

# **Brownsville Independent School District**

## **Skinner Elementary**

### **2019-2020 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science



**Board Approval Date:** November 6, 2019  
**Public Presentation Date:** November 6, 2019

# **Mission Statement**

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

## **Vision**

The mission of Skinner Elementary is to provide each student with the education which best meets his/her individual needs, interests, and potential. This education will enable students to relate classroom learning to problem solving required in life experiences.

## **Value Statement**

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

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# Comprehensive Needs Assessment

Revised/Approved: May 23, 2019

## Needs Assessment Overview

Skinner Elementary School is located in Brownsville, Texas. Skinner Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was originally constructed in 1925 with 6 classrooms and a library. An additional 42 classrooms were added in the ensuing years.

The student population at Skinner Elementary School is approximately 460 and serves students in grades Pre-K through 5th. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 92% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 62% are classified as English Language Learners and a majority are English/Spanish bilingual. 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.

The students of Skinner Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area, fine arts and physical education. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented areas in Music and Art. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Skinner Elementary School is comprised of 23 teachers, 3 campus administrators, 1 counselor, an art teacher, part-time music teacher, librarian, part-time dyslexia teacher, part-time Speech Therapist, Diagnostician, 2 BI teachers, 2 resource Special Education teachers and 10 educational aides. The ethnicity of the Skinner Elementary School staff is diverse with 91% Hispanic and 8% Caucasian. The teaching staff is also 20 % male and 80 % female.

Skinner Elementary School's most recent campus initiatives include the following:

1. Advance Art & Music Classes
2. Sports Camps
3. Destination Imagination
4. Science Fair

Skinner Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as: Destination Imagination, Brainsville, Science Fair, UIL, Gardening club, Cheerleading, Running club, Advanced art studio and Choir.

School Namesake: **Skinner Elementary**

School Colors: **Green & Khaki**

School Mascot: **Dragons**

### **Annual Campus Goals**

The Skinner Elementary School faculty and staff are committed to the following goals:

- **Student Academic Success**
- **Student Health & Safety**
- **Increase Parental and Community Involvement**

# Demographics

## Demographics Summary

Skinner Elementary views demographic data on a daily basis. The campus concerns are: to increase daily attendance rates, high rate of mobility of students, increase Special education passing rate on state exams (STAAR), and the large number of bilingual students. Attendance is monitored on a daily basis. Calls are made either by the teachers or home visits by the parent liaison to make sure absences are excused. Chronic absences will require parent conferences. At risk students are monitored through weekly tracking sheets, new phone system, weekly fluency reports and tutorials. State Compensatory funds are allocated to provide additional tutorials and purchase additional resources so that At-Risk students have an opportunity to succeed academically. Special education teachers co-plan with classroom teachers every six weeks to discuss progress of students. Bilingual students receive ESL lessons, and teachers are to follow the ELPS in preparing lesson plans. Lesson plans are reviewed by Dean of Instruction. Procedures for overseeing demographic concerns include daily attendance reports, monitoring assessment tracking sheets and fluency reports, tutorial attendance, co-planning summary reports, lesson plans, and orientation schedules and purchasing additional resources.

The student population at Skinner Elementary School is approximately 450 and serves students in grades pre-kinder through fifth grade. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanics (99.7%), Whites (0.3%), Economically Disadvantaged (99.5%), English Language Learners (ELLs), (59.3%), At Risk (76.2%), Migrant (0.1%), Gifted and Talented (12.1%), and Special Education (6.5%). The attendance rate was 96.4% for all students and 96.5% for at-risk students. The retention rate was 10.2% for all and at-risk students.

## Demographics Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Easy access to reports
- Administrative and Teacher support
- Using state Bilingual Funds for LEP students to target English Language Proficiency
- Teacher monitoring and tracking of student progress
- State Compensatory funding for At-Risk Students to fund tutorials that target students' academic needs in the content areas.

## DEMOGRAPHICS NEEDS:

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographics areas of improvement would be addressed:

Monitor attendance weekly and award students that have perfect attendance every six weeks. To increase attendance home visitor will follow up with

students new to the Skinner Zone.

2. Decrease At-Risk, Bilingual, ELL, Non-lep, Special Ed, and Migrant percentages by providing more academic support through by providing research-based interventions for students struggling academically, increase the percentage of English proficiency by providing research-based ESL strategies.
3. Additional State Compensatory Funds and Title I funds for after-school tutorials will be allocated to ensure identified At-Risk students are receiving additional instruction through the extended day program. Instructional content will focus on 90% mastery of the TEKS in the areas of Reading, Writing, Math, and Science.
4. To increase passing rates Special Ed department will work with regular education teachers during co-planning and ARD's to set standards for exit criteria.
5. To increase passing rates dean of instruction and the grade level lead teacher will have co-planning every six weeks and review benchmark scores, agendas, and progress reports.
6. To increase student attendance and passing rates co-curricular activities will be offered throughout the school year.



# Student Academic Achievement

## Student Academic Achievement Summary

<b>3<sup>rd</sup>-5<sup>th</sup> Grade ALL student STAAR Summary</b>					
<i>Subject</i>	<i>Grade Level</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
Reading	3 <sup>rd</sup>	64%	75%	71%	COVID-19
Math	3 <sup>rd</sup>	73%	84%	83%	COVID-19
Reading	4 <sup>th</sup>	59%	63%	71%	COVID-19
Math	4 <sup>th</sup>	55%	77%	63%	COVID-19
Writing	4 <sup>th</sup>	61%	67%	62%	COVID-19
Reading	5 <sup>th</sup>	83%	81%	86%	COVID-19
Math	5 <sup>th</sup>	95%	94%	100%	COVID-19
Science	5 <sup>th</sup>	67%	59%	76%	COVID-19

<b>3<sup>rd</sup> - 5<sup>th</sup> Grade Performance Data Table 2018-2019</b>					
<i>Subject</i>	<i>All students</i>	<i>Hispanic</i>	<i>Econ. Disadv</i>	<i>Special Ed</i>	<i>ELL</i>
Reading	76%	76%	76%	33%	74%
Math	82%	82%	82%	64%	80%
Writing	62%	62%	61%	9%	58%
Science	76%	76%	75%	14%	75%

## Student Academic Achievement Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- The availability of Reports and benchmark tracking sheets.
- Weekly Meeting that discuss student progress in each grade level
- Increase in Science Fair winners
- Teachers understand and know how to analyze student data reports.
- Dialogue between administration, teachers and parents

## STUDENT ACHIEVEMENT NEEDS:

After thorough review of multiple data sources, the SBDM Committee assesses program effectiveness and determines that through the collaboration of various campus resources and community entities the following Student Achievement areas of improvement would be addressed:

1. Provide accelerated instruction to increase student performance through extended day and regular tutorials for students not mastering the TEKS and not acquiring English Language Proficiency.
2. To increase STAAR scores we will review, DBM, CBM, PMR test results every 6 weeks with teachers through an item analysis to determine strengths and weaknesses. We will also be monitoring Writing journals weekly and give feedback on strengths and weaknesses. Supplemental resources and general supplies will be provided as teacher's follows scope and sequence. The unit tests will be cumulative so the weaknesses will be used as an intervention block so that the teachers can re-teach skills not mastered. General supplies and consumables are needed to provide instruction for all students.
3. To increase TELPAS Advanced High ratings our bilingual lead teacher will train campus staff on ELPS, teachers will attend SIOP trainings and students will participate in TELPAS online tutorials. Teachers submit writing samples bimonthly to Dean of Instruction.
4. To improve comprehension in TPRI and Tejas LEE, TIER II intervention students will focus on "HOTS" comprehension questions and will be monitored through weekly HMH comprehension weekly exams. Teachers will add comprehension questions to fluency passages to improve fluency and improve comprehension component on TPRI/Tejas Lee. Students will have a purpose for reading by having questions added to the passages. Teachers will also use stem higher level questions to transition students to STAAR. Teachers will create "HOTS" for novels being read in class as well as to weekly HMH tests
5. To increase STAAR scores, technology software/hardware, document cameras, projectors and laptops will be purchased to supplement regular classroom instruction.
6. Meet weekly with teachers and administrators to discuss students' academic progress
7. Provide Migrant student's tutorials to meet the academic challenges such as STAAR, CPALLS, TPRI, TELJAS LEE, TELPAS

# School Processes & Programs

## School Processes & Programs Summary

In order to begin the preparation of college readiness, Skinner Elementary works to provide a state-of-the art, high quality education Curriculum, Instruction and Assessment is TEKS and data driven. Teachers follow BISD curriculum and supplement with state adopted textbooks and STAAR resources. Grade levels plan together and turn in weekly lesson plans, HOTS questions, and tests. Grade levels meet weekly with Principal to review assessments recording strengths and weaknesses. Students performing below grade level are grouped, placed on RTI's, and intervention procedures started. Students are recognized for passing scores, commended scores and for showing growth on six weeks benchmarks. After school tutorials are available for grades 1st-5th. In addition, students are provided opportunities to learn through the use of technology in the areas of math, reading, writing, and science (i.e. laptops, math and science software, websites). Skinner Elementary strives to become a technology rich campus with many technological applications that will support learning.

Skinner Elementary uses a hiring committee composed of administration and faculty members. During interviews each committee members scores the applicants performance. Candidates are rated and decisions are made by the hiring committee. New teachers are assigned a mentor and are allowed time to observe other teachers and campuses. The T-TESS time lines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

The faculty and staff are notified of all campus activities and professional development through newsletters and emails. Each grade level and department has a lead teacher which is the main contact for the group. The lead teacher is responsible for grade level reports, acts as a voice for the team. The Campus handbook which includes all forms and schedules is reviewed and given to each faculty member at the beginning of the school year through the campus public server. Communication with parents is maintained on a daily basis through weekly folders and Class Dojo. Communication through newsletters, lead teachers, and email is essential in the overall leadership and organization of the campus.

The campus TST and technology committee review campus needs in the area of computers which include hardware and software. In addition the TST provides technical support for teachers and notifies teachers of professional development. TST assists teachers in the instruction of Technology, TEKS and activities.

## School Processes & Programs Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Knowledge of Curriculum components and TEKS
- Grade Level planning

- Weekly Fluency Evaluation
- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances

## **CURRICULUM, INSTRUCTION, AND ASSESSMENT SUMMARY NEEDS:**

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:

1. Development of higher level STAAR formatted questions to follow every weekly assessment. HOT questions will be included in lesson plans.
2. Scheduling of additional Reading time and intervention for Tier II and III. Teacher classroom schedule will include sustained silent reading time as well as read aloud time for students.
3. In order to increase percentage of students passing STAAR we will be unit testing every 6 weeks. Each grade level (1-5) will have a unit test. Tracking sheets will be used and to monitor progress per six weeks.
4. To improve TELPAS scores bilingual students will use ESL Reach program.
5. Teachers and administrators will be given the opportunity to assist to research-based professional development opportunities that will support effective transformational reforms for best practices and student learning.
6. All grade levels will turn in fluency on a weekly basis and Kinder through 5th grade students will participate in First 1000 words that will place students on reading grade level.
7. Feedback from classroom observations from administration will be provided to teachers to promote higher order thinking skills in the classroom.
8. All migrant students will have priority with supplemental support services to ensure that grade level goals are met. Examples include small group, tutorial, and RTI interventions. Migrant student will be given general supplies and materials as needed throughout the school year to ensure success and meet all academic challenges.
9. Fluency will be recorded weekly.
10. GT students will participate in DI, Science Fair and Brainsville.

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Interviews of teacher candidates
- Teachers involved in the hiring process
- New teachers are allowed to observe other teachers on campus or at other campuses
- Administration provides the needed support to retain and recruit qualified teachers.
- Grade Level Mentor

## **STAFF QUALITY, RECRUITMENT, AND RETENTION NEEDS:**

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of

various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. Teachers' are to be mentored in areas of classroom management through implementation of eSchool provided by the district.
2. Teachers will be given incentives, guidance, mentoring and recognitions to recruit, support, and retain teachers.
3. Dean will be responsible for turnaround trainings in different academic areas such as STAAR, Tejas Lee, and TPRI.
4. Dean model lessons for new teachers in the grade level. Reading strategies and math strategies will also be modeled since they are school wide strategies.
5. Administration team will provide walk through and feedback to teachers.

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- School Context and Organization Strengths
- Weekly grade level planning focusing on TEKS
- Weekly folders

### **SCHOOL CONTEXT AND ORGANIZATION NEEDS:**

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed:

1. Scheduling of Horizontal and Vertical alignment planning. Students will have a day of special programs that include computer lab, library, art, music, and PE as grade levels plan horizontally. In spring semester during faculty meeting teachers will be grouped 1 representative from each grade level and will be given time to vertically plan. Area of focus will be reading.
2. Administration will monitor curriculum instruction, assessments, and school operations to ensure a safe environment conducive to learning
3. Tutorial attendance rosters will be reflective on master schedule for different budget codes.
- 4.

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Teachers and students feel proficient in technology department
- Technology being used in different content areas
- Campus Newsletter
- TST on campus
- School Website
- Computer access for students in all classrooms
- Class Dojo
- Computer Labs

### **TECHNOLOGY NEEDS:**

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following technology areas of improvement would be addressed:

1. Provide technology trainings on new text book adoption, smart boards, eSchoolPLUS, STEMscopes, Learning A-Z, HATCH.
2. TST will update Skinner website every six weeks to provide current school information for parents, teachers and staff.
3. Teacher will have computers and software in every classroom that incorporate into learning centers and for testing.
4. Ipads and computer labs will be used after school for Tier II and Tier III students as a supplemental for tutorial.

#### **PARENT AND COMMUNITY ENGAGEMENT:**

The following strengths were identified after all findings were analyzed by then SBDM Committee.

- Active Parent Center
- Participation in meetings in and out of campus.
- Participation in community events.
- Good Samaritan Community Service Partnership.

#### **FAMILY AND COMMUNITY INVOLVEMENT NEEDS:**

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of improvement would be addressed:

1. Parent Liaison will provide parents with training, scheduling to help with copies, office work and classroom assistance. Assist with Fall and/or Spring Health Fairs.
2. In order to increase attendance rates the Parent Liaison will conduct home visits for students with excessive absences.
3. A weekly flyer will be dispersed informing parents of topics such as meeting dates, times, recruitment, and school activities.
4. Parents of migrant students will be provided with awareness sessions in order to demonstrate how to academically support their children more effectively.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Increase Reading 5th grade scores by 10%. Current 2019 STAAR 5th grade Reading scores of 86% needs improvement. **Root Cause:** There is a great need for professional development targeting Reading across all subjects and grade levels.

# Perceptions

## Perceptions Summary

School Culture and climate issues are analyzed at SBDM meetings and monthly faculty meetings. Grade level, department, and parental concerns are discussed at SBDM meetings. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the monthly meetings. Members report back to grade levels/department and receive feedback which is then submitted for review and decision making. End of year surveys are taken into account for improvement and areas of concern. The administration has an open door policy and is always responsive to suggestions and / or new ideas. Parents meet with the Skinner Parent Liaison weekly.

## Perceptions Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Staff Survey
- Teachers and Administrators meet on a weekly basis.
- Open Door Policy with Administration Staff
- Weekly Parent Meetings

## SCHOOL CULTURE AND CLIMATE NEEDS:

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Culture and Climate areas of improvement would be addressed:

1. Students will receive six weeks awards A/B and good citizenship.
2. Students will receive perfect attendance awards.
3. Students will receive perfect attendance incentives every 6 weeks.
4. Nurse is needed for the safety and care of students.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

# Goals

**Revised/Approved: June 23, 2019**









**Goal 1: Skinner Elementary 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:** Skinner Elementary student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.









