

DEL RIO H S
Del Rio High School Campus Improvement Plan
2021/2022

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Date Reviewed: 10/05/2020

Date Approved:

DEL RIO H S

Mission

We inspire achievement and excellence — today and for a lifetime.

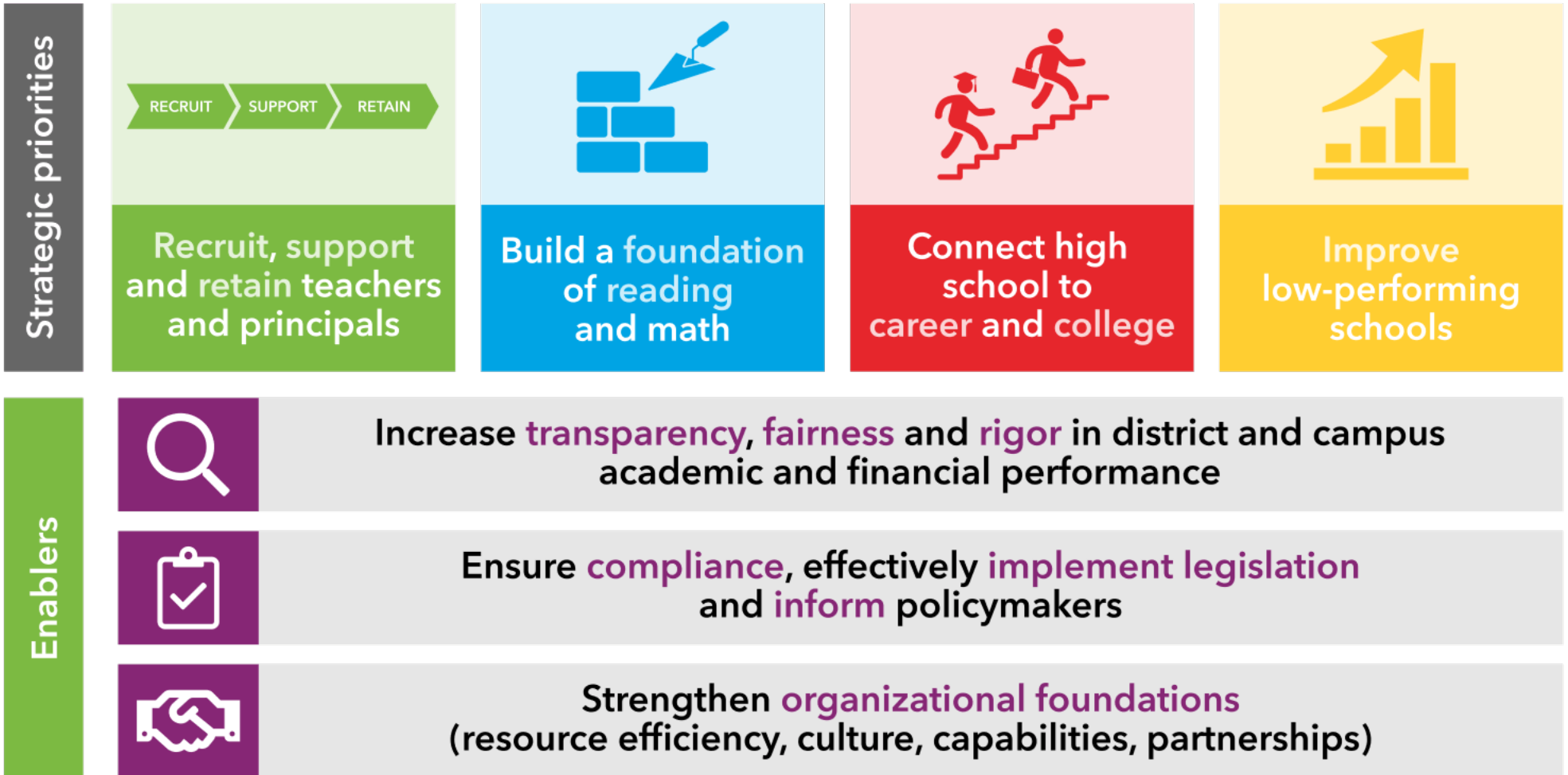
Vision

- DRHS students will earn a high-quality education and graduate college, career, and life-ready.*
- DRHS will engage authentically with students, parents/guardians, teachers, and the community.*
- DRHS will empower all students to achieve their greatest potential and serve as role models for future generations.*

Nondiscrimination Notice

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

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

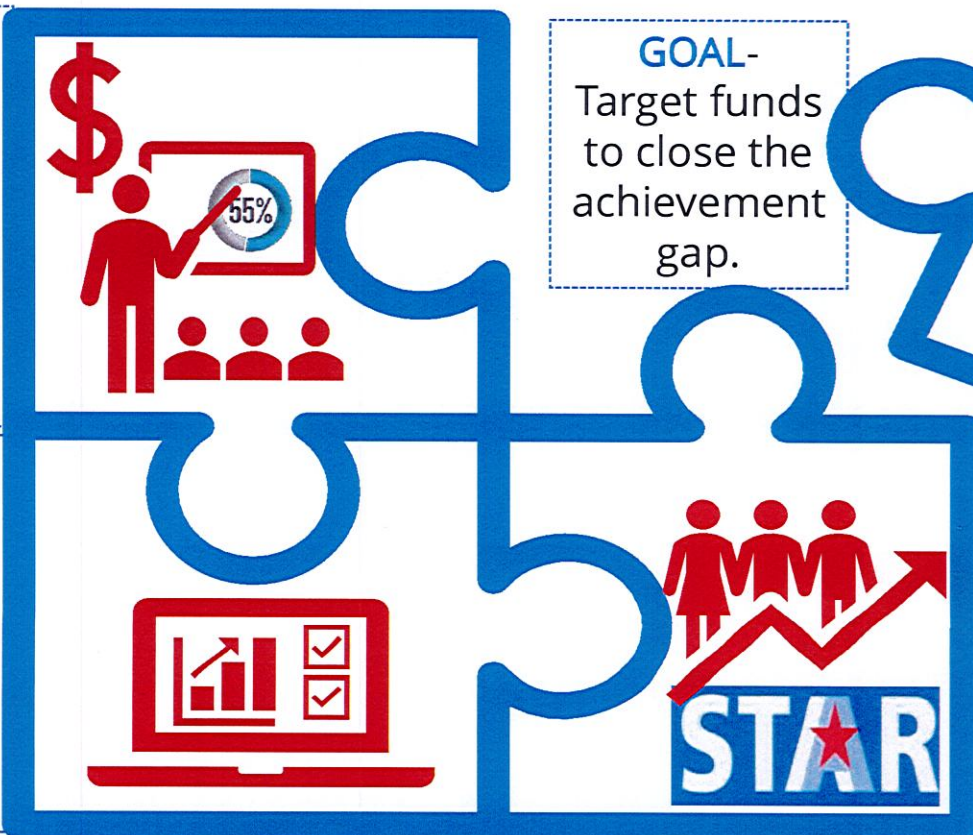
State Compensatory Education Program

STATE FUNDS for supplemental programs and services to support at-risk and educationally disadvantaged students

ANALYSIS of the school's CNA - to identify the priority needs and direction for the SCE program

GOAL- Target funds to close the achievement gap.

PURPOSE - to increase academic achievement and reduce the drop-out rate.



**adapted from TEA State Compensatory Education*

DEL RIO H S Site Base

Name	Position
Cuellar, Vangie	Special Populations Representative
Rodriguez, Gisselle	Math Teacher
Treviño, Cassandra	Paraprofessional
Sahagun, Cynthia	Assistant Principal
Brijalba, Melinda	Parent
Mercer, Brittaney	Social Studies Representative
Jimenez, Mario	CTE Representative
Williams, Gordon	Science Department Representative
Jordan, Cacedra	English Department Representative
Norton, Robert	Assistant Principal
Johnston, Shane	Assistant Principal
Espinoza, Joelda	Counselor
Pena, Sonia	Bilingual/ESL Strategist
Salas, Cindy	Del Rio High School Principal
Casillas, Ramona	Assistant Principal
Cardenas, Carolina	CTE Counselor



Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



Site Based Committee Sign In

District: Del Rio Freshman

Date: May 28th, 2021

Role	Name	Signature
Parent	Sylvia Gloria	Zoom
Parent	Dora Moss	Zoom
Teacher	Deborah Salinas	Zoom
Teacher	Sarah Fernandez	Zoom
Teacher	Melva Cortez	Zoom
Teacher	Ofelia Hernandez	Zoom
Teacher	David Ruiz	Zoom
Teacher	Catherine Calveti	Zoom
Teacher	Martha Sancehz	Zoom
Librarian	Sandy Garza	Zoom
Nurse	Lindsay Dixon	Zoom
Campus Secretary	Velma Martinez	Zoom
Counselor	Fermin Calderon	Zoom
Counselor	Elizabeth Sanchez	Zoom
Parental Aide	Laura Rivera	Zoom
Community Member	Karina Rosas	Zoom
Community Member	Ricardo Guajardo	Zoom
Business Member	Eduardo Amescua	Zoom
Business Member	Tony Hernandez	Zoom

Comprehensive Needs Assessment Summary – 2021-2022, Del Rio Freshman

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Student Self-Tracking/Goal Setting	Computer Software Reports Individual surveys and phone calls	Texas Academic Performance
Attendance Data	Staff Perception Data	Centers of Disease Control
Parent Volunteer Information Survey	Parent Activity Evaluations & Feedback Community Service Agencies Technology Infrastructure	Parent & Communication Partnership Data Current/Projected Facility needs

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>Base classroom to help special ed and 504 students not in co-teach setting. Co-teach setting in Eng/Alg</p> <p>Receive support and benefit from LEA staff</p> <p>ELA benefits from having classes everyday</p> <p>Majority of teachers had to SELF-train during the Pandemic Year</p> <p>DMAC access to multiple data resources</p>	<p>Reduce classroom sizes and better student - teacher ratios - including special need populations</p> <p>Keep BASE teacher in the BASE classroom available to ALL subject areas</p> <p>More structure in ISS including information to teachers on student assignments to ISS</p> <p>Credit recovery program for failing students should begin immediately after 6-weeks grades are posted</p> <p>A "C&I" designated lab to strengthen students with low STAAR scores in ELA, Algebra, & Biology</p> <p>Planning Protocol is needed to plan/share lessons</p>	<p>Keep BASE teacher in BASE class</p> <p>Improve structure in ISS</p> <p>Purchase COW's</p> <p>Alignment between DRFS/DRHS regarding HBI</p> <p>Celebrate student attendance</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality	Over 90% of teachers are certified in their content High Staff retention rate New teachers feel supported by campus personnel Good staff attendance	Data not uniformly shared among teachers/departments Special pops need to be more evenly spaced within classes. More paraprofessionals and tutors for students within classrooms. Better staff development pertaining to subject matter. Better up to date details on special populations. More consistent acknowledgement of ALL teaching staff members.	Monitor distribution of special needs students Monitor activity between mentor and mentees
School Climate/ Safe & Healthy Schools	Good communication between counselors and administration regarding student needs Continued communication between all departments via leadership meetings Majority of staff and students feel climate and culture of campus is positive and welcoming Strict protocols limit visitor entry creating a safer environment Staff monitoring hallways during transitions help create a safe environment Referrals handled in a timely and adequate manner	Campus upkeep outside needs improvement/trash in grassy areas Implementation of air filtration system throughout the buildings Improve fencing on main street Restrooms: Installation/filling of soap dispensors; vape/smoke detectors Continued education on hand hygiene, cough etiquette, disinfecting, and remaining at home when feeling ill Finishing of locker removal project by installing baseboards	Prepare for return of students/staff meeting CDC recommendations Improve campus upkeep outside Improve appearance of teachers' lounge Acquire necessary items needed to meet CDC/social distancing requirements
	Planning Protocol allows for teacher collaboration and planning	Increase in courses available for special education students via the CTE program	Meet/plan with different grade levels for the purpose of vertical planning

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
College & Career Readiness/ Graduation/ Dropout Reducation	<p>Post secondary programs successful and are truly helping college bound students</p> <p>Good graduation rate and college bound students</p> <p>Every student has a 4-yr plan (career pathway)</p> <p>CTE dept is instrumental in students' career development</p> <p>CTE counselor makes presentations to CTE classes</p>	<p>Unbalanced curriculum - curriculum focused to college bound students.</p> <p>PSAT testing for more 9th graders</p> <p>TSI camps/testing offered to 9th graders</p> <p>Counselors meet with all students at least one time during the course of the year</p>	<p>Counselors/teachers need to clearly articulate the graduation requirements so Freshman know what is expected of them for graduation.</p>
Family and Community Involvement	<p>Excellent collaboration, transparency & communication with students, parents, and staff</p> <p>Flexibility to handle change; shared decision making</p> <p>Team approach to whatever we do in the district. Willingness to listen to all parties</p> <p>Commitment to educating our parents and providing tools; Daily calling for attendance</p> <p>Recognition of students with perfect attendance</p>	<p>College and Career readiness trainings</p> <p>Parental awareness of available community resources</p> <p>Invite parents to volunteer</p> <p>Initial parental meeting explaining computer services available for monitoring of student grades</p> <p>Parental awareness of available software/resources at the district level</p>	<p>Continue commitment to good customer service from all personnel.</p> <p>Initiate good parental trainings throughout the year especially dealing with resource availability for parents and requirements for a good high school experience.</p>

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District/Campus Commitments	<p>Facilities have the potential to foster greater academic achievement.</p> <p>Technological infrastructure is improving.</p> <p>Facilities maintenance is getting better.</p> <p>Operations management is overall effective.</p> <p>Breakfast and Transportation are provided to students</p>	<p>Up to date facilities</p> <p>Additional security personnel and secure buildings.</p> <p>Better network system</p> <p>Software to monitor student activities on computers</p> <p>Replace outdated software and broken equipment</p> <p>Technology maintenance and network security</p>	<p>Request maintenance for areas through the freshman campus, both inside and outside of buildings</p>

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Comprehensive Needs Assessment

Introduction

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Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
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- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



Site Based Committee Sign In

District: San Felipe Del Rio CISD- Del Rio High School

Date: 4/6/2021 held via Zoom

Role	Name	Signature
Parent	Melinda Brijalba	via Zoom
DRHS Principal	Dr. Jose Perez	via Zoom
Assistant Principal	Shane Johnston	via Zoom
Assistant Principal	Allison Mercier	via Zoom
Assistant Principal	Ramona Casillas	via Zoom
Assistant Principal	Cynthia Sahagun	via Zoom
Teacher Math	Gisselle Rodriguez	via Zoom
Teacher Science	Gordon Williams	via Zoom
Teacher CTE	Mario Jimenez	via Zoom
Teacher Social Studies	Britney Mercer	via Zoom
Teacher ELAR	Cadena Jordan	via Zoom
Teacher SPED	Vangie Cuellar	via Zoom
Paraprofessional	Cassandra Trevino	via Zoom
DRHS Principal	Dr. Jose Perez	via Zoom
CTE Counselor	Carolina Cardenas	via Zoom
District Parental	Dr. Diane Aguirre	via Zoom
CTE Coodinator	Christi Barrera	via Zoom
Bilingual/ESL Strategist	Sonia Pena	via Zoom
Parent	Esther Jimenez	via Zoom
Community Member	Raquel Torres	via Zoom
Business Representative	Blanca Ozuna	via Zoom

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

Comprehensive Needs Assessment Summary – 2021-2022, Del Rio High School

Utilized Data Sources: These will automatically populate from your CNA worksheets

EOC Scores	TELPAS Reports	TAPR Report Card
Failure Reports	T-TESS &	Teacher Information & Data
Texas Academic Performance Report	SFDR Professional Development	Parent Liason Monthly Meetings
NEIT Walkthrough Data	SFDR Campus Climate Survey	Parent/Teacher Conferences
Dual Credit & AP Enrollment	EOC Results	Texas Academic Performace Report
Canvas & DMAC Reports	Parent Orientation Meetings	Parent Acticity Evaluations & Feedback
Demographics Data	Community Service Agencies & Support Services	Technology Information
Technology Policies	Student Demographics	Resource Allocations

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<p>Collaborative planning through the planning protocol.</p> <p>Using the curriculum dashboard to enhance instruction.</p> <p>Administration feedback after walk-throughs and/or observations</p> <p>Sheltered Instruction team setup to monitor and provide interventions for ELL students.</p> <p>ELL Strategist was hired to provide training for teachers working with ELL students, and to monitor student progress.</p> <p>Content Mastery program was established to provide additional support for SPED students.</p>	<p>Early intervention programs for Special Education students, 504, ESL & At-Risk Studnets</p> <p>Identification of special population students at an early point in the school year to effectively their needs, develop invention plan early to improve student performance from 15% to 19% at the meets standard for the SPED population & 14% to 29% at the meets standard for the ELL population on the English II EOC.</p> <p>Work with technology to provide less restrictions of technolgy in enhance instruction.</p> <p>Improve the accountability for attendance, the mentoring program</p>	<p>Increase in EOC passing EOC scores Increase graduation rates</p> <p>Increase SPED & LEP EOC Performance</p> <p>attendance, the mentoring program</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality	<p>New teachers felt supported by campus personnel.</p> <p>High staff retention rate of staff at Del Rio High School.</p> <p>All staff are proficient with Canvas learning management system, Google Apps, Zoom App, & Skyward grading system</p> <p>All staff are proficient with instructional pedagogy, which includes student engagement, critical thinking, & formal/informal assessments</p> <p>Communication by school leadership to the faculty and staff</p>	<p>More activity & collaboration between mentor teachers and mentee teachers.</p> <p>Increased training for teachers in their content area.</p> <p>Monitor the special education distribution in the classes.</p> <p>Increased activity and support for new teachers.</p>	<p>Hire highly qualified teachers</p> <p>Support struggling teachers</p> <p>Monitor the special education distribution in the classes.</p> <p>Increase activity and support for new teachers through mentoring program.</p>
School Climate/ Safe & Healthy Schools	<p>Collaborative practices & sharing of best practices.</p> <p>Regularly scheduled leadership meetings for dissemination of data.</p> <p>Exams created by core Departments, & have data available on DMAC.</p> <p>Counselors and nurse collaborating together for the physical, socio/emotional well-being of the students.</p> <p>Implementation of the Secondary COVID Handbook.</p>	<p>After school tutorials virtual and face-to-face beginning the 3rd six weeks</p> <p>Accurate attendance posting by staff.</p> <p>Special Education & ELL monitoring & to meet with students on a regular basis to promote success</p> <p>Ongoing communication between parents and students.</p>	<p>After school tutorials either virtual or in person for students.</p> <p>Ensure teachers are posting attendance accurately.</p> <p>Ensure all students are in a safe environment</p> <p>Increase communication between parents and students.</p>
	<p>The improvement of the college, career, and military readiness standard is above the state standard.</p> <p>Offered ACT, SAT, & TSI exams several times throughout the year. DRHS used \$7,000 used for TSI tutorials.</p>	<p>The improvement of the the graduation rate of the ELL population from 72.6% to 90% and the Special Education population from 81.9% to 90%</p> <p>Provide opportunities including monitoring and counseling services for special populations.</p>	<p>Increase opportunities for students to take college courses & take courses to receive career certifications</p> <p>Provide monitoring and counseling to all students including special populations.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
College & Career Readiness/ Graduation/ Dropout Reduction	<p>Offer college night & scholarship information & opportunities for the students</p> <p>Offer dual credit classes through San Angelo State & Southwest Texas Junior College, and AP courses at the rigor of a college level and to pass the AP exams.</p> <p>Offer CTE Dual Credit courses with certifications meeting the industry standards, CTE offers 19 different pathways of study in 12 different career clusters, and CTE offers a level 1 certificate from SWTJC in 6 programs.</p> <p>Offering TSIA2 throughout the year to prepare students for college.</p>		<p>The improvement of the the graduation rate of the ELL population from 72.6% to 90% and the Special Education population from 81.9% to 90%</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Family and Community Involvement	<p>Willingness to listen to parents and provide good customer service.</p> <p>Commitment to educating parents via campus presentations, zoom, & other social media outlets.</p> <p>Commitment to reach out to Title I parents to address student educational needs.</p> <p>Providing mental health training for all staff.</p> <p>Schedule parent meetings with topics relevant to the parents in English & Spanish.</p>	<p>Use technology to communicate effectively with students, parents & community.</p> <p>Increase school & parent communication through school technology.</p> <p>Training for students and parents to access student information and grades.</p>	<p>Increase parent involvement. Keep families and the community informed.</p> <p>Provide parental trainings throughout the year. Deal with increased parental access to school requirements & to academics.</p>
District/Campus Commitments	<p>District is providing breakfast and lunch for all students</p> <p>Electronic devices & WiFi hotspots provided to all students in need</p> <p>Construction Renovations to the School</p> <p>Professional development training in Canvas</p>	<p>Reliable WiFi to support teacher and student electronic devices</p> <p>Addition of colored printers for departments, teacher workrooms, & library</p> <p>C&I to share resources for content areas and special populations</p>	<p>Provide internet capability via WiFi</p> <p>Work closely with C&I for resources</p>

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**DRHS Comprehensive Needs Assessment Summary
2021-2022**

Utilized Data Sources: These will automatically populate from your CNA worksheets

