

Brownsville Independent School District

Garza Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Mission Statement

EMPOWERING a CULTURE-Garza Elementary is committed to providing rigorous, engaging, and diversified instruction in a safe environment that will embrace every student of the community while cultivating parental involvement where students will take pride in developing a passion for life-long learning in a competitive and technologically advancing world.

Vision

Recognizing Brilliance in Every Student!

Value Statement

Garza Elementary stakeholders have high expectations to move each student towards a positive experience in the educational setting. Garza excels in producing responsible learners who will be able to think critically and become productive member of the community.

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Comprehensive Needs Assessment

Revised/Approved: May 15, 2020

Needs Assessment Overview

Judge Reynaldo G. Garza Elementary School, built in 1976, is one of the most historical schools in the Brownsville Independent School District. It is located in the cultural-rich Southmost area of Brownsville, Texas. Presently, it serves approximately 448 students in Pre-Kindergarten-3 through fifth grade and offers a myriad of special programs to meet the needs of a diverse population. According to the PEIMS data review, 100% of our student population is Hispanic and 99.5 % are identified as Economically Disadvantaged.

The Garza staff is comprised of 2 administrators, 19 regular education teachers, 4 special education teachers, professional support staff, 1 counselor 3 non-classroom office staff, 10 educational aides, and 3 custodians.

Garza's recent initiatives in the area of technology include the following: Living with Science; numerous software programs for kindergarten through 5th grade students; including Pearson, Study Island, Star Fall, ABC Mouse, PBS, and Prodigy. We also have both Intranet and Internet capabilities in all instructional classrooms.

Garza Elementary students are encouraged to participate in a variety of activities such as school, district, state, and nationwide contests featuring essay, poetry, and art contests, the Accelerated Reader Program, UIL, Science Fair, Spelling Bee, and Chess. Other activities offered include Coding, Brainsville, Destination Imagination and Jump Rope for Heart.

The Newspapers in Education (NIE) Program and Campus Beautification Project offer the students the opportunity to be recognized and rewarded.

Activities for our students continue in the summer months with programs such as the Summer School Program sponsored by the Brownsville Independent School District Project SMART sponsored by the Federal Program Department, and the Summer Recreation Program sponsored by the City of Brownsville and the Brownsville Independent School District.

Our parents and community are active in the Parent Volunteer Program, Adopt-A-School Program, UTB Student Teaching Program and Early childhood Field-Based Mentoring Program, and numerous school rallies. In addition, our adult community has the opportunity to further their education through the family learning events, computer literacy classes, and language development classes provided by of the Brownsville Independent School District.

No spring testing for 2019-2020 due to COVID.

Demographics

Demographics Summary

Garza Elementary School is located in Brownsville, Texas. Garza Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 1976 and opened in 1977 with two wings of classrooms added in the ensuing years. The main campus was originally comprised of 53 classrooms and a cafeteria. As student population increased, additions including a library completed in the 1997-1998 school year and a cafeteria completed in 1999-2000. The campus is still in great need of a gymnasium to accommodate the 339 student population. The original cafeteria is currently being used as a gymnasium for the students.

Garza Elementary is a Title 1 campus that serves approximately 339 students in grades PK-3 through 5th. According to the 2019-2020 Texas Academic Report , of the student population 100% is Hispanic and 95.7% are identified as Economically Disadvantaged with 78.5% identified At-Risk. Garza has 7.6% identified Gifted and Talented and 12.5% are receiving special education services. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance 8.79% are classified Homeless. The Attendance Rate for the 2019-2020 school year was 95.9% for all students and 95.7 % for At-Risk students. Moreover, the retention rate was 5% for all students and 5% for At-Risk students.

Garza Elementary School staff is comprised of 43.6 staff member. There are 32.5 teachers, 3 campus administrators, 5 professional support personnel, and 11 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 96% Hispanic, 2% Caucasian, and 1% Pacific Islander. The teaching staff is also 15% male and 85% female.

(table provided in the plan addendum)

Demographics Strengths

Garza is improving in academics, including achievements in extra-curricular activities. The school along with the community, works to make sure students have a variety of opportunities for education and enrichment. We have added several programs to give each student an opportunity to be in a well rounded environment.

Strengths:

1. Extended Day
2. Variety of after school activities

Needs:

1. Garza has a declining enrollment
2. Incentives for student success/attendance
3. Parental involvement

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Garza has a declining enrollment **Data Analysis/Root Cause:** Garza's enrollment decreased. No growth in the area and no new students coming into the area.

Need Statement 2 (Prioritized): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student attendance during Fall 2019.

Student Learning

Student Learning Summary

On-Special Education rates of retention: *Kinder (.001 %), *Grade 1 (1%) and *Grade 2 (.009%).

Garza Elementary stakeholders have high expectations to move each student towards a positive experience in the educational setting. Garza excels in producing responsible learners who will be able to think critically and become productive member of the community

STAAR Summary of 3rd – 5th Grades Tested 2019

A student group that performed less than or equal to the state average in a given STAAR tested content area is identified as a priority.

Reading – 3rd Grade (campus 70%, state 75%), 4th Grade (campus 83%, State 73%), 5th Grade (campus 86%, State 86%)

Writing – 4th Grade (campus 62%, state 65%)

Math – 3rd Grade (campus 72%, state 78%), 4th Grade (campus 71%, state 74%), 5th Grade (campus 92%, State 89%)

Science – 5th Grade (campus 90%, state 74%)

STAAR Test	All Students	Economically Disadvantage	Title I Part A	Migrant	LEP	Bilingual	Special Education	GT	At-Risk
3rd Reading	69%	69%	70%	*	64%	64%	0	100%	66%
3rd Math	71%	70%	72%	*	70%	70%	25%	100%	70%
4th Reading	85%	85%	85%	*	70%	70%	40%	100%	77%
4th Math	71%	71%	71%	*	61%	61%	60%	83%	66%
4th Writing	62%	62%	62%	*	43%	43%	0%	67%	49%
5th Reading	83%	83%	83%	*	78%	78%	11%	100%	79%
5th Math	93%	93%	93%	*	88%	88%	56%	100%	90%
5th Science	91%	91%	91%	*	86%	86%	50%	100%	90%

Performance Variation Between All Student Groups and All Grades

Student Learning Strengths

1. All PK-5th grade teachers have access to to the scores on Tango, in order to drive instruction.

2. Provided Tutorials and Saturday Academy to students to help improve STAAR and TELPAS scores.
3. Provided Tier II and Tier III Interventions and Periods to improve Reading for all grade levels.
4. Students were able to participate in extracurricular activities: Coding, UIL, Science Fair, Brainsville, DI, and Chess.

- Needs:
1. To increase the percent of all 3rd-5th grade students who attain the meets and masters standard on the staar in all areas.
 2. To decrease the gap between all students and special education population for success in all areas
 3. Vertical alignment in all areas to close the gap
 4. Increase student attendance in order to help the success of our students.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Low percentage of 3rd-5th grades passing the STAAR. **Data Analysis/Root Cause:** Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.

Need Statement 2 (Prioritized): Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. **Data Analysis/Root Cause:** Campus assessment data show performance levels are below the district and gaps between special populations and all students.

Need Statement 3 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** District surveys for availability and access from 2019 and Spring 2020.

Need Statement 4 (Prioritized): Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

School Processes & Programs

School Processes & Programs Summary

The goal of Garza Elementary is remain focus on the academics while also providing enrichment classes. At Garza Elementary the master schedule incorporates all the areas being taught. A schedule is built in for the physical education, fine arts, computer, library and other special assignments. This schedule is completed in order to stay on track and work towards our goal of success in all areas of elocution. The master schedule ensures that each grade level has equal time for special areas while ensuring that all academic areas are taught. Special education students are supported through an inclusion model of instruction, and/or resource program to ensure their individual educational needs are met. Instructional support in a specialized lab for students with dyslexia also enhances our students' success.

School Processes & Programs Strengths

Master schedules include mandated 90 min reading block

SBDM meets quarterly

Counseling on campus to meet individualized student needs

Needs:

1. Encourage and promote activities for all students for a well- rounded individual with closely monitor observations
2. Continue to work through the SBDM for all stakeholders

Grade-level meetings every Tuesday to discuss weekly procedures/activities and Lead teacher meeting every Thursday for Horizontal alignment

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: Students participating in activities need to increase to help promote well-rounded individuals. **Data Analysis/Root Cause:** Lack of transportation.

Perceptions

Perceptions Summary

Garza Elementary School is located in Brownsville, Texas. Garza staff members and stakeholders believe in the school. They strive for excellence and network in order to make this a successful school. We pull together as a team to make the instruction happen.

Garza Elementary School staff is comprised of 57 staff member. There are 28 teachers, 3 campus administrators, 3 professional support personnel, and 11 educational aides. The ethnicity of the Garza Elementary School staff is diverse with 92% Hispanic, 2% Caucasian, and 1% Pacific Islander. The teaching staff is also 15% male and 85% female.

Perceptions Strengths

PK-K child parent fair (Fall & Spring) sessions are Incorporated twice a year for parents to learn strategies from campus early childhood PK-K certified teachers. Fifth grade students receive an opportunity to attend Besteiro to ease transition.

Campus administration, parent liaison, guest speakers along with itinerate staff meet monthly on Wednesday to hold informational onsite parent meetings. This insures all stakeholders are involved in our school.

Needs:

1. Continue to support and encourage staff members, community and all stakeholders
2. Pull together as a team for success
3. Provide materials, snacks, and refreshements for weekly parent meetings to increase parental engagement.

Need Statements Identifying Perceptions Needs

Need Statement 1: Parental meeting attendance need to increase and participation is still low. **Data Analysis/Root Cause:** Parents working and not attending the meetings. Campus will be providing different sessions to accommodate working parents.

Priority Need Statements

Need Statement 1: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 1: Campus attendance showed a continuing decline in student attendance during Fall 2019.

Need Statement 1 Areas: Demographics

Need Statement 2: Garza has a declining enrollment

Data Analysis/Root Cause 2: Garza's enrollment decreased. No growth in the area and no new students coming into the area.

Need Statement 2 Areas: Demographics

Need Statement 3: Low percentage of 3rd-5th grades passing the STAAR.

Data Analysis/Root Cause 3: Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.

Need Statement 3 Areas: Student Learning

Need Statement 4: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels.

Data Analysis/Root Cause 4: Campus assessment data show performance levels are below the district and gaps between special populations and all students.

Need Statement 4 Areas: Student Learning

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

Data Analysis/Root Cause 5: District surveys for availability and access from 2019 and Spring 2020.

Need Statement 5 Areas: Student Learning

Need Statement 6: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction.

Data Analysis/Root Cause 6: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

Need Statement 6 Areas: Student Learning

Goals

Revised/Approved: May 15, 2020

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

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

Targeted or ESF High Priority

Evaluation Data Sources: STAAR performance reports not available due to COVID-19. Progress evaluation based on District Benchmarks and other assessments.

Summative Evaluation: None

<p>Strategy 1: Instructional Support provided to campus staff following BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELA, Science, SS, PE, Fine Arts, Technology) , data analysis of formative and summative assessments. Pearson Reading Adoption ELA TEKS SIOP ELPS strategies/LPAC Circle Components & OWL Math & Science Pearson Sharon Wells Math Revised Math TEKS Financial literacy component at every grade-level conceptual learning PD Technology DOK questioning Science Fair Spelling Bee Write For Success target reading and math Brownsville Kids Vote Brainsville Extended Day\ Destination Imagination Board approved literacy plan will be implemented. Including special education needs and supplies.</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: The campus will have a 10% increase in the number students meeting phase II passing standard

Every 6 weeks a checkpoint will be administered. Data will be collected. District Benchmark results. TPRI and TEJAS LEE 5 % increase (50% MOY and 70% EOY).

Walkthroughs indicate applications acquired during professional development

Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation

Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments
journal collection
checkpoints

Staff Responsible for Monitoring: School adm

PK-5 teachers

Special Ed/Dyslexia teachers

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Improve low-performing schools - **Population:** Garza Elementary -

Start Date: August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Need Statements: Student Learning 1, 2

Funding Sources: Training/testing substitutes - 199 Local funds - 19913611218124y99000y - \$1,000, snacks for training - 199 Local funds - 19913649953124y99000y - \$500, subs for professional development - 199 Local funds - 19911611218124y99000y - \$1,000, lpac substitutes - 163 State Bilingual - \$3,290, resources for special education - 166 State Special Ed. - \$2,480, supplementals for PK-5 curriculum - 211 Title I-A

Strategy 2: Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (local, state, and national). This will be monitored, by lesson planning, and follow-ups. Walk through will be in place to ensure the implementation process.
 *Kamico, Motivational(Rdg, Writing, Math, & Science), Building Mathematicians, Scholastic Book Club, Measuring Up, Forde Ferrier
 Esperanza LEI & II workbooks, SIOP activities, Target Reading, Tango Central/Tango , Best Buy, Office Depot, GF Educators, Lonestar Learning Products for At-Risk TTM , GPSelectronically, and Target Math Electronically Students in order to practice and support strategies and new reading TEKS, empowering writers will be utilized to strengthen the writing program. This includes extra copy paper.
 TPRI/Tejas Lee

Milestone's/Strategy's Expected Results/Impact: The campus will have a 10% increase in the number students meeting phase II passing standard through weekly tests and 6 weeks checkpoints, Campus & District end checkpoints, TPRI and TEJAS LEE % increase (50% MOY and 70% EOY) Weekly book clubs will be implemented to increase fluency, comprehension, & DOK for students in grades 1-5.

Formative Assessments: Classroom walkthroughs, lesson plans, benchmark scores, student progress reports
 Summative Assessments: STAAR

Staff Responsible for Monitoring: Teachers
 Administration

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy - Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Need Statements: Student Learning 2, 4

Funding Sources: copy paper - 162 State Compensatory - 16211639600124y30000 - \$2,000, instructional materials to support ELL - 163 State Bilingual - 1630116399124y0000 - \$2,000, Copy Paper - 199 Local funds - 199116396124y11000 - \$500, General Supplies - 199 Local funds - 19911639900124y11000 - \$1,500, General Supplies - 199 Local funds - 19911639951124y000 - \$750, General Supplies - 199 Local funds - 19911639962124y11000 - \$5,870, General Supplies - 211 Title I-A - 21111639900124y300f2, Supplemental materials - 263 Title III-A Bilingual - 263 - \$5,290, office supplies for teachers - 199 Local funds - 19923639900124y99000y - \$1,697, Dean Of Instruction Salary - 162 State Compensatory - 162-13-6119-00-124-Y-30-000-Y - \$77,940, General Supplies - 162 State Compensatory - 162-11-6399-00-124-Y-30-337-Y - \$20,201

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Strategy 3: Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every week meetings with RtI Core team/teachers to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs.