**Evaluation Data Source(s) 1:** STAAR Performance Reports not available due to COVID-19  
Failure Reports

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> 1) Provide campus-wide 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. Language Enrichment Learning A-Z STEMscopes Envision Pearson Math Coding Initiative Writing Portfolios FASCT Dr K strategies Inclusion Dyslexia Lab EduSmart Tango Software Benchmark Education Achieve 3000 HATCH Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: Daily August 14, 2019 - May 27, 2020 CNA: SPP Technology Needs # 1	2.4	Principal Assistant Principal Dean Teachers	Formative: District Benchmarks (Fall and Spring), Walkthroughs, SOY, BOY, MOY, EOY district and state assessments and data analysis meetings, fluency checks noted in report cards  Summative: STAAR scores, TPRI/Tejas Lee resputs, TELPAS, TERRA NOVA/SUPERA				
	<b>Funding Sources:</b> 163 State Bilingual - 4375.00						
2) Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5th classrooms for Math, Reading, and behavior with additional training provided to teachers on documentation and interventions based on identified needs. Population: T1, BIL, EL, NI, SE, AR, GT, DYS students, and all teachers Timeline: Twice every six Weeks from August 14, 2019 - May 27, 2020	2.6	Principal RTI Coordinator Counselor	Formative: PDS session agendas and evaluations, RTI plan pgress monitoring reports,  Summative: improved STAAR scores, TPRI/Tejas Lee/CPM data - Decrease the number of students identified for Tier 2 and 3 supports first semester to the 2nd semester				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> 3) Analyze campus data assessments to determine specific instructional intervention needs that will drive planning for conferences, workshops, professional development, and purchase of general supplies such as consumables and charts to carry out plan of action.  Population: teachers, campus staff, all students, parents Timeline: once a week Daily August 14, 2019 - May 27, 2020  CNA: SPP: Curriculum, Instruction, and Assessment Needs # 3		Principal Dean of Instruction Curriculum Specialists	Evidence of implementation: Agendas and sign-in-sheets  Evidence of Impact: The campus will increase 10% on STAAR scores  Formative: Agendas and Sign in Sheets Summative: STAAR Scores				
	<b>Funding Sources:</b> 162 State Compensatory - 0.00						
4) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individual small group instruction. -Librarian Aide -PK Aide -LPAC Bilingual Aide -Title 1-A personnel  Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: Daily August 14, 2019 - May 27, 2020		Principal Assistant Principal	Formative: Teacher observations, lesson plans, grades, progress reports, CIRCLE-PM, BOY, MOY, EOY Test results, walk-throughs  Summative: -T-Tess summative evaluation data -Job description				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Students will be tested throughout the school in:  STAAR TELPAS LION TPRI District Benchmarks Checkpoints  Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: Daily August 14, 2019 - May 27, 2020 CNA: SPP: Curriculum, Instruction, and Assessment Needs # 3 SPP: Technology # 3		Principal Assistant Principal Dean of Instruction	Formative: Daily tests  Summative: tests results				
<b>Funding Sources:</b> 199 Local funds - 1000.00							
<div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div>							









**Goal 1:** Skinner Elementary 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:** Skinner Elementary early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

**Evaluation Data Source(s) 2:** TPRI, Tejas LEE, OWL, CPALS, and CIRCLE PM

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Skinner Elementary 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 (AM or PM) sessions for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria</p> <p>Population: PK-3-year-old students as of Sept. 1st Timeline: August 14, 2019 - May 27, 2020</p>		Principal Dean of Instruction	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>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%</p> <p>Note: CLI Engage state platform will track the C-PM data</p>				
<p>2) Provide campus-wide 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. Language Enrichment (Niehaus) Learning A-Z Inclusion (co-teach) Model Tango Software Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: August 14, 2019 - May 27, 2020</p>	2.6	Principal Dean of Instruction	<p>Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards</p> <p>Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. Population: Elementary PK-K students Timeline: Daily August 14, 2019 - May 27, 2020		Principal Assistant Principal	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate				
4) The campus will implement the BISD 2018-2019 Action Plan for ELAR activities to support ELAR instruction and improve instruction and student achievement  Population: Teachers, administrators Timeline: August 2019- May 2020		Principal Assistant Principal Dean of Instruction SBDM Committee	Follow the components described on the Plan of Action for English Language Arts and Reading for 2018-2019 to improve instruction and student achievement.  Formative: Mid and End Checks Summative: STAAR Results				
5) Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare Migrant students academically. Population: Elementary PK-K Migrant students Timeline: Daily August 14, 2019 - May 27, 2020		Principal Assistant Principal	Formative Results: eSchool PLUS Master Schedule, Teacher Lesson Plans, Classroom observations, Progress Monitoring Assessment Scores, Student Progress reports, C-PM (BOY and MOY) Summative Impact: +Improved CIRCLE-PM (EOY) TPRI/TEJAS LEE, Attendance Rate and Retention Rate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







**Goal 1:** Skinner Elementary 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:** 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.





**Evaluation Data Source(s) 3:** PBMAS Report, STAAR Assessments for Migrant students, Migrant Program participation reports



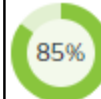



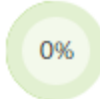

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) In order to implement a comprehensive instructional program all students will be provided with Texas Literacy Initiative strategies. 1. Fluency: Students in grades K-5 will practice fluency in school/home and record their 1 minute reading fluency on a daily basis. 2. Think, Turn, and Talk 3. Making Connections 4. Creating Mental Images 5. Making Inferences and Predictions 6. Determining Importance and Summarizing 7. Monitoring and clarifying  Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Daily August 14, 2019 - May 27, 2020	2.4	Classroom teacher Para-professionals Parents Dean of Instruction	Evidence of Implementation: Teacher walk through data  Evidence of Impact: The Campus will have a 10% increase in STAAR, TPRI, TJI, CPM.  Formative Evaluation: BOY, MOY, school and district benchmarks  Summative Evaluation: EOY, STAAR, TELPAS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Students will be provided intensive instruction incorporating TELPAS activities and rubric in Reading, Math, Science and Writing centers. Oral Language will be monitored through ELPS and discussion questions. Supplemental instructional resources and site licence software will be purchased to reinforce all ELL students frameworks and to prepare students for state assessments. Consumable resources will be utilized in small groups to enhance learning and to provide support through hands on activities. Professional dev. will be provided for the teachers. In addition, substitutes will be allocated for SSI STAAR testing in the Spring of 2018 to increase the student performance of all ELLs. Population: T1, BIL, ELL, SE, AR, GT, DYS Students Timeline: Daily August 14, 2019 - May 27, 2020 CNA: DN #2, SAN #2		Principal Assistant Principal LPAC Bilingual teachers	Formative: Lesson plans, walk-through, and TELPAS samples  Summative AMAO Improvement: 49 % of current LEP students progressing by at least 1 proficiency level a year on TELPAS. Focus will be placed on 2nd grade and 3rd grade 14 % of current LEP students reaching Advanced High on TELPAS (1-4 years) by using TELPAS tutorials online				
	<b>Funding Sources:</b> 162 State Compensatory - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) To prepare for the creation of ELA, Math, Science, Social Studies and CATCH lessons and for STAAR preparation, consumable supplies will be purchased to assist in lesson creation, teacher made resources, copy paper, bulletin board displays, teacher-parent communication, and prepare student progress report and report card.</p> <p>Resources: Teachers will be able to check out a variety of classroom resources that include : Math WarmUps, TEKSs Target Practice, GPS, Drops in the Bucket, Motivation Reading, Writing &amp; Math, Science, and Writing Measuring Up Express STAAR Master Along with consumable supplies from a teacher resource room to help improve the delivery of instruction and aid in differentiating instruction through centers and small group instruction. Also print out student center activities from the Florida Centers for Reading Research. Administration will be able to purchase supplies and materials for office use. Technology supplies such as VGA adapters, wireless keyboards, HDMI adapters, search protectors, &amp; power strips to help project Channel One News and all other online programs on TVs. Teachers will also use search protectors and power strips to connect all laptops and iPads for student use in classroom.</p> <p>Population: All teachers and campus staff Timeline: Daily August 14, 2019 - May 27, 2020 CNA: Student Academic Achievement Needs # 2 &amp; SPP: Technology Needs # 3</p>		Principal Dean of Instruction Teacher	<p>Formative: sign in sheets</p> <p>Summative: The Campus Scores will increase by 10% on all Standardize Test.</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 18227.00, 211 Title I-A - 7729.00, 199 Local funds - 3580.00, 263 Title III-A Bilingual - 2000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) All Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services such as tutorial and extended day services. Population: All Migrant Students Timeline: Daily August 14, 2019 - May 27, 2020  CNA: SPP: Curriculum, Instruction & Assessment # 8		Migrant teacher Principal	Formative Results: Distribution Forms, Composites of services Summative Impact: - Fewer PFS students are identified due to increased performances				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
<div> = Accomplished = Continue/Modify = No Progress = Discontinue</div>							

**Goal 1:** Skinner Elementary 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).



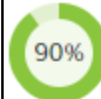



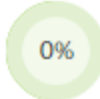

**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, and Fine Arts, by 5% over 2017-2018 participation.

**Evaluation Data Source(s) 4:** Regional and state competition participation numbers

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Art students and teacher will participate in BISD district and state various art competition/exhibition throughout the school year.  TEAM membership is required.  Population: T1, BIL, EL, NI, SE, AR, GT, DYS students Timeline: Daily August 14, 2019 - May 27, 2020		Art teacher Principal Assistant Principal Dean of Instruction	Formative: Lesson Plans Walk-throughs Monthly Projects  Summative: Art Competition results				
2) Students identified as Gifted and Talented will participate in: Destination Imagination Art Competition UIL Spelling Bee Brainsville Science Fair Art Contests College Awareness activities Population: All GT Students Timeline: throughout the year between August 14, 2019 - May 27, 2020 CNA: SPP: Curr, Inst, & Assess #10		Principal Dean of Instruction Teacher	Formative: Identification procedures for GT students, nomination forms, and GT lesson plans  Summative: GT students scores				
<b>Funding Sources:</b> 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Skinner Students will participate in -College awareness -Coding -Art Tour -Jump Rope for Heart - PK Field trip -5th Grade Orientation -Spelling Bee -Science Fair -Brainsville -District Field Day -Special Olympics -Field Trips -End of year student incentive  Bus transportation will be required to assist to events.  Population: All Students PK-5th Timeline: August 14, 2019 - May 27, 2020 CNA: Demographics #6		Principal Assistant Principal	Formative: office referrals Summative: Behavioral documentation 360				
Funding Sources: 199 Local funds - 2500.00							
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## 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:** Skinner Elementary facility 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 Source(s) 1:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Exceed Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Skinner Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: all campus personnel Timeline: August 14, 2019 - May 27, 2020		Maintenance Coordinator Custodians Campus Principal	Complete implementation of the district 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				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Population: all campus personnel Timeline: August 14, 2019 - May 27, 2020		Campus Principal Assistant Principal Custodians Maintenance Staff	Survey results will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
3) Skinner Elementary staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Population: all students and staff Timeline: August 14, 2019 - May 27, 2020  CNA: SPP: Family & Community Involvement Needs # 5		Campus Principal Assistant Principal Custodians Maintenance Staff Teachers Students	Formative results: beautification/garden event showcases and office areas are clean and green Summative impact: improved campus survey data about facilities				
<b>Funding Sources:</b> 199 Local funds - 6500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							











**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:** Skinner Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

**Evaluation Data Source(s) 1:** Fiscal reports for district, internal and external audit reports and FIRST ratings.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will use 100% of available budgeted funds based on the needs assessments.  Population: All students and teachers Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal SBDM Committee	Funding report will indicate funds were allocated for campus needs.  Formative: PO's Summative: expenditure report				
 = Accomplished  = Continue/Modify  = No Progress  = 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:** Skinner Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Source(s) 2:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Skinner Elementary will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and campus morale and climate. Population: all Skinner Elementary faculty and staff Timeline: August 14, 2019 - May 27, 2020		SBDM Committee	Formative result: Campus CNA survey and 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				
2) Teachers will be given incentives during teacher appreciation week to recognize their hard work and dedication and to recruit, support, and retain teachers and principals.  Population: All teachers and teacher aides Timeline: May 2020		Campus Principal SBDM committee	Funding report will indicate funds were allocated for teacher appreciation.  Formative: PO's Summative: expenditure report				
CNA: SPP: Staff, Quality, Recruitment & Retention # 2	Funding Sources: 199 Local funds - 2000.00						
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










## 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:** Skinner Elementary program areas and campuses will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

**Evaluation Data Source(s) 1:** Media records with Public Information Office, enrollment data

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: Staff, teachers and administrators Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal Staff Teachers	Formative: Schedule monthly articles Summative: listing of all articles presented				
2) Skinner will designate a Public Information Office (PIO) contact to provide features articles, current and prior students/parents/staff recognition, co-extra curricular activities, and parent/community events.  Population: Principal Timeline: August 14, 2019 - May 27, 2020		Principal	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submission of information for articles and showcases Summative: Annual compilation of articles and presentations/showcases				
3) The campus will update the school website monthly showcasing student and community activities.  Population: All campus Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal TST	Campus website will be up to date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of monthly updates Summative: annual compilation of presentations being showcased				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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**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:** Skinner Elementary 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 Source(s) 2:** School calendar showing earlier start date.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will provide information through various media on the District of Innovation Plan. Population: Campus Stakeholders Timeline: August 14, 2019 - May 27, 2020	3.1	Campus Administration TST	Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							













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

**Performance Objective 1:** Discipline referrals will decrease by 5%.

**Evaluation Data Source(s) 1:** PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline referrals.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Exceed Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) In order to prevent discipline incidents and/or referrals all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Population: All Students/parents; campus personnel Timeline: August 14, 2019 - May 27, 2020	3.1	Principal Assistant Principal Parent Liaison	Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year  Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide				
2) Campus will implement RtI behavior interventions and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans. Population: All Students Timeline: August 14, 2019 - May 27, 2020		Counselor RTI Administrator Principal	Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: eSchool discipline report data Decrease the number of suspensions by implementing RtI behavior interventions				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							






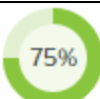
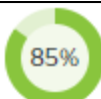

**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)









**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

**Evaluation Data Source(s) 2:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Exceed performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus will provide all new teachers 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. Population: all teachers Timeline: August 2019 to March 2020		RTI Coordinator Principal	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.				
2) Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2019 to June 2020		Principal Assistant Principal	Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) 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: Gang Awareness, Bullying/harassment, Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2019 to June 2020		Counselor	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				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							




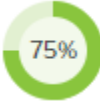






**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 3:** Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 3:** Updated safety plan checklist, published campus safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: LOCKDOWN drills (twice per semester), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: Assistant Principal Timeline: 3 times per year between August 2019- May 2020		Principals Assistant Principals Faculty & Staff Administration and BISD Police Security	Formative: Sign in Sheets Summative: After Action Reviews, Evaluations, Audits				
2) Implement an identification security system at all campuses. All faculty must obtain and display an identification card while on school grounds All students must obtain and display an identification card while on school grounds Visitors must present an identification at sign-in Monitored at all times Population: All teachers, faculty, staff, teacher aides, all students Timeline: Daily August 2019- May 2020		Principal Assistant Principal BIDS Police Security Front Clerk	Formative: sign in sheets Summative: Audits and Evaluation Sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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**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 10% increase of parents involved in campus parental involvement activities from 2017-2018 to 2018-2019.









**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates




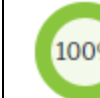




**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: August 2019-June 2020	3.1, 3.2	Principal Parent Liaison	Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Campus Report Card Population: Parents Timeline: August 2019-May 2020		Principal Parent Liaison	Formative results: Calendar, agendas, sign in sheets, minutes, flyers, Compact, parent representative list  Summative: Composite of meeting minutes				
3) Capitalize on campus community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.  *Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, Fairs, meet the teacher, parent meetings and seminars.  *Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. - Increase parent volunteers to be involved in campus various activities throughout the school year.  Population: Parents and Community Timeline: August 2019-May 2020	3.2	Parent Liaison Principal	Formative results: Calendar, agendas, sign in sheets, minutes, flyers, Compact, parent representative list, clearance forms  Summative: Increased Partnerships and Parent Volunteers by 5%				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Provide ample Parent Education opportunities through parent conferences, campus/district support group meetings and parent training sessions at the campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> <li>-Early Childhood Literacy Strategies</li> <li>-Effective teaching strategies</li> <li>-Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)</li> <li>College Readiness</li> <li>-Drop-out and Violence Prevention</li> <li>-Health and Wellness Education</li> <li>-Community agencies and organizations</li> </ul> <p>Building Capacity:</p> <ul style="list-style-type: none"> <li>-Technology</li> <li>-Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life.</li> </ul> <p>Population: Parents</p> <p>Timeline: August 2019-June 2020</p> <p>CNA: SPP: Family &amp; Community Involvement Needs # 1</p>		Parent Liaison Principal	<p>Formative results:</p> <p>Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact:</p> <p>+Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p>				
	<p><b>Funding Sources:</b> 211 Title I-A - 300.00</p>						
<p>5) Skinner Elementary Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD webpage and disseminated by Parent Liaison and Pre-kindergarten teachers.</p> <p>Population: all Pre-kindergarten faculty, staff and parents</p> <p>Timeline: July 2019 to June 2020</p>		Principal Dean of Instruction Librarian PK teachers Parent Liaison	<p>Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation</p> <p>Summative impact: improved implementation and engagement of parents with BISD Pre-K program</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Skinner will be provided with a parent liaison that will assist the campus by monitoring attendance, making home visits, Walk for the Future recruitment, and recruit parents and community to be involved in the campus and campus meetings. Population: Parent Liaison Timeline: Daily from August 2019- June 2020  CNA: SPP: Family & Community Involvement Needs # 1 & 2		Principal	Formative: Daily Sign In  Summative: Increase in parent participation logs And increase in attendance rate				
Funding Sources: 211 Title I-A - 0.00							
<div> = Accomplished = Continue/Modify = No Progress = Discontinue</div>							