2021-2022 Benchmark DMAC	Teacher Input	2020-2021 Campus TAPR
STAAR Performance Report	Teacher Information	Climate Survey
Dual Credit & AP Enrollment	SFDR Professional Development	climate survey
Campus Created Informational Flyers	Attendance Data	0
Extensions	Canvas & DMAC Reports	Texas Academic Performance Report
	Teacher Based Discussion	Teacher Responses to Questions
	Parent/ Teacher Communication Logs	Devices

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<ol style="list-style-type: none"> 1. Collaborative planning through Planning Protocol 2. Saturday Scholars 3. After school tutorials and Credit Recovery 4. Canvas/Online Learning Platforms 5. Content Mastery 6. Tutors for ELL students 	<ol style="list-style-type: none"> 1. Planning Protocol for all EOC tested areas and common planning periods for same subject areas. 2. Balanced class sizes for teachers when creating the Master Class Schedule. 3. 1:1 Initiative, each student has their own device; COWS in the classrooms. 4. Prevent student tardiness by conducting hallway sweeps, implementing a 2 minute bell warning, and issuing consequences for multiple tardies. 5. Motivate and educate SPED students about programs and resources available to support them. 6. Have teachers receive timely and useful feedback from walk-throughs. 	<p>Strategies to Engage students for success</p> <p>Target specific groups</p>
Staff Quality	<ol style="list-style-type: none"> 1. New teachers have felt supported by department members and campus administration. 2. District Insentives have offered incentives (ie: gym membership, insurance, stipends, etc). 3. The district offers competitive wages. 4. DRHS has been successful in maintaining a high teacher retention rate. 5. DRHS has developed a strong cohesiveness culture amongst all departments. 	<ol style="list-style-type: none"> 1. DRHS needs class sizes and Spec-ED students distributed equally amongst classes. Qualified support staff needed for special population students. 2. More time on new teacher orientation (2 additional days added to GT training at beginning of school year) 3. Need for stronger student accountability, consistent discipline, and support from administration. 4. Need for Administrator Assignmentss to be consistent amongst academic departments. 	<p>Student Accountability</p> <p>Campus Collaboratives</p>

<p>School Climate/ Safe & Healthy Schools</p>	<ol style="list-style-type: none"> 1. Good communication between Administration, Department Leaders and Staff. 2. Calling Parents when students don't attend to school. 3. High morale among Departments. 4. Hallway monitoring between lunches. 5. Duties of Assistant Principals and Counselors are very well described. 	<ol style="list-style-type: none"> 1. Teachers need to be notified of consequences for student discipline referrals. 2. The need for more staff presence around the campus. 3. All student restrooms need to be open during the school day. 4. Provide incentives for students with good attendance. 5. Provide teachers with phone numbers of security or administration. Teachers will be able to use these numbers when assistance is needed. 	<p>Code of Conduct and Demerit System Implemented by all</p> <p>Procedures for Cell Phones during instruction</p>
<p>College & Career Readiness/ Graduation/ Dropout Reduction</p>	<ol style="list-style-type: none"> 1. The college and military readiness standards are above the state's standards. 2. The availability of SAT & ACT exams being offered several times throughout the year. 3. The availability of Blended Academy which allows students the opportunity to re-gain credits & reduces students dropping out. 4. The variety of CTE Dual Credit course with certifications meeting industry level standards. 5. The rigor of CTE Dual Credit courses for students. 	<ol style="list-style-type: none"> 1. Increasing the graduation rate of ELL's and Spec. Educ students by 5%. 2. Increase the equity for enrollment in advanced measured courses (AP & Dual Credit) amongst Hispanic & low income students. 3. Increase DRHS's CCMR from 41% to 77% 4. Decrease DRHS's dropout rate by 1% 5. Increase the passing rate of AP courses through planned instruction by utilizing College Board's AP level of rigor. 	<p>Create more new TSDATE class periods, allow for a great number of students to participate.</p> <p>Establish an environment where students want to be at school. Possibly create E-Sports/Gaming club for students who are possibly classes to attend. Make stipends available to teachers to run these programs and find grants to start these kind of programs.</p> <p>Invest in more technology for the students. Ensure class sets of devices for each class period to ensure students are constantly building computer literacy while learning curriculum.</p> <p>Condense teacher emails, highlight important areas with a weekly update of important statistics.</p> <p>Prioritize creating a community at our campus. Possibly partner with businesses to create monthly meetings for parents to get involved with pep rallies/ UIL activities/athletics and clubs. Increase school spirit while increasing parental involvement. Highlight the involvement with a greater social media presence that spotlights parents and students for doing more for their school and community.</p>

<p>Family and Community Involvement</p>	<ol style="list-style-type: none"> 1. Translation of flyers and documents from English to Spanish. 2. Scheduling of Parent Meetings in both English and Spanish. 3. Parental Aides provide good customer service. 4. Commitment to educate parents and the community through social media outlets, email, and phone calls. 	<ol style="list-style-type: none"> 1. Provide open houses or showcases later in the year/second semester. 2. Equip high traffic areas with digital signage promoting important events and achievements. 3. Teachers need to make three documented parent contacts each week. 4. Teachers submit pictures of work periodically to parents to demonstrate quality of student work. 5. Provide better communication to parents and training on accessing Skyward Gradebook System. 6. Have parents use CTE and DRHS computer labs to fill in digital forms at the beginning of the year and update contact information. 	<p>Campus Guidelines to increase parent contacts and communication</p> <p>Welcome Back Bash</p> <p>Showcases</p>
<p>District/Campus Commitments</p>	<ol style="list-style-type: none"> 1. School transportation services. 2. Interactive programs and extensions. 3. Access to Immediate feedback. 4. The availability of Tutoring program after school. 5. Free breakfast and Lunch provided to all students. 	<ol style="list-style-type: none"> 1. Improve the security blocks and wi-fi connections on district devices. 2. Have the 360 Insight removed from Desktops. 3. Have the parking lot gates replaced with automatic password protected gates. 4. Equip classroom printers and projectors with bluetooth connections. 5. Have all DRHS campus security cameras repaired or replaced. 	<p>Security Updates on Devices</p> <p>Monitor Usage of Extensions</p>

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Academic Achievement

When evaluating student academic achievement, an LEA or campus should keep in mind that one data source will not encompass the totality of student academic growth and progress. Moreover, LEAs and campuses should disaggregate student data according to ethnicity, gender, socio-economic status, special programs, and other categories in order to see how various populations measure. Further, data sources may provide different insight across the content-areas, giving districts and schools a foundation for prioritizing focus for the upcoming school year.

Probing Questions

These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their

- What are growing enrollment populations? What is the LEAs/campus mobility rate?
- How is this data different than previous years?
- What is the enrollment in [special program]?
- How does this data change over time as students exit from [special program]?
- What are the teacher/student ratios? How do these correlate with performance?
- How does testing data disaggregate across demographics (ethnicity, gender, socioeconomic status, special program, etc)?
- How does demographic academic data change across the content areas?
- Which students are reaching their goals? How does this compare across programs/content areas/campuses?
- Are there Comprehensive/Targeted Support campuses? What does the data suggest about their specific needs?
- How does the LEA/campus provide an enriched, accelerated, and well-rounded
- How does the LEA/campus increase the amount and quality of learning time?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- | | |
|---------------------------------------|--------------------------------|
| 1. STAAR/EOC results | 10. Computer Software Reports |
| 2. Texas Academic Performance Reports | 11. Individual Education Plans |
| 3. TELPAS Results | 12. Tutoring reports |
| 4. Curriculum-Based Assessments | 13. Graduation rate |
| 5. Formative Assessments | 14. SAT/ACT scores |
| 6. Student self-tracking/goal setting | 15. Dual credit |
| 7. Tutoring reports | 16. Surveys |
| 8. Portfolios | |
| 9. AP/IB data | |



Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

2021-2022 Benchmark DMAC	Teacher Input
2020-2021 Campus TAPR	

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
1. Collaborative planning through Planning Protocol
2. Saturday Scholars
3. After school tutorials and Credit Recovery
4. Canvas/Online Learning Platforms
5. Content Mastery
6. Tutors for ELL students

Summary of Needs
1. Planning Protocol for all EOC tested areas and common planning periods for same subject areas.
2. Balanced class sizes for teachers when creating the Master Class Schedule.
3. 1:1 Initiative, each student has their own device; COWS in the classrooms.
4. Prevent student tardiness by conducting hallway sweeps, implementing a 2 minute bell warning, and issuing consequences for multiple tardies.
5. Motivate and educate SPED students about programs and resources available to support them.
6. Have teachers receive timely and useful feedback from walk-throughs.
7. Students who are a "No Show" will promptly be removed from Skyward.



Staff Quality

Maintaining quality administrators, teachers, and paraprofessionals in an LEA and school is essential to academic success. The CNA process allows teachers to express to district personnel concerns that may factor into future teacher retention and recruitment. Further, LEAs and schools can monitor other sources of data to determine areas of need in terms of recruitment and retention of education professionals. Finally, LEAs and schools can utilize available data to improve professional development opportunities for staff in order to match the changing academic needs of students.

Probing Questions

These questions can serve as a point of discussion for the site-base committee. LEAs and campuses may want to utilize other questions in order to understand their

- What does the data reflect regarding teacher effectiveness, experience, and appropriate certification for teaching assignments?
- What is the rate of recruitment for the district? What is the district's retention rate?
- What recruitment strategies does the district utilize to attract quality teachers? Results?
- How do [special program] teachers interact with other staff on campus/throughout district?
- Does the district have a teacher mentor program? How does this reflect in campus data?
- What has been the impact of [district initiative] on staff development?
- How is the implementation of staff development monitored? What is the follow through?
- How can staff provide feedback on administrative support? What is the impact of staff feedback? Are these opportunities anonymous? How does this affect academic
- What support is given to campus and district leadership personnel?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

1. STAAR/EOC results
2. Texas Academic Performance Reports
3. Teacher retention
4. Teacher attendance
5. Professional development feedback (including implementation and monitoring)
6. Staff surveys
7. Teacher leader input
8. Principal evaluation results
9. Teacher evaluation results
10. Exit interviews
11. Principal/teacher self-evaluation



Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Teacher Information	Climate Survey
STAAR Performance Report	SFDR Professional Development

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
1. New teachers have felt supported by department members and campus administration.
2. District Incentives have offered incentives (ie: gym membership, insurance, stipends, etc).
3. The district offers competitive wages.
4. DRHS has been successful in maintaining a high teacher retention rate.
5. DRHS has developed a strong cohesiveness culture amongst all departments.

Summary of Needs
1. DRHS needs class sizes and Spec-ED students distributed equally amongst classes. Qualified support staff needed for special population students.
2. More time is needed on New Teacher Orientation. (2 additional days added to GT Training at the beginning of the school year).
3. Need for stronger student accountability, consistent discipline, and support from administration.
4. Need for Administrator Assignments to be consistent amongst academic departments.



School Climate/Safe & Healthy Schools

School climate encompasses the overall feeling and culture of the learning environment, from students feeling safe in the classroom, to ensuring specific security measures are followed by office staff. Positive and safe school environments allow students to grow in confidence, take risks, and learn from mistakes. When reviewing data, an LEA or school should take into account the various aspects of school climate and safety in order to holistically approach identified strengths and needs.

Probing Questions

- How do students describe the school climate? How does this compare to staff?
- What does the data regarding student behaviors/referrals reflect?
- Do our students feel safe? Does our staff feel safe?
- What do staff say about behavioral expectations? What do they say about how referrals are handled by administration?
- What does teacher observation data indicate about classroom management?
- How does classroom management reflect on student achievement data?
- What is the data regarding gangs, substance abuse, violence, weapons, and other safe-school areas?
- Who are the students involved in extracurricular activities? What are some barriers for underrepresented students in extracurricular involvement?
- What strategies are used to reduce unnecessary disciplinary classroom removals? How does the data reflect implementation of these strategies?
- Does the data reflect a disproportionate rate of disciplinary action towards specific demographics?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- | | |
|---------------------------------------|-------------------------------|
| 1. Teacher retention rate | 11. Walk-through observations |
| 2. Student perception data | 12. Campus cleanliness/upkeep |
| 3. Staff perception data | 13. Community involvement |
| 4. Parent/community perception data | 14. Discipline referral data |
| 5. Discipline data | |
| 6. Attendance data | |
| 7. PEIMS data | |
| 8. PBIS activities and impact data | |
| 9. Teacher attendance | |
| 10. Extra-curricular involvement data | |



Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

climate survey	
attendance data	

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
1. Good communication between Administration, Department Leaders and Staff.
2. Administration support for teachers on discipline problems or other parent concerns.
3. High morale among Departments.
4. Hallway monitoring between lunches.
5. Duties of Assistant Principals and Counselors are very well described.

Summary of Needs
1. Teachers need to be notified of consequences for student discipline referrals.
2. The need for more staff presence around the campus.
3. All student restrooms need to be open during the school day.
4. Provide incentives for students with good attendance.
5. Provide teachers with phone numbers of security or administration. Teachers will be able to use these numbers when assistance is needed.
6. Hallwaysweeps to reduce the amount of tardies.



District/Campus Commitments

Districts and campuses should evaluate the effectiveness and efficiency of the other operating costs that go into maintaining facilities that foster academic achievement. These costs include, but are not limited to, technological infrastructure, facilities maintenance, operations management, and transportation.

Probing Questions

- How is the district situated financially?
- Is the technological infrastructure of the district/campus up to date?
- How do campuses maintain inventory of instructional resources? Technology?
- What is the shape of the district's facilities? Are they up to date? How is the security of these facilities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- Is the district's operations management effective and efficient?
- What is the system of communication between campus administrators and maintenance/custodial staff?
- Is breakfast provided for all students? If so, is there an effective system in place to ensure that child-nutrition policies and procedures are being followed? What is the procedure for students who are tardy?
- Do we have enough transportation for students?
- What are the policies for intra- and inter- district transfers? How does this reflect on student mobility rates? How do campuses implement the policy?
- What are the district/campus strategies for providing services to foster students? Homeless? Students residing in neglected or delinquent facilities?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- | | |
|--------------------------------------|--|
| 1. Current/projected facility needs | 8. PEIMS data |
| 2. Technology infrastructure | 9. Enrollment data |
| 3. Transportation data | 10. School Service Worker contact data |
| 4. Census data | |
| 5. Educational materials inventory | |
| 6. Instructional materials inventory | |
| 7. Technology inventory | |



Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Devices	Extensions

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
1. School transportation services.
2. Interactive programs and extensions.
3. Access to Immediate feedback.
4. The availability of Tutoring program after school.
5. Free breakfast and Lunch provided to all students.

Summary of Needs
1. Improve the security blocks and wi-fi connections on district devices.
2. Have the 360 Insight removed from Desktops.
3. Have the parking lot gates replaced with automatic password protected gates.
4. Equip classroom printers and projectors with bluetooth connections.
5. Have all DRHS campus security cameras repaired or replaced.



College and Career/Graduation/Dropout Reduction

In order to give students the tools to be successful beyond high school, LEAs and schools must address barriers to secondary graduation and post-secondary achievement. Throughout the CNA process, stakeholders should take into account the rapidly changing workforce. Community and business members may provide specific insight into the changing economic demographics of the community, presenting a realistic backdrop by which an LEA or school can base future college and career readiness programs.

Probing Questions

- What does data suggest about the alignment of curriculum, instruction, and assessment?
- Does instruction challenge all students? What does the data suggest?
- How does curriculum, instruction, and assessment align with current workforce needs?
- What are valuable 21st century skills?
- How does instruction encourage a positive learning environment, critical thinking, problem solving, and innovation?
- Who is dropping out? What barriers may have prevented their graduation?
- What processes are in place to help students transition into post-secondary life?
- What career training does the school provide? Are there a variety of paths available to students for post-secondary success?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- | | |
|---------------------------------------|---------------------------------------|
| 1. STAAR/EOC results | 11. CTE enrollment |
| 2. Texas Academic Performance Reports | 12. Student surveys |
| 3. Writing samples | 13. Graduation rate |
| 4. Curriculum-Based Assessments | 14. SAT/ACT scores |
| 5. Formative Assessments | 15. Dual credit |
| 6. Student self-tracking/goal setting | 16. Community/business member surveys |
| 7. Discipline records | |
| 8. GT enrollment | |
| 9. AP/IB data | |
| 10. Extracurricular enrollment | |



Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Dual Credit & AP Enrollment	Canvas & DMAC Reports
Texas Academic Performance	

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
1. The college and military readiness standards are above the state's standards.
2. The availability of SAT & ACT exams being offered several times throughout the year.
3. The availability of Blended Academy which allows students the opportunity to re-gain credits & reduces students dropping out.
4. The variety of CTE Dual Credit course with certifications meeting industry level standards.
5. The rigor of CTE Dual Credit courses for students.

Summary of Needs
1. Increasing the graduation rate of ELL's and Spec. Educ students by 5%.
2. Increase the equity for enrollment in advanced measured courses (AP & Dual Credit) amongst Hispanic & low income students.
3. Increase DRHS's CCMR from 41% to 77%
4. Decrease DRHS's dropout rate by 1%
5. Increase the passing rate of AP courses through planned instruction by utilizing College Board's AP level of rigor.



Family and Community Engagement

Districts and schools know that students are more likely to stay in school and succeed in the classroom when there is meaningful communication between home and school. In order to improve family and community engagement, LEAs and schools should take into account the various family structures found within a community. Moreover, the site-based committee should consider how coordination with various organizations in the local community could help parents and families overcome barriers to academic success for their students.

PROBING QUESTIONS

- How are families and community members involved in meaningful activities that support student academic achievement?
- What activities welcome family and community input? Who are the parents and community members involved in these activities?
- How does the LEA or campus support underrepresented families in achieving academic success for their students? How often are these resources utilized?
- What is the district's policy on providing translation for those families that speak languages other than English?
- What community partnerships exist to support parent and family participation?

Suggested Data Sources

This list is not exhaustive and an LEA/campus may want to insert different data sources in order to identify their needs.

- | | |
|---|---|
| 1. Family and community perception survey | 7. Translated documents |
| 2. Number of parent conferences held | 8. PFE* meeting sign-in sheets |
| 3. Notes from parent conferences | 9. PFE* meeting agendas |
| 4. Number of activities/workshops held for parents and families | 10. Number of community partners |
| 5. Records of home visits/transportation support services | 11. Participation data from PFE* activities |
| 6. Parent/teacher communication logs | |

* PFE = Parent and Family Engagement



Data sources utilized:

List the data sources that will be utilized to identify strengths and weaknesses for academic achievement. This will auto-fill into your CNA summary report at the end of the template.

Teacher Based Discussion

Teacher Responses to Questions

Campus Created Informational Flyers

Parent/ Teacher Communication Logs

Identified Strengths/Needs

Insert strengths/needs identified through the data. This will auto-fill into the CNA summary sheet at the end of the template. Be sure to consider all demographics according to the state accountability system.

Summary of Strengths
1. Translation of flyers and documents from English to Spanish.
2. Scheduling of Parent Meetings in both English and Spanish.
3. Parental Aides provide good customer service.
4. Commitment to educate parents and the community through social media outlets, email, and phone calls.

Summary of Needs
1. Provide open houses or showcases later in the year/second semester.
2. Equip high traffic areas with digital signage promoting important events and achievements.
3. Teachers need to make three documented parent contacts each week.
4. Teachers submit pictures of work periodically to parents to demonstrate quality of student work.
5. Provide better communication to parents and training on accessing Skyward Gradebook System.
6. Have parents use CTE and DRHS computer labs to fill in digital forms at the beginning of the year and update contact information.



Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board

Site Based Committee Sign In

District: SFCRCISD

Date: 5/12/2022

Role	ruiz	Signature
Parent	Tracy Ramirez	<i>[Signature]</i>
Parent	Don McBlain	<i>[Signature]</i>
Parent	Heidi McBlain	<i>[Signature]</i>
Business Representative	Javier Martinez	<i>[Signature]</i>
Business Representative	Marcy Zertuche	<i>[Signature]</i>
Community Representative	Maria Navejar	<i>[Signature]</i>
Community Representative	Blanca Ozuna	<i>[Signature]</i>
Teacher	Ricardo Torres	<i>[Signature]</i>
Teacher	Linda Corbell	<i>[Signature]</i>
Teacher	Martin Sandate	
Teacher	Cacedra Jordan	<i>[Signature]</i>
Teacher	Kelly Ruiz	<i>[Signature]</i>
Teacher	Enrique Santillan	<i>[Signature]</i>
Teacher	Evangelina Cuellar	<i>[Signature]</i>
Teacher	Simon Benavides	
Teacher	Susan Cadena	<i>[Signature]</i>
Student	Christopher Chaney	<i>[Signature]</i>
Student	Carla Robles	<i>[Signature]</i>
Student	Sara Cadena	<i>[Signature]</i>
Para-Professional	Cassandra Trevino	<i>[Signature]</i>
Para-Professional	Claudia Ramirez	
District Personnel	Rufina Adams	<i>[Signature]</i>
District Personnel	Michelle Evans	<i>[Signature]</i>
Campus Administrator	Cindy Salas	<i>[Signature]</i>
Campus Administrator	Shane Johnston	<i>[Signature]</i>
Campus Administrator	Robert Norton	<i>[Signature]</i>
Campus Administrator	Cynthia Sahagun	<i>[Signature]</i>
Campus Administrator	Ramona Casillas	

830) 734-1905

Sydney Bonnell *[Signature]*
 Ane Markowski *[Signature]*
 Smith *[Signature]*

Martha Bagnardi - Please keep in touch
 for closet 830-469-9990
 Tracy Ramirez-830-719-0935

DRHS- Campus Needs Assessment 2022

<u>Academic Achievement</u>		<u>Staff Quality</u>		<u>School Climate/Safe & Healthy Schools</u>	
C. Jordan	Team Leader	S. Cadena	Team Leader	R. Torres	Team Leader
A. Guerra		H. Dunlap		M. Flores	
R. Flores III		C. Casbeer		M. Padilla	
Kayla Thomas		K. Madera		D. Sulaica	
B. Benavidez		M. Sandoval		E. Favela	
J. Bowman		J. Delgado		D. Hernandez	
L. Johansson		H. Dunlap		L. Gutierrez	
A. Torres		J. Wardlaw		C. Ochoa	
K. Billig		C. Escobar		E. Gloria	
B. Mercer		R. Rios		L. Tallier	
C. Miner		L. Germany		D. Hawkins	
N. Mendez		G. Rodriguez		D. Rodriguez	
R. Taylor		Vicky Perez		A. Cervera-Ortiz	
A. Cortez		E. Zaragoza		L. Guerrero	
J. Herrera		J. Guanajuato		A. Ramon	
T. Salinas		J. Wardlaw		P. Mortimer	
<u>College & Career/Graduation/Dropout Reduction</u>		<u>Parent and Community Engagement</u>		<u>District/Campus Commitments</u>	
Santillan/Bonnell	Team Leaders	K. Ruiz	Team Leader	L. Corbell/Sandate	Team Leader
B. Serrano		L. English ✓	<i>E. Osorio</i>	B. Gonzalez	
J L Perez		E. Osorio ✓	<i>L. Ping</i>	T. Reyes	
K. Rosas		B. Silva ✓		L. Viesca	
O. Cardenas		V. Cuellar ✓	<i>J. Soto</i>	L. Lissner	
A. Abrego		L. Esparza ✓	<i>B. David</i>	Adrian Martinez	
C. Mireles		R. Frausto ✓	<i>J. Davila</i>	M. Soto	
G. Williams		S. Wardlaw ✓	<i>J. Davila</i>	T. Arons	
E. Medina		L. Nielson ✓	<i>J. F. Ramirez</i>	J. Longoria	
L. Cardenas		B. Dixon ✓	<i>Janice Hardin</i>	A. Conrad	
P. Moore		K. Lopez ✓	<i>S. Ramon</i>	L. Hernandez	
J. Nieto		J. Hardin ✓	<i>C. Valenzuela</i>	Amy Rodriguez	
J. Barrera		M. Saucer ✓	<i>B. Torres</i>	R. Treviño	
L. Garanzuay		Arnulfo Rodriguez ✓		Velma Perez	
M. Jimenez		B. Alarcon ✓		W. Rivas	
M. Sigley		M. Guerra ✓			

S. Ramon

J. Lira
R. AKINS

DRHS- Campus Needs Assessment 2022

Academic Achievement	Staff Quality	School Climate/Safe & Healthy Schools
<p>C. Jordan Team Leader</p> <p>A. Guerra R. Flores III Kayla Thomas B. Benavidez J. Bowman L. Johansson A. Torres K. Billig B. Mercer C. Miner N. Mendez R. Taylor A. Cortez J. Herrera T. Salinas</p>	<p>S. Cadena Team Leader</p> <p>H. Dunlap C. Casbeer K. Madera M. Sandoval J. Delgado H. Dunlap J. Wardlaw C. Escobar R. Rios L. Germany G. Rodriguez Vicky Perez E. Zaragoza J. Guanajuato J. Wardlaw</p>	<p>R. Torres Team Leader</p> <p>M. Flores M. Padilla D. Sulaica E. Favela D. Hernandez L. Gutierrez C. Ochoa E. Gloria L. Tallier D. Hawkins D. Rodriguez A. Cervera-Ortiz L. Guerrero A. Ramon P. Mortimer</p>
College & Career/Graduation/Dropout Reduction	Parent and Community Engagement	District/Campus Commitments
<p>Santillan/Bonnell <i>SB</i> Team Leaders</p> <p>B. Serrano <i>B. Serrano</i> J L Perez K. Rosas <i>K. Rosas</i> O. Cardenas <i>O. Cardenas</i> A. Abrego <i>A. Abrego</i> C. Mireles <i>C. Mireles</i> G. Williams <i>G. Williams</i> E. Medina <i>E. Medina</i> L. Cardenas <i>L. Cardenas</i> P. Moore <i>P. Moore</i> J. Nieto <i>J. Nieto</i> J. Barrera <i>J. Barrera</i> L. Garanzuay <i>L. Garanzuay</i> M. Jimenez <i>M. Jimenez</i> M. Sigley <i>M. Sigley</i> <i>Michael Jimenez</i></p>	<p>K. Ruiz Team Leader</p> <p>L. English E. Osorio B. Silva V. Cuellar L. Esparza R. Frausto S. Wardlaw L. Nielson B. Dixon K. Lopez J. Hardin M. Saucer Arnulfo Rodriguez B. Alarcon M. Guerra</p>	<p>L. Corbell/Sandate Team Leader</p> <p>B. Gonzalez T. Reyes L. Viesca L. Lissner Adrian Martinez M. Soto T. Arons J. Longoria A. Conrad L. Hernandez Amy Rodriguez R. Trevino Velma Perez W. Rivas</p>

Javier M. Lender *Jenna Chester* *Jenna Chester*
MARIO ESQUIVEL

DRHS- Campus Needs Assessment 2022

<u>Academic Achievement</u>	<u>Staff Quality</u>	<u>School Climate/Safe & Healthy Schools</u>
<p>C. Jordan Team Leader</p> <p>A. Guerra R. Flores III Kayla Thomas B. Benavidez J. Bowman L. Johansson A. Torres K. Billig B. Mercer C. Miner N. Mendez R. Taylor A. Cortez J. Herrera T. Salinas</p>	<p>S. Cadena Team Leader</p> <p>H. Dunlap C. Casbeer K. Madera M. Sandoval J. Delgado H. Dunlap J. Wardlaw C. Escobar R. Rios L. Germany G. Rodriguez Vicky Perez E. Zaragoza J. Guanajuato J. Wardlaw</p>	<p>R. Torres Team Leader</p> <p>M. Flores M. Padilla D. Sulaica E. Favela D. Hernandez L. Gutierrez C. Ochoa E. Gloria L. Tallier D. Hawkins D. Rodriguez A. Cervera-Ortiz L. Guerrero A. Ramon P. Mortimer Oscar Martinez</p>
<u>College & Career/Graduation/Dropout Reduction</u>	<u>Parent and Community Engagement</u>	<u>District/Campus Commitments</u>
<p>Santillan/Bonnell Team Leaders</p> <p>B. Serrano J L Perez K. Rosas O. Cardenas A. Abrego C. Mireles G. Williams E. Medina L. Cardenas P. Moore J. Nieto J. Barrera L. Garanzuay M. Jimenez M. Sigley</p>	<p>K. Ruiz Team Leader</p> <p>L. English E. Osorio B. Silva V. Cuellar L. Esparza R. Frausto S. Wardlaw L. Nielson B. Dixon K. Lopez J. Hardin M. Saucer Arnulfo Rodriguez B. Alarcon M. Guerra</p>	<p>L. Corbell/Sandate Team Leader</p> <p>B. Gonzalez T. Reyes L. Viesca L. Lissner Adrian Martinez M. Soto T. Arons J. Longoria A. Conrad L. Hernandez Amy Rodriguez R. Trevino Velma Perez W. Rivas</p>

DRHS- Campus Needs Assessment 2022

Academic Achievement	Staff Quality	School Climate/Safe & Healthy Schools
<p>C. Jordan Team Leader</p> <p>A. Guerra</p> <p>R. Flores III</p> <p>Kayla Thomas</p> <p>B. Benavidez</p> <p>J. Bowman</p> <p>L. Johansson</p> <p>A. Torres</p> <p>K. Billig</p> <p>B. Mercer</p> <p>C. Miner</p> <p>N. Mendez</p> <p>R. Taylor</p> <p>A. Cortez</p> <p>J. Herrera</p> <p>T. Salinas</p>	<p>S. Cadena Team Leader</p> <p>H. Dunlap</p> <p>C. Casbeer</p> <p>K. Madera</p> <p>M. Sandoval</p> <p>J. Delgado</p> <p>H. Dunlap</p> <p>J. Wardlaw</p> <p>C. Escobar</p> <p>R. Rios</p> <p>L. Germany</p> <p>G. Rodriguez</p> <p>Vicky Perez</p> <p>E. Zaragoza</p> <p>J. Guanajuato</p> <p>J. Wardlaw</p> <p>L. DAVIS</p> <p>A. Morales</p> <p><i>Handwritten notes:</i> <i>H. Dunlap</i> <i>Chem. Casbeer</i> <i>Madera</i> <i>M. Sandoval</i> <i>J. Delgado</i> <i>C. Escobar</i> <i>R. Rios</i> <i>L. Germany</i> <i>G. Rodriguez</i> <i>V. Perez</i> <i>J. Wardlaw</i> <i>L. DAVIS</i> <i>A. Morales</i></p>	<p>R. Torres Team Leader</p> <p>M. Flores</p> <p>M. Padilla</p> <p>D. Sulaica</p> <p>E. Favela</p> <p>D. Hernandez</p> <p>L. Gutierrez</p> <p>C. Ochoa</p> <p>E. Gloria</p> <p>L. Tallier</p> <p>D. Hawkins</p> <p>D. Rodriguez</p> <p>A. Cervera-Ortiz</p> <p>L. Guerrero</p> <p>A. Ramon</p> <p>P. Mortimer</p>
College & Career/Graduation/Dropout Reduction	Parent and Community Engagement	District/Campus Commitments
<p>Santillan/Bonnell Team Leaders</p> <p>B. Serrano</p> <p>J. L. Perez</p> <p>K. Rosas</p> <p>O. Cardenas</p> <p>A. Abrego</p> <p>C. Mireles</p> <p>G. Williams</p> <p>E. Medina</p> <p>L. Cardenas</p> <p>P. Moore</p> <p>J. Nieto</p> <p>J. Barrera</p> <p>L. Garanzuay</p> <p>M. Jimenez</p> <p>M. Sigley</p>	<p>K. Ruiz Team Leader</p> <p>L. English</p> <p>E. Osorio</p> <p>B. Silva</p> <p>V. Cuellar</p> <p>L. Esparza</p> <p>R. Frausto</p> <p>S. Wardlaw</p> <p>L. Nielson</p> <p>B. Dixon</p> <p>K. Lopez</p> <p>J. Hardin</p> <p>M. Saucer</p> <p>Arnulfo Rodriguez</p> <p>B. Alarcon</p> <p>M. Guerra</p>	<p>L. Corbell/Sandate Team Leader</p> <p>B. Gonzalez</p> <p>T. Reyes</p> <p>L. Viesca</p> <p>L. Lissner</p> <p>Adrian Martinez</p> <p>M. Soto</p> <p>T. Arons</p> <p>J. Longoria</p> <p>A. Conrad</p> <p>L. Hernandez</p> <p>Amy Rodriguez</p> <p>R. Trevino</p> <p>Velma Perez</p> <p>W. Rivas</p>

DRHS- Campus Needs Assessment 2022

Academic Achievement	Staff Quality	School Climate/Safe & Healthy Schools
<p>C. Jordan Team Leader</p> <p>A. Guerra</p> <p>R. Flores III</p> <p>Kayla Thomas</p> <p>B. Benavidez</p> <p>J. Bowman</p> <p>L. Johansson</p> <p>A. Torres</p> <p>K. Billig</p> <p>B. Mercer</p> <p>C. Miner</p> <p>N. Mendez</p> <p>R. Taylor</p> <p>A. Cortez</p> <p>J. Herrera</p> <p>T. Salinas</p> <p>Mayra P. Moron</p> <p><i>R. Flores III</i></p> <p><i>Bon Benavidez</i></p> <p><i>J. Bowman</i></p> <p><i>L. Johansson</i></p> <p><i>A. Torres</i></p> <p><i>K. Billig</i></p> <p><i>B. Mercer</i></p> <p><i>C. Miner</i></p> <p><i>T. Salinas</i></p> <p><i>Mayra P. Moron</i></p>	<p>S. Cadena Team Leader</p> <p>H. Dunlap</p> <p>C. Casbeer</p> <p>K. Madera</p> <p>M. Sandoval</p> <p>J. Delgado</p> <p>H. Dunlap</p> <p>J. Wardlaw</p> <p>C. Escobar</p> <p>R. Rios</p> <p>L. Germany</p> <p>G. Rodriguez</p> <p>Vicky Perez</p> <p>E. Zaragoza</p> <p>J. Guanajuato</p> <p>J. Wardlaw</p>	<p>R. Torres Team Leader</p> <p>M. Flores</p> <p>M. Padilla</p> <p>D. Sulaica</p> <p>E. Favela</p> <p>D. Hernandez</p> <p>L. Gutierrez</p> <p>C. Ochoa</p> <p>E. Gloria</p> <p>L. Tallier</p> <p>D. Hawkins</p> <p>D. Rodriguez</p> <p>A. Cervera-Ortiz</p> <p>L. Guerrero</p> <p>A. Ramon</p> <p>P. Mortimer</p>
College & Career/Graduation/Dropout Reduction	Parent and Community Engagement	District/Campus Commitments
<p>Santillan/Bonnell Team Leaders</p> <p>B. Serrano</p> <p>J L Perez</p> <p>K. Rosas</p> <p>O. Cardenas</p> <p>A. Abrego</p> <p>C. Mireles</p> <p>G. Williams</p> <p>E. Medina</p> <p>L. Cardenas</p> <p>P. Moore</p> <p>J. Nieto</p> <p>J. Barrera</p> <p>L. Garanzuay</p> <p>M. Jimenez</p> <p>M. Sigley</p>	<p>K. Ruiz Team Leader</p> <p>L. English</p> <p>E. Osorio</p> <p>B. Silva</p> <p>V. Cuellar</p> <p>L. Esparza</p> <p>R. Frausto</p> <p>S. Wardlaw</p> <p>L. Nielson</p> <p>B. Dixon</p> <p>K. Lopez</p> <p>J. Hardin</p> <p>M. Saucer</p> <p>Arnulfo Rodriguez</p> <p>B. Alarcon</p> <p>M. Guerra</p>	<p>L. Corbell/Sandate Team Leader</p> <p>B. Gonzalez</p> <p>T. Reyes</p> <p>L. Viesca</p> <p>L. Lissner</p> <p>Adrian Martinez</p> <p>M. Soto</p> <p>T. Arons</p> <p>J. Longoria</p> <p>A. Conrad</p> <p>L. Hernandez</p> <p>Amy Rodriguez</p> <p>R. Trevino</p> <p>Velma Perez</p> <p>W. Rivas</p>

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. By May 2022, in Algebra 1 EOC: All the participants, including special education; will show an increase of 7% in the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development to support the skill building of blended learning aligned to instructional materials in all core areas in special education and (ESL) sheltered instruction classrooms. (TI) (Title I SW: 1,2,3) (Title I SW Elements: 2.2,2.4,2.5,2.6) (Title I TA: 1,5,6) (Target Group: EB,SPED,AtRisk) (Strategic Priorities: 4) (CSFs: 1,2,7)	Cluster/Department Leaders, Curriculum Coordinators, Teachers	August 2021-May 2022	(F)IDEA Special Education, (F)Title IIA Principal and Teacher Improvement	Criteria: Six weeks exams 06/02/22 - Some Progress (S) 04/07/22 - Some Progress 12/05/21 - Some Progress 11/16/21 - Some Progress
2. Teachers and instructional aides will integrate instructional strategies and routines that maximize connection and personalization, support a variety of learning needs (e.g., supports for students who are EL and receive special education services), and actively engage students in rigorous grade-level learning (TI). (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.2,2.6) (Title I TA: 5) (Target Group: All,EB,SPED) (Strategic Priorities: 2,3,4) (CSFs: 1,2,3,4,7)	Campus Administrators, Curriculum Coordinators, Instructional Aides, Special Ed Teacher, Strategists, Teachers	August 2021-May 2022	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL	06/02/22 - On Track (S) 04/07/22 - Significant Progress 12/05/21 - Some Progress 12/05/21 - Some Progress 12/05/21 - Some Progress 12/05/21 - Some Progress
3. Increase the quality of classroom instruction by setting high expectations, define and disseminate clear plans, and utilize the dashboard to archive documents for instructional staff. (TI) (Title I SW: 3,4) (Title I SW Elements: 1.1,2.2,2.4,2.5) (Title I TA: 1) (Target Group: All,EB,SPED,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Classroom walk through data 06/02/22 - On Track (S) 04/07/22 - On Track 12/05/21 - Some Progress
4. Assess student progress regularly through multiple remote means, including formative assessments and during bell to bell instruction.(TI) (Title I SW Elements: 1.1) (Title I TA: 2,4) (Target Group: All,EB,SPED) (Strategic Priorities: 2,4)	Cluster/Department Leaders, Special Ed Teacher, Strategists	August 2021-May 2022	(F)Title I	Criteria: local six weeks assessments grades 06/02/22 - On Track (S) 06/02/22 - On Track 06/02/22 - On Track 04/12/22 - On Track 12/05/21 - Some Progress

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. By May 2022, in Algebra 1 EOC: All the participants, including special education; will show an increase of 7% in the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Recruit highly effective teachers while providing instructional support to all mentees and building capacity of mentors. (TI) (Title I TA: 5) (Target Group: ECD,GT,CTE,10th,11th,12th) (Strategic Priorities: 1,4)	Campus Administrators, Directors	August 2021-May 2022	(S)Local Funds	Criteria: Staffing patterns 06/02/22 - On Track (S) 04/12/22 - On Track
6. Campus administrators will conduct at least 10 fifteen minute walkthroughs every two weeks while providing coaching teachers in Domain II and III of T-TESS (TI). (Title I SW: 1,2,3,4,5,9,10) (Title I TA: 6) (Target Group: ESL,EB,SPED,GT,CTE,10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators	August 2021-May 2022	(S)Local Funds	Criteria: TTESS reports on DMAC 06/02/22 - On Track (S) 06/02/22 - On Track 06/02/22 - On Track 04/12/22 - On Track 12/05/21 - On Track
7. Plan and organize intervention and differentiation strategies to assist struggling students specifically those that meet HB 4545 requirements (Renaissance Learning, BrainPop)(TI). (Title I SW: 6,9) (Title I SW Elements: 2.4,2.6) (Title I TA: 4) (Target Group: All,H,ECD,ESL,EB,SPED) (Strategic Priorities: 2) (CSFs: 1,2,3,5)	Cluster/Department Leaders, Instructional Aides, Parental Aides, Parents, Strategists, Teachers	August 2021-May 2022	(F)Federal Grant, (F)Title I, (S)State Compensatory - \$32,225.43	Criteria: Grades 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - Some Progress
8. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2021-June 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/02/22 - On Track (S) 04/07/22 - On Track 12/06/21 - On Track

DEL RIO HS

- Goal 1.** The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 2.** By May 2022, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop high-performing teachers to promote blended learning in the classroom at DRHS. (Title I SW: 2) (Title I SW Elements: 1.1,2.2) (Title I TA: 5,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1) (CSFs: 1,7)	Campus Administrators	August 2021-May 2022	(F)Title IIA Principal and Teacher Improvement	Criteria: GSPD 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/05/21 - Some Progress
2. Create and disseminate instructional plans that clearly articulates Learning Targets and E.L.P.S. for each prep daily. (TI) (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Administrators	August 2021-May 2022	(S)Local Funds	Criteria: Grades 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - Some Progress
3. Adopt assessments that allow for mastery-based progression. (Title I SW Elements: 1.1,2.2) (Title I TA: 2,4) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,3,4) (CSFs: 1,2,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I	Criteria: Grades Six weeks exams benchmark EOC 06/02/22 - On Track (S) 06/02/22 - On Track 04/12/22 - On Track 12/05/21 - On Track
4. Create opportunities to examine student data on common assessments. (TI) (Title I SW: 1,2) (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: EB,SPED,10th,11th,12th) (Strategic Priorities: 1,2,3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades EOC Six weeks Exams 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track
5. Train new staff, students, and families on the use of Skyward or DMAC for accessing instructional data. (TI) (Title I SW Elements: 1.1,2.1) (Title I TA: 7) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 1,3) (CSFs: 1,2,5,7)	Campus Administrators, Parental Aides, Strategists, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track
6. Regularly review and coach teachers to use technology effectively while increasing student	Campus Administrators, Cluster/Department Leaders,	August 2021-May 2022	(S)Local Funds	Criteria: Grades Graduation rate

DEL RIO H S

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 2. By May 2022, 90% of 10th grade students taking the IPC and Chemistry will earn credit.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
engagement (TI) (Title I SW Elements: 1.1,2.1,2.6) (Title I TA: 1,3) (Target Group: ESL,SPED,10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,2)	Strategists, Teachers			06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track 12/05/21 - Some Progress
7. Teachers and instructional aides connect with students regularly through one-on-one conferences to develop relationships, support students with individual needs, and offer relevant, timely feedback. (TI) (Title I SW: 1,2,10) (Title I SW Elements: 1.1,2.1,2.2) (Title I TA: 1,2) (Target Group: EB,SPED) (Strategic Priorities: 1,2,3) (CSFs: 1,2,4)	Cluster/Department Leaders, Special Ed Teacher, Strategists, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades Graduation rates CCMR 06/02/22 - On Track 04/12/22 - Some Progress 12/10/21 - Some Progress 12/05/21 - Pending 12/05/21 - Pending