CNA Page 9

Population: Garza
Elementary

Timeline: August 2020-May 2021 (Daily)

Milestone's/Strategy's Expected Results/Impact: Less referrals processed to special education compared to prior year

A decrease 5%of Tier II students documented on PEIMS

Formative Assessments: Professional Development Plans (including implementation and monitoring plans)

Summative Assessments: STAAR Results, Intervention Decisions, RTI Tracking

Staff Responsible for Monitoring: Principal

RTI Coordinator for campus

Campus

PK-5 teachers

Title I Schoolwide Elements: 2.5, 2.6 - **Comprehensive Support Strategy - Population:** All Students - **Start Date:**

August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June

<p>Strategy 4: ELA, Math, Science, and Social Studies STAAR student scores plus TELPAS scores will be reviewed, disaggregated and analyzed in order to increase STAAR scores by 10 percent. Population: At-Risk, Migrant, ELL and Special Education Students.</p> <p>CNA Page 6</p> <p>Population: Title I and At Risk Students</p> <p>Timeline: September through May (every 3 weeks) 2020-2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Benchmark test results, lesson plans, walk-throughs, classroom assessments, report cards grades, honor roll recipient list.</p> <p>Summative Assessment: Results from STAAR Assessments Results from TELPAS</p> <p>Staff Responsible for Monitoring: Administration, Dean Teachers</p> <p>Comprehensive Support Strategy - Population: All Students - Start Date: September 1, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 5: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K-5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level.</p> <p>CNA Page 6</p> <p>Population: Migrant Students</p> <p>Timeline: August 2020- May 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase academic performance PBMAS</p> <p>Formative: Pretest</p> <p>Summative: Post test</p> <p>Staff Responsible for Monitoring: Principal Teachers Migrant Funded: Teachers .25 FTE MSC</p> <p>Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 6: As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, in Reading, Math, and Science for 3rd-5th grade students and extended day in different subjects for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. Supplies/material will help aid in this endeavor.</p> <p>SPP 1,3</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2020- May 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation State, local and campus assessment increase 10% or greater for At-risk students</p> <p>Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy - Population: Title I and At-Risk Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: Professional Extra Duty Pay - 162 State Compensatory - 16211611800124y30000y - \$48,787, Professional extra duty pay-SSI 5th Grade - 162 State Compensatory - 16211611800124y24SSIIY - \$4,158, Extra duty pay with fringes - 211 Title I-A - \$22,210</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Low percentage of 3rd-5th grades passing the STAAR. Data Analysis/Root Cause: Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.
Need Statement 2: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. Data Analysis/Root Cause: Campus assessment data show performance levels are below the district and gaps between special populations and all students.
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. Data Analysis/Root Cause: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

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

Performance Objective 2: Garza early childhood performance will increase by 5 percentage points over end-of-year 2020 results.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Summative Evaluation: None

<p>Strategy 1: Assisting preschool children in the transition from early childhood programs to Garza Elementary program hosting PK-K child sessions twice a year (Fall and Spring) for parents, students and community to learn strategies from campus early childhood certified teachers.</p> <p>Milestone's/Strategy's Expected Results/Impact: Parent participation increase Attendance sign in sheets Title I Parent Survey result Session evaluation feedback Formative assessment: observations Summative assessment a written summary of what was accomplishment on visit to new school.</p> <p>Staff Responsible for Monitoring: Administration Parent liaison PK, kinder teachers, counselors</p> <p>Title I Schoolwide Elements: 2.6 - Population: PK and 5th grade students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: PK 4 State Comp Teachers - 162 State Compensatory - 162-11-6119-00-124-Y-34-000-Y - \$122,967</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: BISD will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place:
 Title I Half Day for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria
 (supports Board Goal #1 priority)

CNA Page 8

Population: PK-3-year-old students as of Sept. 1st

Timeline: July 2020 - June 2021

Milestone's/Strategy's Expected Results/Impact: Formative:

Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Walk-Throughs, Lesson Plans

Summative:

T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results
 +Improvement on CIRCLE-PM BOY to EOY improvement by 10%

Staff Responsible for Monitoring: Campus adm
 Campus teachers

Title I Schoolwide Elements: 2.5 - **Population:** PK-3-year-old students as of Sept. 1st - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June

<p>Strategy 3: Provide campus instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.</p> <p>Language Enrichment (Niehaus) HEB Read3 Study Island Hatch Balanced Literacy Model Routines/Strategies Tango Software</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Benchmark data (Fall and Spring), data (walkthrough data), SOY, BOY and MOY PDS Session Evaluations, Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and</p> <p>Staff Responsible for Monitoring: Campus Adm Early childhood Specialists, Campus teachers</p> <p>Population: Population: PK 3-PK 4-Kindergarten - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 3, 4</p> <p>Funding Sources: Study Island - 211 Title I-A - 211-11-6395-62 - \$4,270</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 1: Garza has a declining enrollment Data Analysis/Root Cause: Garza's enrollment decreased. No growth in the area and no new students coming into the area.</p>
Student Learning
<p>Need Statement 1: Low percentage of 3rd-5th grades passing the STAAR. Data Analysis/Root Cause: Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.</p>
<p>Need Statement 2: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. Data Analysis/Root Cause: Campus assessment data show performance levels are below the district and gaps between special populations and all students.</p>
<p>Need Statement 3: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. Data Analysis/Root Cause: District surveys for availability and access from 2019 and Spring 2020.</p>
<p>Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. Data Analysis/Root Cause: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).</p>

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

Performance Objective 3: 85% of students will be on grade level and 60% will be at Meets Grade Level for all STAAR assessments.

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

Summative Evaluation: None

<p>Strategy 1: Garza Elementary migrant students will receive grade appropriate school supplies as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. PFS migrants students will receive supplemental services before other migrant students. Supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade Academic progress monitored and strategies shared with parents every six weeks</p> <p>CNA Page 13</p> <p>Population: PFS/Migrant Students Timeline: August 2020- May 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: State, local, and campus assessment increase 10% or greater for migrant students Pk-2nd grade test results increase over previous year</p> <p>Formative and Summative Assessments</p> <p>Staff Responsible for Monitoring: Campus Principal Migrant teacher</p> <p>Population: PFS/Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Funding Sources: Migrant School Supplies - 212 Title I-C (Migrant) - \$10</p>	Reviews			
	Formative			Summative
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Strategy 2: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304 (d) are addressed.

CNA Page 13

Population: PFS Migrant Students
 Timeline: August 2020 - June 2021 (Daily)

Milestone's/Strategy's Expected Results/Impact: Fewer PFS students are identified due to increased performance.

Formative: observation and documentation of supplemental support.

Summative: Final results on testing.

Staff Responsible for Monitoring: Campus Principal
 Migrant
 Teacher

Title I Schoolwide Elements: 2.5 - **Population:** PFS Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing at Garza in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: None

<p>Strategy 1: Fine Arts students and teachers will be provided professional development training annually</p> <p>CNA Page 11</p> <p>Population: students, faculty, and staff at Garza</p> <p>Timeline: August 2020 - May 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: observation</p> <p>Summative: Performance ratings, attendance, participation numbers</p> <p>Staff Responsible for Monitoring: Fine Arts teachers Campus Principal</p> <p>Population: students, faculty, and staff at Garza - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Garza Fine Arts students will develop critical thinking, multi-tasking skills, creativity, teamwork, and character by participating in UIL contests, non UIL contests, exhibitions, district/community events, and public performances, such as Choir, ballroom dancing and DI</p> <p>CAN Page 10</p> <p>Population: Students at Garza</p> <p>Timeline: August 2020 - May 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans Summative: performance ratings, audience, student and community reaction or response</p> <p>Staff Responsible for Monitoring: Fine Arts teachers Campus Principal</p> <p>Population: Students at Garza - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: The art and music teacher will purchase supplemental supplies to enhance the program and make students more aware of the fine arts in education. The success of the program could also result in higher achievement in academics.</p> <p>CNA Page 10</p> <p>Population: Garza Students</p> <p>Timeline: August 2020- May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: lesson plans Summative-performance based. within the school and community</p> <p>Staff Responsible for Monitoring: Administration Dean of Instruction Music teacher/ Art teacher</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: Science Fair Sponsor and Coordinator will be provided with training and materials to promote participation at Garza and at the district level by increasing student awareness of Science Technology, Engineering, and Mathematical concepts building a pathway for STEM and college/ career readiness.</p> <p>Population: Grades 3-5 teachers and students</p> <p>Timeline: August 2020 - December 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes</p> <p>Staff Responsible for Monitoring: Science Fair Coordinators Teachers Principal Dean</p> <p>Population: Grades 3-5 teachers and students - Start Date: August 12, 2020 - End Date: December 12, 2020 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 5: Elementary teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. Population: Grades 3-5th teachers Timeline: August 2020 - May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries +10% increase in campus entries fBrownsville Kids Voting at the district level.</p> <p>Staff Responsible for Monitoring: Curriculum Administrators Campus Administrators Social Studies Specialists</p> <p>Population: Grades 3-5th teachers - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 6: The Curriculum and Instruction Department will host the annual District Spelling Bee Plan in which Garza will participate. Population: All 3-5th grade students Timeline: November 2020 - February 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Spelling Bee results for district, Summative Impact: Participation in Spelling Bee by Garza</p> <p>Staff Responsible for Monitoring: ELA Specialists Spelling Bee Coordinator</p> <p>Population: All 3-5th grade students - Start Date: November 9, 2020 - End Date: February 6, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 7: Garza will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: +EOY data for student competition participation and performance</p> <p>Staff Responsible for Monitoring: Technology Services Coding Sponsor Principal</p> <p>Population: 4-5th grade students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 1, 2</p> <p>Funding Sources: Destination Imagination - 199 G/T Advanced Academics - \$10</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 8: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, UIL Academics, DI Population: Grades K-5 teachers and students (especially G/T identified students) Transportation may need to be acquired for desired activities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-5th) increase student participation at the district level. +Chess (K-5th) increase student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) increase student participation at the regional, state and Global levels. +UIL Academics (4th-5th) increase student participation at the district and state level.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Coordinators</p> <p>Population: Grades K-5 - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 2, 4</p> <p>Funding Sources: transportation - 199 Local funds - 19911649400124y11000y - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9: Awards and incentives will be given to the students that participate in the activities during the 2020-2021 school year. This will acknowledge the hard work and dedication from the students at Garza.

Milestone's/Strategy's Expected Results/Impact: Formative: Observation

Summative: Participation in various activities.

Staff Responsible for Monitoring: Principal

Assistant Principal

Dean

teachers

counselor

Population: All Students that Participate - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:**

None

Need Statements: Demographics 2 - Student Learning 4

Funding Sources: Awards - 199 Local funds - 19911649800124y11000y - \$1,500

Reviews			
Formative			Summative
Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Need Statements:

Demographics

Need Statement 1: Garza has a declining enrollment **Data Analysis/Root Cause:** Garza's enrollment decreased. No growth in the area and no new students coming into the area.

Need Statement 2: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student attendance during Fall 2019.

Student Learning

Need Statement 2: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. **Data Analysis/Root Cause:** Campus assessment data show performance levels are below the district and gaps between special populations and all students.

Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

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


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


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

Summative Evaluation: None

<p>Strategy 1: Garza will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: Garza Elementary Timeline: August 2020- June 2021 Need: Board approved goal priority SBDM</p> <p>Milestone's/Strategy's Expected Results/Impact: Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage</p> <p>Staff Responsible for Monitoring: Campus Administration teachers custodians</p> <p>Population: Garza Elementary - Start Date: August 12, 2020 - End Date: June 18, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to Garza include prioritizing based on safety and needs of the campus. Population: Garza Elementary Timeline: 2020-2021 school year Need: Board approved goal priority</p> <p>Milestone's/Strategy's Expected Results/Impact: Facilities and maintenance will indicate and prioritization the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 18, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 1, 2</p> <p>Funding Sources: custodial supplies - 199 Local funds - 19951631500124y99000y - \$1,550</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Garza has a declining enrollment **Data Analysis/Root Cause:** Garza's enrollment decreased. No growth in the area and no new students coming into the area.





Need Statement 2: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Campus attendance showed a continuing decline in student attendance during Fall 2019.

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

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

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: None

<p>Strategy 1: Garza Elementary will implement programs with the effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>CNA Page</p> <p>Population: Campus Stakeholders</p> <p>Timeline: August 2020-May 2021</p> <p>Need: Board approved goal priority</p> <p>SBDM</p> <p>Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared with CIP projections. Summative: end of year expenditure reports</p> <p>Staff Responsible for Monitoring: Campus Administration SBDM</p> <p>Population: Campus Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Garza will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Summative Evaluation: None

<p>Strategy 1: Garza's SBDM committee will create and participate in employee incentives and recognition to improve employee morale and climate. This can include refreshments for in service days and special occasions to recognize faculty and staff. Population: all Garza faculty and staff</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates</p> <p>Staff Responsible for Monitoring: Campus SBDM Committees</p> <p>Population: Faculty and Staff - Start Date: July 20, 2020 - End Date: May 27, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 2</p> <p>Funding Sources: teacher incentives and awards - 199 Local funds - 19923649800124y99000y - \$1,000, refreshments - 199 Local funds - 19913649953124Y99000Y - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 2: Need to increase attendance for students and teachers and improve school climate. Data Analysis/Root Cause: Campus attendance showed a continuing decline in student attendance during Fall 2019.</p>





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

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

Evaluation Data Sources: Website, enrollment data

Summative Evaluation: None

<p>Strategy 1: Garza will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Campus Stakeholders Timeline: August 2020- May 2021 Need: Decreasing enrollment/ Board approved goal priority SBDM</p> <p>Milestone's/Strategy's Expected Results/Impact: News articles and photographs will feature campus events once a month. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles</p> <p>Staff Responsible for Monitoring: PIO Campus Administration</p> <p>Population: Campus Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Garza will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population:Garza Stakeholders</p> <p>CNA Page 9</p> <p>Timeline: August 2020- June 2021 Need: Decreasing enrollment/ Board approved goal priority</p> <p>Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases</p> <p>Staff Responsible for Monitoring: PIO campus administration TST</p> <p>Population: Garza Stakeholders - Start Date: August 12, 2020 - End Date: May 27, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Garza will update websites at least monthly including showcasing student and community activities.</p> <p>CNA Page 9</p> <p>Population: Campus Stakeholders</p> <p>Timeline: August 2020- June 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results</p> <p>Staff Responsible for Monitoring: PIO Campus Administration</p> <p>Population: Garza Stakeholders - Start Date: August 12, 2020 - End Date: June 18, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: None

<p>Strategy 1: Garza Elementary will provide information through various media on the District of Innovation Plan. Population: Garza Stakeholders Timeline: July 2020 - June 2021 Need: Decreasing enrollment/ Board approved goal Milestone's/Strategy's Expected Results/Impact: Formative: Academic Calendars Summative: Adopted Academic Calendar Staff Responsible for Monitoring: School Administrator Garza Stakeholders Population: Garza Stakeholders - Start Date: June 22, 2020 - End Date: June 18, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: The DEIC Calendar committee will provide multiple options to be considered by the staff at Garza Elementary. Population: Garza Stakeholders Timeline: November 2020 - March 2021 Need: Decreasing enrollment/ Board approved goal Milestone's/Strategy's Expected Results/Impact: Formative: Academic Calendars for campus Summative: Adopted Academic Calendar for campus Staff Responsible for Monitoring: SBDM Committee Population: Garza Stakeholders - Start Date: November 2, 2020 - End Date: March 31, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

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

Summative Evaluation: None

<p>Strategy 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC and District Web site ensuring parent awareness of disciplinary procedures</p> <p>CNA Page 8</p> <p>Population: Students, parents, staff and community</p> <p>Timeline: August 2020- June 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training Sign-In Sheets, Signed SCC Acknowledgement Form, Completed Referral Forms</p> <p>Summative: Discipline Referrals</p> <p>Staff Responsible for Monitoring: Campus Adm., Campus Staff, Parental Involvement</p> <p>Population: Students, parents, staff and community - Start Date: August 12, 2020 - End Date: June 18, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Garza training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.</p> <p>CNA Page 9</p> <p>Population: All teachers</p> <p>Timeline: August 2020 to March 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.</p> <p>Staff Responsible for Monitoring: Campus RtI Administrator Campus Teachers Campus Counselor</p> <p>Population: All teachers - Start Date: July 27, 2020 - End Date: March 26, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
Reviews																	
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Oct	Jan	Mar	June														
<p>Strategy 3: Provide training and support to classroom teachers and campus administration in discipline management and safe environments.</p> <p>Population: All Students</p> <p>Timeline: August 2020 to June 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.</p> <p>Staff Responsible for Monitoring: Campus PIEMS Administrator Safety Coordinator</p> <p>Population: All Students - Start Date: August 12, 2020 - End Date: June 18, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
Reviews																	
Formative			Summative														
Oct	Jan	Mar	June														
<p>Strategy 4: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.</p> <p>CNA Page 9</p> <p>Population: all students</p> <p>Timeline: August 2020 to June 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMS discipline indicator performance levels and staging will decrease</p> <p>Staff Responsible for Monitoring: RTI Administrator, Campus Administration</p> <p>Population: All students - Start Date: August 12, 2020 - End Date: June 18, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
Reviews																	
Formative			Summative														
Oct	Jan	Mar	June														





<p>Strategy 5: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Bullying/harassment, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>CNA page 9</p> <p>Population: All Students and parents/guardians</p> <p>Timeline: August 2020 to June 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p> <p>Staff Responsible for Monitoring: Counselor administration</p> <p>Population: All Students and parents/guardians - Start Date: August 12, 2020 - End Date: June 18, 2021 - Revision Date: None</p>	Reviews						
	Formative			Summative			
	Oct	Jan	Mar	June			
No Progress		Accomplished		Continue/Modify		Discontinue	

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

Performance Objective 2: Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

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

Summative Evaluation: None

<p>Strategy 1: Fire drills, lock down drills and evacuation drills will be maintained monthly on campus or as needed. The emergency management plan will be updated as needed for the campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Safety Meeting Sign-In Sheets, Summative: Emergency operation plan</p> <p>Staff Responsible for Monitoring: Administration Counselor security</p> <p>Population: Garza Elementary - Start Date: August 12, 2020 - End Date: May 27, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Develop and maintain an Emergency Operations Plan for Garza Elementary. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. Implement an identification security system at all campuses. All staff and visitors must display their identification while on campus. Population: All Students and staff Timeline: August 2020 through June 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets, Evaluations, Audits, Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Campus Documentation, Office Log-in Binders, Summative: Evaluation Sheets</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Faculty and Staff,</p> <p>Population: All Students and staff - Start Date: August 12, 2020 - End Date: May 27, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: There will be a 15% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.