## 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 Source(s) 1:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> 1) Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, and other academic areas Timeline: July 2019 to May 2020		Principal Assistant Principal Dean of Instruction	Formative: Agendas Sign in Sheets  Summative: The campus will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR exams.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Population: PK-3 to 5th teachers and administrators Timeline: August 2019 to June 2020  CNA: SPP: Curriculum, Instruction & Assessment #5		Principal Dean of Instruction Teachers	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results				
<b>Funding Sources:</b> 199 Local funds - 2100.00, 211 Title I-A - 1300.00							
<b>Targeted Support Strategy</b> 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, completion rate, and decrease the retention rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, Completion Rate -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary At-risk Students Timeline: August 2019- June 2020		Principals Dean of Instruction Education & Homeless Youth	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 Summative Impact: increased STAAR and At-risk Retention				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> 4) Provide teachers/administrators professional development using research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments.  TLI learning strategies ELPS Sheltered instruction Champion Time (Tier II and Tier III) Accelerated Reading Program Science Fair UIL Brainsville  Population: All teachers and special program teachers Timeline: Daily August 2019 - June 2020 CNA: SPP-Curriculum, Instruction & Assessment #5		Campus Principal Dean of Instruction Curriculum Specialists Classroom Teacher	Evidence of Implementation: Agendas, sign-in sheets, TLI Classroom visuals, Champion Time Lesson Plans Empowering Writer's  Evidence of Impact: The Campus will increase 10% on all STAAR Scores  Formative Evaluation: Walk-thru's  Summative Evaluation: T-Tess				
<b>Targeted Support Strategy</b> 5) Co-Planning for content mastery and inclusion will provide support and resources in order to meet the student goals and objectives. The students IEP will have at least one goal in the qualifying with Dean/teacher leader to ensure consistency and alignment  Population: All teachers and campus staff Timeline: Once a Six Weeks August 2019-June 2020		Special Ed Teachers Special Ed Adm. Dyslexia Teacher BI Teachers Principal Diagnostician	Evidence of Implementation: ARD Meetings, Sign-in Sheets, walk through  Evidence of Impact: The Campus Scores will increase by 10% on all Standardize Test.				
= Accomplished            = Continue/Modify            = No Progress            = Discontinue							





## 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)





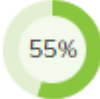







**Performance Objective 1:** Skinner Elementary will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

**Evaluation Data Source(s) 1:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet Performance Objective and Skinner will have a one to one device for the 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. Such as:</p> <ul style="list-style-type: none"> <li>-Summit K12</li> <li>-Achieve 3000</li> <li>-Learning A-Z</li> <li>-Spelling City</li> <li>-IXL learning</li> </ul> <p>The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p>Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students Timeline: August 2019- June 2020 CNA: Student Academic Achievement #5</p>	2.4, 2.6	TST Campus Principal Assistant Principal Dean of Instruction	<p>Formative Results:</p> <ol style="list-style-type: none"> <li>1. Benchmarks</li> <li>2. Classroom projects</li> <li>3. Student competitions</li> <li>4. Improved connectivity of wired and wireless devices.</li> </ol> <p>Summative Impact:</p> <ol style="list-style-type: none"> <li>1. Test scores</li> <li>2. End of Year grades</li> <li>3. Electronic portfolios</li> <li>4. StarChart Surveys</li> <li>5. Benchmarks</li> </ol>				
<p><b>Funding Sources:</b> 263 Title III-A Bilingual - 3865.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) The campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction.</p> <p>The TST will update the campus website weekly. Students will be scheduled for computer lab to increase knowledge and use of technology skills.</p> <p>Population: Campus faculty Timeline: August 2019 - June 2020</p>		TST	<p>Formative: Computer Lab Schedule Technology Reports</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<p>3) Teachers, administration and students will use computers, printers, ink, iPad's, tablets, TV's, VGA adapters, and software to project information on screen and used to assist all at risk students to supplement after school tutorials in Math and Reading in order to achieve 95% mastery and level III Performance.</p> <p>Population: all teachers, staff, office personnel, administrators Timeline: Daily August 2019- June 2020 CNA: SPP: Technology #3</p>		Campus Administration Teachers	<p>Formative: math and reading lesson plans</p> <p>Summative: Standardized test scores campus benchmarks</p>				
<b>Funding Sources:</b> 162 State Compensatory - 67313.00, 211 Title I-A - 6800.00							
<p>4) 2nd grade students will be provided with an electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher or campus.</p> <p>Population: 2nd grade students Timeline: August 14, 2019 - May 27, 2020</p>		Campus Principal Assistant Principal TST Teacher	<p>Formative: 1. Classroom projects 2. Completed homework assignments 3. Increase Six Weeks grades 4. Increase benchmark scores</p> <p>Summative: - Improve state assessment(s) scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs Interactive tablets laptops desktops Sensors/Interface Technology Interactive whiteboards Document cameras Elmo's RedCat- amplication system Student response systems calculators Population: all students grades PK-5 Timeline: August 14, 2019 - May 27, 2020 CCNA: SAA #5, SPP Tech #3-4	2.6	Teachers Principal Assistant Principal Dean of Instruction	Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, and TELPAS				
	Funding Sources: 211 Title I-A - 48030.00						
<div><div></div><div>= Accomplished</div><div></div><div>= Continue/Modify</div><div></div><div>= No Progress</div><div></div><div>= Discontinue</div></div>							









## 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)









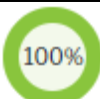



**Performance Objective 1:** Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Evaluation Data Source(s) 1:** District and campus attendance rates, At-Risk Student Attendance.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet the Performance Objective and 97.5% Attendance rate

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To better 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. Population: all students PK to 5th grade Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal Parent Liaison	Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms,  Summative Impact: -PEIMS Campus Attendance Percentage Rates				
2) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2019 Fall Semester and 2020 Spring Semester		Principal Parent Liaison	Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: -PEIMS attendance data shows increase				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Recognize students with perfect attendance, academic improvement and behavior every six weeks by awarding incentives. Parent Liaison will monitor attendance. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period.  Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students Timeline: Once every Six weeks August 14, 2019 - May 27, 2020  CNA: Demographics # 1 SPP: School Culture & Climate Needs # 2 &3		Principal PEIMS Supervisor Data Entry Clerk Student Accounting Counselors	Formative: Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office Summative: Attendance Rates				
Funding Sources: 211 Title I-A - 600.00, 199 Local funds - 690.00							
4) Walk for the future to monitor drop out attendance.		PEIMS Administrator Mr. Santos Delgado					
Funding Sources: 162 State Compensatory - 100.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							





**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)





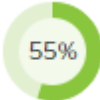



**Performance Objective 2:** Skinner Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

**Evaluation Data Source(s) 2:** STAAR/EOC reports disaggregated for At-Risk students.













**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Meet Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) A food pantry and clothes closet will be implemented at Skinner Elementary 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, and decrease the retention rate. Population: AR, Homeless, unaccompanied youth Timeline: August 14, 2019 - May 27, 2020 as needed		Principal Assistant Principal Counselor	Formative: Pantry cloths closet inventory Pantry and cloth distribution log Summative: benchmark scores student progress reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Skinner Elementary will implement tutorials and extended day tutorials to implement remediation strategies in core-area subjects for At-risk LEP sub-populations in the areas of Reading, Math, Writing, and Science by October 2016.</p> <p>Supplies will be provided for At Risk students for classroom instruction.</p> <p>-Library Media Services will print out Fluency booklets to help At Risk students Reading comprehension.</p> <p>Supplies will be used to differentiate instruction through listening centers, writing centers, KWL charts and to create graphic organizers.</p>	2.5	Principal Dean of Instruction Assistant Principal	<p>Formative:</p> <p>At-Risk student Tutorial Rosters</p> <p>Tutorial Attendance Sheets</p> <p>Tutorial Lesson Plans</p> <p>Benchmark Scores</p> <p>Student Progress Reports</p> <p>Tutorial classroom observations</p> <p>Fluency Weekly Report</p> <p>Summative: STAAR Scores</p>				
<p>Population: T1, AR, LEP, MI, DYS, Special Ed. Students</p> <p>Timeline: Twice a week from August 14, 2019 - May 27, 2020</p> <p>CNA: Student Academic Achievement #1</p>	<p><b>Funding Sources:</b> 162 State Compensatory - 39200.00, 211 Title I-A - 23815.00, 199 Local funds - 2120.00</p>						
<p><b>Targeted Support Strategy</b></p> <p>3) The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</p> <p>Population: Elementary, Middle, and High School At-risk Students</p> <p>Timeline: August 14, 2019 - May 27, 2020</p>		Principal Dean of Instruction	<p>Formative Results:</p> <p>PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact:</p> <p>-Increased STAAR scores</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Elementary, Middle, and High School At-risk Students; Dyslexic Students Timeline: August 14, 2019 - May 27, 2020		Principal Assistant Principal Dyslexia Department	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: -CIRCLE-PM (EOY) compared to BOY and MOY,				
5) Migrant students will have an equal opportunity to attend tutorial and summer school programs to ensure promotion if needed or to participate in the migrant enrichment after school/summer school program. Population: All Migrant Students Timeline: August 14, 2019 - May 27, 2020	2.5						
 = Accomplished  = Continue/Modify  = No Progress  = 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 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 Source(s) 3:** 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 3:** Met Performance Objective

**Next Year's Recommendation 3:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote physically and emotionally healthy students, the district will utilize the -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: August 14, 2019 - May 27, 2020		P.E. coaches Counselor Principal Dean of Instruction	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
2) A full time nurse will be employed to provide health related services to students and staff. Will purchase supplies and materials for nurse to use with students, such as band aids, sanitary napkins and first aid assistance.  Population: nurse Timeline: Daily August 14, 2019 - May 27, 2020 CNA: Perception # 4		Nurse	Formative: nurse slips Summative:Nurse Documentation of Services				
Funding Sources: 199 Local funds - 500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

# State Compensatory

## Budget for Skinner Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6112-00-112-Y-30-337-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,000.00
162-11-6118-00-112-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$4,200.00
162-11-6118-00-112-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$30,000.00
<b>6100 Subtotal:</b>		<b>\$36,200.00</b>
<b>6300 Supplies and Services</b>		
162-11-6395-62-112-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$943.00
162-11-6398-62-112-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$9,000.00
162-11-6399-00-112-Y-30-000-Y	6399 General Supplies	\$5,157.00
162-11-6399-16-112-Y-30-000-Y	6399 General Supplies	\$2,000.00
162-11-6399-62-112-Y-30-337-Y	6399 General Supplies	\$6,000.00
<b>6300 Subtotal:</b>		<b>\$23,100.00</b>

## Personnel for Skinner Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Gracia	Dyslexia Teacher	State Compensatory	.50
C. Lua	Pre-Kinder Teacher	State Compensatory	.50
G. J. Chavez	Dean of Instruction	State Compensatory	1.00
S. Cortinas	Pre-Kinder Teacher	State Compensatory	.50

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Skinner follows the Texas Accountability Interventions and Supports (TAIS) continuous improvement cycle (Please see addendum). This means that the campus both continuously and periodically reviewing data to assess and re-assess progress towards meeting the campus goals and performance objectives. Faculty, staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the campus level to be used as part of the comprehensive needs assessment. In addition, multiple measures are used to determine areas of greatest need for instruction, professional development, attendance, safety, technology and other areas. Comprehensive Needs Assessment determines the strengths and needs of students, staff, parents and community involvement and facilities before deciding how to use available local, state, and federal budget allocations. At-Risk, Dyslexia, GT, Title I and Special Education student performance on state assessments. The goal is to have 90% if all students and all student groups passing all of state mandated assessments for the 2018-2019 school year and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability. CNA was reviewed and revised by the SBDM in May 2019.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan has been developed as a committee with the SBDM members. SBDM members take information to other campus personnel and review and discuss changes, needs, and improvements. The SBDM is broken into goal area subcommittees that meet with the support of of their grade level or department personnel to revise and update the prior year improvement plan.

Mary Ellen Rodriguez	Principal	Administrator
Gloria Janett Chavez	Dean of Instruction	Meeting Facilitator
Claudia Lua-Cardenas Y1	PK Teacher	Classroom Teacher
Celia Saiz-Broussard Y1	Kinder Teacher	Classroom Teacher
Maria Leija Y1	1st Grade Teacher	Classroom Teacher
Maria Cardenas Y1	3rd Grade Teacher	Classroom Teacher
Lina Estrada Y1	4th Grade Teacher	Classroom Teacher
Nelda Garza Y1	5th Grade Teacher	Classroom Teacher
Miriram Cruz Y1	PE Paraprofessional	Paraprofessional
Gabriel Chavez Y1	5th Grade Student	Student

Mary Ellen Rodriguez	Principal	Administrator
Sandra Garcia	District Level Rep	District-level Professional
George Vela	HEB Manager	Business Representative
Father Oscar	Priest @ San Joseph Church	Community Representative
Aide Torres	House Wife	Parent
Blanca Holmes Y1	Librarian	Non-classroom Professional
Norma Berrones Y1	Teacher	Classroom Teacher
Mayra Rangel Y1	Special Education Teacher	Classroom Teacher
Estela Chavez	Judge	Business Representative
Senator Eddie Lucio Jr.	Senator	Community Representative
Ana Laura Alaniz Y1	House Wife	Parent
Pat Vazquez Y1	2nd grade	Classroom Teacher

## 2.2: Regular monitoring and revision

SBDM Committee monitored the Campus Improvement Plan on (08/29/2019, 09/30/2019, 11/07/2019). SBDM also reviewed and revised the Campus Improvement Plan on May 18, 2020 to monitor and evaluate the campus needs and campus surveys.

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

The Campus Improvement Plan will be available to local educational agency, parents, and the public on the Skinner Elementary Website, and the BISD Website. Parts of the plan are presented and discussed at parent meetings, and during open house at the Skinner library. CIP is also available in hard copy at the Dean's office-Room 15 (white binder labeled CIP 2019-2020) on book shelf. Parent meetings will provide information on the campus plan in both English and Spanish. The CIP is available in print and online in English and will be translated upon request.

## 2.4: Opportunities for all children to meet State standards

Skinner Elementary will provide numerous opportunities to all students in order to meet State standards. Skinner Elementary will also offer additional support to struggling populations such as ELL, Special Education, and At-Risk by providing research-based instructional resources, such as:

- SSI tutorials
- Year long Extended Day tutorials until 5:00 PM
- Regular tutorials
- Community Presentations

-Hands On activities

-Academic Resources

Due to COVID-19 Remote Learning was initiated after Spring Break till the remainder of the school year.

## **2.5: Increased learning time and well-rounded education**

Certified teachers are assigned to all academic instructional positions to ensure high quality education for all students. Skinner Elementary strives to increase teacher preparation with professional development to bring back new strategies to the classroom to increase learning time. Skinner Elementary provides free access to a wide variety of co-curricular programs such as music, art, tutorials, extended day activities, academic and technological software. Significant categorical as well as local funds are expended to provide extended day and week accelerated instruction opportunities to targeted students. Due to COVID-19 Remote Learning was initiated after Spring Break till the remainder of the school year.

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

Skinner Elementary addresses the needs of the students especially at-risk students by implementing the 3-tier Response to Intervention model. Supplemental support is made available during the regular school day as well as through before and after school programs geared towards closing the achievement gaps. Special Education, Dyslexia, 504 and other program services are provided based on student's individual plans and needs. The campus services include guidance and counseling, health-related, safety/security staff, and family supports. Due to COVID-19 Remote Learning was initiated after Spring Break till the remainder of the school year.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The campus Family Engagement Policy and Compact was revised and modified during the SBDM Teams meeting on May 18, 2020, due to COVID-19. Workshop # 149466 Remote Check-in: SkinnerDragons

Skinner elementary develops and distributes the parent and family engagement policy at the beginning of the school year.

Family Engagement Policy and Compact was provided to parents in English and Spanish.

Mary Ellen Rodriguez	Principal	Administrator
Gloria J.Chavez	Dean of Instruction	Meeting Facilitator
Claudia Lua-Cardenas	PK Teacher	Classroom Teacher
Celia Saiz-Broussard	Kinder Teacher	Classroom Teacher
Maria Leija	1st Grade Teacher	Classroom Teacher

Mary Ellen Rodriguez	Principal	Administrator
Maria Cardenas	3rd Grade Teacher	Classroom Teacher
Lina Estrada	4th Grade Teacher	Classroom Teacher
Nelda Garza	5th Grade Teacher	Classroom Teacher
Miriam Cruz	PE Paraprofessional	Paraprofessional
Gabriel Chavez Y1	5th Grade Student	Student
Sandra Garcia	District Level Rep	District-level Professional
George Vela	HEB Manager	Business Representative
Father Oscar	Priest @ San Joseph Church	Community Representative
Aide Torres	House wife	Parent
Blanca Holmes	Librarian	Non-classroom Professional
Norma Berrones	Teacher	Classroom Teacher
Mayra Rangel	Special Education Teacher	Classroom Teacher
Estela Chavez	Judge	Business Representative
Eddie Lucio Jr.	Senator	Community Representative
Ana Laura Alaniz Y1	House Wife	Parent
Pat Vazquez Y1	2nd grade	Classroom Teacher

### 3.2: Offer flexible number of parent involvement meetings

Skinner Elementary will offer weekly parent meetings on Friday at 9:30 AM in Room 19 or school cafeteria. In addition to offer flexibility to our parents, we hold various meetings at different dates and times for working parents. Meetings provided information and feedback opportunities to parents at the campus including, not not limited to Open House, student performances, and recognition events. Skinner Elementary welcomes parents/ guardians and community members to come to see our campus and visit with administration, faculty and staff before school, during teacher planning and afterschool. Skinner Elementary encourages active parent, business, and community participation.

For example:

Parent Meetings before Awards Ceremony for 1<sup>st</sup> Six Weeks on Friday, September 27<sup>th</sup>, upper grades were awarded in the AM and lower grades in the PM.

Parent Meetings before Awards Ceremony for the 2<sup>nd</sup> Six Weeks on Friday, November 8<sup>th</sup>, upper grades were awarded in the AM and lower grades in the PM.

Parent Meetings before Mid-Year Awards Ceremony on Friday, December 13<sup>th</sup>, upper grades were awarded in the AM and lower grades in the PM.

