395-62-001-Y-38-PSG-Y - \$550, 211 MInigrant - 211 Title I-A - 211-11-6398-62-001-Y-30-0F2-Y - \$130,464, Technology for data desegregation - 162 State Compensatory - 162-13-6639-62-001-Y30-337-Y - \$8,940, Supplies - 162 State Compensatory - \$48,478</p>	Formative			Summative
	Nov	Feb	Apr	June
				



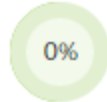





Strategy 2 Details		Reviews			
Strategy 2: Campus will provide a website license to communicate with teachers, students, parents and community of the various educational opportunities and pertinent information regarding school and district programs and functions. Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students Timeline: August 2019-June 2020 (Daily)CNA Pg. 23		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Hanna ECHS attendance rate will increase to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Sources: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details		Reviews			
Strategy 1: Student attendance will be monitored on a daily basis by appropriate grade level principal to increase student attendance rates and improve student instructional levels. Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk Strategy's Expected Result/Impact: Increased Student Attendance Monitor: Grade Level Principals Parent Liaison		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					





Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)









Performance Objective 2: Increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.









Evaluation Data Sources: Drop-out and Graduation rate reports.









Summative Evaluation: Significant progress made toward meeting Objective






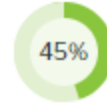


Strategy 1 Details	Reviews			
Strategy 1: The Probation officer will work with students who are on probation to improve behavior and to maximize classroom performance. Population: AR, TI Students Timeline: Daily- August 2019-June 2020 (Daily) CNA Pg.# Strategy's Expected Result/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate Monitor: Principals Administrator for State Compensatory Education Funding Sources: Probation Officer - 162 State Compensatory - 162-32-6299 - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: In order to create a community of caring adults, Communities in School (CIS) will work with the high school to bring resources and services to students and parents. Population: AR, TI Students Timeline: August 2019-June 2020 (Daily) Strategy's Expected Result/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance, Rate, Retention Rate, Graduation Rate, Completion Rate, Dropout Rate Monitor: Principals Administrator for State Compensatory Education Funding Sources: CIS - 162 State Compensatory - 162-32-6299 - \$12,500	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
<p>Strategy 3: The school will provide transportation IHE's and an orientation including AVID Strategies to 8th Graders from feeder schools and implement a Summer Bridge Academy to incoming 9th Grade Students and a Cohort Express Academy to address the academic needs of At-Risk students not meeting graduation as of August 30, 2019.</p> <p>Population: TI, MI, LEP, AR Students</p> <p>Timeline: Summer 2019</p> <p>CNA Pg. Need #7 / Pg. 4</p> <p>Strategy's Expected Result/Impact: Formative: Credits Accrued and Student Transcripts</p> <p>Summative: Retention Rate, Graduation Rate, Completion Rate</p> <p>Monitor: Principals Administrator for State Compensatory Education</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: AVID Membership - 211 Title I-A - 211-11-6495-00-001-Y-30-0F2-Y - \$4,000, AVID Weekly Secondary - 211 Title I-A - 211-11-6325-00-001-Y-30-0F2-Y - \$550, Summer Bridge Program Personnel - 211 Title I-A - 211-XX-6118-00-001-Y-30-BDG-9 - \$13,023, Summer Bridge Transportation - 211 Title I-A - 211-11-6494-00-001-Y-30-BDG-9 - \$2,500, P-TECH TRAVEL - 429 P-TECH Grant - 429-11-6494-00-001-Y-38-PSG-Y - \$3,000, P-TECH MEALS - 429 P-TECH Grant - 429-11-6412-00-001-Y-38-PSG-Y - \$12,000, Summer Bridge Supplies - 211 Title I-A - 211-11-6399-00-001-y-BDG-Y - \$2,317</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
<p>Strategy 4: The Dean of Instruction, Administrators and teachers will attend and conduct regular research-based professional development training in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement. Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/ upgrading the campus which include AP and Pre-AP</p> <p>Population: At-Risk, TI, MI, LEP Students</p> <p>Timeline: August 2019-June 2020 (Daily) CNA Pg.# 4</p> <p>Strategy's Expected Result/Impact: Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, benchmark scores</p> <p>Summative: STAAR</p> <p>Monitor: Principals Administrator for State Compensatory Education Department</p> <p>Funding Sources: Dean of Instruction - 162 State Compensatory - 162-13-6119-31-001-Y-30-000-Y, Travel - 211 Title I-A - 211-13-6411-23 - \$10,239, Substitutes - 199 Local funds - 199-11-6112 - \$168,491, Bilingual Travel - 163 State Bilingual - 163-13-6411-23-001-Y-25-031-Y - \$2,900, Admin Travel - 211 Title I-A - 211-23-6411-23-001-Y-30-0F2-Y - \$10,000, P-Tech Travel - 429 P-TECH Grant - 429-13-6411-23-001-Y-22-PTE-Y - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: The STARS and Dyslexia programs will be offered during the school day, after school and Saturdays to provide accelerate instruction to identified students using A+ and Edgenuity Programs.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: August 2019-June 2020 (Daily)CNA Pg.# 11</p> <p>Strategy's Expected Result/Impact: Formative: Student progress reports, student credit counts, walkthroughs, lesson plans</p> <p>Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion R</p> <p>Monitor: Campus Administration Administrator for State Compensatory Education Department</p> <p>Funding Sources: Personell - 162 State Compensatory - 162-11-6119</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 6 Details	Reviews			
<p>Strategy 6: A Dyslexia teacher will monitor the academic progress, attendance and provide support services for identified students, staff, and parents.</p> <p>Population: Identified dyslexic students; At-Risk students</p> <p>Timeline: August 2019-June 2020 (Daily) CNA Pg.# 18</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR, Completion Rate, Graduation Rate.</p> <p>Monitor: Campus Administration Administrator for State Compensatory Education Department</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Accelerated Instruction will be provided to those students that have not passed their EOC Tests and/or are struggling in their classes. They will begin on the 4th week of school to address the needs of students in the areas of English I, English II, Algebra I, Biology and U.S. History. These tutorials will be held before, after school and on Saturdays.</p> <p>Population: AR, TI, LEP, MI Students</p> <p>Timeline: August 2019-June 2020 Daily (Daily) CNA Pg. 4</p> <p>Strategy's Expected Result/Impact: Formative: e-schoolplus tutorial schedule, tutorial attendance report, tutorial lesson plans, classroom observation, student progress reports, benchmark scores</p> <p>Summative: STAAR, Retention Rate, Graduation Rate, Completion Rate</p> <p>Monitor: Dean of Instruction Assistant Principals Administrator for State Compensatory Education</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Tutorials EOC - 162 State Compensatory - 162-11-6118-00-001-Y-24-EOC-Y - \$18,046 , Tutorials Regular - 162 State Compensatory - 162-11-6118-00-001-Y-24-EOC-Y - \$44,275, Tutorial STARS - 211 Title I-A - 211-11-6118-00-001-Y-30-0F2-Y - \$650</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 8 Details	Reviews			
<p>Strategy 8: The At-Risk Counselor will monitor and coordinate intervention programs for students classified as At-Risk to improve student achievement and attendance.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Daily- August 2019-June 2020 (Daily) CNA Pg.# 18</p> <p>Strategy's Expected Result/Impact: Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores</p> <p>Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate</p> <p>Monitor: Administrator for Compensatory Education Campus Administration</p> <p>Funding Sources: At-Risk - 162 State Compensatory - 162-31-6119-31-001-Y-30-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. Specialist will coordinate Walk for the Future to bring back students in danger of dropping out of school.</p> <p>Population: AR, TI, MI, LEP Students</p> <p>Timeline: Daily- August 2019-June 2020 (Daily)</p> <p>Strategy's Expected Result/Impact: Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores</p> <p>Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate</p> <p>Monitor: Campus Administration Administrator for State Compensatory Education</p> <p>Funding Sources: Walk for The Future Supplies - 162 State Compensatory - 162-61-6399-00-001-Y-30-WTF-Y - \$200, Walk for The Future Supplies - 162 State Compensatory - 162-61-6499-53-001-Y-30-WTF-Y - \$200, Dropout Specialist - 162 State Compensatory - 162-23-6119-01-001-Y-30-037-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 10 Details	Reviews			
Strategy 10: Unaccompanied Youth: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Population: At-Risk Students Timeline: Fall 2019 Strategy's Expected Result/Impact: Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate Monitor: PEIMS Administrator	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
Strategy 11: Provide Substitutes for testing and for professional development opportunities which will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: At-Risk Students Timeline: August 2019-MAY 2020 (Daily) CNA Pg.# 4 Strategy's Expected Result/Impact: Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate Monitor: Program Specialist; At-Risk Counselor Funding Sources: Substitutes - 162 State Compensatory - 162-11-6112-18-001-Y-30-000-Y - \$20,000, P-TECH SUBSTITUTES - 429 P-TECH Grant - 429-13-6112-00-001-Y-38-PSG-Y - \$10,200	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 12 Details	Reviews			
<p>Strategy 12: A food pantry and clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR, T1, MI, LEP Students</p> <p>Timeline: August 2019-MAY 2020</p> <p>(Daily)</p> <p>Strategy's Expected Result/Impact: Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p> <p>Monitor: CIS</p> <p>Program Specialist</p> <p>At-Risk Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				



