Brownsville Independent School District

Hanna Early College High School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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

Board Approval Date: November 4, 2020

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

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 2450 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.

Graduation Rate Summary - 2020 Accountability

Campus Name	Hanna ECHS
Campus Number	031901001

4-year STATE Graduation Rate Cohort Class of 2019

	All Students
# of Graduates	610
# in Cohort	649
Graduation Rate	94.0

5-year STATE Graduation Rate Cohort Class of 2018

	All Students
# of Graduates	600
# in Cohort	639
Graduation Rate	93.9

6-year STATE Graduation Rate Cohort Class of 2017

	All Students
# of Graduates	574
# in Cohort	607
Graduation Rate	94.6

2020 Accountabiltiy Graduation Rate Student Achievement Domain (Domain I)

6-year STATE Graduation Rate Cohort Class of 2017
94.6

2020 Accountability 4-year FEDERAL Graduation Rate Cohort Class of 2019 - Domain III Closing the Gaps
(Minimum Size Criteria: 10 for All Students group | 25 for other student groups)

	All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	EcoDis	EL Ever in HS	SpEd (Current)	
# of Graduates	613	1	603	4	0	5	0	0	511	93	43	Yellow Shaded Cells

# in Cohort	662	1	652	4	0	5	0	0	556	101	59	
2020 Accountability Graduation Rate	92.6		92.5						91.9	92.1	72.9	**From 2019 Accountability Domain III Data Table:**
2019 Accountability Graduation Rate (from Domain III Data Table)	91.8		91.7						91.5	87.8	59.0	*Enter value for Grad Rate for each student group that met Minimum Size Criteria:*
ESSA Amendment Requested by TEA	1. If 2020 Graduation Rate ≥ 94.0, then "Y" 2. If 2020 Graduation Rate ≥ 90.0, but < 94.0, then "Y" if the 2020 Graduation Rate > 2019 Graduation Rate by at least 0.1 points 3. If 2020 Graduation Rate < 90.0, then "Y" if 2020 Graduation Rate - 2019 Graduation Rate ≥ 0.1*(94.0 - 2019 Graduation Rate)											≥ 10 graduates for the "All Students" group ≥ 25 graduates for other student groups (for Ever EL,
2020 Accountability Domain III Performance Applying ESSA Amendment Requested by TEA	Y		Y						Y	Y	Y	

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.

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%

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 2019 within four years and over 94% of those graduated on the regular or advanced plans.

The Hanna ECHS 2019-2020 SBDM Committee met to examine the campus data. The committee examined the following campus data from 2018-2019 and 2019-2020: 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 then 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): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student and teacher attendance during Fall 2019.

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.

Student Learning

Student Learning Summary

<mark>Hanna ECHS EOC Data</mark>

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

<mark>Hanna ECHS   Sub-Populations</mark>

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

Student Learning Strengths

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

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.

Student Academic Achievement Challenges (Needs):

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

1. Need to improve Reading/literacy skills at all levels and in all content areas as well as Writing across the curriculum
2. Need to decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels
3. Need to improve technology integration and use of effective computer assisted instruction in all classrooms
4. Need to increase vertical alignment within the content areas to support spiraling of instruction and improve preparation for dual enrollment/Advanced Placement
5. Need to increase interdisciplinary planning across the content areas to better transfer of learning and increased rigor
6. Need for more effective use of assessment and monitoring software by classroom teachers and administrators
7. Need for additional workshops to focus on the revised blueprints of content in tested grade levels

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

1. Need to improve Reading/literacy skills at all levels and in all content areas as well as Writing across the curriculum by providing supplemental instructional resources including materials and personnel.
2. Need to decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels
3. Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources.
4. Need to strengthen Early Childhood school readiness and continued expansion of district early childhood programs and services
5. Need to increase STEM/STEAM project-based learning integration into classroom instruction, especially at the elementary level.
6. Need to increase vertical alignment within the content areas to support spiraling of instruction and improve preparation for dual enrollment/Advanced Placement
7. Need to increase interdisciplinary planning across the content areas to better transfer of learning and increased rigor
8. Need for more effective use of assessment and monitoring software by classroom teachers and campus administrators
9. Need for additional workshops to focus on the revised blueprints of content in tested grade levels

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:** 2019 EOC showed that reading/writing were still lowest performance areas overall

Need Statement 2 (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 2019 and Spring 2020.

Need Statement 3 (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 4 (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 5 (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 6 (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 7 (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 8 (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 9 (Prioritized): Need to provide supplemental instructional supplies 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 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: 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 continous growth. Communications with faculty and staff is possible through: weekly newsletters, continous 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

Pre-AP 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: 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 2020-2021 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.

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 2014-2015 through 2018-2019. Hanna ECHS' Parent Surveys for 2018-2019 had 21 respondents (about 300 less than Spring 2018 participation) with 85% responding in English and 15% responding in Spanish

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.

Student survey data - due to Covid 19 and challenges with technology students did not complete the survey.

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): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student and teacher attendance during Fall 2019.

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: 2019 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 2019 and Spring 2020.

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 2020-2021 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 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: 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

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: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 15: Campus attendance showed a continuing decline in student and teacher attendance during Fall 2019.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- 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
- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
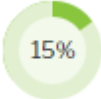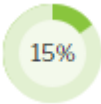- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Hanna ECHS student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

HB3 Goal
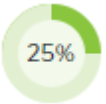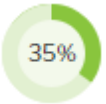
Evaluation Data Sources: STAAR/EOC performance reports.

Strategy 1: The English I Writing Percentage of Approaches, Meets and Masters for LEP and Special Education Students will increase to meet passing standards on state assessments through curriculum and computer based instruction.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Population: Daily	0%	15%	✗	
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Scope and Sequence Walk through observations Progress Monitoring Summative: TAKS/EOC/ TELPAS Scores				
Staff Responsible for Monitoring: -ESL Teachers -ELA Teachers -Dean of Instruction -Campus Administrators				
Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 2: Provide Professional Development for new and existing Secondary teachers on the Plan of Action for English Language Arts and Reading.		**Reviews**			
		Formative			**Summative**
		Oct	**Jan**	**Mar**	**June**
Daily CNA: Pg. 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: Professional Development Evaluations Summative: Teacher Transcripts EOC/TELPAS Scores **Staff Responsible for Monitoring:** 9th - 12th grade teachers -Special Ed. Teachers -Dyslexia Teachers -Principals -Dean of Instruction -Lead Teachers/ Department Heads **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Need Statements:** Student Learning 7 **Funding Sources:** Consultant Services (Kagan) - 211 Title I-A - 211-13-6291-00-001-Y-30-AYP-Y-9		0%	15%	❌	

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.		**Reviews**			
		Formative			**Summative**
		Oct	**Jan**	**Mar**	**June**
Daily CNA Pg.# 11, 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: Professional Development Evaluations Summative: Curriculum (lesson plans, framework, scope and sequence), Benchmarks **Staff Responsible for Monitoring:** Principal -Dean of Instruction Teacher-Language Arts **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021		0%	20%	❌	

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	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	35%	✖	

Daily

    Milestone's/Strategy's Expected Results/Impact: Formative: Pre/Post Tests

    Summative: Six Weeks Grades/ Semester Grades/ EOC Results

    Staff Responsible for Monitoring: Classroom Teachers
Special Education Teachers
Dyslexia Teachers
Bilingual Education Department
Special Education Department
Dean of Instruction

    Title I Schoolwide Elements: 2.5 - **Population:**
Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Strategy 5: Highly qualified teachers will be recruited for our school and be retained by providing a stipend based on their area of certification (Math, Science, ESL and Social Studies and Special Education), Dual Enrollment Stipends and Tuition, free professional development and free medical insurance.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	30%	50%		

Population : Teachers

CNA Pg. # 14-15

    Milestone's/Strategy's Expected Results/Impact: Formative: School District Human Resources Website Advertising

    Summative : Six Weeks Grades/ Semester Grades/ EOC Results

    Staff Responsible for Monitoring: Principal
Assistant Principal

    Title I Schoolwide Elements: 2.6 - **Population:** Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

    Need Statements: Student Learning 7 - School Processes & Programs 2

    Funding Sources: Stipends - 199 Local funds - 199-11-6117, Dual Enrollment Tuition - 162 State Compensatory - 162-11-6223-15-001-Y-30-000-Y - $5,625, Dual Enrollment Adjuncts - 162 State Compensatory - 162-11-6299-15-001-Y-30-000-Y - $40,800

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 7: 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.