Parent meetings were held in different times and days of the week to be able to cater to all parents. For example parent meetings were held on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, in the morning, mid-day, afternoon and evenings.



Different opportunities were given throughout the school year.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
D. Lopez	PK Teacher Aide	Title 1	1.00
M. Jimenez	Nurse	Title 1	.40
M. Saenz	Parent Liaison	Title 1	1.00
M. Sandoval	Computer Aide	Title I	1.00
S. Martinez	Library Aide	Title 1	1.00

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mary Ellen Rodriguez	Principal
Meeting Facilitator	Gloria Chavez	Dean of Instruction
Classroom Teacher	Claudia Lua Y1	PK Teacher
Classroom Teacher	Celia Saiz Y1	Kinder Teacher
Classroom Teacher	Maria Leija Y1	1st Grade Teacher
Classroom Teacher	Maria Cardenas Y1	3rd Grade Teacher
Classroom Teacher	Lina Estrada Y1	4th Grade Teacher
Classroom Teacher	Nelda Garza Y1	5th Grade Teacher
Paraprofessional	Miriam Cruz Y1	PE Paraprofessional
Student	Sofia Holmes	5th Grade Student
District-level Professional	Sandra Garcia Y1	District Level Rep
Business Representative	George Vela	HEB Manager
Community Representative	Father Oscar	Father @ St. Joseph Church
Parent	Maria Torres	House Wife
Non-classroom Professional	Blanca Holmes Y1	Librarian
Classroom Teacher	Martha Hinojosa Y2	Special Education Teacher
Business Representative	Antonio Vasquez	Optometrist
Community Representative	Noemi Garcia Martinez	Judge
Parent	Cruz Torres	Good Samaritan
Classroom Teacher	Pat Vazquez Y2	2nd grade
Non-classroom Professional	Sylvia Chavez	Counselor

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	1920 Miscellaneous Operating Costs- Food for students	199-11-6499-53-112-Y-11-000-Y	\$1,000.00
1	3	3	1920 General Supplies	199-11-6399-51-112-Y-11-000-Y	\$500.00
1	3	3	1920 General Supplies	199-23-6399-0-112-Y-99-00-Y	\$2,000.00
1	3	3	1920 Copy Paper	199-11-6396-0-112-Y-11-00Y	\$1,080.00
1	4	2	1819 DI/GT	199-11-6399-00-112-Y21-000-Y	\$0.00
1	4	3	1920 Transportation	199-11-6494-00-112-Y-11-000-Y	\$2,500.00
2	1	3	1920 Supplies for Maintenance /operating costs	199-51-6315-00-112-Y-99-000-Y	\$6,000.00
2	1	3	1920 General Supplies	199-51-6399-00-112-Y-99-000-Y	\$500.00
3	2	2	1920 Miscellaneous Operating Costs-Food for teachers	199-13-6499-53-112-Y-99-000-+Y	\$1,000.00
3	2	2	1920 Miscellaneous Operating Costs- teacher incentives	199-23-6498-00-112-Y99-000-Y	\$1,000.00
7	1	2	1920 Employee Travel	199-13-6411-23-112-Y-99-000-Y	\$600.00
7	1	2	1920 Employee Travel	199-23-6411-23-112-Y-99-000-Y	\$600.00
7	1	2	1920 Professional Development Stipends	199-11-6117-0-112-Y-11-00Y	\$900.00
9	1	3	1920 Awards	199-11-6498-00-112-Y-11-000-Y	\$690.00
9	2	2	1920 Media Services	199-11-6399-16-112-Y-11-00-Y	\$2,000.00
9	2	2	1920 Extra duty Pay	199-23-6121-00-112-Y-99-000-Y	\$20.00
9	2	2	1920 Extra Duty pay	199-51-6121-47-112-Y-99-000	\$100.00
9	3	2	1920 Nurse General Supplies	199-33-6399-00-112-Y-99-000-Y	\$500.00
<b>Sub-Total</b>					\$20,990.00
<b>Budgeted Fund Source Amount</b>					\$20,990.00
<b>+/- Difference</b>					<b>\$0</b>

<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	1819 General Supplies	162-13-6399-112-Y-30-000-Y	\$0.00
1	3	2	1920 Substitutes for Professional Development	162-11-6112-00-112-Y-30-337-Y	\$2,000.00
1	3	3	1920 General Supplies	162-11-6399-00-112-Y-30-000-Y	\$5,157.00
1	3	3	General Supplies	162-11-6399-00-112	\$13,070.00
8	1	3	1920 Software	162-11-6395-62-112-Y-30-000-Y	\$943.00
8	1	3	1920 Items between \$150-\$500 technology equipment (Supplies & Materials LcL Defi	162-11-6398-62-112-Y-30-000-Y	\$9,000.00
8	1	3	1920 Technology Equipment	162-11-6398-00--112	\$8,470.00
8	1	3	1920 Latitude Computers and Ipads	162-11-6398-62-112	\$42,550.00
8	1	3	1920 License for Ipads	162-11-6395-00-112	\$350.00
8	1	3	1920 General Supplies (Ink)	162-11-6399-62-112-Y-30-337-Y	\$6,000.00
9	1	4	Walk for the Future	162-61-6399-00-112-Y-30-WTF-Y	\$100.00
9	2	2	1920 Tutorials SSI	162-11-6118-00-112-Y-24-SSI	\$4,200.00
9	2	2	1920 Tutorials Regular	162-11-6118-00-112-Y-30-000-Y	\$30,000.00
9	2	2	1920 Media Services	162-11-6399-16-112-Y-30-000-Y	\$2,000.00
9	2	2	1920 Media	162-11-6399-16-112	\$3,000.00
<b>Sub-Total</b>					\$126,840.00
<b>Budgeted Fund Source Amount</b>					\$126,840.00
<b>+/- Difference</b>					<b>\$0</b>
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	1920 Bilingual Resources	163-11-6399-112-....	\$4,375.00
<b>Sub-Total</b>					\$4,375.00
<b>Budgeted Fund Source Amount</b>					\$4,375.00
<b>+/- Difference</b>					<b>\$0</b>

<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	3	1920 General Supplies	211-11-6396-00-112-Y-30-0F2-Y	\$7,729.00
6	1	4	1819 Parent Liaison food for parent meetings	211-64-6499-53-112-Y-30-0F2-Y	\$300.00
6	1	6	1819 Parent Liaison food for parent meetings	211-61-6411-00-112-+Y-30-0F2-Y	\$0.00
7	1	2	1920 Employee Travel	211-13-6411-23-11-Y-30-0F2-Y	\$1,300.00
8	1	3	1920 Supples & Materials - LCL DEFI \$150-\$500 technology equipment	211-11-6398-00-112-Y-30-0F2-Y	\$800.00
8	1	3	1920 LCL DEFI \$150-\$500 technology equipment	211-11-6398-62-112-Y-30-0F2-Y	\$6,000.00
8	1	5	Hardware, sorftware and laminating machine	211-11-6398	\$48,030.00
9	1	3	1920 Awards	211-11-6498-00-112-Y-30-0F2-Y	\$600.00
9	2	2	1920 Extra Duty Pay	211-11-6118-00-112-Y-30-ASP-Y	\$23,815.00
<b>Sub-Total</b>					\$88,574.00
<b>Budgeted Fund Source Amount</b>					\$88,574.00
<b>+/- Difference</b>					<b>\$0</b>
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	3	1920 General Supplies	263-11-6399-00-112-Y25-000-Y	\$2,000.00
8	1	1	1920 Capital Outlay	263-11-6398-62-112-Y25-000-Y	\$3,865.00
<b>Sub-Total</b>					\$5,865.00
<b>Budgeted Fund Source Amount</b>					\$5,865.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					\$246,644.00

# Addendums

# **2018-19 Texas Academic Performance Report**

District Name: **BROWNSVILLE ISD**

Campus Name: **SKINNER EL**

Campus Number: **031901112**

2019 Accountability Rating: **B**

Distinction Designations:

**Academic Achievement in Mathematics**

**Academic Achievement in Science**



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District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 05  
 School Type: Elementary

				African			American		Pacific	Two or	Special	Special	Continu-	Non-		EL
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed (Current)	Ed (Former)	Enrolled	Continuously Enrolled	Econ Disadv	(Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2019	76%	80%	71%	-	71%	-	-	-	-	27%	-	71%	67%	71%	67%
	2018	77%	80%	75%	-	76%	*	-	-	-	67%	*	76%	71%	76%	71%
At Meets Grade Level or Above	2019	45%	46%	32%	-	32%	-	-	-	-	9%	-	32%	33%	31%	28%
	2018	43%	42%	30%	-	30%	*	-	-	-	17%	*	29%	43%	31%	24%
At Masters Grade Level	2019	27%	26%	14%	-	14%	-	-	-	-	0%	-	16%	0%	13%	13%
	2018	25%	22%	12%	-	12%	*	-	-	-	0%	*	13%	0%	12%	6%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	85%	83%	-	83%	-	-	-	-	45%	-	81%	100%	82%	83%
	2018	78%	86%	84%	-	84%	*	-	-	-	50%	*	83%	100%	84%	81%
At Meets Grade Level or Above	2019	49%	56%	52%	-	52%	-	-	-	-	27%	-	51%	67%	51%	50%
	2018	47%	54%	43%	-	43%	*	-	-	-	0%	*	41%	57%	43%	39%
At Masters Grade Level	2019	25%	27%	26%	-	26%	-	-	-	-	9%	-	27%	17%	25%	22%
	2018	23%	27%	14%	-	14%	*	-	-	-	0%	*	14%	14%	13%	15%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	83%	71%	-	71%	-	-	-	-	18%	*	68%	100%	71%	69%
	2018	73%	79%	63%	-	63%	-	-	-	-	0%	-	59%	82%	62%	64%
At Meets Grade Level or Above	2019	44%	51%	41%	-	41%	-	-	-	-	9%	*	41%	43%	40%	35%
	2018	46%	49%	32%	-	32%	-	-	-	-	0%	-	29%	45%	29%	31%
At Masters Grade Level	2019	22%	23%	21%	-	21%	-	-	-	-	9%	*	23%	0%	19%	17%
	2018	24%	23%	10%	-	10%	-	-	-	-	0%	-	12%	0%	9%	9%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	82%	63%	-	63%	-	-	-	-	36%	*	63%	71%	63%	58%
	2018	78%	86%	77%	-	77%	-	-	-	-	10%	-	76%	82%	76%	78%
At Meets Grade Level or Above	2019	48%	53%	29%	-	29%	-	-	-	-	9%	*	29%	29%	27%	27%
	2018	49%	56%	41%	-	41%	-	-	-	-	0%	-	40%	45%	39%	48%
At Masters Grade Level	2019	28%	30%	14%	-	14%	-	-	-	-	9%	*	14%	14%	13%	10%
	2018	27%	30%	23%	-	23%	-	-	-	-	0%	-	20%	36%	22%	24%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	78%	62%	-	62%	-	-	-	-	9%	*	59%	86%	61%	58%
	2018	63%	74%	67%	-	67%	-	-	-	-	0%	-	63%	82%	66%	72%
At Meets Grade Level or Above	2019	35%	44%	19%	-	19%	-	-	-	-	9%	*	20%	14%	18%	10%
	2018	39%	48%	38%	-	38%	-	-	-	-	0%	-	37%	45%	36%	39%
At Masters Grade Level	2019	11%	14%	6%	-	6%	-	-	-	-	0%	*	7%	0%	5%	4%
	2018	11%	14%	13%	-	13%	-	-	-	-	0%	-	10%	27%	10%	13%
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	91%	86%	-	86%	-	-	-	-	50%	-	84%	100%	86%	88%
	2018	84%	90%	81%	-	81%	-	-	-	-	30%	-	80%	90%	82%	75%
At Meets Grade Level or Above	2019	54%	56%	45%	-	45%	-	-	-	-	0%	-	43%	63%	44%	48%
	2018	54%	59%	45%	-	45%	-	-	-	-	20%	-	44%	50%	46%	38%

District Name: BROWNSVILLE ISD  
Campus Name: SKINNER EL  
Campus Number: 031901112

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

Total Students: 425  
Grade Span: PK - 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	23%	-	23%	-	-	-	-	-	0%	-	21%	38%	22%	21%
	2018	26%	28%	14%	-	14%	-	-	-	-	-	0%	-	14%	20%	15%	10%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	100%	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
	2018	91%	97%	94%	-	94%	-	-	-	-	-	80%	-	97%	80%	94%	92%
At Meets Grade Level or Above	2019	58%	70%	71%	-	71%	-	-	-	-	-	29%	-	72%	63%	70%	73%
	2018	58%	74%	62%	-	62%	-	-	-	-	-	10%	-	63%	60%	63%	58%
At Masters Grade Level	2019	36%	46%	47%	-	47%	-	-	-	-	-	7%	-	45%	63%	45%	48%
	2018	30%	43%	30%	-	30%	-	-	-	-	-	10%	-	31%	30%	31%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	76%	-	76%	-	-	-	-	-	14%	-	72%	100%	75%	75%
	2018	76%	85%	59%	-	59%	-	-	-	-	-	10%	-	63%	40%	60%	50%
At Meets Grade Level or Above	2019	49%	60%	58%	-	58%	-	-	-	-	-	0%	-	53%	88%	56%	58%
	2018	41%	51%	26%	-	26%	-	-	-	-	-	0%	-	29%	10%	26%	19%
At Masters Grade Level	2019	24%	28%	26%	-	26%	-	-	-	-	-	0%	-	26%	25%	23%	23%
	2018	17%	20%	9%	-	9%	-	-	-	-	-	0%	-	10%	0%	9%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	77%	-	77%	-	-	-	-	-	39%	83%	75%	91%	76%	74%
	2018	77%	78%	76%	-	76%	*	-	-	-	-	28%	*	75%	78%	76%	73%
At Meets Grade Level or Above	2019	50%	52%	44%	-	44%	-	-	-	-	-	11%	33%	43%	51%	42%	40%
	2018	48%	49%	40%	-	40%	*	-	-	-	-	6%	*	39%	44%	39%	37%
At Masters Grade Level	2019	24%	23%	22%	-	22%	-	-	-	-	-	4%	0%	22%	21%	21%	19%
	2018	22%	21%	16%	-	16%	*	-	-	-	-	1%	*	15%	17%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	76%	-	76%	-	-	-	-	-	33%	*	75%	90%	76%	74%
	2018	74%	74%	74%	-	74%	*	-	-	-	-	28%	*	72%	82%	74%	70%
At Meets Grade Level or Above	2019	48%	47%	39%	-	39%	-	-	-	-	-	6%	*	38%	48%	38%	36%
	2018	46%	44%	35%	-	36%	*	-	-	-	-	12%	*	34%	46%	35%	30%
At Masters Grade Level	2019	21%	18%	19%	-	19%	-	-	-	-	-	3%	*	20%	14%	18%	17%
	2018	19%	17%	12%	-	12%	*	-	-	-	-	0%	*	13%	7%	12%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	82%	-	82%	-	-	-	-	-	64%	*	81%	90%	82%	80%
	2018	81%	85%	86%	-	85%	*	-	-	-	-	46%	*	85%	86%	85%	83%
At Meets Grade Level or Above	2019	52%	57%	51%	-	51%	-	-	-	-	-	22%	*	51%	52%	50%	49%
	2018	50%	55%	49%	-	49%	*	-	-	-	-	4%	*	48%	54%	49%	47%
At Masters Grade Level	2019	26%	31%	29%	-	29%	-	-	-	-	-	8%	*	29%	33%	28%	26%
	2018	24%	28%	22%	-	22%	*	-	-	-	-	4%	*	21%	29%	22%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	62%	-	62%	-	-	-	-	-	9%	*	59%	86%	61%	58%
	2018	66%	71%	67%	-	67%	-	-	-	-	-	0%	-	63%	82%	66%	72%
At Meets Grade Level or Above	2019	38%	44%	19%	-	19%	-	-	-	-	-	9%	*	20%	14%	18%	10%
	2018	41%	45%	38%	-	38%	-	-	-	-	-	0%	-	37%	45%	36%	39%
At Masters Grade Level	2019	14%	15%	6%	-	6%	-	-	-	-	-	0%	*	7%	0%	5%	4%
	2018	13%	13%	13%	-	13%	-	-	-	-	-	0%	-	10%	27%	10%	13%

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>76%</b>	-	76%	-	-	-	-	-	14%	-	72%	100%	75%	75%
	2018	80%	82%	<b>59%</b>	-	59%	-	-	-	-	-	10%	-	63%	40%	60%	50%
At Meets Grade Level or Above	2019	54%	55%	<b>58%</b>	-	58%	-	-	-	-	-	0%	-	53%	88%	56%	58%
	2018	51%	51%	<b>26%</b>	-	26%	-	-	-	-	-	0%	-	29%	10%	26%	19%
At Masters Grade Level	2019	25%	21%	<b>26%</b>	-	26%	-	-	-	-	-	0%	-	26%	25%	23%	23%
	2018	23%	19%	<b>9%</b>	-	9%	-	-	-	-	-	0%	-	10%	0%	9%	6%

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

Total Students: 425  
Grade Span: PK - 05  
School Type: Elementary

District Name: BROWNSVILLE ISD  
Campus Name: SKINNER EL  
Campus Number: 031901112

