

Clint Independent School District
Clint High School
2024-2025 Comprehensive Needs Assessment



Board Approval Date: August 28, 2024

Mission Statement

All students graduating from Clint High School will be well-rounded, successful, productive members of society; skilled both socially and academically with a mindset to succeed and a passion for lifelong learning.

Vision

To equip all Lions with the skills to find their internal grit, seize their opportunities to reach their potential, and have the courage to live with great purpose.

Value Statement

“Win the Day!”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Clint High School is a Comprehensive High School within the Clint Independent School District. Clint High School is located in Clint, Texas a suburban farming community east of El Paso, Texas.

| Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 11/17/2023) | | |
|--|-------|---------|
| | Count | Percent |
| Gender | | |
| Female | 353 | 48.09% |
| Male | 381 | 51.91% |
| Ethnicity | | |
| Hispanic-Latino | 713 | 97.14% |
| Race | | |
| American Indian - Alaskan Native | 0 | 0.00% |
| Asian | 1 | 0.14% |
| Black - African American | 1 | 0.14% |
| Native Hawaiian - Pacific Islander | 0 | 0.00% |
| White | 17 | 2.32% |
| Two-or-More | 2 | 0.27% |

| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
|------------------------------------|-------|-------|--------------|---|-------|--------|---|---|---|---|--------|-------|-------|
| Class of 2022 | | | | | | | | | | | | | |
| Graduated | 89.7% | 94.0% | 96.0% | - | 95.9% | 100.0% | - | - | - | * | 100.0% | 95.5% | 92.7% |
| Received TxCHSE | 0.3% | 0.4% | 0.0% | - | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | 0.0% |
| Continued HS | 3.5% | 1.3% | 0.6% | - | 0.6% | 0.0% | - | - | - | * | 0.0% | 0.0% | 2.4% |
| Dropped Out | 6.4% | 4.3% | 3.4% | - | 3.5% | 0.0% | - | - | - | * | 0.0% | 4.5% | 4.9% |
| Graduates and TxCHSE | 90.0% | 94.4% | 96.0% | - | 95.9% | 100.0% | - | - | - | * | 100.0% | 95.5% | 92.7% |
| Graduates, TxCHSE, and Continuers | 93.6% | 95.7% | 96.6% | - | 96.5% | 100.0% | - | - | - | * | 100.0% | 95.5% | 95.1% |

| | Count | Percent | Count | Count |
|---|-------|---------|-------|---------|
| Graduates (2021-22 Annual Graduates) | | | | |
| Total Graduates | 171 | 100.0% | 805 | 368,686 |
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | 1 | 45,227 |
| Hispanic | 165 | 96.5% | 763 | 191,125 |
| White | 5 | 2.9% | 37 | 103,171 |
| American Indian | 0 | 0.0% | 3 | 1,159 |
| Asian | 0 | 0.0% | 0 | 18,794 |
| Pacific Islander | 0 | 0.0% | 0 | 569 |
| Two or More Races | 1 | 0.6% | 1 | 8,641 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 1 | 433 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 4 | 134 |
| Foundation H.S. Program (No Endorsement) | 4 | 2.3% | 17 | 51,023 |
| Foundation H.S. Program (Endorsement) | 2 | 1.2% | 5 | 14,179 |
| Foundation H.S. Program (DLA) | 165 | 96.5% | 778 | 302,917 |
| Special Education Graduates | | | | |
| Special Education Graduates | 15 | 8.8% | 60 | 32,447 |
| Economically Disadvantaged Graduates | | | | |
| Economically Disadvantaged Graduates | 126 | 73.7% | 639 | 194,571 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | | | | |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 39 | 22.8% | 163 | 40,398 |
| At-Risk Graduates | | | | |
| At-Risk Graduates | 89 | 52.0% | 444 | 159,689 |
| CTE Completers | | | | |
| CTE Completers | 67 | 39.2% | 337 | 107,502 |

(All Grades)

| All Tests | | | | | | | | | | | | | | | | | |
|--|-----|-----|-----|---|-----|------|---|---|---|------|-----|------|------|-----|-----|-----|--|
| Assessment Participant | 99% | 99% | 98% | - | 98% | 100% | - | * | - | 100% | 95% | 100% | 100% | 93% | 98% | 97% | |
| Included in Accountability | 93% | 92% | 89% | - | 89% | 92% | - | * | - | 100% | 83% | 85% | 92% | 81% | 89% | 81% | |
| Not Included in Accountability: Mobile | 4% | 5% | 4% | - | 4% | 8% | - | * | - | 0% | 2% | 10% | 2% | 10% | 5% | 6% | |
| Not Included in Accountability: Other Exclusions | 2% | 2% | 4% | - | 5% | 0% | - | * | - | 0% | 9% | 5% | 5% | 2% | 5% | 9% | |
| Not Tested | 1% | 1% | 2% | - | 2% | 0% | - | * | - | 0% | 5% | 0% | 0% | 7% | 2% | 3% | |
| Absent | 1% | 1% | 2% | - | 2% | 0% | - | * | - | 0% | 5% | 0% | 0% | 7% | 2% | 3% | |
| Other | 0% | 1% | 0% | - | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | |
| Reading | | | | | | | | | | | | | | | | | |

Demographics Strengths

Demographics Strengths

CHS continually demonstrates high cohort graduation rates with greater than 98 % percent of students graduating within their cohort within 4-years.