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 3. By May 2022 in English 1 and 2 EOC: All the participants, including special education; will show an increase of 7% in the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Design lesson plans based on data and include strategies to address misconceptions (TI). (Title I SW: 1,2,4) (Title I SW Elements: 1.1,2.1) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades EOC 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - Some Progress
2. Enable teachers to regularly reflect and set goals based on their students' progress and mastery. Create systems to allow students to track and reflect on their progress while moving towards student ownership (TI). (Title I SW Elements: 1.1,2.1) (Title I TA: 2,7) (Target Group: ESL,SPED,GT,10th,11th) (Strategic Priorities: 1,2,3) (CSFs: 1,2,5,7)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades Six weeks assessments EOC 06/02/22 - On Track (S) 04/12/22 - Some Progress 12/05/21 - Some Progress
3. Develop a scheduling system that streamlines tracking, reviewing, and planning of interventions, ensuring all English teachers and campus stakeholders are aligned and properly collaborating. (Title I TA: 2) (Target Group: ESL,SPED,AtRisk,10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators, Special Ed Teacher, Strategists, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades Summative - EOC assessments 06/02/22 - On Track (S) 04/12/22 - Some Progress

DEL RIO H S

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 4. By May 2022, in US History EOC: All 11th grade students enrolled in US History will show an increase of 7% in the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate, adapt, and organize accessible, high-quality TEKS-aligned instruction for all who are receiving special education services via content mastery. (Title I SW: 1,2) (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2021-May 2022	(F)IDEA Special Education, (F)Title I	Criteria: Grades six weeks assessments 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track 12/05/21 - No Progress 12/05/21 - On Track
2. Progress monitor through assessments, adapt instruction, and focus on students that need additional support such as EL and students serviced by SE (TI). (Title I SW: 1,2) (Title I TA: 5) (Target Group: EB,SPED,10th,11th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Grades EOC 06/02/22 - Significant Progress (S) 04/12/22 - Some Progress 12/05/21 - Some Progress 12/05/21 - Some Progress
3. Teachers shall conduct formal conferences to report on student progress with families and students in their preferred home language on a quarterly basis. (Title I TA: 2,4,7) (Target Group: EB,9th,10th,11th) (Strategic Priorities: 4)	Bilingual Department, Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2021-May 2022	(O)Local Districts	Criteria: Parent contact logs 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/05/21 - Some Progress 12/05/21 - Some Progress

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 5. By May 2022, special education students participating in EOC testing will show an overall increase of a 5% passing rate at the Approaches level.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Set up a co-teach model where teachers co-facilitate classes, internalize the same grade level content, and support the same groups of students, to increase student achievement for students serviced in special education. (TI) (Title I SW: 2,4) (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Title I TA: 1,2,6) (Target Group: SPED,10th,11th) (Strategic Priorities: 1,2,3)</p>	<p>Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)IDEA Special Education, (F)Title I</p>	<p>Criteria: Grades Instructional playbook</p> <p>06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track</p>
<p>2. Utilize the TTESS system to personalize professional development in providing coaching opportunities in providing the most effective teaching strategies for at-risk students. (Title I SW: 4) (Title I SW Elements: 2.5) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2)</p>	<p>Campus Administrators, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Criteria: TTESS (GSPS) EOC data Grades</p> <p>06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/05/21 - Some Progress</p>
<p>3. Include additional opportunities throughout the day to connect, coach, and provide timely and relevant feedback to students. (TI) (Title I SW: 1,2) (Title I SW Elements: 2.4,2.5) (Title I TA: 3) (Target Group: EB,SPED) (Strategic Priorities: 4) (CSFs: 1,2,4,7)</p>	<p>Campus Administrators, Instructional Coaches, Special Ed Teacher, Strategists, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title I</p>	<p>Criteria: Teacher schedules Grades</p> <p>06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track</p>

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 6. By May 2022, 93% of the twelfth grade students will graduate college, career, and military ready.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Educate all stakeholders in CCMR requirements while executing clear expectations for remediation before/after school and Saturdays (e.g., tutors). (TI) (Title I SW: 2,3) (Title I SW Elements: 2.4,2.5) (Title I TA: 1,3,4) (Target Group: ESL,SPED,AtRisk,10th,11th,12th) (Strategic Priorities: 1,2,4) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides, Teachers	August 2021-May 2022	(F)Title I	Criteria: Grades Six week assessments Student writing samples 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track
2. Develop plan to consistently evaluate student progress in College Prep classes while providing support to teachers (e.g., tutors). (Title I SW: 2,3) (Title I SW Elements: 2.2) (Title I TA: 1,2,8) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,4)	Campus Administrators	August 2021-May 2022	(S)Local Funds	Criteria: Grades EArned credits towards graduation 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track
3. Assess student progress through response to intervention sessions and utilize curriculum-integrated tools (road maps, instructional strategies, and assessments) to understand mastery and inform instructional planning. (TI) (Title I TA: 2,5) (Target Group: ESL,SPED,AtRisk) (Strategic Priorities: 2,4) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Meeting logs Grades student work samples 06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - Some Progress
4. Counselors will monitor their students and collaborate with admin in creating additional Credit Recovery Classes as needed. (Title I SW Elements: 2.4,2.5) (Title I TA: 8) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,2)	Campus Administrators, Counselors, Directors, Teachers	August 2021-May 2022	(F)Federal Grant, (F)Title I	06/02/22 - On Track (S) 04/12/22 - On Track 12/05/21 - On Track

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 7. By May 2022, the targeted graduation rate will be 93% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Integrate instructional strategies and routines (makeup hours and upgrade) that support a variety of learning needs (e.g., supports for students who are struggling to pass classes) while increasing student engagement. (Title I SW: 1,2,3,9) (Title I TA: 1,2,5) (Target Group: AtRisk) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Teachers	August 2021-May 2022	(F)Federal Grant, (F)Title I	Criteria: Earned credits Six weeks grades 06/02/22 - On Track (S) 04/12/22 - On Track 12/06/21 - On Track
2. Utilize Response to Intervention strategies and develop/implement plan for students that meet HB 4545 requirements. (Title I SW: 1,2) (Title I TA: 1,2) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2021-May 2022	(S)Local Funds	06/02/22 - On Track (S) 06/02/22 - On Track 04/12/22 - On Track 12/06/21 - Some Progress
3. Observe and assess teacher delivery in providing quality lessons while providing feedback. (Title I SW: 8,9,10) (Title I TA: 3,6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1,4) (CSFs: 1,2,6,7)	Campus Administrators, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: TTESS walkthroughs 06/02/22 - On Track (S) 04/12/22 - On Track 12/06/21 - Some Progress
4. Continue to monitor counselors as they meet with students daily to provide academic support (specifically for CCMR). (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3,4)	Campus Administrators, Counselors	October 2021 - June 2022	(O)Local Districts	Criteria: Increase graduation rate by 3% 06/02/22 - On Track (S) 04/12/22 - On Track 12/06/21 - On Track

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 8. By May 2022 on the culture and climate survey, a 5% increase in percentages of the teachers agree in the following areas: 1. they work in a safe environment; 2. they have the equipment, tools, and supplies needed to do their job; and 3. they are given appropriate assistance to resolve disciplinary problems in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gather holistic information on students to understand their social emotional needs in addition to their academic needs to provide anti-drug, anti-bullying, cyber-bullying assistance via counseling (BCFS, TCHATT, e.g.). (Title I TA: 1,8) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2021-May 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Counselor logs Grades Attendance 06/02/22 - Significant Progress (S) 04/12/22 - Some Progress
2. All teachers will establish a common set of Classroom Expectations to promote positive and safe behavior. (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 3,4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Walk through seating charts signage 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/06/21 - Some Progress
3. Maintain a clean and orderly environment by creating a high level of respect for campus culture, diversity, which includes school clubs, department functions, organizations and classes. (Target Group: All) (CSFs: 6)	Campus Administrators, Counselors, Librarian, Parental Aides, Teachers	August 2021-May 2022	(F)Title IV SSAEP, (S)Local Funds	06/02/22 - On Track (S) 04/12/22 - On Track 12/06/21 - On Track
4. Connect with students using the Del Rio Cares lessons during homeroom to build relationships, reflect on learning goals, and identify holistic needs. Provide monthly sessions in the library during lunches to address social and emotional needs. (Title I SW: 1,2) (Title I TA: 8) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Classroom Walk through 06/02/22 - On Track (S) 04/12/22 - On Track 12/06/21 - On Track

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 9. By May 2022, 70% of ELL students will show an increase to the next composite proficiency level on TELPAS and a 10% increase of reclassification rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide EL tools for success in the classroom. (Glossaries/dictionaries, journals, word walls, anchor charts, voice recorders, etc.). (TI) (Title I SW: 1,2) (Title I TA: 1,4,8) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1,4)</p>	<p>Bilingual Department, Campus Administrators, Strategists, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: Grades Assessment data Graduation rates CCMR EOC</p> <p>06/02/22 - On Track (S) 04/12/22 - On Track 12/06/21 - On Track</p>
<p>2. Provide training to all sheltered instructional staff on implementing effective ESL strategies. (TI) (Title I SW: 1,4,5) (Title I TA: 1,6) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)</p>	<p>Bilingual Department, Campus Administrators, Strategists, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Criteria: Grades Walk through Certification</p> <p>06/02/22 - Some Progress (S) 06/02/22 - Some Progress 04/12/22 - Some Progress 12/06/21 - Some Progress</p>
<p>3. Use a Sheltered Instructional team to focus on total student participation, incorporate academic vocabulary, promote literacy, and language development. (TI) (Title I TA: 3,5) (Target Group: EB,10th,11th,12th) (Strategic Priorities: 4)</p>	<p>Campus Administrators, Strategists, Teachers</p>	<p>August 2021-May 2022</p>	<p>(S)Local Funds</p>	<p>Criteria: Walk through Grades EOC</p> <p>06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/06/21 - No Progress</p>
<p>4. Embed time in the instructional day to utilize the campus based strategist to supplement classroom instruction specific to Listening, Speaking, Reading, and Writing. (TI) (Title I TA: 5) (Target Group: ESL,10th,11th,12th) (Strategic Priorities: 4)</p>	<p>Campus Administrators, Strategists, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: Strategist schedule Student rosters Grades EOC data</p> <p>06/02/22 - On Track (S) 04/12/22 - On Track 12/06/21 - On Track</p>
<p>5. Identify and adopt a plan that involves a teacher to promote language development (beginners/newcomers) to achieve proficiency in English. The teacher will use language rich</p>	<p>Campus Administrators, Counselors, Strategists, Teachers</p>	<p>August 2021-May 2022</p>	<p>(F)Title III Bilingual / ESL, (S)Local Funds</p>	<p>Criteria: Master Schedule Grades Earned credits</p>

DEL RIO H S

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 9. By May 2022, 70% of ELL students will show an increase to the next composite proficiency level on TELPAS and a 10% increase of reclassification rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
strategies such as accountable conversion, randomization, wait time, and vocabulary skills. (TI) (Title I TA: 5) (Target Group: ESL, 10th, 11th, 12th) (Strategic Priorities: 2,4)				06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/06/21 - Some Progress

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 10. By May 2022, 80% of the staff will increase their digital proficiency and integration of technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus library will provide teachers with current instructional resources, media, and technology that will include online encyclopedia, books, laptops, and online subscriptions. (Title I TA: 1,3) (Target Group: 10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1)	Librarian, Teachers	August 2021-May 2022	(F)Federal Grant, (S)Technology Grant	Criteria: Grades Teacher input 06/02/22 - Significant Progress (S) 04/12/22 - Some Progress
2. Train families (in their preferred home language) and students on how to utilize the varied of technology resources provided by our district. (Title I TA: 1,7) (Target Group: 10th,11th,12th) (Strategic Priorities: 2,4)	Campus Administrators, Teachers	August 2021- May 2022	(F)Title I	Criteria: Training schedule Grades 06/02/22 - Significant Progress (S) 04/12/22 - Some Progress

DEL RIO H S

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 11. By May 2022, 90% of our Gifted and Talented students will achieve meets or masters levels on all the EOC tests and a 3 or better on AP exams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All new staff members will participate in the 5-Day Training to become GT Certified. Gifted and Talented Refresher Course will be monitored annually for completion. (Title I SW: 1,2,3,4) (Target Group: GT) (Strategic Priorities: 1) (CSFs: 1,2,3)	Campus Administrators, Cluster/Department Leaders, Curriculum Coordinators, Instructional Coaches, Teachers	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	06/02/22 - On Track (S) 06/02/22 - On Track 04/12/22 - On Track 12/07/21 - On Track
2. Provide the instructional materials necessary to meet the rigor of AP and Dual Credit courses (textbooks, technology, and study aides). (Title I SW: 1,3,5,10) (Title I TA: 1,3,6) (Target Group: GT,10th,11th,12th) (Strategic Priorities: 3) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Federal Grant, (F)Title I, (S)State Compensatory - \$39,127.51	Criteria: Grades AP scores Dual credit earned 06/02/22 - On Track (S) 04/12/22 - On Track 12/07/21 - On Track
3. Provide support and additional opportunities for students to increase their SAT and ACT Scores. (Title I TA: 1,5) (Target Group: GT,M,F,10th,11th,12th) (Strategic Priorities: 3,4)	Campus Administrators, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades AP scores 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/07/21 - Some Progress

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 12. By May 2022, STAAR English I/II EOC Scores will improve to 70% (approaches), 55% (meets) and 75% (approaches) and 55% (meets), respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan effective lessons based on student data and trends. Focus on delivery that increases student engagement while making the thinking visible. (Title I SW: 1,3,9,10) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: Grades Credits earned 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/08/21 - Some Progress
2. Reflect on progress towards objectives within ELA2 lessons and identify effective strategies and activities that allow teacher to immediately check for understanding. (Title I SW: 1,9,10) (Target Group: ESL,Migrant,EB,SPED,GT,AtRisk,504,9th,10th,11th,12th) (Strategic Priorities: 2,3) (CSFs: 1)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Instructional Coaches, Strategists, Teachers	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: Grades Six weeks assessment data 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/08/21 - Some Progress
3. Teachers will be coached on how to actively engage students during bell to bell instruction. Department Meetings will consist of mini (e.g., Cold calling, life-lines, no opt-outs, Think/Puzzle/Explore). (Title I SW: 1,2,3,4) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,7)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2021-May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Grades Credits earned Canvas lessons 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/08/21 - Some Progress

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 13. By May 2022, STAAR Algebra I EOC scores will improve from 84% (approaches) and 62% (meets) to 86% and 65%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and provide support to teachers in reviewing and analyzing student data for planning and developing lessons to increase student achievement. (Title I SW: 1,3,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Strategists, Teachers	August 2021-May 2022	(F)Title I, (S)Local Funds, (S)State Grant	06/02/22 - Some Progress (S) 06/02/22 - On Track 04/12/22 - On Track 12/08/21 - Some Progress 12/08/21 - On Track
2. Plan for and incorporate strategies in math that assist struggling learners. Interventions will include: small group instruction and tutoring. (provide bus transportation as needed) (Title I SW: 1,2,3,9,10) (Title I TA: 1,5) (Target Group: ESL,EB,SPED,GT,AtRisk,10th,11th,12th) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Strategists, Teachers	August 2021-May 2022	(F)Title I, (S)State Compensatory - \$1,620	Criteria: Grades Assessment data 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/08/21 - Some Progress 12/08/21 - Some Progress
3. Monitor special populations (to include LEP denials) through student performance data, progress reports, report cards, attendance, local assessments and formal evaluations (TI). (Title I SW: 2,9,10) (Title I TA: 1,2,4) (Target Group: ECD,ESL,Migrant,EB,SPED,GT,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Counselors, Strategists, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades Assessment data 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/08/21 - Some Progress 12/08/21 - On Track

DEL RIO H S

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 14. By May 2022, STAAR Biology EOC scores will improve from 84% (approaches) and 52% (meets) to 89% and 57%, respectively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and implement opportunities for guided instruction based on data per cycle. (Title I SW: 1,2,3,9,10) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Instructional Aides, Teachers	August 2021-May 2022	(O)Local Districts	Criteria: Grades 06/02/22 - On Track (S) 04/12/22 - On Track 12/08/21 - On Track 12/08/21 - Some Progress
2. Monitor special populations (to include LEP denials) through student performance data, attendance records, progress reports and report cards, local assessments and formal assessments such as TELPAS and STAAR EOC. (TI) (Title I SW: 1,3,9) (Title I TA: 1,4) (Target Group: ECD,ESL,Migrant,EB,SPED,AtRisk,504) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Strategists, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades Attendance Assessment data 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/08/21 - Some Progress
3. Provide all core area teachers, special education teachers, ESL Teachers and instructional aides with training on relevant language objectives and implementation strategies in order to meet System Safeguards. (TI) (Title I SW: 4) (Target Group: H,ECD,ESL,EB,SPED) (Strategic Priorities: 1,2) (CSFs: 1,3,7)	Campus Administrators, Cluster/Department Leaders	August 2021-May 2022	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	06/02/22 - Some Progress (S) 04/12/22 - No Progress 12/08/21 - No Progress

DEL RIO HS

Goal 1. The District shall maintain a safe environment; incorporate quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 15. By May 2022, all teachers will implement with fidelity the Del Rio Cares lessons on a weekly basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote social-emotional health for all students while training teachers in what specific actions might be seen in the classroom from students that are struggling. (Title I SW: 2) (Title I TA: 1,2) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Grades Discipline referrals 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/08/21 - Some Progress
2. Promote health and wellness to all students in physical education classes (e.g., Big Decisions curriculum). (Title I SW: 2,3,9,10) (Title I TA: 1,3,4,5) (Target Group: 10th,11th,12th) (Strategic Priorities: 4) (CSFs: 1,4,6)	Campus Administrators, Teachers	August 2021-May 2022	(F)Title IV SSAEP, (O)Local Districts	Criteria: Grades Nurse referrals 06/02/22 - On Track (S) 04/12/22 - On Track 12/08/21 - Significant Progress
3. Administer climate surveys and conduct parent orientations in preferred home language to provide assistance on graduation plans, attendance, and discipline (bullying, harassment, drug and alcohol use and aggressive/violent behavior). (Title I SW: 6,9) (Title I TA: 1,4,7) (Target Group: AtRisk,10th,11th,12th) (Strategic Priorities: 3,4) (CSFs: 4,5,6)	Campus Administrators, Parental Aides, Parents	August 2021-May 2022	(F)Title IV SSAEP, (S)Local Funds	Criteria: Grades Attendance reports Discipline reports Counselor referrals 06/02/22 - Significant Progress (S) 04/12/22 - Some Progress
4. DRHS Counseling Department will assist in promoting and monitoring the implementation of Del Rio Cares. They will provide support to new teachers in delivery lessons. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	October 2021 - June 2022	(F)Title IV SSAEP	06/02/22 - On Track (S) 04/12/22 - On Track 12/08/21 - On Track

DEL RIO H S

Goal 2. The District shall be a good steward of the community’s resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. By May 2022, Del Rio High School will utilize local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with Cheer. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2021 - May 2022	(S)Local Funds - \$40,200	Criteria: Schedules Student Rosters 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
2. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with Belles (dance team). (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2021 - May 2022	(S)Local Funds - \$39,672	Criteria: Schedule of events Student rosters 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
3. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with UIL. (Title I TA: 1) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2021 - May 2022	(S)Local Funds - \$9,534.46	Criteria: Student rosters Schedule of events 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
4. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety with STUCO. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2021 - May 2022	(S)Local Funds - \$5,450	Criteria: Student rosters Schedule of events 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
5. Provide student activities that promote leadership, social, cultural, interpersonal skills, and safety. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Teachers	August 2021 - May 2022	(S)Local Funds - \$5,100	Criteria: Student rosters Schedule of events 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
6. Continue to collaborate with Department Leaders to determine the focus of local funds in alignment with our academic goals. (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Administrators, Chief Instructional Officers, Cluster/Department Leaders, Financial Analyst	October 2021 - June 2022	(L)2020 Budget Workbook	06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track

DEL RIO HS

Goal 2. The District shall be a good steward of the community’s resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Objective 2. By May 2022, the campus will maintain a student attendance rate of 92%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Compile and track data on student attendance for identifying RTI to include daily family contacts, academic support, and social-emotional well-being. (TI) (Title I SW: 1,6,9) (Title I TA: 1) (Target Group: EB,SPED,10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Parental Aides, Parents, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades Attendance records Drop out rates 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
2. DRHS (9th-12th) will increase the awareness of the compulsory attendance law among the school community and parents using Student Orientation, Open House, parental meetings, news media and presentations. (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Counselors, Parental Aides	August 2021-May 2022	(S)Local Funds	06/02/22 - Significant Progress (S) 04/12/22 - Some Progress 12/10/21 - No Progress
3. DRHS (9th-12th) counselors will regularly and systematically facilitate the identification of students with problems or anti-social behavior and provide them with support that encourages them to attend school and actively participate in their education. (Title I SW: 2,9) (Target Group: All,AtRisk) (Strategic Priorities: 4)	ARD Committee, Campus Administrators, Counselors, Parents, Teachers	August 2021-May 2022	(S)Local Funds	06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/10/21 - Some Progress
4. DRHS (9th-12th) will promote student participation in school groups by increasing clubs and organizations in school. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors, Librarian, Teachers	August 2021-May 2022	(S)Local Funds	06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
5. DRHS (9th-12th) will provide professional development to all staff on the use of Skyward reports to maintain accurate attendance records. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, MIS Department	August 2021-May 2022	(S)Local Funds	06/02/22 - On Track (S) 06/02/22 - On Track 04/12/22 - On Track 12/10/21 - Some Progress 12/10/21 - On Track
6. Communicate expectations to families and provide frequent feedback on effective technology usage and engagement strategies for struggling learners. (TI) (Title I SW: 1,6) (Title I TA: 1,7) (Target Group:)	Attendance Staff, Campus Administrators, Computer Aides, Counselors, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades Attendance reports 06/02/22 - Some Progress (S) 04/12/22 - Some Progress

DEL RIO HS

Goal 2. The District shall be a good steward of the community’s resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Objective 2. By May 2022, the campus will maintain a student attendance rate of 92%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
EB,SPED,10th,11th,12th) (Strategic Priorities: 4)				12/10/21 - Some Progress
7. Parental aides and counselors will provide training sessions for parents on how to use Skyward to check student attendance/tardies/grades as needed. (Title I SW: 6) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Counselors, Parental Aides	August 2021-May 2022	(S)Local Funds	Criteria: Meeting agenda Participation log Attendance reports 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/10/21 - Some Progress
8. Coordinate monthly meetings to monitor and organize intervention plans for students with excessive absences. (Title I TA: 1) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, Special Ed Teacher, Strategists, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Attendance records Phone records 06/02/22 - Some Progress (S) 04/12/22 - Some Progress 12/10/21 - Some Progress
9. Increase parental awareness of district and campus goals (Title 1 meetings, family engagement policy, and School compact). (Title I TA: 6) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides	August 2021 - May 2022	(S)Local Funds	Criteria: Parent participation log Graduation rates CCMR Attendance (ADA) 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track

DEL RIO H S

Goal 2. The District shall be a good steward of the community’s resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

Objective 3. By May 2022, the campus will maintain a staff attendance rate of 92%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff training and guidance on how to remotely participate in the district-wide health and wellness programs. (Title I SW: 4) (Title I TA: 6) (Target Group: 10th,11th,12th) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Grades Attendance 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track

DEL RIO HS

Goal 3. The District shall provide clear, important and effective communication in a timely manner to parents, students, staff, stake holders and District Partners.