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>63</b>	-	63	-	-	-	-	-	27	*	62	75	63	64
	2018	63	65	<b>49</b>	-	49	-	-	-	-	-	67	-	54	25	49	44
Grade 4 Mathematics	2019	65	64	<b>38</b>	-	38	-	-	-	-	-	41	*	38	36	37	35
	2018	65	66	<b>58</b>	-	58	-	-	-	-	-	70	-	57	60	58	57
Grade 5 ELA/Reading	2019	81	78	<b>86</b>	-	86	-	-	-	-	-	86	-	86	83	85	90
	2018	80	81	<b>81</b>	-	81	-	-	-	-	-	60	-	80	86	80	81
Grade 5 Mathematics	2019	83	88	<b>96</b>	-	96	-	-	-	-	-	100	-	97	93	96	95
	2018	81	87	<b>95</b>	-	95	-	-	-	-	-	100	-	94	100	95	93
All Grades Both Subjects	2019	69	69	<b>71</b>	-	71	-	-	-	-	-	67	*	71	71	71	70
	2018	69	71	<b>72</b>	-	72	-	-	-	-	-	74	-	73	63	72	69
All Grades ELA/Reading	2019	68	67	<b>75</b>	-	75	-	-	-	-	-	60	*	75	79	74	77
	2018	69	69	<b>66</b>	-	66	-	-	-	-	-	63	-	68	50	66	63
All Grades Mathematics	2019	70	71	<b>68</b>	-	68	-	-	-	-	-	74	*	68	64	67	63
	2018	70	72	<b>77</b>	-	77	-	-	-	-	-	85	-	77	76	77	75

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>51%</b>	-	51%	-	-	-	-	-	35%	51%	55%
	2018	38%	44%	<b>43%</b>	-	43%	-	-	-	-	-	*	44%	53%
Mathematics	2019	45%	57%	<b>65%</b>	-	65%	-	-	-	-	-	73%	65%	54%
	2018	47%	57%	<b>69%</b>	-	69%	-	-	-	-	-	41%	68%	77%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>77%</b>	-	77%	-	-	-	-	-	21%	77%	80%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>23%</b>	-	23%	-	-	-	-	-	79%	23%	20%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>86%</b>	-	86%	-	-	-	-	-	50%	86%	88%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	<b>94%</b>	-	94%	-	-	-	-	-	79%	94%	92%
Students Requiring Accelerated Instruction														
	2019	17%	8%	<b>6%</b>	-	6%	-	-	-	-	-	21%	6%	8%
STAAR Cumulative Met Standard														
	2019	90%	96%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>77%</b>	72%	72%	-	-	-	*	-	*	-	72%	72%
	2018	77%	78%	<b>76%</b>	73%	73%	-	-	-	-	-	-	-	73%	73%
At Meets Grade Level or Above	2019	50%	52%	<b>44%</b>	33%	33%	-	-	-	*	-	*	-	33%	33%
	2018	48%	49%	<b>40%</b>	33%	33%	-	-	-	-	-	-	-	33%	33%
At Masters Grade Level	2019	24%	23%	<b>22%</b>	14%	14%	-	-	-	*	-	*	-	14%	14%
	2018	22%	21%	<b>16%</b>	10%	10%	-	-	-	-	-	-	-	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>76%</b>	72%	72%	-	-	-	*	-	*	-	71%	71%
	2018	74%	74%	<b>74%</b>	69%	69%	-	-	-	-	-	-	-	69%	69%
At Meets Grade Level or Above	2019	48%	47%	<b>39%</b>	28%	28%	-	-	-	*	-	*	-	28%	28%
	2018	46%	44%	<b>35%</b>	28%	28%	-	-	-	-	-	-	-	28%	28%
At Masters Grade Level	2019	21%	18%	<b>19%</b>	13%	13%	-	-	-	*	-	*	-	13%	13%
	2018	19%	17%	<b>12%</b>	3%	3%	-	-	-	-	-	-	-	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	<b>82%</b>	76%	76%	-	-	-	*	-	*	-	76%	76%
	2018	81%	85%	<b>86%</b>	84%	84%	-	-	-	-	-	-	-	84%	84%
At Meets Grade Level or Above	2019	52%	57%	<b>51%</b>	40%	40%	-	-	-	*	-	*	-	40%	40%
	2018	50%	55%	<b>49%</b>	46%	46%	-	-	-	-	-	-	-	46%	46%
At Masters Grade Level	2019	26%	31%	<b>29%</b>	19%	19%	-	-	-	*	-	*	-	19%	19%
	2018	24%	28%	<b>22%</b>	21%	21%	-	-	-	-	-	-	-	21%	21%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	<b>62%</b>	54%	54%	-	-	-	-	-	-	-	54%	54%
	2018	66%	71%	<b>67%</b>	68%	68%	-	-	-	-	-	-	-	68%	68%
At Meets Grade Level or Above	2019	38%	44%	<b>19%</b>	5%	5%	-	-	-	-	-	-	-	5%	5%
	2018	41%	45%	<b>38%</b>	36%	36%	-	-	-	-	-	-	-	36%	36%
At Masters Grade Level	2019	14%	15%	<b>6%</b>	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	<b>13%</b>	8%	8%	-	-	-	-	-	-	-	8%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>76%</b>	84%	84%	-	-	-	-	-	-	-	84%	84%
	2018	80%	82%	<b>59%</b>	52%	52%	-	-	-	-	-	-	-	52%	52%
At Meets Grade Level or Above	2019	54%	55%	<b>58%</b>	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	51%	51%	<b>26%</b>	6%	6%	-	-	-	-	-	-	-	6%	6%
At Masters Grade Level	2019	25%	21%	<b>26%</b>	16%	16%	-	-	-	-	-	-	-	16%	16%
	2018	23%	19%	<b>9%</b>	0%	0%	-	-	-	-	-	-	-	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>71%</b>	64%	64%	-	-	-	-	-	-	-	64%	64%
	2018	69%	71%	<b>72%</b>	73%	73%	-	-	-	-	-	-	-	73%	73%
All Grades ELA/Reading	2019	68%	67%	<b>75%</b>	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	69%	69%	<b>66%</b>	69%	69%	-	-	-	-	-	-	-	69%	69%
All Grades Mathematics	2019	70%	71%	<b>68%</b>	53%	53%	-	-	-	-	-	-	-	53%	53%
	2018	70%	72%	<b>77%</b>	76%	76%	-	-	-	-	-	-	-	76%	76%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	48%	<b>51%</b>	55%	55%	-	-	-	-	-	-	-	55%	55%
	2018	38%	44%	<b>43%</b>	53%	53%	-	-	-	-	-	-	-	53%	53%
Mathematics	2019	45%	57%	<b>65%</b>	54%	54%	-	-	-	-	-	-	-	54%	54%
	2018	47%	57%	<b>69%</b>	77%	77%	-	-	-	-	-	-	-	77%	77%

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>94%</b>	-	94%	-	-	-	-	-	95%	93%	88%
Not Included in Accountability													
Mobile	4%	2%	<b>6%</b>	-	6%	-	-	-	-	-	5%	6%	11%
Other Exclusions	1%	2%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	1%
Not Tested	1%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>92%</b>	-	93%	33%	-	-	-	-	92%	94%	91%
Not Included in Accountability													
Mobile	4%	3%	<b>7%</b>	-	6%	67%	-	-	-	-	8%	5%	7%
Other Exclusions	1%	2%	<b>1%</b>	-	1%	0%	-	-	-	-	0%	1%	3%
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%



District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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)
<b>Attendance Rate</b>													
2017-18	95.4%	95.4%	<b>96.3%</b>	-	96.3%	*	-	-	-	-	94.9%	96.4%	96.3%
2016-17	95.7%	95.8%	<b>96.0%</b>	-	96.0%	*	-	-	-	-	94.6%	95.9%	95.9%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
Campus Name: SKINNER EL  
Campus Number: 031901112

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

Total Students: 425  
Grade Span: PK - 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)
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%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 05  
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
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

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
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: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
Campus Name: SKINNER EL  
Campus Number: 031901112

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

Total Students: 425  
Grade Span: PK - 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)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
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
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
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

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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
<b>SAT/ACT Results (Annual Graduates) ***</b>													
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
<b>Average SAT Score (Annual Graduates) ***</b>													
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
<b>Average ACT Score (Annual Graduates) ***</b>													
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

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
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%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-



District Name: BROWNSVILLE ISD  
Campus Name: SKINNER EL  
Campus Number: 031901112

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

Total Students: 425  
Grade Span: PK - 05  
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	425	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	59	13.9%	8.0%	4.4%
Kindergarten	44	10.4%	5.9%	6.9%
Grade 1	55	12.9%	6.8%	7.1%
Grade 2	62	14.6%	6.6%	7.2%
Grade 3	70	16.5%	6.5%	7.3%
Grade 4	68	16.0%	6.9%	7.6%
Grade 5	67	15.8%	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	425	100.0%	98.3%	52.6%
White	0	0.0%	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	418	98.4%	88.5%	60.6%
Non-Educationally Disadvantaged	7	1.6%	11.5%	39.4%
Section 504 Students	32	7.5%	8.7%	6.5%
English Learners (EL)	255	60.0%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	7	1.6%	5.4%	3.6%
At-Risk	337	79.3%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	47			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	40.4%	55.3%	42.4%
Students with Physical Disabilities	9	19.1%	11.5%	21.9%
Students with Autism	10	21.3%	12.2%	13.7%
Students with Behavioral Disabilities	9	19.1%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	105	23.9%	15.0%	15.4%

District Name: BROWNSVILLE ISD  
Campus Name: SKINNER EL  
Campus Number: 031901112

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

Total Students: 425  
Grade Span: PK - 05  
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	102	23.2%		
White	3	0.7%		
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	2.3%	1.8%	1.7%	33.3%	4.3%	6.2%
Grade 1	17.1%	10.7%	3.1%	0.0%	16.2%	5.5%
Grade 2	8.1%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	5.6%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	3.6%	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	22.0	19.2	18.9
Grade 1	15.3	17.8	18.8
Grade 2	17.3	17.8	18.7
Grade 3	22.8	19.2	18.9
Grade 4	29.1	21.6	19.2
Grade 5	32.0	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: SKINNER EL  
Campus Number: 031901112

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

Total Students: 425  
Grade Span: PK - 05  
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	45.5	100.0%	100.0%	100.0%
Professional Staff:	33.6	73.9%	56.5%	64.1%
Teachers	26.3	57.7%	44.0%	49.8%
Professional Support	4.3	9.5%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	6.6%	2.9%	3.0%
Educational Aides:	11.9	26.1%	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:	44.5	97.8%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	25.3	96.2%	90.3%	27.7%
White	1.0	3.8%	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	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	3.8	14.6%	32.0%	23.8%
Females	22.4	85.4%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	20.8	79.1%	79.4%	73.6%
Masters	5.5	20.9%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	7.6%	2.7%	7.0%
1-5 Years Experience	0.0	0.0%	14.3%	28.9%
6-10 Years Experience	4.3	16.4%	17.6%	19.0%
11-20 Years Experience	14.4	55.0%	39.3%	29.3%
Over 20 Years Experience	5.5	21.0%	26.0%	15.7%
Number of Students per Teacher	16.2	n/a	15.2	15.1

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 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	5.5	8.4	5.3
Average Years Experience of Assistant Principals with District	5.5	8.2	4.7
Average Years Experience of Teachers:	14.7	15.1	11.1
Average Years Experience of Teachers with District:	14.5	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,006	\$49,007	\$47,218
1-5 Years Experience	-	\$49,170	\$50,408
6-10 Years Experience	\$48,944	\$50,423	\$52,786
11-20 Years Experience	\$52,536	\$55,575	\$56,041
Over 20 Years Experience	\$61,112	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$53,251	\$55,810	\$54,122
Professional Support	\$59,026	\$67,073	\$64,069
Campus Administration (School Leadership)	\$72,047	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD  
 Campus Name: SKINNER EL  
 Campus Number: 031901112

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

Total Students: 425  
 Grade Span: PK - 05  
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	255	60.0%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	52	12.2%	12.0%	8.1%
Special Education	47	11.1%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	4.0%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.5	1.9%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	21.8	83.0%	78.8%	71.4%
Special Education	2.9	11.1%	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](#)

# Texas Education Agency

## 2018-19 Federal Report Card for Texas Public Schools

**Campus Name:** SKINNER EL

**Campus ID:** 031901112

**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%

<sup>^</sup> 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)

		State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military	
								Ind		Isl	More	Disadv	Econ								Care		
											Races		Disadv										
STAAR Percent at Approaches Grade Level or Above																							
Grade 3	Reading	All	75%	79%	69%	-	69%	-	-	-	-	-	69%	*	25%	78%	60%	69%	70%	-	50%	-	-
		Students																					
		CWD	49%	48%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	20%	0%	60%	-	*	-	-
		CWOD	79%	85%	78%	-	78%	-	-	-	-	-	78%	*	-	78%	65%	84%	71%	-	63%	-	-
		EL	69%	72%	60%	-	60%	-	-	-	-	-	60%	-	20%	65%	60%	67%	50%	-	50%	-	-
		Male	73%	78%	69%	-	69%	-	-	-	-	-	68%	*	0%	84%	67%	69%	-	-	57%	-	-
		Female	78%	81%	70%	-	70%	-	-	-	-	-	70%	-	60%	71%	50%	-	70%	-	*	-	-
Mathematics	All	78%	84%	83%	-	83%	-	-	-	-	-	83%	*	50%	90%	86%	77%	91%	-	80%	-	-	
	Students																						
	CWD	52%	57%	50%	-	50%	-	-	-	-	-	50%	-	50%	-	80%	29%	80%	-	*	-	-	
	CWOD	81%	89%	90%	-	90%	-	-	-	-	-	90%	*	-	90%	86%	88%	93%	-	88%	-	-	
	EL	75%	81%	86%	-	86%	-	-	-	-	-	86%	-	80%	86%	86%	79%	94%	-	88%	-	-	
	Male	78%	84%	77%	-	77%	-	-	-	-	-	76%	*	29%	88%	79%	77%	-	-	86%	-	-	
	Female	78%	85%	91%	-	91%	-	-	-	-	-	91%	-	80%	93%	94%	-	91%	-	*	-	-	
Grade 4	Reading	All	74%	83%	69%	-	69%	-	-	-	-	69%	*	17%	80%	67%	76%	63%	-	*	-	-	
		Students																					
		CWD	44%	50%	17%	-	17%	-	-	-	-	-	17%	-	17%	-	13%	20%	14%	-	*	-	-
		CWOD	78%	89%	80%	-	80%	-	-	-	-	-	79%	*	-	80%	78%	86%	74%	-	*	-	-
		EL	64%	72%	67%	-	67%	-	-	-	-	-	67%	-	13%	78%	67%	71%	63%	-	*	-	-
		Male	71%	81%	76%	-	76%	-	-	-	-	-	76%	-	20%	86%	71%	76%	-	-	*	-	-
		Female	77%	84%	63%	-	63%	-	-	-	-	-	62%	*	14%	74%	63%	-	63%	-	*	-	-
Mathematics	All	74%	82%	65%	-	65%	-	-	-	-	-	64%	*	33%	71%	56%	67%	63%	-	*	-	-	
	Students																						
	CWD	46%	53%	33%	-	33%	-	-	-	-	-	33%	-	33%	-	38%	20%	43%	-	*	-	-	
	CWOD	78%	87%	71%	-	71%	-	-	-	-	-	71%	*	-	71%	59%	75%	68%	-	*	-	-	
	EL	69%	71%	56%	-	56%	-	-	-	-	-	56%	-	38%	59%	56%	62%	50%	-	*	-	-	
	Male	74%	81%	67%	-	67%	-	-	-	-	-	67%	-	20%	75%	62%	67%	-	-	*	-	-	
	Female	74%	82%	63%	-	63%	-	-	-	-	-	62%	*	43%	68%	50%	-	63%	-	*	-	-	
Grade 5	Reading	All	86%	90%	85%	-	85%	-	-	-	-	85%	*	50%	94%	85%	78%	90%	-	43%	-	-	
		Students																					
		CWD	55%	60%	50%	-	50%	-	-	-	-	-	50%	-	50%	-	*	56%	40%	-	*	-	-
		CWOD	89%	96%	94%	-	94%	-	-	-	-	-	94%	*	-	94%	91%	89%	97%	-	*	-	-
		EL	77%	83%	85%	-	85%	-	-	-	-	-	85%	-	*	91%	85%	89%	82%	-	*	-	-
		Male	83%	89%	78%	-	78%	-	-	-	-	-	77%	*	56%	89%	89%	78%	-	-	*	-	-
		Female	88%	92%	90%	-	90%	-	-	-	-	-	90%	*	40%	97%	82%	-	90%	-	50%	-	-
Mathematics	All	89%	96%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-	100%	-	-	
	Students																						
	CWD	68%	81%	100%	-	100%	-	-	-	-	-	100%	-	100%	-	*	100%	100%	-	*	-	-	
	CWOD	92%	98%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	*	-	-	
	EL	85%	94%	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-	*	-	-	
	Male	88%	95%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-	*	-	-	
	Female	90%	97%	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	-	100%	-	-	
Science	All	74%	83%	74%	-	74%	-	-	-	-	-	73%	*	14%	89%	78%	64%	80%	-	14%	-	-	
	Students																						
	CWD	45%	54%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	*	11%	20%	-	*	-	-	