School Processes & Programs
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 2020-2021 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).

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

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

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.	Reviews			
	Formative			**Summative**
	Oct	Jan	Mar	June
Daily	15%	40%		
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.				
Staff Responsible for Monitoring: Migrant Campus Clerk				
Migrant Recruiters				
District Migrant Coordinator				
Population: All Migrant students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				
Need Statements: Student Learning 9				
Funding Sources: Migrant Consulting Services (PFS Academy) - 212 Title I-C (Migrant) - 212-11-6291-00-001-Y-24-Y-0F2-Y - $395, Migrant Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-001-Y-24-Y-0F2-Y - $835, Migrant ESC Services (Math Academy) - 212 Title I-C (Migrant) - 212-11-6239-00-001-Y-24-Y-0F2-Y - $395, Migrant Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-001-Y-24-Y-0F2-Y - $450				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Need Statements:

Student Learning
Need Statement 9: Need to provide supplemental instructional supplies 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

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

Performance Objective 3: 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 2020-2021 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1: Hanna Early College 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.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
(Daily) **Milestone's/Strategy's Expected Results/Impact:** Formative: Performance ratings, attendance, audience/student reaction	15%	30%		

Summative: EOC Scores / TELPAS Scores

Staff Responsible for Monitoring: All fine arts teachers, directors

Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Need Statements: Student Learning 9

Funding Sources: CTE Funds - 164 State Career and Technical Education - 164-36-6412 - $22,600, CTE Funds - 164 State Career and Technical Education - 164-36-6494 - $2,000, Co-Curricular Stipends - 199 Local funds - 199-36-6117 - $24,000, Co-Curricular Subs - 199 Local funds - 199-36-6112, Transportation - 199 Local funds - 199-36-6494 - $8,000, General Supplies - 199 Local funds - 199-36-6399, Misc Contracted - 199 Local funds - 199-36-6412-00-001-Y-99-000-Y - $13,000, CTE Funds - 164 State Career and Technical Education - 164-31-6411 - $1,500, CTE Funds - 164 State Career and Technical Education - 164-11-6412 - $47,400, CTE Funds - 164 State Career and Technical Education - 164-11-6494 - $3,100, CTE Funds - 244 Perkins Grant (Fed. CTE) - 244-11-6412 - $10,000

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.	Reviews			
	Formative			**Summative**
Timeline: Daily- August 2018-June 2019 (Daily)	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets / ERO Transcripts Summative: EOC Scores / TELPAS Scores **Staff Responsible for Monitoring:** All fine arts teachers, directors **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	10%	40%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 3 Need Statements:

Student Learning
Need Statement 9: Need to provide supplemental instructional supplies 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

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

Performance Objective 4: Hanna ECHS Career and Technical Education student participation will increase by 3 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

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

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.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 Summative: Increase of at least 1 percentage point annually in the numbers and percentages of students receiving endorsements, certifications and licenses. **Staff Responsible for Monitoring:** CTE Staff Career Placement Officers Assistant Principals **Population:** CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 8 **Funding Sources:** CTE Funds - 164 State Career and Technical Education - 164-11-6299 - $96,550, CTE Funds - 164 State Career and Technical Education - 164-11-6321 - $9,200, CTE Funds - 164 State Career and Technical Education - 164-11-6497 - $27,700, CTE Funds - 164 State Career and Technical Education - 164-31-6399 - $15,000 , CTE Funds - 164 State Career and Technical Education - 164-11-6396 - $2,000, CTE Funds - 164 State Career and Technical Education - 164-11-6118 - $5,000, CTE Funds - 164 State Career and Technical Education - 164-11-6249 - $12,200, CTE Funds - 164 State Career and Technical Education - 164-11-6399 - $108,534, CTE Funds - 164 State Career and Technical Education - 164-36-6412 - $2,000, CTE Funds - 164 State Career and Technical Education - 164-36-6399 - $1,000, CTE Funds - 164 State Career and Technical Education - 164-31-6499 - $5,000, CTE Funds - 164 State Career and Technical Education - 164-11-6398 - $46,175, CTE Funds - 244 Perkins Grant (Fed. CTE) - 244-11-6399 - $10,000	10%	45%		

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.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Early College Director CTE Assistant Principal Principal **Population:** Staff and ECHS/P-Tech Students - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 8	15%	40%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
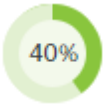
Performance Objective 4 Need Statements:

Student Learning
Need Statement 8: 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

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

Performance Objective 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.

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

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.	Reviews			
	Formative			Summative
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. **Staff Responsible for Monitoring:** ECHS Director ECHS Assistant Principal ECHS Principals **Population:** Students Grades 9th -12th - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 8	**Oct**	**Jan**	**Mar**	**June**
	15%	40%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 5 Need Statements:

Student Learning
Need Statement 8: 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

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

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

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

Strategy 1: Hanna Early College High School will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All departments and campus facilities	**Reviews**			
	Formative			**Summative**
	Oct	Jan	Mar	June
Timeline: August 2020-June 2021 Daily (Daily) **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Maintenance Supervisor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	10%	35%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

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

Evaluation Data Sources: Presented draft plans

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.	Reviews			
	Formative			Summative
Population: All department and campus facilities	Oct	Jan	Mar	June
Daily **Milestone's/Strategy's Expected Results/Impact:** Formative: Survey Summative: Evaluation/analysis of survey data **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Maintenance Supervisor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	10%	60%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

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

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

Evaluation Data Sources: Fiscal reports for 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: The campus will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.	Reviews			
	Formative			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: draft of revised compensation plan	**Oct**	**Jan**	**Mar**	**June**
Summative: approved revised compensation plan **Staff Responsible for Monitoring:** Campus Administration SBDM **Title I Schoolwide Elements:** 2.6 - **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** District Stipends - 199 Local funds - 199-11-6117	10%	25%		
Strategy 2: Core area highly qualified teachers (8) , 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A students in order to ensure that academic progress in attained and academic gaps are closed. Population: Teachers	Reviews			
	Formative			**Summative**
Timeline: August 2020-June 2021 Daily (Daily)	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	75%	85%		

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.	**Reviews**			
	Formative			**Summative**
Population: Teachers May 2019	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Calendar of Activities for the week Summative: List of Teachers attending activities and receiving recognitions **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals **Population:** Faculty and Staff - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	0%	0%		

Strategy 4: Recognition of Bell Awards of Teachers and Honors and Achievement Ceremony.	**Reviews**			
	Formative			**Summative**
Population: Teachers April 2021	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Schedule of Honors and Achievement Ceremony Summative: Student announcement of Bell Award Recipients **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals **Population:** Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	0%	0%		

Strategy 5: Hanna ECHS will use available funds to address the needs created by the district designation of "Closed--Instructing" per emergency declarations by the Governor of Texas and the Texas Education Agency.	**Reviews**			
	Formative			**Summative**
DCNA: COVID 19	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Summative: fund reports for addressing COVID 19 **Staff Responsible for Monitoring:** Administration **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021	0%	60%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
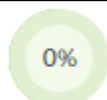
Goal 3: Hanna ECHS will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

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

Evaluation Data Sources: Compensation plan including improved funding for teachers.
Note: Teachers increases were included in the budget for 2020-2021.
TIA Cohort D plan.
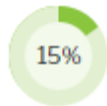
Strategy 1: Give priority to teachers from high poverty/ high minority/ low performing areas to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives including Teacher Incentive Allotment.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Staff Responsible for Monitoring:** Administration **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, Teachers - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Funding Sources:** Teacher Incentive Allotment Stipends 199 Local funds - 199 Local funds	5%	15%	0%	
Strategy 2: Develop incentives for teachers from business and community resources to improve attendance and performance.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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 **Staff Responsible for Monitoring:** Administration **Population:** Teachers - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021	10%	15%	0%	
0% No Progress 100% Accomplished ⮕ Continue/Modify ✖ Discontinue				

