

Brownsville Independent School District
Hanna Early College High School
2023-2024 Campus Improvement Plan



Board Approval Date: October 3, 2023

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, the Flagship of Brownsville I.S.D., rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

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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). Los estudiantes de Hanna ECHS recibirán oportunidades educativas que producirán graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).	22
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). Hanna ECHS, en colaboración con el personal del distrito, la administración, los padres y la comunidad garantizará la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes energéticamente para un entorno de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 2).	37
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). Hanna ECHS garantizará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluya una mejor compensación para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)	40
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) Hanna ECHS trabajará de cerca y en colaboración con la Oficina de Información Pública de BISD para expandir las campañas de relaciones públicas/mercadeo para expandir aún más la inscripción/reclutamiento/y los esfuerzos de retención de estudiantes. (Meta del tablero 4)	46
Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8) Hanna ECHS mantendrá un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)	50
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) Hanna ECHS, en colaboración con el personal del distrito, la administración, los padres y la comunidad, brindará el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres serán socios plenos de los educadores en la educación de sus hijos. (TEA Cap. 4, Obj. 1)	55
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) Los educadores de Hanna ECHS se mantendrán al día con el desarrollo de técnicas creativas e innovadoras en la instrucción y la administración utilizando esas técnicas según corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)	67
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) Hanna ECHS implementará tecnología para aumentar la eficacia del aprendizaje de los estudiantes, la gestión de la instrucción, el desarrollo del personal y la administración. (TEA Cap. 4 Obj. 10)	74
Goal 9: Hanna ECHS through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3) Hanna ECHS a través de esfuerzos mejorados de prevención de la deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)	96
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Comprehensive Needs Assessment

Revised/Approved: May 16, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Campus TAPR

Texas Education Agency
2021-22 Progress (TAPR)
 HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
School Progress Domain - Academic Growth Score by Grade and Subject																
End of Course English II	2022	71	78	81	*	81	75	-	*	-	-	69	*	81	83	
	2019	69	68	69	*	69	*	-	*	-	-	57	*	67	76	
End of Course Algebra I	2022	67	88	87	-	87	*	-	-	-	-	66	-	88	76	
	2019	75	91	88	*	87	*	-	-	-	-	64	93	87	90	
All Grades Both Subjects	2022	74	83	83	*	83	80	-	*	-	-	68	*	83	82	
	2019	69	69	76	*	76	94	-	*	-	-	61	88	75	82	
All Grades ELA/Reading	2022	78	83	81	*	81	75	-	*	-	-	69	*	81	83	
	2019	68	67	69	*	69	*	-	*	-	-	57	*	67	76	
All Grades Mathematics	2022	69	82	87	-	87	*	-	-	-	-	66	-	88	76	
	2019	70	71	88	*	87	*	-	-	-	-	64	93	87	90	

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

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. Our enrollment did go up by 55 students so did our EB population. This year we approximately 678 EB enrolled. This keeps on bringing a new challenge for our teachers. Our numbers for early college and P-TECH did increase as well.

Ethnic Distribution:

African American	5	0.2%
Hispanic	2,552	98.0%
White	30	1.2%
American Indian	0	0.0%
Asian	13	0.5%
Pacific Islander	1	0.0%
Two or More Races	2	0.1%
Economically Disadvantaged	2,160	83.0%
Non-Educationally Disadvantaged	443	17.0%
Section 504 Students	195	7.5%
English Learners (EL)	382	14.7%
Students w/ Disciplinary Placements (2017-18)	35	1.2%
Students w/ Dyslexia	97	3.7%
At-Risk	1,331	51.1%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
End of Course English I															
At Approaches Grade Level or Above	2022	65%	68%	73%	-	73%	67%	-	*	-	-	24%	*	75%	64%
	2021	67%	64%	66%	*	66%	57%	-	*	-	-	35%	100%	69%	55%
At Meets Grade Level or Above	2022	47%	47%	51%	-	51%	22%	-	*	-	-	12%	*	55%	33%
	2021	50%	46%	50%	*	50%	43%	-	*	-	-	24%	80%	54%	36%
At Masters Grade Level	2022	11%	11%	14%	-	14%	0%	-	*	-	-	7%	*	15%	9%
	2021	12%	10%	12%	*	11%	14%	-	*	-	-	10%	20%	13%	7%
End of Course English II															
At Approaches Grade Level or Above	2022	72%	72%	75%	*	75%	64%	-	*	-	-	36%	*	77%	65%
	2021	71%	69%	74%	-	75%	43%	-	*	-	-	41%	*	77%	63%
At Meets Grade Level or Above	2022	55%	54%	58%	*	59%	36%	-	*	-	-	22%	*	62%	45%
	2021	57%	54%	56%	-	56%	43%	-	*	-	-	31%	*	60%	41%
At Masters Grade Level	2022	9%	9%	10%	*	10%	7%	-	*	-	-	8%	*	12%	4%
	2021	11%	9%	10%	-	10%	0%	-	*	-	-	10%	*	11%	8%
End of Course Algebra I															
At Approaches Grade Level or Above	2022	76%	89%	86%	-	85%	100%	-	*	-	-	58%	*	87%	79%
	2021	73%	64%	57%	-	57%	*	-	-	-	-	43%	*	59%	51%
At Meets Grade Level or Above	2022	43%	58%	52%	-	52%	60%	-	*	-	-	30%	*	54%	42%
	2021	41%	27%	17%	-	17%	*	-	-	-	-	21%	*	18%	12%
At Masters Grade Level	2022	27%	38%	33%	-	33%	60%	-	*	-	-	18%	*	34%	30%
	2021	23%	13%	9%	-	9%	*	-	-	-	-	16%	*	10%	6%
End of Course Biology															
At Approaches Grade Level or Above	2022	83%	84%	87%	-	87%	73%	-	*	-	-	56%	*	89%	78%
	2021	82%	77%	80%	*	80%	86%	-	*	-	-	60%	100%	82%	72%
At Meets Grade Level or Above	2022	55%	49%	53%	-	53%	45%	-	*	-	-	27%	*	57%	38%
	2021	55%	43%	45%	*	45%	57%	-	*	-	-	27%	40%	46%	40%
At Masters Grade Level	2022	21%	14%	14%	-	14%	9%	-	*	-	-	6%	*	16%	6%
	2021	22%	12%	13%	*	12%	14%	-	*	-	-	6%	20%	13%	10%
End of Course U.S. History															

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches Grade Level or Above	2022	89%	90%	92%	*	92%	89%	-	*	-	-	68%	100%	92%	89%
	2021	88%	85%	88%	*	89%	57%	-	*	-	-	66%	-	90%	78%
At Meets Grade Level or Above	2022	68%	65%	68%	*	69%	44%	-	*	-	-	42%	100%	70%	62%
	2021	69%	60%	65%	*	65%	43%	-	*	-	-	43%	-	66%	59%
At Masters Grade Level	2022	42%	36%	40%	*	40%	22%	-	*	-	-	26%	67%	40%	38%
	2021	43%	30%	32%	*	32%	0%	-	*	-	-	15%	-	33%	28%

Demographics Strengths

Despite being a high poverty area (one of the poorest cities in the United States), Brownsville and Hanna ECHS are respected for not settling to the status quo. Hanna and communitywork 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 2020 within four years and over 94% of those graduated on the regular or advanced plans.

The Hanna ECHS 2022-2023 SBDM Committee met to examine the campus data. The committee examined the following campus data from 2021-2022 and 2022-2023: 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 campus has significantly smaller gaps than the State of Texas.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause:** Competition from charter schools in attracting students has led to a decline in enrollment

Need Statement 2 (Prioritized): Campus will provide opportunities (meetings, rallies, etc.) to parents to become more involved in their children's education in order to Increase attendance. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student and teacher attendance during Fall 2021.

Need Statement 3 (Prioritized): Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 4 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 5 (Prioritized): Need to increase community and business stakeholders in supporting campus-wide access to technology and communication resources. **Data Analysis/Root Cause:** Campus surveys and outreach from stakeholders supports this need.

Need Statement 6 (Prioritized): Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause:** Campus surveys of needs and board directives support this as a priority need.

Need Statement 7 (Prioritized): Need to increase post secondary enrollment in either 2 year vocational or 4 year college **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need as well a labor workforce

Need Statement 8 (Prioritized): Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause:** Campus

staff and accessibility surveys indicate need to increase services for implementation of appropriate services.

Student Learning

Student Learning Summary

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
End of Course English I															
At Approaches Grade Level or Above	2022	65%	68%	73%	-	73%	67%	-	*	-	-	24%	*	75%	64%
	2021	67%	64%	66%	*	66%	57%	-	*	-	-	35%	100%	69%	55%
At Meets Grade Level or Above	2022	47%	47%	51%	-	51%	22%	-	*	-	-	12%	*	55%	33%
	2021	50%	46%	50%	*	50%	43%	-	*	-	-	24%	80%	54%	36%
At Masters Grade Level	2022	11%	11%	14%	-	14%	0%	-	*	-	-	7%	*	15%	9%
	2021	12%	10%	12%	*	11%	14%	-	*	-	-	10%	20%	13%	7%
End of Course English II															
At Approaches Grade Level or Above	2022	72%	72%	75%	*	75%	64%	-	*	-	-	36%	*	77%	65%
	2021	71%	69%	74%	-	75%	43%	-	*	-	-	41%	*	77%	63%
At Meets Grade Level or Above	2022	55%	54%	58%	*	59%	36%	-	*	-	-	22%	*	62%	45%
	2021	57%	54%	56%	-	56%	43%	-	*	-	-	31%	*	60%	41%
At Masters Grade Level	2022	9%	9%	10%	*	10%	7%	-	*	-	-	8%	*	12%	4%
	2021	11%	9%	10%	-	10%	0%	-	*	-	-	10%	*	11%	8%
End of Course Algebra I															
At Approaches Grade Level or Above	2022	76%	89%	86%	-	85%	100%	-	*	-	-	58%	*	87%	79%
	2021	73%	64%	57%	-	57%	*	-	-	-	-	43%	*	59%	51%
At Meets Grade Level or Above	2022	43%	58%	52%	-	52%	60%	-	*	-	-	30%	*	54%	42%
	2021	41%	27%	17%	-	17%	*	-	-	-	-	21%	*	18%	12%
At Masters Grade Level	2022	27%	38%	33%	-	33%	60%	-	*	-	-	18%	*	34%	30%
	2021	23%	13%	9%	-	9%	*	-	-	-	-	16%	*	10%	6%
End of Course Biology															
At Approaches Grade Level or Above	2022	83%	84%	87%	-	87%	73%	-	*	-	-	56%	*	89%	78%
	2021	82%	77%	80%	*	80%	86%	-	*	-	-	60%	100%	82%	72%
At Meets Grade Level or Above	2022	55%	49%	53%	-	53%	45%	-	*	-	-	27%	*	57%	38%
	2021	55%	43%	45%	*	45%	57%	-	*	-	-	27%	40%	46%	40%
At Masters Grade Level	2022	21%	14%	14%	-	14%	9%	-	*	-	-	6%	*	16%	6%

	2021	22%	12%	13%	*	12%	14%	-	*	-	-	6%	20%	13%	10%
End of Course U.S. History															

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Approaches Grade Level or Above	2022	89%	90%	92%	*	92%	89%	-	*	-	-	68%	100%	92%	89%
	2021	88%	85%	88%	*	89%	57%	-	*	-	-	66%	-	90%	78%
At Meets Grade Level or Above	2022	68%	65%	68%	*	69%	44%	-	*	-	-	42%	100%	70%	62%
	2021	69%	60%	65%	*	65%	43%	-	*	-	-	43%	-	66%	59%
At Masters Grade Level	2022	42%	36%	40%	*	40%	22%	-	*	-	-	26%	67%	40%	38%
	2021	43%	30%	32%	*	33%	0%	-	*	-	-	15%	-	33%	28%

Hanna ECHS

	2021/2022			
	All	IDEA	Econ Dis	LEP
English I	67%	13%	64%	41%
English II	73%	11%	71%	48%
Algebra I	82%	51%	82%	86%
Biology	85%	47%	83%	71%
U.S. History	91%	59%	90%	83%

Student Learning Strengths

In 2022-2023, 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.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** 2023 EOC showed that reading/writing were still lowest performance areas overall

Need Statement 2 (Prioritized): Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 3 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Campus surveys for availability and access from 2022 and Spring 2023.

Need Statement 4 (Prioritized): Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 5 (Prioritized): Need to increase availability and supports for the primary campus instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

Need Statement 6 (Prioritized): Need to provide supplemental instructional supplies (AP Tests, TSI Units, PAST/NMSQT Tests, etc.) and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate the need provide supplemental instructional supplies and resources

Need Statement 7 (Prioritized): Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 8 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 9 (Prioritized): Need to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities

Need Statement 10 (Prioritized): Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase integration especially through CTE programs

Need Statement 11 (Prioritized): Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase services for implementation of appropriate services.

Need Statement 12 (Prioritized): Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause:** Competition from charter schools in attracting students has led to a decline in enrollment

Need Statement 13 (Prioritized): Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

School Processes & Programs

School Processes & Programs Summary

Hanna Early College High School is committed to providing students with the instruction that best serves their needs. Programs/Services offered include: Pre-AP/AP courses, Dual Enrollment courses, CTE courses, Saturday Academies, Extended Day tutorials, TSI testing, scholarship opportunities, AP Testing, Credit by Exam among other things. Teachers follow the BISD Curriculum and supplement with state adopted textbooks and other resources. Students participate in assessments as provided by the campus, district, and state. The T-TESS process allows teachers to receive timely feedback and allows them show continuous growth. Communications with faculty and staff is possible through: weekly newsletters, continuous emails, morning announcements, SBDM and through department chairs and/or strand leaders. Communication with parents is made possible through Home Access Center, School Messenger, marquee, newspaper adds, newsletters from the counselors, parent notices, Remind App, and phone calls.

School Processes & Programs Strengths

Knowledge of district curriculum and TEKS

Weekly Strand Meetings

Planning Data Review Sessions

Recognition of students for academic performances

Implementation of district created checkpoints and benchmarks

Teacher created assessments

Honors and AP Teachers are GT and AP Certified and receive 6 hours of ongoing development each year

Teachers are expected to receive 12 hours of technology each school year

Various academic, fine arts, and athletic activities are available to students

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

Need Statement 2 (Prioritized): Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. **Data Analysis/Root Cause:** Stipends and Extra-duty funds are a programmatic strength and will continue under the 2021-2022 Compensation Plan.

Need Statement 3: Campus enrollment continues to decline. **Data Analysis/Root Cause:** Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Need Statement 4: Students continue to report feeling safe at schools while expressing concerns about bullying at secondary campuses based on CCNA survey results. **Data Analysis/Root Cause:** Hanna ECHS needs more social/emotional programs integrated into instruction and campus culture.

Need Statement 5 (Prioritized): Increase parental involvement by providing parents with parental opportunities to provide resources in an effort to increase student achievement. **Data Analysis/Root Cause:** Hanna is working with Parent Liaisons to increase the number of parents involved in their child's education.

Need Statement 6 (Prioritized): Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase integration especially through CTE programs

Perceptions

Perceptions Summary

Overall, while the Hanna ECHS continues to be considered as one of the better high schools by many parents and guardians, the continued decreases in enrollment have been interpreted by the BISD Board of Trustees as indicating a need to do more to market the district and highlight the significant recognitions garnered by students, campuses, and programs.

Data sources included in this summary are the BISD District compilations of Parent, Staff, and Student Campus Needs Assessment Surveys for 2020-2021 through 2021-2022. Hanna ECHS' Parent Surveys for 2021-2022 had 21 respondents.

Perceptions Strengths

Hanna ECHS Parent Survey indicators showed that parents were satisfied with the special program instruction provided and are in agreement that the regular education program provides a good education to their children. Overall parents agree that Hanna ECHS teachers expect their children to do their very best. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish parents were overall satisfied. Parents strongly agreed that they feel welcomed at their child's school.

Need Statements Identifying Perceptions Needs

Need Statement 1: Campus enrollment continues to decline. **Data Analysis/Root Cause:** Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Need Statement 2: Students continue to report feeling safe at schools while expressing concerns about bullying at secondary campuses based on CCNA survey results. **Data Analysis/Root Cause:** Hanna ECHS needs more social/emotional programs integrated into instruction and campus culture.

Need Statement 3 (Prioritized): Campus will provide opportunities (meetings, rallies, etc.) to parents to become more involved in their children's education in order to Increase attendance. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student and teacher attendance during Fall 2021.

Need Statement 4 (Prioritized): Increase parental involvement by providing parents with parental opportunities to provide resources in an effort to increase student achievement. **Data Analysis/Root Cause:** Hanna is working with Parent Liaisons to increase the number of parents involved in their child's education.

Priority Need Statements

Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum.

Data Analysis/Root Cause 1: 2023 EOC showed that reading/writing were still lowest performance areas overall

Need Statement 1 Areas: Student Learning

Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations.

Data Analysis/Root Cause 2: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 2 Areas: Student Learning

Need Statement 3: Need to increase enrollment and retention of students at all grade levels.

Data Analysis/Root Cause 3: Competition from charter schools in attracting students has led to a decline in enrollment

Need Statement 3 Areas: Demographics - Student Learning

Need Statement 4: Need to increase availability and supports for the primary campus instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction.

Data Analysis/Root Cause 4: Campus staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

Need Statement 4 Areas: Student Learning

Need Statement 5: Need to increase availability of quality technology, software, and internet access for students, faculty and staff.

Data Analysis/Root Cause 5: Campus surveys for availability and access from 2022 and Spring 2023.

Need Statement 5 Areas: Student Learning

Need Statement 6: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities.

Data Analysis/Root Cause 6: Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 6 Areas: Student Learning

Need Statement 7: Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas.

Data Analysis/Root Cause 7: Stipends and Extra-duty funds are a programmatic strength and will continue under the 2021-2022 Compensation Plan.

Need Statement 7 Areas: School Processes & Programs

Need Statement 8: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing

different times and ways to participate.

Data Analysis/Root Cause 8: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 8 Areas: Student Learning

Need Statement 9: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas).

Data Analysis/Root Cause 9: Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 9 Areas: Student Learning

Need Statement 10: Need to provide supplemental instructional supplies (AP Tests, TSI Units, PAST/NMSQT Tests, etc.) and resources to address increased demands for varied instructional models or new program requirements.

Data Analysis/Root Cause 10: Campus staff and accessibility surveys indicate the need provide supplemental instructional supplies and resources

Need Statement 10 Areas: Student Learning

Need Statement 11: Need to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities at all grade levels.

Data Analysis/Root Cause 11: Campus staff and accessibility surveys indicate need to increase to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities

Need Statement 11 Areas: Student Learning

Need Statement 12: Need to increase supplemental services for struggling and highly able learners using appropriate services.

Data Analysis/Root Cause 12: Campus staff and accessibility surveys indicate need to increase services for implementation of appropriate services.

Need Statement 12 Areas: Demographics - Student Learning

Need Statement 13: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders.

Data Analysis/Root Cause 13: Campus staff and accessibility surveys indicate need to increase integration especially through CTE programs

Need Statement 13 Areas: Student Learning - School Processes & Programs

Need Statement 14: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

Data Analysis/Root Cause 14: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 14 Areas: Demographics

Need Statement 15: Campus will provide opportunities (meetings, rallies, etc.) to parents to become more involved in their children's education in order to Increase attendance.

Data Analysis/Root Cause 15: Campus attendance showed a continuing decline in student and teacher attendance during Fall 2021.

Need Statement 15 Areas: Demographics - Perceptions

Need Statement 16: Need to increase supports for student and family access to physical and mental health as well as nutritional supports.

Data Analysis/Root Cause 16: Additional state requirements and district student and employee data indicate need.

Need Statement 16 Areas: Demographics

Need Statement 17: Need to increase community and business stakeholders in supporting campus-wide access to technology and communication resources.

Data Analysis/Root Cause 17: Campus surveys and outreach from stakeholders supports this need.

Need Statement 17 Areas: Demographics

Need Statement 18: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means.

Data Analysis/Root Cause 18: Campus surveys of needs and board directives support this as a priority need.

Need Statement 18 Areas: Demographics

Need Statement 19: Increase parental involvement by providing parents with parental opportunities to provide resources in an effort to increase student achievement.

Data Analysis/Root Cause 19: Hanna is working with Parent Liaisons to increase the number of parents involved in their child's education.

Need Statement 19 Areas: School Processes & Programs - Perceptions

Need Statement 20: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials.

Data Analysis/Root Cause 20: Improve academic performance of students in EOC areas.

Need Statement 20 Areas: Student Learning - School Processes & Programs

Need Statement 21: Need to increase post secondary enrollment in either 2 year vocational or 4 year college

Data Analysis/Root Cause 21: Additional state requirements and district student and employee data indicate need as well a labor workforce

Need Statement 21 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: November 14, 2023



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).



Los estudiantes de Hanna ECHS recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).



Performance Objective 1: Hanna ECHS student performance for all students, all grades, all subjects will exceed 2023 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.



HB3 Goal



Evaluation Data Sources: STAAR/EOC performance reports.





Strategy 1 Details	Reviews			
<p>Strategy 1: The English I Percentage of Approaches, Meets and Masters for EB (Emergent Bilinguals) and Special Education Students will increase to meet passing standards on state assessments through curriculum and computer based instruction of SIRIUS, IXL, CRITERION, EDUSMART, EXPLORE LEARNING GIZMOS and Unique Learning & MECA.</p> <p>El porcentaje de ingles I de acercamiento, cumplimiento y maestria para EB (bilingues emergentes) y estudiantes de educacion especial aumentara para cumplir con los estandares de aprobacion en las evaluaciones estatales a traves del plan de estudios y la instruccion basada en computadora de SIRIUS, IXL, CRITERION, EDUSMART, EXPLORE LEARNING GIZMOS y Unique Learning y MECA.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Scope and Sequence Walk through observations Progress Monitoring</p> <p>Summative: TAKS/EOC/ TELPAS Scores</p> <p>Staff Responsible for Monitoring: -ESL Teachers -ELA Teachers -Dean of Instruction -Campus Administrators</p> <p>Title I: 2.4 - Population: Migrant, 504, EB, Sp. Ed. GT, Dyslexia, At Risk, Honors, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Professional Development for new and existing Secondary teachers on the Plan of Action for English Language Arts, Reading and Math.</p> <p>Brindar desarrollo profesional para maestros de secundaria nuevos y existentes en el Plan de accion para artes del lenguaje ingles, lectura y matematicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Evaluations</p> <p>Summative: Teacher Transcripts EOC/TELPAS Scores</p> <p>Staff Responsible for Monitoring: 9th - 12th grade teachers</p> <p>-Special Ed. Teachers -Dyslexia Teachers -Principals -Dean of Instruction -Lead Teachers/ Department Heads</p> <p>Title I: 2.5 - Population: Migrant, 504, EB, Sp. Ed. GT, Dyslexia, At Risk, Honors, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024 Need Statements: Student Learning 5, 7 Funding Sources: Consultant Services - 162 State Compensatory - 162-13- 6291-00-001-Y-30-000-Y - \$15,000, Consultant Services - 282 ESSER III Grant Funds - 282-13-6291-00-001-Y-24-0CG-1 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Brindar desarrollo profesional a través de capacitaciones de cambio y alineación del plan de estudios por parte de maestros seleccionados, especialistas en maestros y administradores para guiar la planificación para la mejora de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Evaluations</p> <p>Summative: Curriculum (lesson plans, framework, scope and sequence), Benchmarks</p> <p>Staff Responsible for Monitoring: Principal</p> <p>-Dean of Instruction Teacher-Language Arts</p> <p>Population: Migrant, 504, EB, Sp. Ed. GT, Dyslexia, At Risk, Honors, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 7</p> <p>Funding Sources: Stipends - 211 Title I-A - 211-13-6117-00-001-Y-30-0F2-Y - \$13,150</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Data Wall desarrollado para implementar el modelo de 3 niveles de intervencion (RtI) para apoyar el crecimiento y el exito academico de los estudiantes. Todas las intervenciones deben basarse en investigaciones cientificas. Documentacion de intervenciones y monitoreo del progreso Usar datos para identificar areas de necesidad Monitorear el progreso del estudiante con dificultades Ajustar la instruccion/intervenciones Revisar los datos de los resultados del estudiante para evaluar la instruccion Nivel I un minimo de 90 minutos dedicados a la instruccion ELA Nivel II 30 minutos por dia en grupos pequenos en ademas de la instruccion basica Nivel III 30 minutos por dia en instruccion individual o en grupos pequenos ademas de la instruccion basica.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Pre/Post Tests</p> <p>Summative: Six Weeks Grades/ Semester Grades/ EOC Results</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education Teachers Dyslexia Teachers Bilingual Education Department Special Education Department Dean of Instruction</p> <p>Title I: 2.5 - Population: Migrant, 504, EB, Sp. Ed. GT, Dyslexia, At Risk, Honors, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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 (English, Math, Science, ESL and Social Studies and Special Education), Dual Enrollment Stipends and Tuition, free professional development and free medical insurance.</p> <p>Se reclutaran maestros altamente calificados para nuestra escuela y se los retendra al proporcionarles un estipendio basado en su area de certificacion (ingles, matematicas, ciencias, ESL y estudios sociales y educacion especial), estipendios y matricula de inscripcion doble, desarrollo profesional gratuito y atencion medica gratuita. seguro.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: School District Human Resources Website Advertising</p> <p>Summative : Six Weeks Grades/ Semester Grades/ EOC Results</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I: 2.6 - Population: Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 13 - School Processes & Programs 1, 2</p> <p>Funding Sources: Stipends - 199 Local funds - 199-11-6117, Dual Enrollment Adjuncts - 162 State Compensatory - 162-11-6299-15-001-Y-30-000-Y, Dual Enrollment Tuition - 162 State Compensatory - 162-11-6223-15-001-Y-30-000-Y, Adjunct Fees- TSC - 255 Title II, Part A (TPTR/Class Size) - 255-11-6299-15-001-Y-24-0D4-Y, Student Tuition-TSC - 255 Title II, Part A (TPTR/Class Size) - 255-11-6229-15-001-Y-24-0D4-Y, CTE - Tuition - 164 State Career and Technical Education - 164-11-6229-AC-001-Y-22-000-Y, CTE - MISCELLANEOUS CONTRACTED SERV - 164 State Career and Technical Education - 164-11-</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Need Statements:

Student Learning
<p>Need Statement 5: Need to increase availability and supports for the primary campus instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.</p> <p>Need Statement 7: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.</p> <p>Need Statement 13: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. Data Analysis/Root Cause: Improve academic performance of students in EOC areas.</p>

School Processes & Programs

Need Statement 1: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

Need Statement 2: Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. **Data Analysis/Root Cause:** Stipends and Extra-duty funds are a programmatic strength and will continue under the 2021-2022 Compensation Plan.



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).

Los estudiantes de Hanna ECHS recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 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.

El 80 % de los estudiantes migrantes estarán al nivel del grado dentro de 2 años y el 70 % estarán al nivel del grado en todas las evaluaciones STAAR.

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

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.</p> <p>Todos los estudiantes migrantes recibirán útiles escolares apropiados para su grado según sea necesario para brindarles las herramientas necesarias para completar sus tareas en el salón de clases y tareas, y así brindarles la misma oportunidad de enfrentar los desafíos académicos de todos los estudiantes. Todos los estudiantes migrantes de PFS recibirán servicios de apoyo complementarios antes que otros estudiantes migrantes.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Migrant Campus Clerk Migrant Recruiters District Migrant Coordinator</p> <p>Population: All Migrant students - Start Date: August 8, 2023 - End Date: May 31, 2024 Need Statements: Student Learning 1 Funding Sources: Migrant Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-001-Y-24-Y-0F2-Y, Migrant ESC Services (Math Academy) - 212 Title I-C (Migrant) - 212-11-6239-00-001-Y-24-Y-0F2-Y, Migrant Consulting Services (PFS Academy) - 212 Title I-C (Migrant) - 212-11-6291-00-001-Y-24-Y-0F2-Y, Migrant Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-001-Y-24-Y-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Need Statements:

Student Learning

Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** 2023 EOC showed that reading/writing were still lowest performance areas overall



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).







Los estudiantes de Hanna ECHS recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 3: 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 2022-2023 participation.