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

Summative Evaluation: None

<p>Strategy 1: A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process, increase student achievement and conduct home visits.</p> <p>CNA Page 12</p> <p>Population: Parents and Students Timeline: August 2020 - May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Job Description, Contact Log</p> <p>Summative: Student and Parents attendance rates, Discipline Referrals, State Assessments</p> <p>Staff Responsible for Monitoring: Campus Administration, SBDM committee ParentLiaison</p> <p>Title I Schoolwide Elements: 3.2 - Population: Parents and Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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Strategy 2: Conduct and Comply with Title I A Parental Involvement Compliance Requirements:

- Develop and Disseminate school-parent-students compact
- Develop and Disseminate parent involvement policy
- Conduct Annual Title I Meeting
- Evaluate Effectiveness of Parental Involvement Program

CNA Page 12

Population: Stakeholders at Garza

Timeline: August 2020-June 2021

Milestone's/Strategy's Expected Results/Impact: Formative: Meetings sign-in sheets, teacher contact logs, home visits referrals, campus website

Summative: State Assessments results, attendance rate, discipline referrals, Campus CNA and Title A Parent Surveys

Staff Responsible for Monitoring: Administration,
Parent Liaison,
Teachers

Title I Schoolwide Elements: 3.1, 3.2 - **Population:** Stakeholders at Garza - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
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Strategy 3: Conduct weekly parent meetings to inform and educate parents on the following:

- HAC (Home Access Center)
- Parent Volunteer Orientation
- Health Information
- Student Code of Conduct
- Emergency Operation Procedures
- Homework Strategies
- Content Areas Strategies/AR
- State and Local Assessments and Expectations
- a small healthy snack will be served during the meetings

-Materials will be purchased to enhance and promote parental involvement activities.

Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Meetings Documentations; Sign-in Sheets, Agendas, Flyer

Summative: State Assessments Results, Attendance Rate, Discipline Referrals, teacher logs

Staff Responsible for Monitoring: Administration
 Teachers
 Counselors
 Nurse
 Parent Liaison





Population: Staff, Students and Community - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Need Statements: Demographics 1, 2

Funding Sources: - 211 Title I-A - 211-61-6399-00 - \$1,150, - 211 Title I-A - 211-61-6499-53 - \$1,350

Reviews			
Formative			Summative
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<p>Strategy 4: Businesses will be asked to adopt our school and the school will have a working relationship with them. Students will showcase their artistic skills to local business with the support of the music and art teacher and counselor.</p> <p>Population: students and community members along with staff at Garza</p> <p>Timeline: school year 2020-2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Number of community partners</p> <p>Summative: Observed results from the community partnerships</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison Teachers Counselors</p> <p>Population: Students, Staff and Community members - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 5: A parent newsletter will be sent home on a monthly basis to increase the number of modes of communication used to inform families how to support their student academic growth.</p> <p>School will participate in the district's Walk for the Future annual event to increase student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Observed results from the conferences. Family and community perception survey</p> <p>Campus Website</p> <p>Summative: Number of family/parent focus workshops and programs offered. Number of home visits Observed results from home visits</p> <p>Increased parent participation</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison Teachers</p> <p>Population: All Garza Stakeholders - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 2</p> <p>Funding Sources: Walk for the Future - 162 State Compensatory - 162-61-6399-00-124-Y-30-WTF-Y - \$100</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 6: PK-K child sessions will be incorporated twice a year Fall and Spring for parents to learn strategies from campus early childhood highly qualified PK-K certified teachers and resources will be purchased to implement successfully.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Observed results from the parent conferences Survey Results</p> <p>Number of modes of communication used to inform families how to support their student academic growth.</p> <p>Summative: Number of family/parent focus workshops and programs offered. Increase student and parent participation rate.</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison PK,K Teachers</p> <p>Population: Parents and Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Demographics 1, 2</p> <p>Funding Sources: - 211 Title I-A - \$200</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 7: Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: PFS/Migrant parents Timeline: August 2020 - June 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Academic success for all PK-2nd grade students EOY Promotion Rate.</p> <p>Formative: meeting provided to parents</p> <p>Summative: Academic success at the end of the year.</p> <p>Staff Responsible for Monitoring: Parent Liaison Campus adm</p> <p>Population: PFS/Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 1: Garza has a declining enrollment Data Analysis/Root Cause: Garza's enrollment decreased. No growth in the area and no new students coming into the area.</p>
<p>Need Statement 2: Need to increase attendance for students and teachers and improve school climate. Data Analysis/Root Cause: Campus attendance showed a continuing decline in student attendance during Fall 2019.</p>

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

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

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

Summative Evaluation: None

<p>Strategy 1: Professional Development that supports ELA/Reading comprehension and Math instruction for all sub populations that focus on student performance data to close the achievement gaps and demonstrate progress for all students including EL, Special education, AT-Risk, and economically disadvantaged students. LPAC will meet to review TELPAS lang. components identification of ELLS, review testing options and update campus minutes Substitutes needed Horizontal lesson planning TELPAS Activities Oral Language skills that increase listening/speaking, reading and writing proficiency New Reading TEKS and financial literacy component in math</p> <p>Milestone's/Strategy's Expected Results/Impact: The campus will have a 10 percent increase in the number of students meeting phase II passing standard Identify exemplary classrooms per campus.</p> <p>TELPAS fall and winter progress percent increase and reflect growth</p> <p>Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation Checkpoint data Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments and checkpoints</p> <p>Staff Responsible for Monitoring: Principals Dean of Instruction PK-5 teachers</p> <p>Population: All Staff - Start Date: August 12, 2020 - End Date: May 27, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 1, 2, 4</p> <p>Funding Sources: travel for professional development - 199 Local funds - 19923641123124y99000y - \$1,000</p>	Reviews			
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Strategy 2: Build Instructional Capacity through the use of horizontal alignment and provide teachers with job-embedded staff development.

TOT training on campus by selected teachers (Pk - through 5th)

Data Informed Plan-including BOY, MOY, and EOY and checkpoints to track student performance. This is target but not limited to comprehensions and fluency.

Colleagues observations where teacher will be provided with additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement

Data Wall and fluency tracker will also be observed and analyzed.

CNA Page 10, 11

Populations all students

Timeline: August 2020-May 2021

Milestone's/Strategy's Expected Results/Impact: ERO evaluations and feedback
The campus will have a 10% have a 10% increase in the number of students meeting meets and masters standard

Formative Assessments: Classroom walkthroughs, fluency tracker
Checkpoints

Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments
Ttess

Staff Responsible for Monitoring: Principals
Dean of Instruction
PK-5th teachers

Population: All students - **Start Date:** August 12, 2020 - **End Date:** May 27, 2021 - **Revision Date:** None

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Strategy 3: ELA, Math, Science, and Social Studies teachers will attend Professional Development on research-based strategies and best practices and to continue the implementation of the curriculum frameworks to increase STAAR scores by 10 percent.

Populations: At-Risk, Migrant, ELL, Special Education.

CNA Page 10,11

Timeline: August 2020 through May 2021

Milestone's/Strategy's Expected Results/Impact: Sign-In Sheets
 Agendas,
 Time-Sheets,
 Lesson Plans,
 Walk-Throughs

Formative assessment: lesson plans, observations

Summative assessment: STAAR test results


Staff Responsible for Monitoring: Administration,
 Teachers,
 SBDM


Comprehensive Support Strategy - Population: At-Risk, Migrant, ELL, Special Education. - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None


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<p>Strategy 4: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.</p> <p>CNA Page 10</p> <p>Population: PK-3 to 4 faculty and staff</p> <p>Timeline: August 2020 to May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.</p> <p>Staff Responsible for Monitoring: PK 3 and PK4 teachers Garza Administration</p> <p>Population: PK-3 to 4 faculty and staff - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 5: Fine arts students and teachers will be provided professional development training annually.</p> <p>Population: all K-5 students and teachers</p> <p>Timeline: August 2020 - May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance</p> <p>Summative Results: Increased EOY performance recognitions</p> <p>Staff Responsible for Monitoring: Music teacher Art teacher Principal Dean</p> <p>Population: All K-5 students and teachers - Start Date: August 12, 2020 - End Date: May 27, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 6: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>CNA Page 13</p> <p>Population: Faculty and Staff</p> <p>Timeline: August 2020- June 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Timely placement into Interventions</p> <p>formative: report card every six weeks</p> <p>Summative: progress to next grade level</p> <p>Staff Responsible for Monitoring: Migrant Funded: Teachers Principal Dean</p> <p>Population: Faculty and Staff - Start Date: August 12, 2020 - End Date: May 27, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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<p>Strategy 7: Professional development opportunities will be provided to campus to enhance the provision of services for at-risk students in order to improve academic achievement, and decrease the retention rate and Professional development opportunities include:</p> <ul style="list-style-type: none"> -Identification of at-risk students via state and local criteria, - -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance <p>CNA Page 6</p> <p>Population: Elementary At Risk Students</p> <p>Timeline: August 2020- May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased STAAR/EOC and At-risk Retention</p> <p>Staff Responsible for Monitoring: Principals, Deans of Instruction Homeless Youth</p> <p>Population: Elementary At Risk Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Jan	Mar	June				
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Formative			Summative														
Oct	Jan	Mar	June														

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Need Statements:

Student Learning

Need Statement 1: Low percentage of 3rd-5th grades passing the STAAR. **Data Analysis/Root Cause:** Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.

Need Statement 2: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. **Data Analysis/Root Cause:** Campus assessment data show performance levels are below the district and gaps between special populations and all students.

Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)





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

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

Summative Evaluation: None

<p>Strategy 1: Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, LEXIA, Seesaw, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, hardware, software, and HATCH etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.</p> <p>Students will be using them for website access such as Pearson, Edusmart, Discovery Learning, Study Island, Prodigy Math, and Brainpop. Students will demonstrate strategies in Reading, Math, Science, and writing to peers.</p> <p>Milestone's/Strategy's Expected Results/Impact: The campus will have a 5% increase in the number of students in the meets and masters standards</p> <p>formative: six weeks report card</p> <p>Summative: STAAR outcome</p> <p>Staff Responsible for Monitoring: Campus Adm PK3-5 teachers</p> <p>Comprehensive Support Strategy - Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 1, 2, 3, 4</p> <p>Funding Sources: Technology - 162 State Compensatory - 162-11-6398-62-124-Y-30-337-Y - \$62,070</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Instructional Technology resources (Ink) will be used for effective communication to district, campus personnel, parent, and teachers to disseminate data reports, progress reports, report cards, and student documents.</p> <p>CNA page 13</p> <p>Population: Garza students, faculty members and parents</p> <p>Timeline: August 2020 - June 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: monitoring of the use of technology</p> <p>Summative: The campus will have a 5% increase in the number of students in the meets and exceeds standards on the state assessment.</p> <p>Staff Responsible for Monitoring: Administration Campus lead teachers PK-5 teachers</p> <p>Population: Garza students, faculty and parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on the prevention of Cyber Bullying and the integration of technology in the classroom.</p> <p>CNA Page 13</p> <p>Population: All Students and teaching faculty</p> <p>Timeline: June 2020 to May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS <p>Staff Responsible for Monitoring: Campus Adm TST</p> <p>Population: Students and Faculty - Start Date: June 29, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Campuses will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: August 2020 - May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report</p> <p>Staff Responsible for Monitoring: Tech. Services Administrator Principals</p> <p>Population: Campus Faculty - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Second, Third, Fourth and Fifth grade students will be provided with electronic tablets/desktops/printers that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. SAA 1,2 Population: all BISD 5th grade students Timeline: August 2020 to May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores</p> <p>Staff Responsible for Monitoring: Teachers, Campus Adm TST</p> <p>Population: All BISD 5th Grade Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Funding Sources: Desktop computers - 211 Title I-A - 21111639862124y300f2y</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Student Learning

Need Statement 1: Low percentage of 3rd-5th grades passing the STAAR. **Data Analysis/Root Cause:** Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.

Need Statement 2: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. **Data Analysis/Root Cause:** Campus assessment data show performance levels are below the district and gaps between special populations and all students.

Need Statement 3: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** District surveys for availability and access from 2019 and Spring 2020.

Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

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

Performance Objective 1: Increase the attendance rate to 96.8% with a target of 97.5% for elementary schools, and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Summative Evaluation: None

<p>Strategy 1: Dyslexia Program will provide language and literacy interventions to improve student achievement, attendance, and reduce the retention rate and dropout rate. Population: At-Rrisk Students, Dyslexic Students</p> <p>CNA Page 6</p> <p>Timeline: August 2020-May 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports Summative: STAAR</p> <p>Staff Responsible for Monitoring: Administration, Dyslexia teacher</p> <p>Title I Schoolwide Elements: 2.6 - Population: At-Rrisk Students, Dyslexic Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: The Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically and attendance for children in school. Population: All Students who meet the Pre-K criteria</p> <p>Timeline: August 2020-May 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observation, Benchmark Scores, Student Progress Reports, CPM (BOY and MOY)</p> <p>Summative: CPM (EOY)</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.6 - Population: All Students who meet the Pre-K criteria - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
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Strategy 3: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement and attendance rate.

- Identification of at-risk students via state and local criteria
- Identification and immediate enrollment of homeless students
- Budget and Program Compliance

CNA Page 6

Population: Garza Elementary Staff and Students

Timeline: August 2020 through May 2021

Milestone's/Strategy's Expected Results/Impact: 5% increase in at-risk student achievement on STAAR

5% decrease in Retention Rates

5% decrease in Dropout Rates

Formative:

ERO Session Evaluation Report

Benchmark Scores

Student Progress Reports

Summative:

STAAR Scores

Retention Rates

Staff Responsible for Monitoring: Principal

Assistant Principal

Population: Garza Elementary Staff and Students - **Start Date:** August 12, 2020 - **End Date:** May 27, 2021 - **Revision**

Date: None

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Formative			Summative
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Strategy 4: State Compensatory Education will fund a campus Dean of Instruction to assist in providing leadership, coordination, and improvement in elementary school instructional programs, utilizing available expertise and leadership necessary for a well-rounded academic program to improve academic achievement on state-mandated assessments in a manner consistent with board policy and with statutes of regulatory agencies. This would help go along side of attendance. In addition, the Dean will assist teachers in providing a quality and meaningful instructional program for At-Risk students by providing targeted and ongoing researched-based professional development.

CNA Page 7

Population: Title I and At-Risk Students

Timeline: August 2020 May 2021

Milestone's/Strategy's Expected Results/Impact: Formative Evaluation
 Job Description/Evaluation
 Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports
 TAIS, TPRS

Summative Evaluation
 State, local and campus assessment increase 5% or greater for At-risk students

Staff Responsible for Monitoring: Campus Administration

Population: Title I and At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** May 27, 2021 - **Revision Date:** None

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Strategy 5: State Compensatory Education will fund Pre-K3 full day program with highly qualified teachers so that the needs of PK at-risk students can be met, along with attendance and kinder readiness by providing phonological and language development skills using hands-on approaches in order to meet APK guidelines and CIRCLE components. State Comp funds .50 of this salary.