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

Performance Objective 3: Hanna ECHS will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.
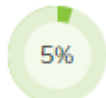
Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys
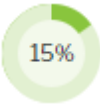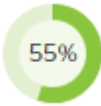
Strategy 1: The campus will support SBDM committee in creating and participating in employee incentives and recognitions to improve employee and campus morale and climate.	**Reviews**			
	Formative			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates	**Oct**	**Jan**	**Mar**	**June**
	5%	15%	0%	
Staff Responsible for Monitoring: Administration SBDM				
Population: Faculty and Staff - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				
Funding Sources: 199 Local funds - 199 Local funds				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Strategy 1: Hanna Early College High School will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: BISD Stakeholders (Daily)	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	5%	20%		
Milestone's/Strategy's Expected Results/Impact: Formative: schedule of weekly articles Summative: Newspaper articles; KBSD Shows; Media exposure **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Maintenance Supervisor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

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. Population: BISD Stakeholders Daily	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	10%	20%		
Milestone's/Strategy's Expected Results/Impact: Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Maintenance Supervisor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 3: Hanna ECHS will update websites at least monthly including showcasing student and community activities.	Reviews			
	Formative			**Summative**
Population:	Oct	Jan	Mar	June
Daily	15%	55%		
Milestone's/Strategy's Expected Results/Impact: Formative: checklist of websites indicating are current				
Summative: report at end of year for monthly checklist results				
Staff Responsible for Monitoring: Principal				
Dean of Instruction				
Assistant Principals				
Population: Hanna ECHS Stakeholders - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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

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

> **Evaluation Data Sources:** School calendar showing earlier start date.

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

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

Evaluation Data Sources: BAC placement data for 2018-2019 and 2019-2020, PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements
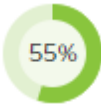
Strategy 1: Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, and violence prevention.	Reviews			
	Formative			Summative
Population: All Students	Oct	Jan	Mar	June
Daily	55%	80%		
Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets				
Summative: Discipline Referral Count				
Staff Responsible for Monitoring: Counselors Administration				
Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 2: In School Suspension	Reviews			
	Formative			Summative
ISS will be restructured to meet the needs of students and bring in implementation of Edgenuity odyssey.	Oct	Jan	Mar	June
Population: All Students	10%	10%		
(Daily)				
Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs				
Summative: ISS Attendance Rates				
Staff Responsible for Monitoring: Principal				
Assistant Principals				
Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 3: Security Cameras	Reviews			
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.	Formative			Summative
	Oct	Jan	Mar	June
Population: All Students Timeline: August 2020-June 2021 Daily (Daily) **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased coordination between security and administration Summative: Reduction in vandalism **Staff Responsible for Monitoring:** Principal Assistant Principals Security Monitor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	10%	10%		

Strategy 4: Provide classroom instructional strategies to keep students engaged and away from discipline issues.	**Reviews**			
	Formative			**Summative**
Population: All Students	**Oct**	**Jan**	**Mar**	**June**
Daily	40%	55%		
Milestone's/Strategy's Expected Results/Impact: Formative: Walk-throughs				
Summative: Reduction in discipline referrals. EOY Reports				
Staff Responsible for Monitoring: Principal				
Assistant Principals				
Security				
Monitor				
Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

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

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

Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.
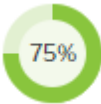
    Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

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

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.
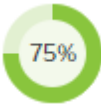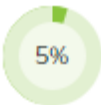
Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1: Host New Student Orientation for Parents and Students	Reviews			
	Formative			Summative
Schedules District / Campus Rules	Oct	Jan	Mar	June
Home Access Center (HAC) Daily	80%	85%		
Milestone's/Strategy's Expected Results/Impact: Formative : Agenda, Code of Conduct Handbook, S-P-S Compact Summative: Sign in sheets, Parent Participation EOC Results Attendance Rate Discipline Results				
Staff Responsible for Monitoring: Administration Teachers Parent Liaison				
Population: Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

Strategy 2: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Parental Involvement Policy
School-Parent-Student Compact
Campus Improvement Plan

Daily

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

Summative:
Training Session Evaluations
LPAC and SBDM Meeting minutes
EOC Results
Attendance Rate
Discipline Results

Staff Responsible for Monitoring: Principal
Assistant Principals
Counselors
Parent Liaison

Population: Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Reviews — Formative: Oct 10%, Jan 75%

Strategy 3: Provide educational training for parents; Computer Literacy, Nutrition classes, fitness, and purchase needed supplies for parent center for enrichment classes, as well.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Daily CNA Pg.# 7; PCN#4	10%	50%		

Milestone's/Strategy's Expected Results/Impact: Formative: Agenda, Parent Activities

Summative: Sign in sheets
EOC Results
Attendance Rate
Discipline Results

Staff Responsible for Monitoring: Administration
Parent Liaison

Title I Schoolwide Elements: 3.1 - **Population:** Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Need Statements: Demographics 4 - Student Learning 6

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

Strategy 4: Conduct the following annual Title I-A required activities;	Reviews			
	Formative			**Summative**
Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level	**Oct**	**Jan**	**Mar**	**June**
Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program Daily **Milestone's/Strategy's Expected Results/Impact:** Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts, Campus Visitation Reports, Campus Websites Fliers, Meeting Agendas Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations EOC Results Attendance Rate Discipline Results **Staff Responsible for Monitoring:** Parent Liaisons Principals Parent Liaisons **Population:** Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	5%	50%		

Strategy 5: Parent Liaison and staff will attend meetings, workshops and conduct home visits in district / out of district to receive training on how to better assist parents of struggling students and monitor attendance. Liaisons will assist in distribution of resources to parents, conduct trainings and conduct parent meetings .	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Daily CNA Pg. 12; CPN #4	10%	75%		

Milestone's/Strategy's Expected Results/Impact: Formative: Registration / Agenda, job description, meeting minutes

Summative: Evaluations, parental involvement will increase 10%
EOC Results
Attendance Rate
Discipline Results
Staff Responsible for Monitoring: Parent Liaison
Attendance Liaisons
Asst. Principal
Title I Schoolwide Elements: 3.2 - **Population:** Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
Need Statements: Student Learning 6
Funding Sources: Home Visitors Employee Travel - 211 Title I-A - 211-61-6411-00-001-Y-30-0F2-Y - $900, Drop Out Specialist Travel - 162 State Compensatory - 162-23-6411-23-001-Y-30-TRV-Y, Extra Duty Pay for distribution of Resources to parents during Covid19 - 211 Title I-A - 211-61-xxx-00-001-Y30-0F2Y - $1,992

Strategy 6: Campus migrant clerks will conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Provide light snack at the parent meetings.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Daily CNA Pg. # 7 & 8; PCE #4, 5	5%	5%		

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
Staff Responsible for Monitoring: Migrant Campus Clerk
District Migrant Coordinator
Migrant Counselor
Title I Schoolwide Elements: 3.2 - **Population:** Migrant Parents - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021
Funding Sources: Migrant Parent Meeting - 212 Title I-C (Migrant) - 212-61-6499-53-001-Y-24-0F2-Y - $50

Performance Objective 1 Need Statements:

Demographics
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.

Student Learning
Need Statement 6: 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)

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

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

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

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended 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.

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)

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.

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

Strategy 1: Provide teachers who service ELs and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include: *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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session attendance and Evaluation Reports Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. **Staff Responsible for Monitoring:** Principal Dean ELA Assistant Principal **Population:** Teachers serving BIL/ESL students - **Start Date:** June 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 7 - School Processes & Programs 2		**Reviews**		
		Formative		**Summative**
	Oct	**Jan**	**Mar**	**June**
	0%	60%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Need Statements:

Student Learning
Need Statement 7: 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.
School Processes & Programs
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 2020-2021 Compensation Plan.