Aumentar el número de estudiantes en programas cocurriculares y extracurriculares que avanzan en Matemáticas, Ciencias, Estudios Sociales, ELA, Bellas Artes y CTE en un 5 % con respecto a la participación en 2022-2023.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p>Strategy 1: Hanna Early College students including Fine Arts and CTE 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOC Scores / TELPAS Scores</p> <p>Staff Responsible for Monitoring: All fine arts teachers, directors</p> <p>Title I: 2.6 - Population: Migrant, 504, EB, Sp. Ed. GT, Dyslexia, At Risk, Honors, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 6, 10, 13 - School Processes & Programs 1, 6</p> <p>Funding Sources: Co-Curricular Stipends - 199 Local funds - 199-36-6117-00-001-Y-99-020-Y - \$22,000, Contracted Services - 199 Local funds - 199-23-6269-00-001-Y-99-000-Y, Transportation - 199 Local funds - 199-36-6494-00-001-Y-99-000-Y - \$4,000, General Supplies - 199 Local funds - 199-36-6399, Misc Contracted - 199 Local funds - 199-36-6412-00-001-Y-99-000-Y - \$17,000, Travel-Student Competition - 199 Local funds - 199-36-6412-00-001-Y-99-019-Y - \$2,500, CTE Funds - 164 State Career and Technical Education - 164-36-6494, CTE MISCELLANEOUS OPERATING COSTS Funds - 164 State Career and Technical Education - 164-11-6411/6412/6494/6497, Transportation-Student Competition - 199 Local funds - 199-36-6494-00-001-Y-99-020-Y, Travel-Student Competition - 199 Local funds - 199-36-6494-00-001-Y-99-019-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets / ERO Transcripts</p> <p>Summative: EOC Scores / TELPAS Scores</p> <p>Staff Responsible for Monitoring: All fine arts teachers, directors</p> <p>Population: Migrant, 504, EB, Sp. Ed. GT, Dyslexia, At Risk, Honors, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
	 5%	 30%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Need Statements:

Student Learning
<p>Need Statement 6: Need to provide supplemental instructional supplies (AP Tests, TSI Units, PAST/NMSQT Tests, etc.) and resources to address increased demands for varied instructional models or new program requirements. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate the need provide supplemental instructional supplies and resources</p>
<p>Need Statement 10: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate need to increase integration especially through CTE programs</p>
<p>Need Statement 13: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. Data Analysis/Root Cause: Improve academic performance of students in EOC areas.</p>
School Processes & Programs
<p>Need Statement 1: Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. Data Analysis/Root Cause: Improve academic performance of students in EOC areas.</p>
<p>Need Statement 6: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate need to increase integration especially through CTE programs</p>

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).



Los estudiantes de Hanna ECHS recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).







Performance Objective 4: Hanna ECHS Career and Technical Education student participation will increase by 3 percentage points over 2023 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

La participación de los estudiantes de Educación Técnica y Profesional de Hanna ECHS aumentará en 3 puntos porcentuales durante 2023 la inclusión de estudiantes de población especial y graduados de CCMR mejorará con respecto a los graduados del año anterior en al menos un punto porcentual.

HB3 Goal

Evaluation Data Sources: Research Driven Accountability (RDA--was PBMAS) reports, CTE enrollment PEIMS reports, CCMR reports, P-TECH grant indicators.

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p>Los maestros de CTE en los grados 9-12 utilizaran los fondos de CTE para complementar el plan de estudios y tecnología actualizada que conducirá a mejorado el aprendizaje de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Increased usage of latest software applications</p> <p>Summative: Increase of at least 1 percentage point annually in the numbers and percentages of students receiving endorsements, certifications and licenses.</p> <p>Staff Responsible for Monitoring: CTE Staff Career Placement Officers Assistant Principals</p> <p>Population: CTE Students - Start Date: August 8, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 9</p> <p>Funding Sources: CTE Funds - 164 State Career and Technical Education - 164-11-6398, CTE Funds - 164 State Career and Technical Education - 164-11-6249, CTE Funds - 164 State Career and Technical Education - 164-11-6299, CTE ESSER Funds - 282 ESSER III Grant Funds - 282-11-6497-00-001-Y22-000-1 - \$1,375, CTE Funds - 164 State Career and Technical Education - 164-11-6118, CTE Funds - 164 State Career and Technical Education - 164-11-6399, CTE Funds - 164 State Career and Technical Education - 164-31-6399, CTE Funds - 164 State Career and Technical Education - 164-31-6499, CTE Funds - 164 State Career and Technical Education - 164-11-6321, CTE Funds - 164 State Career and Technical Education - 164-36-6399, CTE Funds - 164 State Career and Technical Education - 164-36-6412, CTE Funds - 164 State Career and Technical Education - 164-11-6396</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Hanna ECHS campus staff will collaborate with the P-TECH TEA technical service providers and P-TECH advisory committees to implement plans for P-TECH Porter and Hanna Early College High Schools based on the P-TECH Blueprint.</p> <p>El personal del campus de Hanna ECHS colaborara con los proveedores de servicios tecnicos de P-TECH TEA y el asesoramiento de P-TECH comites para implementar planes para las Escuelas Secundarias P-TECH Porter y Hanna Early College basados en el Plan P-TECH.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) or Industry Certification Innovative Academy (ICIA) ECHS.</p> <p>Staff Responsible for Monitoring: Early College Director CTE Assistant Principal Principal</p> <p>Population: Staff and ECHS/P-Tech Students - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Need Statements:

Student Learning
<p>Need Statement 9: Need to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities at all grade levels. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate need to increase to increase STEM/P-TECH/STAMP-related instruction, resources, and student opportunities</p>







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).

Los estudiantes de Hanna ECHS recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 5: Hanna ECHS will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

Hanna ECHS implementará el modelo de escuela secundaria universitaria anticipada en todas las escuelas secundarias integrales e independientes para mantener la designación y mejorar el rendimiento según lo medido por ECHS Blueprint.

Evaluation Data Sources: TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade and continuing through high school with the expectation that all Hanna students will graduate college ready.</p> <p>Implementar un plan integral de preparación o remediación de Texas Success Initiative (TSI) que comience en el 8.º grado y continúe hasta la escuela secundaria con la expectativa de que todos los estudiantes de Hanna se gradúen listos para la universidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: TSI test taking and passing data by campus and grade Summative Impact: Increased percentage of students passing each and all TSI assessments at each grade level over previous year.</p> <p>Staff Responsible for Monitoring: ECHS Director ECHS Assistant Principal ECHS Principals</p> <p>Population: Students Grades 9th -12th - Start Date: August 8, 2023 - End Date: August 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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).

Hanna ECHS, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes energeticamente para un entorno de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 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).

Hanna ECHS implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos. (Meta del tablero 2).

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Hanna Early College High School promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Maintenance Supervisor</p> <p>Population: Migrant, 504, EB, Sp. Ed. GT, Dyslexia, At Risk, Honors, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p> <p>Need Statements: School Processes & Programs 5 - Perceptions 4</p> <p>Funding Sources: Supplies for maintenance and operation - 199 Local funds - 199-51-6319-19-001-Y-99-000-Y - \$3,000, General Supplies - 199 Local funds - 199-51-6399-00-001-Y-99-000-Y - \$3,000, Supplies for maintenance and operation cust - 199 Local funds - 199-51-6315-00-001-Y-99-000-Y - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

School Processes & Programs

Need Statement 5: Increase parental involvement by providing parents with parental opportunities to provide resources in an effort to increase student achievement. **Data Analysis/Root Cause:** Hanna is working with Parent Liaisons to increase the number of parents involved in their child's education.

Perceptions

Need Statement 4: Increase parental involvement by providing parents with parental opportunities to provide resources in an effort to increase student achievement. **Data Analysis/Root Cause:** Hanna is working with Parent Liaisons to increase the number of parents involved in their child's education.







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).

Hanna ECHS, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes energeticamente para un entorno de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 2).

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

Borrador del plan (descripcion de las especificaciones) para un Centro de Artes Escenicas multiproposito que incluye aportes de todas las partes interesadas apropiadas.

Evaluation Data Sources: Presented draft plans

Strategy 1 Details	Reviews			
<p>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.</p> <p>Hanna Early College creara e implementara un enfoque sistematico para la renovacion/actualizacion/mejora de las instalaciones para incluir la priorizacion basada en la seguridad y las necesidades del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Survey</p> <p>Summative: Evaluation/analysis of survey data</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Maintenance Supervisor</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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).





Hanna ECHS garantizará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluya una mejor compensación para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)




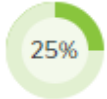




Performance Objective 1: Hanna ECHS will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Hanna ECHS garantizará el uso eficaz y eficiente del 100 % de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes.

Evaluation Data Sources: Fiscal reports for the campus, internal and external audit reports and FIRST ratings. Additional expenditures due to COVID-19 are being offset where possible from other budgeted funds that cannot be currently expended.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>El campus apoyara los programas en el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles en base a las evaluaciones de necesidades.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: draft of revised compensation plan</p> <p>Summative: approved revised compensation plan</p> <p>Staff Responsible for Monitoring: Campus Administration SBDM</p> <p>Population: 504, Migrant, EB, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Se utilizaran maestros altamente calificados del area central (8), 3 enfermeras, 2 asistentes de biblioteca, 1 asistente de dislexia para satisfacer las necesidades de los estudiantes de Titulo I-A para garantizar que se alcance el progreso academico y se cierren las brechas academicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports</p> <p>Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher appreciation week will he held in May once a week to recognize all Faculty and Staff for their dedication and hard work.</p> <p>La semana de agradecimiento a los maestros se llevara a cabo en mayo una vez por semana para reconocer a todos los profesores y el personal por su dedicacion y arduo trabajo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Calendar of Activities for the week</p> <p>Summative: List of Teachers attending activities and receiving recognitions</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals</p> <p>Population: Faculty and Staff - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Recognition of Bell Awards of Teachers and Honors and Achievement Ceremony.</p> <p>Reconocimiento de Premios Bell de Maestros y Ceremonia de Honores y Logros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Schedule of Honors and Achievement Ceremony</p> <p>Summative: Student announcement of Bell Award Recipients</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals</p> <p>Population: Teachers - Start Date: August 8, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Hanna ECHS will use available funds to address the needs created by the Covid-19 pandemic by the Texas Education Agency. DCNA: COVID 19.</p> <p>Hanna ECHS utilizara los fondos disponibles para abordar las necesidades creadas por la pandemia de Covid-19 por la Agencia de Educacion de Texas. DCNA: COVID19.</p> <p>Milestone's/Strategy's Expected Results/Impact: Summative: fund reports for addressing COVID 19</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: June 1, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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).







Hanna ECHS garantizará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluya una mejor compensación para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 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.

Hanna ECHS se comprometerá con un presupuesto equilibrado que incluye una compensación mejorada para el 100 % de los maestros.

Evaluation Data Sources: Compensation plan including improved funding for teachers.
 Note: Teachers increases were included in the budget for 2020-2021.
 TIA Cohort D plan.

Strategy 1 Details	Reviews			
<p>Strategy 1: Give priority to teachers from high poverty/ high minority/ low performing areas to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives including Teacher Incentive Allotment.</p> <p>Dar prioridad a los maestros de áreas de alta pobreza/alta minoría/bajo rendimiento para participar en las cohortes de Maestría en Educación, establecer Líderes de Maestros Maestros y explorar incentivos financieros, incluida la asignación de incentivos para maestros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Compensation plan will reflect incentives available for teachers at high poverty/high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 4, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop incentives for teachers from business and community resources to improve attendance and performance.</p> <p>Desarrollar incentivos para maestros a partir de recursos comerciales y comunitarios para mejorar la asistencia y el desempeño.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: improved attendance comparing prior year six weeks to current year six weeks Summative: improved annual teacher attendance and improved student performance on state assessments</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: Teachers - Start Date: August 14, 2023 - End Date: May 3, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







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).

Hanna ECHS garantizará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluya una mejor compensación para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 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.

Hanna ECHS creará y brindará reconocimiento y actividades a la facultad y al personal para mejorar la moral/clima del campus y apoyar la retención de maestros y directores.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will support SBDM committee in creating and participating in employee incentives and recognitions to improve employee and campus morale and climate.</p> <p>El campus apoyará al comité SBDM en la creación y participación en incentivos y reconocimientos para los empleados a fin de mejorar la moral y el ambiente de los empleados y del campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and district/campus climate survey data related to support and retention</p> <p>Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates</p> <p>Staff Responsible for Monitoring: Administration SBDM</p> <p>Population: Faculty and Staff - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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)









Hanna ECHS trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/y los esfuerzos de retencion de estudiantes. (Meta del tablero 4)

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

Hanna ECHS proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/ extracurriculares y eventos para padres/comunidad.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>La Escuela Secundaria Hanna Early College promovera la historia y los origenes junto con los logros actuales de cada campus semanalmente a traves del sitio web y los medios de comunicacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: schedule of weekly articles Summative: Newspaper articles; KBSD Shows; Media exposure</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Maintenance Supervisor</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Hanna Early College High School will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events.</p> <p>La Escuela Secundaria Hanna Early College designara un contacto PIO para proporcionar articulos destacados, reconocimiento de estudiantes/padres/personal actuales y anteriores, actividades cocurriculares/extracurriculares y eventos para padres/comunidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Maintenance Supervisor</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Hanna ECHS will update websites at least monthly including showcasing student and community activities.</p> <p>Hanna ECHS actualizara los sitios web al menos una vez al mes, incluida la exhibicion de actividades estudiantiles y comunitarias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: checklist of websites indicating are current</p> <p>Summative: report at end of year for monthly checklist results</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals</p> <p>Population: Hanna ECHS Stakeholders - Start Date: August 16, 2022 - End Date: June 1, 2023</p> <p>Need Statements: Demographics 6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Need Statements:

Demographics

Need Statement 6: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause:** Campus surveys of needs and board directives support this as a priority need.

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)

Hanna ECHS trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/y los esfuerzos de retencion de estudiantes. (Meta del tablero 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.

Hanna ECHS continuara con el Distrito de Innovacion con el proposito de ajustar el calendario escolar para comenzar a principios de agosto para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

Evaluation Data Sources: School calendar showing earlier start date.



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





Hanna ECHS mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

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

Las referencias disciplinarias para remociones o colocaciones en el Centro Academico de Brownsville (BAC) disminuiran en un 5%.

Evaluation Data Sources: BAC placement data for 2019-2020 and 2020-2021, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
<p>Strategy 1: Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, and violence prevention.</p> <p>Capacitacion y desarrollo profesional Los maestros recibiran capacitacion sobre resolucion de conflictos, manejo de la disciplina, protestas y prevencion de la violencia.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets</p> <p>Summative: Discipline Referral Count</p> <p>Staff Responsible for Monitoring: Counselors Administration</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Camaras de seguridad Se instalaran camaras de seguridad adicionales para garantizar las necesidades de seguridad del campus, asi como un monitor para ver Camaras durante todo el dia.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increased coordination between security and administration</p> <p>Summative: Reduction in vandalism</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principals</p> <p>Security</p> <p>Monitor</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 16, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide classroom instructional strategies to keep students engaged and away from discipline issues.</p> <p>Proporcionar estrategias de instruccion en el salon de clases para mantener a los estudiantes comprometidos y alejados de los problemas de disciplina.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs</p> <p>Summative: Reduction in discipline referrals. EOY Reports</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Assistant Principals</p> <p>Security</p> <p>Monitor</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

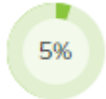
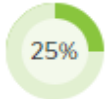




Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Hanna ECHS mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2022-2023 and will not be disproportionate for any population.

Las colocaciones disciplinarias por suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 5 % para 2022-2023 y no seran desproporcionadas para ninguna poblacion.

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hanna ECHS will implement SEL Modules to educate students on proper conduct and making correct decisions.</p> <p>Hanna ECHS implementara modulos SEL para educar a los estudiantes sobre la conducta adecuada y la toma de decisiones correctas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Referrals</p> <p>Summative: Reduction in ISS Placements</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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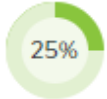




Goal 5: Hanna ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Hanna ECHS mantendra un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

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

Refinar e implementar todos los planes de seguridad en todo el campus para garantizar que los estudiantes esten seguros en caso de una crisis.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness.</p> <p>Los consejeros del campus implementaran un programa integral de asesoramiento bajo TAC 11.252 con el apoyo de organizaciones comunitarias/sin fines de lucro para abordar la salud mental actual, las tendencias relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre los temas que incluyen salud mental. , efectividad interpersonal/intrapersonal, salud/seguridad personal y preparacion universitaria/profesional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus referrals Staff Responsible for Monitoring: Counselors</p> <p>Population: All Students - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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)

Hanna ECHS, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, brindara el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Cap. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2022-2023 to 2023-2024.

Habra un aumento del 10% de padres involucrados en actividades de participacion de padres en el campus/distrito de 2022-2023 a 2023-2024.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting Hanna ECHS and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Electronic equipment/software will be provided/updated for parent contact; home visits, phone calls and/or obtain signatures, document history of parent contact through eSchoolPlus for attendance purposes and provide training for Building Capacity.; i.e. computer, tablets/case, laptops, scanner, printer and charging cart. Collaborative efforts in providing a district-wide parent notification system; School Messenger. Liaisons will monitor and follow-up on documentation after parent notifications in regards to student attendance. Parent Liaisons will set up a parent station with an easily identifiable canopy obtain parent signatures on district forms or parent conferences related to parent and family engagement and attendance. Further development for document alignment on eSchoolPlus for Parent and Attendance Liaisons. Title I Crate: Title I-A Requirements documentation will be uploaded and stored .</p> <p>Los Programas Federales, el Departamento de Inmigracion y el Compensatorio Estatal continuaran financiando Entrenadores de Padres y Enlaces de Padres con el fin de ayudar a Hanna ECHS y educar a los padres con informacion actualizada durante reuniones semanales/mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos. Se proporcionara/actualizara equipo electronico/software para contacto con los padres; visitas domiciliarias, llamadas telefonicas y/u obtencion de firmas, historial de documentos de contacto con los padres a traves de eSchoolPlus con fines de asistencia y capacitacion para el desarrollo de capacidades; es decir, computadora, tabletas/estuche, computadoras portatiles, escaner, impresora y carro de carga. Esfuerzos colaborativos para proporcionar un sistema de notificacion para padres en todo el distrito; Mensajero de la escuela. Los enlaces monitorearan y daran seguimiento a la documentacion despues de las notificaciones a los padres con respecto a la asistencia de los estudiantes. Los enlaces de padres estableceran una estacion de padres con un dosel facilmente identificable para obtener las firmas de los padres en los formularios del distrito o en las conferencias de padres relacionadas con la participacion y asistencia de los padres y la familia. Desarrollo adicional para la alineacion de documentos en eSchoolPlus para los enlaces de padres y asistencia. Caja de Titulo I: Se cargara y almacenara la documentacion de requisitos de Titulo I-A.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Trainer Documentation including Campus</p>	Formative			Summative
	Oct	Jan	Mar	May

Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits

Summative: Training Session Evaluations average scores, Formative Summative

Nov Jan Mar June

Increase attendance % rate

Parent Participation Rates will increase by 10%

Increase 3% participation in PAC Mtgs.

Increase on-time graduation

Increase parents surveyed with greater understanding of migrant program

Staff Responsible for Monitoring: Administration

Teachers

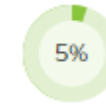
Parent Liaison



Title I:



4.2



- **Population:** Parents - **Start Date:** August 14, 2023 - **End Date:** May 31, 2024



Need Statements: Demographics 3 - Student Learning 8







Strategy 2 Details	Reviews			
<p>Strategy 2: Hanna ECHS will develop and disseminate the Parent and Family Engagement Policy and the Student Parent School Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Ensures the School-Parent-Student Compact outlines how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards.</p> <p>Hanna ECHS desarrollara y difunde la Politica de Participacion de los Padres y la Familia y el convenio S-P-S a los padres de los estudiantes del Titulo I-A participantes y lo publica en el sitio web del campus en ingles y espanol. Asegura que el Pacto entre la escuela, los padres y los estudiantes describe como los padres, todo el personal de la escuela, los estudiantes y los padres comparten la responsabilidad de mejorar el rendimiento de los estudiantes y por que medios la escuela y los padres construiran y desarrollaran una asociacion para ayudar a los ninos a alcanzar el alto nivel del estado. Normas.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Parent Liaison</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture - Population: Parents - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will purchase needed supplies, snacks, and refreshments for the for Parent Center for enrichment classes and educational trainings for parents. This will include but not limited to Computer Literacy, Nutrition classes and fitness classes. Also, Arts and Crafts classes will be conducted to increase parental involvement by encourage parents to work in collaboration with their children in designing graduation caps. Parents will also work in collaboration with their children in designing mums and garters for homecoming in order to increase school spirit and family engagement.</p> <p>El campus comprara los suministros necesarios para el Centro de padres para las clases de enriquecimiento y las capacitaciones educativas para los padres. Esto incluirea, pero no se limitara a, alfabetizacion informatica, clases de nutricion y clases de acondicionamiento fisico. Ademas, se llevaran a cabo clases de artes y oficios para aumentar la participacion de los padres alentandolos a trabajar en colaboracion con sus hijos en el diseno de birretes de graduacion. Los padres tambien trabajaran en colaboracion con sus hijos en el diseno de mamans y ligas para el regreso a casa con el fin de aumentar el espiritu escolar y la participacion familiar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agenda, Parent Activities</p> <p>Summative: Sign in sheets EOC Results Attendance Rate Discipline Results</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison</p> <p>Title I: 2.5 - Population: Parents - Start Date: August 16, 2022 - End Date: June 1, 2023</p> <p>Need Statements: Demographics 4, 5</p> <p>Funding Sources: Parent Center Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-001-030-0F2-Y - \$900, Parent Center General Supplies - 211 Title I-A - 211-61-6399-00-001-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 4 Details	Reviews			
<p>Strategy 4: 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 assist in distribution of resources to parents, conduct trainings and conduct parent meetings .</p> <p>El enlace de padres y el personal asistirán a reuniones, talleres y realizarán visitas domiciliarias dentro y fuera del distrito para recibir capacitación sobre como ayudar mejor a los padres de estudiantes con dificultades y monitorear la asistencia. Los enlaces ayudarán en la distribución de recursos a los padres, realizarán capacitaciones y realizarán reuniones con los padres.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Parent Liaison Attendance Liaisons Asst. Principal</p> <p>Title I: 4.2 - Population: Parents - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Demographics 4</p> <p>Funding Sources: Home Visitors Employee Travel - 211 Title I-A - 211-61-6411-00-001-Y-30-0F2-Y - \$900, Extra Duty Pay-Overtime-Custodial - 199 Local funds - 199-51-6121-46-001-Y-99-000-Y - \$1,000, Extra Duty Pay-Overtime-Custodial - 199 Local funds - 199-51-6121-47-001-Y-99-000-Y - \$1,000, Extra Duty Pay-Classified - 199 Local funds - 199-23-6121-08-001-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Los empleados de migracion del campus llevaran a cabo un minimo de dos reuniones de padres migrantes para brindarles a los padres migrantes informacion actualizada sobre el progreso academico de los estudiantes y la graduacion a tiempo. Proporcione refrigerios ligeros en las reuniones de padres.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In sheets & Agendas of Parent Meetings Summative: * PBMAS report *Increased participation in PAC Meetings *Increased student participation in supplemental activities</p> <p>Staff Responsible for Monitoring: Migrant Campus Clerk District Migrant Coordinator Migrant Counselor</p> <p>Population: Migrant Parents - Start Date: August 16, 2022 - End Date: June 1, 2023 Need Statements: Student Learning 2 Funding Sources: Migrant Parent Meeting - 212 Title I-C (Migrant) - 212-61-6499-53-001-Y-24-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Hanna ECHS will ensure representation of community and parent involvement in the decision-making process; SBDM. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> *Parent and Family Engagement Policy *School-Parent-Student Compact *Campus Improvement Plan <p>Asegurar la representacion de la comunidad y del involucramiento de padres en el proceso de toma de decisiones de; SBDM. Para que se cumplan los requisitos del programa, los padres participaran en analizar y/o revisar lo siguiente:</p> <ul style="list-style-type: none"> * Politica de Participacion de Padres y Familia <p>Convenio entre Escuela-Padre-Estudiante (S-P-S) Plan de Mejoramiento del la Escuela</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, CIP, Calendars, Meeting Agendas</p> <p>Summative impact: +Training Session Evaluations, 100% DEIC, LPAC and SBDM Meeting minutes reflecting input from parents and community members</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement Administrator and Staff</p> <p>Title I: 2.6 - Population: Parents and Community - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>-District-wide parent conferences, cluster meetings, Fairs and seminars.</p> <p>*Recognize community partners and parent volunteers for their efforts in supporting campus goals to increase student success.</p> <p>Capitalizar en el distrito los recursos de la comunidad mediante la asociacion y la creacion de acuerdos con agencias, organizaciones, empresas y padres voluntarios.</p> <p>*Invitar a las agencias comunitarias/organizaciones a participar y difundir informacion sobre los servicios publicos que sus agencias ofrecen con el fin de seguir construyendo asociaciones comunitarias solidas.</p> <p>-Conferencias de padres a nivel distrito, reuniones de grupos de escuelas, ferias y seminarios.</p> <p>*Proporcionar reconocimientos a los socios de la comunidad y a los padres voluntarios por sus esfuerzos en apoyar las metas de la escuela para incrementar el exito de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets</p> <p>Summative impact: +Increased Partnerships and Parent Volunteers by 5%</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement Administrator</p> <p>Population: Parents and Community Stakeholders - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Hanna ECHS will provide flexible meeting times for Parent Education opportunities through parent conferences, campus support group meetings and parent training sessions at campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Effective teaching strategies -Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students -College Readiness -Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations resources. -Building Capacity through training using appropriate equipment and materials for parent and community access to resources <p>Proporcionar horarios de reunion flexibles para las oportunidades de educacion a los padres a traves de conferencias de padres, reuniones de grupos de apoyo del distrito y sesiones de capacitacion para padres en el Centro de Padres de la escuela, asi como en el Centro Familiar de Servicios Especiales y el centro de transicion designado para difundir informacion, servicios y/o referencias a agencias que abordan las necesidades y preocupaciones en las siguientes areas:</p> <ul style="list-style-type: none"> * Estrategias de ensenanza eficaces * Poblaciones Especiales (Bilingual, Dislexia, G.T., Migrante, Educacion Especial) * Preparacion universitaria * Desercion escolar y Prevencion de la Violencia * Educacion para la salud y el bienestar * Recursos de agencias y organizaciones comunitarias <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement, Administration</p> <p>Title I: 4.2 - Population: Parents - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p>Strategy 9: The Parent and Family Engagement, Migrant staff and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>El personal de Participacion Familiar, el personal de Migrantes y los padres tendran la oportunidad de asistir a capacitaciones y conferencias de desarrollo profesional local, regional y estatal para ampliar su conocimiento de las ultimas estrategias cientificas, estrategias de instruccion basadas en la investigacion para dar mas apoyo a la educacion y mejorar la comprension, proporcionando asi un apoyo adicional mas completo a los estudiantes y a las familias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion</p> <p>Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement Administration Administration</p> <p>Population: Parent and Family Engagement and Migrant funded Staff and Parents - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved.</p> <p>Proporcionar capacitacion a los padres para establecer relaciones entre la familia, miembros de la comunidad y personal escolar que respalden el alto logro academico de los estudiantes en riesgo, mejoren las tasas de asistencia, de graduacion y finalizacion, al tiempo que reducen las tasas de retencion a traves de la confianza y la colaboracion; reconocer la variedad de necesidades familiares, asi como las diferencias de clase y culturales y fomentar la comprension y el respeto entre todos los involucrados.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Session Evaluations, Meeting Minutes, MOUs,</p> <p>Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement Administration Administration</p> <p>Population: Parents - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. Data Analysis/Root Cause: Additional state requirements and district student and employee data indicate need.</p> <p>Need Statement 4: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. Data Analysis/Root Cause: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.</p> <p>Need Statement 5: Need to increase community and business stakeholders in supporting campus-wide access to technology and communication resources. Data Analysis/Root Cause: Campus surveys and outreach from stakeholders supports this need.</p>

Student Learning

Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 8: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

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)

Los educadores de Hanna ECHS se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 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.

El desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al proporcionar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el rendimiento academico y la participacion, como lo demuestran las observaciones en el aula.

