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Students are performing well in the classroom. Certification results show that the use of formative assessment, data analysis, and alignments to both TEKS and certification exams is having a positive impact. STAAR results for all students coded as CTE, EL, and economically disadvantaged are above the state average. Graduation rate for students coded at CTE is 99.3% which is well above state level.

STAAR results for students coded as CTE and Special Education showed improvement in math, science, social studies, and ELA but still rank below the state in three of the four areas.

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Student Certification Passing Rate

Students passing rate on industry recognized certifications reached 90% which is up from 89%.

State Assessment Achievement

As reported on the 2019 RDA report, students coded as CTE coherent sequence takers scored above state average in all areas.

CTE STARR EOC	2019 RDA State Standard	2019 RDA District Rate
Math		

CTE STARR EOC	2019 RDA State Standard	2019 RDA District Rate
Math	74.3	75.9
Science	71.6	81.3
Social Studies	77.7	79.3
ELA	36.2	54.7

Certifications/Licensures Achievement

Students challenging a industry recognized certification/licensure scored a 90% passing rate. Over 650 certifications were earned.

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HCTC is focused on the continuous growth and improvement of instruction, curriculum, personnel, organization, administration, and student achievement.

Programs and processes utilized:

- PLC's/CPT (Professional Learning Communities/Common Planning Time)
- Rigor/Relevance/Relationship Framework
- Learning walks
- Fundamental 5
- New Teacher Academy
- Campus teacher mentors
- Brain-based instructional methods
- Curriculum development
- Monthly staff luncheons
- Social media recognition of students and teachers
- External professional development in instruction and content area
- Student organizations that provide opportunities for contests and competitions in students area of study
- External industry partnerships
- Open door policy for administration

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Students are provided rigorous and relevant course work through instructional practices that appreciate their strengths. Teachers are provided the opportunity to grow both instructionally and in their professional skills and knowledge to provide students the most up-to-date content. Instructional practices that utilize teachers experience prior to teaching help bridge the gap between school and career.

Teachers and students feel appreciated and that what they are doing is worth while and makes an impact on the future.

HCTC institutued additional portions of Champs/STOIC this year, building off last year. We have adopted HCTC Ready, Honor, Respect, Character, Success as our theme.

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Comprehensive Needs Assessment Data Documentation

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Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 2: Students will engage in goal setting to increase ownership of learning and achievement.

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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 3: HCTC teachers and administrators will monitor student academic growth and provide appropriate interventions when needed.

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Goal 1:

Goal 2:

Goal 2:

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: HCTC teachers and administrators will monitor student behavior and provide appropriate interventions to promote a safe and effective learning environment.

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