CTE coherent sequence, industry based certification, armed forces enlistment, TSI criteria, dual credit coursework, and AP criteria significantly improved to increase the overall CCMR from approximately 45% to 95% in one year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: EB students consistently achieve significantly lower scores than their native English speaking counterparts. **Root Cause:** Lack of comprehensible input.

Student Learning

Student Learning Summary

Overall Student Achievement Data is promising. Special Populations all improved from last school year.

College, Career, and Military Ready Graduates

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Education |
|--|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|-------------------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 70.0% | 79.3% | 98.2% | - | 98.2% | 100.0% | - | - | - | * | 93 |
| 2020-21 | 65.2% | 76.0% | 96.4% | * | 96.3% | 100.0% | * | - | - | - | 93 |
| College Ready Graduates | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 52.9% | 75.3% | 96.5% | - | 96.4% | 100.0% | - | - | - | * | 80 |
| 2020-21 | 52.7% | 71.7% | 94.1% | * | 93.8% | 100.0% | * | - | - | - | 66 |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 57.1% | 65.5% | 82.5% | - | 82.4% | 80.0% | - | - | - | * | 73 |
| 2020-21 | 56.1% | 61.2% | 77.5% | * | 76.9% | 83.3% | * | - | - | - | 66 |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 48.2% | 79.3% | 84.8% | - | 84.2% | 100.0% | - | - | - | * | 80 |
| 2020-21 | 45.7% | 67.3% | 81.7% | * | 80.6% | 100.0% | * | - | - | - | 60 |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 42.2% | 54.8% | 72.5% | - | 72.1% | 80.0% | - | - | - | * | 73 |
| 2020-21 | 40.4% | 48.4% | 67.5% | * | 66.3% | 83.3% | * | - | - | - | 66 |

| | | | | | | | | | | | |
|---|-------|-------|--------------|---|-------|-------|---|---|---|---|----|
| 2020-21 | 40.4% | 49.1% | 67.5% | * | 66.3% | 83.3% | * | - | - | - | 60 |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 20.5% | 17.4% | 17.5% | - | 17.6% | 20.0% | - | - | - | * | 13 |
| 2020-21 | 21.3% | 12.9% | 11.2% | * | 11.3% | 16.7% | * | - | - | - | 0 |
| Associate Degree (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 2.4% | 6.1% | 0.0% | - | 0.0% | 0.0% | - | - | - | * | 0 |
| 2020-21 | 2.6% | 5.5% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | 0 |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 24.0% | 40.2% | 42.7% | - | 43.0% | 40.0% | - | - | - | * | 13 |
| 2020-21 | 25.9% | 40.9% | 43.2% | * | 44.4% | 33.3% | * | - | - | - | 6 |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | |
| 2021-22 | 4.4% | 12.0% | 24.0% | - | 23.6% | 40.0% | - | - | - | * | 13 |
| 2020-21 | 4.4% | 11.8% | 26.0% | * | 26.9% | 16.7% | * | - | - | - | 6 |

23-24 Spring EOC Algebra I

| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-----------|----------------|------------------------|-------------------|---------------------|
| CJHS | 32 | 100% | 75% | 38% |
| REMS | 25 | 100% | 64% | 32% |
| CECA | 45 | 96% | 71% | 36% |
| EMMS | 53 | 92% | 47% | 19% |
| CHS | 157 | 88% | 34% | 12% |
| Clint ISD | 806 | 86% | 43% | 17% |
| Region 19 | 13306 | 86% | 52% | 26% |
| MVHS | 158 | 84% | 50% | 19% |
| HHS | 311 | 82% | 34% | 12% |
| HMS | 26 | 81% | 54% | 23% |
| STATE | 467507 | 79% | 45% | 25% |

23-24 Spring EOC Biology

| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-----------|----------------|------------------------|-------------------|---------------------|
| CECA | 73 | 100% | 79% | 21% |
| CHS | 196 | 93% | 58% | 11% |
| Clint ISD | 878 | 92% | 53% | 9% |

| | | | | |
|-----------|--------|-----|-----|-----|
| MVHS | 204 | 91% | 49% | 6% |
| Region 19 | 14115 | 91% | 55% | 13% |
| STATE | 438894 | 90% | 57% | 19% |
| HHS | 406 | 89% | 48% | 9% |