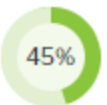


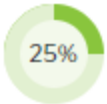


Strategy 13 Details	Reviews			
<p>Strategy 13: Faculty and Staff will carry out the instructional program, TELPAS , LPAC Meeting, using a variety of computer software programs and supplemental instructional and testing supplies, and materials in the core content areas in order to improve student achievement including the use of Aware to analyze data.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students</p> <p>Timeline: August 2019-MAY 2020</p> <p>CNA Pg. 4; Need 1</p> <p>Strategy's Expected Result/Impact: Formative: Master Schedule Attendance Report, Lesson Plans , Walk throughs, Six Weeks Tests, Student Report Cards</p> <p>Summative: EOC Scores / TELPAS Scores</p> <p>Monitor: Department Chairs Strand Leaders TST Assistant Principal Counselors Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: Supplies - 211 Title I-A - 211-11-6399-62-001-Y-30-0F2-Y - \$8,000, Substitutes - 163 State Bilingual - 163-11-6112-00-001-Y-25-000-Y - \$3,575, Supplies - 211 Title I-A - 211-11-6399-00-001-Y-30-0F2-Y - \$50,272, Summer Bridge Supplies - 211 Title I-A - 211-11-6399-00-001-Y-30-BDG-Y - \$0, Migrant Miscellaneous Operating Costs - 212 Title I-C (Migrant) - 212-11-6399-00-001-Y-24-0F2-Y, duplicating paper - 211 Title I-A - 211-11-00-001-Y-30-0F2 - \$2,600, duplicating paper - 199 Local funds - 199-11-6396 - \$17,000, Bilingual Supplies - 163 State Bilingual - 163-11-6399-00-001-Y-25-000-Y - \$6,000, P-Tech Curriculum Writing - 429 P-TECH Grant - 429-11-611800-001-Y-38-PSG-Y - \$26,350, Supplies 162 grant - 162 State Compensatory - 162-11-6299-62-001-Y-30-000-Y - \$2,500, P-Tech Supplies - 429 P-TECH Grant - 429-11-6399-00-001-Y-38-PSG-Y - \$83,588</p>	Formative			Summative
	Nov	Feb	Apr	June
				













Strategy 14 Details	Reviews			
<p>Strategy 14: Campus will provide transportation for students to attend Tutorials and accelerated instruction in the four core-area subjects for low-performing students will be provided by September of 2015 in order to decrease the retention rate and improve student achievement. These will occur before, afterschool and on Saturdays.</p> <p>Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia At Risk, Pre-AP, AP, TI, CTE students</p> <p>Timeline: August 2019-MAY 2020</p> <p>CNA: Pg. 11</p> <p>Strategy's Expected Result/Impact: Formative: E-Schools generated Tutorial Schedule, Attendance Report Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports</p> <p>Summative: EOC Scores, TELPAS Scores, Semester Scores</p> <p>Monitor: Principals Deans of Instruction Tutorial Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Transportation - 211 Title I-A - 211-11-6494-00-001-Y-30-0F2-Y - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 15 Details	Reviews			
Strategy 15: Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed. Population: Teachers Timeline: August 2019-MAY 2020 CNA Pg. 16 Strategy's Expected Result/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate Monitor: Principals Dean of Instruction Assistant Principal	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 16 Details	Reviews			
Strategy 16: Teachers will be offered opportunities to attend Summer AP Institutes to teach AP Classes. Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/upgrading the campus to AP and Pre-AP Population : Teachers August 2019 CNA Pg.# 16 Strategy's Expected Result/Impact: Formative: APSI Flyers, Master Schedule Summative: EOC Scores/AP Scores Monitor: Principal Assistant Principal Dean of Instruction Department Chairs	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 17 Details		Reviews			
Strategy 17: Teachers will have the opportunity to conduct Data Review Sessions to analyze data and adjust frameworks by working on curriculum alignment to address areas of need in the core content area. Population: Teachers At the end of every six weeks Timeline: August 2019-MAY 2020 CNA Pg. # 13 Strategy's Expected Result/Impact: Formative: Curriculum Writing Schedule, Curriculum Plan Summative: EOC Scores Monitor: Principal Assistant Principal Dean of Instruction Department Chairs Funding Sources: Substitutes - 211 Title I-A - 211-11-6112-00-001-Y-30-AYP-Y - \$2,000		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 18 Details		Reviews			
Strategy 18: Teachers will meet as LPAC Committee will to evaluate and rate ELL Students Population: Teachers May, 2020 CNA Pg. # 12 Strategy's Expected Result/Impact: Dean of Instruction LPAC Chair LPAC Committee Formative: Committee Meeting Summative: LPAC Lists Monitor: Principal Assistant Principal Dean of Instruction LPAC Chair LPAC Committee		Formative			Summative
		Nov	Feb	Apr	June
					

Strategy 19 Details	Reviews			
<p>Strategy 19: Early College High School Students will take the TSI Pre-Assessment through Geometry, Algebra II, or Environmental Systems Courses. The students that have passed will take the TSI exam.</p> <p>Population: ECHS Students</p> <p>Timeline: August 2019-MAY 2020 (Daily)</p> <p>Strategy's Expected Result/Impact: Formative: Percentage of students having the TSI pre-assessment, taken the TSI, and applied to Hanna Early College.</p> <p>Summative: Percentage of students applying to the Hanna Early College High School.</p> <p>Monitor: Early College Director</p> <p>Transitional Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 20 Details	Reviews			
<p>Strategy 20: Hanna Early College Students who have taken at least the reading portion of the TSI assessment will complete the Texas Common Application through the Advise TX college center.</p> <p>Population: ECHS Students</p> <p>Timeline: August 2019-MAY 2020 (Daily)</p> <p>Strategy's Expected Result/Impact: Formative: Number of students who enter the lab to begin the common application.</p> <p>Summative: Percentage of Early College Students who have completed the Texas Common Application for Hanna Early College High School admission.</p> <p>Monitor: Early College Director</p> <p>Transitional Counselor</p> <p>Funding Sources: Advise TX - 211 Title I-A - 211-31-6299-00-001-Y-30-0F2-Y - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 21 Details		Reviews			
Strategy 21: Students in AP courses and TSI Pre-Class will be offered tutorial classes and needed supplies for students to reinforce AP curriculum and prepare students for AP tests. Population: ECHS Students Timeline: August 2019-MAY 2020 CNA Pg. 5, SA 16: SE 2.4 Strategy's Expected Result/Impact: Formative: Attendance sheets Summative: AP Sco Monitor: Early College Director Transitional Counselor AP Coordinator Title I Schoolwide Elements: 2.4 Funding Sources: AP Testing - 211 Title I-A - 211-11-6339-00-001-Y-30-0F2-Y - \$35,000		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 22 Details		Reviews			
Strategy 22: Financial Aid nights will be held to assist students and parents with completing all college required paperwork and applications to increase college attendance. Population: ECHS Students Timeline: August 2019-MAY 2020 (Daily) Strategy's Expected Result/Impact: Formative: Sign in Sheets Summative: Counselors Report Monitor: Early College Director Transitional Counselor		Formative			Summative
		Nov	Feb	Apr	June
					

Strategy 23 Details	Reviews			
Strategy 23: Dual Enrollment and AP Courses will be offered to students to gain college hours before graduation. Population: ECHS Students Timeline: August 2019-MAY 2020 (Daily) Strategy's Expected Result/Impact: Formative: Master Schedule Summative: Student EOY Grades Monitor: Early College Director Transitional Counselor	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 24 Details	Reviews			
Strategy 24: Honors and Achievement Awards Ceremony will be held to rewards students that have excelled in the classes. Population: Students CNA Pg. 5 SA # 18 Timeline: Daily- August 2019-May 2020 (Daily) Strategy's Expected Result/Impact: Formative: Grades Summative: Rankings Monitor: Principal Assistant Principal Counselors Title I Schoolwide Elements: 2.5 Funding Sources: Awards for Honors and Achievement - 211 Title I-A - 211-11-6498-00-001-y-0F2-Y - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Hanna ECHS will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation: Some progress made toward meeting Objective

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

Evaluation Data Sources: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation: Some progress made toward meeting Objective

State Compensatory

Budget for Hanna Early College High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-18-001-Y30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,000.00
162-11-6118-00-001-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$18,046.00
162-11-6118-00-001-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$44,275.00
6100 Subtotal:		\$82,321.00
6200 Professional and Contracted Services		
162-11-6299-62-001-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$32,000.00
162-32-6299-00-001-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$12,500.00
162-32-6299-00-001-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$10,000.00
6200 Subtotal:		\$54,500.00
6300 Supplies and Services		
162-61-6399-00-001-Y-30-WTF-Y	6399 General Supplies	\$200.00
6300 Subtotal:		\$200.00
6400 Other Operating Costs		
162-23-6411-23-001-Y-30-TRV-Y	6411 Employee Travel	\$100.00
162-61-6499-53-001-Y-30-WTF-Y	6499 Miscellaneous Operating Costs	\$200.00
6400 Subtotal:		\$300.00

Personnel for Hanna Early College High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delia Ramos	At-Risk Counselor	SCE	1
Gregory Larson	STARS Teacher	SCE	1
Juan Carlos Chavez	Dean of Instruction	SCE	1
Laura Sierra	Program Specialist	SCE	1
Olga Odabashian	Dyslexia	SCE	1
Sandra Anaya	STARS Teacher	SCE	1
Stephanie Carlos	STARS Teacher	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Hanna ECHS continuously and periodically reviews data to assess and re-assess progress towards meeting district goals and performance objectives. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the district level to be used as part of the comprehensive needs assessment. The SBDM Committee met on May 21, 2020 to determine campus strengths and needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The major revisions to the 2019-2020 plan were approved by the DEIC on May 21, 2019. A complete list of the SBDM members is included as part of this plan.