		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWOD	77%	88%	<b>89%</b>	-	89%	-	-	-	-	-	88%	*	-	89%	83%	89%	89%	-	*	-	-
	EL	60%	71%	<b>78%</b>	-	78%	-	-	-	-	-	78%	-	*	83%	78%	90%	71%	-	*	-	-
	Male	74%	83%	<b>64%</b>	-	64%	-	-	-	-	-	63%	*	11%	89%	90%	64%	-	-	*	-	-
	Female	73%	83%	<b>80%</b>	-	80%	-	-	-	-	-	79%	*	20%	89%	71%	-	80%	-	17%	-	-

**STAAR Percent at Meets Grade Level or Above****Grade 3**

Reading	All	44%	46%	<b>31%</b>	-	31%	-	-	-	-	-	30%	*	8%	35%	14%	36%	24%	-	10%	-	-
	Students																					
	CWD	26%	25%	<b>8%</b>	-	8%	-	-	-	-	-	8%	-	8%	-	0%	0%	20%	-	*	-	-
	CWOD	46%	49%	<b>35%</b>	-	35%	-	-	-	-	-	34%	*	-	35%	16%	44%	25%	-	13%	-	-
	EL	35%	32%	<b>14%</b>	-	14%	-	-	-	-	-	14%	-	0%	16%	14%	25%	0%	-	0%	-	-
	Male	41%	44%	<b>36%</b>	-	36%	-	-	-	-	-	34%	*	0%	44%	25%	36%	-	-	14%	-	-
	Female	47%	47%	<b>24%</b>	-	24%	-	-	-	-	-	24%	-	20%	25%	0%	-	24%	-	*	-	-
Mathematics	All	48%	55%	<b>50%</b>	-	50%	-	-	-	-	-	49%	*	25%	55%	40%	49%	52%	-	40%	-	-
	Students																					
	CWD	30%	30%	<b>25%</b>	-	25%	-	-	-	-	-	25%	-	25%	-	40%	0%	60%	-	*	-	-
	CWOD	50%	59%	<b>55%</b>	-	55%	-	-	-	-	-	54%	*	-	55%	41%	59%	50%	-	50%	-	-
	EL	41%	45%	<b>40%</b>	-	40%	-	-	-	-	-	40%	-	40%	41%	40%	38%	44%	-	38%	-	-
	Male	49%	56%	<b>49%</b>	-	49%	-	-	-	-	-	47%	*	0%	59%	38%	49%	-	-	43%	-	-
	Female	46%	53%	<b>52%</b>	-	52%	-	-	-	-	-	52%	-	60%	50%	44%	-	52%	-	*	-	-

**Grade 4**

Reading	All	43%	51%	<b>38%</b>	-	38%	-	-	-	-	-	37%	*	8%	44%	27%	45%	32%	-	*	-	-
	Students																					
	CWD	24%	25%	<b>8%</b>	-	8%	-	-	-	-	-	8%	-	8%	-	0%	20%	0%	-	*	-	-
	CWOD	46%	55%	<b>44%</b>	-	44%	-	-	-	-	-	43%	*	-	44%	32%	50%	39%	-	*	-	-
	EL	30%	33%	<b>27%</b>	-	27%	-	-	-	-	-	27%	-	0%	32%	27%	38%	17%	-	*	-	-
	Male	41%	51%	<b>45%</b>	-	45%	-	-	-	-	-	45%	-	20%	50%	38%	45%	-	-	*	-	-
	Female	46%	50%	<b>32%</b>	-	32%	-	-	-	-	-	30%	*	0%	39%	17%	-	32%	-	*	-	-
Mathematics	All	46%	52%	<b>30%</b>	-	30%	-	-	-	-	-	29%	*	8%	34%	20%	36%	24%	-	*	-	-
	Students																					
	CWD	27%	28%	<b>8%</b>	-	8%	-	-	-	-	-	8%	-	8%	-	0%	20%	0%	-	*	-	-
	CWOD	49%	56%	<b>34%</b>	-	34%	-	-	-	-	-	33%	*	-	34%	24%	39%	29%	-	*	-	-
	EL	39%	37%	<b>20%</b>	-	20%	-	-	-	-	-	20%	-	0%	24%	20%	29%	13%	-	*	-	-
	Male	48%	55%	<b>36%</b>	-	36%	-	-	-	-	-	36%	-	20%	39%	29%	36%	-	-	*	-	-
	Female	45%	49%	<b>24%</b>	-	24%	-	-	-	-	-	22%	*	0%	29%	13%	-	24%	-	*	-	-

**Grade 5**

Reading	All	53%	56%	<b>45%</b>	-	45%	-	-	-	-	-	43%	*	0%	57%	42%	37%	50%	-	14%	-	-
	Students																					
	CWD	27%	28%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	56%	61%	<b>57%</b>	-	57%	-	-	-	-	-	55%	*	-	57%	48%	56%	57%	-	*	-	-
	EL	36%	37%	<b>42%</b>	-	42%	-	-	-	-	-	42%	-	*	48%	42%	44%	41%	-	*	-	-
	Male	50%	53%	<b>37%</b>	-	37%	-	-	-	-	-	35%	*	0%	56%	44%	37%	-	-	*	-	-
	Female	56%	58%	<b>50%</b>	-	50%	-	-	-	-	-	49%	*	0%	57%	41%	-	50%	-	17%	-	-
Mathematics	All	57%	69%	<b>70%</b>	-	70%	-	-	-	-	-	69%	*	29%	81%	65%	52%	83%	-	43%	-	-
	Students																					
	CWD	31%	40%	<b>29%</b>	-	29%	-	-	-	-	-	29%	-	29%	-	*	11%	60%	-	*	-	-
	CWOD	60%	75%	<b>81%</b>	-	81%	-	-	-	-	-	80%	*	-	81%	70%	72%	86%	-	*	-	-
	EL	46%	55%	<b>65%</b>	-	65%	-	-	-	-	-	65%	-	*	70%	65%	67%	65%	-	*	-	-
	Male	56%	68%	<b>52%</b>	-	52%	-	-	-	-	-	50%	*	11%	72%	67%	52%	-	-	*	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Female	57%	71%	83%	-	83%	-	-	-	-	-	82%	*	60%	86%	65%	-	83%	-	50%	-	-
Science	All	48%	59%	56%	-	56%	-	-	-	-	-	55%	*	0%	70%	63%	54%	58%	-	0%	-	-
	Students																					
	CWD	27%	34%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	50%	63%	70%	-	70%	-	-	-	-	-	69%	*	-	70%	71%	79%	66%	-	*	-	-
	EL	31%	44%	63%	-	63%	-	-	-	-	-	63%	-	*	71%	63%	80%	53%	-	*	-	-
	Male	50%	62%	54%	-	54%	-	-	-	-	-	52%	*	0%	79%	80%	54%	-	-	*	-	-
	Female	45%	56%	58%	-	58%	-	-	-	-	-	56%	*	0%	66%	53%	-	58%	-	0%	-	-

**STAAR Percent at Masters Grade Level****Grade 3**

Reading	All	27%	25%	14%	-	14%	-	-	-	-	-	13%	*	0%	17%	5%	18%	9%	-	10%	-	-
	Students																					
	CWD	10%	8%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-	*	-	-
	CWOD	29%	28%	17%	-	17%	-	-	-	-	-	15%	*	-	17%	5%	22%	11%	-	13%	-	-
	EL	19%	14%	5%	-	5%	-	-	-	-	-	5%	-	0%	5%	5%	8%	0%	-	0%	-	-
	Male	24%	23%	18%	-	18%	-	-	-	-	-	16%	*	0%	22%	8%	18%	-	-	14%	-	-
	Female	29%	28%	9%	-	9%	-	-	-	-	-	9%	-	0%	11%	0%	-	9%	-	*	-	-
Mathematics	All	24%	27%	25%	-	25%	-	-	-	-	-	24%	*	8%	28%	14%	31%	18%	-	20%	-	-
	Students																					
	CWD	12%	13%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	20%	0%	20%	-	*	-	-
	CWOD	25%	29%	28%	-	28%	-	-	-	-	-	27%	*	-	28%	14%	38%	18%	-	25%	-	-
	EL	18%	17%	14%	-	14%	-	-	-	-	-	14%	-	20%	14%	14%	21%	6%	-	13%	-	-
	Male	26%	28%	31%	-	31%	-	-	-	-	-	29%	*	0%	38%	21%	31%	-	-	29%	-	-
	Female	22%	25%	18%	-	18%	-	-	-	-	-	18%	-	20%	18%	6%	-	18%	-	*	-	-

**Grade 4**

Reading	All	21%	23%	18%	-	18%	-	-	-	-	-	17%	*	8%	20%	9%	18%	18%	-	*	-	-
	Students																					
	CWD	8%	8%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	0%	20%	0%	-	*	-	-
	CWOD	23%	25%	20%	-	20%	-	-	-	-	-	19%	*	-	20%	11%	18%	23%	-	*	-	-
	EL	12%	10%	9%	-	9%	-	-	-	-	-	9%	-	0%	11%	9%	10%	8%	-	*	-	-
	Male	20%	22%	18%	-	18%	-	-	-	-	-	18%	-	20%	18%	10%	18%	-	-	*	-	-
	Female	23%	23%	18%	-	18%	-	-	-	-	-	16%	*	0%	23%	8%	-	18%	-	*	-	-
Mathematics	All	27%	29%	13%	-	13%	-	-	-	-	-	11%	*	8%	14%	2%	15%	11%	-	*	-	-
	Students																					
	CWD	13%	14%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	0%	20%	0%	-	*	-	-
	CWOD	29%	32%	14%	-	14%	-	-	-	-	-	12%	*	-	14%	3%	14%	13%	-	*	-	-
	EL	20%	18%	2%	-	2%	-	-	-	-	-	2%	-	0%	3%	2%	5%	0%	-	*	-	-
	Male	29%	33%	15%	-	15%	-	-	-	-	-	15%	-	20%	14%	5%	15%	-	-	*	-	-
	Female	25%	26%	11%	-	11%	-	-	-	-	-	8%	*	0%	13%	0%	-	11%	-	*	-	-

**Grade 5**

Reading	All	29%	27%	22%	-	22%	-	-	-	-	-	22%	*	0%	28%	27%	11%	30%	-	14%	-	-
	Students																					
	CWD	9%	9%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	31%	31%	28%	-	28%	-	-	-	-	-	27%	*	-	28%	30%	17%	34%	-	*	-	-
	EL	14%	13%	27%	-	27%	-	-	-	-	-	27%	-	*	30%	27%	22%	29%	-	*	-	-
	Male	26%	25%	11%	-	11%	-	-	-	-	-	12%	*	0%	17%	22%	11%	-	-	*	-	-
	Female	31%	30%	30%	-	30%	-	-	-	-	-	28%	*	0%	34%	29%	-	30%	-	17%	-	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	36%	45%	46%	-	46%	-	-	-	-	-	45%	*	7%	57%	46%	37%	53%	-	29%	-	-
	CWD	14%	19%	7%	-	7%	-	-	-	-	-	7%	-	7%	-	*	0%	20%	-	*	-	-
	CWOD	38%	50%	57%	-	57%	-	-	-	-	-	55%	*	-	57%	52%	56%	57%	-	*	-	-
	EL	24%	29%	46%	-	46%	-	-	-	-	-	46%	-	*	52%	46%	44%	47%	-	*	-	-
	Male	36%	45%	37%	-	37%	-	-	-	-	-	35%	*	0%	56%	44%	37%	-	-	*	-	-
	Female	35%	45%	53%	-	53%	-	-	-	-	-	51%	*	20%	57%	47%	-	53%	-	33%	-	-
Science	All Students	23%	28%	25%	-	25%	-	-	-	-	-	23%	*	0%	31%	15%	32%	20%	-	0%	-	-
	CWD	11%	13%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	25%	30%	31%	-	31%	-	-	-	-	-	29%	*	-	31%	17%	47%	23%	-	*	-	-
	EL	11%	15%	15%	-	15%	-	-	-	-	-	15%	-	*	17%	15%	30%	6%	-	*	-	-
	Male	25%	32%	32%	-	32%	-	-	-	-	-	30%	*	0%	47%	30%	32%	-	-	*	-	-
	Female	21%	24%	20%	-	20%	-	-	-	-	-	18%	*	0%	23%	6%	-	20%	-	0%	-	-

### STAAR Percent at Approaches Grade Level or Above

#### All Grades

All Subjects	All Students	77%	80%	78%	-	78%	-	-	-	-	-	77%	100%	42%	86%	73%	75%	80%	-	55%	-	-
	CWD	46%	51%	42%	-	42%	-	-	-	-	-	42%	-	42%	-	40%	37%	49%	-	39%	-	-
	CWOD	81%	85%	86%	-	86%	-	-	-	-	-	85%	100%	-	86%	78%	86%	85%	-	65%	-	-
	EL	62%	65%	73%	-	73%	-	-	-	-	-	73%	-	40%	78%	73%	75%	71%	-	55%	-	-
	Male	74%	77%	75%	-	75%	-	-	-	-	-	75%	100%	37%	86%	75%	75%	-	-	57%	-	-
	Female	80%	82%	80%	-	80%	-	-	-	-	-	79%	100%	49%	85%	71%	-	80%	-	54%	-	-
Reading	All Students	73%	74%	74%	-	74%	-	-	-	-	-	74%	*	32%	84%	68%	74%	75%	-	43%	-	-
	CWD	39%	41%	32%	-	32%	-	-	-	-	-	32%	-	32%	-	19%	29%	35%	-	14%	-	-
	CWOD	78%	80%	84%	-	84%	-	-	-	-	-	83%	*	-	84%	76%	86%	82%	-	57%	-	-
	EL	54%	55%	68%	-	68%	-	-	-	-	-	68%	-	19%	76%	68%	72%	64%	-	40%	-	-
	Male	69%	71%	74%	-	74%	-	-	-	-	-	73%	*	29%	86%	72%	74%	-	-	40%	-	-
	Female	78%	78%	75%	-	75%	-	-	-	-	-	74%	*	35%	82%	64%	-	75%	-	45%	-	-
Mathematics	All Students	81%	85%	82%	-	82%	-	-	-	-	-	82%	*	63%	87%	77%	80%	85%	-	81%	-	-
	CWD	53%	61%	63%	-	63%	-	-	-	-	-	63%	-	63%	-	63%	57%	71%	-	86%	-	-
	CWOD	84%	89%	87%	-	87%	-	-	-	-	-	86%	*	-	87%	79%	86%	87%	-	79%	-	-
	EL	72%	78%	77%	-	77%	-	-	-	-	-	77%	-	63%	79%	77%	76%	78%	-	80%	-	-
	Male	79%	84%	80%	-	80%	-	-	-	-	-	79%	*	57%	86%	76%	80%	-	-	80%	-	-
	Female	82%	86%	85%	-	85%	-	-	-	-	-	84%	*	71%	87%	78%	-	85%	-	82%	-	-
Science	All Students	80%	83%	74%	-	74%	-	-	-	-	-	73%	*	14%	89%	78%	64%	80%	-	14%	-	-
	CWD	51%	55%	14%	-	14%	-	-	-	-	-	14%	-	14%	-	*	11%	20%	-	*	-	-
	CWOD	84%	88%	89%	-	89%	-	-	-	-	-	88%	*	-	89%	83%	89%	89%	-	*	-	-
	EL	61%	67%	78%	-	78%	-	-	-	-	-	78%	-	*	83%	78%	90%	71%	-	*	-	-
	Male	79%	82%	64%	-	64%	-	-	-	-	-	63%	*	11%	89%	90%	64%	-	-	*	-	-
	Female	81%	84%	80%	-	80%	-	-	-	-	-	79%	*	20%	89%	71%	-	80%	-	17%	-	-