23-24 Spring EOC US History

| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|-----------|----------------|------------------------|-------------------|---------------------|
| CECA | 65 | 100% | 89% | 51% |
| CHS | 185 | 98% | 74% | 31% |
| Clint ISD | 833 | 96% | 66% | 29% |
| STATE | 388172 | 95% | 69% | 37% |
| Region 19 | 13312 | 95% | 67% | 33% |
| MVHS | 194 | 95% | 62% | 26% |
| HHS | 389 | 94% | 60% | 26% |

23-24 Spring EOC English I

| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
|------|----------------|------------------------|-------------------|---------------------|
| CECA | 74 | 99% | 95% | 41% |
| CHS | 211 | 97% | 92% | 70% |

| CNS | 211 | 070 | 550 | 170 |
|-----------|--------|-----|-----|-----|
| STATE | 487062 | 67% | 54% | 17% |
| Clint ISD | 966 | 67% | 53% | 11% |
| MVHS | 231 | 65% | 53% | 11% |
| Region 19 | 16147 | 64% | 51% | 14% |
| HHS | 452 | 62% | 46% | 9% |

| 23-24 Spring EOC English II | | | | |
|-----------------------------|----------------|------------------------|-------------------|---------------------|
| | Total Students | Approaches Grade Level | Meets Grade Level | Masters Grade Level |
| CECA | 82 | 100% | 98% | 15% |
| MVHS | 242 | 79% | 65% | 4% |
| Clint ISD | 1026 | 76% | 61% | 4% |
| CHS | 219 | 76% | 57% | 5% |
| STATE | 463371 | 74% | 60% | 9% |
| Region 19 | 15493 | 73% | 58% | 6% |
| HHS | 483 | 71% | 55% | 2% |

| Domain | Scale Score | Better of School Progress A or B | Better of Student Achievement or School Progress | Weight Weighted | Weighted Points | Overall Score | 2024 Overall Rating |
|---------------------|-------------|----------------------------------|--|-----------------|-----------------|---------------|---------------------|
| Student Achievement | 88 | | | | | | |
| School Progress | 88 | | | | | | |

| | | | | | | | |
|-------------------|----|----|----|-----|------|----|---|
| School Progress A | 69 | 92 | 92 | 70% | 64.4 | 91 | A |
| School Progress B | 92 | | | | | | |
| Closing the Gaps | 87 | | | 30% | 26.1 | | |

Student Learning Strengths

CHS was at or above the state in all STAAR EOC Spring 2023 data. Designations and accountability ratings will be released in September.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education populations demonstrate a need for increased achievement in ELA EOC tests. **Root Cause:** Lack of comprehensive implementation of effective differentiation strategies.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

STEM / Genesis - Clint High School started the Genesis Program as an advanced academics program 12 years ago.

Agriculture/ Vet Tech Program - Clint High School's Ag program has a total of students enrolled. This school year is the fifth year of the CHS Vet Tech program. The Vet Tech program is a three-year program. In Dec. of the third year, students will take the Vet Tech Certification Test. The first cohort of Vet Tech students was a group of Juniors who committed to an accelerated program in order to finish in two years. Students take the certification exam between December and March of their senior year.

During 2018-2019 CHS began its planning phase to be a P-TECH school. The 2019-2020 school year was the first year of implementation for P-TECH in automotive technology. Last year's first cohort of automotive technology P-TECH students graduated from EPCC with Associate of Applied Science degrees or Industry Level II Certificates. CHS has 4 active P-TECH Cohorts and two graduating cohorts.

Biomedical engineering was started in 2020 - 2021, and now has 4 cohorts of students. The pathway utilizes the Project Lead the Way curriculum and has industry certifications.

OnRamps is a dual enrollment program at the University of Texas at Austin. 2024-2025 CHS will continue its partnership with the UT Austin OnRamps program offerings will be expanded to include Physics and Computer Science.

EPCC Dual Credit - CHS partners with EPCC to provide its students with dual credit courses in math, social studies, science, music appreciation, automotive technology, and ELAR.

Attendance - This year the CHS goal for attendance is 96%. The 2023-24 attendance rate was 95%

Teacher Retention

At the end of the 2022-23 school year CHS had the following teacher turnover:

3 teachers resigned (remained in education)

1 teacher went back to school

LEP/ESL program at Clint HS is a content-based program that encourages EL students to acquire a mastery of the language skills needed for success in school. 6 of 7 English teachers are ESL certified. All other teachers in the department and on the campus are trained in sheltered instruction strategies. EL students are monitored through the LPAC and RtI committees. ELs who have failed ELA 1 or ELA 2 are placed in an EOC remediation class.