2.2: Regular monitoring and revision

The Campus Improvement Plan strategies are monitored quarterly and revised by the SBDM supported by facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The 2019-2020 Plan was approved by members on May 10, 2019. The plan was reviewed quarterly on the following dates: The summative evaluations were completed .

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan is currently written in English and translated to Spanish upon request. The CIP is available to all through our campus website. It is shared with our parents during the September/October meetings as part of our family engagement meetings. A hard copy is available upon request.

2.4: Opportunities for all children to meet State standards

All the strategies listed focus on Goal 1, which states that "Veterans Memorial ECHS students will receive educational opportunities that will produce wellrounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.". Included in these strategies are the following examples: Providing tutorial and remediation for students performing below proficiency levels Providing small group instruction coordination and collaboration between Special Pops teachers and core area teachers Utilizing benchmarks to target instruction

2.5: Increased learning time and well-rounded education

Strategies continue to focus on Goal 1, which states "Veterans Memorial ECHS students will receive educational opportunities that will produce wellrounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.". Included in these strategies are the following examples: Implement the use of Edgenuity, which is an online resource available to all students at all times. Students may use this online resource for additional tutorial, reviews, or test preparation (TSI/SAT/ACT). Students will be provided with the support to continue participating in extracurricular activities.

2.6: Address needs of all students, particularly at-risk

The main strategies for struggling students are found in Goal 1 and Goal 9. Among the strategies, are initiatives like: Working diligently with the At-Risk population through small group instruction, in and out of the classroom. This also includes providing time after school to work on STARS. Providing services from Communities in Schools. Counselor dedicated to servicing at-risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Individuals who assisted with the development of Parent and Family Engagement Policy: Teachers: Rose Mary Jimenez, Christine Ramos, Ana Solis, Jesus Garcia, Adriana Abete, Griselda Moreno Garcia, Karla Torres, Adina Garcia, Jaime Castaneda, Nubia de la Fuente, Melissa Saldivar, Diana Villarreal, David Cantu, Patricia Castaneda, Magdalena Cosay Parents: Karla Torres, Alejandra Solis Parent and Family Engagement Policy was distributed through student handbooks and parent meeting on TBA. The Parent and Family Engagement Policy will be provided in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Parent and Family Engagement meeting will be held every two weeks on a Wednesday in the morning on campus. If parents are not able to attend the Family Engagement Policy Review on Wednesday's mornings, evening meetings will be scheduled once per month.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Vera	Social Studies Teacher	Title I	1
Anahi Cavazos	Parent Liaison	Title I	1
Belva Ramirez	Nurse	Title I	40%
Carlos Herrera	Science Teacher	Title I	1
Carmen Mendez	Parent Liaison	Title I	1
Griselda Palacios	Math Teacher	Title I	1
Jose T. Rodriguez	Math Teacher	Title I	1
Leilani Hernandez	ELA Teacher	Title I	1
Marcela Gomez	Nurse	Title I	40%
Rene Ibarra	Math Teacher	Title I	1
Rosario Reyna	Dyslexia Aide	Title I	1
Roxanne Gonzalez	Library Aide	Title I	1
Sandra Janke	Nurse	Title I	40%
Sylvia Alviar	Library Aide	Title I	1
Victor Trejo	Science Teacher	Title I	1

Plan Notes

7-1-2020 1133am

Please address the following for your 2019-2020 plan:

1. Funds have to be allocated to zero
2. Student Achievement needs appear to be duplicated under summary and strengths
3. Processes/Programs and Perception summaries, strengths and needs missing
4. several goals have strategies with funds but are missing the CCNA need #s
5. ESSA Element descriptions are missing for all areas
6. Parent Liaison is an "other" on the SBDM roles
7. SBDM is missing 1 parent, 1 business and 1 community member name
8. Strategies linked to ESSA Elements do not all match area
9. CCMR goals need to be posted under addendums

11-2-2020 1.31pm

1. *Done*: Funds have to be allocated to zero
2. *Fixed but still refers to 2018 instead of 2019*--Student Achievement needs appear to be duplicated under summary and strengths
3. *Section still missing*: Processes/Programs and Perception summaries, strengths and needs missing
4. *1.3.1, 3.1.1, and others*-- several goals have strategies with funds but are missing the CCNA need #s
5. *Now not missing but needs dates and other information completed*: ESSA Element descriptions are missing for all areas
6. *Fixed* Parent Liaison is an "other" on the SBDM roles
7. *Fixed* SBDM is missing 1 parent, 1 business and 1 community member name
8. *9.2.24? 3.1.1? 6.1.3? and required strategies about parental info and meetings are missing*. Strategies linked to ESSA Elements do not all match area
9. *Fixed* CCMR goals need to be posted under addendums

And now you need to change the goal date on page 13 back to your 2019 date, not May 2020 which is the date for this year's plan goals.

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Blanca Lambarri	Principal
Administrator	Juan Carlos Chavez	Dean of Instruction
Non-classroom Professional	Mary Katherine Nieto	Librarian
Classroom Teacher	Carmina Del	AVID Teacher
Classroom Teacher	Elsa Chio	English Teacher
Non-classroom Professional	Ed Messbarger	TST
Classroom Teacher	Denise Bohler	Social Studies Teacher
Classroom Teacher	Eliseo Guzman	PE/Dual Speech Teacher of Record
Classroom Teacher	Jesus Montemayor	HST Teacher
Classroom Teacher	Kareena Gonzalez	IDEA Teacher
Classroom Teacher	Laura Davila	IDEA Teacher
Classroom Teacher	Marie Munoz	Fine Arts Teacher
Classroom Teacher	Michael Robinson	Science Teacher
Classroom Teacher	Miguel Chapa	Science Teacher
Classroom Teacher	Sandra Anaya	STARS Teacher
Classroom Teacher	Sharlene Storm	CTE Teacher
Classroom Teacher	Sylvia Cook	Foreign Language Teacher
Parent	Rosie Williams	Parent
Other	Carmen Mendez	Parent Liaison
Classroom Teacher	Margarita Figueredo	Math Teacher
District-level Professional	Juan J Mendoza	Social Studies Specialist
Business Representative	Josie Latigo	EZ Pawn - Manager
Community Representative	Estela Vasquez	Attorney-Judge
Parent	Nancy Ayala	Parent
Business Representative	Gisela Zuniga	Business
Community Representative	David Licon	Community Representative
Other	Anahi Cavazos	Parent Liaison