CNA Page 7, 10

Population: Title I, At-Risk, and PK

Timeline: August 2020 - May 2021

Milestone's/Strategy's Expected Results/Impact: Formative Evaluation:
Classroom observations
Review Data BOY/MOY/EOY for PK and K.

Summative Evaluation:
Attendance Rates
Kindergarten BOY , MOY and EOY CPM results

Staff Responsible for Monitoring: PK Teachers
Principal
Dean of Instruction

Population: Title I, At-Risk, and PK - **Start Date:** August 12, 2020 - **End Date:** May 27, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Strategy 6: To support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices and/or court notifications as needed.

CNA Page 12

Population: All students PK3 to 5th grade

Timeline: August 2020 to May 2021

Milestone's/Strategy's Expected Results/Impact: Formative Results:
School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters

Summative Impact:
Campus Attendance Percentage Rates

Staff Responsible for Monitoring: Campus Administration
Data entry

Population: All students PK3 to 5th grade - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





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

Performance Objective 2: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

Summative Evaluation: None

<p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during after school and/or Saturday extended day, week, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress report, Benchmark Scores, Student Progress Reports Summative: STAAR</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, assistant Principal,</p> <p>Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy - Population: All Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p> <p>Need Statements: Student Learning 1, 2, 4</p> <p>Funding Sources: Extended Day - 211 Title I-A - \$14,541</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: A food pantry and clothes closet will be available at the campus to provide identified at-risk, homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes (as needed) to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate.</p> <p>Population: Homeless and youth</p> <p>Timeline: August 2020 through June 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate Benchmark Scores Student Progress Reports</p> <p>Summative: STAAR Scores Attendance Rates Graduation Rates</p> <p>Staff Responsible for Monitoring: Campus Homeless Youth Coordinator Principal</p> <p>Population: Homeless and youth - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 3: The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: PFS/Migrant first grade students Timeline: August 2020 - May 2021 Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: No 1st grade retained</p> <p>Formative: monitor on report card every six weeks.</p> <p>Summative: Progress to next grade.</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor Dean</p> <p>Population: PFS/Migrant First grade students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 4: As per BISD policy, Garza Elementary will implement remediation instructional strategies during after school tutorials, extended and Saturday academies in Reading, Math, and Science for all grade level students in order to decrease the retention rate and improve student achievement Domain I and increase Meets and Masters performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. This will include purchasing capital outlay, supplies and ink with the focus money to enrich the students learning to be successful in the classroom on the evaluations before them. Supplies/material and computer ink will help aid in this endeavor.</p> <p>Population: Title I and At-Risk Students</p> <p>Timeline: August 2020- June 2021 (Daily)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Assessments: Classroom walkthroughs, Ttess Teacher Evaluation State, local and campus assessment increase 10% or greater for At-risk students</p> <p>Summative Assessments: Benchmark Assessments, STAAR Results, Curriculum-Based Assessments</p> <p>Staff Responsible for Monitoring: Campus Principal Dean of Instruction Classroom teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: Title I and At-Risk Students - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Need Statements:

Student Learning

Need Statement 1: Low percentage of 3rd-5th grades passing the STAAR. **Data Analysis/Root Cause:** Mobility, attendance, identifying students academic needs. Performance levels are below the State and district's.

Need Statement 2: Need to decrease the performance gaps between Special Populations for all content areas at all grade levels. **Data Analysis/Root Cause:** Campus assessment data show performance levels are below the district and gaps between special populations and all students.

Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation on different platforms (according to grade level).

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

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

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

Summative Evaluation: None

<p>Strategy 1: Promote Physically and Emotional Healthy Students CATCH (Coordinated Approach to Child Health) program, and a SHAC (School Health Advisory Committee) that will evaluate the Implementation of the district initiatives</p> <p>CNA Page 13</p> <p>Population: All students, Staff and Parents</p> <p>Timeline: August 2020- May 2021</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Assessments: Number of parent/family parent focus workshops and programs offered.</p> <p>Summative: Observed results from the conferences.</p> <p>Participation results from workshops.</p> <p>Staff Responsible for Monitoring: PK3-5 grade teachers, CATCH rep. Parent Liaison CATCH Team</p> <p>Population: All students, Staff and Parents - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: None</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance. Campus Parent liaison will also be involved in relaying the attendance initiative and being the contact person between home and school.

CNA Page 7

Population: Title I and At-Risk Students

Timeline: August 2020- May 2021

Milestone's/Strategy's Expected Results/Impact: Formative Evaluation:
 Improvement on PK CPM tests
 5% improvement on state assessments (STAAR/TPRI/Tejas LEE/CPM

Summative Evaluation:
 Attendance increase, minimal health concerns and less accidents

Staff Responsible for Monitoring: Para-professionals
 (PK, Kinder, 1st-5th , librarian, Nurse, safety coordinator, health services
 Principal

Comprehensive Support Strategy - Population: Title I and At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 - **Revision Date:** None

Reviews			
Formative			Summative
Oct	Jan	Mar	June






Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Garza students are prepared to meet the demands of standardized assessments (local, state, and national). This will be monitored, by lesson planning, and follow-ups. Walk through will be in place to ensure the implementation process. *Kamico, Motivational(Rdg, Writing, Math, & Science), Building Mathematicians, Scholastic Book Club, Measuring Up, Forde Ferrier Esperanza LEI & II workbooks, SIOP activities, Target Reading, Tango Central/Tango , Best Buy, Office Depot, GF Educators, Lonestar Learning Products for At-Risk TTM , GPSelectronically, and Target Math Electronically Students in order to practice and support strategies and new reading TEKS, empowering writers will be utilized to strengthen the writing program. This includes extra copy paper. TPRI/Tejas Lee
1	1	3	Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and every week meetings with RtI Core team/teachers to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child's needs. CNA Page 9 Population: Garza Elementary Timeline: August 2020-May 2021 (Daily)
1	1	4	ELA, Math, Science, and Social Studies STAAR student scores plus TELPAS scores will be reviewed, disaggregated and analyzed in order to increase STAAR scores by 10 percent. Population: At-Risk, Migrant, ELL and Special Education Students. CNA Page 6 Population: Title I and At Risk Students Timeline: September through May (every 3 weeks) 2020-2021
1	1	6	As per BISD policy, Garza Elementary will implement remediation instructional strategies during afterschool tutorials, in Reading, Math, and Science for 3rd-5th grade students and extended day in different subjects for all grade level students in order to decrease the retention rate and improve student achievement Index I and increase Level II and III performance standards on STAAR assessments to meet indexes 2-4, not limited to academics, but also involving extra curriculum activities. Supplies/material will help aid in this endeavor. SPP 1,3 Population: Title I and At-Risk Students Timeline: August 2020- May 2021 (Daily)
7	1	3	ELA, Math, Science, and Social Studies teachers will attend Professional Development on research-based strategies and best practices and to continue the implementation of the curriculum frameworks to increase STAAR scores by 10 percent. Populations: At-Risk, Migrant, ELL, Special Education. CNA Page 10,11 Timeline: August 2020 through May 2021
8	1	1	Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, LEXIA, Seesaw, sensors/Interface technology, interactive whiteboards, document cameras, tablets, clickers, hardware, software, and HATCH etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship. Students will be using them for website access such as Pearson, Edusmart, Discovery Learning, Study Island, Prodigy Math, and Brainpop. Students will demonstrate strategies in Reading, Math, Science, and writing to peers.
9	2	1	Accelerated instruction in the foundation curriculum will be provided during after school and/or Saturday extended day, week, and/or year tutorial programs in order to improve at-risk student achievement and decrease the retention rate.

Goal	Objective	Strategy	Description
9	3	2	Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse will assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance. Campus Parent liaison will also be involved in relaying the attendance initiative and being the contact person between home and school. CNA Page 7 Population: Title I and At-Risk Students Timeline: August 2020- May 2021

State Compensatory

Personnel for Garza Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bertha Hernandez	PK 4 teacher	State Comp	.50
Elizabeth Castilleja	Dean	State Comp	1.00
Gladys Castro	PK 4 teacher	State Comp	1
Laura Carpio	PK 3 teacher	State Comp	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2020-2021 and to increase the Level III percentages in all content areas. In addition, the committee will implement a plan of action to meet the Annual Measurement Achievement Objective System (AMAOS) indicators. 2020 CNA Survey results will be shared with staff members and used by SBDM to further assess areas of need. Garza offered the survey to all parents, students and teachers and looking at the current needs based on the new survey needs worked together as a SBDM to continue the needs of the campus. Students and Teachers were not able to complete the CNA Assessment due to COVID-19. We met as a team to update any current needs and continued to meet during this period. CNA updates were made, using 2019-2020 CNA, during and SBDM meeting on May 15, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Garza Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/summer school/enrichment program, for students who are AT-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserve populations; (4) include strategies to address the needs of all children in school, particularly the needs of low achieving students, At-Risk, or not meeting the STATE student academic achievement standards; (5) address how the school will determine if such needs have been met. (CIP 1.1.2) (CIP 1.2.1) (CIP 2.1.1) Garza SBDM met for final plan on May 15, 2020 with the appropriate committee in the end of the plan.

2.2: Regular monitoring and revision

Gaza SBDM will continuously monitor and review the CIP on a quarterly basis in order to maintain alignment with the activities on campus and funds being spent. If need to update the plan it will be done in a timely manner with feedback provided by SBDM.

The SBDM meetings for this year will be held on:

August 2020

December 2020

February 2021

April 2021

May 2021

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

The Campus Improvement Plan is currently written in English and is translated to Spanish during parent meetings, SBDM meetings, and upon request. The plans are available to parents and community via our campus website.

2.4: Opportunities for all children to meet State standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the (1) after school tutorial program and/or (2) enrichment courses based on his/her individual needs. In addition, (3) Garza Elementary will collaborate with in-district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral.

2.5: Increased learning time and well-rounded education

Funding is set to provide Extended Day and Tutorial Support for all students. The school also provides Saturday Academies throughout the year and has set Summer Bridge programs to continue Enrichment opportunities.

Garza Elementary provides high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals in different areas to provide support for all Special Populations. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs.

Professional development will be conducted both at the school and the education service center as well as district conferences, campus webinars and workshops which will be intensive and sustained. Professional development will concentrate on the following areas: STAAR, TELPAS, TEKS updates, higher order questioning techniques, content area intervention strategies and bully free schools. **(CIP 1.1,3)(1.1.5) (1.2.2)**

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I funds, e.g., after school tutorial programs. Professional Development activities are also paid from Title, I Parts A and C, and Local Funds. Title I Funds along with Local State Compensatory, State Bilingual, State Special Education used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Reports from the migrant office are used to identify the PFS migrant students upon registration and withdrawal from Garza Elementary. Support is provided using Migrant office informational flyers as well as support to students and parents regarding academic needs. Garza migrant students will receive school supplies upon their return from migrant travel to assist migrant students and their families with the financial stress and provide for a smooth transition into the school year. The academic progress of migrant students will be monitored to identify remediation strategies and implement plans. All PFS migrant students will be identified using the Migrant Office report and serve based on individual student needs. Teachers will support PFS students in the classroom and ensure communication with parents of available/services opportunities in the school and or community. Fiction and Non-Fiction Readers will be ordered to support PFS student achievement in the area fluency and comprehension skills. Teachers will monitor progress of PFS migrant students and provide immediate remediation through small group instruction; computer based instruction; counseling's services and or referrals to nurse for needed assistance or services.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. The Language Proficiency Assessment Committee at Garza Elementary meets periodically to identify bilingual students, monitor student assessment and provide recommendations based on data reviewed. TELPAS progress monitoring is conducted on a six weeks basis and documentation is kept in ELL Portfolios that are found in the students' PRC.

Garza Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting in October 2020. Tutorials will be after school for 1.5 hours on Monday and Tuesday in Fall 2020 and Monday, Tuesday, and Wednesday in Spring 2021. Students will be provided cognitive based strategies as supported by TLI trainings for Tier I instruction. Garza Elementary will implement the BISD Fluency Initiative and Vocabulary Word of the Week to support this instruction. Interventions, supplemental materials, and support services will be provided using the 3 Tier Model. Tier I universal level of instruction will identify students who may be at risk of reading difficulty. Tier II students will be provided with additional 30 minutes of research based reading interventions and will be monitored every two weeks PMER, or PMBR tool. Struggling students will be identified and an RTI plan will be developed. Tier III students will be provided explicit, individualized reading instruction. Additionally, supplemental instructional resources will be provided to identified at-risk students to improve academic achievement.

Special Education funding provides Supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per Federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the admission, Review and Dismissal Process. (CIP 1.1.2)

(CIP 1.1.4) (CIP 6.1.1)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Title I Parent and Family Engagement meeting is held in September. The SBDM Committee along with two of our most active parents participate to provide feedback on the 2020-2021 Policy on April 27, 2020. Title I, Part A funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Meetings take place on campus every Wednesday. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool children from Head Start to assist with the transition to Garza Elementary will be held annually in the Fall and Spring. A week before transitioning to middle school, 5th grade students and parents will be invited to a ceremony celebrating academic and social accomplishments. **(CIP 4.1.1) (CIP 4.1.2) (4.1.3) (4.1.5)** The family engagement activities are set for was completed during the Spring Semester to update and revise. The the plan was given out by paper copies, given out at parent meetings as well as electronically on the school website. The policy was given in both Spanish and English.

3.2: Offer flexible number of parent involvement meetings

The Campus provides weekly meetings and additional meetings as needed during school hours and out of school hours to provide opportunities for parents to participate in. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Meetings take place on campus every Wednesday. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. **(CIP 4.1.1) (CIP 4.1.2) (4.1.3) (4.1.5)** We offer several flexible times for parents to gain access to school information as needed. Open house, literacy day for parents and parent meetings every Wednesday in the school. Meetings are also held for fifth grade parents in order to look at requirements for passing to the next grade level. Title I, Part A required meetings will be held on two different dates and times at the beginning of the school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dora Moya	Pre Kinder Aide	Federal Program	1.00
Flor Ortiz	Library Aide	Federal Program	1.00
Karla Garcia	Pre-K Aide	Federal Program	1.00
Maria Garcia	Parent Liaison	Federal Program	1.00
Martha De Luna	Nurse	Federal Program	.40

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training/testing substitutes	19913611218124y99000y	\$1,000.00
1	1	1	snacks for training	19913649953124y99000y	\$500.00
1	1	1	subs for professional devlopement	19911611218124y99000y	\$1,000.00
1	1	2	Copy Paper	199116396124y11000	\$500.00
1	1	2	General Supplies	19911639900124y11000	\$1,500.00
1	1	2	General Supplies	19911639951124y000	\$750.00
1	1	2	General Supplies	19911639962124y11000	\$5,870.00
1	1	2	office supplies for teachers	19923639900124y99000y	\$1,697.00
1	4	8	transportation	19911649400124y11000y	\$2,000.00
1	4	9	Awards	19911649800124y11000y	\$1,500.00
2	1	2	custodial supplies	19951631500124y99000y	\$1,550.00
3	2	1	teacher incentives and awards	19923649800124y99000y	\$1,000.00
3	2	1	refreshments	19913649953124Y99000Y	\$1,000.00
7	1	1	travel for professional devlopement	19923641123124y99000y	\$1,000.00
Sub-Total					\$20,867.00
Budgeted Fund Source Amount					\$20,867.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	copy paper	16211639600124y30000	\$2,000.00
1	1	2	Dean Of Instruction Salary	162-13-6119-00-124-Y-30-000-Y	\$77,940.00
1	1	2	General Supplies	162-11-6399-00-124-Y-30-337-Y	\$20,201.00
1	1	6	Professional Extra Duty Pay	16211611800124y30000y	\$48,787.00
1	1	6	Professional extra duty pay-SSI 5th Grade	16211611800124y24SSiY	\$4,158.00
1	2	1	PK 4 State Comp Teachers	162-11-6119-00-124-Y-34-000-Y	\$122,967.00
6	1	5	Walk for the Future	162-61-6399-00-124-Y-30-WTF-Y	\$100.00