### STAAR Percent at Meets Grade Level or Above

#### All Grades

All Subjects	All Students	49%	51%	45%	-	45%	-	-	-	-	-	44%	100%	11%	53%	35%	44%	47%	-	18%	-	-
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		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	24%	26%	11%	-	11%	-	-	-	-	-	11%	-	11%	-	9%	6%	18%	-	11%	-	-
	CWOD	52%	55%	53%	-	53%	-	-	-	-	-	52%	100%	-	53%	39%	55%	52%	-	23%	-	-
	EL	29%	30%	35%	-	35%	-	-	-	-	-	35%	-	9%	39%	35%	40%	31%	-	12%	-	-
	Male	47%	50%	44%	-	44%	-	-	-	-	-	43%	100%	6%	55%	40%	44%	-	19%	-	-	
	Female	52%	53%	47%	-	47%	-	-	-	-	-	46%	100%	18%	52%	31%	-	47%	-	18%	-	-
Reading	All	47%	46%	38%	-	38%	-	-	-	-	-	36%	*	5%	45%	26%	39%	36%	-	10%	-	-
	Students																					
	CWD	21%	21%	5%	-	5%	-	-	-	-	-	5%	-	5%	-	0%	5%	6%	-	0%	-	-
	CWOD	50%	51%	45%	-	45%	-	-	-	-	-	43%	*	-	45%	30%	49%	41%	-	14%	-	-
	EL	23%	22%	26%	-	26%	-	-	-	-	-	26%	-	0%	30%	26%	33%	19%	-	7%	-	-
	Male	43%	43%	39%	-	39%	-	-	-	-	-	38%	*	5%	49%	33%	39%	-	10%	-	-	-
Female	51%	49%	36%	-	36%	-	-	-	-	-	35%	*	6%	41%	19%	-	36%	-	9%	-	-	
Mathematics	All	51%	56%	50%	-	50%	-	-	-	-	-	49%	*	21%	56%	38%	45%	53%	-	33%	-	-
	Students																					
	CWD	26%	32%	21%	-	21%	-	-	-	-	-	21%	-	21%	-	19%	10%	35%	-	29%	-	-
	CWOD	54%	61%	56%	-	56%	-	-	-	-	-	55%	*	-	56%	41%	55%	56%	-	36%	-	-
	EL	37%	41%	38%	-	38%	-	-	-	-	-	38%	-	19%	41%	38%	39%	37%	-	20%	-	-
	Male	50%	56%	45%	-	45%	-	-	-	-	-	44%	*	10%	55%	39%	45%	-	30%	-	-	-
Female	51%	57%	53%	-	53%	-	-	-	-	-	52%	*	35%	56%	37%	-	53%	-	36%	-	-	
Science	All	53%	54%	56%	-	56%	-	-	-	-	-	55%	*	0%	70%	63%	54%	58%	-	0%	-	-
	Students																					
	CWD	25%	29%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	56%	58%	70%	-	70%	-	-	-	-	-	69%	*	-	70%	71%	79%	66%	-	*	-	-
	EL	26%	30%	63%	-	63%	-	-	-	-	-	63%	-	*	71%	63%	80%	53%	-	*	-	-
	Male	53%	55%	54%	-	54%	-	-	-	-	-	52%	*	0%	79%	80%	54%	-	*	-	-	-
Female	53%	53%	58%	-	58%	-	-	-	-	-	56%	*	0%	66%	53%	-	58%	-	0%	-	-	

**STAAR Percent at Masters Grade Level**

## All Grades

All Subjects	All	23%	23%	23%	-	23%	-	-	-	-	-	22%	90%	4%	27%	14%	23%	23%	-	12%	-	-
	Students																					
	CWD	8%	11%	4%	-	4%	-	-	-	-	-	4%	-	4%	-	3%	4%	5%	-	6%	-	-
	CWOD	25%	25%	27%	-	27%	-	-	-	-	-	26%	90%	-	27%	16%	29%	26%	-	16%	-	-
	EL	11%	11%	14%	-	14%	-	-	-	-	-	14%	-	3%	16%	14%	16%	13%	-	6%	-	-
	Male	22%	22%	23%	-	23%	-	-	-	-	-	22%	80%	4%	29%	16%	23%	-	14%	-	-	-
	Female	24%	23%	23%	-	23%	-	-	-	-	-	22%	100%	5%	26%	13%	-	23%	-	11%	-	-
Reading	All	20%	17%	18%	-	18%	-	-	-	-	-	17%	*	3%	22%	12%	16%	20%	-	10%	-	-
	Students																					
	CWD	7%	7%	3%	-	3%	-	-	-	-	-	3%	-	3%	-	0%	5%	0%	-	0%	-	-
	CWOD	22%	19%	22%	-	22%	-	-	-	-	-	20%	*	-	22%	13%	19%	23%	-	14%	-	-
	EL	8%	7%	12%	-	12%	-	-	-	-	-	12%	-	0%	13%	12%	11%	12%	-	7%	-	-
	Male	17%	15%	16%	-	16%	-	-	-	-	-	15%	*	5%	19%	11%	16%	-	10%	-	-	-
	Female	23%	20%	20%	-	20%	-	-	-	-	-	18%	*	0%	23%	12%	-	20%	-	9%	-	-
Mathematics	All	26%	30%	28%	-	28%	-	-	-	-	-	26%	*	8%	32%	17%	27%	28%	-	19%	-	-
	Students																					
	CWD	11%	15%	8%	-	8%	-	-	-	-	-	8%	-	8%	-	6%	5%	12%	-	14%	-	-
	CWOD	28%	33%	32%	-	32%	-	-	-	-	-	30%	*	-	32%	19%	33%	31%	-	21%	-	-
	EL	16%	18%	17%	-	17%	-	-	-	-	-	17%	-	6%	19%	17%	19%	15%	-	7%	-	-
	Male	25%	30%	27%	-	27%	-	-	-	-	-	26%	*	5%	33%	19%	27%	-	20%	-	-	-
	Female	26%	31%	28%	-	28%	-	-	-	-	-	27%	*	12%	31%	15%	-	28%	-	18%	-	-

Science	All Students	State	District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster	Military
		24%	21%	25%	Amer	25%	-	Ind	-	Isl	More	Disadv	Econ	0%	31%	15%	32%	20%	-	0%	-	-
	CWD	8%	11%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-	*	-	-
	CWOD	26%	22%	31%	-	31%	-	-	-	-	-	29%	*	-	31%	17%	47%	23%	-	*	-	-
	EL	7%	8%	15%	-	15%	-	-	-	-	-	15%	-	*	17%	15%	30%	6%	-	*	-	-
	Male	25%	23%	32%	-	32%	-	-	-	-	-	30%	*	0%	47%	30%	32%	-	-	*	-	-
	Female	23%	19%	20%	-	20%	-	-	-	-	-	18%	*	0%	23%	6%	-	20%	-	0%	-	-

\*\* 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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	73	-	73	-	-	-	-	-	72	58	70
CWD	58	-	58	-	-	-	-	-	58	58	45
CWOD	76	-	76	-	-	-	-	-	75	-	75
EL	70	-	70	-	-	-	-	-	70	45	70
Male	71	-	71	-	-	-	-	-	71	64	72
Female	74	-	74	-	-	-	-	-	73	50	69
<b>Mathematics</b>											
All Students	68	-	68	-	-	-	-	-	67	75	55
CWD	75	-	75	-	-	-	-	-	75	75	50
CWOD	66	-	66	-	-	-	-	-	65	-	56
EL	55	-	55	-	-	-	-	-	55	50	55
Male	69	-	69	-	-	-	-	-	69	86	53
Female	66	-	66	-	-	-	-	-	66	63	56

#### 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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^	Homeless	Foster Care
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
230	42	18%

^ 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
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	49	-	49	-	-	-	-	-	48	19	41
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%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 +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Y						Y	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Y						Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y
<b>Federal Graduation Status^</b>											
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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Students																
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Students																
	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	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Students																
	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%	-
Science	All	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	*



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

\*\* 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 or	EL	Students	Students with
		students	American			Alaska		Islander	More		with	Disabilities
						Native			Races		Disabilities	(Section 504)
<b>Students Without Disabilities</b>												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two or	EL	Students	Students
		students	American			Alaska		Islander	More		with	with
						Native			Races		Disabilities	Disabilities
												(Section
												504)
Under Zero Tolerance Policies	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
<b>Students With Disabilities</b>												
In-School Suspensions												
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
	Male	0	0	0	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		2
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
	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
	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												
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
	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												
All Students	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
	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
Chronic Absenteeism												
All Students	Male	23	0	23	0	0	0	0	0	11	5	2
	Female	26	0	26	0	0	0	0	0	17	5	0
	Total	49	0	49	0	0	0	0	0	28	10	2
	Male	23	0	23	0	0	0	0	0	11	5	2
	Female	26	0	26	0	0	0	0	0	17	5	0
	Total	49	0	49	0	0	0	0	0	28	10	2

	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	19
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	40	0	38	2	0	0	0	0	26	2
	Female	29	0	29	0	0	0	0	0	26	2
	Total	69	0	67	2	0	0	0	0	52	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

	<b>All School</b>	
	<b>Number</b>	<b>Percent</b>
Inexperienced Teachers, Principals, and Other School Leaders	3.0	10.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.1	4.2%

'-' 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..

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>	<b>District Number of ALT2</b>	<b>District Rate of ALT2</b>	<b>Campus Number of ALT2</b>	<b>Campus Rate of ALT2</b>
Grade 3						
Reading	5,881	1%	66	2%	-	-
Mathematics	5,880	1%	66	2%	-	-
Grade 4						
Reading	6,312	2%	60	2%	-	-
Mathematics	6,311	2%	60	2%	-	-
Grade 5						
Reading	6,133	1%	74	2%	-	-
Mathematics	6,131	1%	74	2%	-	-
Science	6,133	1%	74	2%	-	-

	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 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%	-	-
Reading	45,064	1%	483	2%	-	-
Mathematics	40,350	1%	438	2%	-	-
Science	16,337	1%	186	2%	-	-

\*\*) 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

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 8		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
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

\*\* 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.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER 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 90% to 95% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
91%	92%	93%	94%	95%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	90%	92%	81%
2021	91%	93%	82%
2022	92%	94%	83%
2023	93%	95%	84%
2024	94%	96%	85%

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 100% to 100% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	100%	100%	100%
2021	100%	100%	100%
2022	100%	100%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.



## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER 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 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
2020	98%	100%	97%
2021	99%	100%	98%
2022	100%	100%	99%
2023	100%	100%	100%
2024	100%	100%	100%

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 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	Economic Disadvantage	English Learner
2020	93%	93%	93%
2021	94%	94%	94%
2022	95%	95%	95%
2023	96%	96%	96%
2024	97%	97%	97%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **SKINNER 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 91% to 96% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
92%	93%	94%	95%	96%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	95%	95%	94%
2021	96%	96%	95%
2022	97%	97%	96%
2023	98%	98%	97%
2024	99%	99%	98%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER 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 13% to 18% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
14%	15%	16%	17%	18%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	14%	14%	8%
2021	15%	15%	9%
2022	16%	16%	10%
2023	17%	17%	11%
2024	18%	18%	12%

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 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	44%	44%	47%
2021	45%	45%	48%
2022	46%	46%	49%
2023	47%	47%	50%
2024	48%	48%	51%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **SKINNER 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 58% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	59%	59%	62%
2021	60%	60%	63%
2022	61%	61%	64%
2023	62%	62%	65%
2024	63%	63%	66%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER 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 20% to 25% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
21%	22%	23%	24%	25%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage
2020	21%	21%
2021	22%	22%
2022	23%	23%
2023	24%	24%
2024	25%	25%

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 58% to 63% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage
2020	59%	59%
2021	60%	60%
2022	61%	61%
2023	62%	62%
2024	63%	63%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER 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 36% to 41% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
37%	38%	39%	40%	41%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	36%	34%	33%	9%
2021	37%	35%	34%	10%
2022	38%	36%	35%	11%
2023	39%	37%	36%	12%
2024	40%	38%	37%	13%

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 45% 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	Economic Disadvantage	English Learner	Special Education
2020	45%	43%	44%	18%
2021	46%	44%	45%	19%
2022	47%	45%	46%	20%
2023	48%	46%	47%	21%
2024	49%	47%	48%	22%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER 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 32% to 37% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
33%	34%	35%	36%	37%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	33%	32%	29%	10%
2021	34%	33%	30%	11%
2022	35%	34%	31%	12%
2023	36%	35%	32%	13%
2024	37%	36%	33%	14%

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 52% to 57% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
53%	54%	55%	56%	57%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	53%	52%	51%	28%
2021	54%	53%	52%	29%
2022	55%	54%	53%	30%
2023	56%	55%	54%	31%
2024	57%	56%	55%	32%

Minimum size criteria set to 10 or more students.



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## EARLY CHILDHOOD LITERACY (PK-3)

### HB3 BOARD GOALS

#### 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.



# Texas Accountability Intervention System

## Creating Sustainable Transformation



The Texas Accountability Intervention System (TAIS) is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. TAIS offers a common framework and language for improvement that integrates all accountability systems and measures through an aligned system of support.

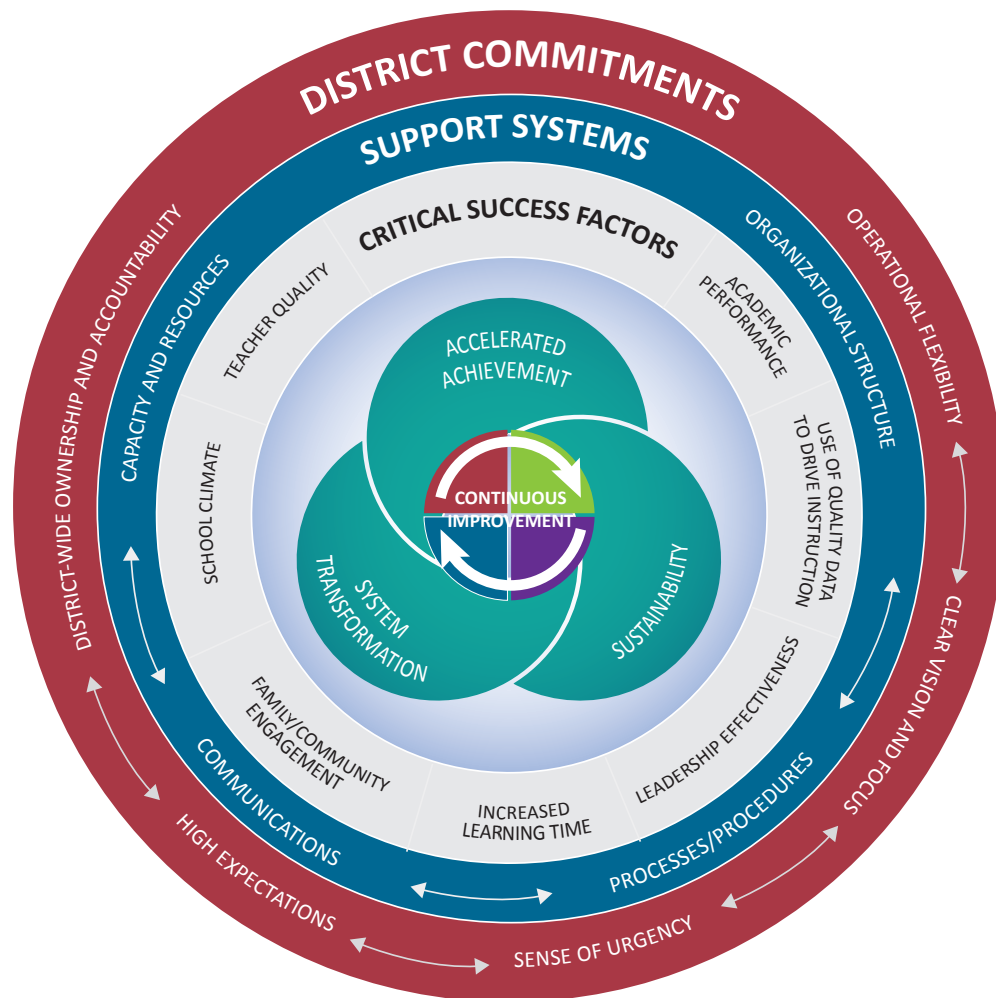
Through TAIS, assistance moves beyond the mere classification of schools and districts to aligned, yet differentiated support based on identified needs. TAIS provides school districts with clearly articulated commitments and support systems needed to engage in thoughtful and holistic school improvement

and was developed through synthesizing decades of school improvement research to identify critical success factors and a cycle of continuous improvement that, when fully implemented, results in accelerated achievement.

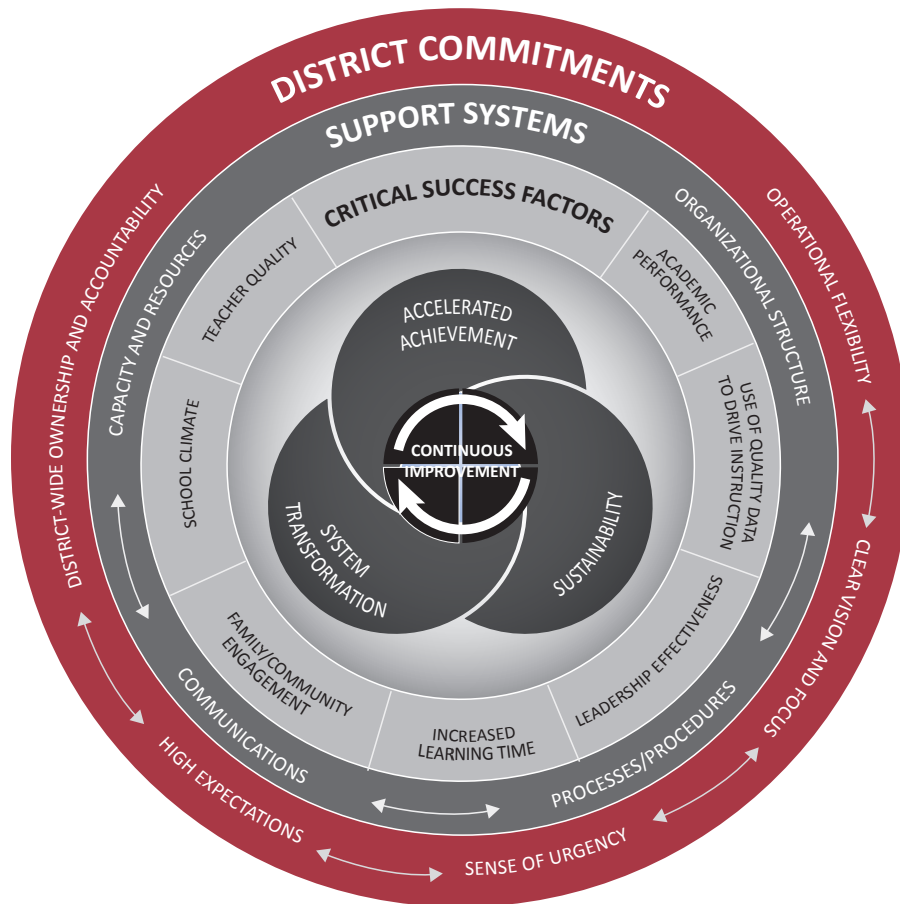
Success requires purposeful actions and thoughtful planning based on analyzing data, determining needs, developing targeted plans for improvement, and monitoring the implementation and impact of those plans to ensure a focused, data-driven approach.