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Stipends	199-11-6117	\$189,018.00
1	3	1	Co-Curricular Stipends	199-36-6117	\$53,326.00
1	3	1	Co-Curricular Subs	199-36-6112	\$1,800.00
1	3	1	Transportation	199-36-6494	\$44,350.00
1	3	1	General Supplies	199-36-6399	\$264,711.00
1	3	1	Misc Contracted	199-36-6299	\$8,797.00
3	1	1	District Stipends	199-11-6117	\$0.00
9	2	4	Substitutes	199-11-6112	\$168,491.00
9	2	13	duplicating paper	199-11-6396	\$17,000.00
Sub-Total					\$747,493.00
Budgeted Fund Source Amount					\$747,493.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	5	Drop Out Specialist Travel	162-23-6411-23-001-Y-30-TRV-Y	\$100.00
8	1	1	Software	162-11-6299-62-001-Y-30-AYP	\$29,500.00
8	1	1	Windows 7	162-11-6398-62-001-Y-30-337-Y	\$152,798.00
8	1	1	Technology for data desegregation	162-13-6639-62-001-Y30-337-Y	\$8,940.00
8	1	1	Supplies		\$48,478.00
9	2	1	Probation Officer	162-32-6299	\$10,000.00
9	2	2	CIS	162-32-6299	\$12,500.00
9	2	4	Dean of Instruction	162-13-6119-31-001-Y-30-000-Y	\$0.00
9	2	5	Personell	162-11-6119	\$0.00
9	2	7	Tutorials EOC	162-11-6118-00-001-Y-24-EOC-Y	\$18,046.00
9	2	7	Tutorials Regular	162-11-6118-00-001-Y-24-EOC-Y	\$44,275.00
9	2	8	At-Risk	162-31-6119-31-001-Y-30-000-Y	\$0.00
9	2	9	Walk for The Future Supplies	162-61-6399-00-001-Y-30-WTF-Y	\$200.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	9	Walk for The Future Supplies	162-61-6499-53-001-Y-30-WTF-Y	\$200.00
9	2	9	Dropout Specialist	162-23-6119-01-001-Y-30-037-Y	\$0.00
9	2	11	Substitutes	162-11-6112-18-001-Y-30-000-Y	\$20,000.00
9	2	13	Supplies 162 grant	162-11-6299-62-001-Y-30-000-Y	\$2,500.00
Sub-Total					\$347,537.00
Budgeted Fund Source Amount					\$347,537.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	4	Bilingual Travel	163-13-6411-23-001-Y-25-031-Y	\$2,900.00
9	2	13	Substitutes	163-11-6112-00-001-Y-25-000-Y	\$3,575.00
9	2	13	Bilingual Supplies	163-11-6399-00-001-Y-25-000-Y	\$6,000.00
Sub-Total					\$12,475.00
Budgeted Fund Source Amount					\$12,475.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	3	Miscellaneous Operating Costs	211-61-6499-53-001-030-0F2-Y	\$1,000.00
6	1	5	Employee Travel	211-61-6411-00-001-Y-30-0F2-Y	\$1,000.00
8	1	1	211 MInigrant	211-11-6398-62-001-Y-30-0F2-Y	\$130,464.00
9	2	3	AVID Membership	211-11-6495-00-001-Y-30-0F2-Y	\$4,000.00
9	2	3	AVID Weekly Secondary	211-11-6325-00-001-Y-30-0F2-Y	\$550.00
9	2	3	Summer Bridge Program Personnel	211-XX-6118-00-001-Y-30-BDG-9	\$13,023.00
9	2	3	Summer Bridge Transporation	211-11-6494-00-001-Y-30-BDG-9	\$2,500.00
9	2	3	Summer Bridge Supplies	211-11-6399-00-001-y-BDG-Y	\$2,317.00
9	2	4	Travel	211-13-6411-23	\$10,239.00
9	2	4	Admin Travel	211-23-6411-23-001-Y-30-0F2-Y	\$10,000.00
9	2	7	Tutorial STARS	211-11-6118-00-001-Y-30-0F2-Y	\$650.00
9	2	13	Supplies	211-11-6399-62-001-Y-30-0F2-Y	\$8,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	13	Supplies	211-11-6399-00-001-Y-30-0F2-Y	\$50,272.00
9	2	13	Summer Bridge Supplies	211-11-6399-00-001-Y-30-BDG-Y	\$0.00
9	2	13	duplicating paper	211-11-00-001-Y-30-0F2	\$2,600.00
9	2	14	Transportation	211-11-6494-00-001-Y-30-0F2-Y	\$30,000.00
9	2	17	Substitutes	211-11-6112-00-001-Y-30-AYP-Y	\$2,000.00
9	2	20	Advise TX	211-31-6299-00-001-Y-30-0F2-Y	\$10,000.00
9	2	21	AP Testing	211-11-6339-00-001-Y-30-0F2-Y	\$35,000.00
9	2	24	Awards for Honors and Achievement	211-11-6498-00-001-y-0F2-Y	\$10,000.00
Sub-Total					\$323,615.00
Budgeted Fund Source Amount					\$323,615.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Migrant Supplies		\$1,950.00
6	1	6			\$50.00
9	2	13	Migrant Miscellaneous Operating Costs	212-11-6399-00-001-Y-24-0F2-Y	\$0.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
429 P-TECH Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	P-TECH TECHNOLOGY	429-11-6398-62-001-Y-38-PSG-Y	\$50,000.00
8	1	1	P-TECH TECHNOLOGY	429-11-6395-62-001-Y-38-PSG-Y	\$550.00
9	2	3	P-TECH TRAVEL	429-11-6494-00-001-Y-38-PSG-Y	\$3,000.00
9	2	3	P-TECH MEALS	429-11-6412-00-001-Y-38-PSG-Y	\$12,000.00
9	2	4	P-Tech Travel	429-13-6411-23-001-Y-22-PTE-Y	\$5,000.00
9	2	11	P-TECH SUBSTITUTES	429-13-6112-00-001-Y-38-PSG-Y	\$10,200.00
9	2	13	P-Tech Curriculum Writing	429-11-611800-001-Y-38-PSG-Y	\$26,350.00
9	2	13	P-Tech Supplies	429-11-6399-00-001-Y-38-PSG-Y	\$83,588.00

429 P-TECH Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$190,688.00
Budgeted Fund Source Amount					\$190,688.00
+/- Difference					\$0.00
Grand Total					\$1,623,808.00

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Brownsville ISD
Region: One

Priority for Service (PFS) Action Plan

Filled Out By: Estela L. Barrientes
Date: July 30, 2019

School Year: 2019- 2020


Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).


<p>Goal(s): To better serve Priority for Service (PFS) students by providing supplemental instructional and support services that will ensure student success.</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ➤ PFS students will have access to supplemental instructional opportunities. ➤ 80% of PFS students will be on grade level within 2 years. ➤ 70% of PFS students will meet the state academic achievement standards (STAAR)
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September 2019 –June 2020 (on the last work day of each month)	NGS Specialist Campus Migrant Clerks Migrant Service Coordinator	NGS PFS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 14, 2019	MSC Migrant Counselor	Snapshot of DIP containing PFS Action Plan
Additional Activities			

<ul style="list-style-type: none"> Distribute NGS PFS report to all campus principals on a monthly basis on the first work day of the month. Cover letter with a thorough explanation of the report will be attached. 	September 2019- June 2020	MSC NGS Specialist Campus Migrant Clerks	NGS – PFS Monthly Report Cluster Delivery Sheets with Signatures
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August - October 2019	MSC Migrant Counselor	Sign-In Sheets Agenda Copies of Handouts
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	October 2019	MSC Migrant Recruiters	PAC Agenda Copy of Handout
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	December 2019- March 2020	MSC Migrant Recruiters Migrant Campus Clerks Migrant Teachers Parent Liaison Migrant Counselor	Signed copy of PFS student's report card
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing throughout the year	MSC Migrant campus clerks Migrant Teachers Migrant Counselor	DIP Sign-In sheets for PFS Learning Academies, Lab Sign-in Sheets, Math Academy, MS Leadership Academy, Path to Scholarships

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing throughout the year	Migrant Teachers Migrant Clerks MSC Parent Liaison Migrant Counselor	Tutorial Sign-In Sheets Distribution Forms Referral Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing throughout the year	MSC Parent Liaison Migrant Counselor Migrant Teachers	Community Resources Booklet
Additional Activities			
<ul style="list-style-type: none"> The district will host a Learning Academy for PFS students only with a focus on ELA for high school PFS students and Reading for middle school and elementary school PFS students. 	November 2019	MSC Counselor Migrant Clerks Migrant Teachers	Sign-In Sheets Transportation Requests Agenda
<ul style="list-style-type: none"> An individualized PFS Progress Review Form will be completed twice per quarter via the Project P.R.I.D.E online application and submitted to Region One. 	Twice per quarter	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Project P.R.I.D.E. reports PFS Reports