162 State Compensatory						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
8	1	1	Technology	162-11-6398-62-124-Y-30-337-Y	\$62,070.00	
					Sub-Total	\$338,223.00
					Budgeted Fund Source Amount	\$338,223.00
					+/- Difference	\$0.00
163 State Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	lpac substitutes		\$3,290.00	
1	1	2	instructional materials to support ELL	1630116399124y0000	\$2,000.00	
					Sub-Total	\$5,290.00
					Budgeted Fund Source Amount	\$5,290.00
					+/- Difference	\$0.00
166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	resources for special education		\$2,480.00	
					Sub-Total	\$2,480.00
					Budgeted Fund Source Amount	\$2,480.00
					+/- Difference	\$0.00
199 G/T Advanced Academics						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	4	7	Destination Imagination		\$10.00	
					Sub-Total	\$10.00
					Budgeted Fund Source Amount	\$10.00
					+/- Difference	\$0.00
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	supplementals for PK-5 curriculum		\$0.00	
1	1	2	General Supplies	21111639900124y30Of2	\$0.00	
1	1	6	Extra duty pay with fringes		\$22,210.00	
1	2	3	Study Island	211-11-6395-62	\$4,270.00	

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	3		211-61-6399-00	\$1,150.00
6	1	3		211-61-6499-53	\$1,350.00
6	1	6			\$200.00
8	1	5	Desktop computers	21111639862124y300f2y	\$0.00
9	2	1	Extended Day		\$14,541.00
Sub-Total					\$43,721.00
Budgeted Fund Source Amount					\$43,721.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Migrant School Supplies		\$10.00
Sub-Total					\$10.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplemental materials	263	\$5,290.00
Sub-Total					\$5,290.00
Budgeted Fund Source Amount					\$5,290.00
+/- Difference					\$0.00
Grand Total					\$415,891.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **GARZA EL**

Campus Number: **031901124**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

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

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading

At Approaches Grade Level or Above	2019	76%	80%	73%	-	73%	-	-	-	-	33%	*	75%	60%	73%	71%
	2018	77%	80%	72%	-	72%	-	-	-	-	67%	*	71%	80%	71%	73%
At Meets Grade Level or Above	2019	45%	46%	36%	-	36%	-	-	-	-	33%	*	37%	20%	36%	38%
	2018	43%	42%	28%	-	28%	-	-	-	-	50%	*	25%	60%	27%	24%
At Masters Grade Level	2019	27%	26%	20%	-	20%	-	-	-	-	33%	*	22%	0%	20%	21%
	2018	25%	22%	9%	-	9%	-	-	-	-	17%	*	7%	40%	8%	9%

Grade 3 Mathematics

At Approaches Grade Level or Above	2019	79%	85%	75%	-	75%	-	-	-	-	50%	*	76%	60%	75%	74%
	2018	78%	86%	77%	-	77%	-	-	-	-	67%	*	77%	80%	77%	80%
At Meets Grade Level or Above	2019	49%	56%	48%	-	48%	-	-	-	-	33%	*	47%	60%	47%	50%
	2018	47%	54%	45%	-	45%	-	-	-	-	50%	*	43%	60%	45%	43%
At Masters Grade Level	2019	25%	27%	23%	-	23%	-	-	-	-	33%	*	25%	0%	22%	26%
	2018	23%	27%	17%	-	17%	-	-	-	-	50%	*	17%	20%	17%	15%

Grade 4 Reading

At Approaches Grade Level or Above	2019	75%	83%	83%	-	83%	-	-	-	-	63%	*	84%	80%	83%	78%
	2018	73%	79%	66%	-	66%	-	-	-	-	17%	*	72%	25%	67%	67%
At Meets Grade Level or Above	2019	44%	51%	31%	-	31%	-	-	-	-	38%	*	31%	40%	31%	30%
	2018	46%	49%	31%	-	31%	-	-	-	-	17%	*	33%	13%	32%	22%
At Masters Grade Level	2019	22%	23%	15%	-	15%	-	-	-	-	38%	*	14%	20%	15%	16%
	2018	24%	23%	11%	-	11%	-	-	-	-	17%	*	11%	13%	12%	6%

Grade 4 Mathematics

At Approaches Grade Level or Above	2019	75%	82%	74%	-	74%	-	-	-	-	75%	*	76%	60%	74%	73%
	2018	78%	86%	77%	-	77%	-	-	-	-	33%	*	78%	75%	77%	81%
At Meets Grade Level or Above	2019	48%	53%	35%	-	35%	-	-	-	-	38%	*	37%	20%	35%	35%
	2018	49%	56%	32%	-	32%	-	-	-	-	17%	*	35%	13%	33%	39%
At Masters Grade Level	2019	28%	30%	17%	-	17%	-	-	-	-	38%	*	16%	20%	17%	16%
	2018	27%	30%	16%	-	16%	-	-	-	-	17%	*	17%	13%	17%	22%

Grade 4 Writing

At Approaches Grade Level or Above	2019	67%	78%	65%	-	65%	-	-	-	-	38%	*	65%	60%	65%	65%
	2018	63%	74%	63%	-	63%	-	-	-	-	17%	*	70%	13%	63%	61%
At Meets Grade Level or Above	2019	35%	44%	28%	-	28%	-	-	-	-	38%	*	24%	60%	28%	24%
	2018	39%	48%	31%	-	31%	-	-	-	-	17%	*	33%	13%	30%	25%
At Masters Grade Level	2019	11%	14%	9%	-	9%	-	-	-	-	38%	*	8%	20%	9%	8%
	2018	11%	14%	5%	-	5%	-	-	-	-	17%	*	4%	13%	5%	3%

Grade 5 Reading^

At Approaches Grade Level or Above	2019	86%	91%	83%	-	83%	-	-	-	-	33%	-	84%	60%	83%	87%
	2018	84%	90%	90%	-	90%	-	-	-	-	69%	-	90%	91%	89%	94%
At Meets Grade Level or Above	2019	54%	56%	44%	-	44%	-	-	-	-	22%	-	45%	40%	44%	42%
	2018	54%	59%	49%	-	49%	-	-	-	-	54%	-	50%	45%	49%	38%

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

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	22%	-	22%	-	-	-	-	-	22%	-	22%	20%	22%	18%
	2018	26%	28%	25%	-	25%	-	-	-	-	-	46%	-	25%	27%	26%	24%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	92%	-	92%	-	-	-	-	-	70%	-	92%	100%	92%	92%
	2018	91%	97%	97%	-	97%	-	-	-	-	-	85%	-	98%	91%	96%	100%
At Meets Grade Level or Above	2019	58%	70%	81%	-	81%	-	-	-	-	-	50%	-	81%	80%	81%	79%
	2018	58%	74%	73%	-	73%	-	-	-	-	-	62%	-	73%	73%	74%	79%
At Masters Grade Level	2019	36%	46%	47%	-	47%	-	-	-	-	-	30%	-	47%	40%	47%	46%
	2018	30%	43%	44%	-	44%	-	-	-	-	-	46%	-	42%	55%	46%	41%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	92%	-	92%	-	-	-	-	-	67%	-	91%	100%	92%	92%
	2018	76%	85%	93%	-	93%	-	-	-	-	-	85%	-	92%	100%	93%	94%
At Meets Grade Level or Above	2019	49%	60%	71%	-	71%	-	-	-	-	-	22%	-	72%	60%	71%	74%
	2018	41%	51%	69%	-	69%	-	-	-	-	-	62%	-	69%	73%	70%	68%
At Masters Grade Level	2019	24%	28%	43%	-	43%	-	-	-	-	-	22%	-	43%	40%	43%	55%
	2018	17%	20%	27%	-	27%	-	-	-	-	-	54%	-	27%	27%	28%	26%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	80%	-	80%	-	-	-	-	-	53%	100%	81%	73%	80%	79%
	2018	77%	78%	79%	-	79%	-	-	-	-	-	62%	71%	80%	72%	79%	81%
At Meets Grade Level or Above	2019	50%	52%	48%	-	48%	-	-	-	-	-	34%	80%	48%	48%	48%	47%
	2018	48%	49%	44%	-	44%	-	-	-	-	-	46%	29%	44%	45%	45%	42%
At Masters Grade Level	2019	24%	23%	25%	-	25%	-	-	-	-	-	32%	20%	26%	20%	25%	26%
	2018	22%	21%	19%	-	19%	-	-	-	-	-	38%	14%	18%	27%	19%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	80%	-	80%	-	-	-	-	-	41%	*	81%	67%	80%	79%
	2018	74%	74%	76%	-	76%	-	-	-	-	-	56%	*	77%	67%	76%	77%
At Meets Grade Level or Above	2019	48%	47%	38%	-	38%	-	-	-	-	-	31%	*	38%	33%	38%	37%
	2018	46%	44%	36%	-	36%	-	-	-	-	-	44%	*	35%	38%	36%	28%
At Masters Grade Level	2019	21%	18%	19%	-	19%	-	-	-	-	-	31%	*	20%	13%	19%	19%
	2018	19%	17%	15%	-	15%	-	-	-	-	-	32%	*	14%	25%	15%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	81%	-	81%	-	-	-	-	-	63%	*	82%	73%	81%	80%
	2018	81%	85%	83%	-	83%	-	-	-	-	-	68%	*	83%	83%	83%	86%
At Meets Grade Level or Above	2019	52%	57%	56%	-	56%	-	-	-	-	-	40%	*	57%	53%	56%	55%
	2018	50%	55%	49%	-	49%	-	-	-	-	-	48%	*	49%	50%	50%	53%
At Masters Grade Level	2019	26%	31%	30%	-	30%	-	-	-	-	-	33%	*	31%	20%	29%	30%
	2018	24%	28%	25%	-	25%	-	-	-	-	-	40%	*	24%	33%	26%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	65%	-	65%	-	-	-	-	-	38%	*	65%	60%	65%	65%
	2018	66%	71%	63%	-	63%	-	-	-	-	-	17%	*	70%	13%	63%	61%
At Meets Grade Level or Above	2019	38%	44%	28%	-	28%	-	-	-	-	-	38%	*	24%	60%	28%	24%
	2018	41%	45%	31%	-	31%	-	-	-	-	-	17%	*	33%	13%	30%	25%
At Masters Grade Level	2019	14%	15%	9%	-	9%	-	-	-	-	-	38%	*	8%	20%	9%	8%
	2018	13%	13%	5%	-	5%	-	-	-	-	-	17%	*	4%	13%	5%	3%

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

Total Students: 400
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: GARZA EL
Campus Number: 031901124

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	92%	-	92%	-	-	-	-	67%	-	91%	100%	92%	92%
	2018	80%	82%	93%	-	93%	-	-	-	-	85%	-	92%	100%	93%	94%
At Meets Grade Level or Above	2019	54%	55%	71%	-	71%	-	-	-	-	22%	-	72%	60%	71%	74%
	2018	51%	51%	69%	-	69%	-	-	-	-	62%	-	69%	73%	70%	68%
At Masters Grade Level	2019	25%	21%	43%	-	43%	-	-	-	-	22%	-	43%	40%	43%	55%
	2018	23%	19%	27%	-	27%	-	-	-	-	54%	-	27%	27%	28%	26%

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

Total Students: 400
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: GARZA EL
Campus Number: 031901124

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	70	-	70	-	-	-	-	-	100	*	72	*	70	69
	2018	63	65	63	-	63	-	-	-	-	-	*	*	61	83	63	60
Grade 4 Mathematics	2019	65	64	48	-	48	-	-	-	-	-	93	*	50	*	48	45
	2018	65	66	61	-	61	-	-	-	-	-	*	*	60	67	60	68
Grade 5 ELA/Reading	2019	81	78	89	-	89	-	-	-	-	-	80	-	88	100	89	94
	2018	80	81	86	-	86	-	-	-	-	-	100	-	86	86	86	81
Grade 5 Mathematics	2019	83	88	95	-	95	-	-	-	-	-	100	-	94	100	95	94
	2018	81	87	94	-	94	-	-	-	-	-	91	-	93	100	93	95
All Grades Both Subjects	2019	69	69	77	-	77	-	-	-	-	-	93	*	77	72	77	76
	2018	69	71	76	-	76	-	-	-	-	-	83	*	74	85	75	76
All Grades ELA/Reading	2019	68	67	81	-	81	-	-	-	-	-	88	*	81	78	81	82
	2018	69	69	74	-	74	-	-	-	-	-	87	*	73	85	74	70
All Grades Mathematics	2019	70	71	74	-	74	-	-	-	-	-	97	*	74	67	74	70
	2018	70	72	77	-	77	-	-	-	-	-	80	*	76	86	76	81

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	50%	-	50%	-	-	-	-	-	10%	50%	48%
	2018	38%	44%	52%	-	52%	-	-	-	-	-	*	51%	61%
Mathematics	2019	45%	57%	67%	-	67%	-	-	-	-	-	50%	67%	55%
	2018	47%	57%	69%	-	69%	-	-	-	-	-	*	68%	76%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	77%	-	77%	-	-	-	-	-	13%	77%	69%
Students Requiring Accelerated Instruction														
	2019	22%	16%	23%	-	23%	-	-	-	-	-	88%	23%	31%
STAAR Cumulative Met Standard														
	2019	86%	91%	81%	-	81%	-	-	-	-	-	14%	81%	79%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	89%	-	89%	-	-	-	-	-	63%	89%	83%
Students Requiring Accelerated Instruction														
	2019	17%	8%	11%	-	11%	-	-	-	-	-	38%	11%	17%
STAAR Cumulative Met Standard														
	2019	90%	96%	92%	-	92%	-	-	-	-	-	63%	92%	90%

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 400
 Grade Span: EE - 05
 (Current EL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	80%	73%	73%	-	-	-	-	-	-	73%	73%
	2018	77%	78%	79%	74%	74%	-	-	-	-	-	*	74%	74%
At Meets Grade Level or Above	2019	50%	52%	48%	41%	41%	-	-	-	-	-	-	41%	41%
	2018	48%	49%	44%	30%	30%	-	-	-	-	-	*	30%	31%
At Masters Grade Level	2019	24%	23%	25%	22%	22%	-	-	-	-	-	-	22%	22%
	2018	22%	21%	19%	10%	10%	-	-	-	-	-	*	10%	10%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	76%	80%	72%	72%	-	-	-	-	-	-	72%	72%
	2018	74%	74%	76%	69%	69%	-	-	-	-	-	*	69%	70%
At Meets Grade Level or Above	2019	48%	47%	38%	27%	27%	-	-	-	-	-	-	27%	27%
	2018	46%	44%	36%	16%	16%	-	-	-	-	-	*	16%	17%
At Masters Grade Level	2019	21%	18%	19%	12%	12%	-	-	-	-	-	-	12%	12%
	2018	19%	17%	15%	4%	4%	-	-	-	-	-	*	4%	4%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	86%	81%	76%	76%	-	-	-	-	-	-	76%	76%
	2018	81%	85%	83%	81%	81%	-	-	-	-	-	*	81%	82%
At Meets Grade Level or Above	2019	52%	57%	56%	51%	51%	-	-	-	-	-	-	51%	51%
	2018	50%	55%	49%	44%	44%	-	-	-	-	-	*	44%	45%
At Masters Grade Level	2019	26%	31%	30%	26%	26%	-	-	-	-	-	-	26%	26%
	2018	24%	28%	25%	19%	19%	-	-	-	-	-	*	19%	20%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	76%	65%	50%	50%	-	-	-	-	-	-	50%	50%
	2018	66%	71%	63%	44%	44%	-	-	-	-	-	-	44%	44%
At Meets Grade Level or Above	2019	38%	44%	28%	21%	21%	-	-	-	-	-	-	21%	21%
	2018	41%	45%	31%	4%	4%	-	-	-	-	-	-	4%	4%
At Masters Grade Level	2019	14%	15%	9%	8%	8%	-	-	-	-	-	-	8%	8%
	2018	13%	13%	5%	0%	0%	-	-	-	-	-	-	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	92%	88%	88%	-	-	-	-	-	-	88%	88%
	2018	80%	82%	93%	96%	96%	-	-	-	-	-	-	96%	96%
At Meets Grade Level or Above	2019	54%	55%	71%	73%	73%	-	-	-	-	-	-	73%	73%
	2018	51%	51%	69%	57%	57%	-	-	-	-	-	-	57%	57%
At Masters Grade Level	2019	25%	21%	43%	54%	54%	-	-	-	-	-	-	54%	54%
	2018	23%	19%	27%	13%	13%	-	-	-	-	-	-	13%	13%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	69%	77%	75%	75%	-	-	-	-	-	-	75%	75%
	2018	69%	71%	76%	79%	79%	-	-	-	-	-	-	79%	79%
All Grades ELA/Reading	2019	68%	67%	81%	79%	79%	-	-	-	-	-	-	79%	79%
	2018	69%	69%	74%	73%	73%	-	-	-	-	-	-	73%	73%
All Grades Mathematics	2019	70%	71%	74%	71%	71%	-	-	-	-	-	-	71%	71%
	2018	70%	72%	77%	86%	86%	-	-	-	-	-	-	86%	86%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	48%	50%	48%	48%	-	-	-	-	-	-	48%	48%
	2018	38%	44%	52%	61%	61%	-	-	-	-	-	-	61%	61%
Mathematics	2019	45%	57%	67%	55%	55%	-	-	-	-	-	-	55%	55%
	2018	47%	57%	69%	76%	76%	-	-	-	-	-	-	76%	76%