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

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)

Los educadores de Hanna ECHS se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)

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

El Departamento de CTE proporcionara desarrollo profesional continuo para los maestros de CTE, de modo que se brinden a los estudiantes oportunidades de aprendizaje extendidas, con el uso de programas y actividades basados en la investigacion, para garantizar mas oportunidades de estar preparados para la universidad y una carrera.

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







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)

Los educadores de Hanna ECHS se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)

Performance Objective 3: 100% of Hanna ECHS teachers assigned to instruct students identified for Bilingual services and all secondary English Language Arts teachers assigned to instruct students identified for ESL services will become Bilingual / ESL certified this school year.

El 100 % de los maestros de Hanna ECHS asignados para instruir a los estudiantes identificados para los servicios bilingues y todos los maestros de artes del lenguaje ingles de secundaria asignados para instruir a los estudiantes identificados para los servicios de ESL obtendran la certificacion bilingue/ESL este ano escolar.

Evaluation Data Sources: Professional Development records and SBEC Teacher Certification records,

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers who service ELs and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include:</p> <ul style="list-style-type: none"> *Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements. *Coaching for teacher of ELs, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification. <p>Proporcionar a los maestros que prestan servicios a los EL y necesitan ser certificados bilingues/ESL con actividades de desarrollo profesional y otro apoyo financiero. Actividades incluidas:</p> <ul style="list-style-type: none"> *Estipendios y otros gastos relacionados con la preparacion del examen de certificacion para abordar los requisitos del Capitulo 89 de TEA TEC. *Coaching para maestros de ELs, *fondos para asistir a conferencias educativas BIL/ESL, simposios y otras actividades de desarrollo profesional, y *otro apoyo permitido para obtener la certificacion BIL/ESL. <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports</p> <p>Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans.</p> <p>Staff Responsible for Monitoring: Principal Dean ELA Assistant Principal</p> <p>Population: Teachers serving , EB students - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  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)





Los educadores de Hanna ECHS se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)







Performance Objective 4: All Hanna ECHS staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Todo el personal de Hanna ECHS participara en las capacitaciones continuas requeridas relacionadas con la atencion informada sobre el trauma y las escuelas seguras y de apoyo.

Evaluation Data Sources: Training records for campus staff and implementation documentation.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, administrators and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)</p> <p>Todos los maestros, administradores y consejeros completaran una capacitacion de atencion informada sobre traumas de un programa aprobado por el estado para aumentar la conciencia e implementar las mejores practicas para apoyar el bienestar de los estudiantes y aplicar intervenciones para el apoyo academico y emocional. (Politica FFBA)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p>Staff Responsible for Monitoring: Administration Campus Threat Assessment Team Leaders</p> <p>Population: All Faculty and Staff - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Hanna ECHS Campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multi-hazard emergency operations plan. (Policy FFB)</p> <p>El campus de Hanna ECHS tendra un equipo de evaluacion de amenazas capacitado que desarrollara un programa escolar seguro y de apoyo en cumplimiento con TEA. El equipo brindara orientacion a los estudiantes y empleados de la escuela sobre el reconocimiento de comportamientos daninos, amenazantes o violentos que pueden representar una amenaza para la escuela de la comunidad o el individuo y apoyara al distrito en la implementacion del plan de operaciones de emergencia de riesgos multiples del distrito. (Politica FFB)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p>Staff Responsible for Monitoring: Administration Campus Threat Assessment Team Leaders</p> <p>Population: All Faculty and Staff - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Hanna ECHS will train designated staff on child sexual abuse, sex-trafficking, children Crisis Prevention Institute (CPI) core team & Senate Bill 1196 training. Hanna ECHS shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)</p> <p>Hanna ECHS capacitara al personal designado sobre el abuso sexual infantil, el trafico sexual, el equipo central del Instituto de Prevencion de Crisis (CPI) de ninos y la capacitacion del Proyecto de Ley del Senado 1196. Hanna ECHS proporcionara un programa contra la victimizacion por abuso infantil que incluye presentaciones para los estudiantes y el personal del campus. (Politica FFG)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year reports trainings</p> <p>Staff Responsible for Monitoring: Administration Campus Threat Assessment Team Leaders</p> <p>Population: All Faculty and Staff - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Professional Development for MTSS to include social-emotional learning and trauma-informed care training for administrators, counselors and teachers.</p> <p>Desarrollo profesional para MTSS para incluir aprendizaje socioemocional y capacitacion en atencion informada sobre traumas para administradores, consejeros y maestros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year reports trainings</p> <p>Staff Responsible for Monitoring: Administration Campus Threat Assessment Team Leaders</p> <p>Population: Faculty - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



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)





Hanna ECHS implementara tecnologia para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2022-2023. (Future Ready Curriculum, Instruction, and Assessment)

Instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario, aumentaran en comparacion con datos comparables para 2022-2023. (Plan de estudios, instruccion y evaluacion de Future Ready)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

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 Edgenuity for At-Risk Students, API, Edgenuity Blended Program, KHAN Academy, TSI Remediation, All In Learning and Problem-Attic data analysis, etc.</p> <p>El campus comprara computadoras de escritorio, pantallas interactivas, Chromebooks, mobi pads, proyectores, computadoras portatiles y software (Windows Office, Edgenuity, APEX, All In Learning, TANGO)/Paquete educativo de Chrome, suministros tecnologicos/suscripciones renovadas que se ajusten a las necesidades especificas del campus para mejorar rendimiento general de los estudiantes y ayuda con los programas de recuperacion de creditos Edgenuity para estudiantes en riesgo, API, Edgenuity Blended Program, KHAN Academy, TSI Remediation, All In Learning y analisis de datos Problem-Attic, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Benchmark Scores</p> <p>Summative: Student Transcripts</p> <p>Staff Responsible for Monitoring: Principals</p> <p>TST</p> <p>Dean of Instruction</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Population: All Students - Start Date: August 16, 2022 - End Date: June 1, 2023</p> <p>Need Statements: Student Learning 3</p> <p>Funding Sources: Equipment - 162 State Compensatory - 162-13-6398-62-001-30-000-Y - \$6,000, Equipment - 282 ESSER III Grant Funds - 282-13-6398-65-001-Y-24-0CG-1 - \$9,500, Contracted Services - 199 Local funds - 199-23-6249-65-001-Y-99-000-Y, Student ID Machine - 199 Local funds - 199-11-6395-62-00-001-Y-11-000-Y, Furniture, Equipment, & Software-Administration - 199 Local funds - 199-23-6639-00-001-Y-99-000-Y, Equipment Under \$5,000 - 282 ESSER III Grant Funds - 282-11-6398-62-001-Y-24-0CG-1 - \$114,161, Technology less than \$5000 - 164 State Career and Technical Education - 164-11-6497-BA-001-Y-22-000-Y, Software - 282 ESSER III Grant Funds - 282-11-6395-62-001-Y-24-0CG-1 - \$2,000, Equipment Under \$5000 - 162 State Compensatory - 162-11-6398-62-001-Y30-000-Y - \$106,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Use survey instruments and Learning Management/Classroom Management System software to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning.</p> <p>Campus determinara que habilidades necesitan tanto los estudiantes como los educadores para participar con exito en el aprendizaje personalizado. Considere las habilidades de los estudiantes relacionadas con la autodireccion y las estrategias de aprendizaje; y habilidades del educador relacionadas con la pedagogia y la individualizacion del contenido. Utilice instrumentos de encuesta y el software del sistema de gestion del aprendizaje/gestion del aula para evaluar las habilidades de los estudiantes y educadores e identificar las brechas entre las habilidades actuales y el nivel de habilidad necesario para participar en un aprendizaje flexible y personalizado.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: All Students and Staff - Start Date: August 16, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Campus will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography).</p> <p>El Campus determinara que brechas tienen los estudiantes en riesgo de abandonar la escuela y proporcionara dispositivos de aprendizaje complementarios personalizados y adaptables con software en areas de contenido fundamental (ELA, Matematicas, Ciencias, Estudios Sociales que consisten en Texas, Estados Unidos e historia mundial, gobierno, y geografia).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: All Students at Risk of dropping out - Start Date: August 16, 2022 - End Date: June 1, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

Student Learning

Need Statement 3: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Campus surveys for availability and access from 2022 and Spring 2023.



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)









Hanna ECHS implementara tecnologia para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2022 or 2023 (due to COVID-19), leveraging human capital in personalized learning.

Aumente las oportunidades para que los estudiantes aprendan en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, y brinde pasantias autenticas para estudiantes integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2022 o 2023 (debido a COVID-19), potenciando el capital humano en el aprendizaje personalizado.

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community.</p> <p>El Campus encontrara innovadores y usuarios pioneros entre los administradores, los estudiantes y el personal para implementar un aprendizaje personalizado que fomente y fortalezca el aprendizaje centrado en el estudiante, los entornos de aprendizaje digital y los sistemas de gestion del aprendizaje que ofreceran opciones para aprender en cualquier momento del dia, desde casa, escuela y/o comunidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All students and stakeholders - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Campus will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.</p> <p>El Campus brindara a los estudiantes en aulas 1:1 la oportunidad de llevarse un dispositivo a casa para ampliar el aprendizaje mas alla del aula.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All Students - Start Date: June 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Campus will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics, and Coding through foundational skills such as computational thinking, systems thinking, and design thinking.</p> <p>El campus brindara oportunidades de pasantias en las areas de ingenieria aeroespacial, espiritu empresarial, robotica y codificacion a traves de habilidades fundamentales como el pensamiento computacional, el pensamiento sistemico y el pensamiento de diseno.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses</p> <p>Staff Responsible for Monitoring: Administration CTE Department Administrator</p> <p>Population: All Students - Start Date: July 1, 2023 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



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)







Hanna ECHS implementara tecnologia para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para apoyar el aprendizaje combinado en todos los niveles de grado.

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step.</p> <p>El campus establecera un cuadro de mando para la inversion exitosa en dispositivos y otras tecnologias antes de la implementacion, asegurando una estrategia de implementacion a corto plazo que se alinee con el distrito como un plan de tecnologia a largo plazo como un paso preliminar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Device purchasing reports Device deployment reports Summative Impact: Progress towards successful purchasing and deployment Survey results regarding success of deployment Staff Responsible for Monitoring: Administration</p> <p>Population: All students - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the campus in the early fall, mid-year and spring.</p> <p>Con el fin de garantizar una conectividad WIFI adecuada para todas las partes interesadas, se realizaran pruebas de velocidad en todo el campus a principios del otono, a mediados de ano y en la primavera.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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)







Hanna ECHS implementara tecnologia para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Revise, actualice e implemente politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data.</p> <p>El Campus identificara las fuentes de datos actuales, revisara los planes de mejoramiento escolar existentes y determinara los lugares donde un mayor uso de los datos puede ayudar a respaldar las metas existentes y la mejora continua, asignandolos a las preguntas clave que estos datos deben responder.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All Students and Programs - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.</p> <p>El campus revisara y actualizara las politicas y los procedimientos para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All students and programs - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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)





Hanna ECHS implementara tecnologia para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)







Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce. Future Ready Community Partnerships

Aumentar las asociaciones comunitarias y orientadas a los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral. Asociaciones comunitarias preparadas para el futuro.

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology.</p> <p>El Campus aumentara la asociacion comunitaria, centrandose en el espiritu empresarial, la innovacion y la estrategia deplanificacion que facilitara la tecnologia educativa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All BISD Stakeholders - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The Campus will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce.</p> <p>El Campus colaborara con la camara de comercio local para establecer contactos con empresas locales para brindarles a los estudiantes presentaciones sobre el espiritu empresarial y las habilidades blandas/avanzadas necesarias en la fuerza laboral.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All BISD Stakeholders - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Campus will create a database of leaders with expertise in technology integration to provide classroom level partnerships.</p> <p>El Campus creara una base de datos de lideres con experiencia en integracion de tecnologia para brindar asociaciones a nivel de aula.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: All Students and Staff - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The Campus will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices.</p> <p>El campus capacitara a los padres sobre el uso del Sistema de gestion del aprendizaje del distrito y los Sistemas de gestion del salon de clases para monitorear el uso educativo del software y los dispositivos educativos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Records Summative Results: Software usage reports</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All BISD Parents - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				



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)





Hanna ECHS implementara tecnologia para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)









Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas. Future Ready Personalized Professional Learning

Brindar desarrollo profesional basado en la investigacion y la competencia, aprovechar a los especialistas en medios, decanos, administradores de tecnologia y maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Certified Educator y Google Certified Teacher) y proporciona recursos tecnologicos y PD que apoyan aprendizaje personalizado, flexible y combinado en todas las areas de contenido. Aprendizaje profesional personalizado Future Ready

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, school leaders, and district leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. *Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.</p> <p>Los maestros, lideres escolares y lideres del distrito participaran en un minimo de 12 horas de desarrollo profesional de tecnologia presencial y/o virtual y/o 6 creditos de microcredenciales basadas en competencias anualmente para prepararse mejor y ayudar con la integracion de la tecnologia. . *Los maestros de la cohorte participaran anualmente en un minimo de 12 horas de desarrollo profesional de tecnologia presencial y/o virtual y 12 creditos de microcredenciales basadas en competencias para prepararse mejor y ayudar con la integracion de la tecnologia.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed Staff Responsible for Monitoring: Administration</p> <p>Population: All BISD staff - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will allow the Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>El campus permitira que los decanos, los administradores de tecnologia y el maestro de apoyo tecnologico (TST) tengan tiempo adecuado todos los dias para apoyar a su campus en la integracion de la tecnologia en la instruccion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey of staff Summative Results: Survey EOY report</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: TST - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will attend teacher-led conference, and a student-led conference at least once a year in order to promote and assist with the integration of technology in the classroom, school, and district and better prepare students and leaders for adopting innovation.</p> <p>Los maestros asistirán a conferencias dirigidas por maestros y a conferencias dirigidas por estudiantes al menos una vez al año para promover y ayudar con la integración de la tecnología en el salón de clases, la escuela y el distrito y preparar mejor a los estudiantes y líderes para adoptar la innovación.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Conference agendas and proposals Summative Results: Conference session attendance data Survey of participants</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: all students, parents, teachers - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide opportunities for staff to be Apple Certified/ Distinguished teacher trained using this program, and a Google Certified Teacher/Trainer/Innovator program. Through this training, the teachers will be discovering, highlighting and enabling innovation and achievement among students, teachers, and all school members.</p> <p>El campus brindara oportunidades para que el personal sea capacitado como maestro certificado/distinguido de Apple usando este programa, y un programa de maestro/entrenador/innovador certificado por Google. A traves de esta capacitacion, los docentes estaran descubriendo, destacando y posibilitando la innovacion y el logro entre estudiantes, docentes y todos los miembros de la escuela.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development reports Summative Results: Aggregate Professional Development Records for Certificates attained Staff Responsible for Monitoring: Administration</p> <p>Population: Faculty - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas.</p> <p>Campus proporcionara recursos tecnologicos y actividades de desarrollo profesional para apoyar el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed Staff Responsible for Monitoring: Administration</p> <p>Population: Faculty - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				



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)





Hanna ECHS implementara tecnologia para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets. Future Ready: Budget and Resources

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos. Preparados para el futuro: presupuesto y recursos

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc.</p> <p>El campus aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las areas tematicas al proporcionar nuevos software y plataformas, incluidos Microsoft, Google y Apple, y hardware en los campus para la instruccion mejorada de tecnologia/computacion. El distrito utilizara plataformas como GOGUARDIAN, CLEVER y PAPERBASKET para analizar el retorno de la inversion de todos los software comprados por los campus y el distrito. Analizara el uso de los estudiantes, el impacto academico, el rendimiento de los estudiantes, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All Students - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: BISD will define specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization.</p> <p>BISD definira politicas especificas, estrategias de implementacion, metricas de responsabilidad y plazos que respaldaran un proceso de planificacion mas eficiente en multiples presupuestos. BISD medira factores como el retorno de la inversion (ROI) y los precios al por mayor en el proceso de planificacion presupuestaria para que los gastos de aprendizaje digital puedan definirse mas claramente en toda la organizacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Purchase Reports Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports ROI Analysis reports</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: All Students - Start Date: July 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue



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)



Hanna ECHS implementara tecnologia para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)



Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear. Future Ready Collaborative Leadership







Llevar a cabo la Encuesta de tecnologia del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready. Liderazgo colaborativo preparado para el futuro

Evaluation Data Sources: BISD Future Ready Framework survey result

Strategy 1 Details	Reviews			
<p>Strategy 1: Choose a research-based model based on context and needs as determined by a needs assessment such as Kotter's 8-Step Change Model, the Concerns-Based Adoption Model (CBAM), Roger's Diffusion of Innovations, and Ely's Conditions for Change Resources for becoming familiar with different models for facilitating change are available online and in print, like James Ellsworth's Surviving Change: A Survey of Educational Change Models, which provides an overview of a variety of models designed for different purposes.</p> <p>Elija un modelo basado en la investigacion segun el contexto y las necesidades segun lo determinado por una evaluacion de necesidades, como el modelo de cambio de 8 pasos de Kotter, el modelo de adopcion basado en preocupaciones (CBAM), la difusion de innovaciones de Roger y las condiciones para el cambio de Ely Recursos para familiarizarse con diferentes modelos para facilitar el cambio estan disponibles en linea e impresos, como Surviving Change: A Survey of Educational Change Models de James Ellsworth, que brinda una descripcion general de una variedad de modelos disenados para diferentes propositos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Model Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders Staff Responsible for Monitoring: Administration TST</p> <p>Population: BISD Stakeholders - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify who the agents of change are at the school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.</p> <p>Identificar quienes son los agentes de cambio a nivel escolar. Kotter (1995) sugiere que uno de los principales errores que cometen las organizaciones es no contratar a las personas adecuadas para liderar y facilitar el cambio. Rogers (1983) identifica categorías de individuos en términos de su respuesta a las innovaciones, sugiriendo que aquellos que son respetados por los demás y abiertos a probar cosas nuevas deben incluirse en el proceso de planificación, ya que su apoyo es esencial para el éxito de los esfuerzos de cambio. en una organización. Comience conversaciones, individuales y colaborativas, con estas personas, a fin de establecer un conjunto común de problemas para abordar y un sentido de urgencia para realizar cambios para abordarlos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: Administration - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a plan for change that addresses these components, and others that may arise during the needs assessment. Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success. Accelerate creation of plan to address COVID 19 learning losses.</p> <p>Cree un plan de cambio que aborde estos componentes y otros que puedan surgir durante la evaluacion de necesidades. Incluya roles de liderazgo y responsabilidades entre las partes interesadas para obtener aceptacion y aumentar las posibilidades de exito. Acelerar la creacion de un plan para abordar las perdidas de aprendizaje de COVID 19.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders Staff Responsible for Monitoring: Administration TST</p> <p>Population: Faculty - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will use technology surveys conducted for addressing technology access and learning loss preparing for the 2022-2023 School year instead of the Future Ready Framework Technology Survey in Spring 2022 to create new baseline data for the district and campus technology needs assessment, setting new technology goals, and developing the strategies for technology for the 2022-2023 District Improvement Plan. DCNA: Technology Plan and COVID 19 learning loss needs</p> <p>El campus utilizara encuestas de tecnologia realizadas para abordar el acceso a la tecnologia y la perdida de aprendizaje en preparacion para el ano escolar 2022-2023 en lugar de la Encuesta de tecnologia Future Ready Framework en la primavera de 2022 para crear nuevos datos de referencia para la evaluacion de las necesidades de tecnologia del distrito y del campus, estableciendo nuevas metas tecnologicas. y desarrollar las estrategias de tecnologia para el Plan de Mejoramiento del Distrito 2022-2023. DCNA: Plan de tecnologia y necesidades de perdida de aprendizaje de COVID 19</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas and attendance records Presentations BOY Surveys Summative Results: Agendas Sign in Sheets Presentations EOY Surveys</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>Population: Faculty - Start Date: July 1, 2023 - End Date: June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Hanna ECHS a través de esfuerzos mejorados de prevención de la deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Aumentar la tasa de asistencia general del campus al 96 % y mejorar la tasa de asistencia de los estudiantes en riesgo en un 10 % con respecto a la asistencia del año anterior.

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.



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



Hanna ECHS a traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)



Performance Objective 2: Reduce the drop out rate by 5% and increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.



Reducir la tasa de abandono escolar de la escuela intermedia a menos del 1 %, aumentar la tasa de finalizacion de la escuela secundaria al 95 % y aumentar la tasa de graduacion de la escuela secundaria al 91,3 %.





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



Strategy 1 Details	Reviews			
<p>Strategy 1: The Probation officer will work with students who are on probation to improve behavior and to maximize classroom performance.</p> <p>El oficial de libertad condicional trabajara con los estudiantes que estan en libertad condicional para mejorar el comportamiento y maximizar el rendimiento en el salon de clases.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate</p> <p>Staff Responsible for Monitoring: Principals Administrator for State Compensatory Education</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: Probation Officer - 162 State Compensatory - 162-32-6299</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 2 Details	Reviews			
<p>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.</p> <p>Con el fin de crear una comunidad de adultos comprensivos, Communities in School (CIS) trabajara con la escuela secundaria para brindar recursos y servicios a los estudiantes y padres.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Attendance, Rate, Retention Rate, Graduation Rate, Completion Rate, Dropout Rate</p> <p>Staff Responsible for Monitoring: Principals Administrator for State Compensatory Education</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 17, 2021 - End Date: June 3, 2022</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: CIS - 162 State Compensatory - 162-32-6299</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>10%</p>	 <p>25%</p>		



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, 2022.</p> <p>La escuela proporcionara IHE de transporte y una orientacion que incluye estrategias AVID a los estudiantes de 8.o grado de las escuelas secundarias e implementara una Academia Summer Bridge para los estudiantes que ingresan al 9.o grado y una Academia Cohort Express para abordar las necesidades academicas de los estudiantes en riesgo que no se graduen a partir de agosto. 30, 2022.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Credits Accrued and Student Transcripts</p> <p>Summative: Retention Rate, Graduation Rate, Completion Rate</p> <p>Staff Responsible for Monitoring: Principals Administrator for State Compensatory Education</p> <p>Title I: 2.6 - Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 4</p> <p>Funding Sources: AVID Membership - 211 Title I-A - 211-11-6495-00-001-Y-30-0F2-Y - \$5,000, AVID Weekly Secondary - 211 Title I-A - 211-11-6325-00-001-Y-30-0F2-Y - \$700, Summer Bridge Program (Teachers, Admin & Counselors) - 211 Title I-A - 211-11-6118-00-001-Y-30-BDG-Y - \$14,797, 199-Reading Materials-subscription - 199 Local funds - 199-12-6325-00-001-Y-99-000-Y - \$500, Choir Dues - 199 Local funds - 199-36-6495-57-001-99-000-Y, Miscellaneous Expenses - 199 Local funds - 199-12-6299-62-001-Y-99-000-Y, Subscription - 211 Title I-A - 211-12-6325-00-001-Y-99-000-Y - \$2,324</p>	Formative			Summative
	Oct	Jan	Mar	May
				



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.</p> <p>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>El Decano de Instruccion, los administradores y los maestros asistiran y realizaran capacitaciones periodicas de desarrollo profesional basadas en investigaciones para capacitar y retener personal altamente calificado que impactara positivamente el rendimiento de los estudiantes en riesgo. La capacitacion se utilizara para mejorar el rendimiento de los estudiantes para aquellos estudiantes con mayor riesgo de no graduarse a tiempo, asi como para mejorar/actualizar el campus, que incluye AP y Pre-AP.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Principals Administrator for State Compensatory Education Department</p> <p>Title I: 2.6 - Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 7</p> <p>Funding Sources: Dean of Instruction - 162 State Compensatory - 162-13-6119-31-001-Y-30-000-Y, Registration-Certified - 211 Title I-A - 211-13-6497-00-001-Y-30-AYP-Y - \$5,000, Substitutes - 162 State Compensatory - 162-11-6112-18-001-Y-30-000-Y, Bilingual Travel - 163 State Bilingual - 163-13-6411-23-001-Y-25-031-Y, Registration - 199 Local funds - 199-11-6497-00-001-Y-11-000-Y, Travel - 282 ESSER III Grant Funds - 282-13-6411-23-001-Y-24-0CG-1 - \$10,000, Travel-Librarians - 199 Local funds - 199-12-6411-23-001-Y-99-000-Y - \$1,500, Travel Teachers - 211 Title I-A - 211-13-6411-23-001-Y-30-0F2-Y - \$11,906, Travel-Administration - 211 Title I-A - 211-23-6411-23-001-Y-00-0F2-Y - \$5,000, Travel-Administration-Away - 199 Local funds - 199-23-6411-23-001-Y-99-000-Y - \$3,000, Substitute Teachers - 211 Title I-A - 211-11-6112-18-001-Y-30-AYP-Y - \$4,058, Substitute Teachers - 211 Title I-A - 211-13-6112-18-001-Y-30-AYP-Y - \$1,174, Travel-Administration-local - 199 Local funds - 199-23-6411-00-001-Y-99-000-Y - \$2,000, Travel-Librarians - 282 ESSER III Grant Funds - 282-12-6411-23-001-Y-24-0CG-1 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				



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 Edgenuity Programs.</p> <p>Los programas STARS y Dislexia se ofreceran durante el dia escolar, despues de la escuela y los sabados para brindar instruccion acelerada a los estudiantes identificados que utilizan los programas Edgenuity.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Campus Administration Administrator for State Compensatory Education Department</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Un maestro de dislexia supervisara el progreso academico, la asistencia y brindara servicios de apoyo para los estudiantes, el personal y los padres identificados.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores</p> <p>Summative: STAAR, Completion Rate, Graduation Rate.</p> <p>Staff Responsible for Monitoring: Campus Administration Administrator for State Compensatory Education Department</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				



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>Se proporcionara instruccion acelerada a aquellos estudiantes que no hayan aprobado sus exámenes EOC y/o tengan dificultades en sus clases. Comenzaran en la cuarta semana de clases para abordar las necesidades de los estudiantes en las areas de Ingles I, Ingles II, Algebra I, Biologia e Historia de EE. UU. Estas tutorias se llevaran a cabo antes, despues de la escuela y los sabados.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Dean of Instruction Assistant Principals Administrator for State Compensatory Education</p> <p>Title I: 2.4 - Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: 162 - Tutorials EOC - 162 State Compensatory - 162-11-6118-00-001-Y-24-EOC-Y - \$19,096, 162 - Tutorials - 162 State Compensatory - 162-11-6118-00-001-Y-24-000-Y - \$70,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>El consejero en riesgo supervisara y coordinara los programas de intervencion para los estudiantes clasificados como en riesgo para mejorar el rendimiento y la asistencia de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Administrator for Compensatory Education Campus Administration</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: At-Risk - 162 State Compensatory - 162-31-6119-31-001-Y-30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>El Especialista del Programa supervisara y coordinara los programas de intervencion de abandono escolar para estudiantes clasificados como en riesgo para disminuir la tasa de abandono escolar y aumentar la tasa de finalizacion y graduacion. El especialista coordinara la Caminata por el Futuro para traer de regreso a los estudiantes en peligro de abandonar la escuela.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Campus Administration Administrator for State Compensatory Education</p> <p>Title I: 2.6 - Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Demographics 1, 2 - Student Learning 12 - Perceptions 3</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
	Oct	Jan	Mar	May
				