7.30.19
LEA Signature Date Completed


8/1/19
ESC Signature Date Received

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **HANNA EARLY COLLEGE H S**

Campus Number: **031901001**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
				State	District	Campus	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	(Current
												Races	(Current)	(Former)	Enrolled	ously	& Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	72%	*	72%	100%	-	*	-	-	33%	63%	74%	62%	70%	60%
	2018	65%	65%	64%	*	64%	40%	-	-	-	*	26%	*	68%	49%	64%	45%
At Meets Grade Level or Above	2019	50%	49%	56%	*	56%	67%	-	*	-	-	21%	50%	59%	43%	53%	38%
	2018	44%	43%	45%	*	45%	40%	-	-	-	*	12%	*	49%	30%	44%	23%
At Masters Grade Level	2019	11%	10%	15%	*	15%	33%	-	*	-	-	6%	0%	17%	7%	14%	4%
	2018	7%	6%	7%	*	7%	0%	-	-	-	*	1%	*	8%	3%	7%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	67%	69%	*	69%	100%	-	*	*	-	35%	*	71%	63%	66%	48%
	2018	67%	64%	71%	*	71%	75%	-	*	*	-	20%	*	77%	48%	70%	43%
At Meets Grade Level or Above	2019	49%	45%	48%	*	49%	20%	-	*	*	-	19%	*	52%	36%	45%	21%
	2018	48%	43%	52%	*	52%	75%	-	*	*	-	12%	*	58%	30%	52%	20%
At Masters Grade Level	2019	8%	6%	8%	*	8%	0%	-	*	*	-	1%	*	9%	4%	7%	1%
	2018	8%	5%	8%	*	8%	13%	-	*	*	-	3%	*	10%	2%	7%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	90%	*	90%	100%	-	-	-	-	73%	100%	91%	89%	90%	91%
	2018	83%	90%	85%	*	85%	*	-	-	-	*	48%	*	86%	84%	85%	85%
At Meets Grade Level or Above	2019	61%	82%	74%	*	74%	80%	-	-	-	-	48%	71%	75%	72%	74%	74%
	2018	55%	71%	65%	*	66%	*	-	-	-	*	27%	*	67%	57%	65%	58%
At Masters Grade Level	2019	37%	62%	51%	*	50%	60%	-	-	-	-	22%	43%	50%	52%	48%	52%
	2018	32%	48%	39%	*	40%	*	-	-	-	*	14%	*	41%	33%	39%	30%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	89%	-	89%	88%	-	*	-	-	65%	*	90%	87%	88%	84%
	2018	87%	88%	92%	*	92%	80%	-	*	-	-	61%	*	93%	86%	92%	87%
At Meets Grade Level or Above	2019	62%	60%	64%	-	64%	50%	-	*	-	-	32%	*	66%	52%	61%	46%
	2018	59%	55%	62%	*	63%	60%	-	*	-	-	23%	*	66%	47%	62%	42%
At Masters Grade Level	2019	25%	18%	24%	-	24%	25%	-	*	-	-	5%	*	26%	15%	22%	12%
	2018	24%	16%	19%	*	20%	0%	-	*	-	-	3%	*	21%	11%	19%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	98%	*	98%	100%	-	*	*	-	89%	-	97%	99%	97%	97%
	2018	92%	92%	95%	*	95%	100%	-	100%	-	-	70%	*	94%	97%	94%	89%
At Meets Grade Level or Above	2019	73%	72%	81%	*	80%	89%	-	*	*	-	60%	-	84%	65%	79%	60%
	2018	70%	68%	73%	*	72%	100%	-	100%	-	-	30%	*	73%	71%	71%	55%
At Masters Grade Level	2019	45%	40%	47%	*	46%	67%	-	*	*	-	22%	-	49%	36%	44%	23%
	2018	40%	33%	37%	*	37%	100%	-	40%	-	-	4%	*	39%	33%	36%	19%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	82%	*	82%	97%	-	100%	*	-	54%	76%	83%	77%	81%	71%
	2018	77%	78%	80%	100%	80%	72%	-	90%	*	*	40%	80%	83%	70%	80%	65%
At Meets Grade Level or Above	2019	50%	52%	63%	*	63%	64%	-	88%	*	-	33%	59%	66%	50%	60%	43%
	2018	48%	49%	58%	40%	58%	64%	-	90%	*	*	19%	60%	62%	45%	57%	36%
At Masters Grade Level	2019	24%	23%	26%	*	26%	39%	-	50%	*	-	10%	18%	27%	19%	24%	14%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	21%	20%	20%	20%	24%	-	30%	*	*	5%	20%	21%	14%	19%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	71%	*	70%	100%	-	*	*	-	34%	67%	73%	63%	68%	54%
	2018	74%	74%	68%	*	68%	62%	-	*	*	*	23%	67%	72%	49%	67%	44%
At Meets Grade Level or Above	2019	48%	47%	52%	*	52%	45%	-	*	*	-	20%	56%	56%	39%	49%	30%
	2018	46%	44%	49%	*	49%	62%	-	*	*	*	12%	50%	54%	30%	48%	21%
At Masters Grade Level	2019	21%	18%	12%	*	12%	18%	-	*	*	-	4%	0%	13%	6%	11%	2%
	2018	19%	17%	8%	*	8%	8%	-	*	*	*	2%	0%	9%	3%	7%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	90%	*	90%	100%	-	-	-	-	73%	100%	91%	89%	90%	91%
	2018	81%	85%	85%	*	85%	*	-	-	-	*	48%	*	86%	84%	85%	85%
At Meets Grade Level or Above	2019	52%	57%	74%	*	74%	80%	-	-	-	-	48%	71%	75%	72%	74%	74%
	2018	50%	55%	65%	*	66%	*	-	-	-	*	27%	*	67%	57%	65%	58%
At Masters Grade Level	2019	26%	31%	51%	*	50%	60%	-	-	-	-	22%	43%	50%	52%	48%	52%
	2018	24%	28%	39%	*	40%	*	-	-	-	*	14%	*	41%	33%	39%	30%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	89%	-	89%	88%	-	*	-	-	65%	*	90%	87%	88%	84%
	2018	80%	82%	92%	*	92%	80%	-	*	-	-	61%	*	93%	86%	92%	87%
At Meets Grade Level or Above	2019	54%	55%	64%	-	64%	50%	-	*	-	-	32%	*	66%	52%	61%	46%
	2018	51%	51%	62%	*	63%	60%	-	*	-	-	23%	*	66%	47%	62%	42%
At Masters Grade Level	2019	25%	21%	24%	-	24%	25%	-	*	-	-	5%	*	26%	15%	22%	12%
	2018	23%	19%	19%	*	20%	0%	-	*	-	-	3%	*	21%	11%	19%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	98%	*	98%	100%	-	*	*	-	89%	-	97%	99%	97%	97%
	2018	78%	80%	95%	*	95%	100%	-	100%	-	-	70%	*	94%	97%	94%	89%
At Meets Grade Level or Above	2019	55%	54%	81%	*	80%	89%	-	*	*	-	60%	-	84%	65%	79%	60%
	2018	53%	51%	73%	*	72%	100%	-	100%	-	-	30%	*	73%	71%	71%	55%
At Masters Grade Level	2019	33%	29%	47%	*	46%	67%	-	*	*	-	22%	-	49%	36%	44%	23%
	2018	31%	26%	37%	*	37%	100%	-	40%	-	-	4%	*	39%	33%	36%	19%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	69	*	69	*	-	*	-	-	57	*	67	76	68	68
	2018	67	69	70	*	70	58	-	*	*	-	49	*	71	67	71	63
End of Course Algebra I	2019	75	91	88	*	87	*	-	-	-	-	64	93	87	90	87	89
	2018	72	85	82	*	83	*	-	-	-	*	50	*	83	80	83	79
All Grades Both Subjects	2019	69	69	76	*	76	94	-	*	-	-	61	88	75	82	76	78
	2018	69	71	75	*	75	50	-	*	*	*	50	*	76	72	75	72
All Grades ELA/Reading	2019	68	67	69	*	69	*	-	*	-	-	57	*	67	76	68	68
	2018	69	69	70	*	70	58	-	*	*	-	49	*	71	67	71	63
All Grades Mathematics	2019	70	71	88	*	87	*	-	-	-	-	64	93	87	90	87	89
	2018	70	72	82	*	83	*	-	-	-	*	50	*	83	80	83	79

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	99%	95%	100%	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	13%	15%	23%	-	23%	-	-	-	-	*	26%	13%
Grade 8 Mathematics													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	98%	90%	100%	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	50%	75%	90%	-	90%	-	-	-	-	*	90%	100%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,603
 Grade Span: 09 - 12
 (Current EL Students)

			State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	82%	-	-	-	-	-	-	61%	23%	66%	43%	61%	61%
	2018	77%	78%	80%	-	-	-	-	-	-	53%	53%	-	47%	53%	53%
At Meets Grade Level or Above	2019	50%	52%	63%	-	-	-	-	-	-	29%	2%	32%	14%	29%	29%
	2018	48%	49%	58%	-	-	-	-	-	-	22%	22%	-	16%	22%	22%
At Masters Grade Level	2019	24%	23%	26%	-	-	-	-	-	-	9%	0%	10%	14%	9%	9%
	2018	22%	21%	20%	-	-	-	-	-	-	5%	5%	-	5%	5%	5%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	71%	-	-	-	-	-	-	40%	11%	45%	*	40%	40%
	2018	74%	74%	68%	-	-	-	-	-	-	28%	28%	-	29%	28%	28%
At Meets Grade Level or Above	2019	48%	47%	52%	-	-	-	-	-	-	14%	2%	16%	*	14%	14%
	2018	46%	44%	49%	-	-	-	-	-	-	7%	7%	-	0%	7%	7%
At Masters Grade Level	2019	21%	18%	12%	-	-	-	-	-	-	1%	0%	1%	*	1%	1%
	2018	19%	17%	8%	-	-	-	-	-	-	0%	0%	-	0%	0%	0%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	90%	-	-	-	-	-	-	89%	*	89%	*	89%	89%
	2018	81%	85%	85%	-	-	-	-	-	-	82%	82%	-	40%	82%	79%
At Meets Grade Level or Above	2019	52%	57%	74%	-	-	-	-	-	-	65%	*	66%	*	65%	65%
	2018	50%	55%	65%	-	-	-	-	-	-	49%	49%	-	0%	49%	46%
At Masters Grade Level	2019	26%	31%	51%	-	-	-	-	-	-	46%	*	46%	*	46%	46%
	2018	24%	28%	39%	-	-	-	-	-	-	27%	27%	-	0%	27%	25%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	89%	-	-	-	-	-	-	80%	40%	83%	*	80%	79%
	2018	80%	82%	92%	-	-	-	-	-	-	83%	83%	-	*	83%	81%
At Meets Grade Level or Above	2019	54%	55%	64%	-	-	-	-	-	-	33%	0%	36%	*	33%	32%
	2018	51%	51%	62%	-	-	-	-	-	-	28%	28%	-	*	28%	27%
At Masters Grade Level	2019	25%	21%	24%	-	-	-	-	-	-	5%	0%	5%	*	5%	5%
	2018	23%	19%	19%	-	-	-	-	-	-	4%	4%	-	*	4%	4%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	98%	-	-	-	-	-	-	95%	*	95%	-	95%	95%
	2018	78%	80%	95%	-	-	-	-	-	-	85%	85%	-	*	85%	86%
At Meets Grade Level or Above	2019	55%	54%	81%	-	-	-	-	-	-	49%	*	51%	-	49%	49%
	2018	53%	51%	73%	-	-	-	-	-	-	48%	48%	-	*	48%	49%
At Masters Grade Level	2019	33%	29%	47%	-	-	-	-	-	-	14%	*	14%	-	14%	14%
	2018	31%	26%	37%	-	-	-	-	-	-	8%	8%	-	*	8%	9%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	76%	-	-	-	-	-	-	77%	*	77%	*	77%	76%
	2018	69%	71%	75%	-	-	-	-	-	-	67%	67%	-	*	67%	66%
All Grades ELA/Reading	2019	68%	67%	69%	-	-	-	-	-	-	71%	*	71%	*	71%	70%
	2018	69%	69%	70%	-	-	-	-	-	-	61%	61%	-	*	61%	60%
All Grades Mathematics	2019	70%	71%	88%	-	-	-	-	-	-	84%	-	84%	-	84%	84%
	2018	70%	72%	82%	-	-	-	-	-	-	76%	76%	-	*	76%	74%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	*	100%	100%	-	100%	*	*	99%	99%	100%
Included in Accountability	94%	95%	93%	*	93%	92%	-	89%	*	*	93%	92%	82%
Not Included in Accountability													
Mobile	4%	2%	3%	*	3%	8%	-	0%	*	*	3%	3%	3%
Other Exclusions	1%	2%	3%	*	3%	0%	-	11%	*	*	3%	4%	14%
Not Tested	1%	0%	0%	*	0%	0%	-	0%	*	*	1%	1%	0%
Absent	1%	0%	0%	*	0%	0%	-	0%	*	*	1%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	0%	*	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	*	*	99%	100%	100%
Included in Accountability	94%	95%	94%	83%	94%	76%	-	91%	*	*	91%	93%	83%
Not Included in Accountability													
Mobile	4%	3%	4%	17%	4%	15%	-	0%	*	*	7%	4%	6%
Other Exclusions	1%	2%	2%	0%	2%	9%	-	9%	*	*	2%	3%	12%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	*	*	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	*	*	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: HANNA EARLY COLLEGE H S