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

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

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

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)	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Administration Campus Threat Assessment Team Leaders **Population:** All Faculty and Staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020 **Need Statements:** Demographics 3	0%	60%		

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)	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Administration Campus Threat Assessment Team Leaders **Population:** All Faculty and Staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020	0%	70%		

Strategy 3: Hanna ECHS will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Hanna ECHS shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year reports trainings **Staff Responsible for Monitoring:** Administration Campus Threat Assessment Team Leaders **Population:** All Faculty and Staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020 **Need Statements:** Demographics 3	0%	75%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 4 Need Statements:
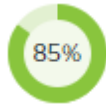
Demographics
Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

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

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

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

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.	Reviews			
	Formative			**Summative**
	Oct	Jan	Mar	June
	70%	95%		

Daily

CNA Pg 12

Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Benchmark Scores

Summative: Student Transcripts
Staff Responsible for Monitoring: Principals

TST

Dean of Instruction

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Need Statements: Student Learning 2, 4

Funding Sources: Software - 162 State Compensatory - 162-11-6299-62-001-Y-30-AYP - $32,000, Chromebooks, Printers - 162 State Compensatory - 162-11-6398-62-001-Y-30-000-Y - $100,000, Laptops - 162 State Compensatory - 162-13-6398-62-001-Y-30-000-Y - $80,070, Technology for data desegregation - 162 State Compensatory - 162-13-6639-62-001-Y30-337-Y, Supplies - 162 State Compensatory, P-Tech Technology - 429 P-TECH Grant Funds - 429-11-6398-62-001-Y-38-PSG-Y - $50,500

Strategy 2: Campus will provide a website license to communicate with teachers, students, parents and community of the various educational opportunities and pertinent information regarding school and district programs and functions.	Reviews			
	Formative			**Summative**
Daily CNA Pg. 23 **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	**Oct**	**Jan**	**Mar**	**June**
	85%	90%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Need Statements:

Student Learning
Need Statement 2: 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 2019 and Spring 2020.
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**: Campus staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

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)

Performance Objective 1: Increase the overall campus attendance rate to 96% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.
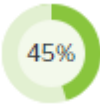
> **Evaluation Data Sources:** District and campus attendance rates, At-Risk Student Attendance.

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)
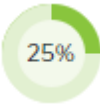
Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.
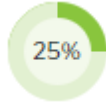
    Evaluation Data Sources: Drop-out and Graduation rate reports.

Strategy 1: The Probation officer will work with students who are on probation to improve behavior and to maximize classroom performance.	Reviews			
	Formative			**Summative**
Daily	Oct	Jan	Mar	June
CNA Pg.# **Milestone's/Strategy's Expected Results/Impact:** Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate **Staff Responsible for Monitoring:** Principals Administrator for State Compensatory Education **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Need Statements:** Student Learning 11 **Funding Sources:** Probation Officer - 162 State Compensatory - 162-32-6299	20%	60%		

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.	Reviews			
	Formative			**Summative**
Daily	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Student Progress Reports Summative: STAAR, Attendance, Rate, Retention Rate, Graduation Rate, Completion Rate, Dropout Rate **Staff Responsible for Monitoring:** Principals Administrator for State Compensatory Education **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** CIS - 162 State Compensatory - 162-32-6299	45%	65%		

Strategy 3: The school will provide transportation IHE's and an orientation including AVID Strategies to 8th Graders from feeder schools and implement a Summer Bridge Academy to incoming 9th Grade Students and a Cohort Express Academy to address the academic needs of At-Risk students not meeting graduation as of August 30, 2019.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
CNA Pg. 12 **Milestone's/Strategy's Expected Results/Impact:** Formative: Credits Accrued and Student Transcripts Summative: Retention Rate, Graduation Rate, Completion Rate **Staff Responsible for Monitoring:** Principals Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.4 - **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Need Statements:** Student Learning 4 **Funding Sources:** Summer Bridge Supplies - 211 Title I-A - 211-11-6399-00-001-Y-30-BDG-Y - $5,000, AVID Membership - 211 Title I-A - 211-11-6495-00-001-Y-30-0F2-Y - $4,500, AVID Weekly Secondary - 211 Title I-A - 211-11-6325-00-001-Y-30-0F2-Y - $800, Summer Bridge Program (Teachers, Admin & Counselors) - 211 Title I-A - 211-XX-6118-00-001-Y-30-BDG-Y - $14,158, Summer Bridge Transportation - 211 Title I-A - 211-11-6494-00-001-Y-30-BDG-Y - $2,600, P-TECH TRAVEL - 429 P-TECH Grant Funds - 429-11-6412-00-001-Y-38-PSG-Y - $12,000, Summer Bridge Awards - 211 Title I-A - 211-11-6498-00-001-Y-30-BDG-Y - $1,000, P-TECH TRAVEL - 429 P-TECH Grant Funds - $550.00 9 2 3 P-TECH TRAVEL - $3,000	45%	60%		

Strategy 4: The Dean of Instruction, Administrators and teachers will attend and conduct regular research-based professional development training in order to train and retain highly qualified personnel that will positively impact At-Risk student achievement. Training will be used to improve student achievement for those students most at-risk of not graduating on-time as well as improving/ upgrading the campus which include AP and Pre-AP (Daily) CNA Pg.# 4	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	10%	15%		

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

Summative: STAAR

Staff Responsible for Monitoring: Principals
Administrator for State Compensatory Education Department

Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Need Statements: Student Learning 5, 8

Funding Sources: Dean of Instruction - 162 State Compensatory - 162-13-6119-31-001-Y-30-000-Y, Travel - 211 Title I-A - 211-13-6411-23-001-Y-30-AYP-Y - $8,000, Substitutes - 199 Local funds - 199-11-6112, Bilingual Travel - 163 State Bilingual - 163-13-6411-23-001-Y-25-031-Y, Admin Travel - 211 Title I-A - 211-23-6411-23-001-Y-30-0F2-Y - $8,000, 211 Stipend - 211 Title I-A - 211-13-6117-00-001-Y-30-0F2-Y - $11,603, CTE Funds - 244 Perkins Grant (Fed. CTE) - 244-13-6411 - $15,000, P-Tech Travel - 429 P-TECH Grant Funds - 429-13-6411-23-001-Y-22-PTE-Y - $5,000

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. Daily	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	15%	60%		

Milestone's/Strategy's Expected Results/Impact: Formative: Student progress reports, student credit counts, walkthroughs, lesson plans

Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion R

Staff Responsible for Monitoring: Campus Administration
Administrator for State Compensatory Education Department

Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Need Statements: Student Learning 7

Funding Sources: Personell - 162 State Compensatory - 162-11-6119-
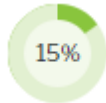
Strategy 6: A Dyslexia teacher will monitor the academic progress, attendance and provide support services for identified students, staff, and parents. (Daily) CNA Pg.# 18 **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, classroom observations, student progress reports, benchmark scores Summative: STAAR, Completion Rate, Graduation Rate. **Staff Responsible for Monitoring:** Campus Administration Administrator for State Compensatory Education Department **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	50%		

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. (Daily) CNA Pg. 4 **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 Summative: STAAR, Retention Rate, Graduation Rate, Completion Rate **Staff Responsible for Monitoring:** Dean of Instruction Assistant Principals Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.4 - **Population:** Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Need Statements:** Student Learning 3 **Funding Sources:** Tutorials EOC - 162 State Compensatory - 162-11-6118-00-001-Y-24-EOC-Y - $19,362, Tutorials Regular - 162 State Compensatory - 162-11-6118-00-001-Y-24-EOC-Y - $45,000	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	20%	55%		

Strategy 8: The At-Risk Counselor will monitor and coordinate intervention programs for students classified as At-Risk to improve student achievement and attendance.	**Reviews**			
	Formative			**Summative**
Daily	**Oct**	**Jan**	**Mar**	**June**
CNA Pg.# 18	20%	50%		
Milestone's/Strategy's Expected Results/Impact: Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores				
Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate				
Staff Responsible for Monitoring: Administrator for Compensatory Education				
Campus Administration				
Population: Bilingual, Migrant ESL, LEP, Sp. Ed.GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				
Need Statements: Student Learning 7				
Funding Sources: At-Risk - 162 State Compensatory - 162-31-6119-31-001-Y-30-000-Y				