Strategy 10 Details	Reviews			
<p>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.</p> <p>Jovenes no acompañados: Brinde capacitación al personal del campus sobre la identificación de jóvenes sin hogar y sin acompañante durante el proceso de inscripción para garantizar que se utilicen técnicas de sensibilidad, que los procedimientos de inscripción no creen barreras y que los estudiantes y las familias sean dirigidos al Proyecto de jóvenes sin hogar para una mayor admisión. .</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report</p> <p>Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate</p> <p>Staff Responsible for Monitoring: PEIMS Administrator</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 11 Details	Reviews			
<p>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.</p> <p>Proporcionar sustitutos para las pruebas y para las oportunidades de desarrollo profesional que se proporcionarán al personal del campus para mejorar la prestación de servicios para los estudiantes en riesgo a fin de mejorar el rendimiento académico, la tasa de graduación, la tasa de finalización, disminuir la tasa de retención y la tasa de deserción. Las oportunidades de desarrollo profesional incluyen: Identificación de estudiantes en riesgo a través de criterios estatales y locales, Tasa de graduación, Tasa de finalización y Manual de sobrevivientes de tasa de abandono escolar, Cohortes de graduación, Identificación e inscripción inmediata de niños sin hogar y jóvenes no acompañados a través de la Ley McKinney-Vento, y Cumplimiento de presupuesto y programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate</p> <p>Staff Responsible for Monitoring: Program Specialist; At-Risk Counselor</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Demographics 8 - Student Learning 6, 11</p> <p>Funding Sources: Substitutes - 162 State Compensatory - 162-11-6112-18-001-Y-30-000-Y - \$30,000, Substitutes - 163 State Bilingual - 163-11-6112-18-001-Y-30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Se implementara una despensa de alimentos y un armario de ropa para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento, la asistencia, la tasa de graduacion y la finalizacion de los estudiantes en riesgo. y disminuir la tasa de retencion y la tasa de desercion.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: CIS</p> <p>Program Specialist</p> <p>At-Risk Counselor</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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 and closing the gaps including the use of Aware and Tango to analyze data.</p> <p>El cuerpo docente y el personal llevaran a cabo el programa de instruccion, TELPAS, reunion de LPAC, utilizando una variedad de programas de computadora y suministros de prueba e instruccion complementarios, y materiales en las areas de contenido basico para mejorar el rendimiento de los estudiantes y cerrar las brechas, incluido el uso de Aware y Tango para analizar datos.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Department Chairs Strand Leaders TST Assistant Principal Counselors</p>	Formative			Summative
	Oct	Jan	Mar	May

Dean of Instruction

Title I:

2.4



- **Population:** 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 14, 2023





- **End Date:** May 31, 2024





Need Statements: Student Learning 5, 6





Funding Sources: General Supplies - 162 State Compensatory - 162-11-6399-00-001-Y-30-000-Y - \$15,000, General Supplies - 162 State Compensatory - 162-13-6399-00-001-Y-30-000-Y - \$5,000, 211 Student Supplies - 211 Title I-A - 211-11-6399-00-001-Y-30-0F2-Y - \$5,000, Library Books - 199 Local funds - 199-12-6329-00-001-Y-99-000-Y - \$1,300, Duplicating paper - 199 Local funds - 199-11-6396-00-001-Y-11-000-Y - \$5,000, 163 Supplies - 163 State Bilingual - 163-11-6399- - \$5,850, Library Electronics - 199 Local funds - 199-12-6398-62-001-Y-99-000-Y, General Supplies - 199 Local funds - 199-13-6399-51-001-Y-11-000-Y-Y, Graduation Programs - 199 Local funds - 199-11-6399-16-001-Y-11-002-Y - \$5,000, General Supplies - 199 Local funds - 199-11-6399-00-001-Y-11-000-YY - \$4,326, General Supplies - 199 Local funds - 199-11-6395-62-001-Y-11-000-Y, Equipment Under \$5,000 - 199 Local funds - 199-11-6398-62-001-Y-11-000-Y, General Supplies-ink - 199 Local funds - 199-11-6399-62-001-Y-11-000-Y - \$1,000, General Supplies-Library - 199 Local funds - 199-12-6399-00-001-Y-99-000-Y - \$2,000, Library Ink - 199 Local funds - 199-12-6399-62-001-Y-99-000-Y, Library - 199 Local funds - 199-12-6399-16-001-Y-99-000-Y, Administration-electronics - 199 Local funds - 199-23-6398-65-001-Y-99-000-Y - \$8,000, General Supplies-Administration - 199 Local funds - 199-11-6399-51-001-Y-11-000-Y - \$2,000, General Supplies-Nurses - 199 Local funds - 199-33-6399-00-001-Y-99-000-Y - \$1,500, CTE - SUPPLIES/MATERIALS - 164 State Career and Technical Education - 164-11-, Toner - 164 State Career and Technical Education - 164-31-6399-62-001-Y-22-000-Y, Teacher Travel -CTE - 164 State Career and Technical Education - 164-11-6411-AC-001-Y-22-000-Y, General Supplies - 164 State Career and Technical Education - 164-11-6399-SC-001-Y-22-000-Y, General Supplies-Administration - 199 Local funds - 199-23-6399-00-001-Y-99-000-Y - \$5,000, 282 General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-001-Y-24-0CG-1 - \$40,000, 263 Supplies - 263 Title III-A Bilingual - 263-11-6399- - \$5,850, Printing Supplies - 162 State Compensatory - 162-11-6399-62-001-Y-30-000-Y - \$17,000











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 2022 in order to decrease the retention rate and improve student achievement. These will occur before, afterschool and on Saturdays.</p> <p>El campus proporcionara transporte para que los estudiantes asistan a tutorias e instruccion acelerada en las cuatro materias basicas para estudiantes de bajo rendimiento para septiembre de 2022 con el fin de disminuir la tasa de retencion y mejorar el rendimiento estudiantil. Estos ocurriran antes, despues de la escuela y los sabados.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Principals Deans of Instruction Tutorial Teachers</p> <p>Title I: 2.6 - Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 16, 2021 - End Date: June 3, 2022</p> <p>Need Statements: Demographics 2 - Perceptions 3</p> <p>Funding Sources: 211 Transportation - 211 Title I-A - 211-11-6494-00-001-Y-30-0F2-Y - \$30,000, 282 Transportation - 282 ESSER III Grant Funds - 282-11-6494-00-001-Y-24-0CG-1 - \$28,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				







Strategy 15 Details	Reviews			
<p>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.</p> <p>Se utilizaran maestros altamente calificados del area central (8), 3 enfermeras, 2 asistentes de biblioteca, 1 asistente de dislexia para satisfacer las necesidades de los estudiantes de Titulo I-A para garantizar que se alcance el progreso academico y se cierren las brechas academicas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports</p> <p>Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Dean of Instruction</p> <p>Assistant Principal</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 16 Details	Reviews			
<p>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.</p> <p>A los maestros se les ofrecera la oportunidad de asistir a Institutos AP de Verano para enseñar Clases AP. La capacitacion se utilizara para mejorar el rendimiento de los estudiantes para aquellos estudiantes con mayor riesgo de no graduarse a tiempo, asi como para mejorar/actualizar el campus a AP y Pre-AP.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: APSI Flyers, Master Schedule</p> <p>Summative: EOC Scores/AP Scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Department Chairs</p> <p>Population: Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 17 Details	Reviews			
<p>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.</p> <p>Los maestros tendran la oportunidad de realizar sesiones de revision de datos para analizar datos y ajustar los marcos al trabajar en la alineacion del plan de estudios para abordar las areas de necesidad en el area de contenido basico.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Curriculum Writing Schedule, Curriculum Plan</p> <p>Summative: EOC Scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Department Chairs</p> <p>Population: Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 18 Details	Reviews			
<p>Strategy 18: Teachers will meet as LPAC Committee will to evaluate and rate Emergent Bilingual Students.</p> <p>Los maestros se reuniran como lo hara el Comite LPAC para evaluar y calificar a los estudiantes bilingues emergentes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Dean of Instruction LPAC Chair LPAC Committee Formative: Committee Meeting</p> <p>Summative: LPAC Lists</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction LPAC Chair LPAC Committee</p> <p>Population: Teachers - Start Date: August 16, 2021 - End Date: June 3, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				

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>Los estudiantes de Early College High School tomara la evaluacion previa de TSI a traves de cursos de geometria, algebra II o sistemas ambientales. Los alumnos que hayan aprobado realizaran el examen TSI.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Early College Director</p> <p>Transitional Counselor</p> <p>Population: ECHS Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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>Hanna Early College Los estudiantes que hayan tomado al menos la parte de lectura de la evaluacion TSI completaran la Solicitud Comun de Texas a traves del centro universitario Advise TX.</p> <p>Milestone's/Strategy's Expected Results/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>Staff Responsible for Monitoring: Early College Director</p> <p>Transitional Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023</p> <p>- End Date: May 31, 2024</p> <p>Funding Sources: Advise TX - 211 Title I-A - 211-31-6299-00-001-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 21 Details	Reviews			
<p>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, TSI and SAT Tests.</p> <p>A los estudiantes en cursos AP y TSI Pre-Class se les ofreceran clases de tutoria y los suministros necesarios para que los estudiantes reforzar el curriculo AP y preparar a los estudiantes para las pruebas AP, TSI y SAT.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Attendance sheets</p> <p>Summative: AP Scores</p> <p>Staff Responsible for Monitoring: Early College Director</p> <p>Transitional Counselor</p> <p>AP Coordinator</p> <p>Title I: 2.4</p> <p>- Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 6</p> <p>Funding Sources: Testing Materials (AP/PSAT/TSI) - 211 Title I-A - 211-11-6339-00-001-Y-30-0F2-Y - \$35,197</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 22 Details	Reviews			
<p>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.</p> <p>Se llevaran a cabo noches de ayuda financiera para ayudar a los estudiantes y padres a completar todo el papeleo y las solicitudes requeridos por la universidad para aumentar la asistencia a la universidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign in Sheets</p> <p>Summative: Counselors Report</p> <p>Staff Responsible for Monitoring: Early College Director</p> <p>Transitional Counselor</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 23 Details	Reviews			
<p>Strategy 23: Dual Enrollment and AP Courses will be offered to students to gain college hours before graduation.</p> <p>Se ofreceran cursos de inscripcion dual y AP a los estudiantes para obtener horas universitarias antes de la graduacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Master Schedule</p> <p>Summative: Student EOY Grades</p> <p>Staff Responsible for Monitoring: Early College Director</p> <p>Transitional Counselor</p> <p>Population: ECHS Students - Start Date: August 14, 2023 - End Date: May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 24 Details	Reviews			
<p>Strategy 24: Hanna ECHS will honor our students by having a Honors and Achievement Awards and Graduation Ceremony to celebrate our students' accomplishments.</p> <p>Hanna ECHS honrara a nuestros estudiantes con una Ceremonia de Graduacion y Premios de Honores y Logros para celebrar los logros de nuestros estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Grades</p> <p>Summative: Rankings</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors</p> <p>Title I: 2.6</p> <p>- Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: May 31, 2024</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: Awards for Honors and Achievement - 211 Title I-A - 211-11-6498-00-001-y-0F2-Y - \$9,000, CTE Funds for Awards - 164 State Career and Technical Education - 164-11-6498, Awards - 199 Local funds - 199-11-6498-00-001-Y-11-000-Y - \$10,000, Graduation expenses - 199 Local funds - 199-11-6499-53-001-Y-11-000-Y - \$5,000, Graduation expenses - 199 Local funds - 199-13-6499-53-001-Y-99-000-Y - \$9,000, Awards-Administration - 199 Local funds - 199-23-6498-00-001-Y-99-000-Y - \$7,000, Awards-Counseling - 199 Local funds - 199-31-6498-00-001-Y-99-000-Y - \$2,000, Graduation expenses-Counseling - 199 Local funds - 199-31-6499-00-001-Y-99-000-Y, Miscellaneous Costs-Nurses - 199 Local funds - 199-31-6499-53-001-Y-99-000-Y - \$1,000, Awards-CTE - 164 State Career and Technical Education - 164-31-6498-00-001-Y-22-000-Y, Health Services - 199 Local funds - 199-33-6499-00-001-Y-99-000-Y - \$1,200</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 25 Details	Reviews			
<p>Strategy 25: Campus will provide for ambulance service and supplies for graduation ceremonies.</p> <p>El campus proporcionara servicio de ambulancia y suministros para las ceremonias de graduacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Graduation Ceremony</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Population: 504, Migrant, EB, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - Start Date: August 14, 2023 - End Date: June 1, 2024</p> <p>Need Statements: School Processes & Programs 5 - Perceptions 4</p> <p>Funding Sources: Ambulance Service - 199 Local funds - 199-23-6299-41-001-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 1: Need to increase enrollment and retention of students at all grade levels. Data Analysis/Root Cause: Competition from charter schools in attracting students has led to a decline in enrollment</p>
<p>Need Statement 2: Campus will provide opportunities (meetings, rallies, etc.) to parents to become more involved in their children's education in order to Increase attendance. Data Analysis/Root Cause: Campus attendance showed a continuing decline in student and teacher attendance during Fall 2021.</p>
<p>Need Statement 8: Need to increase supplemental services for struggling and highly able learners using appropriate services. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate need to increase services for implementation of appropriate services.</p>
Student Learning
<p>Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. Data Analysis/Root Cause: 2023 EOC showed that reading/writing were still lowest performance areas overall</p>
<p>Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. Data Analysis/Root Cause: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)</p>
<p>Need Statement 4: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). Data Analysis/Root Cause: Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.</p>
<p>Need Statement 5: Need to increase availability and supports for the primary campus instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.</p>
<p>Need Statement 6: Need to provide supplemental instructional supplies (AP Tests, TSI Units, PAST/NMSQT Tests, etc.) and resources to address increased demands for varied instructional models or new program requirements. Data Analysis/Root Cause: Campus staff and accessibility surveys indicate the need provide supplemental instructional supplies and resources</p>

Student Learning

Need Statement 7: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 11: Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate need to increase services for implementation of appropriate services.

Need Statement 12: Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause:** Competition from charter schools in attracting students has led to a decline in enrollment

School Processes & Programs

Need Statement 5: Increase parental involvement by providing parents with parental opportunities to provide resources in an effort to increase student achievement. **Data Analysis/Root Cause:** Hanna is working with Parent Liaisons to increase the number of parents involved in their child's education.

Perceptions

Need Statement 3: Campus will provide opportunities (meetings, rallies, etc.) to parents to become more involved in their children's education in order to Increase attendance. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student and teacher attendance during Fall 2021.

Need Statement 4: Increase parental involvement by providing parents with parental opportunities to provide resources in an effort to increase student achievement. **Data Analysis/Root Cause:** Hanna is working with Parent Liaisons to increase the number of parents involved in their child's education.

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

Hanna ECHS a través de esfuerzos mejorados de prevención de la deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)

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

El campus desarrollará estrategias de prevención e intervención que aumenten el rendimiento de los estudiantes en riesgo en STAAR en un 10 %.

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

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

Hanna ECHS a través de esfuerzos mejorados de prevención de la deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 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.

Implementar un sistema de salud escolar coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a través de la asistencia y el éxito del estudiante en su totalidad.

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.

State Compensatory

Budget for Hanna Early College High School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Hanna Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chavez, Juan Carlos	Instructional Coach	1
Vasquez, Jorge	Program Specialist	1

Title I

1.1: Comprehensive Needs Assessment

Hanna ECHS continuously and periodically reviews data to assess and re-assess progress towards meeting campus, 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 meets monthly and during these meetings, progress reports are made along with a full mid-year progress presentation in January on all performance areas. The membership of the SBDM includes parents, community members, business members and elected teachers and non-teaching professionals. This group reviews quarter 3 progress and a range of data sources (refer to data documentation section) to review existing strengths and needs to determine any changes in these areas. The committee members re-ranked needs and determined priority areas along with BISD Board priorities to complete the CNA process at the May 16, 2022 SBDM meeting.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Hanna ECHS' Campus improvement plan was developed through the Site-Based-Decision-Making (SBDM) Committee which is comprised of teachers, parents, community members, and business representatives. This was done after an analysis and disaggregation of data from the Campus Needs Assessment Survey collected. The analysis was conducted in May 16, 2022.

2.2: Regular monitoring and revision

Campus Improvement plan was reviewed and revised May 16, 2022. It is monitored throughout the school year based on campus data. SBDM committee members, to include department chairs and administration, review performance objectives and strategies to ensure targets are being met and aligned with allocation of campus funds for instructional needs.

Name	Position	Email	Role
Juan Carlos Chavez	Dean of Instruction	jucchavez@bisd.us	Administrator
Chapa, Miguel	Science Teacher	mchapa@bisd.us	Classroom Teacher
Tovar, Adriana	English Teacher	atovar@bisd.us	Classroom Teacher

Name	Position	Email	Role
Denise Bohler	Social Studies Teacher	dpbohler@bis.dus	Classroom Teacher
Eliseo Guzman	PE/Dual Speech Teacher of Record	eguzman@bisd.us	Classroom Teacher
Quintanilla, Hector	Science Teacher	hqintanilla@bisd.us	Classroom Teacher
Mendez, Carmen	Parent Liaison	cmendez@bisd.us	Parent Liaison
Villarreal, Nereyda	Parent	mvv7076@gmail.com	Parent
Rivera, Celene	Parent	Celrlv3r@gmail.com	Parent

SBDM meetings will be held on the first Tuesday of every month.

September 6, 2022
October 4, 2022
November 1, 2022
December 6, 2022
January 10, 2023
February 7, 2023
March 7, 2023
April 4, 2023
May 2, 2023

September 6, 2022

May 30, 2023

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

Campus documents are provided in English and translated into Spanish in meetings upon request and posted to the [https://hannaechs.bisd.us/campus website](https://hannaechs.bisd.us/campus-website).

2.4: Opportunities for all children to meet State standards

The campus student population is over 90% Hispanic, low socio-economic and qualified for Title I. Many students qualify for more than one special program service. The following strategies are some of the key ones related to ensuring all students are able to meet State standards. Hanna Early College High School provides all students with the opportunity to meet academic standards through the various campus programs and initiatives such as: Saturday Academies, EOC camps, Credit Recovery Labs, Student Attendance contracts for Loss of Credit, technology-based curriculum designed for instructional support.

2.5: Increased learning time and well-rounded education

Hanna Early College High School teachers are provided with additional compensation to provide targeted instructional tutorials, acceleration and credit recovery after school, before school and on Saturday Academy. Academies begin in the month of September and continue until May.

The campus offers a summer cohort express for students to complete credit recovery courses in order to meet the summer graduation deadline or regain credit to remain with their academic cohort.

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

The At-Risk student population is continuously monitored throughout the school year by the campus dropout and recovery team. With assigned grade levels for administrators, student attendance, behavior and academics are monitored throughout the school year and concerns are discussed weekly during administrative team meetings. Campus implementation of Home Access Center and RtI allows for teachers to monitor student behavior, attendance and academics in their classroom; required 6 week submission of documentation is reviewed by the administrative team.

3.1: Annually evaluate the schoolwide plan

Hanna ECHS' SBDM Committee reviewed and revised the Parent and Family Engagement policy and Student, Parent, School Compact for the 2022-2023 School Year on May 16, 2022.

Last Name	First Name	Position	Email
Bohler	Denise	Social Studies	dpbohler@bisd.us
Chapa	Miguel	Science	miachapa@bisd.us
Chavez	Juan Carlos	Administration	jucchavez@bisd.us
Guzman	Eliseo	PE	eguzman@bisd.us
Mendez	Carmen	Parent Liaison	cbmendez@bisd.us
QUINTANILLA	HECTOR	Science	hgquintanilla@bisd.us
Tovar	Adriana	English	adtovar@bisd.us
Villarreal	Nereyda	Parent	mvv7076@gmail.com
Rivera	Celene	Parent	celr1v3r@gmail.com

4.1: Develop and distribute Parent and Family Engagement Policy

Hanna ECHS' SBDM Committee reviewed and revised the Parent and Family Engagement policy and Student, Parent, School Compact for the 2022-2023 School Year on May 16, 2022.

Last Name	First Name	Position	Email
Bohler	Denise	Social Studies	dpbohler@bisd.us
Chapa	Miguel	Science	miachapa@bisd.us
Chavez	Juan Carlos	Administration	jucchavez@bisd.us
Guzman	Eliseo	PE	eguzman@bisd.us
Mendez	Carmen	Parent Liaison	cbmendez@bisd.us
QUINTANILLA	HECTOR	Science	hgquintanilla@bisd.us
Tovar	Adriana	English	adtovar@bisd.us
Villarreal	Nereyda	Parent	mvv7076@gmail.com
Rivera	Celene	Parent	celr1v3r@gmail.com

4.2: Offer flexible number of parent involvement meetings

Hanna ECHS Parent Meeting Schedule 2022-23 School Year		
Date	Time	Location
August (18,19,25,26)	10:00 am / 5:30 pm	Hanna Parent Center
September (1,2,8,9,15,16,22,23,29,30)	10:00 am / 5:30 pm	Hanna Parent Center
October (6,7,13,14,20,21,27,28)	10:00 am / 5:30 pm	Hanna Parent Center
November (3,4,10,11,17,18)	10:00 am / 5:30 pm	Hanna Parent Center
December (1,2,8,9,15,16,21,22)	10:00 am / 5:30 pm	Hanna Parent Center
January (12,13,19,20,26,27)	10:00 am / 5:30 pm	Hanna Parent Center
February (2,3,9,10,16,17)	10:00 am / 5:30 pm	Hanna Parent Center
March (2,3,9,10,23,24,30,31)	10:00 am / 5:30 pm	Hanna Parent Center
April (6,7,13,14,20,21,27,28)	10:00 am / 5:30 pm	Hanna Parent Center
May (4,5,11,12,18,19,25,26)	10:00 am / 5:30 pm	Hanna Parent Center

5.1: Determine which students will be served by following local policy

Not Applicable

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alegria, Briana	Nurse	Title I	.40
Ara, Louis	Science	Title I	1
Castro, Maria	Library Aide	Title I	1
Cavazos, Anahi	Parent Liaison	Title I	1
De La Garza, Eliu	Nurse	Title I	.40
Elizondo, Hilda	Math	Title I	1
Gonzalez, Roxanne	Library Aide	Title I	1
Hernandez, Leilani	English	Title I	1
Ibarra, Rene	Math	Title I	1
John, Maria	Librarian	Title I	1
Mendez, Carmen	Parent Liaison	Title I	1
Nieto, Mary K	Librarian	Title I	1
Palacios, Griselda	Math	Title I	1
Reyna, Rosario	Dyslexia Aide	Title I	1
Rivera, Reyna	Nurse	Title I	.40
Rodriguez, Jose T	Math	Title I	1
Trejo, Victorio	Science	Title I	1
Vera, Amanda	Social Studies	Title I	1

Plan Notes

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Assessment	Needs data for Demographics, Student Learning (with latest ALL subjects for subpops data), and Perceptions (data from CCNA Spring Surveys) 2 years of TAPRs as Addendums				
Assistant Superintendent or Principal's Supervisor	(SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)				
Athletics	Processes and Programs and Goals 1 and 2 Athletic Strategies				
Bilingual	Processes and Programs, related to BIL/ESL/EB Goals 1, 7, and/or 9 BIL Strategies				
CCMR/ Dual Enrollment	Goal 1 related to ECHS, CCMR, and/or Dual Enrollment				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Curriculum-- Early Childhood	Student Learning and Processes and Programs Goals 1 and 7 for Early Childhood Curriculum and training				
Curriculum-- Elementary Grades 3-5	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary				
Curriculum-- Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary Curriculum programs and training				
DCSI	Plan Setup, Prioritized Needs, Formative/ Summative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review				refer to notes sent as email attachments
Dyslexia/504	Student Learning, Processes and Programs, Strategies for Goals 1, 7 and 9 for Dyslexia				
ESSER fund 282	ESSER funded Strategies with Needs linked and all funds allocated				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Facilities and Maintenance	Goal 2 Performance Objectives and Strategies				
Federal Programs (211)	211 funded Strategies with Needs linked ESSA T1-A Elements (no more than 5 strategies per element linked), T1-A Personnel				
Finance and Budget	Goal 3 Performance Objectives and Strategies				
Fine Arts	Student Learning and Processes and Programs, Strategies for Goal 1 and 7 related to Fine Arts				
G/T-Honors-AP- Dual	Strategies for Goals 1 and 7				
Guidance and Counseling	Perceptions and Strategies for Goals 5, 7 and 9				•
Homeless	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless				
Instructional Technology or ISET	Processes and Programs, Goal 8				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Migrant	Demographics, Goals 1 and 9 related to Migrant population services				
Parent and Family Engagement	Demographics, Processes and Programs, and Perceptions, Goal 6, especially ESSA SWP 3.1 and 3.2 strategies ESSA Title I for Parent and Family Engagement (4.1 and 4.2)				
PEIMS	Demographics and PEIMS related strategies				
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies				
Public Information	Perceptions and Strategies for Goal 4				
Pupil Services	Demographics and Strategies for Goal 5 (Attendance, Discipline, and Foster Care/ Military Connected related strategies) Strategies for Goal 9				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2023-2024
Security Services	Demographics and Perceptions, Strategies for Goals 5 and 7				
Special Education	All Need areas, Strategies for Goals 1, 5, 7, and 9 related to Special Education				
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Strategies for Goal 9 At-Risk related areas				

2023-2024 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	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	Michael Robinson	Science Teacher
Classroom Teacher	Miguel Chapa	Science Teacher
Classroom Teacher	Sandra Anaya	STARS Teacher
Classroom Teacher	Sylvia Cook	Foreign Language Teacher
Parent	Nereyda Villarreal	Parent
Paraprofessional	Carmen Mendez	Parent Liaison
District-level Professional	Juan J Mendoza	Social Studies Specialist
Business Representative	Josie Latigo	EZ Pawn - Manager
Community Representative	Estela Vasquez	Attorney-Judge
Parent	Celene Rivera	Parent
Business Representative	Gisela Zuniga	Business
Community Representative	David Licon	Community Representative