Campus Number: 031901001

Total Students: 2,603

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	93.7%	*	93.7%	91.3%	-	95.8%	*	*	89.9%	93.7%	93.9%
2016-17	95.7%	95.8%	93.6%	*	93.6%	92.3%	-	95.7%	*	*	89.1%	93.5%	93.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	0.9%	0.0%	0.9%	0.0%	-	0.0%	*	*	2.0%	0.9%	1.1%
2016-17	1.9%	1.3%	0.8%	*	0.8%	0.0%	-	0.0%	*	*	2.6%	0.7%	1.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	92.1%	-	92.0%	100.0%	-	*	-	-	60.0%	91.8%	87.3%
Received TxCHSE	0.4%	0.3%	0.8%	-	0.8%	0.0%	-	*	-	-	0.0%	0.9%	0.0%
Continued HS	3.8%	3.0%	2.6%	-	2.7%	0.0%	-	*	-	-	25.0%	2.8%	1.6%
Dropped Out	5.7%	3.9%	4.5%	-	4.6%	0.0%	-	*	-	-	15.0%	4.5%	11.1%
Graduates and TxCHSE	90.4%	93.1%	92.9%	-	92.8%	100.0%	-	*	-	-	60.0%	92.7%	87.3%
Graduates, TxCHSE, and Continuers	94.3%	96.1%	95.5%	-	95.4%	100.0%	-	*	-	-	85.0%	95.5%	88.9%
Class of 2017													
Graduated	89.7%	91.6%	93.4%	-	93.5%	83.3%	-	-	*	-	77.6%	93.7%	95.8%
Received TxCHSE	0.4%	0.2%	0.7%	-	0.7%	0.0%	-	-	*	-	0.0%	0.7%	0.0%
Continued HS	4.0%	4.8%	1.5%	-	1.3%	16.7%	-	-	*	-	8.6%	1.5%	0.0%
Dropped Out	5.9%	3.4%	4.4%	-	4.5%	0.0%	-	-	*	-	13.8%	4.1%	4.2%
Graduates and TxCHSE	90.1%	91.9%	94.1%	-	94.2%	83.3%	-	-	*	-	77.6%	94.4%	95.8%
Graduates, TxCHSE, and Continuers	94.1%	96.6%	95.6%	-	95.5%	100.0%	-	-	*	-	86.2%	95.9%	95.8%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	94.1%	-	94.2%	83.3%	-	-	*	-	79.3%	94.6%	95.8%
Received TxCHSE	0.6%	0.3%	1.0%	-	1.0%	0.0%	-	-	*	-	1.7%	0.9%	0.0%
Continued HS	1.1%	0.5%	0.5%	-	0.3%	16.7%	-	-	*	-	5.2%	0.2%	0.0%
Dropped Out	6.3%	3.8%	4.4%	-	4.5%	0.0%	-	-	*	-	13.8%	4.3%	4.2%
Graduates and TxCHSE	92.6%	95.7%	95.1%	-	95.2%	83.3%	-	-	*	-	81.0%	95.5%	95.8%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	95.6%	-	95.5%	100.0%	-	-	*	-	86.2%	95.7%	95.8%
Class of 2016													
Graduated	91.6%	94.7%	93.4%	-	93.3%	*	-	*	*	-	78.0%	93.4%	80.9%
Received TxCHSE	0.7%	0.3%	0.2%	-	0.2%	*	-	*	*	-	0.0%	0.0%	0.0%
Continued HS	1.2%	0.8%	0.4%	-	0.4%	*	-	*	*	-	4.9%	0.5%	0.0%
Dropped Out	6.6%	4.3%	6.0%	-	6.1%	*	-	*	*	-	17.1%	6.2%	19.1%
Graduates and TxCHSE	92.2%	94.9%	93.6%	-	93.5%	*	-	*	*	-	78.0%	93.4%	80.9%
Graduates, TxCHSE, and Continuers	93.4%	95.7%	94.0%	-	93.9%	*	-	*	*	-	82.9%	93.8%	80.9%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	94.0%	-	93.9%	*	-	*	*	-	80.0%	94.0%	80.9%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	0.2%	-	0.2%	*	-	*	*	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.1%	0.2%	-	0.2%	*	-	*	*	-	2.5%	0.2%	0.0%
Dropped Out	6.6%	4.2%	5.7%	-	5.7%	*	-	*	*	-	17.5%	5.8%	19.1%
Graduates and TxCHSE	92.9%	95.7%	94.2%	-	94.1%	*	-	*	*	-	80.0%	94.0%	80.9%
Graduates, TxCHSE, and Continuers	93.4%	95.8%	94.3%	-	94.3%	*	-	*	*	-	82.5%	94.2%	80.9%
Class of 2015													
Graduated	91.8%	95.2%	94.0%	-	93.9%	100.0%	-	*	-	*	86.3%	94.4%	72.5%
Received TxCHSE	1.0%	0.3%	0.5%	-	0.5%	0.0%	-	*	-	*	2.0%	0.2%	0.0%
Continued HS	0.6%	0.3%	0.2%	-	0.2%	0.0%	-	*	-	*	2.0%	0.2%	0.0%
Dropped Out	6.7%	4.2%	5.4%	-	5.5%	0.0%	-	*	-	*	9.8%	5.2%	27.5%
Graduates and TxCHSE	92.8%	95.5%	94.4%	-	94.4%	100.0%	-	*	-	*	88.2%	94.6%	72.5%
Graduates, TxCHSE, and Continuers	93.3%	95.8%	94.6%	-	94.5%	100.0%	-	*	-	*	90.2%	94.8%	72.5%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	91.8%	-	91.7%	100.0%	-	*	-	-	59.0%	91.5%	87.3%
Class of 2017	89.7%	90.5%	92.4%	-	92.4%	83.3%	-	-	*	-	69.2%	92.8%	95.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	100.0%	-	100.0%	-	-	-	-	-	-	100.0%	*
Class of 2017	88.5%	96.3%	95.0%	-	95.3%	80.0%	-	-	*	-	42.2%	94.8%	100.0%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	2.4%	-	2.4%	0.0%	-	*	-	-	0.0%	2.5%	13.2%
Class of 2017	6.0%	13.2%	*	-	*	-	-	-	-	-	-	*	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	93.5%	-	93.7%	71.4%	-	*	-	-	45.2%	92.9%	79.2%
Class of 2017	60.8%	73.7%	*	-	*	-	-	-	-	-	-	*	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	95.9%	-	96.2%	71.4%	-	*	-	-	45.2%	95.4%	92.7%
Class of 2017	85.9%	96.2%	95.1%	-	95.4%	80.0%	-	-	*	-	42.2%	94.9%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	41.7%	-	41.7%	-	-	-	-	-	0.0%	37.5%	-
2016-17	87.2%	95.1%	94.0%	-	94.1%	80.0%	-	-	-	-	38.8%	93.9%	100.0%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	0.3%	-	0.3%	0.0%	-	*	-	-	0.0%	0.4%	0.0%
2016-17	7.2%	24.2%	90.5%	-	90.5%	-	-	-	-	-	-	90.0%	90.0%
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	95.9%	-	96.2%	71.4%	-	*	-	-	42.4%	95.4%	96.3%
2016-17	56.5%	52.7%	0.0%	-	0.0%	-	-	-	-	-	-	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	95.2%	-	95.4%	71.4%	-	*	-	-	36.8%	94.9%	96.3%
2016-17	84.0%	94.1%	93.8%	-	93.9%	80.0%	-	-	-	-	38.8%	93.7%	98.3%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	607	100.0%	3,253	347,893
By Ethnicity:				
African American	0	0.0%	4	43,502
Hispanic	596	98.2%	3,215	173,272
White	7	1.2%	25	107,052
American Indian	0	0.0%	0	1,226
Asian	4	0.7%	9	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	0	0.0%	0	6,724
By Graduation Type:				
Minimum H.S. Program	7	1.2%	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	5	0.8%	87	3,538
Foundation H.S. Program (No Endorsement)	27	4.4%	113	49,432
Foundation H.S. Program (Endorsement)	2	0.3%	110	16,542
Foundation H.S. Program (DLA)	566	93.2%	2,882	272,526
Special Education Graduates	43	7.1%	286	25,962
Economically Disadvantaged Graduates	535	88.1%	3,134	166,956
LEP Graduates	54	8.9%	405	21,359
At-Risk Graduates	231	38.1%	1,769	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,603