# Framework for Continuous District and School Improvement

*What are the essential foundations for success?*



The Texas Accountability Intervention System (TAIS) includes a continuous improvement process built on a foundation of district commitments and support systems. TAIS recognizes the importance of a systemic approach to improvement with an emphasis on the critical success factors (CSFs) and best practice research for improvement planning. The continuous improvement process of data analysis, needs assessment, targeted planning, implementation, and monitoring leads to improved student outcomes. By taking a holistic approach, the TAIS framework leads to and prepares districts and campuses for accelerated achievement, system transformation, and sustainability.



## District Commitments

### Operational Flexibility

The district permits the shifting of resources, processes, and practices in response to the critical needs that have been identified. The district's ability to address the needs of all students is contingent upon allowing customized approaches, expedition of resources, and departures from standard practice when the need is substantiated (Bottoms & Schmidt-Davis, 2010); (Fullan, 2010).

### Clear Vision and Focus

The district strongly articulates a focus on student achievement as its primary work. Clear plans and systems, aligned to that vision, are developed to address increasing performance for all students within the district. The vision is integral and embedded in daily practice and is the driver of improvement by all staff members (Kouzes & Posner, 2007); (Hargreaves, 2013).

### Sense of Urgency

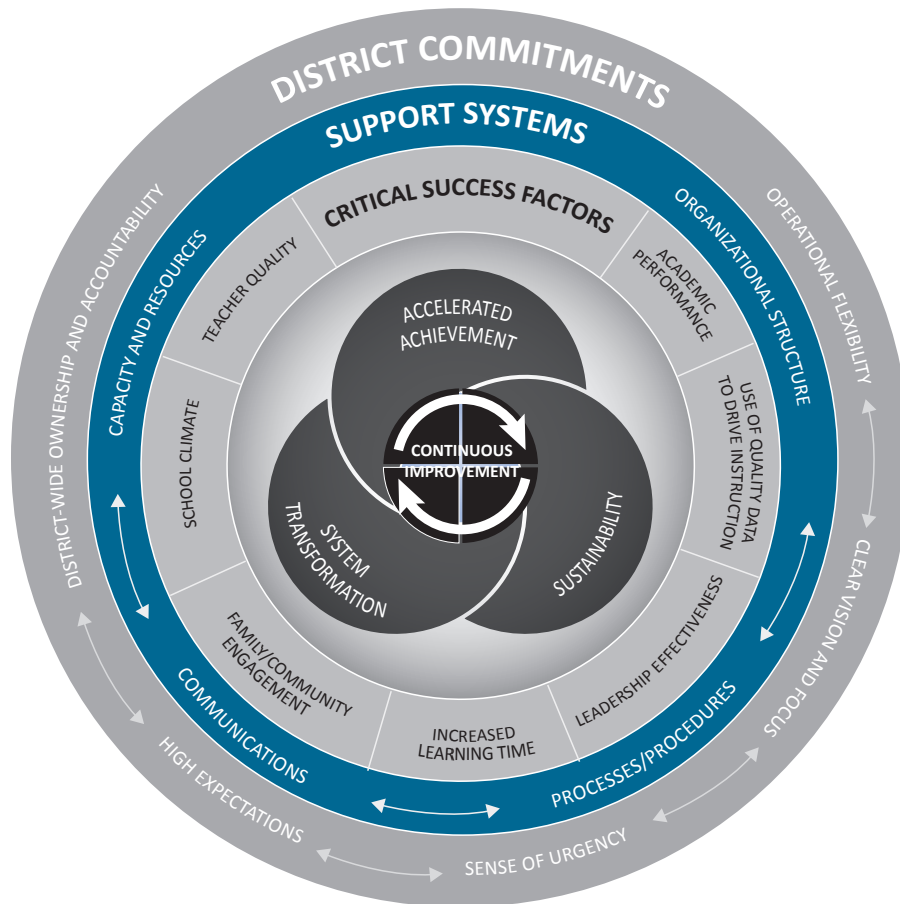
The district, compelled by an intolerance of failure and dissatisfaction with deficits of the current state, sets a priority and presses for rapid action to change ineffective practices and processes that impede student success (Bambrick-Santoyo, 2012); (Kouzes & Posner, 2007); (Dufour & Marzano, 2011).

### High Expectations

Explicit, rigorous standards are in place for student learning with all stakeholders confident that success is attainable. These expectations are pervasively evident and understood by all with a commitment to providing a timely response and/or adjustment when goals are not met (Bambrick-Santoyo, 2012); (Kouzes & Posner, 2007); (Dufour & Marzano, 2011).

### District-Wide Ownership and Accountability

The district leadership recognizes and accepts responsibility for all current levels of performance and transparently interacts with stakeholders to plan and implement improvement initiatives. The district is engaged in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low-performing campuses (Zavadsky, 2012); (Fullan, 2010).



## Support Systems

### Organizational Structure

The organizational structure has clearly delineated roles and responsibilities for personnel that focus on teaching and learning, accountability, and impact on student achievement. District and campus leaders eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of improvement (Dufour & Marzano, 2011); (Bottoms & Schmidt-Davis, 2010); (Fullan, 2010); (Honig, Copeland, Rainey, Lorton, & Newton, 2010).

### Processes/Procedures

Priority is placed upon teaching and learning when establishing and implementing systemic operational protocols that guarantee accountability, availability of resources, and their effective use (Bottoms & Schmidt-Davis, 2010); (Levine, 2013).

### Communication

A clearly defined process exists that ensures a consistent message is being sent, received, and acted upon using multiple, effective delivery systems. Proactive efforts are engaged by district and campus-level staff to establish successful internal communication systems and transparent external communication practices. Communication is focused on a shared and clear vision for continuous improvement which streamlines collaborative efforts toward student success (Kouzes & Posner, 2007); (Dufour & Marzano, 2011).

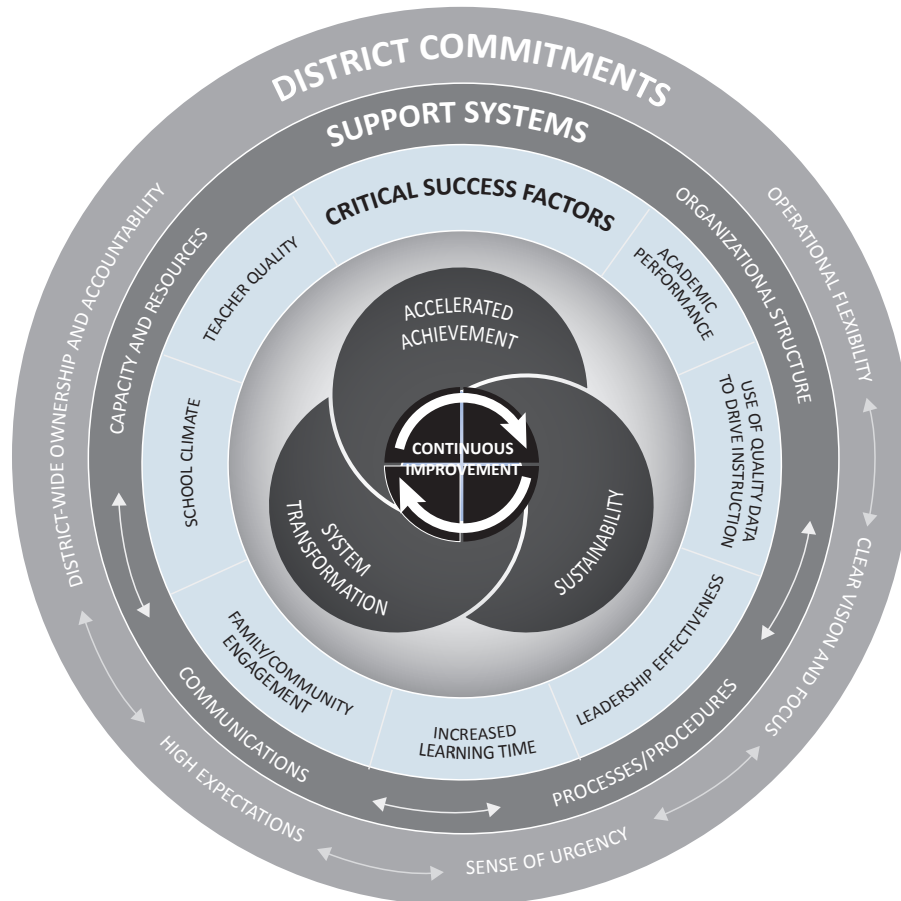
### Capacity and Resources

The organization strategically utilizes internal and external human capital and necessary resources to meet all needs for a successful learning environment. Expertise is purposefully cultivated and sustained through targeted recruitment, retention, and succession planning (Hargreaves, 2013); (Bottoms & Schmidt-Davis, 2011).

# Key Components of a Successful School

## *How are interventions and resources customized for the campus?*

The research is clear, whether interventions are being provided through the district, local education service center (ESC), Texas Education Agency (TEA), or Texas Center for District and School Support (TCDSS), sharing a common language around resources is essential. The Texas Accountability Intervention System (TAIS) framework, including the seven critical success factors (CSFs), provides a common language to anchor the work of school improvement across Texas and create opportunity to match resources to needs.



## Critical Success Factors (CSFs)

The following success factors are foundational elements within the framework of the TAIS developed by TEA and TCDSS. These CSFs serve as key focus areas in school improvement planning. The CSFs documented within these pages are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts.

“...each CSF must be thoughtfully developed by stakeholders to ensure the campus initiatives are successful” (Gates, 2010).

### 1. Academic Performance

Academic performance is the foundational CSF. By ensuring the CSFs of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

### 2. Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al. 2009). For example, academic achievement can improve

when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

### **3. Leadership Effectiveness**

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the campus-based elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, et al. 2004).

### **4. Increased Learning Time**

Research promotes a three-pronged approach to increased learning time that includes the following elements: increased instructional time, increased enrichment activities, and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is “higher academic achievement, especially for disadvantaged students” (Jez & Wassmer, 2011); (Gettinger & Seibert, 2002). Expanded learning time – lengthening of the school day or year – is also a possible strategy to increase learning time. To be utilized successfully, additional learning time must be used strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers to continuously strengthen instruction (Kaplan & Chan, 2011).

### **5. Family and Community Engagement**

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family, and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

### **6. School Climate**

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus’ climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any school’s effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate (Scales & Leffert, 1999).

### **7. Teacher Quality**

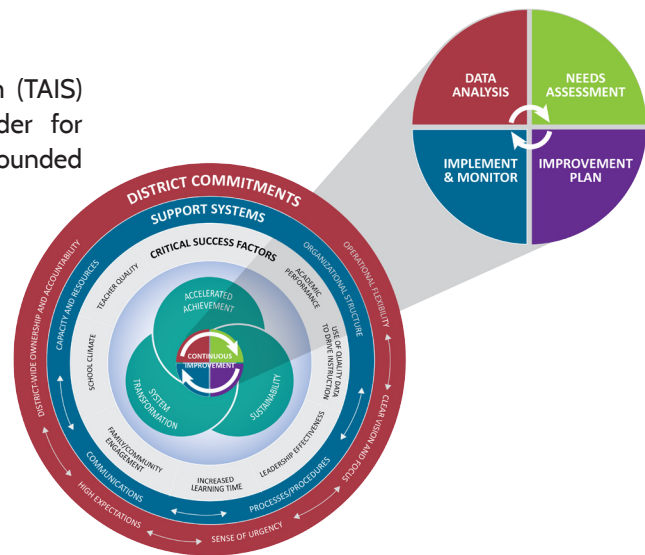
Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantopoulos & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). Districts and campuses can have a direct impact on student achievement through the effective implementation of a comprehensive teacher quality program.

These CSFs reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. CSFs must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.



# Essential Components of Continuous Improvement

At the heart of the Texas Accountability Intervention System (TAIS) framework is the continuous improvement process. In order for sustainable improvement to occur, it is essential that the work is grounded in research-based practice for planning.



## Data Analysis

- A data analysis process is outlined, findings of which feed the needs assessment process and improvement plan; however, the district/campus chooses the data analysis process utilized.
- District/Campus teams conduct a thorough review of all data down to the student level and by the new state indexes, which leads to the identification of problem statements.

## Needs Assessment

- A thorough needs assessment process is outlined, findings of which reveal root causes and inform improvement planning; however, the district/campus chooses the needs assessment process utilized.
- District/Campus teams conduct a needs assessment to identify root causes.

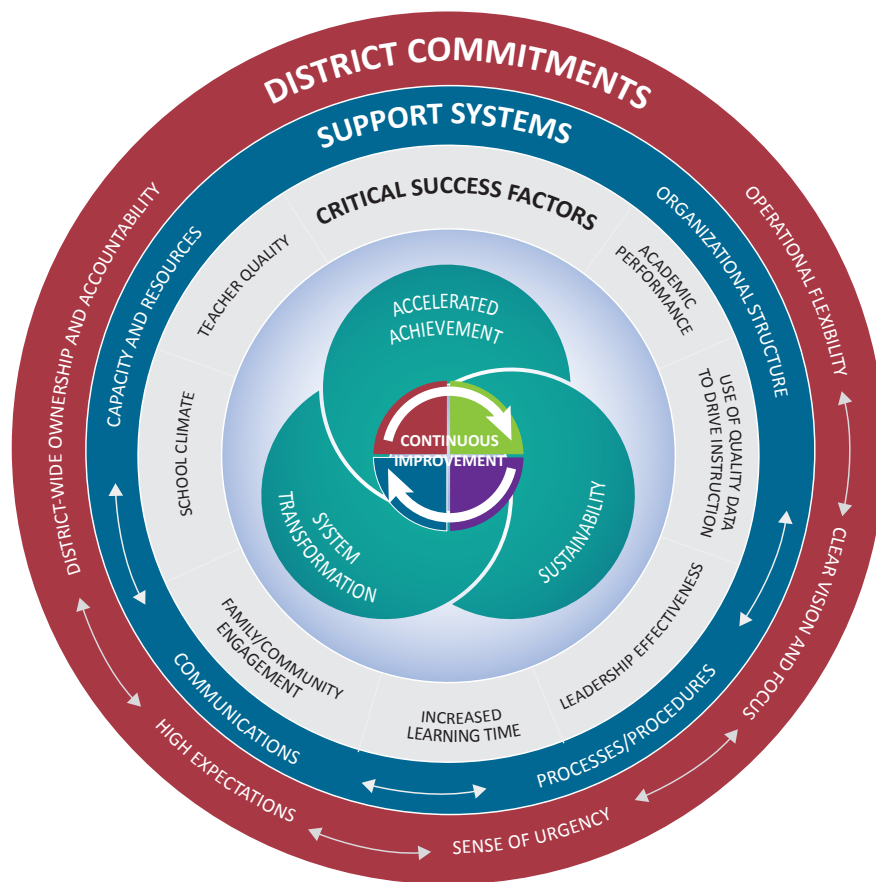
## Implement & Monitor

- An implementation and monitoring process is outlined.
- Improvement plan progress is reviewed and feedback is provided based on goals and actions.

## Improvement Plan

- A planning process to develop an improvement plan is outlined, which addresses findings from the data analysis and needs assessment process.
- District/Campus teams develop an improvement plan that is informed by the findings of data analysis and needs assessment process.
- An improvement plan includes a summary of the data analysis and needs assessment findings, resulting goals, and determined actions that directly address areas of low performance, and any required interventions.
- District/Campus teams may use planning resources to develop actions/strategies for improvement.

**CONTINUOUS  
IMPROVEMENT**



## Outcomes

### Continuous Improvement

Continuous improvement is the result of the dynamic interaction of district commitments and support systems, which ensure all critical success factors (CSFs) are effectively addressed. When these elements are integrated and fully operational, the outcomes of accelerated achievement, sustainability, and system transformation are produced.

### Accelerated Achievement

Accelerated achievement is rapidly attained improvement resulting from an intense and urgent focus on identified areas of need. As barriers to achievement are uncovered and addressed, significant gains are accomplished and performance gaps are reduced.

### Sustainability

Sustainability is the institutionalization of effective systems and processes that maintain progress over time, regardless of changing conditions. Districts ensure capacity for continuity, safeguard successful practices, and maintain commitment to continuous improvement.

### System Transformation

System transformation is the comprehensive change of expectations and behaviors, resulting in sustained innovation and success. Transformation is reflected in all aspects of the organization through fully functioning and effective processes.



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**REGION 13**  
EDUCATION SERVICE CENTER

5701 Springdale Rd. Austin, Texas 78723



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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

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

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**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting  
Procedures**

Student Report

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

Employee Report

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

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Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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**Definitions**

**Bullying**

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student's educational opportunities; or

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- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

**Policy**

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

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

**Internet Posting**

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

**Prevention and  
Mediation**

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

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*