Objective 1. By May 2022, the campus will organize monthly services, meetings and activities that support and help the participation of parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer clear and consistent communication in their preferred home language for all students and families to communicate with school staff (phone, emails, automated messages, and Facebook) regarding classwork and assessments. (Title I SW Elements: 3.1,3.2) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Counselors, Curriculum Coordinators, Librarian, Parental Aides, Parents, Teachers	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: Grades Attendance reports 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
2. Offer clear and consistent communication means (in their preferred language) for all students and families so that they may stay current with staff on student progress. (Title I SW: 6,9) (Title I SW Elements: 2.3,3.1,3.2) (Title I TA: 1,7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Teachers	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: Grades summative assessments 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
3. Coordinate home visits to address attendance/discipline concerns. (Title I SW: 6,9) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)	Attendance Staff, Parents, Security, Strategists, Teachers	August 2021-May 2022	(S)Local Funds	Criteria: Parent meeting logs 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track
4. Plan and conduct college nights (FAFSA, college entrance exams, etc.) to introduce families to post-secondary education opportunities. Specific data will be posted on DRHS Counseling Matrix and monitored weekly for progress. (Title I SW Elements: 2.3,3.1,3.2) (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Counselors	August 2021-May 2022	(F)Title I, (S)Local Funds	Criteria: Parent meeting log Training material 06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track

DEL RIO H S

Goal 3. The District shall provide clear, important and effective communication in a timely manner to parents, students, staff, stake holders and District Partners.

Objective 2. By May 2022, parent participation at Del Rio High School will increase by 10-15%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Del Rio High School (9th-12th) will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as: orientations, meetings, Open House, parental training, Big Decision parental training and extra-curricular/UIIL events. (TI) (Title I SW: 1,2,6) (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Attendance Staff, Campus Administrators, Cluster/Department Leaders, Counselors, Parental Aides</p>	<p>August 2021- May 2022</p>	<p>(F)Title I, (S)Local Funds</p>	<p>06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - Some Progress</p>
<p>2. Involve families with frequent and timely communication about events, activities, presentations, training opportunities, and school concerns through campus calendars, newsletters, district web page/Facebook and automated call system with an emphasis on stakeholder feedback. (Title I SW: 1,6) (Title I SW Elements: 3.1,3.2) (Title I TA: 7) (Target Group: 10th,11th,12th) (Strategic Priorities: 4)</p>	<p>Campus Administrators, Counselors, Parental Aides, Teachers</p>	<p>August 2021- May 2022</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Training material (PPT, flyers, e.g.) Meeting schedule</p> <p>06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track 12/10/21 - On Track</p>
<p>3. Provide progress and information for parents to access and utilize Skyward as a means to monitor student academic progress. (TI) (Title I SW: 1,2,6) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Campus Administrators, Parental Aides</p>	<p>August 2021- May 2022</p>	<p>(S)Local Funds</p>	<p>06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - Some Progress</p>
<p>4. Home visits conducted by parental aides to discuss attendance, discipline and/or teacher concerns with parents. (Title I SW: 6) (Title I SW Elements: 3.1,3.2) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Attendance Staff, Campus Administrators, Parental Aides</p>	<p>August 2021- May 2022</p>	<p>(F)Title I, (S)Local Funds</p>	<p>Criteria: Travel (mileage) logs Family contact logs</p> <p>06/02/22 - On Track (S) 04/12/22 - On Track 12/10/21 - On Track 12/10/21 - On Track</p>

Del Rio Freshman School

invites you to the

ANNUAL TITLE 1 MEETING
School-Teacher Parent-Student Compact Review
Campus Parental Engagement Policy Review

September 29, 2021/5:00 pm @ Del Rio Freshman Library

Speaker: Mr. Jimenez/Assistant Principal

For questions contact Parent Aide Laura Rivera 778-4419



Del Rio Freshman les invita a su
Junta Anual de Titulo 1
Revision de el Contrato Entre el Plantel, Padres, Maestros
Revision de la Poliza del Plantel

29 de septiembre 2021/5:00 pm en la Biblioteca de DRFS

Orador: Sergio Jimenez/Sub Director

Para preguntas favor de comunicarse con
Laura Rivera al 778-4419

ANNUAL TITLE 1 MEETING DRFS

Location: DRFS Library
Date: September 29, 2021
Time: 5:00 pm
Facilitator: Mr. Jimenez, Assistant Principal

Agenda Items

Welcome	Mrs. Rivera, Parental Aide
Title 1 Power Point Presentation	Mr. Jimenez, AP
Campus Parent Engagement Policy & District Parent & Family Engagement Policy	Mr. Jimenez, AP
School-Teacher Parent Student Compact	Mr. Jimenez, AP
Questions	Mr. Jimenez & Mrs. Rivera, Parental Aide

Announcements: Tentative monthly parent meeting on Drug Abuse Awareness scheduled for October 21, 2021. Invitations and reminders will be sent at a later date.

**Del Rio Freshman School
2021-2022
Parental Training Minutes**

The Title 1 Annual Review Meeting was held at 5:00 pm at the Freshman Campus Library on September 29, 2021.

Summary of meeting: The meeting opened at 5:00 pm. Present at the meeting was Mr. Jimenez/Assistant Principal and Mrs. Laura Rivera, Parental Aide for DRF School. Mrs. Rivera opened the meeting with a warm welcome to the parents and introduced Mr. Jimenez. Mr. Jimenez thanked all parents in attendance for taking the time to attend our training and informative review. Mrs. Rivera provided all parents with the Title 1 Annual Review meeting agenda, evaluation form, DRFS parent school calendar, school district calendar, District Parent and Family Engagement Plan, DRFS Family Parent Engagement Plan, and School-Teacher Parent-Student Compact. Parents reviewed the Title 1 District Policy at the beginning of the training with Mr. Jimenez. He opened the meeting by stating that "education is key". That we want everyone to succeed with focus and education. That our goal is for our students/children to have a better life than we did. He said Title 1 is the largest federal assistance program for our nation's schools, it serves millions of children in elementary and secondary and the goal is to give a higher education for all students. He explained how the Federal government provides funding to states each year for Title 1. These funds are used for identifying experiencing academic difficulties and providing timely assistance to help these students meet the states contents standards. Mr. Jimenez explained in detail now the Federal Program gives funds to the state and the state gives them to our Title 1 schools (all schools in Del Rio are Title 1). He also explained how in turn the schools identify programs implemented and make them better by buying supplies for classrooms, necessary items needed for meetings, stuff needed to conduct parental engagement activities/trainings and purchasing supplemental stuff and programs. He went on to say how Title 1 programs provide supplemental support for smaller classes, additional teachers, and para professionals, additional training for school staff, and parental engagement activities as well. He said the goal is percentiles in reading, writing, math, graduation rates. He talked about the 2021-2022 ESSA Grant Funds in detail. He informed the parents the total of \$4,374, 168.00 was total allocated for all schools. He explained that 1% went to the parental involvement program, and the campus allocations covered tutoring, instructional coaches, professional development, instructional supplies, mentoring new teachers, parent involvement activities, and well-rounded educational programs-computers and books. He said Title 1 law requires that all Title 1 schools and families work together by school level parental involvement policy, parent school compact and school wide target assistance Title 1 plan. Mr. Jimenez went on to review the campus engagement policy, and the school-teacher parent-student compact with the parents. Parents were very thankful to receive all the information provided to them. They were engaged by asking questions. Several parents inquired about tutorials information. They later enjoyed the snacks and refreshments provided for them. They were interested in volunteering and helping out the school whenever possible. Mrs. Rivera announced the next monthly meeting would be on Drug Abuse Awareness and it was tentative scheduled for October 21, 2021

Announcements:

Laura Rivera

Parent Liaison

9-29-21

Date

9.29-21 Minutes taken at Meeting 5:00 p.m.
(Open House?)

Qualify to be Title I

by free or reduced lunch - submit form that discloses amt. of \$ you make.

maj. of our students are free-red.

Del Rio all schools are Title I

Eng. I
Alg. I
Biol.
U.S. Hist
World Hist.
Take 3
Freshman

Agenda *

District + school Fam. Eng. Policy Plan

Educ. is Key - We want everyone to succeed - with focus + education
To have a better life than we had.

What is Title I? It's the largest fed Asst. Prog for our nation's school.

Equal - higher quality of educ for all kids.

Why - serves millions of children in Elem + Sec. all schools in D.R. are Title I

How do title I works? Fed. prog. gives funds to state + state gives \$ to our school (Title I)

Schools identify programs implemented + makes them better by buying supplies, mtngs, trainings, activities - Conducting parent inv. mtngs, trainings + activities.

2021-2022 ESSA Grant Funds
Title I 3,327,430

Title II Migrant . 176,973.00

Title II - Train teachers. 444,020.00

BIL ELLA . 175,499.00

student support. 250,246.00

Total 4,430,168.00 for all schools.

1% goes to Parental Aides to buy stuff.

Campus Allocations - Tutoring, Instructional coaches, Prof. Dev, Inst. supplies, mentoring new teachers, Parent Inv. Activities, well-rounded education programs. - computers, books,

Parent questions - Tutoring → is it available? during school Hrs.

90% goes to all schools

Planning cycle - Mtng by Principal - commun, parents, teachers, what are needs, Focus what is our needs, what activ. will meet our needs.

Del Rio Freshman & Del Rio High School



invite you to a "ZOOM" parent meeting

ANNUAL TITLE 1 MEETING

School-Teacher Parent-Student Compact Review

Campus Parental Engagement Policy Review

Dec. 10, 2021/10:00 am

Speaker: Ruby Adams-Federal Programs Director

For questions contact: Laura Rivera/DRFS Parental Aide @ Ext 4419
DRHS Parental Aides Carolina Almaguer @ Ext. 4348 or Gloria Rubio @ Ext. 4319

Meeting ID: 396 020 3375

Passcode: gorams



DRFS y DRHS les invita a su junta de padres por "ZOOM"

Junta Anual de Titulo 1

Revision de el Contrato Entre el Plantel, Padres, Maestros

Revision de la Poliza del Plantel

10 de diciembre 2021/10:00 a.m.

Oradora: Ruby Adams/Directora de Programa Federal

Para preguntas favor de comunicarse con
Laura Rivera Ext. 4419, Carolina Almaguer Ext. 4348, Gloria Rubio Ext. 4319



DRFS DECEMBER 2021

Mrs. Jane Villarreal-Principal Mr. Sergio Jimenez-Asst. Principal



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7 EOC Re-testing English 1 and Biology DR Rams Basketball vs Comstock JVW-6:30 pm 9th W-5:00 pm	8 EOC Re-testing Algebra 1 DRFS Bowling Night/6 pm Must sign up to participate (Room B117)	9 EOC Re-testing Biology and English 2	10 Gift Drive DEADLINE Last day to donate (Room B133) Zoom Parent Meeting Title 1 Annual Review 10:00 a.m. ID: 396 020 3375 Passcode: gorams	11 Dec. 10th-11th DR Rams Basketball vs EP High 9th B-TBA, 9th W-TBA
12	13	14 SEMESTER EXAMS A DAY 2ND and 4TH PERIOD DR Rams Basketball vs Carrizo Springs V-7:00 pm, JV 5:30 9th-5:30 pm Parent Meeting/Chat Chat Chicas A @ 5 pm/DRHS Cafeteria	15 SEMESTER EXAMS B DAY 6TH and 8TH PERIOD	16 Del Rio Cares Day SEMESTER EXAMS A DAY 1ST and 3RD PERIOD Dec. 16-17 DR Rams JV B/ Laredo United South - TBA DR Rams JV W/Bracketville TBA	17 End of Semester 1 End of 3rd grading cycle SEMESTER EXAMS B DAY 5TH and 7TH PERIOD Wear favorite Christmas Socks DR Rams Basketball vs Winn HS 9th Blue/6:30, 9th W/5:00 pm	18
19	20	21 DR Rams Basketball /United HS V-7:00 pm, JV -5:30, 9th-5:30 pm	22	23	24	25
26						
2	3	28 DR Rams Basketball /New Braunfels V- 1:00 pm, JV 11:30 am, 9th B 11:30, 9th W-12:45 pm	29	30	31	
Classes Resume on Jan. 5, 2022						
2	3	Jan. 3, 2022 Teacher Work Day	Jan. 4, 2022 RTI Day - NO CLASSES	Jan. 5, 2022 CLASSES RESUME	Veima Martinez-Principal's Sec. 4414, S. Renteria-Registrar 4418, Diana Torres-Attendance Sec. 4401 Sonia Saucedo-Counselor's Sec. 4407, Nurse Lindsay Dixon 4417, L.Rivera-Parental Aide 4419	
A		Wednesdays-College, Military and Career Ready Days-Wear your College, Military or Career shirts Thursdays-Del Rio Freshman School Pride-Wear your Freshman school shirts Fridays-Del Rio High School Rams/Queens Pride-Wear your Ram/Queens/Club Shirt				

Del Rio Freshman & Del Rio High School

Title 1 Annual Review-2nd Meeting

Dec. 10, 2021 @10:00 a.m.

Informative Meeting Via Zoom

Meeting ID: 3960203375 Passcode: gorams

Agenda

Welcome

Parental Aides-L. Rivera & C. Almaguer

Title 1 Power Point Presentation

Ruby Adams-Federal Program Dir

Questions

Parental Aides: L. Rivera & C. Almaguer



**Del Rio Freshman School
2021-2022
Parental Training Minutes**

The Title 1 Annual Review Meeting was held at 10:00 am through zoom.

Summary of meeting: The meeting opened at 10:00 am. Present at the meeting was Mrs. Ruby Adams-Federal Program Director, Mrs. Laura Rivera, Parent Aide for DRF School, Carolina Almaguer and Gloria Rubio, Parental Aide's for Del Rio High School.


Mrs. Adams opened the meeting with a warm welcome to the parents.

She thanked all of the parents for attending this informative review.

Mrs. Adams shared a very informative power point on what is Title 1 with the parents. She went on to explain how the Title 1 is the largest federal assistance program for our nation's schools. She explained how the Federal government provides funding to states each year for the Title and explained how the main goal is for a higher quality of education for all students. She explained how Title 1 Funds are used for identifying experiencing academic difficulties and providing timely assistance to help these students meet the states contents standards. Mrs. Adams explained to the parents the amount of money that was allocated for all schools. She explained that 1% went to the parental involvement program, to purchasing supplemental staff, programs, material and supplies. She went on to explain how Title 1 programs provide supplemental support, additional teachers, and para professionals, additional training for school staff, and parental engagement activities, the goal is percentiles in reading, writing, math, graduation rates. Title 1 law requires that all Title 1 schools and families work together by school level parental involvement policy, parent school compact and school wide target assistance Title 1 plan. Parent were asked to sign their names and student's names on the chat because we plan to deliver a gift as a thank you for taking the time to join our informative meeting.

Announcements:


Parent Liaison


Date

meeting_saved_chat

09:56:14 From Rufina Adams : Second Title I Parent Meeting, December 10,
2021, 10 am
09:56:47 From laura.rivera : Good Morning Everyone,
09:56:55 From laura.rivera : Please sign in on this chat.
09:57:06 From laura.rivera : Your name and student's name
09:57:06 From Gabby : Gabby De La Paz
09:57:15 From Raul : Raul
09:57:23 From Gabby : Gabby De La Paz Elian De La Paz
09:58:23 From laura.rivera : Laura Rivera-Allanah Martinez
10:00:52 From carolina.almaguer : Good morning parents glad you could join
us. Please go ahead and sign in on the Chat and we will get you all a gift for
attending. Please let us know your students name so we can get your address to
deliver your prize. Thank you once again and have a great day. Carolina Almaguer,
Laura Rivera and Gloria Rubio.
10:12:29 From Aidee de Blas : Rolando Rios...11th grade
10:12:34 From Alma Reyes : jimena Mendoza 10 grade
10:16:54 From Aidee de Blas : Aidee de Blas, estudiante Rolando Rios , 11
th , ID 085240
10:16:59 From Aidee de Blas : Muchas gracuas
10:17:01 From Aidee de Blas : gracias

Rivera, Laura P.

From: Laura Rivera <laura.rivera@sfd-r-cisd.org>
Sent: Tuesday, December 7, 2021 5:02 PM
To: Rivera, Laura P.
Subject: **SPAM** Title 1 Annual Review Meeting

[Annual Title 1 Meeting Invitation DRFS & DRHS](#)

Please join us for our Annual Title 1 Meeting via zoom

<https://zoom.us/j/3960203375?pwd=bWxPS1RrNkhkbmk5NIIRYWlaTlh2dz09>

Time: Dec 10, 2021 10:00 AM Central Time (US and Canada)

Meeting ID: 396 020 3375

Passcode: gorams

San Felipe-Del Rio Consolidated Indep School Dist would like to continue connecting with you via email. If you prefer to be removed from our list, please contact San Felipe-Del Rio Consolidated Indep School Dist directly. To stop receiving all email messages distributed through our Skylert service, follow this link and confirm: [Unsubscribe](#)

Skylert is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.

Rivera, Laura P.

From: Skylert <autoreport@system.schoolmessenger.com>
Sent: Thursday, December 9, 2021 5:03 PM
To: Rivera, Laura P.
Subject: Job Complete: Annual Title 1 Review
Attachments: report.pdf

This is an email letting you know that your job, Annual Title 1 Review, is complete. Please see the attached report for more information.

DO NOT REPLY: This is an automatically generated email. Please do not send a reply message.

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022**

Del Rio Freshman

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district’s improvement plan process.

The district values the role parents’ play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

SCHOOL- PARENT COMPACT

- I^{II} The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The District’s capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees and trainings. In addition, parent skills workshops, campus volunteers, School readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

SAN FELIPE DEL RIO CISD
POLÍTICA DE COMPROMISO DE PADRES Y
FAMILIAS 2021-2022

Del Rio Freshman

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencias del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022**

Del Rio Freshman

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district's improvement plan process.

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The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

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SCHOOL- PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children's teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

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Information on the "Value and Utility of Parent's Contributions," and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

STAFF AND PARENT COMMUNICATION

- V. DEL RIO FRESHMAN: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parent and Family Engagement Policy and practices. They will also consider:
 - Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

RESERVATION OF FUNDS

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by DEL RIO FRESHMAN on DATE 9-29-21 and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before DATE DEL RIO FRESHMAN notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

(Signature of Authorized) Principal

(Signature of Authorized) Principal / Asst. Designee

9-29-21

(Date)

Parent Committee:

- 1. [Signature]
- 2. Beatriz Granja
- 3. _____
- 4. _____

SAN FELIPE DEL RIO CISD
POLÍTICA DE COMPROMISO DE PADRES Y
FAMILIAS 2021-2022

Del Rio Freshman

LA DECLARACION DE PROPOSITO

- I. La administración, los profesores, la facultad, el apoyo de personal, los padres de familia y miembros de la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio desarrollaran, se pondrán de acuerdo y les distribuirán a los padres por escrito una Póliza de Participación de Padres de Familia y un Convenio de Escuela – Padre – Estudiante. La póliza expondrá expectativas y establecerá un sistema para participación de calidad de los padres. Esto será realizado como parte del proceso del plan de mejoramiento del distrito.