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.	**Reviews**			
	Formative			**Summative**
(Daily)	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: e-school plus At-Risk Progress Reports, Student progress reports, benchmark scores	25%	50%		
Summative: STAAR, Dropout Rate, Attendance Rate, Graduation Rate, Completion Rate				
Staff Responsible for Monitoring: Campus Administration				
Administrator for State Compensatory Education				
Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				
Need Statements: Demographics 1 - Student Learning 12				
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				

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. Timeline: Fall 2020 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate **Staff Responsible for Monitoring:** PEIMS Administrator **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021		Reviews		
		Formative		Summative
	Oct	Jan	Mar	June
	20%	60%		

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 Daily CNA Pg.# 4 **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate **Staff Responsible for Monitoring:** Program Specialist; At-Risk Counselor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Need Statements:** Student Learning 5 **Funding Sources:** Substitutes - 162 State Compensatory - 162-11-6112-18-001-Y-30-000-Y - $30,000, P-TECH SUBSTITUTES - 429 P-TECH Grant Funds - 429-13-6112-00-001-Y-38-PSG-Y - $10,200		Reviews		
		Formative		Summative
	Oct	Jan	Mar	June
	15%	30%		

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.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Timeline: August 2020-June 2021 Daily **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 Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate **Staff Responsible for Monitoring:** CIS Program Specialist At-Risk Counselor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	15%	45%		

Strategy 13: Faculty and Staff will carry out the instructional program, TELPAS , LPAC Meeting, using a variety of computer software programs and supplemental instructional and testing supplies, and materials in the core content areas in order to improve student achievement including the use of Aware to analyze data.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Daily CNA Pg. 12	15%	50%		

Milestone's/Strategy's Expected Results/Impact: Formative: Master Schedule Attendance Report, Lesson Plans , Walk throughs, Six Weeks Tests, Student Report Cards

Summative: EOC Scores / TELPAS Scores

Staff Responsible for Monitoring: Department Chairs
Strand Leaders
TST
Assistant Principal
Counselors
Dean of Instruction

Title I Schoolwide Elements: 2.4, 2.5 - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Need Statements: Student Learning 3, 9

Funding Sources: Ink Supplies - 211 Title I-A - 211-11-6399-62-001-Y-30-0F2-Y - $10,000, Substitutes - 163 State Bilingual - 163-11-6112-00-001-Y-25-000-Y - $7,000, 211 Student Supplies - 211 Title I-A - 211-11-6399-00-001-Y-30-0F2-Y - $40,553, 211 Summer Bridge Supplies - 212 Title I-C (Migrant) - 211-11-6399-00-001-Y-30-BDG-Y , Migrant Miscellaneous Operating Costs - 212 Title I-C (Migrant) - 212-11-6399-00-001-Y-24-0F2-Y, Duplicating paper - 211 Title I-A - 211-11-00-001-Y-30-0F2 - $2,600, 162 Supplies - 162 State Compensatory - 162-11-6399-00-001-Y-30-000-Y - $33,575, Bilingual Supplies - 163 State Bilingual - 163-11-6399-00-001-Y-25-000-Y - $4,200, Criterion - 162 State Compensatory - 162-11-6299-62-001-Y-30-000-Y - $13,600, P-Tech Curriculum Writing - 429 P-TECH Grant Funds - 429-11-611800-001-Y-38-PSG-Y - $25,672, 211 Supplies for Teachers - 211 Title I-A - 211-13-6399-00-001-Y-30-0F2-Y - $2,597, P-Tech Supplies - 429 P-TECH Grant Funds - 429-11-6399-00-001-Y-38-PSG-Y - $31,238, Bilingual Supplies - 263 Title III-A Bilingual - 263-11-6399- - $7,168

Strategy 14: Campus will provide transportation for students to attend Tutorials and accelerated instruction in the four core-area subjects for low-performing students will be provided by September of 2015 in order to decrease the retention rate and improve student achievement. These will occur before, afterschool and on Saturdays.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Daily
CNA: Pg. 11

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

0% (Oct) 0% (Jan)

Summative: EOC Scores, TELPAS Scores, Semester Scores

Staff Responsible for Monitoring: Principals
Deans of Instruction
Tutorial Teachers

Title I Schoolwide Elements: 2.5 - **Population:**
Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

Funding Sources: Transportation - 211 Title I-A - 211-11-6494-00-001-Y-30-0F2-Y - $30,000

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.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Population: Teachers

95% (Oct) 100% (Jan) 100% (Mar)

Timeline: August 2020-June 2021
Daily

CNA Pg. 16

Milestone's/Strategy's Expected Results/Impact: Formative: e-school Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports

Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate

Staff Responsible for Monitoring: Principals

Dean of Instruction

Assistant Principal

Population: Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021

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	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
August 2020 CNA Pg.# 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: APSI Flyers, Master Schedule Summative: EOC Scores/AP Scores **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Department Chairs **Population:** Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	10%	10%		

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.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Six Weeks basis CNA Pg. # 13 **Milestone's/Strategy's Expected Results/Impact:** Formative: Curriculum Writing Schedule, Curriculum Plan Summative: EOC Scores **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Department Chairs **Population:** Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021 **Funding Sources:** Substitutes - 211 Title I-A - 211-11-6112-00-001-Y-30-AYP-Y - $21,000, Curriculum Alignment - 162 State Compensatory - 162-13-6118-00-001-Y-30-000-Y - $20,000, CTE Funds Substitutes - 164 State Career and Technical Education - 164-11-6112 - $27,000	10%	30%		

Strategy 18: Teachers will meet as LPAC Committee will to evaluate and rate ELL Students	Reviews			
	Formative			**Summative**
May, 2021	Oct	Jan	Mar	June
CNA Pg. # 12	10%	10%		
Milestone's/Strategy's Expected Results/Impact:				
Dean of Instruction				
LPAC Chair				
LPAC Committee Formative: Committee Meeting				
Summative: LPAC Lists				
Staff Responsible for Monitoring: Principal				
Assistant Principal				
Dean of Instruction				
LPAC Chair				
LPAC Committee				
Population: Teachers - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

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.	Reviews			
	Formative			**Summative**
Daily	Oct	Jan	Mar	June
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.	15%	15%		
Summative: Percentage of students applying to the Hanna Early College High School.				
Staff Responsible for Monitoring: Early College Director				
Transitional Counselor				
Population: ECHS Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021				

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.
 	
CNA Pg. 18
 	
Population: ECHS Students
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Number of students who enter the lab to begin the common application.
 	
    Summative: Percentage of Early College Students who have completed the Texas Common Application for Hanna Early College High School admission.
    Staff Responsible for Monitoring: Early College Director
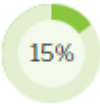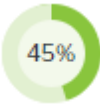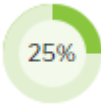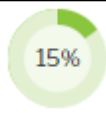 	
    Transitional Counselor
    Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Connect high school to career and college - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 24, 2020 - **End Date:** June 15, 2021
    Need Statements: Student Learning 11
    Funding Sources: Advise TX - 211 Title I-A - 211-31-6299-00-001-Y-30-0F2-Y - $10,000
	Reviews				

	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
	15%	45%		

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.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Population: ECHS Students Timeline: August 2020-June 2021 Daily CNA Pg. 5, SA 16: SE 2.4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance sheets Summative: AP Scores **Staff Responsible for Monitoring:** Early College Director Transitional Counselor AP Coordinator **Title I Schoolwide Elements:** 2.4 - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 **Need Statements:** Student Learning 9 **Funding Sources:** AP Testing - 211 Title I-A - 211-11-6339-00-001-Y-30-0F2-Y - $47,700	20%	25%		

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.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Daily **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in Sheets Summative: Counselors Report **Staff Responsible for Monitoring:** Early College Director Transitional Counselor **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	10%	40%		

Strategy 23: Dual Enrollment and AP Courses will be offered to students to gain college hours before graduation.	**Reviews**			
	Formative			**Summative**
Daily	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Master Schedule Summative: Student EOY Grades **Staff Responsible for Monitoring:** Early College Director Transitional Counselor **Population:** ECHS Students - **Start Date:** August 25, 2020 - **End Date:** June 15, 2021	15%	60%		