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

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	99%
Included in Accountability	94%	95%	92%	-	92%	-	-	-	-	-	96%	92%	89%
Not Included in Accountability													
Mobile	4%	2%	6%	-	6%	-	-	-	-	-	4%	6%	8%
Other Exclusions	1%	2%	1%	-	1%	-	-	-	-	-	0%	1%	3%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	1%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	1%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	92%	-	92%	-	-	-	-	-	92%	93%	87%
Not Included in Accountability													
Mobile	4%	3%	5%	-	5%	-	-	-	-	-	4%	4%	8%
Other Exclusions	1%	2%	3%	-	3%	-	-	-	-	-	4%	3%	5%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: GARZA EL

Campus Number: 031901124

Total Students: 400

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	95.8%	-	95.8%	*	-	-	-	-	93.4%	95.9%	96.4%
2016-17	95.7%	95.8%	95.9%	-	95.9%	*	-	-	-	-	95.7%	96.0%	95.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 400

Grade Span: EE - 05

School Type: Elementary

District Name: BROWNSVILLE ISD

Campus Name: GARZA EL

Campus Number: 031901124

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 400

Grade Span: EE - 05

School Type: Elementary

District Name: BROWNSVILLE ISD

Campus Name: GARZA EL

Campus Number: 031901124

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

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

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 400
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: GARZA EL
Campus Number: 031901124

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

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

Total Students: 400
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: GARZA EL
Campus Number: 031901124

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	400	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	3	0.8%	0.2%	0.3%
Pre-Kindergarten	45	11.3%	8.0%	4.4%
Kindergarten	55	13.8%	5.9%	6.9%
Grade 1	57	14.3%	6.8%	7.1%
Grade 2	50	12.5%	6.6%	7.2%
Grade 3	60	15.0%	6.5%	7.3%
Grade 4	61	15.3%	6.9%	7.6%
Grade 5	69	17.3%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	394	98.5%	98.3%	52.6%
White	6	1.5%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	396	99.0%	88.5%	60.6%
Non-Educationally Disadvantaged	4	1.0%	11.5%	39.4%
Section 504 Students	23	5.8%	8.7%	6.5%
English Learners (EL)	224	56.0%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	11	2.8%	5.4%	3.6%
At-Risk	318	79.5%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	62			
By Type of Primary Disability				
Students with Intellectual Disabilities	41	66.1%	55.3%	42.4%
Students with Physical Disabilities	8	12.9%	11.5%	21.9%
Students with Autism	*	*	12.2%	13.7%
Students with Behavioral Disabilities	6	9.7%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	52	14.5%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

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

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	51	14.2%		
White	1	0.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.9%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	16.4%	10.7%	3.1%	28.6%	16.2%	5.5%
Grade 2	3.9%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	8.2%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	1.7%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	0.0%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.1	19.2	18.9
Grade 1	15.7	17.8	18.8
Grade 2	13.3	17.8	18.7
Grade 3	16.5	19.2	18.9
Grade 4	16.9	21.6	19.2
Grade 5	16.4	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

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

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	48.0	100.0%	100.0%	100.0%
Professional Staff:	35.0	72.9%	56.5%	64.1%
Teachers	29.6	61.5%	44.0%	49.8%
Professional Support	3.3	6.9%	9.5%	10.1%
Campus Administration (School Leadership)	2.1	4.5%	2.9%	3.0%
Educational Aides:	13.0	27.1%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	46.0	95.8%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	27.7	93.7%	90.3%	27.7%
White	0.9	2.9%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	1.0	3.4%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.1	14.0%	32.0%	23.8%
Females	25.4	86.0%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	26.2	88.6%	79.4%	73.6%
Masters	3.4	11.4%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	10.1%	2.7%	7.0%
1-5 Years Experience	1.0	3.4%	14.3%	28.9%
6-10 Years Experience	2.0	6.8%	17.6%	19.0%
11-20 Years Experience	16.5	55.8%	39.3%	29.3%
Over 20 Years Experience	7.1	24.0%	26.0%	15.7%
Number of Students per Teacher	13.5	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

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

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	8.8	6.3
Average Years Experience of Principals with District	2.0	8.4	5.4
Average Years Experience of Assistant Principals	10.5	8.4	5.3
Average Years Experience of Assistant Principals with District	10.5	8.2	4.7
Average Years Experience of Teachers:	17.0	15.1	11.1
Average Years Experience of Teachers with District:	16.7	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$65,481	\$49,007	\$47,218
1-5 Years Experience	\$45,291	\$49,170	\$50,408
6-10 Years Experience	\$71,721	\$50,423	\$52,786
11-20 Years Experience	\$53,807	\$55,575	\$56,041
Over 20 Years Experience	\$64,779	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,537	\$55,810	\$54,122
Professional Support	\$59,261	\$67,073	\$64,069
Campus Administration (School Leadership)	\$77,795	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
 Campus Name: GARZA EL
 Campus Number: 031901124

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

Total Students: 400
 Grade Span: EE - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	224	56.0%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	21	5.3%	12.0%	8.1%
Special Education	62	15.5%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	4.0%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.4	1.5%	0.5%	2.0%
Regular Education	23.7	80.2%	78.8%	71.4%
Special Education	4.2	14.3%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)



Accountability Data Performance Participation Attendance and Graduation

Postsecondary Readiness Profile KG Readiness Postsecondary Outcomes

Finance Data

Search

Texas Education Agency 2019 Accountability Ratings Overall Summary GARZA EL (031901124) - BROWNSVILLE ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		78	C
STAAR Performance	51	78	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	B
Academic Growth	77	83	B
Relative Performance (Eco Dis: 99.0%)	51	88	B
Closing the Gaps	85	80	B

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: GARZA EL

Campus ID: 031901124

District Name: BROWNSVILLE ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
 The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

Comprehensive Support and Improvement Schools, **Targeted Support and Improvement Schools** and **Additional Targeted Support Schools** list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 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)

				Afr		Amer		Two or More Races		Econ		Non Econ		CWD		CWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military					
State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military															
STAAR Percent at Approaches Grade Level or Above																																			
Grade 3																																			
Reading		All	75%	79%	70%	-	70%	-	-	-	-	70%	*	33%	80%	67%	76%	63%	-	*	*	-	-	-	-	-	-	-	-	-	-				
		Students																																	
		CWD	49%	48%	33%	-	33%	-	-	-	-	33%	-	33%	-	40%	43%	20%	-	*	-	-	-	-	-	-	-	-	-	-	-				
		CWOD	79%	85%	80%	-	80%	-	-	-	-	79%	*	-	80%	76%	85%	73%	-	*	*	-	-	-	-	-	-	-	-	-	-				
		EL	69%	72%	67%	-	67%	-	-	-	-	67%	-	40%	76%	67%	70%	63%	-	*	-	-	-	-	-	-	-	-	-	-	-				
		Male	73%	78%	76%	-	76%	-	-	-	-	76%	-	43%	85%	70%	76%	-	-	*	*	-	-	-	-	-	-	-	-	-	-				
		Female	78%	81%	63%	-	63%	-	-	-	-	62%	*	20%	73%	63%	-	63%	-	*	-	-	-	-	-	-	-	-	-	-	-				
Mathematics		All	78%	84%	72%	-	72%	-	-	-	-	72%	*	50%	78%	72%	76%	67%	-	*	*	-	-	-	-	-	-	-	-	-	-				
		Students																																	
		CWD	52%	57%	50%	-	50%	-	-	-	-	50%	-	50%	-	50%	57%	40%	-	*	-	-	-	-	-	-	-	-	-	-	-	-			
		CWOD	81%	89%	78%	-	78%	-	-	-	-	77%	*	-	78%	79%	81%	73%	-	*	*	-	-	-	-	-	-	-	-	-	-	-			
		EL	75%	81%	72%	-	72%	-	-	-	-	72%	-	50%	79%	72%	70%	74%	-	*	-	-	-	-	-	-	-	-	-	-	-	-			
		Male	78%	84%	76%	-	76%	-	-	-	-	76%	-	57%	81%	70%	76%	-	-	*	*	-	-	-	-	-	-	-	-	-	-	-			
		Female	78%	85%	67%	-	67%	-	-	-	-	65%	*	40%	73%	74%	-	67%	-	*	-	-	-	-	-	-	-	-	-	-	-	-			
Grade 4																																			
Reading		All	74%	83%	84%	-	84%	-	-	-	-	84%	-	63%	88%	68%	81%	88%	*	*	-	-	-	-	-	-	-	-	-	-	-	-			
		Students																																	
		CWD	44%	50%	63%	-	63%	-	-	-	-	63%	-	63%	-	*	83%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		CWOD	78%	89%	88%	-	88%	-	-	-	-	88%	-	-	88%	76%	80%	96%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
		EL	64%	72%	68%	-	68%	-	-	-	-	68%	-	*	76%	68%	71%	63%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Male	71%	81%	81%	-	81%	-	-	-	-	81%	-	83%	80%	71%	81%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Female	77%	84%	88%	-	88%	-	-	-	-	88%	-	*	96%	63%	-	88%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
Mathematics		All	74%	82%	71%	-	71%	-	-	-	-	71%	-	75%	71%	60%	68%	76%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Students																																	
		CWD	46%	53%	75%	-	75%	-	-	-	-	75%	-	75%	-	*	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	78%	87%	71%	-	71%	-	-	-	-	71%	-	-	71%	57%	68%	74%	*	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		EL	69%	71%	60%	-	60%	-	-	-	-	60%	-	*	57%	60%	53%	75%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	74%	81%	68%	-	68%	-	-	-	-	68%	-	67%	68%	53%	68%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	74%	82%	76%	-	76%	-	-	-	-	76%	-	*	74%	75%	-	76%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grade 5																																			
Reading		All	86%	90%	81%	-	81%	-	-	-	-	81%	-	30%	90%	77%	79%	84%	*	80%	-	-	-	-	-	-	-	-	-	-	-	-	-		
		Students																																	
		CWD	55%	60%	30%	-	30%	-	-	-	-	30%	-	30%	-	17%	40%	20%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	89%	96%	90%	-	90%	-	-	-	-	90%	-	-	90%	92%	86%	94%	-	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		EL	77%	83%	77%	-	77%	-	-	-	-	77%	-	17%	92%	77%	75%	80%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	83%	89%	79%	-	79%	-	-	-	-	79%	-	40%	86%	75%	79%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	88%	92%	84%	-	84%	-	-	-	-	84%	-	20%	94%	80%	-	84%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mathematics		All	89%	96%	92%	-	92%	-	-	-	-	92%	-	64%	97%	88%	91%	92%	*	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Students																																	
		CWD	68%	81%	64%	-	64%	-	-	-	-	64%	-	64%	-	43%	67%	60%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	92%	98%	97%	-	97%	-	-	-	-	97%	-	-	97%	100%	96%	97%	-	100%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		EL	85%	94%	88%	-	88%	-	-	-	-	88%	-	43%	100%	88%	88%	87%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	88%	95%	91%	-	91%	-	-	-	-	91%	-	67%	96%	88%	91%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	90%	97%	92%	-	92%	-	-	-	-	92%	-	60%	97%	87%	-	92%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Science		All	74%	83%	90%	-	90%	-	-	-	-	90%	-	60%	95%	83%	88%	92%	*	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Students																																	
		CWD	45%	54%	60%	-	60%	-	-	-	-	60%	-	60%	-	33%	60%	60%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		CWOD	77%	88%	95%	-	95%	-	-	-	-	95%	-	-	95%	96%	93%	97%	-	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		EL	60%	71%	83%	-	83%	-	-	-	-	83%	-	33%	96%	83%	81%	80%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Male	74%	83%	88%	-	88%	-	-	-	-	88%	-	60%	93%	81%	88%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Female	73%	83%	92%	-	92%	-	-	-	-	92%	-	60%	97%	80%	-	92%	-	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