Campus Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Stipends	199-11-6117	\$0.00
1	3	1	Travel-Student Competition	199-36-6494-00-001-Y-99-019-Y	\$2,000.00
1	3	1	Co-Curricular Stipends	199-36-6117-00-001-Y-99-020-Y	\$22,000.00
1	3	1	Contracted Services	199-23-6269-00-001-Y-99-000-Y	\$0.00
1	3	1	Transportation	199-36-6494-00-001-Y-99-000-Y	\$4,000.00
1	3	1	General Supplies	199-36-6399	\$0.00
1	3	1	Misc Contracted	199-36-6412-00-001-Y-99-000-Y	\$17,000.00
1	3	1	Transportation-Student Competition	199-36-6494-00-001-Y-99-020-Y	\$0.00
1	3	1	Travel-Student Competition	199-36-6412-00-001-Y-99-019-Y	\$2,500.00
2	1	1	General Supplies	199-51-6399-00-001-Y-99-000-Y	\$3,000.00
2	1	1	Supplies for maintenance and operation	199-51-6319-19-001-Y-99-000-Y	\$3,000.00
2	1	1	Supplies for maintenance and operation cust	199-51-6315-00-001-Y-99-000-Y	\$20,000.00
6	1	4	Extra Duty Pay-Classified	199-23-6121-08-001-Y-99-000-Y	\$1,000.00
6	1	4	Extra Duty Pay-Overtime-Custodial	199-51-6121-46-001-Y-99-000-Y	\$1,000.00
6	1	4	Extra Duty Pay-Overtime-Custodial	199-51-6121-47-001-Y-99-000-Y	\$1,000.00
8	1	1	Student ID Machine	199-11-6395-62-00-001-Y-11-000-Y	\$0.00
8	1	1	Furniture, Equipment, & Software-Administration	199-23-6639-00-001-Y-99-000-Y	\$0.00
8	1	1	Contracted Services	199-23-6249-65-001-Y-99-000-Y	\$0.00
9	2	3	199-Reading Materials-subscription	199-12-6325-00-001-Y-99-000-Y	\$500.00
9	2	3	Choir Dues	199-36-6495-57-001-99-000-Y	\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	3	Miscellaneous Expenses	199-12-6299-62-001-Y-99-000-Y	\$0.00
9	2	4	Travel-Administration-Away	199-23-6411-23-001-Y-99-000-Y	\$3,000.00
9	2	4	Registration	199-11-6497-00-001-Y-11-000-Y	\$0.00
9	2	4	Travel-Administration-local	199-23-6411-00-001-Y-99-000-Y	\$2,000.00
9	2	4	Travel-Librarians	199-12-6411-23-001-Y-99-000-Y	\$1,500.00
9	2	13	Library Books	199-12-6329-00-001-Y-99-000-Y	\$1,300.00
9	2	13	Duplicating paper	199-11-6396-00-001-Y-11-000-Y	\$5,000.00
9	2	13	Library Electronics	199-12-6398-62-001-Y-99-000-Y	\$0.00
9	2	13	General Supplies	199-11-6399-00-001-Y-11-000-YY	\$4,326.00
9	2	13	General Supplies-Administration	199-11-6399-51-001-Y-11-000-Y	\$2,000.00
9	2	13	Library Ink	199-12-6399-62-001-Y-99-000-Y	\$0.00
9	2	13	General Supplies-ink	199-11-6399-62-001-Y-11-000-Y	\$1,000.00
9	2	13	General Supplies	199-13-6399-51-001-Y-11-000-Y-Y	\$0.00
9	2	13	Graduation Programs	199-11-6399-16-001-Y-11-002-Y	\$5,000.00
9	2	13	Library	199-12-6399-16-001-Y-99-000-Y	\$0.00
9	2	13	General Supplies-Nurses	199-33-6399-00-001-Y-99-000-Y	\$1,500.00
9	2	13	General Supplies	199-11-6395-62-001-Y-11-000-Y	\$0.00
9	2	13	Administration-electronics	199-23-6398-65-001-Y-99-000-Y	\$8,000.00
9	2	13	Equipment Under \$5,000	199-11-6398-62-001-Y-11-000-Y	\$0.00
9	2	13	General Supplies-Library	199-12-6399-00-001-Y-99-000-Y	\$2,000.00
9	2	13	General Supplies- Administration	199-23-6399-00-001-Y-99-000-Y	\$5,000.00
9	2	24	Graduation expenses-Counseling	199-31-6499-00-001-Y-99-000-Y	\$0.00
9	2	24	Miscellaneous Costs-Nurses	199-31-6499-53-001-Y-99-000-Y	\$1,000.00
9	2	24	Awards-Administration	199-23-6498-00-001-Y-99-000-Y	\$7,000.00
9	2	24	Awards	199-11-6498-00-001-Y-11-000-Y	\$10,000.00
9	2	24	Graduation expenses	199-11-6499-53-001-Y-11-000-Y	\$5,000.00
9	2	24	Graduation expenses	199-13-6499-53-001-Y-99-000-Y	\$9,000.00
9	2	24	Awards-Counseling	199-31-6498-00-001-Y-99-000-Y	\$2,000.00
9	2	24	Health Services	199-33-6499-00-001-Y-99-000-Y	\$1,200.00
9	2	25	Ambulance Service	199-23-6299-41-001-Y-99-000-Y	\$1,000.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$154,826.00
Budgeted Fund Source Amount					\$154,826.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Consultant Services	162-13- 6291-00-001-Y-30-000-Y	\$15,000.00
1	1	5	Dual Enrollment Tuition	162-11-6223-15-001-Y-30-000-Y	\$0.00
1	1	5	Dual Enrollment Adjuncts	162-11-6299-15-001-Y-30-000-Y	\$0.00
8	1	1	Equipment Under \$5000	162-11-6398-62-001-Y30-000-Y	\$106,000.00
8	1	1	Equipment	162-13-6398-62-001-30-000-Y	\$6,000.00
9	2	1	Probation Officer	162-32-6299	\$0.00
9	2	2	CIS	162-32-6299	\$0.00
9	2	4	Dean of Instruction	162-13-6119-31-001-Y-30-000-Y	\$0.00
9	2	4	Substitutes	162-11-6112-18-001-Y-30-000-Y	\$0.00
9	2	7	162 - Tutorials	162-11-6118-00-001-Y-24-000-Y	\$70,000.00
9	2	7	162 - Tutorials EOC	162-11-6118-00-001-Y-24-EOC-Y	\$19,096.00
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
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	\$30,000.00
9	2	13	General Supplies	162-11-6399-00-001-Y-30-000-Y	\$15,000.00
9	2	13	General Supplies	162-13-6399-00-001-Y-30-000-Y	\$5,000.00
9	2	13	Printing Supplies	162-11-6399-62-001-Y-30-000-Y	\$17,000.00
Sub-Total					\$283,496.00
Budgeted Fund Source Amount					\$283,496.00
+/- 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	\$0.00

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	11	Substitutes	163-11-6112-18-001-Y-30-000-Y	\$0.00
9	2	13	163 Supplies	163-11-6399-	\$5,850.00
Sub-Total					\$5,850.00
Budgeted Fund Source Amount					\$5,850.00
+/- Difference					\$0.00
164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	CTE - Tuition	164-11-6229-AC-001-Y-22-000-Y	\$0.00
1	1	5	CTE - MISCELLANEOUS CONTRACTED SERV	164-11-	\$0.00
1	3	1	CTE Funds	164-36-6494	\$0.00
1	3	1	CTE MISCELLANEOUS OPERATING COSTS Funds	164-11-6411/6412/6494/6497	\$0.00
1	4	1	CTE Funds	164-11-6299	\$0.00
1	4	1	CTE Funds	164-11-6321	\$0.00
1	4	1	CTE Funds	164-31-6399	\$0.00
1	4	1	CTE Funds	164-11-6396	\$0.00
1	4	1	CTE Funds	164-11-6118	\$0.00
1	4	1	CTE Funds	164-11-6249	\$0.00
1	4	1	CTE Funds	164-11-6399	\$0.00
1	4	1	CTE Funds	164-36-6412	\$0.00
1	4	1	CTE Funds	164-36-6399	\$0.00
1	4	1	CTE Funds	164-31-6499	\$0.00
1	4	1	CTE Funds	164-11-6398	\$0.00
8	1	1	Technology less than \$5000	164-11-6497-BA-001-Y-22-000-Y	\$0.00
9	2	13	General Supplies	164-11-6399-SC-001-Y-22-000-Y	\$0.00
9	2	13	Teacher Travel -CTE	164-11-6411-AC-001-Y-22-000-Y	\$0.00
9	2	13	CTE - SUPPLIES/MATERIALS	164-11-	\$0.00
9	2	13	Toner	164-31-6399-62-001-Y-22-000-Y	\$0.00
9	2	24	CTE Funds for Awards	164-11-6498	\$0.00
9	2	24	Awards-CTE	164-31-6498-00-001-Y-22-000-Y	\$0.00
Sub-Total					\$0.00

164 State Career and Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Stipends	211-13-6117-00-001-Y-30-0F2-Y	\$13,150.00
6	1	3	Parent Center Miscellaneous Operating Costs	211-61-6499-53-001-030-0F2-Y	\$900.00
6	1	3	Parent Center General Supplies	211-61-6399-00-001-Y-30-0F2-Y	\$900.00
6	1	4	Home Visitors Employee Travel	211-61-6411-00-001-Y-30-0F2-Y	\$900.00
9	2	3	AVID Membership	211-11-6495-00-001-Y-30-0F2-Y	\$5,000.00
9	2	3	AVID Weekly Secondary	211-11-6325-00-001-Y-30-0F2-Y	\$700.00
9	2	3	Summer Bridge Program (Teachers, Admin & Counselors)	211-11-6118-00-001-Y-30-BDG-Y	\$14,797.00
9	2	3	Subscription	211-12-6325-00-001-Y-99-000-Y	\$2,324.00
9	2	4	Substitute Teachers	211-13-6112-18-001-Y-30-AYP-Y	\$1,174.00
9	2	4	Registration-Certified	211-13-6497-00-001-Y-30-AYP-Y	\$5,000.00
9	2	4	Travel-Administration	211-23-6411-23-001-Y-00-0F2-Y	\$5,000.00
9	2	4	Substitute Teachers	211-11-6112-18-001-Y-30-AYP-Y	\$4,058.00
9	2	4	Travel Teachers	211-13-6411-23-001-Y-30-0F2-Y	\$11,906.00
9	2	13	211 Student Supplies	211-11-6399-00-001-Y-30-0F2-Y	\$5,000.00
9	2	14	211 Transportation	211-11-6494-00-001-Y-30-0F2-Y	\$30,000.00
9	2	20	Advise TX	211-31-6299-00-001-Y-30-0F2-Y	\$0.00
9	2	21	Testing Materials (AP/PSAT/TSI)	211-11-6339-00-001-Y-30-0F2-Y	\$35,197.00
9	2	24	Awards for Honors and Achievement	211-11-6498-00-001-y-0F2-Y	\$9,000.00
Sub-Total					\$145,006.00
Budgeted Fund Source Amount					\$145,006.00
+/- Difference					\$0.00

255 Title II, Part A (TPTR/Class Size)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Adjunct Fees- TSC	255-11-6299-15-001-Y-24-0D4-Y	\$0.00
1	1	5	Student Tuition-TSC	255-11-6229-15-001-Y-24-0D4-Y	\$0.00
Sub-Total					\$0.00

255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	13	263 Supplies	263-11-6399-	\$5,850.00
Sub-Total					\$5,850.00
Budgeted Fund Source Amount					\$5,850.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Consultant Services	282-13-6291-00-001-Y-24-0CG-1	\$10,000.00
1	4	1	CTE ESSER Funds	282-11-6497-00-001-Y22-000-1	\$1,375.00
8	1	1	Equipment Under \$5,000	282-11-6398-62-001-Y-24-0CG-1	\$114,161.00
8	1	1	Equipment	282-13-6398-65-001-Y-24-0CG-1	\$9,500.00
8	1	1	Software	282-11-6395-62-001-Y-24-0CG-1	\$2,000.00
9	2	4	Travel	282-13-6411-23-001-Y-24-0CG-1	\$10,000.00
9	2	4	Travel-Librarians	282-12-6411-23-001-Y-24-0CG-1	\$1,000.00
9	2	13	282 General Supplies	282-11-6399-00-001-Y-24-0CG-1	\$40,000.00
9	2	14	282 Transportation	282-11-6494-00-001-Y-24-0CG-1	\$28,000.00
Sub-Total					\$216,036.00
Budgeted Fund Source Amount					\$216,036.00
+/- Difference					\$0.00
Grand Total Budgeted					\$811,067.00
Grand Total Spent					\$811,064.00

282 ESSER III Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$3.00

Addendums

2022-23 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: HANNA EARLY COLLEGE H S

Campus Number: 031901001

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	75%	76%	-	76%	*	-	*	-	-	48%	*	79%	67%	75%	59%
	2022	65%	68%	73%	-	73%	67%	-	*	-	-	24%	*	75%	64%	71%	58%
At Meets Grade Level or Above	2023	52%	56%	58%	-	58%	*	-	*	-	-	34%	*	62%	43%	56%	35%
	2022	47%	47%	51%	-	51%	22%	-	*	-	-	12%	*	55%	33%	49%	28%
At Masters Grade Level	2023	13%	14%	10%	-	10%	*	-	*	-	-	8%	*	10%	9%	8%	3%
	2022	11%	11%	14%	-	14%	0%	-	*	-	-	7%	*	15%	9%	13%	4%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	75%	80%	-	81%	67%	-	*	-	-	42%	100%	82%	75%	78%	67%
	2022	72%	72%	75%	*	75%	64%	-	*	-	-	36%	*	77%	65%	73%	54%
At Meets Grade Level or Above	2023	54%	55%	61%	-	61%	33%	-	*	-	-	22%	40%	65%	46%	58%	36%
	2022	55%	54%	58%	*	59%	36%	-	*	-	-	22%	*	62%	45%	56%	29%
At Masters Grade Level	2023	9%	9%	12%	-	12%	0%	-	*	-	-	10%	0%	14%	5%	10%	1%
	2022	9%	9%	10%	*	10%	7%	-	*	-	-	8%	*	12%	4%	8%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	87%	87%	-	86%	-	-	*	-	-	79%	*	87%	83%	86%	82%
	2022	76%	89%	86%	-	85%	100%	-	*	-	-	58%	*	87%	79%	86%	89%
At Meets Grade Level or Above	2023	43%	56%	53%	-	53%	-	-	*	-	-	34%	*	54%	51%	52%	47%
	2022	43%	58%	52%	-	52%	60%	-	*	-	-	30%	*	54%	42%	52%	55%
At Masters Grade Level	2023	23%	29%	25%	-	25%	-	-	*	-	-	15%	*	24%	29%	24%	22%
	2022	27%	38%	33%	-	33%	60%	-	*	-	-	18%	*	34%	30%	33%	31%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	90%	90%	-	90%	100%	-	-	-	-	78%	*	90%	88%	89%	82%
	2022	83%	84%	87%	-	87%	73%	-	*	-	-	56%	*	89%	78%	86%	78%
At Meets Grade Level or Above	2023	56%	55%	50%	-	49%	57%	-	-	-	-	29%	*	51%	44%	47%	29%
	2022	55%	49%	53%	-	53%	45%	-	*	-	-	27%	*	57%	38%	51%	29%
At Masters Grade Level	2023	21%	15%	10%	-	10%	14%	-	-	-	-	7%	*	10%	9%	9%	6%
	2022	21%	14%	14%	-	14%	9%	-	*	-	-	6%	*	16%	6%	13%	5%
End of Course U.S. History																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	95%	94%	*	94%	91%	-	*	-	-	80%	*	95%	92%	93%	91%
	2022	89%	90%	92%	*	92%	89%	-	*	-	-	68%	100%	92%	89%	91%	86%
At Meets Grade Level or Above	2023	70%	70%	68%	*	68%	82%	-	*	-	-	36%	*	70%	60%	66%	41%
	2022	68%	65%	68%	*	69%	44%	-	*	-	-	42%	100%	70%	62%	66%	41%
At Masters Grade Level	2023	38%	34%	35%	*	34%	55%	-	*	-	-	20%	*	36%	28%	33%	14%
	2022	42%	36%	40%	*	40%	22%	-	*	-	-	26%	67%	40%	38%	38%	17%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	78%	84%	-	83%	-	-	*	-	-	*	*	85%	76%	84%	*
	2022	92%	75%	75%	-	75%	-	-	-	-	-	*	-	78%	50%	74%	45%
At Meets Grade Level or Above	2023	61%	29%	36%	-	35%	-	-	*	-	-	*	*	40%	6%	33%	*
	2022	64%	27%	30%	-	30%	-	-	-	-	-	*	-	32%	11%	31%	9%
At Masters Grade Level	2023	12%	1%	1%	-	1%	-	-	*	-	-	*	*	1%	0%	1%	*
	2022	13%	1%	2%	-	2%	-	-	-	-	-	*	-	2%	0%	1%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	78%	85%	*	85%	76%	-	100%	-	-	65%	90%	86%	80%	84%	74%
	2022	74%	75%	82%	*	82%	75%	-	100%	-	-	48%	100%	84%	73%	81%	71%
At Meets Grade Level or Above	2023	49%	50%	58%	*	58%	50%	-	86%	-	-	31%	60%	60%	47%	55%	37%
	2022	48%	46%	55%	*	55%	40%	-	88%	-	-	26%	79%	58%	43%	54%	35%
At Masters Grade Level	2023	20%	18%	17%	*	17%	21%	-	29%	-	-	12%	15%	18%	13%	16%	7%
	2022	23%	20%	20%	*	20%	15%	-	75%	-	-	12%	37%	21%	16%	19%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	78%	-	79%	56%	-	*	-	-	45%	78%	80%	72%	77%	63%
	2022	75%	74%	74%	*	74%	65%	-	*	-	-	30%	100%	76%	64%	72%	56%
At Meets Grade Level or Above	2023	53%	55%	60%	-	60%	25%	-	*	-	-	28%	44%	64%	45%	57%	35%
	2022	53%	51%	55%	*	55%	30%	-	*	-	-	17%	86%	59%	39%	53%	28%
At Masters Grade Level	2023	20%	20%	11%	-	11%	0%	-	*	-	-	9%	0%	13%	7%	9%	2%
	2022	25%	22%	12%	*	12%	4%	-	*	-	-	7%	29%	13%	7%	10%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	86%	-	86%	-	-	*	-	-	80%	*	87%	81%	86%	82%
	2022	72%	74%	83%	-	83%	100%	-	*	-	-	59%	*	85%	74%	83%	87%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	47%	49%	-	49%	-	-	*	-	-	34%	*	50%	45%	48%	47%
	2022	42%	42%	46%	-	46%	60%	-	*	-	-	29%	*	48%	38%	48%	53%
At Masters Grade Level	2023	19%	18%	19%	-	19%	-	-	*	-	-	15%	*	18%	24%	19%	22%
	2022	20%	20%	25%	-	25%	60%	-	*	-	-	17%	*	25%	26%	26%	29%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	90%	-	89%	100%	-	-	-	-	78%	*	90%	88%	89%	82%
	2022	76%	76%	87%	-	87%	73%	-	*	-	-	56%	*	89%	78%	86%	78%
At Meets Grade Level or Above	2023	47%	43%	49%	-	49%	57%	-	-	-	-	29%	*	51%	42%	46%	29%
	2022	47%	42%	53%	-	53%	45%	-	*	-	-	27%	*	57%	37%	51%	28%
At Masters Grade Level	2023	18%	12%	10%	-	10%	14%	-	-	-	-	7%	*	10%	8%	9%	6%
	2022	21%	15%	14%	-	14%	9%	-	*	-	-	6%	*	16%	5%	13%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	94%	*	94%	91%	-	*	-	-	80%	*	95%	92%	93%	91%
	2022	75%	75%	92%	*	92%	89%	-	*	-	-	68%	100%	92%	89%	91%	86%
At Meets Grade Level or Above	2023	52%	49%	68%	*	68%	82%	-	*	-	-	36%	*	70%	60%	66%	41%
	2022	50%	46%	68%	*	69%	44%	-	*	-	-	42%	100%	70%	62%	66%	41%
At Masters Grade Level	2023	27%	23%	35%	*	34%	55%	-	*	-	-	20%	*	36%	28%	33%	14%
	2022	30%	25%	40%	*	40%	22%	-	*	-	-	26%	67%	40%	38%	38%	17%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
End of Course English I	2023	57%	55%	59%	-	59%	-	-	*	-	-	49%	*	58%	64%	58%	50%
End of Course English II	2023	74%	74%	73%	-	73%	79%	-	*	-	-	51%	*	74%	70%	71%	69%
End of Course Algebra I	2023	76%	83%	85%	-	85%	-	-	*	-	-	84%	*	84%	91%	84%	81%
All Grades Both Subjects	2023	64%	66%	71%	-	71%	79%	-	*	-	-	61%	78%	71%	72%	70%	66%
All Grades ELA/Reading	2023	63%	65%	67%	-	67%	79%	-	*	-	-	50%	71%	67%	68%	66%	61%
All Grades Mathematics	2023	66%	67%	85%	-	85%	-	-	*	-	-	84%	*	84%	91%	84%	81%
School Progress - Accelerated Learning by Grade and Subject																	
End of Course English I	2023	26%	29%	33%	-	33%	-	-	-	-	-	21%	*	32%	36%	32%	20%
End of Course English II	2023	41%	43%	40%	-	40%	50%	-	-	-	-	25%	*	38%	45%	39%	46%
End of Course Algebra I	2023	58%	74%	74%	-	74%	-	-	-	-	-	72%	-	75%	73%	72%	67%
All Grades Both Subjects	2023	38%	44%	49%	-	49%	50%	-	-	-	-	38%	*	49%	47%	47%	44%
All Grades ELA/Reading	2023	35%	39%	37%	-	37%	50%	-	-	-	-	24%	*	35%	43%	36%	37%
All Grades Mathematics	2023	40%	49%	74%	-	74%	-	-	-	-	-	72%	-	75%	73%	72%	67%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	78%	85%	-	-	-	-	-	-	72%	*	72%	75%	*	91%	72%	90%
	2022	74%	75%	82%	-	-	-	-	-	-	70%	-	70%	74%	80%	87%	70%	84%
At Meets Grade Level or Above	2023	49%	50%	58%	-	-	-	-	-	-	34%	*	34%	30%	*	70%	34%	66%
	2022	48%	46%	55%	-	-	-	-	-	-	33%	-	34%	23%	20%	64%	33%	61%
At Masters Grade Level	2023	20%	18%	17%	-	-	-	-	-	-	6%	*	6%	8%	*	22%	6%	22%
	2022	23%	20%	20%	-	-	-	-	-	-	10%	-	10%	4%	0%	26%	10%	20%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	78%	-	-	-	-	-	-	61%	*	62%	54%	*	88%	61%	87%
	2022	75%	74%	74%	-	-	-	-	-	-	54%	-	54%	65%	*	83%	54%	80%
At Meets Grade Level or Above	2023	53%	55%	60%	-	-	-	-	-	-	32%	*	33%	26%	*	75%	32%	73%
	2022	53%	51%	55%	-	-	-	-	-	-	26%	-	26%	25%	*	68%	26%	64%
At Masters Grade Level	2023	20%	20%	11%	-	-	-	-	-	-	1%	*	1%	2%	*	17%	1%	16%
	2022	25%	22%	12%	-	-	-	-	-	-	3%	-	3%	0%	*	19%	3%	9%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	77%	86%	-	-	-	-	-	-	81%	-	80%	91%	*	88%	81%	86%
	2022	72%	74%	83%	-	-	-	-	-	-	87%	-	87%	67%	-	82%	87%	81%
At Meets Grade Level or Above	2023	45%	47%	49%	-	-	-	-	-	-	46%	-	44%	64%	*	48%	46%	56%
	2022	42%	42%	46%	-	-	-	-	-	-	52%	-	54%	0%	-	44%	52%	45%
At Masters Grade Level	2023	19%	18%	19%	-	-	-	-	-	-	20%	-	20%	27%	*	16%	20%	22%
	2022	20%	20%	25%	-	-	-	-	-	-	29%	-	30%	0%	-	24%	29%	23%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	90%	-	-	-	-	-	-	81%	-	83%	75%	-	95%	81%	93%
	2022	76%	76%	87%	-	-	-	-	-	-	77%	-	77%	80%	*	92%	77%	87%
At Meets Grade Level or Above	2023	47%	43%	49%	-	-	-	-	-	-	27%	-	31%	9%	-	65%	27%	54%
	2022	47%	42%	53%	-	-	-	-	-	-	27%	-	27%	20%	*	66%	26%	56%
At Masters Grade Level	2023	18%	12%	10%	-	-	-	-	-	-	4%	-	4%	3%	-	12%	4%	14%
	2022	21%	15%	14%	-	-	-	-	-	-	3%	-	3%	20%	*	18%	3%	15%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	94%	-	-	-	-	-	-	90%	-	86%	100%	*	96%	90%	95%
	2022	75%	75%	92%	-	-	-	-	-	-	85%	-	84%	88%	-	95%	85%	92%
At Meets Grade Level or Above	2023	52%	49%	68%	-	-	-	-	-	-	38%	-	36%	45%	*	81%	38%	70%
	2022	50%	46%	68%	-	-	-	-	-	-	40%	-	41%	31%	-	80%	39%	73%

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	23%	35%	-	-	-	-	-	-	12%	-	12%	14%	*	43%	12%	38%
	2022	30%	25%	40%	-	-	-	-	-	-	15%	-	16%	6%	-	50%	15%	43%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	66%	71%	-	-	-	-	-	-	64%	-	65%	60%	*	74%	64%	75%
All Grades ELA/Reading	2023	63%	65%	67%	-	-	-	-	-	-	59%	-	59%	55%	*	71%	59%	70%
All Grades Mathematics	2023	66%	67%	85%	-	-	-	-	-	-	80%	-	80%	78%	*	85%	80%	93%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	44%	49%	-	-	-	-	-	-	44%	-	46%	33%	*	58%	44%	47%
All Grades ELA/Reading	2023	35%	39%	37%	-	-	-	-	-	-	37%	-	38%	31%	*	39%	37%	36%
All Grades Mathematics	2023	40%	49%	74%	-	-	-	-	-	-	67%	-	68%	*	*	86%	67%	67%

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates there are no data available in the group.