Strategy 24: Honors and Achievement Awards Ceremony will be held to rewards students that have excelled in the classes.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA Pg. 5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Grades Summative: Rankings **Staff Responsible for Monitoring:** Principal Assistant Principal Couselors **Title I Schoolwide Elements:** 2.5 - **Population:** Bilingual, Migrant, ESL, LEP, Sp. Ed. GT, Dyslexia, At Risk, Pre-AP, AP, TI, CTE Teachers - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021 **Need Statements:** Student Learning 6 **Funding Sources:** CTE Funds for Awards - 164 State Career and Technical Education - 164-11-6498 - $2,000, Awards for Honors and Achievement - 211 Title I-A - 211-11-6498-00-001-y-0F2-Y - $10,000	0%	0%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Need Statements:

Demographics
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
Student Learning
Need Statement 3: 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 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**: Campus staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

Student Learning

Need Statement 5: 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 6: 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 7: 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 8: 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 9: Need to provide supplemental instructional supplies 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 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

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)

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

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

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)

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

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

State Compensatory

Personnel for Hanna Early College High School

Name	Position	Program	FTE
Becky Grist	At-Risk Counselor	SCE	1
Gregory Larson	STARS Teacher	SCE	1
Juan Carlos Chavez	Dean of Instruction	SCE	1
Laura Sierra	Program Specialist	SCE	1
Olga Odabashian	Dyslexia	SCE	1
Orlando Crenshaw	English Teacher	SCE	1
Sandra Anaya	STARS Teacher	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Hanna ECHS continuously and periodically reviews data to assess and re-assess progress towards meeting 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 April and May SBDM meetings in 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Hanna ECHS' Campus improvement plan was developed throught 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 form the Campus Needs Assessment Survey collected. The analysis was conducted in May of 2020.

2.2: Regular monitoring and revision

Campus Improvement plan is reviewed, revised and 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.

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 hannaeagles.com 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 opportunitiy to meet academic standards throught the various campus programs and initiatives such as: Saturday academics, 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 provided 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 continuosuly monitored throughout the school year by the campus dropoput 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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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 2020-2021 School Year.

Name	Position	Email	Role
Blanca Lambarri	Principal	Lambarri@bisd.us	Administrator
Juan Carlos Chavez	Dean of Instruction	jucchavez@bisd.us	Administrator
Mary Katherine Nieto	Librarian	mknieto@bisd.us	Non-classroom Professional
Carmina Del Angel	AVID Teacher	cvelasquez@bisd.us	Classroom Teacher
Elsa Chio	English Teacher	elsachio@bisd.us	Classroom Teacher

Name	Position	Email	Role
Ed Messbarger	TST	ermess@bisd.us	Non-classroom Professional
Denise Bohler	Social Studies Teacher	dpbohler@bis.dus	Classroom Teacher
Eliseo Guzman	PE/Dual Speech Teacher of Record	eguzman@bisd.us	Classroom Teacher
Jesus Montemayor	HST Teacher	jmontemayor@bisd.us	Classroom Teacher
Kareena Gonzalez	IDEA Teacher	kngonzalez@bisd.us	Classroom Teacher
Laura Davila	IDEA Teacher	lmdavila@bisd.us	Classroom Teacher
Marie Munoz	Fine Arts Teacher	mmmunoz@bisd.us	Classroom Teacher
Michael Robinson	Science Teacher	mjrobinson@bisd.us	Classroom Teacher
Miguel Chapa	Science Teacher	miachapa@bisd.us	Classroom Teacher
Sandra Anaya	STARS Teacher	slanaya@bisd.us	Classroom Teacher
Sharlene Storm	CTE Teacher	srgarcia@bisd.us	Classroom Teacher
Sylvia Cook	Foreign Language Teacher	slcook@bisd.us	Classroom Teacher
Rosie Williams	Parent	vtxwill1025@gmail.com	Parent
Carmen Mendez	Parent Liaison	cbmendez@bisd.us	Paraprofessional
Margarita Figueredo	Math Teacher	mcfigueredo@bisd.us	Classroom Teacher
Juan J Mendoza	Social Studies Specialist	jjmendoza@bisd.us	District-level Professional
Josie Latigo	EZ Pawn - Manager	jucchavez69@gmail.com	Business Representative
Estela Vasquez	Attorney-Judge	estelacv@yahoo.com	Community Representative
Nancy Ayala	Parent	vtxwill1025@gmail.com	Parent
Gisela Zuniga	Business	gzuniga2@gmail.com	Business Representative
David Licon	Community Representative	dliconjr@gmail.com	Community Representativ

It is distributed during a Title I informational meeting conducted at the beginning of the year and will be included in the Hanna ECHS Student Code of Conduct; follow up meetings and informational sessions are scheduled throughout the year with our campus parent liasions. The Parent and Family Engagement Policy

3.2: Offer flexible number of parent involvement meetings

Hanna Early College High School parental invovlement program conducts weekly scheduled meetings every Thursday at 10:00 am in the Parent Center to inform parents of campus activities, instructional strategies to use at home, policies and procedures, assessment information and college and career readiness information.

<mark>Hanna ECHS Parent Meeting Schedule</mark>

Date	Time	Location
August (20,27)	10:00 am / 5:30 pm	Hanna Parent Center
September (3,10,17,24)	10:00 am / 5:30 pm	Hanna Parent Center
October (1,8,15,22.29)	10:00 am / 5:30 pm	Hanna Parent Center
November (5,12,19)	10:00 am / 5:30 pm	Hanna Parent Center
December (3,10,17)	10:00 am / 5:30 pm	Hanna Parent Center
January (7,14,21,28)	10:00 am / 5:30 pm	Hanna Parent Center
February (4,11,18,25)	10:00 am / 5:30 pm	Hanna Parent Center
March (4,11)	10:00 am / 5:30 pm	Hanna Parent Center
April (1,8,15,22,29)	10:00 am / 5:30 pm	Hanna Parent Center
May (6,13,20)	10:00 am / 5:30 pm	Hanna Parent Center

Title I Personnel

Name	Position	Program	FTE
Anahi Cavazos	Parent Liaison	Title I	1
Belva Ramirez	Nurse	Title I	40%
Carmen Mendez	Parent Liaison	Title I	1
Griselda Palacios	Math Teacher	Title I	1
Hector Quintanilla	Science Teacher	Title I	1
Jose T. Rodriguez	Math Teacher	Title I	1
Leilani Hernandez	ELA Teacher	Title I	1
Marcela Gomez	Nurse	Title I	40%
Rene Ibarra	Math Teacher	Title I	1
Rosario Reyna	Dyslexia Aide	Title I	1
Roxanne Gonzalez	Library Aide	Title I	1
Sandra Janke	Nurse	Title I	40%
Sylvia Alviar	Library Aide	Title I	1
Victor Trejo	Science Teacher	Title I	1

Plan Notes

7-1-2020 1207pm

Need to address the following:

1. ESSA Elements do not all match areas
2. Check off Goal 1 as HB3 goal
3. funds need to be allocated to zero
4. delete old needs in Student Achievement
5. School processes and programs is missing completely--need to complete
6. Perceptions--update to current year and delete old needs after creating new needs/data analysis
7. CCNA data checked off
8. CIP revised date entered
9. Goal 1, PO1 change approaches to meets
10. update all strategies to new populations and timelines
11. all strategies with funds linked to prioritized needs
12. ESSA Elements 3.2 required Title 1-A meetings proposed times and dates
13. SBDM same issues as note in 19-20
14. add CCMR and bullying policies to addenda