El distrito valora el papel que toman los padres como el primer maestro de sus hijos y la influencias del apoyo continuo para lograr que sus hijos satisfagan las normas estatales del funcionamiento de un estudiante.

La siguiente póliza está de acuerdo con los requisitos legales del Acta de ESSA, Sección 1116 (b).

PARTICIPACIÓN DE LOS PADRES Y LA FAMILIA EN EL DESARROLLO DE POLÍTICAS

- II. El EQUIPO del Consejo Directivo, los administradores, los profesores, el apoyo de personal, los padres de familia y la comunidad del Distrito Escolar Independiente Consolidado San Felipe Del Rio, al asociarse con las agencias públicas y privadas, están comprometidos a proveer el apoyo, los recursos y el rigor académico para asegurar que todos los estudiantes lleven a cabo excelencia educativa y social.

EL CONVENIO DE ESCUELA – PADRE – ESTUDIANTE

- III. El Convenio de Escuela – Padre – Estudiante buscara los medios por los cuales los padres, la escuela y los estudiantes compartirán responsabilidad para una realización académica mejora al estudiante o un dominio de las altas normas del estado. Un repaso y una revisión anual, si es necesario, serán parte del proceso del plan de mejoramiento al nivel del distrito y el campo escolar.

Aunque las firmas no serán requeridas, se les urge a los padres que firmen y discutan el convenio con sus hijos y profesores.

La Póliza de la Participación de Padres y el Convenio de Escuela – Padre – Estudiante serán repasados y distribuidos a los padres durante las primeras seis semanas del año escolar por medio de la matrícula, Conocer el Maestro, juntas llamadas especiales y otros iniciativas al nivel del campo escolar.

LAS OPORTUNIDADES Y PARTICIPACION DE PADRES DE FAMILIA

- IV. La capacidad del distrito al hacer una sociedad colectiva fuerte con los padres será realizada al ofrecer oportunidades para que los padres provean información y hagan recomendaciones relativo a los programas del Título I. Además, el distrito les ayudara a los padres a entender el contenido académico del estado y normas de realización, evaluación estatales y locales y como observar el progreso de sus hijos. Estas oportunidades serán programadas en el Consejo Consultivo de Padres Migrantes (PAC), Comité de Planeación y Toma de Decisiones del Distrito (DPDM), y el Comité de Apreciación de Idioma y Pre eficiencia (LPAC), juntas llamadas especiales, y entrenamientos. Además, talleres de habilidades donde se aprenderá a ser buenos padres, alfabetismo, voluntarios del plantel, entrenamiento y uso de tecnología serán proveídos al personal durante las juntas de facultad del campo escolar y otros iniciativas al nivel del campo escolar.

La información en “el valor y servicio de las contribuciones de los padres” y como extenderse y comunicarse con los padres como compañeros iguales en la educación de sus hijos. Estos serán programados y proveídos al personal durante las juntas de la facultad del campo escolar y otros iniciativas al nivel del campo escolar.

Al punto factible y apropiado el distrito coordinara e integrara programas de participación del padre y actividades.

COMUNICACIÓN DE PADRES DE FAMILIA Y FACULTAD

- V. DEL RIO FRESHMAN hara cada esfuerzo para comunicarle a los padres información sobre el Título I, Programas Parte A, descripciones y explicaciones del currículo, evaluación académicos usados para medir el progreso del estudiante, niveles de pre eficiencia de los estudiantes que se esperan satisfacer. Toda la información oral o escrita relacionada a los padres de familia será proveída en una forma y lenguaje que los padres pueden entender durante conferencias con padres.
- VI. Los boletines, las notas de maestro, la marquesina de escuela, las conferencias, el contacto personal, las llamadas deteléfono, Skylert del distrito email del distrito escolar, internet del distrito escolar, Facebook del distrito escolar , notasescritas se usaran para establecer y mantener las líneas abiertas de comunicación con padres de familia.

LA EVALUACIÓN

VII. Los padres participara en la evaluación anual de contenido y el efecto de las prácticas y Póliza de la Participación de los padres del distrito. Ellos también consideran:

- La calidad académica del Título I, Escuelas Parte A
- Identificar las maneras para vencer las barreras cuales pueden limitar la participación de los padres
- El repaso y revisión de la Póliza de Participación de Padres de Familia y del Convenio de la Escuela – Padre – Estudiante
- Aumentar la participación de los padres de familia

Los descubrimientos de la evaluación anual serán usados para revisar y hacer estrategias y prácticas de póliza de los padres para mejorar la participación de los padres a los niveles del distrito y el plantel escolar.

RESERVACIÓN DE FONDOS

VIII. Los padres de estudiantes que reciben servicios a través del Título I, Parte A deben tener la oportunidad de participar en las decisiones, en cuanto a la distribución de los fondos destinados para las actividades de los padres de familia.

ADOPCIÓN

Esta Póliza de Participación de Padres de Familia del Plantel se ha desarrollado de común acuerdo, con los padres de los estudiantes que participan en los programas Título I, Parte A según evidenciado por Padres de Familia, Administradores, y Consejeros. Esta póliza fue aprobada por DEL RIO FRESHMAN el 29 de septiembre y será proporcionada efectivo para el periodo del 2021-2022. El plantel distribuirá esta póliza a todos los padres de los niños que participan en el Título I, Parte A en o antes del Sept-29. El plantel DEL RIO FRESHMAN notificará a los padres de familia de esta póliza que estará en un Formato comprensible y uniforme, al grado practicable, proporcionara una copia de esta póliza a los padres de familia en el idioma que los padres puedan entender.


(Firma de Autorización), Principal

(Firma de Autorización), Principal/Asst. Designada

9-29-21

(Fecha)

Comité de Padres:

1. 
2. Beatriz Grijalva
3. _____
4. _____

What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan

Jointly Developed

Parents, students, and staff work together and share ideas to develop our School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meeting.
- The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDRCSID District and School Website

DEL RIO FRESHMAN SCHOOL

School-Teacher Parent-Student Compact



EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

Mrs. Jane Villarreal, Principal

90 Memorial Dr.

Del Rio, Texas 78840

830-778-4401

GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

SFDR CISD District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

SFDR CISD Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
- Each individual should be inspired and inspire others to exceed their own expectations.
- Each individual should be motivated to take ownership of their own learning.

We must provide EVERYONE with the resources to meet the individual needs of all students.

SFDR CISD District Goals

District Goal 1 – Student Performance
The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

District Goal 2 – Finance
The District shall be a good steward of the community's resources – financial, human, facilities – and explore new opportunities for organizational efficiency and effectiveness.

District Goal 3 – Communication
The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

District Goal 4 – Del Rio Middle School
The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

District Goal 5 – Literacy-The District shall prioritize reading as a skill for lifelong learning.

School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.



Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.

DEL RIO FRESHMAN Title I

Parental Aide

Laura Rivera

830-778-4419

laura.rivera@sfdr-cisd.org

¿Qué es un pacto entre escuela, maestro, padre y estudiante?

El Pacto entre la escuela y los padres describe cómo nuestra escuela trabajará junto con los estudiantes y los padres para ayudar a los niños a alcanzar los más altos estándares del estado. Describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento de los estudiantes. Describe qué estrategias pueden usar las familias en casa para apoyar el aprendizaje de sus hijos.

- Se discute con los padres/tutores durante las conferencias de padres/maestros al comienzo del año.
- Los comentarios y el apoyo adicional son bienvenidos en cualquier momento.
- Vinculado a nuestro Plan de Mejora del Campus.

Desarrollado Conjuntamente

Los padres, los estudiantes y el personal trabajan juntos y comparten ideas para desarrollar nuestro pacto entre la escuela, los padres y los estudiantes.

- Se lleva a cabo una reunión cada año al comienzo del año escolar con los miembros del comité para revisar y actualizar el pacto después de la reunión del Título I.
- El Pacto asegura que los estudiantes tengan la mejor oportunidad para el logro académico por parte de la escuela y la familia trabajando juntos.

Construyendo asociaciones

Estamos comprometidos a proporcionar a las familias recursos y oportunidades de aprendizaje para ayudar a los padres a trabajar con sus hijos. Considere unirse a nuestra facultad y algunos de los siguientes eventos y programas durante el año escolar:

- Noches Mensuales de Literatura
- Capacitaciones Mensuales para padres sobre Título I.
- Participar
- Eventos Especiales en la Escuela
- Pláticas/Reuniones con los Principales

La Comunicación es clave

Estamos comprometidos con la comunicación bidireccional frecuente con los estudiantes y las familias con respecto al aprendizaje de los estudiantes. Nuestra escuela reconoce la importancia de compartir información consistente y específica con los padres.

- Conferencias de Padres y Maestros
- Reporte de progreso del estudiante
- Boleta de calificaciones de seis semanas del estudiante
- Boletín Mensual
- Acceso a los grados en Skyward
- Sitio web del distrito y escuelas SFDR-CISD

DEL RIO FRESHMAN

Acuerdo entre Escuela- Maestro-Padre-Alumno



EMPODERAR A LOS NIÑOS PARA ALCANZAR SU MAXIMO POTENCIAL

Mrs. Jane Villarreal
Principal

90 Memorial Dr.
Del Rio, Texas 78840

830-778-4401

OBJETIVOS PARA EL RENDIMIENTO DEL ESTUDIANTE – Escuela, Maestros, Padres, Estudiantes

Vision del Distrito SFDR CISD

San Felipe Del Rio CISD abraza la creencia en el desarrollo de una cultura sólida de valentía, colaboración, innovación y autodirección. Estamos comprometidos a garantizar altas expectativas y altos estándares que equiparán y producirán estudiantes que sobresaldrán académicamente, en la vida y en su carrera.

Creencias Compartidas SFDR CISD

Nosotros creemos:

- Se necesita una comunidad unida para producir ciudadanos con habilidades del siglo XXI.
- Nuestra comunidad debe proporcionar un entorno seguro, enriquecedor y de confianza.
- Cada individuo debe inspirarse e inspirar a otros a superar sus propias expectativas.
- Cada individuo debe estar motivado para apropiarse de su propio aprendizaje.

Debemos proporcionar a TODOS los recursos para satisfacer las necesidades individuales de todos los estudiantes.

Metas del Distrito SFDR CISD

Meta del Distrito 1 – Rendimiento del estudiante

El distrito mantendrá un ambiente seguro, utilizará un plan de estudios transformador y diversas oportunidades de instrucción para garantizar la socialización y el rendimiento de los estudiantes con los más altos estándares de excelencia.

Meta del Distrito 2 – Finanzas

El Distrito será un buen administrador de los recursos de la comunidad - financieros, humanos, instalaciones - y explorará nuevas oportunidades para la eficiencia y efectividad organizacional.

Meta del Distrito 3 - Comunicación.

El Distrito proporcionará una comunicación significativa de manera oportuna a todos los padres, estudiantes, personal y socios del Distrito.

Meta del Distrito 4 – Del Rio Middle School

El Distrito estudiará el nivel actual de satisfacción que conducirá a un plan de mejoramiento en la Escuela Intermedia Del Rio.

Meta del Distrito 5 – Literatura

El Distrito dará prioridad a la lectura como una habilidad para el aprendizaje permanente.

Acuerdo Escolar

Como escuela, aceptamos:

- Hacer de la escuela un lugar positivo, de apoyo y seguro con un entorno de aprendizaje saludable.
- Brindar oportunidades para reuniones y capacitaciones para padres que mejoren la participación de los padres.
- Proporcionar un plan de estudios de calidad y prácticas de instrucción que permitan a los estudiantes convertirse en ciudadanos eficaces y productivos.
- Ofrecer múltiples métodos de comunicación para construir una relación entre padres y escuela.

Acuerdo del maestro

Como maestro, acepto:

- Modelar la instrucción y proporcionar a los padres materiales de contenido y estrategias por nivel de grado durante talleres para padres, boletines, conferencias y medios electrónicos.
- Comparta con los padres y los estudiantes los datos de evaluación y ofrezca materiales y métodos para que los padres y los estudiantes los apliquen en casa.
- Comunicarse con los padres y estudiantes en una variedad de plataformas, incluyendo conferencias cara a cara, teléfono, textos y medios electrónicos.

Acuerdo de los Padres

Como padre, acepto:

- Asegurar que mi hijo sea puntual y asista a la escuela todos los días.
- Establezca un tiempo para la tarea y proporcione un lugar tranquilo y bien iluminado para estudiar.
- Sea voluntario y asista a conferencias de padres y actividades escolares.
- Mantener una comunicación abierta con el maestro de mi hijo y estar disponible para preguntas.
- Leer con mi hijo y / o mejorar la lectura diaria en casa.

Acuerdo del Estudiante

Como estudiante, acepto:

- Asistir a la escuela todos los días y a tiempo.
- Seguir todas las reglas de la escuela y ser respetuosos unos con otros.
- Completar y devolver todas las tareas asignadas.
- Ser un modelo a seguir positivo para mis compañeros de clase y otros en la escuela.



Del Rio Freshman, Title I
Parental Aide
Laura Rivera
830-778-4419
laura.rivera@sfdrcisd.org

McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



Key Provisions of McKinney-Vento Federal Law:

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

Who is considered homeless?

- Individuals who lack a Fixed, Adequate and Regular (FAR) nighttime residence, including:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
 - Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
 - Living in emergency or transitional shelters.
 - Awaiting foster care placement. Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
 - Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
 - Migratory children living in the circumstances described above.
 - Unaccompanied youth living in the circumstances described above.

How do people become homeless?

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornadoes, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment
- Every case is different and generally has a very unique reason.

Warning Signs of the Homeless: Lack of Educational Continuity:

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



Warning Signs of the Homeless: Poor Nutrient and Hygiene

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)



Warning Signs of the Homeless: Transportation and Attendance Concerns

- Erratic attendance/tardiness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



Warning Signs of the Homeless: Lack of Privacy/After School Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Refusing invitations from classmates



Warning Signs of the Homeless: Social and Emotional Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty trusting people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonments
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



Typical stressful experiences of children in homeless situations:

- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays




Reactions/statements by parent, guardian or child:

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
- "I don't remember the name of our previous school."
- "We've been moving around a lot."
- "Our address is new, I can't remember it." (lack of permanency?)
- "We're staying with relatives until we get settled."
- "We're going through a bad time right now."
- "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)


Questions/Concerns



THANK YOU FOR YOUR ASSISTANCE
WITH OUR HOMELESS CHILDREN AND FAMILIES.



The Value and Utility of Parental and Family Engagement Staff Training



Federal and State Programs
2021-2022

ESSA TITLE I REQUIREMENTS


- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families in Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School-Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.



What is Parental and Family Engagement?

- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.

Parent & Family Engagement




Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.




Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.



Parent and Family Engagement benefits:

- ❑ Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- ❑ Everyone including all students, parents, teachers, administrators and communities, benefit from family engagement.
- ❑ Improvements occur regardless of economic, racial or cultural backgrounds.
- ❑ More positive attitudes toward school and teachers.
- ❑ Higher achievement, better attendance and more homework completed consistently.
- ❑ Reduced dropout rates.
- ❑ Higher graduation rates and enrollment rates in post-secondary education.
- ❑ Improved school environment accomplished through feelings of "ownership" in entity.



Barriers to Family Engagement:

- ❑ Language differences
- ❑ Divide Between Home and School
- ❑ Past Negative Experiences With Education
- ❑ Negative View of the School System
- ❑ Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



Overcoming Barriers:

- ❑ Sharing information is a two way process.
- ❑ Share with families what is happening in your school and have families share about the child's experiences.
- ❑ Home visits or visits to neutral sites are less threatening environments.
- ❑ Written correspondence is not as effective as personal conferences and in the language of the parent.
- ❑ Offer times and locations of scheduled meetings convenient for parents.
- ❑ Have interpreters and childcare available.
- ❑ Offer bilingual staff, phone calls, written communications in Spanish when needed.
- ❑ Meetings should be informal and based upon family interests.
- ❑ Make first meetings more social events rather than formal events.
- ❑ Offer school-provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- ❑ Ask families for event ideas and include them in your planning.
- ❑ Develop a plan for Parent and Community Engagement.



Staff Reflections:

- ❑ Why are some teachers more successful than others in engaging parents?
- ❑ For what reasons do parents currently visit your campus?
- ❑ Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- ❑ What is one goal you have set to improve your parent communication?
- ❑ How can you help make your school more inviting?
- ❑ What can I do to improve my relationship with my parents?



Positive School Climate

"It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted."

• Unknown Principal



QUESTIONS?

Have a successful, positive and engaging school year!



SFDRCSID Federal and State Programs

Del Rio Freshman

August 16, 2021 - STAFF MEETING

1. COVID Procedures

2. McKinney Vento Families in Transition Education Assistance Act

3. The Value and Utility of Parental and Family Engagement Staff Training

	Last Name	First Name	Sign In
1	Aldrete	Yael	_____
2	Almaguer	Summer	Summer Almaguer
3	Ayala de Flores	Maria Guadalupe	_____
4	Bosquez	Leticia	_____
5	Calderon	Fermin	Fermin Calderon
6	Calvetti	Catherine	Catherine Calvetti
7	Cardenas	Martin	Martin Cardenas
8	Casillas	Julissa	_____
9	Castillo	Ileana	_____
10	Correa	Sebastian	_____
11	Cortez	Melva	Melva Cortez
12	Costilla	Lupe	_____
13	Dalrymple	Mathieu	Mathieu Dalrymple
14	De Leon	Osen	_____
15	De Los Reyes	Paulina	_____
16	Dixon	Lindsay	Lindsay Dixon
17	Esquivel	Silvia	_____
18	Fernandez	Sarah	Sarah Fernandez
19	Flores	Gabriela	_____
20	Flores-Hartman	Edna	Edna Flores-Hartman
21	Fuentes	Milton	_____
22	Fuentes	Melisa	_____
23	Gaona	Karina	Karina Gaona
24	Garcia	Art	Art Garcia
25	Garcia	Maria	_____
26	Garcia	Mario	_____
27	Garza	Cristobal	_____
28	Garza	Robert	Robert Garza

29	Garza	Sandra	<i>Sandra Garza</i>
30	Gutierrez	Velma	<i>Velma Gutierrez</i>
31	Hagstrom	Jenny	<i>Jenny Hagstrom</i>
32	Hernandez	Eduardo	<i>Eduardo Hernandez</i>
33	Hildreth	Karen	<i>Karen Hildreth</i>
34	Hilton	Silvia	<i>Silvia Hilton</i>
35	Jimenez	Sergio	<i>Sergio Jimenez</i>
36	Limon	Jesus	<i>Jesus Limon</i>
37	Limon	Norma	<i>Norma Limon</i>
38	Lopez	Alice	<i>Alice Lopez</i>
39	Martinez de Flores	Mayela	<i>Mayela Martinez de Flores</i>
40	Martinez	Linda	<i>Linda Martinez</i>
41	Martinez	Sarah	<i>Sarah Martinez</i>
42	Martinez	Velma V.	<i>Velma V. Martinez</i>
43	McCrea	Jonte	<i>Jonte McCrea</i>
44	Mena	Armando	<i>Armando Mena</i>
45	Meza	Maria	<i>Maria Meza</i>
46	Mireles	Krystl	<i>Krystl Mireles</i>
47	Montolla-Longoria	Alma L.	<i>Alma L. Montolla-Longoria</i>
48	Moss	Dora	<i>Dora Moss</i>
49	Ochello	Pamela	<i>Pamela Ochello</i>
50	Ortiz	Albert	<i>Albert Ortiz</i>
51	Ortiz	Rosa	<i>Rosa Ortiz</i>
52	Pena	Sonia C.	<i>Sonia C. Pena</i>
53	Perez	Yolanda	<i>Yolanda Perez</i>
54	Pittman	Donna	<i>Donna Pittman</i>
55	Pritchard	Nolan	<i>Nolan Pritchard</i>
56	Ramirez	Noe	<i>Noe Ramirez</i>
57	Renteria	Sobeida	<i>Sobeida Renteria</i>
58	Rios	Alejandra	<i>Alejandra Rios</i>
59	Rivera	Laura P.	<i>Laura P. Rivera</i>
60	Rodarte	Yvette	<i>Yvette Rodarte</i>

61	Rodriguez	Ramcel	<i>Ramcel Rodriguez</i>
62	Ruiz	David	<i>David Ruiz</i>
63	Salinas	Deborah H.	<i>Deborah H. Salinas</i>
64	Sanchez	Gloria	<i>Gloria Sanchez</i>
65	Sanchez	Martha V.	<i>Martha V. Sanchez</i>
66	Sanchez	Elizabeth	<i>Elizabeth Sanchez</i>
67	Sauceda	Sonia	<i>Sonia Saucedo</i>
68	Solis	Alma	<i>Alma Solis</i>
69	Sprague	Laurie	<i>Laurie Sprague</i>
70	Thomas	Stephen	<i>Stephen Thomas</i>
71	Torres	Diana	<i>Diana Torres</i>
72	Trevino	Michelle	<i>Michelle Trevino</i>
73	Trevino	Mario	<i>Mario Trevino</i>
74	Trevino	Miriam	<i>Miriam Trevino</i>
75	Trevino	Siomara	<i>Siomara Trevino</i>
76	Valdez	Eloisa	<i>Eloisa Valdez</i>
77	Vargas	Juanita	<i>Juanita Vargas</i>
78	Villarreal	Jane	<i>Jane Villarreal</i>
79	Villarreal	Jose "Joe" I.	<i>Jose "Joe" I. Villarreal</i>
80	Wright	Grace	<i>Grace Wright</i>
81	Zamora	Rosamayra	<i>Rosamayra Zamora</i>