Grade Span: 09 - 12

School Type: High School

District Name: BROWNSVILLE ISD

Campus Name: HANNA EARLY COLLEGE H S

Campus Number: 031901001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	73.3%	-	72.9%	92.9%	-	*	-	-	57.0%	72.2%	49.1%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	57.5%	-	57.0%	71.4%	-	*	-	-	4.7%	55.3%	33.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	71.2%	-	71.1%	57.1%	-	*	-	-	14.0%	69.3%	20.4%
Mathematics													
2017-18	46.0%	49.9%	56.0%	-	55.7%	57.1%	-	*	-	-	4.7%	54.4%	24.1%
Both Subjects													
2017-18	42.1%	44.9%	53.2%	-	52.9%	57.1%	-	*	-	-	4.7%	51.2%	13.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	16.3%	-	15.9%	14.3%	-	*	-	-	0.0%	14.4%	1.9%
2016-17	19.9%	18.7%	15.8%	-	15.8%	20.0%	-	-	-	-	2.0%	13.6%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	16.6%	-	16.3%	28.6%	-	*	-	-	0.0%	16.1%	22.2%
2016-17	20.1%	22.4%	13.6%	-	13.8%	0.0%	-	-	-	-	0.0%	13.2%	22.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	40.1%	-	39.9%	50.0%	-	*	-	-	57.0%	40.1%	19.4%
2016-17	13.2%	22.8%	23.2%	-	23.2%	20.0%	-	-	-	-	14.3%	23.1%	18.6%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	3.6%	-	3.5%	0.0%	-	*	-	-	0.0%	3.4%	0.0%
2016-17	2.7%	4.0%	3.3%	-	3.3%	0.0%	-	-	-	-	0.0%	2.8%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	1.8%	-	1.7%	14.3%	-	*	-	-	25.6%	2.1%	0.0%
2016-17	1.0%	0.4%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	60.5%	-	60.2%	71.4%	-	*	-	-	16.3%	59.3%	24.1%
2016-17	17.3%	37.2%	37.6%	-	37.6%	40.0%	-	-	-	-	16.3%	37.7%	25.4%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	5.9%	-	6.0%	0.0%	-	*	-	-	0.0%	6.2%	7.4%
2016-17	2.2%	1.8%	3.1%	-	3.1%	0.0%	-	-	-	-	6.1%	3.2%	6.8%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	2.3%	-	2.3%	0.0%	-	*	-	-	32.6%	2.6%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	65.9%	-	65.9%	42.9%	-	*	-	-	14.0%	63.6%	16.7%
2016-17	23.4%	53.1%	60.0%	-	60.0%	60.0%	-	-	-	-	10.2%	59.7%	33.9%
Mathematics													
2017-18	23.7%	44.4%	53.4%	-	53.2%	42.9%	-	*	-	-	4.7%	51.6%	20.4%
2016-17	19.8%	45.4%	48.7%	-	49.0%	20.0%	-	-	-	-	0.0%	48.2%	33.9%
Both Subjects													
2017-18	18.1%	39.1%	48.1%	-	47.8%	42.9%	-	*	-	-	4.7%	45.6%	9.3%
2016-17	12.9%	39.0%	44.2%	-	44.4%	20.0%	-	-	-	-	0.0%	43.9%	25.4%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	82.4%	-	82.6%	71.4%	-	*	-	-	23.3%	81.9%	42.6%
2016-17	50.5%	81.8%	78.2%	-	78.3%	60.0%	-	-	-	-	36.7%	78.5%	54.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	0.3%	-	0.3%	0.0%	-	*	-	-	0.0%	0.4%	0.0%
2016-17	0.8%	2.5%	0.5%	-	0.6%	0.0%	-	-	-	-	0.0%	0.6%	1.7%
Mathematics													
2017-18	3.9%	4.6%	1.2%	-	1.2%	0.0%	-	*	-	-	0.0%	1.3%	3.7%
2016-17	1.4%	2.3%	1.1%	-	1.1%	0.0%	-	-	-	-	0.0%	1.2%	5.1%
Both Subjects													
2017-18	0.9%	0.7%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.2%	0.2%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	29.6%	*	29.3%	31.3%	-	66.7%	-	-	n/a	28.2%	n/a
2017	26.2%	31.9%	34.4%	-	34.5%	25.0%	-	50.0%	*	*	n/a	31.6%	n/a
English Language Arts													
2018	15.3%	15.6%	23.0%	*	22.7%	31.3%	-	44.4%	-	-	n/a	21.8%	n/a
2017	15.9%	23.4%	28.5%	-	28.7%	18.8%	-	33.3%	*	*	n/a	26.2%	n/a
Mathematics													
2018	7.3%	2.0%	1.2%	*	1.2%	6.3%	-	0.0%	-	-	n/a	1.0%	n/a
2017	7.2%	3.3%	2.1%	-	2.1%	0.0%	-	0.0%	*	*	n/a	1.5%	n/a
Science													
2018	10.8%	5.5%	6.2%	*	6.0%	0.0%	-	33.3%	-	-	n/a	5.5%	n/a
2017	10.9%	8.5%	6.5%	-	6.5%	6.3%	-	16.7%	*	*	n/a	5.8%	n/a
Social Studies													
2018	14.5%	13.6%	18.1%	*	17.7%	25.0%	-	55.6%	-	-	n/a	17.4%	n/a
2017	15.0%	22.7%	27.1%	-	27.1%	25.0%	-	33.3%	*	*	n/a	25.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	16.2%	*	15.3%	40.0%	-	50.0%	-	-	n/a	17.1%	n/a
2017	49.1%	23.2%	22.4%	-	22.0%	*	-	*	-	-	n/a	23.7%	n/a
English Language Arts													
2018	42.5%	14.2%	11.2%	*	10.6%	40.0%	-	*	-	-	n/a	11.6%	n/a
2017	41.3%	8.5%	9.0%	-	8.8%	*	-	*	-	-	n/a	9.2%	n/a
Mathematics													
2018	52.8%	14.8%	6.3%	-	0.0%	*	-	-	-	-	n/a	8.3%	n/a

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	0.0%	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
2018	38.0%	7.4%	3.7%	-	3.8%	-	-	*	-	-	n/a	4.6%	n/a
2017 Social Studies	38.3%	5.0%	7.4%	-	6.3%	*	-	*	-	-	n/a	7.7%	n/a
2018	44.6%	11.7%	7.6%	*	7.0%	*	-	20.0%	-	-	n/a	7.3%	n/a
2017	41.4%	6.9%	6.2%	-	5.7%	*	-	*	-	-	n/a	6.4%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	85.7%	-	85.2%	85.7%	-	*	-	?	n/a	84.9%	n/a
2016-17	73.5%	71.0%	79.1%	-	79.6%	20.0%	-	-	-	-	n/a	78.2%	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	31.0%	-	30.5%	50.0%	-	*	-	*	n/a	29.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	997	-	995	1106	-	*	-	-	n/a	989	n/a
English Language Arts and Writing													
2017-18	521	489	506	-	505	562	-	*	-	-	n/a	502	n/a
Mathematics													
2017-18	515	472	491	-	490	544	-	*	-	-	n/a	487	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	19.1	-	19.1	20.8	-	*	-	*	n/a	18.9	n/a
English Language Arts													
2017-18	20.3	17.7	18.8	-	18.7	20.5	-	*	-	*	n/a	18.6	n/a
Mathematics													
2017-18	20.6	18.1	18.8	-	18.7	19.8	-	*	-	*	n/a	18.5	n/a
Science													
2017-18	20.9	18.5	19.6	-	19.5	21.6	-	*	-	*	n/a	19.3	n/a