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Stipends	199-11-6117	$0.00
1	3	1	Co-Curricular Stipends	199-36-6117	$24,000.00
1	3	1	Co-Curricular Subs	199-36-6112	$0.00
1	3	1	Transportation	199-36-6494	$8,000.00
1	3	1	General Supplies	199-36-6399	$0.00
1	3	1	Misc Contracted	199-36-6412-00-001-Y-99-000-Y	$13,000.00
3	1	1	District Stipends	199-11-6117	$0.00
3	2	1	Teacher Incentive Allotment Stipends 199 Local funds		$0.00
3	3	1	199 Local funds		$0.00
9	2	4	Substitutes	199-11-6112	$0.00
				Sub-Total	$45,000.00
				Budgeted Fund Source Amount	$45,000.00
				+/- Difference	$0.00
			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Dual Enrollment Tuition	162-11-6223-15-001-Y-30-000-Y	$5,625.00
1	1	5	Dual Enrollment Adjuncts	162-11-6299-15-001-Y-30-000-Y	$40,800.00
6	1	5	Drop Out Specialist Travel	162-23-6411-23-001-Y-30-TRV-Y	$0.00
8	1	1	Software	162-11-6299-62-001-Y-30-AYP	$32,000.00
8	1	1	Chromebooks, Printers	162-11-6398-62-001-Y-30-000-Y	$100,000.00
8	1	1	Laptops	162-13-6398-62-001-Y-30-000-Y	$80,070.00
8	1	1	Technology for data desegregation	162-13-6639-62-001-Y30-337-Y	$0.00
8	1	1	Supplies		$0.00
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

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	5	Personell	162-11-6119-	$0.00
9	2	7	Tutorials EOC	162-11-6118-00-001-Y-24-EOC-Y	$19,362.00
9	2	7	Tutorials Regular	162-11-6118-00-001-Y-24-EOC-Y	$45,000.00
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	162 Supplies	162-11-6399-00-001-Y-30-000-Y	$33,575.00
9	2	13	Criterion	162-11-6299-62-001-Y-30-000-Y	$13,600.00
9	2	17	Curriculum Alignment	162-13-6118-00-001-Y-30-000-Y	$20,000.00
				Sub-Total	$420,432.00
				Budgeted Fund Source Amount	$420,432.00
				+/- 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
9	2	13	Substitutes	163-11-6112-00-001-Y-25-000-Y	$7,000.00
9	2	13	Bilingual Supplies	163-11-6399-00-001-Y-25-000-Y	$4,200.00
				Sub-Total	$11,200.00
				Budgeted Fund Source Amount	$11,200.00
				+/- Difference	$0.00

164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	CTE Funds	164-36-6412	$22,600.00
1	3	1	CTE Funds	164-36-6494	$2,000.00
1	3	1	CTE Funds	164-31-6411	$1,500.00
1	3	1	CTE Funds	164-11-6412	$47,400.00
1	3	1	CTE Funds	164-11-6494	$3,100.00

164 State Career and Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	CTE Funds	164-11-6299	$96,550.00
1	4	1	CTE Funds	164-11-6321	$9,200.00
1	4	1	CTE Funds	164-11-6497	$27,700.00
1	4	1	CTE Funds	164-31-6399	$15,000.00
1	4	1	CTE Funds	164-11-6396	$2,000.00
1	4	1	CTE Funds	164-11-6118	$5,000.00
1	4	1	CTE Funds	164-11-6249	$12,200.00
1	4	1	CTE Funds	164-11-6399	$108,534.00
1	4	1	CTE Funds	164-36-6412	$2,000.00
1	4	1	CTE Funds	164-36-6399	$1,000.00
1	4	1	CTE Funds	164-31-6499	$5,000.00
1	4	1	CTE Funds	164-11-6398	$46,175.00
9	2	17	CTE Funds Substitutes	164-11-6112	$27,000.00
9	2	24	CTE Funds for Awards	164-11-6498	$2,000.00
				Sub-Total	$435,959.00
				Budgeted Fund Source Amount	$435,959.00
				+/- Difference	$0.00

199 G/T Advanced Academics

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Consultant Services (Kagan)	211-13-6291-00-001-Y-30-AYP-Y-9	$0.00
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	5	Home Visitors Employee Travel	211-61-6411-00-001-Y-30-0F2-Y	$900.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	5	Extra Duty Pay for distribution of Resources to parents during Covid19	211-61-xxx-00-001-Y30-0F2Y	$1,992.00
9	2	3	Summer Bridge Supplies	211-11-6399-00-001-Y-30-BDG-Y	$5,000.00
9	2	3	AVID Membership	211-11-6495-00-001-Y-30-0F2-Y	$4,500.00
9	2	3	AVID Weekly Secondary	211-11-6325-00-001-Y-30-0F2-Y	$800.00
9	2	3	Summer Bridge Program (Teachers, Admin & Counselors)	211-XX-6118-00-001-Y-30-BDG-Y	$14,158.00
9	2	3	Summer Bridge Transportation	211-11-6494-00-001-Y-30-BDG-Y	$2,600.00
9	2	3	Summer Bridge Awards	211-11-6498-00-001-Y-30-BDG-Y	$1,000.00
9	2	4	Travel	211-13-6411-23-001-Y-30-AYP-Y	$8,000.00
9	2	4	Admin Travel	211-23-6411-23-001-Y-30-0F2-Y	$8,000.00
9	2	4	211 Stipend	211-13-6117-00-001-Y-30-0F2-Y	$11,603.00
9	2	13	Ink Supplies	211-11-6399-62-001-Y-30-0F2-Y	$10,000.00
9	2	13	211 Student Supplies	211-11-6399-00-001-Y-30-0F2-Y	$40,553.00
9	2	13	Duplicating paper	211-11-00-001-Y-30-0F2	$2,600.00
9	2	13	211 Supplies for Teachers	211-13-6399-00-001-Y-30-0F2-Y	$2,597.00
9	2	14	Transportation	211-11-6494-00-001-Y-30-0F2-Y	$30,000.00
9	2	17	Substitutes	211-11-6112-00-001-Y-30-AYP-Y	$21,000.00
9	2	20	Advise TX	211-31-6299-00-001-Y-30-0F2-Y	$10,000.00
9	2	21	AP Testing	211-11-6339-00-001-Y-30-0F2-Y	$47,700.00
9	2	24	Awards for Honors and Achievement	211-11-6498-00-001-y-0F2-Y	$10,000.00
				Sub-Total	$234,803.00
				Budgeted Fund Source Amount	$234,803.00
				+/- Difference	$0.00
			212 Title I-C (Migrant)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Migrant Consulting Services (PFS Academy)	212-11-6291-00-001-Y-24-Y-0F2-Y	$395.00
1	2	1	Migrant Supplies	212-11-6399-00-001-Y-24-Y-0F2-Y	$835.00
1	2	1	Migrant ESC Services (Math Academy)	212-11-6239-00-001-Y-24-Y-0F2-Y	$395.00
1	2	1	Migrant Transportation	212-11-6494-00-001-Y-24-Y-0F2-Y	$450.00
6	1	6	Migrant Parent Meeting	212-61-6499-53-001-Y-24-0F2-Y	$50.00

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	13	211 Summer Bridge Supplies	211-11-6399-00-001-Y-30-BDG-Y	$0.00
9	2	13	Migrant Miscellaneous Operating Costs	212-11-6399-00-001-Y-24-0F2-Y	$0.00
				Sub-Total	$2,125.00
				Budgeted Fund Source Amount	$2,125.00
				+/- Difference	$0.00

244 Perkins Grant (Fed. CTE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	CTE Funds	244-11-6412	$10,000.00
1	4	1	CTE Funds	244-11-6399	$10,000.00
9	2	4	CTE Funds	244-13-6411	$15,000.00
				Sub-Total	$35,000.00
				Budgeted Fund Source Amount	$35,000.00
				+/- Difference	$0.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	13	Bilingual Supplies	263-11-6399-	$7,168.00
				Sub-Total	$7,168.00
				Budgeted Fund Source Amount	$7,168.00
				+/- Difference	$0.00

429 P-TECH Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	P-Tech Technology	429-11-6398-62-001-Y-38-PSG-Y	$50,500.00
9	2	3	P-TECH TRAVEL	429-11-6412-00-001-Y-38-PSG-Y	$12,000.00
9	2	3	P-TECH TRAVEL	$550.00 9 2 3 P-TECH TRAVEL	$3,000.00
9	2	4	P-Tech Travel	429-13-6411-23-001-Y-22-PTE-Y	$5,000.00
9	2	11	P-TECH SUBSTITUTES	429-13-6112-00-001-Y-38-PSG-Y	$10,200.00
9	2	13	P-Tech Curriculum Writing	429-11-611800-001-Y-38-PSG-Y	$25,672.00
9	2	13	P-Tech Supplies	429-11-6399-00-001-Y-38-PSG-Y	$31,238.00
				Sub-Total	$137,610.00

429 P-TECH Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$137,610.00
				+/- Difference	$0.00
				Grand Total	$1,329,297.00

Addendums

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 class-room, school, or school-sponsored or school-related activity.