Texas Education Agency
2022-23 STAAR Participation (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	95%	*	95%	100%	-	100%	-	*	94%	96%	95%	97%	95%	98%
Included in Accountability	93%	93%	84%	*	84%	92%	-	78%	-	*	81%	87%	88%	74%	84%	76%
Not Included in Accountability: Mobile	4%	3%	5%	*	5%	5%	-	22%	-	*	5%	4%	3%	13%	5%	5%
Not Included in Accountability: Other Exclusions	2%	3%	6%	*	6%	3%	-	0%	-	*	8%	4%	5%	10%	6%	16%
Not Tested	1%	1%	5%	*	5%	0%	-	0%	-	*	6%	4%	5%	3%	5%	2%
Absent	1%	1%	2%	*	2%	0%	-	0%	-	*	5%	4%	2%	2%	2%	2%
Other	0%	0%	3%	*	3%	0%	-	0%	-	*	0%	0%	3%	1%	3%	1%
Reading																
Assessment Participant	99%	99%	98%	-	98%	100%	-	*	-	*	94%	91%	98%	97%	98%	98%
Included in Accountability	92%	91%	81%	-	81%	89%	-	*	-	*	73%	82%	85%	68%	80%	66%
Not Included in Accountability: Mobile	4%	3%	5%	-	5%	6%	-	*	-	*	4%	0%	2%	12%	5%	5%
Not Included in Accountability: Other Exclusions	3%	6%	12%	-	12%	6%	-	*	-	*	17%	9%	10%	18%	13%	27%
Not Tested	1%	1%	2%	-	2%	0%	-	*	-	*	6%	9%	2%	3%	2%	2%
Absent	1%	1%	2%	-	2%	0%	-	*	-	*	6%	9%	2%	3%	2%	2%
Other	0%	0%	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	84%	-	84%	-	-	*	-	*	92%	*	83%	90%	84%	92%
Included in Accountability	94%	95%	79%	-	79%	-	-	*	-	*	82%	*	80%	70%	78%	82%
Not Included in Accountability: Mobile	5%	3%	4%	-	4%	-	-	*	-	*	8%	*	2%	13%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	-	-	*	-	*	2%	*	0%	6%	2%	4%
Not Tested	1%	1%	16%	-	16%	-	-	*	-	*	8%	*	17%	10%	16%	8%
Absent	1%	1%	2%	-	2%	-	-	*	-	*	7%	*	1%	5%	2%	4%
Other	0%	1%	14%	-	14%	-	-	*	-	*	1%	*	15%	6%	14%	5%
Science																
Assessment Participant	99%	99%	98%	-	98%	100%	-	*	-	*	96%	*	98%	97%	98%	98%
Included in Accountability	93%	95%	92%	-	92%	88%	-	*	-	*	89%	*	94%	83%	92%	92%
Not Included in Accountability: Mobile	4%	2%	6%	-	5%	13%	-	*	-	*	7%	*	4%	13%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	-	*	0%	*	0%	1%	0%	1%
Not Tested	1%	1%	2%	-	2%	0%	-	*	-	*	4%	*	2%	3%	2%	2%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	2%	-	2%	0%	-	*	-	*	4%	*	2%	2%	2%	2%
Other	0%	1%	1%	-	1%	0%	-	*	-	*	0%	*	0%	2%	0%	0%
Social Studies																
Assessment Participant	99%	98%	98%	*	98%	100%	-	*	-	-	96%	100%	98%	100%	98%	99%
Included in Accountability	94%	95%	94%	*	93%	100%	-	*	-	-	94%	80%	96%	85%	93%	93%
Not Included in Accountability: Mobile	4%	3%	5%	*	5%	0%	-	*	-	-	2%	20%	2%	15%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	2%	*	2%	0%	-	*	-	-	4%	0%	2%	0%	2%	1%
Absent	1%	2%	2%	*	2%	0%	-	*	-	-	4%	0%	2%	0%	2%	1%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	84%	60%	-	59%	-	-	*	-	-	*	*	59%	68%	54%	22%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	96%	*	96%	98%	-	100%	-	-	96%	100%	97%	94%	96%	97%
Included in Accountability	93%	93%	89%	*	89%	77%	-	100%	-	-	89%	79%	91%	78%	88%	79%
Not Included in Accountability: Mobile	5%	3%	3%	*	2%	13%	-	0%	-	-	3%	13%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	3%	5%	*	5%	8%	-	0%	-	-	4%	8%	4%	7%	5%	15%
Not Tested	1%	1%	4%	*	4%	2%	-	0%	-	-	4%	0%	3%	6%	4%	3%
Absent	1%	1%	2%	*	2%	2%	-	0%	-	-	3%	0%	2%	4%	2%	3%
Other	0%	0%	1%	*	1%	0%	-	0%	-	-	1%	0%	1%	2%	1%	0%
Reading																
Assessment Participant	99%	99%	97%	*	97%	97%	-	*	-	-	97%	100%	98%	94%	97%	97%
Included in Accountability	92%	91%	84%	*	85%	72%	-	*	-	-	86%	70%	88%	73%	84%	68%
Not Included in Accountability: Mobile	5%	3%	3%	*	2%	9%	-	*	-	-	3%	10%	2%	7%	3%	3%
Not Included in Accountability: Other Exclusions	2%	5%	10%	*	10%	16%	-	*	-	-	9%	20%	9%	15%	11%	26%
Not Tested	1%	1%	3%	*	3%	3%	-	*	-	-	3%	0%	2%	6%	3%	3%
Absent	1%	1%	2%	*	2%	3%	-	*	-	-	2%	0%	2%	6%	3%	3%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	93%	-	93%	100%	-	*	-	-	97%	*	94%	92%	94%	95%
Included in Accountability	93%	95%	89%	-	90%	83%	-	*	-	-	95%	*	91%	79%	90%	86%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	3%	3%	-	3%	17%	-	*	-	-	1%	*	1%	11%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	0%	-	*	-	-	1%	*	1%	2%	1%	4%
Not Tested	1%	1%	7%	-	7%	0%	-	*	-	-	3%	*	6%	8%	6%	5%
Absent	1%	1%	1%	-	1%	0%	-	*	-	-	2%	*	1%	0%	1%	2%
Other	0%	1%	6%	-	6%	0%	-	*	-	-	2%	*	5%	8%	5%	3%
Science																
Assessment Participant	98%	99%	97%	-	96%	100%	-	*	-	-	94%	*	98%	92%	96%	98%
Included in Accountability	93%	95%	93%	-	93%	79%	-	*	-	-	92%	*	95%	83%	93%	91%
Not Included in Accountability: Mobile	4%	3%	3%	-	2%	21%	-	*	-	-	2%	*	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	0%	-	*	-	-	1%	*	1%	0%	1%	3%
Not Tested	2%	1%	3%	-	4%	0%	-	*	-	-	6%	*	2%	8%	4%	2%
Absent	1%	1%	3%	-	3%	0%	-	*	-	-	4%	*	2%	5%	3%	2%
Other	0%	0%	1%	-	1%	0%	-	*	-	-	2%	*	0%	3%	1%	0%
Social Studies																
Assessment Participant	98%	99%	97%	*	97%	100%	-	*	-	-	94%	100%	98%	96%	97%	96%
Included in Accountability	94%	96%	94%	*	94%	90%	-	*	-	-	89%	100%	96%	86%	94%	91%
Not Included in Accountability: Mobile	4%	2%	3%	*	3%	10%	-	*	-	-	5%	0%	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	1%	1%	2%
Not Tested	2%	1%	3%	*	3%	0%	-	*	-	-	6%	0%	2%	4%	3%	4%
Absent	1%	1%	3%	*	3%	0%	-	*	-	-	6%	0%	2%	4%	3%	4%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	89%	79%	-	79%	-	-	-	-	-	60%	-	83%	58%	78%	65%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	89.9%	87.3%	*	87.3%	84.6%	-	93.0%	-	-	83.4%	86.8%	85.4%
2020-21	95.0%	97.1%	98.4%	*	98.4%	98.4%	-	*	-	-	98.4%	98.2%	97.3%
Chronic Absenteeism													
2021-22	25.7%	37.3%	46.8%	*	46.9%	42.9%	-	33.3%	-	-	55.6%	48.7%	55.6%
2020-21	15.0%	9.2%	5.0%	*	5.0%	11.4%	-	*	-	-	6.0%	5.6%	9.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.7%	0.4%	*	0.5%	0.0%	-	0.0%	-	-	0.0%	0.5%	0.9%
2020-21	2.4%	0.9%	0.8%	*	0.8%	0.0%	-	*	-	-	1.4%	0.9%	1.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	95.4%	96.1%	*	96.1%	*	-	*	-	-	98.5%	95.9%	94.8%
Received TxCHSE	0.3%	0.1%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	3.5%	2.5%	2.8%	*	2.8%	*	-	*	-	-	1.5%	2.8%	3.5%
Dropped Out	6.4%	2.1%	1.1%	*	1.1%	*	-	*	-	-	0.0%	1.3%	1.7%
Graduates and TxCHSE	90.0%	95.4%	96.1%	*	96.1%	*	-	*	-	-	98.5%	95.9%	94.8%
Graduates, TxCHSE, and Continuers	93.6%	97.9%	98.9%	*	98.9%	*	-	*	-	-	100.0%	98.7%	98.3%
Class of 2021													
Graduated	90.0%	94.1%	93.6%	-	93.8%	66.7%	-	-	-	-	90.5%	93.3%	91.0%
Received TxCHSE	0.3%	0.1%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.8%	5.1%	-	4.8%	33.3%	-	-	-	-	6.3%	5.1%	7.9%
Dropped Out	5.8%	2.0%	1.4%	-	1.4%	0.0%	-	-	-	-	3.2%	1.6%	1.1%
Graduates and TxCHSE	90.3%	94.1%	93.6%	-	93.8%	66.7%	-	-	-	-	90.5%	93.3%	91.0%
Graduates, TxCHSE, and Continuers	94.2%	98.0%	98.6%	-	98.6%	100.0%	-	-	-	-	96.8%	98.4%	98.9%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	97.4%	98.1%	-	98.1%	100.0%	-	-	-	-	98.4%	97.7%	97.8%
Received TxCHSE	0.4%	0.1%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.0%	0.3%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.3%	1.9%	-	1.9%	0.0%	-	-	-	-	1.6%	2.3%	2.2%
Graduates and TxCHSE	92.7%	97.5%	98.1%	-	98.1%	100.0%	-	-	-	-	98.4%	97.7%	97.8%

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	97.7%	98.1%	-	98.1%	100.0%	-	-	-	-	98.4%	97.7%	97.8%
Class of 2020													
Graduated	92.2%	96.4%	96.9%	-	97.1%	85.7%	-	*	*	-	88.1%	96.4%	95.7%
Received TxCHSE	0.5%	0.1%	0.2%	-	0.2%	0.0%	-	*	*	-	0.0%	0.2%	0.0%
Continued HS	1.1%	0.6%	0.8%	-	0.6%	14.3%	-	*	*	-	2.4%	0.7%	0.0%
Dropped Out	6.2%	2.9%	2.1%	-	2.1%	0.0%	-	*	*	-	9.5%	2.6%	4.3%
Graduates and TxCHSE	92.7%	96.5%	97.1%	-	97.3%	85.7%	-	*	*	-	88.1%	96.7%	95.7%
Graduates, TxCHSE, and Continuers	93.8%	97.1%	97.9%	-	97.9%	100.0%	-	*	*	-	90.5%	97.4%	95.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	96.8%	97.7%	-	97.7%	100.0%	-	*	*	-	90.7%	97.1%	95.7%
Received TxCHSE	0.5%	0.1%	0.2%	-	0.2%	0.0%	-	*	*	-	0.0%	0.2%	0.0%
Continued HS	0.5%	0.2%	0.0%	-	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.9%	2.1%	-	2.1%	0.0%	-	*	*	-	9.3%	2.6%	4.3%
Graduates and TxCHSE	93.2%	96.9%	97.9%	-	97.9%	100.0%	-	*	*	-	90.7%	97.4%	95.7%
Graduates, TxCHSE, and Continuers	93.8%	97.1%	97.9%	-	97.9%	100.0%	-	*	*	-	90.7%	97.4%	95.7%
Class of 2019													
Graduated	92.6%	96.3%	96.8%	*	96.7%	*	-	100.0%	-	-	90.9%	96.5%	91.8%
Received TxCHSE	0.6%	0.4%	0.2%	*	0.2%	*	-	0.0%	-	-	0.0%	0.2%	0.0%
Continued HS	0.6%	0.4%	0.9%	*	0.9%	*	-	0.0%	-	-	3.6%	0.9%	4.1%
Dropped Out	6.2%	3.0%	2.2%	*	2.2%	*	-	0.0%	-	-	5.5%	2.4%	4.1%
Graduates and TxCHSE	93.2%	96.6%	96.9%	*	96.9%	*	-	100.0%	-	-	90.9%	96.7%	91.8%
Graduates, TxCHSE, and Continuers	93.8%	97.0%	97.8%	*	97.8%	*	-	100.0%	-	-	94.5%	97.6%	95.9%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	94.2%	95.0%	*	95.0%	*	-	*	-	-	91.8%	94.7%	94.0%
Class of 2021	90.0%	93.2%	92.8%	-	93.1%	66.7%	-	-	-	-	86.4%	92.4%	90.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.3%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Class of 2021	3.8%	0.6%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	97.2%	95.1%	*	95.0%	*	-	*	-	-	56.7%	94.6%	95.4%
Class of 2021	81.9%	97.0%	96.2%	-	96.2%	*	-	-	-	-	63.2%	95.5%	96.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	97.5%	95.1%	*	95.0%	*	-	*	-	-	56.7%	94.6%	95.4%
Class of 2021	85.7%	97.6%	96.2%	-	96.2%	*	-	-	-	-	63.2%	95.5%	96.3%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	4.5%	*	-	*	*	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	0.3%	0.3%	*	0.3%	0.0%	-	*	-	-	0.0%	0.4%	1.8%
2020-21	3.8%	0.5%	0.2%	-	0.2%	0.0%	-	-	-	*	0.0%	0.2%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	95.6%	92.4%	*	92.7%	62.5%	-	*	-	-	46.4%	92.5%	93.0%
2020-21	80.4%	96.1%	94.3%	-	94.4%	80.0%	-	-	-	*	52.2%	93.5%	95.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	95.9%	92.7%	*	93.0%	62.5%	-	*	-	-	46.4%	92.9%	94.7%
2020-21	84.1%	95.9%	94.2%	-	94.4%	66.7%	-	-	-	*	50.7%	93.5%	95.6%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	629	100.0%	3,211	368,686
By Ethnicity:				
African American	3	0.5%	7	45,227
Hispanic	617	98.1%	3,179	191,125
White	8	1.3%	19	103,171
American Indian	0	0.0%	0	1,159
Asian	1	0.2%	6	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	0	0.0%	0	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	46	7.3%	132	51,023
Foundation H.S. Program (Endorsement)	2	0.3%	10	14,179
Foundation H.S. Program (DLA)	581	92.4%	3,069	302,917
Special Education Graduates	84	13.4%	370	32,447
Economically Disadvantaged Graduates	548	87.1%	2,797	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	114	18.1%	637	40,398
At-Risk Graduates	341	54.2%	1,904	159,689

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	98.4%	98.7%	*	98.9%	87.5%	-	*	-	-	97.6%	98.7%	96.5%
2020-21	65.2%	92.8%	88.0%	-	88.2%	66.7%	-	-	-	*	91.3%	87.1%	83.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	52.0%	49.8%	*	50.1%	25.0%	-	*	-	-	9.5%	46.0%	31.6%
2020-21	52.7%	54.7%	53.4%	-	53.6%	33.3%	-	-	-	*	8.7%	49.2%	43.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	53.4%	56.8%	*	57.5%	0.0%	-	*	-	-	10.7%	53.5%	23.7%
2020-21	56.1%	55.3%	64.3%	-	64.5%	33.3%	-	-	-	*	11.6%	60.6%	44.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	49.7%	50.6%	*	51.2%	0.0%	-	*	-	-	13.1%	47.1%	26.3%
2020-21	45.7%	51.3%	54.5%	-	54.4%	50.0%	-	-	-	*	8.7%	51.2%	40.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	41.2%	43.1%	*	43.6%	0.0%	-	*	-	-	8.3%	38.7%	11.4%
2020-21	40.4%	41.9%	48.3%	-	48.3%	33.3%	-	-	-	*	7.2%	44.3%	26.7%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	19.6%	14.1%	*	14.1%	12.5%	-	*	-	-	2.4%	13.9%	21.9%
2020-21	21.3%	24.7%	14.4%	-	14.4%	16.7%	-	-	-	*	1.4%	13.9%	31.1%
Associate Degree (Annual Graduates)													
2021-22	2.4%	8.0%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2020-21	2.6%	3.5%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	35.6%	25.9%	*	26.1%	12.5%	-	*	-	-	3.6%	21.7%	7.0%
2020-21	25.9%	34.0%	26.5%	-	26.3%	33.3%	-	-	-	*	2.9%	21.8%	11.1%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	88.8%	98.6%	*	98.7%	87.5%	-	*	-	-	97.6%	98.5%	96.5%
2020-21	24.2%	70.5%	71.5%	-	71.7%	50.0%	-	-	-	*	91.3%	72.0%	63.3%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	86.0%	95.9%	*	95.9%	87.5%	-	*	-	-	78.6%	96.2%	96.5%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	66.0%	67.0%	-	67.3%	33.3%	-	-	-	*	53.6%	67.1%	60.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	3.8%	6.5%	*	6.3%	25.0%	-	*	-	-	47.6%	6.4%	4.4%
2020-21	2.4%	3.0%	3.8%	-	3.7%	16.7%	-	-	-	*	31.9%	4.1%	2.2%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	7.9%	6.2%	*	6.3%	0.0%	-	*	-	-	46.4%	6.6%	4.4%
2020-21	4.4%	6.4%	6.0%	-	6.1%	0.0%	-	-	-	*	50.7%	7.1%	3.3%

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	47.0%	46.3%	*	47.0%	0.0%	-	*	-	-	8.3%	42.2%	11.4%
	2020-21	25.9%	51.3%	51.5%	-	51.7%	33.3%	-	-	-	*	11.6%	47.1%	15.6%
Mathematics	2021-22	18.7%	44.3%	44.4%	*	44.9%	0.0%	-	*	-	-	11.9%	40.3%	21.1%
	2020-21	19.4%	45.8%	43.6%	-	43.7%	33.3%	-	-	-	*	5.8%	40.2%	26.7%
Both Subjects	2021-22	12.6%	36.6%	36.7%	*	37.3%	0.0%	-	*	-	-	7.1%	32.5%	7.9%
	2020-21	14.4%	38.0%	38.1%	-	38.1%	33.3%	-	-	-	*	5.8%	34.1%	13.3%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	5.7%	12.7%	*	12.8%	0.0%	-	*	-	-	2.4%	13.1%	12.3%
	2020-21	8.6%	3.8%	14.9%	-	15.1%	0.0%	-	-	-	*	0.0%	16.1%	31.1%
Mathematics	2021-22	14.0%	5.8%	8.9%	*	9.1%	0.0%	-	*	-	-	1.2%	9.3%	7.9%
	2020-21	10.3%	5.7%	11.9%	-	11.7%	16.7%	-	-	-	*	2.9%	12.7%	14.4%
Both Subjects	2021-22	7.5%	1.9%	3.3%	*	3.4%	0.0%	-	*	-	-	1.2%	3.3%	1.8%
	2020-21	4.9%	0.6%	2.4%	-	2.4%	0.0%	-	-	-	*	0.0%	2.7%	6.7%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	21.9%	18.6%	*	18.5%	12.5%	-	*	-	-	0.6%	16.4%	8.1%
	2021	21.1%	18.2%	10.3%	*	10.3%	0.0%	-	*	-	-	1.6%	8.7%	7.6%
English Language Arts	2022	13.2%	11.5%	11.7%	*	11.6%	6.3%	-	*	-	-	0.6%	10.3%	4.3%
	2021	12.1%	10.3%	5.9%	*	5.9%	0.0%	-	*	-	-	1.1%	4.6%	2.2%
Mathematics	2022	6.9%	3.6%	1.6%	*	1.6%	0.0%	-	*	-	-	0.0%	1.3%	0.0%
	2021	6.1%	2.6%	1.4%	*	1.4%	0.0%	-	*	-	-	0.0%	0.7%	0.0%
Science	2022	9.6%	7.7%	8.7%	*	8.5%	6.3%	-	*	-	-	0.6%	7.5%	2.6%
	2021	8.7%	4.3%	2.8%	*	2.8%	0.0%	-	*	-	-	0.0%	2.3%	1.3%
Social Studies	2022	12.5%	11.8%	8.8%	*	8.6%	12.5%	-	*	-	-	0.6%	8.0%	4.3%
	2021	11.6%	9.1%	5.1%	*	5.1%	0.0%	-	*	-	-	0.0%	4.1%	1.8%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	24.2%	19.7%	*	19.7%	*	-	*	-	-	*	22.5%	42.1%
	2021	48.6%	20.2%	32.8%	*	32.6%	-	-	*	-	-	*	33.0%	64.7%
English Language Arts	2022	53.2%	24.1%	22.7%	*	23.4%	*	-	*	-	-	*	24.8%	10.0%
	2021	42.7%	10.7%	25.3%	*	25.7%	-	-	-	-	-	*	20.0%	20.0%
Mathematics	2022	50.4%	13.0%	5.3%	-	5.3%	-	-	-	-	-	-	7.1%	-
	2021	49.4%	10.7%	5.6%	-	5.6%	-	-	-	-	-	-	0.0%	-
Science	2022	44.7%	9.2%	2.9%	*	3.0%	*	-	*	-	-	*	3.8%	0.0%
	2021	41.4%	6.8%	11.4%	-	11.4%	-	-	-	-	-	-	0.0%	*

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	9.2%	6.6%	*	5.9%	*	-	*	-	-	*	8.2%	10.0%
	2021	42.2%	9.0%	9.2%	-	7.8%	-	-	*	-	-	-	9.1%	*
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	57.8%	39.1%	*	39.2%	25.0%	-	*	-	-	8.3%	35.5%	15.8%
	2020-21	70.8%	26.7%	27.1%	-	27.1%	33.3%	-	-	-	*	7.2%	23.1%	4.4%
At/Above Criterion for All Examinees	2021-22	32.1%	15.7%	22.8%	*	22.7%	*	-	*	-	-	0.0%	23.1%	11.1%
	2020-21	32.9%	27.7%	33.5%	-	34.0%	*	-	-	-	-	0.0%	31.9%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	939	998	*	999	*	-	*	-	-	838	992	877
	2020-21	1002	992	1015	-	1016	950	-	-	-	-	875	1004	953
English Language Arts and Writing	2021-22	506	483	513	*	514	*	-	*	-	-	400	509	426
	2020-21	504	505	513	-	513	450	-	-	-	-	443	506	435
Mathematics	2021-22	496	457	484	*	484	*	-	*	-	-	438	483	451
	2020-21	498	488	502	-	502	500	-	-	-	-	433	498	518
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	17.6	19.3	*	19.3	-	-	*	-	-	*	19.4	15.4
	2020-21	20.0	20.3	20.6	-	20.9	16.0	-	-	-	-	15.5	20.0	17.0
English Language Arts	2021-22	19.2	17.4	19.5	*	19.4	-	-	*	-	-	*	19.5	14.2
	2020-21	19.6	20.3	20.4	-	21.0	13.0	-	-	-	-	14.5	19.3	14.5
Mathematics	2021-22	19.3	17.0	18.5	*	18.5	-	-	*	-	-	*	18.8	16.6
	2020-21	19.9	19.4	19.6	-	19.8	17.0	-	-	-	-	14.0	19.7	22.0
Science	2021-22	19.8	18.0	19.5	*	19.5	-	-	*	-	-	*	19.4	16.8
	2020-21	20.3	20.7	20.9	-	20.9	21.0	-	-	-	-	17.0	20.8	18.0

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	52.5%	53.5%	*	53.5%	48.5%	-	83.3%	-	-	23.2%	51.6%	45.6%
	2020-21	42.5%	53.2%	54.1%	*	54.0%	53.1%	-	*	-	-	26.0%	51.1%	41.9%
English Language Arts	2021-22	16.6%	27.6%	32.8%	*	32.7%	31.3%	-	83.3%	-	-	15.2%	30.9%	28.6%
	2020-21	16.3%	27.2%	33.8%	*	33.7%	36.7%	-	*	-	-	22.1%	30.9%	26.9%
Mathematics	2021-22	19.9%	27.1%	28.1%	*	28.1%	16.7%	-	66.7%	-	-	7.5%	26.9%	17.8%
	2020-21	19.3%	28.1%	29.6%	*	29.6%	23.1%	-	*	-	-	5.2%	26.4%	17.2%
Science	2021-22	21.1%	18.2%	17.7%	*	17.6%	16.7%	-	66.7%	-	-	1.8%	16.1%	7.9%
	2020-21	20.6%	16.1%	13.1%	*	13.1%	16.0%	-	*	-	-	2.7%	10.6%	4.2%
Social Studies	2021-22	22.8%	27.0%	20.4%	*	20.3%	12.5%	-	66.7%	-	-	2.0%	18.1%	5.6%
	2020-21	22.8%	28.5%	25.9%	*	25.9%	14.3%	-	*	-	-	4.4%	22.3%	8.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	50.7%	55.0%	-	55.0%	50.0%	-	-	-	*	24.6%	50.8%	33.3%
	2019-20	46.1%	52.3%	53.4%	-	53.1%	80.0%	-	*	*	-	31.1%	49.6%	22.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	2,246	100.0%	37,854	5,504,150	2,246	100.0%	37,898	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	7.6%	4.4%	0	0.0%	7.6%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.7%	0.7%	0	0.0%	2.7%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.9%	3.7%	0	0.0%	4.9%	3.7%
Kindergarten	0	0.0%	5.7%	6.7%	0	0.0%	5.7%	6.7%
Grade 1	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 2	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.5%	7.1%
Grade 5	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 6	0	0.0%	6.8%	7.3%	0	0.0%	6.8%	7.2%
Grade 7	0	0.0%	6.5%	7.4%	0	0.0%	6.5%	7.4%
Grade 8	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	599	26.7%	9.7%	8.7%	599	26.7%	9.7%	8.7%
Grade 10	556	24.8%	7.9%	7.9%	556	24.8%	7.9%	7.9%
Grade 11	561	25.0%	7.9%	7.0%	561	25.0%	7.9%	7.0%
Grade 12	530	23.6%	7.5%	6.6%	530	23.6%	7.5%	6.6%
Ethnic Distribution:								
African American	4	0.2%	0.1%	12.8%	4	0.2%	0.1%	12.8%
Hispanic	2,213	98.5%	98.3%	53.0%	2,213	98.5%	98.3%	52.9%
White	22	1.0%	1.3%	25.6%	22	1.0%	1.3%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	6	0.3%	0.2%	5.1%	6	0.3%	0.2%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	0.0%	0.0%	3.0%	1	0.0%	0.0%	3.0%
Sex:								
Female	1,063	47.3%	48.9%	48.8%	1,063	47.3%	48.9%	48.8%
Male	1,183	52.7%	51.1%	51.2%	1,183	52.7%	51.1%	51.2%
Other Student Information:								
Economically Disadvantaged	1,966	87.5%	89.1%	62.1%	1,966	87.5%	89.1%	62.0%
Non-Educationally Disadvantaged	280	12.5%	10.9%	37.9%	280	12.5%	10.9%	38.0%
Section 504 Students	310	13.8%	9.6%	7.4%	310	13.8%	9.6%	7.4%
EB Students/EL	585	26.0%	39.9%	23.1%	585	26.0%	39.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	44	1.8%	0.8%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	198	8.8%	7.5%	5.5%	198	8.8%	7.5%	5.5%
Foster Care	3	0.1%	0.2%	0.2%	3	0.1%	0.2%	0.2%
Homeless	36	1.6%	3.3%	1.3%	36	1.6%	3.3%	1.3%
Immigrant	4	0.2%	0.8%	2.2%	4	0.2%	0.8%	2.2%
Migrant	10	0.4%	0.9%	0.3%	10	0.4%	0.9%	0.3%
Title I	2,234	99.5%	99.3%	64.6%	2,234	99.5%	99.2%	64.6%
Military Connected	3	0.1%	0.8%	3.6%	3	0.1%	0.8%	3.6%
At-Risk	1,364	60.7%	73.5%	53.3%	1,364	60.7%	73.4%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	582	25.9%	39.5%	23.2%	582	25.9%	39.4%	23.2%
Career and Technical Education	1,817	80.9%	29.3%	26.5%				
Career and Technical Education (9-12 grades only)	1,817	80.9%	83.8%	72.3%				
Gifted and Talented Education	298	13.3%	10.3%	8.2%	298	13.3%	10.3%	8.2%
Special Education	322	14.3%	16.1%	12.6%	322	14.3%	16.2%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	322							
By Type of Primary Disability								
Students with Intellectual Disabilities	193	59.9%	58.0%	44.1%				
Students with Physical Disabilities	11	3.4%	10.6%	20.0%				
Students with Autism	52	16.1%	11.9%	15.5%				
Students with Behavioral Disabilities	66	20.5%	17.3%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.3%	1.6%				
Mobility (2021-22):								
Total Mobile Students	552	22.2%	18.8%	16.8%				
By Ethnicity:								
African American	1	0.0%	0.0%	3.3%				
Hispanic	541	21.8%	18.4%	8.7%				
White	9	0.4%	0.3%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	87	24.5%	20.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	158	27.5%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	504	22.8%	19.2%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	223	12.8%	15.6%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.7%	1.5%	-	1.7%	4.5%
Grade 1	-	8.0%	2.5%	-	4.3%	3.6%
Grade 2	-	4.0%	1.6%	-	3.7%	2.0%
Grade 3	-	2.4%	0.8%	-	1.8%	0.9%
Grade 4	-	0.8%	0.5%	-	0.3%	0.5%
Grade 5	-	0.4%	0.3%	-	0.3%	0.4%
Grade 6	-	1.0%	0.3%	-	1.0%	0.4%
Grade 7	-	1.2%	0.4%	-	0.6%	0.5%
Grade 8	-	1.2%	0.4%	-	0.2%	0.5%
Grade 9	6.7%	13.0%	8.7%	7.3%	25.2%	12.6%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.3	18.7
Grade 1	-	16.5	19.1
Grade 2	-	15.1	19.1
Grade 3	-	14.2	19.3
Grade 4	-	13.9	19.4
Grade 5	-	14.8	20.8
Grade 6	-	14.8	19.2
Secondary:			
English/Language Arts	14.3	12.8	16.2
Foreign Languages	16.4	17.9	18.8
Mathematics	16.0	14.3	17.5
Science	16.9	14.2	18.5
Social Studies	16.0	14.5	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	199.9	100.0%	100.0%	100.0%
Professional Staff:	172.9	86.5%	55.8%	64.1%
Teachers	146.9	73.5%	43.4%	48.7%
Professional Support	21.5	10.7%	10.0%	10.9%
Campus Administration (School Leadership)	4.5	2.3%	2.3%	3.3%
Educational Aides:	27.0	13.5%	12.3%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	56.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	7.0	n/a	133.0	13,815.0
Part-time Counselors	2.0	n/a	15.0	1,240.0
Total Minority Staff:	177.5	88.8%	93.7%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.1%	11.8%
Hispanic	131.7	89.7%	92.5%	29.6%
White	15.2	10.3%	7.0%	54.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	73.9	50.3%	31.1%	24.4%
Females	73.0	49.7%	68.9%	75.6%
Teachers by Highest Degree Held:				
No Degree	6.0	4.1%	2.7%	2.0%
Bachelors	99.7	67.9%	78.3%	72.2%
Masters	40.2	27.4%	18.5%	25.0%
Doctorate	1.0	0.7%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	8.3	5.6%	4.7%	9.7%
1-5 Years Experience	20.4	13.9%	13.1%	26.3%
6-10 Years Experience	23.7	16.1%	14.0%	20.5%
11-20 Years Experience	44.7	30.5%	38.8%	27.2%
21-30 Years Experience	35.9	24.4%	24.1%	13.3%
Over 30 Years Experience	13.9	9.5%	5.2%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	15.3	n/a	14.7	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	23.0	9.6	6.1
Average Years Experience of Principals with District	23.0	8.8	5.3
Average Years Experience of Assistant Principals	7.9	10.0	5.2
Average Years Experience of Assistant Principals with District	7.9	9.9	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	15.7	15.5	11.0
Average Years Experience of Teachers with District:	14.9	14.8	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$55,283	\$56,933	\$53,300
1-5 Years Experience	\$58,394	\$57,165	\$56,516
6-10 Years Experience	\$60,709	\$59,308	\$59,732
11-20 Years Experience	\$64,080	\$62,788	\$63,389
21-30 Years Experience	\$69,922	\$68,862	\$67,876
Over 30 Years Experience	\$76,047	\$75,181	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$64,811	\$63,396	\$60,717
Professional Support	\$76,611	\$78,501	\$72,022
Campus Administration (School Leadership)	\$98,012	\$92,930	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	58.3%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	0.6%	2.4%	5.9%
Career and Technical Education	24.3	16.5%	6.0%	5.4%
Compensatory Education	0.0	0.0%	0.4%	3.2%
Gifted and Talented Education	0.0	0.0%	4.3%	1.7%
Regular Education	107.6	73.2%	74.6%	70.6%
Special Education	14.1	9.6%	12.0%	9.7%
Other	0.0	0.0%	0.2%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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.