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Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	64%	54%	*	54%	92%	-	*	-	*	50%	63%	30%	59%	28%	47%	64%	67%	*	-	*
	CWD	30%	29%	30%	-	28%	*	-	-	-	-	30%	30%	30%	-	7%	30%	29%	*	*	-	*
	CWOD	70%	69%	59%	*	58%	100%	-	*	-	*	54%	69%	-	59%	31%	52%	67%	63%	*	-	*
	EL	34%	27%	28%	-	29%	-	-	*	-	-	27%	33%	7%	31%	28%	24%	35%	-	*	-	-
	Male	61%	56%	47%	*	46%	89%	-	-	-	-	45%	52%	30%	52%	24%	47%	-	60%	*	-	*
	Female	72%	73%	64%	*	64%	*	-	*	-	*	58%	77%	29%	67%	35%	-	64%	*	*	-	-
English II	All Students	70%	68%	65%	50%	64%	85%	-	*	-	*	60%	72%	30%	70%	26%	59%	71%	53%	*	-	88%
	CWD	32%	30%	30%	*	30%	*	-	-	-	-	28%	34%	30%	-	32%	26%	36%	*	-	-	*
	CWOD	74%	73%	70%	56%	70%	93%	-	*	-	*	66%	77%	-	70%	25%	66%	75%	62%	*	-	100%
	EL	34%	25%	26%	*	26%	-	-	*	-	-	29%	21%	32%	25%	26%	24%	30%	*	-	-	-
	Male	65%	62%	59%	60%	58%	84%	-	-	-	*	55%	65%	26%	66%	24%	59%	-	45%	*	-	100%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	Female	76%	74%	71%	40%	71%	86%	-	*	-	-	65%	82%	36%	75%	30%	-	71%	*	-	-	*
Algebra I	All Students	72%	69%	62%	*	61%	82%	-	*	-	-	57%	72%	38%	67%	39%	56%	69%	88%	*	-	*
	CWD	44%	41%	38%	-	36%	*	-	-	-	-	30%	58%	38%	-	19%	34%	50%	*	*	-	*
	CWOD	75%	72%	67%	*	66%	79%	-	*	-	-	63%	75%	-	67%	45%	63%	71%	86%	*	-	*
	EL	54%	41%	39%	-	40%	-	-	*	-	-	38%	47%	19%	45%	39%	31%	50%	-	*	-	-
	Male	68%	62%	56%	*	55%	82%	-	-	-	-	53%	64%	34%	63%	31%	56%	-	*	*	-	*
	Female	76%	75%	69%	*	69%	83%	-	*	-	-	63%	81%	50%	71%	50%	-	69%	80%	*	-	*
Biology	All Students	81%	75%	73%	60%	73%	93%	-	*	-	*	68%	82%	38%	79%	37%	72%	75%	90%	*	-	80%
	CWD	52%	40%	38%	-	36%	80%	-	-	-	-	34%	47%	38%	-	13%	41%	30%	*	*	-	*
	CWOD	84%	79%	79%	60%	79%	96%	-	*	-	*	74%	87%	-	79%	42%	80%	78%	89%	*	-	*
	EL	56%	38%	37%	*	38%	-	-	*	-	-	37%	38%	13%	42%	37%	35%	39%	-	*	-	-
	Male	79%	72%	72%	*	71%	95%	-	-	-	-	67%	81%	41%	80%	35%	72%	-	*	*	-	*
	Female	83%	78%	75%	*	75%	91%	-	*	-	-	69%	82%	30%	78%	39%	-	75%	100%	*	-	*

STAAR Percent at Meets Grade Level or Above

End of Course																						
English I	All Students	49%	44%	30%	*	29%	50%	-	*	-	*	26%	37%	13%	33%	8%	25%	35%	33%	*	-	*
	CWD	19%	14%	13%	-	13%	*	-	-	-	-	13%	11%	13%	-	7%	12%	14%	*	*	-	*
	CWOD	53%	48%	33%	*	32%	67%	-	*	-	*	29%	42%	-	33%	8%	29%	37%	25%	*	-	*
	EL	16%	8%	8%	-	8%	-	-	*	-	-	6%	17%	7%	8%	8%	7%	10%	-	*	-	-
	Male	44%	37%	25%	*	24%	56%	-	-	-	-	24%	29%	12%	29%	7%	25%	-	20%	*	-	*
	Female	55%	51%	35%	*	35%	*	-	*	-	*	30%	47%	14%	37%	10%	-	35%	*	*	-	*
English II	All Students	57%	51%	48%	50%	47%	70%	-	*	-	*	41%	61%	13%	54%	11%	41%	56%	27%	*	-	88%
	CWD	22%	13%	13%	*	14%	*	-	-	-	-	13%	14%	13%	-	12%	13%	14%	*	-	-	*
	CWOD	60%	57%	54%	56%	53%	79%	-	*	-	*	46%	67%	-	54%	10%	47%	61%	31%	*	-	100%
	EL	18%	10%	11%	*	11%	-	-	*	-	-	10%	13%	12%	10%	11%	13%	7%	*	-	-	-
	Male	51%	43%	41%	60%	40%	58%	-	-	-	*	34%	52%	13%	47%	13%	41%	-	18%	*	-	100%
	Female	63%	60%	56%	40%	55%	86%	-	*	-	-	48%	73%	14%	61%	7%	-	56%	*	-	-	*
Algebra I	All Students	40%	34%	24%	*	23%	41%	-	*	-	-	19%	35%	12%	26%	11%	20%	28%	50%	*	-	*
	CWD	20%	13%	12%	-	11%	*	-	-	-	-	10%	15%	12%	-	6%	13%	9%	*	*	-	*
	CWOD	42%	36%	26%	*	26%	43%	-	*	-	-	20%	38%	-	26%	12%	23%	30%	43%	*	-	*
	EL	20%	12%	11%	-	11%	-	-	*	-	-	8%	20%	6%	12%	11%	2%	21%	-	*	-	-
	Male	38%	30%	20%	*	19%	36%	-	-	-	-	18%	27%	13%	23%	2%	20%	-	*	*	-	*
	Female	43%	37%	28%	*	28%	50%	-	*	-	-	20%	43%	9%	30%	21%	-	28%	40%	*	-	*
Biology	All Students	54%	40%	39%	40%	38%	67%	-	*	-	*	32%	52%	18%	43%	10%	41%	38%	60%	*	-	60%
	CWD	25%	18%	18%	-	18%	20%	-	-	-	-	17%	20%	18%	-	6%	18%	17%	*	*	-	*
	CWOD	57%	43%	43%	40%	41%	76%	-	*	-	*	34%	56%	-	43%	11%	47%	39%	56%	*	-	*
	EL	21%	9%	10%	*	10%	-	-	*	-	-	8%	14%	6%	11%	10%	12%	8%	-	*	-	-
	Male	52%	40%	41%	*	39%	63%	-	-	-	-	34%	52%	18%	47%	12%	41%	-	*	*	-	*
	Female	55%	40%	38%	*	37%	73%	-	*	-	*	29%	51%	17%	39%	8%	-	38%	67%	*	-	*

STAAR Percent at Masters Grade Level

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
End of Course																						
English I	All Students	12%	8%	2%	*	3%	0%	-	*	-	*	2%	4%	9%	1%	2%	2%	3%	11%	*	-	*
	CWD	4%	8%	9%	-	9%	*	-	-	-	-	10%	7%	9%	-	7%	9%	10%	*	*	-	*
	CWOD	13%	8%	1%	*	1%	0%	-	*	-	*	1%	3%	-	1%	1%	0%	3%	0%	*	-	*
	EL	1%	1%	2%	-	2%	-	-	*	-	-	1%	4%	7%	1%	2%	1%	2%	-	*	-	-
	Male	9%	5%	2%	*	2%	0%	-	-	-	-	2%	1%	9%	0%	1%	2%	-	20%	*	-	*
	Female	15%	11%	3%	*	3%	*	-	*	-	*	2%	7%	10%	3%	2%	-	3%	*	*	-	*
English II	All Students	11%	6%	6%	0%	5%	18%	-	*	-	*	4%	8%	5%	6%	1%	6%	5%	0%	*	-	38%
	CWD	5%	4%	5%	*	5%	*	-	-	-	-	7%	0%	5%	-	0%	6%	3%	*	-	-	*
	CWOD	11%	7%	6%	0%	5%	21%	-	*	-	*	3%	9%	-	6%	1%	6%	5%	0%	*	-	43%
	EL	1%	1%	1%	*	1%	-	-	*	-	-	1%	0%	0%	1%	1%	1%	0%	*	-	-	-
	Male	8%	6%	6%	0%	6%	11%	-	-	-	*	5%	7%	6%	6%	1%	6%	-	0%	*	-	40%
	Female	14%	7%	5%	0%	4%	29%	-	*	-	-	3%	10%	3%	5%	0%	-	5%	*	-	-	*
Algebra I	All Students	23%	13%	8%	*	8%	12%	-	*	-	-	5%	14%	9%	8%	4%	7%	9%	13%	*	-	*
	CWD	8%	10%	9%	-	10%	*	-	-	-	-	10%	8%	9%	-	6%	9%	9%	*	*	-	*
	CWOD	24%	14%	8%	*	8%	14%	-	*	-	-	4%	15%	-	8%	3%	6%	9%	0%	*	-	*
	EL	9%	4%	4%	-	4%	-	-	*	-	-	2%	13%	6%	3%	4%	2%	6%	-	*	-	-
	Male	21%	12%	7%	*	7%	9%	-	-	-	-	6%	9%	9%	6%	2%	7%	-	*	*	-	*
	Female	25%	15%	9%	*	9%	17%	-	*	-	-	4%	19%	9%	9%	6%	-	9%	0%	*	-	*
Biology	All Students	21%	11%	10%	0%	9%	20%	-	*	-	*	6%	16%	10%	10%	4%	10%	10%	10%	*	-	40%
	CWD	7%	10%	10%	-	11%	0%	-	-	-	-	12%	7%	10%	-	6%	11%	9%	*	*	-	*
	CWOD	23%	11%	10%	0%	9%	24%	-	*	-	*	5%	17%	-	10%	4%	10%	10%	0%	*	-	*
	EL	4%	4%	4%	*	4%	-	-	*	-	-	4%	5%	6%	4%	4%	5%	4%	-	*	-	-
	Male	21%	11%	10%	*	10%	16%	-	-	-	-	6%	15%	11%	10%	5%	10%	-	*	*	-	*
	Female	22%	11%	10%	*	9%	27%	-	*	-	*	5%	16%	9%	10%	4%	-	10%	0%	*	-	*
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	58%	65%	61%	64%	89%	-	*	-	*	59%	74%	34%	70%	32%	59%	71%	71%	57%	-	80%
	CWD	38%	28%	34%	*	32%	69%	-	-	-	-	30%	42%	34%	-	19%	33%	36%	60%	*	-	50%
	CWOD	71%	63%	70%	64%	69%	93%	-	*	-	*	65%	79%	-	70%	34%	66%	74%	73%	*	-	100%
	EL	47%	26%	32%	*	32%	-	-	*	-	-	32%	32%	19%	34%	32%	27%	37%	*	*	-	-
	Male	65%	55%	59%	79%	58%	89%	-	-	-	*	55%	68%	33%	66%	27%	59%	-	61%	*	-	77%
	Female	69%	61%	71%	33%	71%	89%	-	*	-	*	65%	82%	36%	74%	37%	-	71%	84%	*	-	86%
Reading	All Students	68%	61%	60%	50%	59%	87%	-	*	-	*	56%	69%	30%	65%	27%	54%	68%	58%	*	-	83%
	CWD	35%	28%	30%	*	29%	43%	-	-	-	-	28%	32%	30%	-	23%	28%	33%	*	*	-	*
	CWOD	72%	67%	65%	54%	65%	95%	-	*	-	*	61%	74%	-	65%	28%	60%	72%	62%	*	-	100%
	EL	46%	24%	27%	*	27%	-	-	*	-	-	28%	26%	23%	28%	27%	24%	32%	*	*	-	-
	Male	63%	55%	54%	63%	52%	86%	-	-	-	*	50%	60%	28%	60%	24%	54%	-	50%	*	-	88%
	Female	72%	67%	68%	33%	68%	88%	-	*	-	*	62%	80%	33%	72%	32%	-	68%	75%	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	65%	53%	65%	*	64%	86%	-	*	-	-	59%	77%	39%	70%	39%	59%	72%	88%	*	-	*
	CWD	39%	28%	39%	-	36%	*	-	-	-	-	30%	59%	39%	-	19%	35%	50%	*	*	-	*
	CWOD	68%	57%	70%	*	70%	82%	-	*	-	-	65%	79%	-	70%	45%	66%	74%	86%	*	-	*
	EL	49%	28%	39%	-	40%	-	-	*	-	-	38%	47%	19%	45%	39%	31%	50%	-	*	-	-
	Male	65%	52%	59%	*	58%	86%	-	-	-	-	54%	70%	35%	66%	31%	59%	-	*	*	-	*
	Female	65%	54%	72%	*	72%	86%	-	*	-	-	65%	84%	50%	74%	50%	-	72%	80%	*	-	*
Science	All Students	70%	60%	73%	60%	73%	93%	-	*	-	*	68%	82%	38%	79%	37%	72%	75%	90%	*	-	80%
	CWD	42%	27%	38%	-	36%	80%	-	-	-	-	34%	47%	38%	-	13%	41%	30%	*	*	-	*
	CWOD	74%	65%	79%	60%	79%	96%	-	*	-	*	74%	87%	-	79%	42%	80%	78%	89%	*	-	*
	EL	47%	25%	37%	*	38%	-	-	*	-	-	37%	38%	13%	42%	37%	35%	39%	-	*	-	-
	Male	70%	59%	72%	*	71%	95%	-	-	-	-	67%	81%	41%	80%	35%	72%	-	*	*	-	*
	Female	71%	60%	75%	*	75%	91%	-	*	-	*	69%	82%	30%	78%	39%	-	75%	100%	*	-	*
SAT/ACT All Subjects	All Students	95%	99%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	-	100%	100%	-	-	-	-
	CWD	80%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	95%	99%	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	-	100%	100%	-	-	-	-
	EL	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	95%	100%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	-	100%	-	-	-	-	-
	Female	94%	98%	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	30%	37%	48%	36%	60%	-	*	-	*	31%	49%	14%	41%	10%	33%	41%	40%	29%	-	60%
	CWD	21%	13%	14%	*	14%	13%	-	-	-	-	13%	15%	14%	-	8%	14%	14%	60%	*	-	0%
	CWOD	44%	33%	41%	50%	40%	70%	-	*	-	*	34%	53%	-	41%	10%	38%	44%	38%	*	-	100%
	EL	20%	8%	10%	*	10%	-	-	*	-	-	8%	15%	8%	10%	10%	9%	11%	*	*	-	-
	Male	40%	28%	33%	64%	32%	54%	-	-	-	*	28%	43%	14%	38%	9%	33%	-	30%	*	-	46%
	Female	42%	33%	41%	22%	40%	71%	-	*	-	*	34%	55%	14%	44%	11%	-	41%	53%	*	-	86%
Reading	All Students	44%	35%	40%	50%	39%	64%	-	*	-	*	34%	52%	13%	45%	9%	34%	48%	29%	*	-	67%
	CWD	20%	13%	13%	*	14%	0%	-	-	-	-	13%	13%	13%	-	10%	13%	14%	*	*	-	*
	CWOD	47%	39%	45%	54%	44%	76%	-	*	-	*	38%	58%	-	45%	9%	39%	51%	29%	*	-	100%
	EL	20%	7%	9%	*	10%	-	-	*	-	-	8%	15%	10%	9%	9%	10%	9%	*	*	-	-
	Male	40%	30%	34%	63%	33%	57%	-	-	-	*	29%	43%	13%	39%	10%	34%	-	19%	*	-	63%
	Female	48%	41%	48%	33%	47%	76%	-	*	-	*	40%	63%	14%	51%	9%	-	48%	50%	*	-	*
Mathematics	All Students	37%	25%	27%	*	26%	43%	-	*	-	-	21%	38%	11%	29%	11%	24%	30%	50%	*	-	*
	CWD	21%	12%	11%	-	11%	*	-	-	-	-	10%	15%	11%	-	6%	12%	9%	*	*	-	*
	CWOD	39%	27%	29%	*	29%	47%	-	*	-	-	23%	41%	-	29%	12%	27%	32%	43%	*	-	*
	EL	20%	8%	11%	-	11%	-	-	*	-	-	8%	20%	6%	12%	11%	2%	21%	-	*	-	-
	Male	37%	24%	24%	*	23%	36%	-	-	-	-	20%	32%	12%	27%	2%	24%	-	*	*	-	*
	Female	36%	25%	30%	*	29%	57%	-	*	-	-	22%	43%	9%	32%	21%	-	30%	40%	*	-	*

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Science	All Students	43%	30%	39%	40%	38%	67%	-	*	-	*	32%	52%	18%	43%	10%	41%	38%	60%	*	-	60%	
	CWD	22%	14%	18%	-	18%	20%	-	-	-	-	17%	20%	18%	-	6%	18%	17%	*	*	-	*	
	CWOD	46%	32%	43%	40%	41%	76%	-	*	-	*	34%	56%	-	43%	11%	47%	39%	56%	*	-	*	
	EL	17%	7%	10%	*	10%	-	-	*	-	-	8%	14%	6%	11%	10%	12%	8%	-	*	-	-	
	Male	44%	31%	41%	*	39%	63%	-	-	-	-	34%	52%	18%	47%	12%	41%	-	*	*	-	*	
	Female	42%	28%	38%	*	37%	73%	-	*	-	*	29%	51%	17%	39%	8%	-	38%	67%	*	-	*	
SAT/ACT All Subjects	All Students	69%	57%	56%	-	57%	*	-	-	-	-	61%	53%	*	57%	-	71%	45%	-	-	-	-	
	CWD	50%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	
	CWOD	69%	58%	57%	-	57%	*	-	-	-	-	61%	55%	-	57%	-	75%	45%	-	-	-	-	
	EL	21%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male	73%	73%	71%	-	78%	*	-	-	-	-	83%	67%	*	75%	-	71%	-	-	-	-	-	-
	Female	65%	48%	45%	-	43%	*	-	-	-	-	50%	41%	-	45%	-	-	45%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	10%	6%	0%	6%	16%	-	*	-	*	4%	11%	8%	6%	2%	6%	7%	7%	0%	-	25%	
	CWD	7%	4%	8%	*	9%	0%	-	-	-	-	9%	5%	8%	-	4%	9%	7%	60%	*	-	0%	
	CWOD	19%	11%	6%	0%	6%	19%	-	*	-	*	3%	11%	-	6%	2%	6%	7%	0%	*	-	42%	
	EL	7%	2%	2%	*	2%	-	-	*	-	-	2%	4%	4%	2%	2%	2%	3%	*	*	-	-	
	Male	17%	9%	6%	0%	6%	11%	-	-	-	*	5%	9%	9%	6%	2%	6%	-	13%	*	-	23%	
	Female	19%	11%	7%	0%	6%	23%	-	*	-	*	3%	13%	7%	7%	3%	-	7%	0%	*	-	29%	
Reading	All Students	18%	11%	4%	0%	4%	13%	-	*	-	*	3%	6%	7%	4%	1%	4%	5%	4%	*	-	25%	
	CWD	6%	3%	7%	*	7%	0%	-	-	-	-	8%	4%	7%	-	3%	7%	5%	*	*	-	*	
	CWOD	20%	12%	4%	0%	3%	16%	-	*	-	*	2%	7%	-	4%	1%	3%	4%	0%	*	-	38%	
	EL	7%	1%	1%	*	1%	-	-	*	-	-	1%	2%	3%	1%	1%	1%	1%	*	*	-	-	
	Male	16%	9%	4%	0%	4%	7%	-	-	-	*	4%	5%	7%	3%	1%	4%	-	6%	*	-	25%	
	Female	21%	13%	5%	0%	4%	24%	-	*	-	*	2%	9%	5%	4%	1%	-	5%	0%	*	-	*	
Mathematics	All Students	17%	9%	8%	*	8%	14%	-	*	-	-	5%	14%	9%	8%	4%	8%	8%	13%	*	-	*	
	CWD	8%	4%	9%	-	10%	*	-	-	-	-	10%	7%	9%	-	6%	9%	9%	*	*	-	*	
	CWOD	18%	10%	8%	*	8%	18%	-	*	-	-	4%	15%	-	8%	3%	8%	8%	0%	*	-	*	
	EL	8%	3%	4%	-	4%	-	-	*	-	-	2%	13%	6%	3%	4%	2%	6%	-	*	-	-	
	Male	18%	9%	8%	*	8%	14%	-	-	-	-	6%	11%	9%	8%	2%	8%	-	*	*	-	*	
	Female	16%	9%	8%	*	8%	14%	-	*	-	-	4%	16%	9%	8%	6%	-	8%	0%	*	-	*	
Science	All Students	19%	10%	10%	0%	9%	20%	-	*	-	*	6%	16%	10%	10%	4%	10%	10%	10%	*	-	40%	
	CWD	8%	4%	10%	-	11%	0%	-	-	-	-	12%	7%	10%	-	6%	11%	9%	*	*	-	*	
	CWOD	20%	11%	10%	0%	9%	24%	-	*	-	*	5%	17%	-	10%	4%	10%	10%	0%	*	-	*	
	EL	4%	3%	4%	*	4%	-	-	*	-	-	4%	5%	6%	4%	4%	5%	4%	-	*	-	-	
	Male	20%	10%	10%	*	10%	16%	-	-	-	-	6%	15%	11%	10%	5%	10%	-	*	*	-	*	
	Female	18%	10%	10%	*	9%	27%	-	*	-	*	5%	16%	9%	10%	4%	-	10%	0%	*	-	*	

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
SAT/ACT All Subjects	All Students	14%	7%	8%	-	7%	*	-	-	-	-	0%	13%	*	8%	-	19%	0%	-	-	-	-		
	CWD	11%	*	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-	-	
	CWOD	14%	7%	8%	-	7%	*	-	-	-	-	0%	13%	-	8%	-	20%	0%	-	-	-	-	-	
	EL	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	18%	19%	19%	-	17%	*	-	-	-	-	0%	27%	*	20%	-	19%	-	-	-	-	-	-	-
	Female	11%	0%	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	-	-	0%	-	-	-	-	-	-

- Indicates there are no students in the group.