				Afr		Amer		Two or More Races		Econ Disadv		Non Econ Disadv		EL		Male		Female		Migrant Homeless		Foster Care Military	
		State	District	Campus	Amer Hispanic	White	Ind	Asian	Isl	Pac	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military		
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All	44%	46%	34%	-	34%	-	-	-	-	35%	*	33%	35%	36%	41%	26%	-	*	*	-	-	
	Students																						
	CWD	26%	25%	33%	-	33%	-	-	-	-	33%	-	33%	-	40%	43%	20%	-	*	-	-	-	
	CWOD	46%	49%	35%	-	35%	-	-	-	-	35%	*	-	35%	34%	41%	27%	-	*	*	-	-	
	EL	35%	32%	36%	-	36%	-	-	-	-	36%	-	40%	34%	36%	40%	32%	-	*	-	-	-	
	Male	41%	44%	41%	-	41%	-	-	-	-	41%	-	43%	41%	40%	41%	-	-	-	*	-	-	-
	Female	47%	47%	26%	-	26%	-	-	-	-	27%	*	20%	27%	32%	-	26%	-	*	-	-	-	
Mathematics	All	48%	55%	44%	-	44%	-	-	-	-	43%	*	33%	47%	44%	50%	37%	-	*	*	-	-	
	Students																						
	CWD	30%	30%	33%	-	33%	-	-	-	-	33%	-	33%	-	40%	43%	20%	-	*	-	-	-	
	CWOD	50%	59%	47%	-	47%	-	-	-	-	46%	*	-	47%	45%	52%	41%	-	*	*	-	-	
	EL	41%	45%	44%	-	44%	-	-	-	-	44%	-	40%	45%	44%	45%	42%	-	*	-	-	-	
	Male	49%	56%	50%	-	50%	-	-	-	-	50%	-	43%	52%	45%	50%	-	-	-	*	-	-	
	Female	46%	53%	37%	-	37%	-	-	-	-	35%	*	20%	41%	42%	-	37%	-	*	-	-	-	
Grade 4																							
Reading	All	43%	51%	30%	-	30%	-	-	-	-	30%	-	38%	29%	16%	26%	36%	*	*	-	-		
	Students																						
	CWD	24%	25%	38%	-	38%	-	-	-	-	38%	-	38%	-	*	50%	*	-	-	-	-	-	
	CWOD	46%	55%	29%	-	29%	-	-	-	-	29%	-	*	29%	14%	20%	39%	*	*	-	-	-	
	EL	30%	33%	16%	-	16%	-	-	-	-	16%	-	*	14%	16%	18%	13%	-	*	-	-	-	
	Male	41%	51%	26%	-	26%	-	-	-	-	26%	-	50%	20%	18%	26%	-	*	-	-	-	-	
	Female	46%	50%	36%	-	36%	-	-	-	-	36%	-	*	39%	13%	-	36%	-	*	-	-	-	
Mathematics	All	46%	52%	34%	-	34%	-	-	-	-	34%	-	38%	33%	32%	39%	28%	*	*	-	-		
	Students																						
	CWD	27%	28%	38%	-	38%	-	-	-	-	38%	-	38%	-	*	50%	*	-	-	-	-	-	
	CWOD	49%	56%	33%	-	33%	-	-	-	-	33%	-	-	33%	33%	36%	30%	*	*	-	-	-	
	EL	39%	37%	32%	-	32%	-	-	-	-	32%	-	*	33%	32%	35%	25%	-	*	-	-	-	
	Male	48%	55%	39%	-	39%	-	-	-	-	39%	-	50%	36%	35%	39%	-	*	-	-	-	-	
	Female	45%	49%	28%	-	28%	-	-	-	-	28%	-	*	30%	25%	-	28%	-	*	-	-	-	
Grade 5																							
Reading	All	53%	56%	44%	-	44%	-	-	-	-	44%	-	20%	48%	26%	48%	41%	*	60%	-	-		
	Students																						
	CWD	27%	28%	20%	-	20%	-	-	-	-	20%	-	20%	-	0%	40%	0%	*	-	-	-	-	
	CWOD	56%	61%	48%	-	48%	-	-	-	-	48%	-	-	48%	32%	50%	47%	-	60%	-	-	-	
	EL	36%	37%	26%	-	26%	-	-	-	-	26%	-	0%	32%	26%	38%	13%	-	*	-	-	-	
	Male	50%	53%	48%	-	48%	-	-	-	-	48%	-	40%	50%	38%	48%	-	*	*	-	-	-	
	Female	56%	58%	41%	-	41%	-	-	-	-	41%	-	0%	47%	13%	-	41%	-	*	-	-	-	
Mathematics	All	57%	69%	75%	-	75%	-	-	-	-	75%	-	45%	80%	63%	76%	73%	*	40%	-	-		
	Students																						
	CWD	31%	40%	45%	-	45%	-	-	-	-	45%	-	45%	-	29%	50%	40%	*	-	-	-		
	CWOD	60%	75%	80%	-	80%	-	-	-	-	80%	-	-	80%	72%	82%	78%	-	40%	-	-	-	
	EL	46%	55%	63%	-	63%	-	-	-	-	63%	-	29%	72%	63%	76%	47%	-	*	-	-	-	
	Male	56%	68%	76%	-	76%	-	-	-	-	76%	-	50%	82%	76%	76%	-	*	*	-	-	-	
	Female	57%	71%	73%	-	73%	-	-	-	-	73%	-	40%	78%	47%	-	73%	-	*	-	-	-	
Science	All	48%	59%	67%	-	67%	-	-	-	-	67%	-	20%	75%	67%	70%	65%	*	60%	-	-		
	Students																						
	CWD	27%	34%	20%	-	20%	-	-	-	-	20%	-	20%	-	0%	40%	0%	*	-	-	-		
	CWOD	50%	63%	75%	-	75%	-	-	-	-	75%	-	-	75%	83%	75%	75%	-	60%	-	-	-	
	EL	31%	44%	67%	-	67%	-	-	-	-	67%	-	0%	83%	67%	75%	53%	-	*	-	-	-	
	Male	50%	62%	70%	-	70%	-	-	-	-	70%	-	40%	75%	75%	70%	-	*	*	-	-	-	
	Female	45%	56%	65%	-	65%	-	-	-	-	65%	-	0%	75%	53%	-	65%	-	*	-	-	-	
STAAR Percent at Masters Grade Level																							
Grade 3																							
Reading	All	27%	25%	20%	-	20%	-	-	-	-	20%	*	33%	16%	18%	26%	11%	-	*	*	-		
	Students																						
	CWD	10%	8%	33%	-	33%	-	-	-	-	33%	-	33%	-	40%	43%	20%	-	*	-	-		
	CWOD	29%	28%	16%	-	16%	-	-	-	-	17%	*	-	16%	10%	22%	9%	-	*	*	-	-	
	EL	19%	14%	18%	-	18%	-	-	-	-	18%	-	40%	10%	18%	25%	11%	-	*	-	-	-	
	Male	24%	23%	26%	-	26%	-	-	-	-	26%	-	43%	22%	25%	26%	-	-	-	*	-	-	
	Female	29%	28%	11%	-	11%	-	-	-	-	12%	*	20%	9%	11%	-	11%	-	*	-	-	-	
Mathematics	All	24%	27%	21%	-	21%	-	-	-	-	20%	*	33%	18%	23%	26%	15%	-	*	*	-		
	Students																						
	CWD	12%	13%	33%	-	33%	-	-	-	-	33%	-	33%	-	40%	43%	20%	-	*	-	-		
	CWOD	25%	29%	18%	-	18%	-	-	-	-	17%	*	-	18%	17%	22%	14%	-	*	*	-	-	
	EL	18%	17%	23%	-	23%	-	-	-	-	23%	-	40%	17%	23%	30%	16%	-	*	-	-	-	
	Male	26%	28%	26%	-	26%	-	-	-	-	26%	-	43%	22%	30%	26%	-	-	-	*	-	-	
	Female	22%	25%	15%	-	15%	-	-	-	-	12%	*	20%	14%	16%	-	15%	-	*	-	-	-	
Grade 4																							
Reading	All	21%	23%	14%	-	14%	-	-	-	-	14%	-	38%	10%	8%	19%	8%	*	*	-	-		
	Students																						
	CWD	8%	8%	38%	-	38%	-	-	-	-	38%	-	38%	-	*	50%	*	-	-	-	-		
	CWOD	23%	25%	10%	-	10%	-	-	-	-	10%	-	-	10%	5%	12%	9%	*	*	-	-		
	EL	12%	10%	8%	-	8%	-	-	-	-	8%	-	*	5%	8%	12%	0%	-	*	-	-		
	Male	20%	22%	19%	-	19%	-	-	-	-	19%	-	50%	12%	12%	19%	-	*	-	-	-		
	Female	23%	23%	8%	-	8%	-	-	-	-	8%	-	*	9%	0%	-	8%	-	*	-	-		

				Afr	Amer	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	All	27%	29%	16%	-	16%	-	-	-	16%	-	38%	13%	16%	19%	12%	*	*	-
	Students																		
	CWD	13%	14%	38%	-	38%	-	-	-	38%	-	38%	-	*	50%	*	-	-	-
	CWOD	29%	32%	13%	-	13%	-	-	-	13%	-	13%	14%	12%	13%	*	*	-	-
	EL	20%	18%	16%	-	16%	-	-	-	16%	-	*	14%	16%	18%	13%	-	*	-
	Male	29%	33%	19%	-	19%	-	-	-	19%	-	50%	12%	18%	19%	-	*	-	-
Female	25%	26%	12%	-	12%	-	-	-	12%	-	*	13%	13%	-	12%	-	*	-	
Grade 5 Reading	All	29%	27%	21%	-	21%	-	-	-	21%	-	20%	22%	6%	24%	19%	*	0%	-
	Students																		
	CWD	9%	9%	20%	-	20%	-	-	-	20%	-	20%	-	0%	40%	0%	*	-	-
	CWOD	31%	31%	22%	-	22%	-	-	-	22%	-	22%	8%	21%	22%	-	0%	-	-
	EL	14%	13%	6%	-	6%	-	-	-	6%	-	0%	8%	6%	13%	0%	-	*	-
	Male	26%	25%	24%	-	24%	-	-	-	24%	-	40%	21%	13%	24%	-	*	*	-
Female	31%	30%	19%	-	19%	-	-	-	19%	-	0%	22%	0%	-	19%	-	*	-	
Mathematics	All	36%	45%	42%	-	42%	-	-	-	42%	-	27%	45%	28%	44%	41%	*	20%	-
	Students																		
	CWD	14%	19%	27%	-	27%	-	-	-	27%	-	27%	-	0%	33%	20%	*	-	-
	CWOD	38%	50%	45%	-	45%	-	-	-	45%	-	45%	36%	46%	44%	-	20%	-	-
	EL	24%	29%	28%	-	28%	-	-	-	28%	-	0%	36%	28%	35%	20%	-	*	-
	Male	36%	45%	44%	-	44%	-	-	-	44%	-	33%	46%	35%	44%	-	*	*	-
Female	35%	45%	41%	-	41%	-	-	-	41%	-	20%	44%	20%	-	41%	-	*	-	
Science	All	23%	28%	41%	-	41%	-	-	-	41%	-	20%	45%	50%	52%	32%	*	40%	-
	Students																		
	CWD	11%	13%	20%	-	20%	-	-	-	20%	-	20%	-	0%	40%	0%	*	-	-
	CWOD	25%	30%	45%	-	45%	-	-	-	45%	-	45%	63%	54%	38%	-	40%	-	-
	EL	11%	15%	50%	-	50%	-	-	-	50%	-	0%	63%	50%	63%	33%	-	*	-
	Male	25%	32%	52%	-	52%	-	-	-	52%	-	40%	54%	63%	52%	-	*	*	-
Female	21%	24%	32%	-	32%	-	-	-	32%	-	0%	38%	33%	-	32%	-	*	-	

STAAR Percent at Approaches Grade Level or Above

All Grades																					
All Subjects	All	77%	80%	81%	-	81%	-	-	-	-	81%	*	52%	86%	74%	80%	81%	88%	64%	*	
	Students																				
	CWD	46%	51%	52%	-	52%	-	-	-	52%	-	52%	-	40%	60%	41%	83%	*	-	-	
	CWOD	81%	85%	86%	-	86%	-	-	-	86%	*	86%	83%	85%	88%	*	70%	*	-	-	
	EL	62%	65%	74%	-	74%	-	-	-	74%	-	40%	83%	74%	72%	76%	-	44%	-	-	
	Male	74%	77%	80%	-	80%	-	-	-	80%	-	60%	85%	72%	80%	-	88%	78%	*	-	
Female	80%	82%	81%	-	81%	-	-	-	81%	*	41%	88%	76%	-	81%	-	53%	-	-		
Reading	All	73%	74%	79%	-	79%	-	-	-	78%	*	40%	86%	71%	79%	79%	*	60%	*		
	Students																				
	CWD	39%	41%	40%	-	40%	-	-	-	40%	-	40%	-	30%	56%	17%	*	*	-		
	CWOD	78%	80%	86%	-	86%	-	-	-	86%	*	86%	81%	84%	88%	*	67%	*	-		
	EL	54%	55%	71%	-	71%	-	-	-	71%	-	30%	81%	71%	72%	69%	-	43%	-		
	Male	69%	71%	79%	-	79%	-	-	-	79%	-	56%	84%	72%	79%	-	*	*	-		
Female	78%	78%	79%	-	79%	-	-	-	78%	*	17%	88%	69%	-	79%	-	57%	-			
Mathematics	All	81%	85%	79%	-	79%	-	-	-	79%	*	61%	83%	74%	79%	80%	*	64%	*		
	Students																				
	CWD	53%	61%	61%	-	61%	-	-	-	61%	-	61%	-	52%	63%	58%	*	*	-		
	CWOD	84%	89%	83%	-	83%	-	-	-	83%	*	83%	80%	83%	83%	*	70%	*	-		
	EL	72%	78%	74%	-	74%	-	-	-	74%	-	52%	80%	74%	70%	79%	-	50%	-		
	Male	79%	84%	79%	-	79%	-	-	-	79%	-	63%	83%	70%	79%	-	*	*	-		
Female	82%	86%	80%	-	80%	-	-	-	80%	*	58%	83%	79%	-	80%	-	50%	-			
Science	All	80%	83%	90%	-	90%	-	-	-	90%	-	60%	95%	83%	88%	92%	*	60%	-		
	Students																				
	CWD	51%	55%	60%	-	60%	-	-	-	60%	-	60%	-	33%	60%	60%	*	-	-		
	CWOD	84%	88%	95%	-	95%	-	-	-	95%	-	95%	96%	93%	97%	-	60%	-	-		
	EL	61%	67%	83%	-	83%	-	-	-	83%	-	33%	96%	83%	81%	80%	-	*	-		
	Male	79%	82%	88%	-	88%	-	-	-	88%	-	60%	93%	81%	88%	-	*	*	-		
Female	81%	84%	92%	-	92%	-	-	-	92%	-	60%	97%	80%	-	92%	-	*	-			

STAAR Percent at Meets Grade Level or Above

All Grades																					
All Subjects	All	49%	51%	48%	-	48%	-	-	-	48%	*	32%	51%	41%	50%	46%	38%	40%	*		
	Students																				
	CWD	24%	26%	32%	-	32%	-	-	-	32%	-	32%	-	26%	45%	14%	50%	*	-		
	CWOD	52%	55%	51%	-	51%	-	-	-	51%	*	51%	45%	52%	51%	*	43%	*	-		
	EL	29%	30%	41%	-	41%	-	-	-	41%	-	26%	45%	41%	46%	35%	-	11%	-		
	Male	47%	50%	50%	-	50%	-	-	-	50%	-	45%	52%	46%	50%	-	38%	56%	*		
Female	52%	53%	46%	-	46%	-	-	-	46%	*	14%	51%	35%	-	46%	-	29%	-			
Reading	All	47%	46%	37%	-	37%	-	-	-	37%	*	30%	38%	27%	39%	35%	*	40%	*		
	Students																				
	CWD	21%	21%	30%	-	30%	-	-	-	30%	-	30%	-	25%	44%	8%	*	*	-		
	CWOD	50%	51%	38%	-	38%	-	-	-	38%	*	38%	28%	38%	39%	*	44%	*	-		
	EL	23%	22%	27%	-	27%	-	-	-	27%	-	25%	28%	27%	32%	21%	-	14%	-		
	Male	43%	43%	39%	-	39%	-	-	-	39%	-	44%	38%	32%	39%	-	*	*	-		
Female	51%	49%	35%	-	35%	-	-	-	35%	*	8%	39%	21%	-	35%	-	29%	-			
Mathematics	All	51%	56%	53%	-	53%	-	-	-	52%	*	39%	55%	47%	56%	49%	*	27%	*		
	Students																				

				Afr	Amer	Pac	Two or More	Econ	Non Econ										Foster			
	State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
	CWD	26%	32%	39%	-	39%	-	-	-	-	39%	-	39%	-	33%	47%	25%	*	*	-	-	
	CWOD	54%	61%	55%	-	55%	-	-	-	-	55%	*	-	55%	51%	58%	53%	*	30%	-	-	
	EL	37%	41%	47%	-	47%	-	-	-	-	47%	-	33%	51%	47%	52%	40%	-	0%	-	-	
	Male	50%	56%	56%	-	56%	-	-	-	-	56%	-	47%	58%	52%	56%	-	*	*	-	-	
	Female	51%	57%	49%	-	49%	-	-	-	-	49%	*	25%	53%	40%	-	49%	-	25%	-	-	
Science	All	53%	54%	67%	-	67%	-	-	-	-	67%	-	20%	75%	67%	70%	65%	*	60%	-	-	
	Students																					
	CWD	25%	29%	20%	-	20%	-	-	-	-	20%	-	20%	-	0%	40%	0%	*	-	-	-	
	CWOD	56%	58%	75%	-	75%	-	-	-	-	75%	-	-	75%	83%	75%	75%	-	60%	-	-	
	EL	26%	30%	67%	-	67%	-	-	-	-	67%	-	0%	83%	67%	75%	53%	-	*	-	-	
	Male	53%	55%	70%	-	70%	-	-	-	-	70%	-	40%	75%	75%	70%	-	*	*	-	-	
	Female	53%	53%	65%	-	65%	-	-	-	-	65%	-	0%	75%	53%	-	65%	-	*	-	-	