2021-22 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: HANNA EARLY COLLEGE H S

Campus Number: 031901001

2022 Accountability Rating: A

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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Texas Education Agency
2021-22 STAAR Performance (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	68%	73%	-	73%	67%	-	*	-	-	24%	*	75%	64%	71%	58%
	2021	67%	64%	66%	*	66%	57%	-	*	-	-	35%	100%	69%	55%	64%	40%
At Meets Grade Level or Above	2022	47%	47%	51%	-	51%	22%	-	*	-	-	12%	*	55%	33%	49%	28%
	2021	50%	46%	50%	*	50%	43%	-	*	-	-	24%	80%	54%	36%	47%	19%
At Masters Grade Level	2022	11%	11%	14%	-	14%	0%	-	*	-	-	7%	*	15%	9%	13%	4%
	2021	12%	10%	12%	*	11%	14%	-	*	-	-	10%	20%	13%	7%	10%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	72%	75%	*	75%	64%	-	*	-	-	36%	*	77%	65%	73%	54%
	2021	71%	69%	74%	-	75%	43%	-	*	-	-	41%	*	77%	63%	73%	46%
At Meets Grade Level or Above	2022	55%	54%	58%	*	59%	36%	-	*	-	-	22%	*	62%	45%	56%	29%
	2021	57%	54%	56%	-	56%	43%	-	*	-	-	31%	*	60%	41%	54%	23%
At Masters Grade Level	2022	9%	9%	10%	*	10%	7%	-	*	-	-	8%	*	12%	4%	8%	2%
	2021	11%	9%	10%	-	10%	0%	-	*	-	-	10%	*	11%	8%	9%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	89%	86%	-	85%	100%	-	*	-	-	58%	*	87%	79%	86%	89%
	2021	73%	64%	57%	-	57%	*	-	-	-	-	43%	*	59%	51%	56%	48%
At Meets Grade Level or Above	2022	43%	58%	52%	-	52%	60%	-	*	-	-	30%	*	54%	42%	52%	55%
	2021	41%	27%	17%	-	17%	*	-	-	-	-	21%	*	18%	12%	17%	11%
At Masters Grade Level	2022	27%	38%	33%	-	33%	60%	-	*	-	-	18%	*	34%	30%	33%	31%
	2021	23%	13%	9%	-	9%	*	-	-	-	-	16%	*	10%	6%	10%	7%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	87%	-	87%	73%	-	*	-	-	56%	*	89%	78%	86%	78%
	2021	82%	77%	80%	*	80%	86%	-	*	-	-	60%	100%	82%	72%	79%	62%
At Meets Grade Level or Above	2022	55%	49%	53%	-	53%	45%	-	*	-	-	27%	*	57%	38%	51%	29%
	2021	55%	43%	45%	*	45%	57%	-	*	-	-	27%	40%	46%	40%	43%	19%
At Masters Grade Level	2022	21%	14%	14%	-	14%	9%	-	*	-	-	6%	*	16%	6%	13%	5%
	2021	22%	12%	13%	*	12%	14%	-	*	-	-	6%	20%	13%	10%	11%	3%
End of Course U.S. History																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	90%	92%	*	92%	89%	-	*	-	-	68%	100%	92%	89%	91%	86%
	2021	88%	85%	88%	*	89%	57%	-	*	-	-	66%	-	90%	78%	87%	70%
At Meets Grade Level or Above	2022	68%	65%	68%	*	69%	44%	-	*	-	-	42%	100%	70%	62%	66%	41%
	2021	69%	60%	65%	*	65%	43%	-	*	-	-	43%	-	66%	59%	60%	36%
At Masters Grade Level	2022	42%	36%	40%	*	40%	22%	-	*	-	-	26%	67%	40%	38%	38%	17%
	2021	43%	30%	32%	*	33%	0%	-	*	-	-	15%	-	33%	28%	28%	13%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	75%	75%	-	75%	-	-	-	-	-	*	-	78%	50%	74%	45%
	2021	95%	85%	89%	-	89%	*	-	-	-	-	*	-	89%	80%	87%	*
At Meets Grade Level or Above	2022	64%	27%	30%	-	30%	-	-	-	-	-	*	-	32%	11%	31%	9%
	2021	69%	41%	53%	-	53%	*	-	-	-	-	*	-	52%	60%	58%	*
At Masters Grade Level	2022	13%	1%	2%	-	2%	-	-	-	-	-	*	-	2%	0%	1%	0%
	2021	14%	1%	3%	-	3%	*	-	-	-	-	*	-	3%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	75%	82%	*	82%	75%	-	100%	-	-	48%	100%	84%	73%	81%	71%
	2021	67%	59%	75%	*	75%	64%	-	100%	-	-	49%	88%	78%	65%	73%	52%
At Meets Grade Level or Above	2022	48%	46%	55%	*	55%	40%	-	88%	-	-	26%	79%	58%	43%	54%	35%
	2021	41%	31%	50%	*	50%	39%	-	100%	-	-	29%	56%	52%	40%	47%	21%
At Masters Grade Level	2022	23%	20%	20%	*	20%	15%	-	75%	-	-	12%	37%	21%	16%	19%	11%
	2021	18%	11%	16%	*	16%	6%	-	80%	-	-	11%	13%	16%	12%	14%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	74%	*	74%	65%	-	*	-	-	30%	100%	76%	64%	72%	56%
	2021	68%	63%	70%	*	71%	50%	-	*	-	-	38%	100%	73%	59%	68%	43%
At Meets Grade Level or Above	2022	53%	51%	55%	*	55%	30%	-	*	-	-	17%	86%	59%	39%	53%	28%
	2021	45%	38%	53%	*	53%	43%	-	*	-	-	27%	78%	57%	39%	50%	21%
At Masters Grade Level	2022	25%	22%	12%	*	12%	4%	-	*	-	-	7%	29%	13%	7%	10%	3%
	2021	18%	12%	11%	*	11%	7%	-	*	-	-	10%	11%	12%	8%	10%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	83%	-	83%	100%	-	*	-	-	59%	*	85%	74%	83%	87%
	2021	66%	51%	63%	-	63%	80%	-	-	-	-	43%	*	66%	53%	61%	48%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	42%	46%	-	46%	60%	-	*	-	-	29%	*	48%	38%	48%	53%
	2021	37%	21%	24%	-	24%	0%	-	-	-	-	20%	*	25%	16%	23%	11%
At Masters Grade Level	2022	20%	20%	25%	-	25%	60%	-	*	-	-	17%	*	25%	26%	26%	29%
	2021	18%	7%	8%	-	8%	0%	-	-	-	-	15%	*	8%	6%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	87%	-	87%	73%	-	*	-	-	56%	*	89%	78%	86%	78%
	2021	71%	62%	80%	*	80%	86%	-	*	-	-	60%	100%	82%	72%	79%	62%
At Meets Grade Level or Above	2022	47%	42%	53%	-	53%	45%	-	*	-	-	27%	*	57%	37%	51%	28%
	2021	44%	31%	45%	*	45%	57%	-	*	-	-	27%	40%	46%	40%	43%	19%
At Masters Grade Level	2022	21%	15%	14%	-	14%	9%	-	*	-	-	6%	*	16%	5%	13%	5%
	2021	20%	10%	13%	*	12%	14%	-	*	-	-	6%	20%	13%	10%	11%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	92%	*	92%	89%	-	*	-	-	68%	100%	92%	89%	91%	86%
	2021	73%	68%	88%	*	89%	57%	-	*	-	-	66%	-	90%	78%	87%	70%
At Meets Grade Level or Above	2022	50%	46%	68%	*	69%	44%	-	*	-	-	42%	100%	70%	62%	66%	41%
	2021	49%	44%	65%	*	65%	43%	-	*	-	-	43%	-	66%	59%	60%	36%
At Masters Grade Level	2022	30%	25%	40%	*	40%	22%	-	*	-	-	26%	67%	40%	38%	38%	17%
	2021	29%	21%	32%	*	33%	0%	-	*	-	-	15%	-	33%	28%	28%	13%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2022	71	78	81	*	81	75	-	*	-	-	69	*	81	83	80	76
	2019	69	68	69	*	69	*	-	*	-	-	57	*	67	76	68	68
End of Course Algebra I	2022	67	88	87	-	87	*	-	-	-	-	66	-	88	76	88	84
	2019	75	91	88	*	87	*	-	-	-	-	64	93	87	90	87	89
All Grades Both Subjects	2022	74	83	83	*	83	80	-	*	-	-	68	*	83	82	82	79
	2019	69	69	76	*	76	94	-	*	-	-	61	88	75	82	76	78
All Grades ELA/Reading	2022	78	83	81	*	81	75	-	*	-	-	69	*	81	83	80	76
	2019	68	67	69	*	69	*	-	*	-	-	57	*	67	76	68	68
All Grades Mathematics	2022	69	82	87	-	87	*	-	-	-	-	66	-	88	76	88	84
	2019	70	71	88	*	87	*	-	-	-	-	64	93	87	90	87	89

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2022	74%	75%	82%	-	-	-	-	-	-	70%	-	70%	74%	80%	87%	70%	84%	
	2021	67%	59%	75%	-	-	-	-	-	-	45%	0%	43%	52%	0%	85%	44%	80%	
At Meets Grade Level or Above	2022	48%	46%	55%	-	-	-	-	-	-	33%	-	34%	23%	20%	64%	33%	61%	
	2021	41%	31%	50%	-	-	-	-	-	-	15%	0%	14%	22%	0%	62%	15%	48%	
At Masters Grade Level	2022	23%	20%	20%	-	-	-	-	-	-	10%	-	10%	4%	0%	26%	10%	20%	
	2021	18%	11%	16%	-	-	-	-	-	-	2%	0%	1%	7%	0%	20%	2%	15%	
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2022	75%	74%	74%	-	-	-	-	-	-	54%	-	54%	65%	*	83%	54%	80%	
	2021	68%	63%	70%	-	-	-	-	-	-	34%	*	34%	38%	*	84%	34%	78%	
At Meets Grade Level or Above	2022	53%	51%	55%	-	-	-	-	-	-	26%	-	26%	25%	*	68%	26%	64%	
	2021	45%	38%	53%	-	-	-	-	-	-	13%	*	13%	15%	*	69%	13%	54%	
At Masters Grade Level	2022	25%	22%	12%	-	-	-	-	-	-	3%	-	3%	0%	*	19%	3%	9%	
	2021	18%	12%	11%	-	-	-	-	-	-	0%	*	0%	0%	*	16%	0%	8%	
All Grades Mathematics																			
At Approaches Grade Level or Above	2022	72%	74%	83%	-	-	-	-	-	-	87%	-	87%	67%	-	82%	87%	81%	
	2021	66%	51%	63%	-	-	-	-	-	-	47%	-	48%	36%	-	69%	47%	61%	
At Meets Grade Level or Above	2022	42%	42%	46%	-	-	-	-	-	-	52%	-	54%	0%	-	44%	52%	45%	
	2021	37%	21%	24%	-	-	-	-	-	-	8%	-	5%	21%	-	27%	8%	34%	
At Masters Grade Level	2022	20%	20%	25%	-	-	-	-	-	-	29%	-	30%	0%	-	24%	29%	23%	
	2021	18%	7%	8%	-	-	-	-	-	-	3%	-	1%	14%	-	7%	3%	23%	
All Grades Science																			
At Approaches Grade Level or Above	2022	76%	76%	87%	-	-	-	-	-	-	77%	-	77%	80%	*	92%	77%	87%	
	2021	71%	62%	80%	-	-	-	-	-	-	54%	*	53%	73%	*	89%	54%	94%	
At Meets Grade Level or Above	2022	47%	42%	53%	-	-	-	-	-	-	27%	-	27%	20%	*	66%	26%	56%	
	2021	44%	31%	45%	-	-	-	-	-	-	17%	*	16%	27%	*	57%	17%	32%	
At Masters Grade Level	2022	21%	15%	14%	-	-	-	-	-	-	3%	-	3%	20%	*	18%	3%	15%	
	2021	20%	10%	13%	-	-	-	-	-	-	1%	*	1%	0%	*	17%	1%	12%	
All Grades Social Studies																			
At Approaches Grade Level or Above	2022	75%	75%	92%	-	-	-	-	-	-	85%	-	84%	88%	-	95%	85%	92%	
	2021	73%	68%	88%	-	-	-	-	-	-	61%	-	60%	64%	-	94%	61%	93%	

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HANNA EARLY COLLEGE HS (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	46%	68%	-	-	-	-	-	-	40%	-	41%	31%	-	80%	39%	73%
	2021	49%	44%	65%	-	-	-	-	-	-	26%	-	25%	28%	-	74%	26%	64%
At Masters Grade Level	2022	30%	25%	40%	-	-	-	-	-	-	15%	-	16%	6%	-	50%	15%	43%
	2021	29%	21%	32%	-	-	-	-	-	-	9%	-	6%	14%	-	39%	9%	24%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	83%	83%	-	-	-	-	-	-	78%	-	78%	79%	*	82%	78%	88%
	2019	69%	69%	76%	-	-	-	-	-	-	77%	*	77%		*		76%	
All Grades ELA/Reading	2022	78%	83%	81%	-	-	-	-	-	-	75%	-	75%	83%	*	80%	75%	88%
	2019	68%	67%	69%	-	-	-	-	-	-	71%	*	71%		*		70%	
All Grades Mathematics	2022	69%	82%	87%	-	-	-	-	-	-	83%	-	84%	*	-	90%	83%	87%
	2019	70%	71%	88%	-	-	-	-	-	-	84%	-	84%		-		84%	

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	96%	*	96%	98%	-	100%	-	-	96%	100%	97%	94%	96%	97%
Included in Accountability	93%	93%	89%	*	89%	77%	-	100%	-	-	89%	79%	91%	78%	88%	79%
Not Included in Accountability: Mobile	5%	3%	3%	*	2%	13%	-	0%	-	-	3%	13%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	1%	3%	5%	*	5%	8%	-	0%	-	-	4%	8%	4%	7%	5%	15%
Not Tested	1%	1%	4%	*	4%	2%	-	0%	-	-	4%	0%	3%	6%	4%	3%
Absent	1%	1%	2%	*	2%	2%	-	0%	-	-	3%	0%	2%	4%	2%	3%
Other	0%	0%	1%	*	1%	0%	-	0%	-	-	1%	0%	1%	2%	1%	0%
Reading																
Assessment Participant	99%	99%	97%	*	97%	97%	-	*	-	-	97%	100%	98%	94%	97%	97%
Included in Accountability	92%	91%	84%	*	85%	72%	-	*	-	-	86%	70%	88%	73%	84%	68%
Not Included in Accountability: Mobile	5%	3%	3%	*	2%	9%	-	*	-	-	3%	10%	2%	7%	3%	3%
Not Included in Accountability: Other Exclusions	2%	5%	10%	*	10%	16%	-	*	-	-	9%	20%	9%	15%	11%	26%
Not Tested	1%	1%	3%	*	3%	3%	-	*	-	-	3%	0%	2%	6%	3%	3%
Absent	1%	1%	2%	*	2%	3%	-	*	-	-	2%	0%	2%	6%	3%	3%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	93%	-	93%	100%	-	*	-	-	97%	*	94%	92%	94%	95%
Included in Accountability	93%	95%	89%	-	90%	83%	-	*	-	-	95%	*	91%	79%	90%	86%
Not Included in Accountability: Mobile	5%	3%	3%	-	3%	17%	-	*	-	-	1%	*	1%	11%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	0%	-	*	-	-	1%	*	1%	2%	1%	4%
Not Tested	1%	1%	7%	-	7%	0%	-	*	-	-	3%	*	6%	8%	6%	5%
Absent	1%	1%	1%	-	1%	0%	-	*	-	-	2%	*	1%	0%	1%	2%
Other	0%	1%	6%	-	6%	0%	-	*	-	-	2%	*	5%	8%	5%	3%
Science																
Assessment Participant	98%	99%	97%	-	96%	100%	-	*	-	-	94%	*	98%	92%	96%	98%
Included in Accountability	93%	95%	93%	-	93%	79%	-	*	-	-	92%	*	95%	83%	93%	91%
Not Included in Accountability: Mobile	4%	3%	3%	-	2%	21%	-	*	-	-	2%	*	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	0%	-	*	-	-	1%	*	1%	0%	1%	3%
Not Tested	2%	1%	3%	-	4%	0%	-	*	-	-	6%	*	2%	8%	4%	2%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	3%	-	3%	0%	-	*	-	-	4%	*	2%	5%	3%	2%
Other	0%	0%	1%	-	1%	0%	-	*	-	-	2%	*	0%	3%	1%	0%
Social Studies																
Assessment Participant	98%	99%	97%	*	97%	100%	-	*	-	-	94%	100%	98%	96%	97%	96%
Included in Accountability	94%	96%	94%	*	94%	90%	-	*	-	-	89%	100%	96%	86%	94%	91%
Not Included in Accountability: Mobile	4%	2%	3%	*	3%	10%	-	*	-	-	5%	0%	1%	9%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	1%	1%	2%
Not Tested	2%	1%	3%	*	3%	0%	-	*	-	-	6%	0%	2%	4%	3%	4%
Absent	1%	1%	3%	*	3%	0%	-	*	-	-	6%	0%	2%	4%	3%	4%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	89%	79%	-	79%	-	-	-	-	-	60%	-	83%	58%	78%	65%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	85%	83%	85%	90%	-	100%	-	-	74%	84%	86%	85%	85%	84%
Included in Accountability	83%	67%	81%	50%	81%	69%	-	100%	-	-	70%	84%	83%	73%	79%	73%
Not Included in Accountability: Mobile	3%	1%	2%	17%	1%	6%	-	0%	-	-	2%	0%	1%	6%	2%	2%
Not Included in Accountability: Other Exclusions	1%	3%	3%	17%	3%	15%	-	0%	-	-	3%	0%	2%	7%	4%	10%
Not Tested	12%	29%	15%	17%	15%	10%	-	0%	-	-	26%	16%	14%	15%	15%	16%
Absent	2%	0%	1%	0%	1%	0%	-	0%	-	-	0%	0%	0%	2%	1%	1%
Other	10%	29%	14%	17%	14%	10%	-	0%	-	-	25%	16%	14%	14%	15%	14%
Reading																
Assessment Participant	89%	76%	87%	*	87%	92%	-	*	-	-	78%	90%	87%	87%	86%	83%
Included in Accountability	83%	68%	78%	*	78%	58%	-	*	-	-	69%	90%	81%	68%	77%	63%
Not Included in Accountability: Mobile	3%	1%	2%	*	2%	4%	-	*	-	-	3%	0%	1%	6%	2%	2%
Not Included in Accountability: Other Exclusions	3%	7%	7%	*	7%	29%	-	*	-	-	6%	0%	6%	13%	8%	18%
Not Tested	11%	24%	13%	*	13%	8%	-	*	-	-	22%	10%	13%	13%	14%	17%
Absent	2%	1%	1%	*	1%	0%	-	*	-	-	1%	0%	1%	3%	1%	2%
Other	10%	24%	11%	*	11%	8%	-	*	-	-	22%	10%	12%	10%	12%	14%
Mathematics																
Assessment Participant	88%	67%	73%	-	72%	86%	-	-	-	-	67%	*	72%	74%	73%	81%
Included in Accountability	84%	65%	71%	-	71%	71%	-	-	-	-	66%	*	72%	67%	71%	78%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	1%	2%	-	1%	14%	-	-	-	-	1%	*	0%	7%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	1%	0%	1%
Not Tested	12%	33%	27%	-	28%	14%	-	-	-	-	33%	*	28%	26%	27%	19%
Absent	2%	0%	0%	-	0%	0%	-	-	-	-	0%	*	0%	1%	0%	0%
Other	10%	33%	27%	-	28%	14%	-	-	-	-	33%	*	28%	25%	27%	19%
Science																
Assessment Participant	87%	68%	87%	*	87%	80%	-	*	-	-	72%	83%	88%	84%	86%	87%
Included in Accountability	84%	66%	85%	*	86%	70%	-	*	-	-	70%	83%	87%	79%	84%	86%
Not Included in Accountability: Mobile	3%	1%	2%	*	1%	10%	-	*	-	-	1%	0%	0%	5%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Not Tested	13%	32%	13%	*	13%	20%	-	*	-	-	28%	17%	12%	16%	14%	13%
Absent	2%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%	1%	0%	1%
Other	10%	32%	13%	*	13%	20%	-	*	-	-	28%	17%	12%	15%	14%	12%
Social Studies																
Assessment Participant	87%	73%	91%	*	91%	100%	-	*	-	-	77%	-	92%	88%	90%	87%
Included in Accountability	84%	72%	90%	*	90%	100%	-	*	-	-	75%	-	92%	84%	89%	86%
Not Included in Accountability: Mobile	3%	1%	1%	*	1%	0%	-	*	-	-	1%	-	1%	4%	1%	1%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	*	-	-	1%	-	0%	0%	0%	0%
Not Tested	13%	27%	9%	*	9%	0%	-	*	-	-	23%	-	8%	12%	10%	13%
Absent	3%	0%	0%	*	0%	0%	-	*	-	-	0%	-	0%	0%	0%	0%
Other	10%	27%	9%	*	9%	0%	-	*	-	-	23%	-	8%	12%	10%	13%
Accelerated Testers																
SAT/ACT Participant	85%	45%	50%	-	50%	*	-	-	-	-	*	-	52%	31%	45%	29%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	97.1%	98.4%	*	98.4%	98.4%	-	*	-	-	98.4%	98.2%	97.3%
2019-20	98.3%	98.4%	97.2%	*	97.2%	96.4%	-	99.7%	*	*	96.7%	97.0%	96.4%
Chronic Absenteeism													
2020-21	15.0%	9.2%	5.0%	*	5.0%	11.4%	-	*	-	-	6.0%	5.6%	9.0%
2019-20	6.7%	7.6%	16.9%	*	16.8%	18.2%	-	0.0%	*	*	23.6%	17.9%	21.6%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.9%	0.8%	*	0.8%	0.0%	-	*	-	-	1.4%	0.9%	1.2%
2019-20	1.6%	0.4%	0.3%	*	0.3%	0.0%	-	0.0%	*	*	0.3%	0.4%	0.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.1%	93.6%	-	93.8%	66.7%	-	-	-	-	90.5%	93.3%	91.0%
Received TxCHSE	0.3%	0.1%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.8%	5.1%	-	4.8%	33.3%	-	-	-	-	6.3%	5.1%	7.9%
Dropped Out	5.8%	2.0%	1.4%	-	1.4%	0.0%	-	-	-	-	3.2%	1.6%	1.1%
Graduates and TxCHSE	90.3%	94.1%	93.6%	-	93.8%	66.7%	-	-	-	-	90.5%	93.3%	91.0%
Graduates, TxCHSE, and Continuers	94.2%	98.0%	98.6%	-	98.6%	100.0%	-	-	-	-	96.8%	98.4%	98.9%
Class of 2020													
Graduated	90.3%	93.8%	93.6%	-	93.6%	83.3%	-	*	*	-	71.7%	92.2%	85.7%
Received TxCHSE	0.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	4.4%	-	4.2%	16.7%	-	*	*	-	19.6%	5.2%	11.4%
Dropped Out	5.4%	2.8%	2.1%	-	2.1%	0.0%	-	*	*	-	8.7%	2.6%	2.9%
Graduates and TxCHSE	90.7%	93.8%	93.6%	-	93.6%	83.3%	-	*	*	-	71.7%	92.2%	85.7%
Graduates, TxCHSE, and Continuers	94.6%	97.2%	97.9%	-	97.9%	100.0%	-	*	*	-	91.3%	97.4%	97.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.4%	96.9%	-	97.1%	85.7%	-	*	*	-	88.1%	96.4%	95.7%
Received TxCHSE	0.5%	0.1%	0.2%	-	0.2%	0.0%	-	*	*	-	0.0%	0.2%	0.0%
Continued HS	1.1%	0.6%	0.8%	-	0.6%	14.3%	-	*	*	-	2.4%	0.7%	0.0%
Dropped Out	6.2%	2.9%	2.1%	-	2.1%	0.0%	-	*	*	-	9.5%	2.6%	4.3%
Graduates and TxCHSE	92.7%	96.5%	97.1%	-	97.3%	85.7%	-	*	*	-	88.1%	96.7%	95.7%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.1%	97.9%	-	97.9%	100.0%	-	*	*	-	90.5%	97.4%	95.7%
Class of 2019													
Graduated	92.0%	96.3%	96.9%	*	96.9%	*	-	100.0%	-	-	94.0%	96.5%	93.1%
Received TxCHSE	0.5%	0.3%	0.0%	*	0.0%	*	-	0.0%	-	-	0.0%	0.0%	0.0%
Continued HS	1.3%	0.3%	0.9%	*	0.9%	*	-	0.0%	-	-	0.0%	1.1%	2.8%
Dropped Out	6.1%	3.1%	2.2%	*	2.2%	*	-	0.0%	-	-	6.0%	2.4%	4.2%
Graduates and TxCHSE	92.6%	96.5%	96.9%	*	96.9%	*	-	100.0%	-	-	94.0%	96.5%	93.1%
Graduates, TxCHSE, and Continuers	93.9%	96.9%	97.8%	*	97.8%	*	-	100.0%	-	-	94.0%	97.6%	95.8%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	96.3%	96.8%	*	96.7%	*	-	100.0%	-	-	90.9%	96.5%	91.8%
Received TxCHSE	0.6%	0.4%	0.2%	*	0.2%	*	-	0.0%	-	-	0.0%	0.2%	0.0%
Continued HS	0.6%	0.4%	0.9%	*	0.9%	*	-	0.0%	-	-	3.6%	0.9%	4.1%
Dropped Out	6.2%	3.0%	2.2%	*	2.2%	*	-	0.0%	-	-	5.5%	2.4%	4.1%
Graduates and TxCHSE	93.2%	96.6%	96.9%	*	96.9%	*	-	100.0%	-	-	90.9%	96.7%	91.8%
Graduates, TxCHSE, and Continuers	93.8%	97.0%	97.8%	*	97.8%	*	-	100.0%	-	-	94.5%	97.6%	95.9%
Class of 2018													
Graduated	92.6%	95.5%	94.1%	-	94.0%	100.0%	-	*	-	-	77.8%	93.9%	90.3%
Received TxCHSE	0.7%	0.5%	0.9%	-	1.0%	0.0%	-	*	-	-	0.0%	0.9%	0.0%
Continued HS	0.6%	0.3%	1.3%	-	1.3%	0.0%	-	*	-	-	7.4%	1.4%	0.0%
Dropped Out	6.1%	3.7%	3.8%	-	3.8%	0.0%	-	*	-	-	14.8%	3.9%	9.7%
Graduates and TxCHSE	93.3%	96.0%	95.0%	-	94.9%	100.0%	-	*	-	-	77.8%	94.7%	90.3%
Graduates, TxCHSE, and Continuers	93.9%	96.3%	96.3%	-	96.2%	100.0%	-	*	-	-	85.2%	96.1%	90.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	93.2%	92.8%	-	93.1%	66.7%	-	-	-	-	86.4%	92.4%	90.0%
Class of 2020	90.3%	92.9%	92.4%	-	92.6%	71.4%	-	*	*	-	63.5%	90.8%	85.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	0.6%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Class of 2020	4.3%	2.0%	0.4%	-	0.4%	0.0%	-	*	*	-	0.0%	0.5%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	97.0%	96.2%	-	96.2%	*	-	-	-	-	63.2%	95.5%	96.3%
Class of 2020	83.5%	94.0%	96.0%	-	95.9%	100.0%	-	*	*	-	60.6%	95.2%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	96.2%	-	96.2%	*	-	-	-	-	63.2%	95.5%	96.3%
Class of 2020	87.8%	96.1%	96.4%	-	96.3%	100.0%	-	*	*	-	60.6%	95.7%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	4.5%	*	-	*	*	-	-	-	-	*	*	-
2019-20	38.6%	8.7%	16.7%	-	16.7%	-	-	-	-	-	0.0%	*	*
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	0.5%	0.2%	-	0.2%	0.0%	-	-	-	*	0.0%	0.2%	0.0%
2019-20	4.4%	1.8%	0.4%	-	0.4%	0.0%	-	*	*	-	0.0%	0.5%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	96.1%	94.3%	-	94.4%	80.0%	-	-	-	*	52.2%	93.5%	95.6%
2019-20	81.8%	94.3%	95.2%	-	95.1%	100.0%	-	*	*	-	55.0%	94.2%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	95.9%	94.2%	-	94.4%	66.7%	-	-	-	*	50.7%	93.5%	95.6%
2019-20	85.8%	95.4%	94.7%	-	94.6%	100.0%	-	*	*	-	48.9%	94.2%	100.0%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	582	100.0%	3,032	358,842
By Ethnicity:				
African American	0	0.0%	5	44,018
Hispanic	575	98.8%	3,004	183,306
White	6	1.0%	19	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	2	18,030
Pacific Islander	0	0.0%	1	553
Two or More Races	1	0.2%	1	7,842
By Graduation Type:				
Minimum H.S. Program	2	0.3%	21	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	729
Foundation H.S. Program (No Endorsement)	32	5.5%	102	56,281
Foundation H.S. Program (Endorsement)	1	0.2%	15	13,582
Foundation H.S. Program (DLA)	547	94.0%	2,893	287,316
Special Education Graduates	69	11.9%	298	31,028
Economically Disadvantaged Graduates	490	84.2%	2,562	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	90	15.5%	435	32,809
At-Risk Graduates	312	53.6%	1,728	155,884
CTE Completers	400	68.7%	1,955	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	92.8%	88.0%	-	88.2%	66.7%	-	-	-	*	91.3%	87.1%	83.3%
2019-20	63.0%	74.4%	77.4%	-	77.2%	80.0%	-	*	*	-	84.4%	75.1%	58.8%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	54.7%	53.4%	-	53.6%	33.3%	-	-	-	*	8.7%	49.2%	43.3%
2019-20	53.4%	57.3%	66.7%	-	66.6%	80.0%	-	*	*	-	6.7%	62.8%	54.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	55.3%	64.3%	-	64.5%	33.3%	-	-	-	*	11.6%	60.6%	44.4%
2019-20	59.7%	60.3%	70.2%	-	69.9%	100.0%	-	*	*	-	13.3%	67.1%	17.6%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	51.3%	54.5%	-	54.4%	50.0%	-	-	-	*	8.7%	51.2%	40.0%
2019-20	47.9%	55.9%	65.4%	-	65.1%	80.0%	-	*	*	-	4.4%	60.7%	22.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	41.9%	48.3%	-	48.3%	33.3%	-	-	-	*	7.2%	44.3%	26.7%
2019-20	43.2%	47.9%	58.6%	-	58.3%	80.0%	-	*	*	-	4.4%	54.4%	8.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	24.7%	14.4%	-	14.4%	16.7%	-	-	-	*	1.4%	13.9%	31.1%
2019-20	21.1%	20.9%	14.3%	-	14.5%	0.0%	-	*	*	-	0.0%	14.1%	48.5%
Associate Degree (Annual Graduates)													
2020-21	2.6%	3.5%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2019-20	2.1%	1.0%	0.2%	-	0.2%	0.0%	-	*	*	-	0.0%	0.2%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	34.0%	26.5%	-	26.3%	33.3%	-	-	-	*	2.9%	21.8%	11.1%
2019-20	24.6%	26.6%	23.0%	-	23.0%	20.0%	-	*	*	-	4.4%	18.2%	1.5%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2019-20	4.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	70.5%	71.5%	-	71.7%	50.0%	-	-	-	*	91.3%	72.0%	63.3%
2019-20	18.7%	36.5%	35.6%	-	35.3%	40.0%	-	*	*	-	84.4%	33.8%	11.8%
Approved Industry-Based Certification (Annual Graduates)													
2020-21	18.4%	66.0%	67.0%	-	67.3%	33.3%	-	-	-	*	53.6%	67.1%	60.0%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	13.2%	29.2%	28.9%	-	28.6%	40.0%	-	*	*	-	6.7%	26.4%	8.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
2019-20	0.7%	0.0%	0.0%	-	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.0%	3.8%	-	3.7%	16.7%	-	-	-	*	31.9%	4.1%	2.2%
2019-20	2.4%	3.0%	3.0%	-	3.1%	0.0%	-	*	*	-	35.6%	2.9%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	6.4%	6.0%	-	6.1%	0.0%	-	-	-	*	50.7%	7.1%	3.3%
2019-20	3.7%	6.7%	4.2%	-	4.2%	0.0%	-	*	*	-	48.9%	5.3%	2.9%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	51.3%	51.5%	-	51.7%	33.3%	-	-	-	*	11.6%	47.1%	15.6%
	2019-20	30.1%	55.4%	58.2%	-	57.9%	100.0%	-	*	*	-	8.9%	53.5%	7.4%
Mathematics	2020-21	19.4%	45.8%	43.6%	-	43.7%	33.3%	-	-	-	*	5.8%	40.2%	26.7%
	2019-20	21.2%	49.8%	48.5%	-	47.9%	80.0%	-	*	*	-	4.4%	43.2%	14.7%
Both Subjects	2020-21	14.4%	38.0%	38.1%	-	38.1%	33.3%	-	-	-	*	5.8%	34.1%	13.3%
	2019-20	16.4%	42.0%	43.0%	-	42.7%	80.0%	-	*	*	-	2.2%	37.4%	2.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	3.8%	14.9%	-	15.1%	0.0%	-	-	-	*	0.0%	16.1%	31.1%
	2019-20	7.3%	3.0%	12.2%	-	12.2%	0.0%	-	*	*	-	0.0%	13.9%	10.3%
Mathematics	2020-21	10.3%	5.7%	11.9%	-	11.7%	16.7%	-	-	-	*	2.9%	12.7%	14.4%
	2019-20	9.7%	6.2%	18.1%	-	18.3%	0.0%	-	*	*	-	0.0%	18.7%	7.4%
Both Subjects	2020-21	4.9%	0.6%	2.4%	-	2.4%	0.0%	-	-	-	*	0.0%	2.7%	6.7%
	2019-20	4.2%	1.4%	6.7%	-	6.8%	0.0%	-	*	*	-	0.0%	7.7%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	18.2%	10.3%	*	10.3%	0.0%	-	*	-	-	1.6%	8.7%	7.6%
	2020	22.0%	19.7%	15.9%	*	16.0%	12.5%	-	20.0%	*	-	4.1%	13.0%	5.7%
English Language Arts	2021	12.1%	10.3%	5.9%	*	5.9%	0.0%	-	*	-	-	1.1%	4.6%	2.2%
	2020	12.7%	10.6%	9.6%	*	9.5%	12.5%	-	20.0%	*	-	3.4%	7.6%	0.5%
Mathematics	2021	6.1%	2.6%	1.4%	*	1.4%	0.0%	-	*	-	-	0.0%	0.7%	0.0%
	2020	6.4%	1.9%	2.3%	*	2.3%	0.0%	-	0.0%	*	-	0.0%	1.2%	0.5%
Science	2021	8.7%	4.3%	2.8%	*	2.8%	0.0%	-	*	-	-	0.0%	2.3%	1.3%
	2020	9.4%	4.7%	5.4%	*	5.5%	0.0%	-	0.0%	*	-	0.0%	3.4%	0.0%
Social Studies	2021	11.6%	9.1%	5.1%	*	5.1%	0.0%	-	*	-	-	0.0%	4.1%	1.8%
	2020	12.4%	10.7%	7.7%	*	7.7%	6.3%	-	0.0%	*	-	2.1%	6.4%	1.6%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	20.2%	32.8%	*	32.6%	-	-	*	-	-	*	33.0%	64.7%
	2020	59.0%	35.8%	28.2%	-	28.6%	*	-	*	-	-	16.7%	27.9%	72.7%
English Language Arts	2021	42.7%	10.7%	25.3%	*	25.7%	-	-	-	-	-	*	20.0%	20.0%
	2020	50.1%	21.4%	19.0%	-	19.5%	*	-	*	-	-	0.0%	15.0%	*
Mathematics	2021	49.4%	10.7%	5.6%	-	5.6%	-	-	-	-	-	-	0.0%	-
	2020	56.5%	19.7%	6.9%	-	6.9%	-	-	-	-	-	-	7.7%	*
Science	2021	41.4%	6.8%	11.4%	-	11.4%	-	-	-	-	-	-	0.0%	*
	2020	47.6%	15.6%	5.8%	-	5.8%	-	-	-	-	-	-	2.8%	-