Policy

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

1.   Prohibits the bullying of a student;

2.   Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3.   Establishes a procedure for providing notice of an incident of bullying to:

a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6.   Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7.   Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

Internet Posting

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

Prevention and Mediation

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

1.   Interfere with a student's educational opportunities; or

2.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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	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.
	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.
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 Bullying	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.
Discipline	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.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	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.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Priority for Service (PFS) Action Plan
for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; **AND** • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

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

Goal(s): To better serve Priority for Service (PFS) students by providing supplemental instructional and support services that will ensure student success.	Objective(s): ➤ PFS students will have access to supplemental instructional opportunities. ➤ 80% of PFS students will be on grade level within 2 years. ➤ 70% of PFS students will meet the state academic achievement standards (STAAR)

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September 2019 –June 2020 (on the last work day of each month)	NGS Specialist Campus Migrant Clerks Migrant Service Coordinator	NGS PFS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 14, 2019	MSC Migrant Counselor	Snapshot of DIP containing PFS Action Plan
Additional Activities			

	September 2019- June 2020	MSC NGS Specialist Campus Migrant Clerks	NGS – PFS Monthly Report Cluster Delivery Sheets with Signatures
• Distribute NGS PFS report to all campus principals on a monthly basis on the first work day of the month. Cover letter with a thorough explanation of the report will be attached.	September 2019- June 2020	MSC NGS Specialist Campus Migrant Clerks	NGS – PFS Monthly Report Cluster Delivery Sheets with Signatures

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August - October 2019	MSC Migrant Counselor	Sign-In Sheets Agenda Copies of Handouts
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	October 2019	MSC Migrant Recruiters	PAC Agenda Copy of Handout
• During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	December 2019- March 2020	MSC Migrant Recruiters Migrant Campus Clerks Migrant Teachers Parent Liaison Migrant Counselor	Signed copy of PFS student's report card
Additional Activities			
•			
Provide services to PFS migrant students.			
• The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the year	MSC Migrant campus clerks Migrant Teachers Migrant Counselor	DIP Sign-In sheets for PFS Learning Academies, Lab Sign-in Sheets, Math Academy, MS Leadership Academy, Path to Scholarships

• The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the year	Migrant Teachers Migrant Clerks MSC Parent Liaison Migrant Counselor	Tutorial Sign-In Sheets Distribution Forms Referral Forms
• The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	MSC Parent Liaison Migrant Counselor Migrant Teachers	Community Resources Booklet
Additional Activities			
• The district will host a Learning Academy for PFS students **only** with a focus on ELA for high school PFS students and Reading for middle school and elementary school PFS students.	November 2019	MSC Counselor Migrant Clerks Migrant Teachers	Sign-In Sheets Transportation Requests Agenda
• An individualized PFS Progress Review Form will be completed twice per quarter via the Project P.R.I.D.E online application and submitted to Region One.	Twice per quarter	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Project P.R.I.D.E. reports PFS Reports

Elda Barrientos   7.30.19   _Martha Hinojosa_   8/1/19

LEA Signature   **Date Completed**   **ESC Signature**   **Date Received**

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901001**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

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

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

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

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

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

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

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

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

School Progress Domain - Academic Growth Score by Grade and Subject

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

Texas Academic Performance Report

District Name: BROWNSVILLE ISD

Campus Name: HANNA EARLY COLLEGE H S

Campus Number: 031901001

2018-19 Campus Prior Year and Student Success Initiative

Total Students: 2,603

Grade Span: 09 - 12

School Type: High School

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

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

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

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

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

District Name: BROWNSVILLE ISD

Campus Name: HANNA EARLY COLLEGE H S

Campus Number: 031901001

Total Students: 2,603

Grade Span: 09 - 12

School Type: High School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TEXAS EDUCATION AGENCY

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

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

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
Science													
2018	38.0%	7.4%	**3.7%**	-	3.8%	-	-	*	-	-	n/a	4.6%	n/a
2017	38.3%	5.0%	**7.4%**	-	6.3%	*	-	*	-	-	n/a	7.7%	n/a
Social Studies													
2018	44.6%	11.7%	**7.6%**	*	7.0%	*	-	20.0%	-	-	n/a	7.3%	n/a
2017	41.4%	6.9%	**6.2%**	-	5.7%	*	-	*	-	-	n/a	6.4%	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	76.9%	**85.7%**	-	85.2%	85.7%	-	*	-	?	n/a	84.9%	n/a
2016-17	73.5%	71.0%	**79.1%**	-	79.6%	20.0%	-	-	-	-	n/a	78.2%	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	**31.0%**	-	30.5%	50.0%	-	*	-	*	n/a	29.0%	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	960	**997**	-	995	1106	-	*	-	-	n/a	989	n/a
English Language Arts and Writing													
2017-18	521	489	**506**	-	505	562	-	*	-	-	n/a	502	n/a
Mathematics													
2017-18	515	472	**491**	-	490	544	-	*	-	-	n/a	487	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.1	**19.1**	-	19.1	20.8	-	*	-	*	n/a	18.9	n/a
English Language Arts													
2017-18	20.3	17.7	**18.8**	-	18.7	20.5	-	*	-	*	n/a	18.6	n/a
Mathematics													
2017-18	20.6	18.1	**18.8**	-	18.7	19.8	-	*	-	*	n/a	18.5	n/a
Science													
2017-18	20.9	18.5	**19.6**	-	19.5	21.6	-	*	-	*	n/a	19.3	n/a

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

Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

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

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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 2,603

Campus Name: HANNA EARLY COLLEGE H S

2018-19 Campus Student Information

Grade Span: 09 - 12

Campus Number: 031901001

School Type: High School

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

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: HANNA EARLY COLLEGE H S

Campus Number: 031901001

Texas Academic Performance Report

2018-19 Campus Student Information

Total Students: 2,603

Grade Span: 09 - 12

School Type: High School

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

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

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

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

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

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

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

District Name: BROWNSVILLE ISD

Campus Name: HANNA EARLY COLLEGE H S

Campus Number: 031901001

Texas Academic Performance Report

2018-19 Campus Staff Information

Total Students: 2,603

Grade Span: 09 - 12

School Type: High School

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

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

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

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

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

Brownsville Independent School District

College, Career & Military Readiness
HB3 BOARD GOALS

Dr. RenØ GutiØrrez
Superintendent of Schools

Hanna Early College High School

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

CCMR Progress Measure 2

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Brownsville Independent School District

Career & Military Readiness
HB3 BOARD GOALS

College,

Dr. RenØ GutiØrrez
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 E	Eco. Disadv.	Special E (Former)	EL	Cont. Enrolled	Non-Cont Enrolled
2020	*	6%	2%	*	27%	*	*	2%	5%	2%	2%	6%	2%
2021	*	8%	4%	*	29%	*	*	4%	7%	4%	4%	8%	4%
2022	*	10%	6%	*	31%	*	*	6%	9%	6%	6%	10%	6%
2023	*	12%	8%	*	33%	*	*	8%	11%	8%	8%	12%	8%
2024	*	14%	10%	*	35%	*	*	10%	13%	10%	10%	14%	10%

CCMR Targeted Professional Development Plan

Hanna ECHS will provide professional development activities to strengthen the alignment between TSI assessment content and rigorous of for Math and ELA. inform
teachers about the new TSI assessments and revise the curricular supports.
Hanna ECHS will provide professional development for administration, counselors and teachers to be better able to inform students about the options f
coursework while attending high school. Meetings will be held and conducted parents of such programs.
Hanna ECHS Professional development for administration, counselors, CTE teachers and others to be better able to guide based certifications tha
support more students graduating career ready.