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2020													
All Students	89.6%	87.5%	89.4%	94.1%	*	*	-	*	87.8%	84.6%	76.5%	64.7%	-
CWD	84.6%	-	83.9%	*	*	-	-	-	83.7%	84.6%	90.0%	100.0%	-
CWOD	90.2%	87.5%	90.1%	93.8%	-	*	-	*	88.3%	-	75.0%	50.0%	-
EL	76.5%	-	75.8%	*	-	*	-	-	81.0%	90.0%	76.5%	*	-
Male	85.4%	*	84.7%	91.7%	-	*	-	*	81.5%	87.0%	66.0%	60.0%	-
Female	94.1%	*	94.5%	95.5%	*	*	-	*	93.5%	78.9%	88.9%	71.4%	-

- Indicates there are no students in the group.

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

◇ Ever in grades 9-12.

Part (iv): English Language Proficiency

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This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
214	16	7%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ◇ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	36	36	35	55	-	*	-	*	31	19	15
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	63%	50%	62%	79%	*	*	-	*	58%	61%	40%

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
Participation Rate																		
All Subjects	All Students	91%	85%	90%	96%	-	*	-	*	89%	93%	91%	91%	94%	90%	91%	90%	
	CWD	91%	*	91%	89%	-	-	-	-	91%	91%	91%	-	92%	92%	89%	88%	
	CWOD	91%	85%	90%	98%	-	*	-	*	89%	93%	-	91%	95%	90%	91%	91%	
	EL	94%	*	94%	*	-	*	-	-	95%	92%	92%	95%	94%	92%	97%	100%	
	Male	90%	82%	90%	94%	-	-	-	*	89%	93%	92%	90%	92%	90%	-	93%	
	Female	91%	90%	91%	100%	-	*	-	*	89%	94%	89%	91%	97%	-	91%	88%	
Reading	All Students	91%	93%	91%	98%	-	*	-	*	89%	95%	91%	91%	97%	92%	91%	85%	
	CWD	91%	*	92%	88%	-	-	-	-	92%	89%	91%	-	91%	92%	90%	83%	
	CWOD	91%	93%	91%	100%	-	*	-	*	89%	96%	-	91%	98%	91%	91%	85%	
	EL	97%	*	97%	*	-	*	-	-	98%	96%	91%	98%	97%	96%	98%	100%	
	Male	92%	89%	91%	97%	-	-	-	*	90%	95%	92%	91%	96%	92%	-	90%	
	Female	91%	100%	91%	100%	-	*	-	*	89%	96%	90%	91%	98%	-	91%	77%	
Mathematics	All Students	87%	67%	87%	88%	-	*	-	-	88%	85%	90%	86%	86%	86%	88%	100%	
	CWD	90%	-	90%	80%	-	-	-	-	88%	93%	90%	-	94%	92%	85%	*	
	CWOD	86%	67%	87%	89%	-	*	-	-	88%	84%	-	86%	85%	84%	89%	100%	
	EL	86%	-	86%	-	-	*	-	-	90%	75%	94%	85%	86%	81%	94%	-	
	Male	86%	*	86%	82%	-	-	-	-	87%	83%	92%	84%	81%	86%	-	*	
	Female	88%	*	88%	100%	-	*	-	-	90%	86%	85%	89%	94%	-	88%	100%	
Science	All Students	93%	83%	93%	100%	-	*	-	*	90%	97%	92%	93%	93%	93%	93%	100%	
	CWD	92%	-	91%	100%	-	-	-	-	92%	91%	92%	-	94%	93%	89%	*	
	CWOD	93%	83%	93%	100%	-	*	-	*	90%	98%	-	93%	93%	93%	93%	100%	
	EL	93%	*	93%	-	-	*	-	-	93%	91%	94%	93%	93%	90%	96%	-	
	Male	93%	*	92%	100%	-	-	-	-	90%	97%	93%	93%	90%	93%	-	*	
	Female	93%	*	93%	100%	-	*	-	*	90%	97%	89%	93%	96%	-	93%	100%	
SAT/ACT All Subjects	All Students	51%	-	50%	67%	-	-	-	-	47%	53%	*	51%	0%	39%	66%	-	
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-	
	CWOD	51%	-	50%	60%	-	-	-	-	47%	53%	-	51%	0%	38%	66%	-	
	EL	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	
	Male	39%	-	37%	60%	-	-	-	-	29%	45%	*	38%	0%	39%	-	-	
	Female	66%	-	65%	*	-	-	-	-	71%	63%	-	66%	-	-	66%	-	
Non-Participation Rate																		
All Subjects	All Students	9%	15%	10%	4%	-	*	-	*	11%	7%	9%	9%	6%	10%	9%	10%	
	CWD	9%	*	9%	11%	-	-	-	-	9%	9%	9%	-	8%	8%	11%	12%	
	CWOD	9%	15%	10%	2%	-	*	-	*	11%	7%	-	9%	5%	10%	9%	9%	
	EL	6%	*	6%	*	-	*	-	-	5%	8%	8%	5%	6%	8%	3%	0%	
	Male	10%	18%	10%	6%	-	-	-	*	11%	7%	8%	10%	8%	10%	-	7%	

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		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	Female	9%	10%	9%	0%	-	*	-	*	11%	6%	11%	9%	3%	-	9%	12%
Reading	All Students	9%	7%	9%	2%	-	*	-	*	11%	5%	9%	9%	3%	8%	9%	15%
	CWD	9%	*	8%	12%	-	-	-	-	8%	11%	9%	-	9%	8%	10%	17%
	CWOD	9%	7%	9%	0%	-	*	-	*	11%	4%	-	9%	2%	9%	9%	15%
	EL	3%	*	3%	*	-	*	-	-	2%	4%	9%	2%	3%	4%	2%	0%
	Male	8%	11%	9%	3%	-	-	-	*	10%	5%	8%	9%	4%	8%	-	10%
	Female	9%	0%	9%	0%	-	*	-	*	11%	4%	10%	9%	2%	-	9%	23%
Mathematics	All Students	13%	33%	13%	12%	-	*	-	-	12%	15%	10%	14%	14%	14%	12%	0%
	CWD	10%	-	10%	20%	-	-	-	-	12%	7%	10%	-	6%	8%	15%	*
	CWOD	14%	33%	13%	11%	-	*	-	-	12%	16%	-	14%	15%	16%	11%	0%
	EL	14%	-	14%	-	-	*	-	-	10%	25%	6%	15%	14%	19%	6%	-
	Male	14%	*	14%	18%	-	-	-	-	13%	17%	8%	16%	19%	14%	-	*
	Female	12%	*	12%	0%	-	*	-	-	10%	14%	15%	11%	6%	-	12%	0%
Science	All Students	7%	17%	7%	0%	-	*	-	*	10%	3%	8%	7%	7%	7%	7%	0%
	CWD	8%	-	9%	0%	-	-	-	-	8%	9%	8%	-	6%	7%	11%	*
	CWOD	7%	17%	7%	0%	-	*	-	*	10%	2%	-	7%	7%	7%	7%	0%
	EL	7%	*	7%	-	-	*	-	-	7%	9%	6%	7%	7%	10%	4%	-
	Male	7%	*	8%	0%	-	-	-	-	10%	3%	7%	7%	10%	7%	-	*
	Female	7%	*	7%	0%	-	*	-	*	10%	3%	11%	7%	4%	-	7%	0%
SAT/ACT All Subjects	All Students	49%	-	50%	33%	-	-	-	-	53%	47%	*	49%	100%	61%	34%	-
	CWD	*	-	-	*	-	-	-	-	-	*	*	-	-	*	-	-
	CWOD	49%	-	50%	40%	-	-	-	-	53%	47%	-	49%	100%	62%	34%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-
	Male	61%	-	63%	40%	-	-	-	-	71%	55%	*	62%	100%	61%	-	-
	Female	34%	-	35%	*	-	-	-	-	29%	37%	-	34%	-	-	34%	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	155	2	146	6	1	0	0	0	42		
	Female	103	1	100	1	0	0	0	1	20		
	Total	258	3	246	7	1	0	0	1	62		
Out-of-School Suspensions												
	Male	74	0	68	5	1	0	0	0	21		
	Female	38	0	37	0	0	0	0	1	9		
	Total	112	0	105	5	1	0	0	1	30		
Expulsions												
With Educational Services	Male	51	1	46	3	1	0	0	0	12		
	Female	13	0	13	0	0	0	0	0	3		
	Total	64	1	59	3	1	0	0	0	15		
Without Educational Services	Male	2	0	2	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	3	1	2	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	28	0	26	2	0	0	0	0	9		
	Female	8	1	6	1	0	0	0	0	1		
	Total	36	1	32	3	0	0	0	0	10		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	1	0	1	0	0	0	0	0	0		
	Female	1	1	0	0	0	0	0	0	0		
	Total	2	1	1	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	69	1	66	2	0	0	0	0	14		38
	Female	18	0	18	0	0	0	0	0	3		5
	Total	87	1	84	2	0	0	0	0	17		43
Out-of-School Suspensions												

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		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	40	0	37	1	0	0	0	2	8		22
	Female	8	0	8	0	0	0	0	0	1		1
	Total	48	0	45	1	0	0	0	2	9		23
Expulsions												
With Educational Services	Male	24	0	23	0	0	0	0	1	4		12
	Female	6	0	6	0	0	0	0	0	0		1
	Total	30	0	29	0	0	0	0	1	4		13
Without Educational Services	Male	1	0	1	0	0	0	0	0	0		1
	Female	0	0	0	0	0	0	0	0	0		0
	Total	1	0	1	0	0	0	0	0	0		1
Under Zero Tolerance Policies	Male	8	0	8	0	0	0	0	0	1		8
	Female	4	0	4	0	0	0	0	0	0		1
	Total	12	0	12	0	0	0	0	0	1		9
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	2	0	2	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		2
All Students												
Chronic Absenteeism												
	Male	323	4	301	18	-8	-8	-8	-8	61	52	-8
	Female	290	5	272	11	-8	1	1	-8	38	28	-8
	Total	613	9	573	29	-8	1	1	-8	99	80	-8

		Total
Incidents of Violence		
Incidents of rape or attempted rape		0
Incidents of sexual assault (other than rape)		0
Incidents of robbery with a weapon		0
Incidents of robbery with a firearm or explosive device		0
Incidents of robbery without a weapon		0
Incidents of physical attack or fight with a weapon		0
Incidents of physical attack or fight with a firearm or explosive device		0

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	Total
Incidents of physical attack or fight without a weapon	60
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	6
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	3
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	3
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	228	3	197	24	0	1	0	3	4	3
	Female	280	2	245	29	0	1	0	3	11	1
	Total	508	5	442	53	0	2	0	6	15	4
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	291	3	264	21	0	0	0	3	17	14
	Female	272	3	245	21	0	1	0	2	4	1
	Total	563	6	509	42	0	1	0	5	21	15

- Indicates there are no data available in the group.
 - 3 Indicates skip logic failure.
 - 8 Indicates EDFacts missing data.
 - 9 Indicates not applicable / skipped.
 - 11 Indicates suppressed data.
- Blank cell indicates the student group is not applicable to this report.

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Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.9	5.8%
Teachers Teaching with Emergency or Provisional Credentials	12.9	7.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	20.3	12.4%

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

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	-	-
Mathematics	4,961	1%	9	1%	-	-
Grade 4						
Reading	5,046	1%	10	1%	-	-
Mathematics	5,040	1%	10	1%	-	-
Grade 5						
Reading	5,133	1%	10	1%	-	-
Mathematics	5,138	1%	10	1%	-	-
Science	5,130	1%	10	1%	-	-
Grade 6						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
Grade 7						
Reading	4,586	1%	6	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-
Science	4,492	1%	6	1%	-	-
End of Course						
English I	4,504	1%	10	1%	10	2%
English II	4,092	1%	7	1%	7	1%
Algebra I	4,514	1%	9	1%	9	2%
Biology	4,424	1%	11	1%	11	2%
All Grades						
All Subjects	85,481	1%	153	1%	37	1%
Reading	37,771	1%	67	1%	17	1%
Mathematics	33,664	1%	59	1%	9	1%
Science	14,046	1%	27	1%	11	2%

- Indicates there are no students in the group.

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

* Indicates reporting standards not met.

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

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	47%	-	46%	61%	-	*	*	*	41%	10%	31%
In-State Private Institutions	*	-	*	*	-	-	-	-	*	-	*
Out-of-State Institutions	1%	-	1%	*	-	-	-	-	*	*	-

- Indicates there are no students in the group.

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

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	13.3%	3.8%	13.6%	10.9%	*	0.0%	-	0.0%	15.0%	13.0%	16.3%

- Indicates there are no students in the group.

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Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: High School
Total Students: 2,467
Grade Span: 09 - 12

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about DEL RIO H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	97.5%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.7%	0.7%	12.7%
Hispanic	94.0%	93.6%	52.9%
White	5.0%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.2%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	60.4%	71.3%	60.3%
Special Education	11.7%	13.0%	11.1%
Emergent Bilingual/EL	12.6%	17.3%	20.7%
Mobility Rate (2019-20)	10.3%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	19.3%	19.7%	15.7%
Foreign Languages	20.5%	22.0%	17.8%
Mathematics	19.6%	20.0%	16.9%
Science	22.1%	22.2%	17.9%
Social Studies	24.3%	21.5%	18.3%

School Financial Information (2019-20)

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

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$10,801	\$10,349	\$10,406
Instruction	\$6,068	\$5,401	\$5,929
Instructional Leadership	\$227	\$205	\$173
School Leadership	\$604	\$507	\$620

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STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	69%	58%	68%	90%	-	40%	-	100%	64%
	2019	78%	72%	74%	74%	73%	80%	86%	89%	-	93%	71%
ELA/Reading	2021	68%	62%	61%	46%	60%	86%	-	*	-	*	57%
	2019	75%	69%	62%	64%	62%	65%	*	80%	-	83%	59%
Mathematics	2021	66%	54%	67%	*	66%	85%	-	*	-	-	61%
	2019	82%	77%	75%	80%	75%	88%	*	-	-	*	74%
Science	2021	71%	60%	75%	60%	74%	93%	-	*	-	*	69%
	2019	81%	75%	82%	60%	81%	97%	*	*	-	*	78%
Social Studies	2021	73%	65%	83%	*	82%	96%	-	*	-	*	79%
	2019	81%	73%	90%	100%	90%	87%	*	*	-	*	89%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	43%	38%	42%	66%	-	0%	-	100%	36%
	2019	50%	40%	45%	45%	45%	63%	43%	67%	-	57%	40%
ELA/Reading	2021	45%	36%	41%	46%	40%	63%	-	*	-	*	35%
	2019	48%	38%	36%	29%	35%	56%	*	60%	-	33%	31%
Mathematics	2021	37%	25%	28%	*	27%	40%	-	*	-	-	22%
	2019	52%	43%	44%	40%	44%	41%	*	-	-	*	41%
Science	2021	44%	30%	40%	40%	39%	66%	-	*	-	*	32%
	2019	54%	43%	45%	40%	44%	70%	*	*	-	*	38%
Social Studies	2021	49%	43%	63%	*	62%	89%	-	*	-	*	57%
	2019	55%	47%	71%	86%	70%	81%	*	*	-	*	66%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	12%	0%	12%	27%	-	0%	-	40%	9%
	2019	24%	17%	14%	6%	14%	24%	14%	11%	-	29%	11%
ELA/Reading	2021	18%	11%	4%	0%	4%	14%	-	*	-	*	3%
	2019	21%	13%	2%	0%	2%	7%	*	0%	-	17%	1%
Mathematics	2021	18%	9%	8%	*	8%	15%	-	*	-	-	5%
	2019	26%	20%	19%	0%	19%	24%	*	-	-	*	18%
Science	2021	20%	10%	10%	0%	10%	21%	-	*	-	*	6%
	2019	25%	16%	11%	0%	11%	20%	*	*	-	*	8%
Social Studies	2021	29%	24%	36%	*	35%	63%	-	*	-	*	30%
	2019	33%	27%	42%	29%	42%	61%	*	*	-	*	35%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	91%	87%	91%	96%	-	100%	-	100%	89%
	2019	99%	99%	99%	97%	99%	99%	100%	100%	-	100%	99%
ELA/Reading	2021	89%	94%	91%	93%	91%	98%	-	*	-	*	89%
	2019	99%	99%	99%	100%	99%	100%	*	100%	-	100%	99%
Mathematics	2021	88%	93%	87%	67%	87%	88%	-	*	-	-	88%
	2019	100%	100%	99%	83%	99%	95%	*	-	-	*	99%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

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Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	2.5%	2.3%	0.0%	2.5%	0.0%	*	0.0%	-	0.0%	2.5%
2018-19	1.9%	2.2%	1.8%	0.0%	1.8%	0.0%	*	25.0%	*	0.0%	2.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	86.4%	90.8%	87.5%	90.5%	96.9%	*	*	-	*	89.0%
Graduates, TxCHSE, & Cont	94.6%	92.0%	91.6%	87.5%	91.4%	96.9%	*	*	-	*	89.7%
Class of 2019											
Graduated	90.0%	87.0%	91.4%	*	91.1%	94.3%	-	*	*	*	89.2%
Graduates, TxCHSE, & Cont	94.1%	94.2%	94.1%	*	94.0%	94.3%	-	*	*	*	92.2%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	91.0%	92.7%	*	92.5%	94.3%	-	*	*	*	91.2%
Graduates, TxCHSE, & Cont	93.9%	93.1%	93.5%	*	93.3%	94.3%	-	*	*	*	92.3%
Class of 2018											
Graduated	92.2%	86.2%	90.2%	100.0%	89.8%	92.7%	*	*	-	*	87.7%
Graduates, TxCHSE, & Cont	93.9%	88.6%	91.2%	100.0%	90.7%	95.1%	*	*	-	*	88.9%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	87.5%	90.3%	100.0%	89.9%	92.7%	*	*	-	*	87.9%
Graduates, TxCHSE, & Cont	93.9%	89.2%	91.5%	100.0%	91.0%	95.1%	*	*	-	*	89.3%
Class of 2017											
Graduated	92.4%	89.8%	92.2%	*	91.9%	97.0%	*	*	*	*	90.0%
Graduates, TxCHSE, & Cont	93.7%	91.2%	93.3%	*	93.0%	97.0%	*	*	*	*	91.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2020	90.3%	85.4%	89.6%	87.5%	89.4%	94.1%	*	*	-	*	87.8%
Class of 2019	90.0%	86.0%	90.0%	*	89.6%	94.3%	-	*	*	*	87.4%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	87.8%	94.5%	93.8%	100.0%	93.6%	96.8%	*	*	-	*	92.2%
Class of 2019	87.6%	97.3%	97.0%	*	96.9%	97.0%	-	*	*	*	95.6%
College, Career, and Military Ready (Annual Graduates)											
2019-20	63.0%	66.8%	64.7%	42.9%	64.5%	79.3%	*	*	-	*	60.6%
2018-19	72.9%	74.2%	74.9%	*	74.4%	79.2%	-	*	*	*	70.9%
SAT/ACT Results (Annual Graduates)											
Tested											
2019-20	76.7%	41.8%	37.6%	42.9%	36.1%	58.6%	*	*	-	*	30.6%
2018-19	75.0%	43.2%	40.0%	*	37.9%	69.4%	-	*	*	*	31.1%
Average SAT Score											
2019-20	1019	1010	1016	*	1007	1089	-	*	-	*	991
2018-19	1027	1012	1015	*	1007	1072	-	*	-	*	975
Average ACT Score											
2019-20	20.2	21.7	21.5	*	20.6	*	-	*	-	-	19.6
2018-19	20.6	21.1	21.5	-	20.9	23.0	-	-	-	-	23.2

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.