Supplemental Learning Spaces: The Makerspace at Clint High School has proven to be a valuable and supportive area for students to enhance their classroom learning. This supplemental area of learning is hands-on, provides project-based learning (PBL) opportunities for all students to grow in the content areas of math, science, technology, engineering and art. In order to provide a 21st century space for students to enhance classroom learning concepts, we will continue to purchase furniture pieces, technology components, programs and other supplies to build on, year after year. Our goal is to create spaces that are designed for varying levels of application with alignment to TEK standards in order for students to excel in the taught curriculum and ultimately on state assessments.

PARENT COMMUNITY ENGAGEMENT

Translating Essential Information for Parents & Family Members

The Clint ISD has an obligation to ensure meaningful communication with parents and/or family members in a language they can understand and to adequately notify parents and/or family members of information about any programs, services, or functions/activities within the district and its schools.

Schools will communicate with parents and family members in a language and format a parent and family member can understand. This often will include translated documents and a language interpreter (if needed and upon request) for meetings and/or conversations.

CHS purchased and provides translation devices for non-English speaking families at community engagement events Schools will communicate with parents and/or family members

important information and opportunities for their child(ren). The information includes but is limited to:

- Registration and enrollment processes in school
- Grades, academic standards, and graduation
- School rules and student discipline
- Attendance and withdrawal procedures
- Parent permission for activities/programs
- School closures (due to holidays, inclement weather and other situations)
- Opportunities to access programs and/or services (English language learner programs, advanced placement, dual language programs, and other academic related programs, etc.).
- Special education and services available for students with disabilities

Schools will utilize various options to determine the common language(s) used at home through the data reported in various forms of school related documents, for example:

- Home Language Survey
- Parent and Family Engagement Survey (the language used to complete the survey)
- Language used to complete the online student registration packet (returning students)
- Language used to complete the on-site student registration packet (new students)
- Other forms of school related documents

The data utilized to determine the common home languages will be documented in the district/campus needs assessment every year and strategies on ensuring parents and/or family members are provided with meaningful communication in a language and format they can understand are addressed in the district/campus improvement plans.

For languages not common, the school may use a cover page explaining in those languages how a parent may receive oral interpretation of the form and should offer interpreters to ensure parents and/or family members accurately report their language communication needs on the form.

The translation procedures are subject to change and will be modified in accordance to updates and guidance from the U.S. Department of Education (USDE) and the Texas Education Agency (TEA).

Comparability of Services

The Title I, Part A Comparability of Services report is one accountability requirement. The district will complete the required report, as required by TEA, and it will be reviewed by the Federal Programs Director and the Superintendent prior to submission. The report will be generated, calculated, completed and submitted by the Chief Financial Officer. The District is required to meet one test for all campuses across the board.

School Processes & Programs Strengths

CHS has multiple different pathways to promote real-world learning and have students acquire Associate degrees and industry certifications while in high school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special education populations demonstrate a need for increased achievement in ELA EOC tests. **Root Cause:** Lack of comprehensive implementation of effective differentiation strategies.

Perceptions

Perceptions Summary

Perceptions Summary

Purpose Statement

- To equip all Lions with the skills to find their internal grit, to seize their opportunities to reach their potential and to have the courage to live with great purpose.

Mission Statement

- All students graduating from Clint High School will be well-rounded, successful, productive members of society; skilled both socially and academically with a mindset to succeed and a passion for lifelong learning.

Motto

- "Win the Day!"

Honor Statement

- As a Lion, I will be intrinsically motivated to persevere in my academic and personal endeavors and encourage others to do the same.

Core Values

We believe that all LIONS WILL discover their greatness within.

- We believe that we are responsible for our behavior.
- We believe in the value of quality work.
- We believe in being solution driven.
- We believe in serving the community.
- We believe that teamwork results in excellence.
- We believe that showing up today will make us better tomorrow.
- We believe that honoring diversity strengthens us.

Attributes of Excellence

CLASSROOMS NEED ALL STUDENTS TO CRITICALLY

Read



Think



Talk



Write



EVERYDAY!

Perceptions Strengths

CHS has a student focused approach. Teachers present instruction relevant to real life situations for students which motivates students to learn. CHS teachers and instructional strategies focus on meeting the needs of all CHS students and providing opportunities for student engagement to increase social emotional development, cross cultural learning, and language acquisition opportunities.

Teachers and administrators support social emotional learning.

Administrators, teachers, and support staff communicate effectively with families to promote an atmosphere of diversity and welcome community feedback and involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not engage in and regularly support school events. **Root Cause:** Economic and social challenges.