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	42.9%	*	42.8%	40.6%	-	76.9%	*	*	6.1%	42.0%	18.6%
2016-17	37.1%	47.1%	53.9%	*	53.8%	51.9%	-	75.0%	*	*	22.1%	53.2%	45.6%
English Language Arts													
2017-18	17.3%	26.5%	23.7%	*	23.5%	27.6%	-	53.8%	*	*	1.5%	22.4%	0.3%
2016-17	16.8%	29.4%	38.6%	*	38.6%	30.8%	-	58.3%	*	*	20.4%	38.1%	43.7%
Mathematics													
2017-18	20.7%	24.5%	22.9%	*	22.7%	32.1%	-	45.5%	*	*	2.4%	21.6%	11.9%
2016-17	19.5%	19.8%	15.3%	*	15.2%	17.4%	-	33.3%	*	*	0.0%	14.0%	3.1%
Science													
2017-18	21.2%	18.3%	16.7%	*	16.6%	11.5%	-	46.2%	*	*	0.0%	15.4%	1.0%
2016-17	5.7%	2.5%	0.9%	*	1.0%	0.0%	-	0.0%	*	*	0.0%	0.9%	0.0%
Social Studies													
2017-18	22.8%	24.9%	26.1%	*	26.0%	31.0%	-	53.8%	*	*	0.8%	24.4%	1.9%
2016-17	21.8%	25.3%	24.6%	*	24.5%	30.8%	-	50.0%	*	*	1.2%	22.9%	2.3%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	65.3%	-	65.7%	20.0%	-	-	-	-	34.7%	64.4%	47.5%
2015-16	54.7%	56.8%	64.2%	-	64.1%	*	-	*	*	-	28.2%	63.3%	42.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	64.0%	-	63.9%	*	-	-	-	-	0.0%	63.2%	32.1%
2015-16	55.7%	62.5%	72.0%	-	71.5%	*	-	*	-	-	18.2%	71.1%	28.6%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,603	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	691	26.5%	8.2%	8.1%
Grade 10	633	24.3%	7.6%	7.4%
Grade 11	641	24.6%	7.6%	6.9%
Grade 12	638	24.5%	7.3%	6.5%
Ethnic Distribution:				
African American	5	0.2%	0.1%	12.6%
Hispanic	2,552	98.0%	98.3%	52.6%
White	30	1.2%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	13	0.5%	0.2%	4.5%
Pacific Islander	1	0.0%	0.0%	0.2%
Two or More Races	2	0.1%	0.0%	2.4%
Economically Disadvantaged	2,160	83.0%	88.5%	60.6%
Non-Educationally Disadvantaged	443	17.0%	11.5%	39.4%
Section 504 Students	195	7.5%	8.7%	6.5%
English Learners (EL)	382	14.7%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	35	1.2%	1.0%	1.4%
Students w/ Dyslexia	97	3.7%	5.4%	3.6%
At-Risk	1,331	51.1%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	306			
By Type of Primary Disability				
Students with Intellectual Disabilities	200	65.4%	55.3%	42.4%
Students with Physical Disabilities	16	5.2%	11.5%	21.9%
Students with Autism	54	17.6%	12.2%	13.7%
Students with Behavioral Disabilities	36	11.8%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	334	11.8%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: HANNA EARLY COLLEGE H S
 Campus Number: 031901001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	2	0.1%		
Hispanic	323	11.4%		
White	9	0.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	6.3%	6.5%	7.2%	15.3%	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.2	18.9
Grade 1	-	17.8	18.8
Grade 2	-	17.8	18.7
Grade 3	-	19.2	18.9
Grade 4	-	21.6	19.2
Grade 5	-	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	14.7	17.0	16.6
Foreign Languages	16.9	20.8	18.9
Mathematics	19.0	19.9	17.8
Science	19.1	20.1	18.9
Social Studies	17.1	19.8	19.3

District Name: BROWNSVILLE ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	233.9	100.0%	100.0%	100.0%
Professional Staff:	201.9	86.3%	56.5%	64.1%
Teachers	170.7	73.0%	44.0%	49.8%
Professional Support	26.1	11.2%	9.5%	10.1%
Campus Administration (School Leadership)	5.1	2.2%	2.9%	3.0%
Educational Aides:	32.0	13.7%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	7.0	n/a	149.0	12,433.0
Part-time	3.0	n/a	11.0	1,097.0
Total Minority Staff:	200.9	85.9%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	0.6%	0.3%	10.6%
Hispanic	145.9	85.4%	90.3%	27.7%
White	22.8	13.4%	8.9%	58.4%
American Indian	1.0	0.6%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	85.0	49.8%	32.0%	23.8%
Females	85.8	50.2%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	7.3	4.3%	1.2%	1.4%
Bachelors	109.1	63.9%	79.4%	73.6%
Masters	52.4	30.7%	19.0%	24.3%
Doctorate	2.0	1.2%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.0	3.5%	2.7%	7.0%
1-5 Years Experience	26.4	15.4%	14.3%	28.9%
6-10 Years Experience	27.0	15.8%	17.6%	19.0%
11-20 Years Experience	51.7	30.3%	39.3%	29.3%
Over 20 Years Experience	59.7	35.0%	26.0%	15.7%
Number of Students per Teacher	15.2	n/a	15.2	15.1

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2,603
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	8.8	6.3
Average Years Experience of Principals with District	19.0	8.4	5.4
Average Years Experience of Assistant Principals	6.0	8.4	5.3
Average Years Experience of Assistant Principals with District	6.0	8.2	4.7
Average Years Experience of Teachers:	15.6	15.1	11.1
Average Years Experience of Teachers with District:	14.8	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,549	\$49,007	\$47,218
1-5 Years Experience	\$50,094	\$49,170	\$50,408
6-10 Years Experience	\$52,470	\$50,423	\$52,786
11-20 Years Experience	\$56,699	\$55,575	\$56,041
Over 20 Years Experience	\$64,361	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,296	\$55,810	\$54,122
Professional Support	\$63,177	\$67,073	\$64,069
Campus Administration (School Leadership)	\$85,006	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	253.0	3,598.0	6,043.6

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TEXAS EDUCATION AGENCY
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Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	379	14.6%	34.1%	19.7%
Career & Technical Education	2,414	92.7%	31.3%	26.3%
Gifted & Talented Education	400	15.4%	12.0%	8.1%
Special Education	306	11.8%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.7	0.4%	2.7%	6.4%
Career & Technical Education	30.1	17.7%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	123.1	72.1%	78.8%	71.4%
Special Education	16.8	9.8%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

Brownsville Independent School District, College,

Career & Military Readiness

HB3 BOARD GOALS

Dr. RenØ Gutierrez
Superintendent of Schools

Hanna Early College High School

The percentage of Hanna ECHS graduates that meet the criteria for TSI will increase from 48% to 58% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
50%	52%	54%	56%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special E	Eco. Disadv.	Special E (Former)	EL	Cont. Enrolled	Non-Cont Enrolled
2020	*	50%	45%	*	100%	*	*	7%	48%	2%	11%	52%	33%
2021	*	52%	47%	*	100%	*	*	9%	50%	4%	13%	54%	35%
2022	*	54%	49%	*	100%	*	*	11%	52%	6%	15%	56%	37%
2023	*	56%	51%	*	100%	*	*	13%	54%	8%	17%	58%	39%
2024	*	58%	53%	*	100%	*	*	15%	56%	10%	19%	60%	41%

CCMR Progress Measure 2

The percentage of Hanna ECHS graduates that earn at least 9 hours of dual credit will increase from 16% to 26% by August 2

Yearly Target Goals

2020	2021	2022	2023	2024
18%	20%	22%	24%	26%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special E	Eco. Disadv.	Special E (Former)	EL	Cont. Enrolled	Non-Cont Enrolled
2020	*	18%	16%	*	77%	*	*	2%	16%	2%	4%	20%	7%
2021	*	20%	18%	*	79%	*	*	4%	18%	4%	6%	22%	9%
2022	*	22%	20%	*	81%	*	*	6%	20%	6%	8%	24%	11%
2023	*	24%	22%	*	83%	*	*	8%	22%	8%	10%	26%	13%
2024	*	26%	24%	*	85%	*	*	10%	24%	10%	12%	28%	15%

Brownsville Independent School District, College,

Career & Military Readiness

HB3 BOARD GOALS

Dr. Ren0 Gutierrez
Superintendent of Schools

CCMR Progress Measure 3													
The percentage of Hanna ECHS graduates that earn at least one certification or certificate will increase from 2020 6% to 2024 14% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
6%	8%			10%			12%			14%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special E	Eco. Disadv.	Special E (Former)	EL	Cont. Enrolled	Non-Cont Enrolled
2020	*	6%	2%	*	27%	*	*	2%	5%	2%	2%	6%	2%
2021	*	8%	4%	*	29%	*	*	4%	7%	4%	4%	8%	4%
2022	*	10%	6%	*	31%	*	*	6%	9%	6%	6%	10%	6%
2023	*	12%	8%	*	33%	*	*	8%	11%	8%	8%	12%	8%
2024	*	14%	10%	*	35%	*	*	10%	13%	10%	10%	14%	10%
CCMR Targeted Professional Development Plan													
Hanna ECHS will provide professional development activities to strengthen the alignment between TSI assessments and courses for Math and ELA inform teachers about the new TSI assessments and revise the curricular supports.													
Hanna ECHS will provide professional development for administration, counselors and teachers to be better able to inform students about the options for coursework while attending high school. Meetings will be held and coordinated efforts of such programs.													
Hanna ECHS Professional development for administration, counselors, CTE teachers and others to be better able to guide students in selecting certifications that support more students graduating career ready.													