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	23%	23%	26%	-	26%	-	-	-	-	26%	*	30%	25%	22%	30%	21%	38%	12%	*	-	
	Students																					
	CWD	8%	11%	30%	-	30%	-	-	-	-	30%	-	30%	-	21%	43%	10%	50%	*	-	-	
	CWOD	25%	25%	25%	-	25%	-	-	-	-	25%	*	-	25%	22%	28%	23%	*	13%	*	-	
	EL	11%	11%	22%	-	22%	-	-	-	-	22%	-	21%	22%	22%	28%	14%	-	6%	-	-	
	Male	22%	22%	30%	-	30%	-	-	-	-	30%	-	43%	28%	28%	30%	-	38%	33%	*	-	
	Female	24%	23%	21%	-	21%	-	-	-	-	21%	*	10%	23%	14%	-	21%	-	0%	-	-	
Reading	All	20%	17%	19%	-	19%	-	-	-	-	19%	*	30%	17%	12%	23%	13%	*	0%	*	-	
	Students																					
	CWD	7%	7%	30%	-	30%	-	-	-	-	30%	-	30%	-	25%	44%	8%	*	*	-	-	
	CWOD	22%	19%	17%	-	17%	-	-	-	-	17%	*	-	17%	8%	19%	14%	*	0%	*	-	
	EL	8%	7%	12%	-	12%	-	-	-	-	12%	-	25%	8%	12%	17%	5%	-	0%	-	-	
	Male	17%	15%	23%	-	23%	-	-	-	-	23%	-	44%	19%	17%	23%	-	*	*	*	-	
	Female	23%	20%	13%	-	13%	-	-	-	-	14%	*	8%	14%	5%	-	13%	-	0%	-	-	
Mathematics	All	26%	30%	28%	-	28%	-	-	-	-	27%	*	32%	27%	23%	30%	25%	*	9%	*	-	
	Students																					
	CWD	11%	15%	32%	-	32%	-	-	-	-	32%	-	32%	-	24%	42%	17%	*	*	-	-	
	CWOD	28%	33%	27%	-	27%	-	-	-	-	26%	*	-	27%	23%	28%	26%	*	10%	*	-	
	EL	16%	18%	23%	-	23%	-	-	-	-	23%	-	24%	23%	23%	28%	17%	-	0%	*	-	
	Male	25%	30%	30%	-	30%	-	-	-	-	30%	-	42%	28%	28%	30%	-	*	*	*	-	
	Female	26%	31%	25%	-	25%	-	-	-	-	24%	*	17%	26%	17%	-	25%	-	0%	-	-	
Science	All	24%	21%	41%	-	41%	-	-	-	-	41%	-	20%	45%	50%	52%	32%	*	40%	-	-	
	Students																					
	CWD	8%	11%	20%	-	20%	-	-	-	-	20%	-	20%	-	0%	40%	0%	*	-	-	-	
	CWOD	26%	22%	45%	-	45%	-	-	-	-	45%	-	-	45%	63%	54%	38%	-	40%	-	-	
	EL	7%	8%	50%	-	50%	-	-	-	-	50%	-	0%	63%	50%	63%	33%	-	*	-	-	
	Male	25%	23%	52%	-	52%	-	-	-	-	52%	-	40%	54%	63%	52%	-	*	*	-	-	
	Female	23%	19%	32%	-	32%	-	-	-	-	32%	-	0%	38%	33%	-	32%	-	*	-	-	

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

'-' Indicates zero observations reported for this group.

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 2018-19 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	81	-	81	-	-	-	-	-	81	89	79
CWD	89	-	89	-	-	-	-	-	89	89	91
CWOD	79	-	79	-	-	-	-	-	79	-	76
EL	79	-	79	-	-	-	-	-	79	91	79
Male	72	-	72	-	-	-	-	-	72	82	70
Female	89	-	89	-	-	-	-	-	89	100	91
Mathematics											
All Students	73	-	73	-	-	-	-	-	73	97	71
CWD	97	-	97	-	-	-	-	-	97	97	95
CWOD	69	-	69	-	-	-	-	-	69	-	66
EL	71	-	71	-	-	-	-	-	71	95	71
Male	75	-	75	-	-	-	-	-	75	100	67
Female	72	-	72	-	-	-	-	-	72	93	78

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	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 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates there are no students in the group.
 ^ Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
 (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
197	21	11%

^ Indicates data reporting does not meet for Minimum Size.
 ** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates zero observations reported for this group.

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

This section provides information on the other indicator of 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	52	-	52	-	-	-	-	-	52	38	46
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	Y	Y	Y	Y	Y	N	Y	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	Y	Y	Y	Y	Y	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	Y	Y	Y	Y	Y	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	Y	Y	Y	Y	Y	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	Y	Y	Y	Y	Y	N	N	N

English Learner Language Proficiency Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

^+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
Blank cells above represent student group indicators that do not meet the minimum size criteria.

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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)

		African Campus	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	100%	-	100%	-	-	-	-	100%	*	100%	99%	99%	100%	99%	100%
	CWD	100%	-	100%	-	-	-	-	100%	-	100%	-	100%	100%	100%	100%
	CWOD	99%	-	99%	-	-	-	-	99%	*	-	99%	99%	100%	99%	*
	EL	99%	-	99%	-	-	-	-	99%	-	100%	99%	99%	100%	98%	-
	Male	100%	-	100%	-	-	-	-	100%	-	100%	100%	100%	100%	-	100%
	Female	99%	-	99%	-	-	-	-	99%	*	100%	99%	98%	-	99%	-
Reading	All Students	100%	-	100%	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	100%	-	100%	-	-	-	-	100%	*	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	100%	-	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	-	-	-	-	100%	-	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	100%	*	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	-	99%	-	-	-	-	99%	*	100%	99%	99%	100%	99%	*
	CWD	100%	-	100%	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	99%	-	99%	-	-	-	-	99%	*	-	99%	99%	100%	99%	*
	EL	99%	-	99%	-	-	-	-	99%	-	100%	99%	99%	100%	98%	-
	Male	100%	-	100%	-	-	-	-	100%	-	100%	100%	100%	100%	-	*
	Female	99%	-	99%	-	-	-	-	99%	*	100%	99%	98%	-	99%	-
Science	All Students	99%	-	99%	-	-	-	-	99%	-	100%	98%	97%	100%	97%	*
	CWD	100%	-	100%	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	98%	-	98%	-	-	-	-	98%	-	-	98%	96%	100%	97%	-
	EL	97%	-	97%	-	-	-	-	97%	-	100%	96%	97%	100%	93%	-
	Male	100%	-	100%	-	-	-	-	100%	-	100%	100%	100%	100%	-	*
	Female	97%	-	97%	-	-	-	-	97%	-	100%	97%	93%	-	97%	-
Non-Participation Rate																
All Subjects	All Students	0%	-	0%	-	-	-	-	0%	*	0%	1%	1%	0%	1%	0%
	CWD	0%	-	0%	-	-	-	-	0%	-	0%	-	0%	0%	0%	0%
	CWOD	1%	-	1%	-	-	-	-	1%	*	-	1%	1%	0%	1%	*
	EL	1%	-	1%	-	-	-	-	1%	-	0%	1%	1%	0%	2%	-
	Male	0%	-	0%	-	-	-	-	0%	-	0%	0%	0%	0%	-	0%
	Female	1%	-	1%	-	-	-	-	1%	*	0%	1%	2%	-	1%	-
Reading	All Students	0%	-	0%	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	-	-	-	-	0%	*	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	0%	-	0%	0%	0%	0%	0%	-

		African	American	Pacific	Two or	Non											
	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Male	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	-	*
Female	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	0%	-
Mathematics	All	1%	-	1%	-	-	-	-	1%	*	0%	1%	1%	1%	0%	1%	*
Students	CWD	0%	-	0%	-	-	-	-	0%	-	0%	-	0%	0%	0%	0%	*
	CWOD	1%	-	1%	-	-	-	-	1%	*	-	1%	1%	1%	0%	1%	*
	EL	1%	-	1%	-	-	-	-	1%	-	0%	1%	1%	1%	0%	2%	-
	Male	0%	-	0%	-	-	-	-	0%	-	0%	0%	0%	0%	0%	-	*
	Female	1%	-	1%	-	-	-	-	1%	*	0%	1%	2%	2%	-	1%	-
Science	All	1%	-	1%	-	-	-	-	1%	-	0%	2%	3%	3%	0%	3%	*
Students	CWD	0%	-	0%	-	-	-	-	0%	-	0%	-	0%	0%	0%	0%	*
	CWOD	2%	-	2%	-	-	-	-	2%	-	-	2%	4%	4%	0%	3%	-
	EL	3%	-	3%	-	-	-	-	3%	-	0%	4%	3%	3%	0%	7%	-
	Male	0%	-	0%	-	-	-	-	0%	-	0%	0%	0%	0%	0%	-	*
	Female	3%	-	3%	-	-	-	-	3%	-	0%	3%	7%	7%	-	3%	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 * Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 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)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two	More	EL	Students	Students	Students
		students	American			Alaska		Islander	or	Races		with	with	with
						Native						Disabilities	Disabilities	Disabilities
												(Section	(Section	(Section
												504)	504)	504)
Students Without Disabilities														
In-School Suspensions														
	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			
Out-of-School Suspensions														
	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			
Expulsions														
With Educational Services														
	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			
Without Educational Services														
	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			
Under Zero Tolerance Policies														
	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			
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	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			
Students With Disabilities														
In-School Suspensions														
	Male	0	0	0	0	0	0	0	0	0	0			0
	Female	0	0	0	0	0	0	0	0	0	0			0
	Total	0	0	0	0	0	0	0	0	0	0			0
Out-of-School Suspensions														
	Male	2	0	2	0	0	0	0	0	0	2			0
	Female	0	0	0	0	0	0	0	0	0	0			0
	Total	2	0	2	0	0	0	0	0	0	2			0
Expulsions														
With Educational Services														
	Male	0	0	0	0	0	0	0	0	0	0			0
	Female	0	0	0	0	0	0	0	0	0	0			0
	Total	0	0	0	0	0	0	0	0	0	0			0
Without Educational Services														
	Male	0	0	0	0	0	0	0	0	0	0			0
	Female	0	0	0	0	0	0	0	0	0	0			0
	Total	0	0	0	0	0	0	0	0	0	0			0

		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)
Under Zero Tolerance Policies	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism	Total	0	0	0	0	0	0	0	0	0		0
	Male	26	0	26	0	0	0	0	0	14	8	2
	Female	23	0	23	0	0	0	0	0	11	5	5
	Total	49	0	49	0	0	0	0	0	25	13	7

	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
Incidents of physical attack or fight without a weapon	16
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	1
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2015-16 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	32	0	32	0	0	0	0	0	17	2
	Female	20	0	20	0	0	0	0	0	14	2
	Total	52	0	52	0	0	0	0	0	31	4
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

*** Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates the student group is not applicable to this report.

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.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	15.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	2.7%

'-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

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 preceding fiscal year.

To be updated by June 30th, 2020.

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 2018-19 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	5,881	1%	66	2%	*	6%
Mathematics	5,880	1%	66	2%	*	6%
Grade 4						
Reading	6,312	2%	60	2%	*	5%
Mathematics	6,311	2%	60	2%	*	5%
Grade 5						
Reading	6,133	1%	74	2%	*	3%
Mathematics	6,131	1%	74	2%	*	3%
Science	6,133	1%	74	2%	*	3%
Grade 6						
Reading	6,038	1%	52	2%	-	-
Mathematics	6,036	1%	52	2%	-	-
Grade 7						
Reading	5,616	1%	62	2%	-	-
Mathematics	5,616	2%	62	2%	-	-
Grade 8						
Reading	5,251	1%	63	2%	-	-
Mathematics	5,254	2%	63	3%	-	-
Science	5,250	1%	63	2%	-	-
End of Course						
English I	5,150	1%	60	1%	-	-
English II	4,680	1%	46	1%	-	-
Algebra I	5,122	1%	61	2%	-	-
Biology	4,954	1%	49	1%	-	-
All Grades						
All Subjects	101,751	1%	1,107	2%	20	4%
Reading	45,064	1%	483	2%	9	5%
Mathematics	40,350	1%	438	2%	9	5%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	16,337	1%	186	2%	*	3%

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

'-' Indicates zero observations reported for this group.

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	
		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	
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	

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
		Students with Disabilities	88%
	Mathematics	English Learners	97%

Grade	Subject	Student Group	Rate
''*	Indicates reporting standards not met.		
'n/a'	Indicates data reporting is not applicable for this group.		

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.



Brownsville Independent School District

EARLY CHILDHOOD LITERACY (PK-3)

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

BOARD GOAL 1: THIRD GRADE READING English & Spanish

The percent of 3rd Grade students that are Meets on the STAAR 2018-19 will increase from 46% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	46%	67%	44%	41%	25%
2021	47%	68%	45%	42%	26%
2022	48%	69%	46%	43%	27%
2023	49%	70%	47%	44%	28%
2024	50%	71%	48%	45%	29%

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH English & Spanish

The percent of 3rd Grade students that are Meets on the STAAR 2018-19 will increase from 56% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
56%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	56%	56%	54%	53%	31%
2021	57%	57%	55%	54%	32%
2022	58%	58%	56%	55%	33%
2023	59%	59%	57%	56%	34%
2024	60%	60%	58%	57%	35%

Minimum size criteria set to 25 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BREEDEN EL**

Early Childhood Literacy Progress Measure 1

Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 92% to 97% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
93%	94%	95%	96%	97%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner	Special Education
2020	95%	71%	91%	98%	70%
2021	96%	72%	92%	99%	71%
2022	97%	73%	93%	100%	72%
2023	98%	74%	94%	100%	73%
2024	99%	75%	95%	100%	74%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1

Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 98% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
99%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	99%	99%	97%	92%
2021	100%	100%	98%	93%
2022	100%	100%	99%	94%
2023	100%	100%	100%	95%
2024	100%	100%	100%	96%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BREEDEN EL**

Early Childhood Literacy Progress Measure 2

Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 87% to 92% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
88%	89%	90%	91%	92%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	88%	86%	89%	81%
2021	89%	87%	90%	82%
2022	90%	88%	91%	83%
2023	91%	89%	92%	84%
2024	92%	90%	93%	85%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2

Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the **EOY Benchmark** will increase from 96% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
97%	98%	99%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	97%	98%	100%	83%
2021	98%	99%	100%	84%
2022	99%	100%	100%	85%
2023	100%	100%	100%	86%
2024	100%	100%	100%	87%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BREEDEN EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 74% to 79% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
75%	76%	77%	78%	79%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	75%	68%	82%	36%
2021	76%	69%	83%	37%
2022	77%	70%	84%	38%
2023	78%	71%	85%	39%
2024	79%	72%	86%	40%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BREEDEN EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 29% to 34% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	31%	32%	33%	34%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	31%	32%	17%	25%
2021	32%	33%	18%	26%
2022	33%	34%	19%	27%
2023	34%	35%	20%	28%
2024	35%	36%	21%	29%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade

Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 64% to 69% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
65%	66%	67%	68%	69%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	66%	60%	63%	42%
2021	67%	61%	64%	43%
2022	68%	62%	65%	44%
2023	69%	63%	66%	45%
2024	70%	64%	67%	46%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BREEDEN EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 53% to 58% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
54%	55%	56%	57%	58%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	54%	45%	51%
2021	55%	46%	52%
2022	56%	47%	53%
2023	57%	48%	54%
2024	58%	49%	55%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BREEDEN EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 43% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	43%	39%	44%
2021	44%	40%	45%
2022	45%	41%	46%
2023	46%	42%	47%
2024	47%	43%	48%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 51% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	54%	55%	56%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	50%	44%	47%
2021	51%	45%	48%
2022	52%	46%	49%
2023	53%	47%	50%
2024	54%	48%	51%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BREEDEN EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 38% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
39%	40%	41%	42%	43%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	40%	43%	33%	8%
2021	41%	44%	34%	9%
2022	42%	45%	35%	10%
2023	43%	46%	36%	11%
2024	44%	47%	37%	12%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3 Meets** performance standard on the EOY **Benchmark** will increase from 33% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	35%	36%	37%	38%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	35%	33%	29%	1%
2021	36%	34%	30%	2%
2022	37%	35%	31%	3%
2023	38%	36%	32%	4%
2024	39%	37%	33%	5%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **BREEDEN EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 51% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	54%	55%	56%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	52%	49%	50%	15%
2021	53%	50%	51%	16%
2022	54%	51%	52%	17%
2023	55%	52%	53%	18%
2024	56%	53%	54%	19%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 71% to 76% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
72%	73%	74%	75%	76%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	72%	71%	69%	44%
2021	73%	72%	70%	45%
2022	74%	73%	71%	46%
2023	75%	74%	72%	47%
2024	76%	75%	73%	48%

Minimum size criteria set to 10 or more students.