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	9.0%	9.2%	-	7.8%	-	-	*	-	-	-	9.1%	*
	2020	52.3%	18.0%	18.6%	-	18.8%	*	-	-	-	-	*	13.4%	*
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	26.7%	27.1%	-	27.1%	33.3%	-	-	-	*	7.2%	23.1%	4.4%
	2019-20	76.7%	91.7%	87.5%	?	86.7%	100.0%	-	*	*	-	42.2%	82.5%	52.9%
At/Above Criterion for All Examinees	2020-21	32.9%	27.7%	33.5%	-	34.0%	*	-	-	-	-	0.0%	31.9%	*
	2019-20	35.7%	20.6%	28.0%	*	27.6%	50.0%	-	*	-	-	0.0%	22.4%	2.8%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	992	1015	-	1016	*	-	-	-	-	*	1004	*
	2019-20	1019	949	981	910	979	1077	-	1065	-	-	795	959	815
English Language Arts and Writing	2020-21	504	505	513	-	513	*	-	-	-	-	*	506	*
	2019-20	513	481	495	460	494	548	-	518	-	-	396	483	403
Mathematics	2020-21	498	488	502	-	502	*	-	-	-	-	*	498	*
	2019-20	506	468	486	450	485	528	-	548	-	-	399	476	412
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	20.3	20.6	-	20.9	*	-	-	-	-	*	20.0	*
	2019-20	20.2	18.3	19.2	16.0	19.2	21.8	-	19.7	-	-	15.0	18.6	16.3
English Language Arts	2020-21	19.6	20.3	20.4	-	21.0	*	-	-	-	-	*	19.3	*
	2019-20	19.9	18.0	19.0	16.0	18.9	22.0	-	19.5	-	-	14.1	18.1	14.5
Mathematics	2020-21	19.9	19.4	19.6	-	19.8	*	-	-	-	-	*	19.7	*
	2019-20	20.1	18.1	19.0	17.0	18.9	21.6	-	20.0	-	-	16.3	18.5	17.3
Science	2020-21	20.3	20.7	20.9	-	20.9	*	-	-	-	-	*	20.8	*
	2019-20	20.5	18.7	19.5	16.0	19.5	21.2	-	19.0	-	-	16.0	19.3	17.9

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	53.2%	54.1%	*	54.0%	53.1%	-	*	-	-	26.0%	51.1%	41.9%
	2019-20	46.3%	56.0%	57.5%	*	57.6%	48.4%	-	100.0%	*	-	28.7%	55.0%	46.6%
English Language Arts	2020-21	16.3%	27.2%	33.8%	*	33.7%	36.7%	-	*	-	-	22.1%	30.9%	26.9%
	2019-20	18.2%	27.9%	36.3%	*	36.3%	32.1%	-	57.1%	*	-	23.6%	33.8%	29.0%
Mathematics	2020-21	19.3%	28.1%	29.6%	*	29.6%	23.1%	-	*	-	-	5.2%	26.4%	17.2%
	2019-20	20.7%	31.7%	30.4%	*	30.3%	29.2%	-	71.4%	*	-	3.3%	27.7%	16.9%
Science	2020-21	20.6%	16.1%	13.1%	*	13.1%	16.0%	-	*	-	-	2.7%	10.6%	4.2%
	2019-20	22.4%	17.3%	15.9%	*	15.8%	20.0%	-	57.1%	*	-	2.3%	12.9%	2.1%
Social Studies	2020-21	22.8%	28.5%	25.9%	*	25.9%	14.3%	-	*	-	-	4.4%	22.3%	8.1%
	2019-20	24.6%	28.3%	29.5%	*	29.5%	18.5%	-	85.7%	*	-	3.5%	25.4%	4.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	52.3%	53.4%	-	53.1%	80.0%	-	*	*	-	31.1%	49.6%	22.1%
	2018-19	52.6%	59.7%	66.8%	*	66.7%	*	-	100.0%	-	*	21.6%	66.7%	50.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	2,336	100.0%	38,412	5,402,928	2,336	100.0%	38,448	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	6.5%	4.1%	0	0.0%	6.5%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	2.0%	0.6%	0	0.0%	2.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.5%	0	0.0%	4.5%	3.5%
Kindergarten	0	0.0%	5.6%	6.8%	0	0.0%	5.6%	6.8%
Grade 1	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 2	0	0.0%	6.2%	7.1%	0	0.0%	6.2%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.5%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 9	641	27.4%	9.1%	8.8%	641	27.4%	9.1%	8.8%
Grade 10	535	22.9%	7.8%	7.6%	535	22.9%	7.8%	7.5%
Grade 11	541	23.2%	8.0%	7.2%	541	23.2%	8.0%	7.2%
Grade 12	619	26.5%	8.1%	6.7%	619	26.5%	8.1%	6.7%
Ethnic Distribution:								
African American	4	0.2%	0.1%	12.8%	4	0.2%	0.1%	12.8%
Hispanic	2,296	98.3%	98.5%	52.8%	2,296	98.3%	98.5%	52.7%
White	30	1.3%	1.1%	26.3%	30	1.3%	1.1%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	6	0.3%	0.2%	4.8%	6	0.3%	0.2%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	1,126	48.2%	48.7%	48.9%	1,126	48.2%	48.7%	48.8%
Male	1,210	51.8%	51.3%	51.1%	1,210	51.8%	51.3%	51.2%
Other Student Information:								
Economically Disadvantaged	2,084	89.2%	89.5%	60.7%	2,084	89.2%	89.5%	60.6%
Non-Educationally Disadvantaged	252	10.8%	10.5%	39.3%	252	10.8%	10.5%	39.4%
Section 504 Students	250	10.7%	9.3%	7.4%	250	10.7%	9.3%	7.4%
EB Students/EL	526	22.5%	38.0%	21.7%	526	22.5%	37.9%	21.7%
Students w/ Disciplinary Placements (2020-21)	2	0.1%	0.0%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	168	7.2%	7.0%	5.0%	168	7.2%	7.0%	5.0%
Foster Care	4	0.2%	0.3%	0.3%	4	0.2%	0.3%	0.3%
Homeless	55	2.4%	2.6%	1.1%	55	2.4%	2.6%	1.1%
Immigrant	22	0.9%	1.0%	2.0%	22	0.9%	1.0%	2.0%
Migrant	10	0.4%	1.1%	0.3%	10	0.4%	1.1%	0.3%
Title I	2,334	99.9%	99.9%	64.3%	2,334	99.9%	99.9%	64.3%
Military Connected	4	0.2%	0.6%	3.3%	4	0.2%	0.6%	3.3%
At-Risk	1,416	60.6%	76.1%	53.5%	1,416	60.6%	76.0%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	524	22.4%	37.5%	21.9%	524	22.4%	37.5%	21.8%
Career and Technical Education	1,958	83.8%	29.2%	25.8%				
Career and Technical Education (9-12 grades only)	1,958	83.8%	82.7%	71.0%				
Gifted and Talented Education	332	14.2%	10.6%	8.0%	332	14.2%	10.6%	8.0%
Special Education	328	14.0%	15.0%	11.6%	328	14.0%	15.0%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	328							
By Type of Primary Disability								
Students with Intellectual Disabilities	200	61.0%	56.7%	43.0%				
Students with Physical Disabilities	13	4.0%	11.2%	20.8%				
Students with Autism	60	18.3%	11.8%	14.7%				
Students with Behavioral Disabilities	55	16.8%	18.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	564	22.3%	12.4%	13.6%				
By Ethnicity:								
African American	1	0.0%	0.0%	2.5%				
Hispanic	550	21.8%	12.0%	6.6%				
White	13	0.5%	0.3%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	113	30.7%	15.3%	15.7%				
Count and Percent of EB Students/EL who are Mobile	139	28.3%	16.0%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	517	23.5%	12.8%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	257	13.7%	17.6%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.9%	-	2.4%	5.2%
Grade 1	-	6.9%	2.9%	-	6.6%	4.2%
Grade 2	-	3.6%	1.7%	-	2.5%	2.2%
Grade 3	-	3.0%	1.0%	-	0.9%	1.0%
Grade 4	-	1.6%	0.7%	-	0.7%	0.7%
Grade 5	-	0.8%	0.5%	-	0.6%	0.7%
Grade 6	-	2.8%	0.6%	-	3.0%	0.6%
Grade 7	-	6.3%	0.7%	-	6.0%	0.7%
Grade 8	-	4.3%	0.6%	-	2.5%	0.8%
Grade 9	15.9%	16.3%	10.5%	28.3%	26.4%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	17.5	18.7
Grade 1	-	16.6	18.7
Grade 2	-	15.2	18.6
Grade 3	-	15.0	18.7
Grade 4	-	14.0	18.8
Grade 5	-	15.4	20.2
Grade 6	-	18.1	19.2
Secondary:			
English/Language Arts	17.7	16.3	16.3
Foreign Languages	15.1	15.5	18.4
Mathematics	19.3	17.9	17.5
Science	20.3	18.0	18.5
Social Studies	18.9	17.3	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	208.4	100.0%	100.0%	100.0%
Professional Staff:	179.4	86.1%	56.3%	64.1%
Teachers	150.4	72.2%	43.4%	49.3%
Professional Support	23.5	11.3%	10.1%	10.7%
Campus Administration (School Leadership)	5.5	2.7%	2.6%	2.9%
Educational Aides:	29.0	13.9%	11.6%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	56.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	8.0	n/a	143.0	13,550.0
Part-time Counselors	1.0	n/a	7.0	1,176.0
Total Minority Staff:	184.8	88.7%	94.6%	52.1%
Teachers by Ethnicity:				
African American	1.0	0.7%	0.2%	11.2%
Hispanic	132.7	88.2%	91.9%	28.9%
White	16.7	11.1%	7.4%	56.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.9%
Pacific Islander	0.0	0.0%	0.3%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	78.1	51.9%	31.5%	24.1%
Females	72.3	48.1%	68.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	7.1	4.7%	1.6%	1.4%
Bachelors	100.3	66.7%	78.9%	72.6%
Masters	41.0	27.3%	19.0%	25.2%
Doctorate	2.0	1.3%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.0	2.7%	3.5%	7.9%
1-5 Years Experience	29.7	19.8%	11.6%	26.7%
6-10 Years Experience	16.9	11.2%	14.5%	20.6%
11-20 Years Experience	45.2	30.0%	42.6%	28.6%
21-30 Years Experience	40.7	27.1%	22.5%	13.2%
Over 30 Years Experience	13.9	9.2%	5.3%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	15.5	n/a	14.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	10.1	6.3
Average Years Experience of Principals with District	22.0	9.3	5.4
Average Years Experience of Assistant Principals	8.0	9.8	5.5
Average Years Experience of Assistant Principals with District	8.0	9.7	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	15.8	15.5	11.1
Average Years Experience of Teachers with District:	15.2	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,857	\$56,343	\$51,054
1-5 Years Experience	\$54,855	\$54,759	\$54,577
6-10 Years Experience	\$54,144	\$56,671	\$57,746
11-20 Years Experience	\$59,414	\$61,043	\$61,377
21-30 Years Experience	\$66,913	\$67,995	\$65,949
Over 30 Years Experience	\$71,098	\$74,873	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,826	\$61,814	\$58,887
Professional Support	\$74,944	\$76,265	\$69,505
Campus Administration (School Leadership)	\$91,867	\$91,159	\$84,990
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	59.1%	64.9%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.2%	2.4%	6.2%
Career and Technical Education	27.0	17.9%	5.9%	5.2%
Compensatory Education	0.0	0.0%	0.4%	3.0%
Gifted and Talented Education	0.0	0.0%	2.5%	1.7%
Regular Education	110.8	73.7%	77.2%	70.8%
Special Education	12.3	8.2%	11.3%	9.6%
Other	0.0	0.0%	0.2%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD - CAMERON COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Texas Education Agency
2020-21 STAAR Performance
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	64%	66%	*	66%	57%	-	*	-	-	35%	100%	69%	55%	64%	40%
	2019	68%	68%	72%	*	72%	100%	-	*	-	-	33%	63%	74%	62%	70%	60%
At Meets Grade Level or Above	2021	50%	46%	50%	*	50%	43%	-	*	-	-	24%	80%	54%	36%	47%	19%
	2019	50%	49%	56%	*	56%	67%	-	*	-	-	21%	50%	59%	43%	53%	38%
At Masters Grade Level	2021	12%	10%	12%	*	11%	14%	-	*	-	-	10%	20%	13%	7%	10%	1%
	2019	11%	10%	15%	*	15%	33%	-	*	-	-	6%	0%	17%	7%	14%	4%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	69%	74%	-	75%	43%	-	*	-	-	41%	*	77%	63%	73%	46%
	2019	68%	67%	69%	*	69%	100%	-	*	*	-	35%	*	71%	63%	66%	48%
At Meets Grade Level or Above	2021	57%	54%	56%	-	56%	43%	-	*	-	-	31%	*	60%	41%	54%	23%
	2019	49%	45%	48%	*	49%	20%	-	*	*	-	19%	*	52%	36%	45%	21%
At Masters Grade Level	2021	11%	9%	10%	-	10%	0%	-	*	-	-	10%	*	11%	8%	9%	1%
	2019	8%	6%	8%	*	8%	0%	-	*	*	-	1%	*	9%	4%	7%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	64%	57%	-	57%	*	-	-	-	-	43%	*	59%	51%	56%	48%
	2019	85%	94%	90%	*	90%	100%	-	-	-	-	73%	100%	91%	89%	90%	91%
At Meets Grade Level or Above	2021	41%	27%	17%	-	17%	*	-	-	-	-	21%	*	18%	12%	17%	11%
	2019	61%	82%	74%	*	74%	80%	-	-	-	-	48%	71%	75%	72%	74%	74%
At Masters Grade Level	2021	23%	13%	9%	-	9%	*	-	-	-	-	16%	*	10%	6%	10%	7%
	2019	37%	62%	51%	*	50%	60%	-	-	-	-	22%	43%	50%	52%	48%	52%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	77%	80%	*	80%	86%	-	*	-	-	60%	100%	82%	72%	79%	62%
	2019	88%	90%	89%	-	89%	88%	-	*	-	-	65%	*	90%	87%	88%	84%
At Meets Grade Level or Above	2021	55%	43%	45%	*	45%	57%	-	*	-	-	27%	40%	46%	40%	43%	19%
	2019	62%	60%	64%	-	64%	50%	-	*	-	-	32%	*	66%	52%	61%	46%
At Masters Grade Level	2021	22%	12%	13%	*	12%	14%	-	*	-	-	6%	20%	13%	10%	11%	3%
	2019	25%	18%	24%	-	24%	25%	-	*	-	-	5%	*	26%	15%	22%	12%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	85%	88%	*	89%	57%	-	*	-	-	66%	-	90%	78%	87%	70%
	2019	93%	94%	98%	*	98%	100%	-	*	*	-	89%	-	97%	99%	97%	97%
At Meets Grade Level or Above	2021	69%	60%	65%	*	65%	43%	-	*	-	-	43%	-	66%	59%	60%	36%
	2019	73%	72%	81%	*	80%	89%	-	*	*	-	60%	-	84%	65%	79%	60%
At Masters Grade Level	2021	43%	30%	32%	*	33%	0%	-	*	-	-	15%	-	33%	28%	28%	13%
	2019	45%	40%	47%	*	46%	67%	-	*	*	-	22%	-	49%	36%	44%	23%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	85%	89%	-	89%	*	-	-	-	-	*	-	89%	80%	87%	*
At Meets Grade Level or Above	2021	69%	41%	53%	-	53%	*	-	-	-	-	*	-	52%	60%	58%	*
At Masters Grade Level	2021	14%	1%	3%	-	3%	*	-	-	-	-	*	-	3%	0%	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	75%	*	75%	64%	-	100%	-	-	49%	88%	78%	65%	73%	52%
	2019	78%	81%	82%	*	82%	97%	-	100%	*	-	54%	76%	83%	77%	81%	71%
At Meets Grade Level or Above	2021	41%	31%	50%	*	50%	39%	-	100%	-	-	29%	56%	52%	40%	47%	21%
	2019	50%	52%	63%	*	63%	64%	-	88%	*	-	33%	59%	66%	50%	60%	43%
At Masters Grade Level	2021	18%	11%	16%	*	16%	6%	-	80%	-	-	11%	13%	16%	12%	14%	4%
	2019	24%	23%	26%	*	26%	39%	-	50%	*	-	10%	18%	27%	19%	24%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	70%	*	71%	50%	-	*	-	-	38%	100%	73%	59%	68%	43%
	2019	75%	76%	71%	*	70%	100%	-	*	*	-	34%	67%	73%	63%	68%	54%
At Meets Grade Level or Above	2021	45%	38%	53%	*	53%	43%	-	*	-	-	27%	78%	57%	39%	50%	21%
	2019	48%	47%	52%	*	52%	45%	-	*	*	-	20%	56%	56%	39%	49%	30%
At Masters Grade Level	2021	18%	12%	11%	*	11%	7%	-	*	-	-	10%	11%	12%	8%	10%	1%
	2019	21%	18%	12%	*	12%	18%	-	*	*	-	4%	0%	13%	6%	11%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	63%	-	63%	80%	-	-	-	-	43%	*	66%	53%	61%	48%
	2019	82%	86%	90%	*	90%	100%	-	-	-	-	73%	100%	91%	89%	90%	91%
At Meets Grade Level or Above	2021	37%	21%	24%	-	24%	0%	-	-	-	-	20%	*	25%	16%	23%	11%
	2019	52%	57%	74%	*	74%	80%	-	-	-	-	48%	71%	75%	72%	74%	74%

Texas Education Agency
2020-21 STAAR Performance
HANNA EARLY COLLEGE H S (031901001) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	8%	-	8%	0%	-	-	-	-	15%	*	8%	6%	8%	6%
	2019	26%	31%	51%	*	50%	60%	-	-	-	-	22%	43%	50%	52%	48%	52%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	80%	*	80%	86%	-	*	-	-	60%	100%	82%	72%	79%	62%
	2019	81%	84%	89%	-	89%	88%	-	*	-	-	65%	*	90%	87%	88%	84%
At Meets Grade Level or Above	2021	44%	31%	45%	*	45%	57%	-	*	-	-	27%	40%	46%	40%	43%	19%
	2019	54%	55%	64%	-	64%	50%	-	*	-	-	32%	*	66%	52%	61%	46%
At Masters Grade Level	2021	20%	10%	13%	*	12%	14%	-	*	-	-	6%	20%	13%	10%	11%	3%
	2019	25%	21%	24%	-	24%	25%	-	*	-	-	5%	*	26%	15%	22%	12%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	68%	88%	*	89%	57%	-	*	-	-	66%	-	90%	78%	87%	70%
	2019	81%	83%	98%	*	98%	100%	-	*	*	-	89%	-	97%	99%	97%	97%
At Meets Grade Level or Above	2021	49%	44%	65%	*	65%	43%	-	*	-	-	43%	-	66%	59%	60%	36%
	2019	55%	54%	81%	*	80%	89%	-	*	*	-	60%	-	84%	65%	79%	60%
At Masters Grade Level	2021	29%	21%	32%	*	33%	0%	-	*	-	-	15%	-	33%	28%	28%	13%
	2019	33%	29%	47%	*	46%	67%	-	*	*	-	22%	-	49%	36%	44%	23%

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

- Indicates there are no students in the group.



Brownsville Independent School District College,

Career & Military Readiness

HB3 BOARD GOALS

Dr. René Gutiérrez
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 Ed	Eco. Disadv.	Special Ed (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 2024.

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 Ed	Eco. Disadv.	Special Ed (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. René Gutiérrez
Superintendent of Schools

CCMR Progress Measure 3

The percentage of Hanna ECHS graduates that earn at least one certification or certificate will increase from 4% to 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 Ed	Eco. Disadv.	Special Ed (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 high school content courses for Math and ELA and 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 and parents about the options for dual coursework while attending high school. Meetings will be held and conducted to inform parents of such programs.

Hanna ECHS Professional development for administration, counselors, CTE teachers and others to be better able to guide students to industry-based certifications that will support more students graduating career ready.

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	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.
Student Report	
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.

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.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

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

- b. Substantially disrupts the orderly operation of a classroom, 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