Brownsville Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 4, 2020
Public Presentation Date: October 27, 2020

Mission Statement

Brownsville Independent School District will graduate students who are prepared to excel in higher education and successfully pursue career opportunities in a changing global society by maximizing resources to ensure equitable opportunities for all students.

BISD Board Goals and Priorities Revised April 2019

1. Academic Excellence (provide additional support to increase student achievement in the district)

2. College and Career Readiness

3. Fiscal Management of all District Operations (Provide for a balanced budget with competitive employee compensation and benefits) and Maintain, Upgrade and Build New Facilities (Provide an environment conducive to improved and purposeful learning)

4. Student Enrollment, Recruitment, and Retention (provide additional opportunities to recruit, retain, and engage students)

5. Parent and Community Relations (Provide additional opportunities to recruit, retain, and engage parents and community members)

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Vision

Brownsville ISD Strategic Objectives from Five-year Strategic Plan:

• All students will graduate.
• All students will meet and/or exceed state and national standards of achievement.
• All students will graduate college ready and prepared to excel in their respective career choices.
• All students will become productive, responsible and contributing members of society.

THE STATE OF TEXAS PUBLIC EDUCATION CHAPTER 4 OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. (expanded 2017)

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (added 2017)

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained. (prior Obj. 5)

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards. (prior Obj. 6)

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning. (prior Obj. 7)

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (prior Obj. 8)

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (prior Obj. 9)

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

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Value Statement

Brownsville ISD Core Beliefs

We believe that:

- **Everyone in our community has inherent values, talents, and strengths.**
- **High expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success.**
- **Students are our number one resource.**
- **Academic success nurtures lifelong learning.**
- **Everyone flourishes in a safe and healthy educational environment.**
- **The success of each student, educator and family is vital for the future growth and sustainability of our community.**
- **The community and families share responsibility for the development and mentoring of our students.**

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Comprehensive Needs Assessment

Revised/Approved: May 18, 2020

Needs Assessment Overview

The Brownsville Independent School District (BISD), encompassing 95 square miles, is the largest employer south of San Antonio, Texas. Approximately 6,800 employees have accepted the challenge of serving a population of about 44,000 students. BISD recognizes and addresses the unique cultural lifestyle of South Texas with a broad selection of academic activities and programs for all students. These programs range from Early College High Schools and P-TECH campuses to support programs for students with special needs. Limited English speaking students are served through the Bilingual or English as a Second Language programs. There is significant pride in the progress BISD has made in recent years with regard to state-mandated testing. Better scores have translated into more seniors fulfilling degree requirements and graduating career-ready and college-connected. Academically, both the Southern Association of Colleges and Schools and the Texas Education Agency have accredited Brownsville public schools.

Brownsville ISD has made continuous overall improvement since the 2012-2013 school year. The number of Public Education Grant identified campuses has decreased from six to none over the past several years and BISD has never had more than one campus per year under the Texas Accountability system rated as Improvement Required since 2013 and this year has none rated overall D or F. The areas of the table below highlighted in green indicate an increase over the 2018 Accountability Ratings. Some of the change is relative performance is due to the revised Economically Disadvantaged calculation that changed the district's percentage from 95.8% down to 88.5%.

For 2019-2020, BISD campuses are rated A, B, or C overall in the new TEA Accountability system. BISD has joined Cohort 2 of the Texas Education Agency System of Great Schools to be able to benefit from the supports offered to accelerate the availability of high quality seats for all BISD students. The following table provides the BISD 2019 Accountability Ratings Overall Summary with the district's letter rating. For more specific student performance information, please refer to the TEA 2019 Accountability information at https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html?srch=C

2019 Accountability Ratings Overall Summary for Brownsville ISD

Domain/ Component	Component Score	Scaled Score	Rating
Overall		***91***	**A**
Student Achievement		**87**	**B**
STAAR Performance	52	83	
College, Career, and Military Readiness	67	92	
Graduation Rate	95.4	85	
School Progress	-	**92**	**A**
Academic Growth	69	79	C
Relative Performance (Economically Disadvantaged: 88.5%)	60	92	A
Closing the Gaps	**82**	**87**	**B**

Demographics

Demographics Summary

The Brownsville Independent School District (BISD), encompassing 95 square miles, is the largest employer south of San Antonio, Texas. BISD has over 2,900 teachers and over 600 instructional aides providing instruction to our 45,535 students based on 2018-2019 TAPR data. BISD's student population is over 98% Hispanic, 95.8% economically disadvantaged, 32.5% English Learners (almost all Spanish), and has 66.9% of our students identified as At-Risk based on state criteria. BISD serves over 11,000 students through Special Education, Dyslexia, and 504 services based on individual needs. Almost 90% of BISD teachers are Hispanic and 98% have at least a Bachelor's degree and are highly qualified under the Every Student Succeeds Act (ESSA).

BISD is an integral part of the Brownsville community and refuses to allow the status of Brownsville as one of the poorest cities of its size in the United States to have a negative impact on the education of our students. BISD is very aware that we are no longer the only provider of education in Brownsville and continues to strive to ensure that we are still the "Best Choice" for local students. BISD offers universal feeding under Provision 2 for all students that includes breakfast, lunch and dinner as well as a summer feeding program. Our students are provided with health services at every campus that include periodic health screenings by the campus's licensed nurse or registered nurse.

Demographics Strengths

Despite being a high poverty area (one of the poorest cities in the United States), Brownsville and the school district are respected for not "acting" poor. The district and community work diligently to make sure students come first and have a wide range of opportunities to use to advance out of poverty through education. Although the latest available data indicates that less than 25% of area adults have higher education degrees, BISD graduated over 90% of the students in the Class of 2018 within four years and over 95% of those graduated on the regular or advanced plans.

The BISD 2018-2019 ESSA Equity Plan Committee ranked campuses based on poverty levels and minority percentages. The committee examined the following campus data from 2016-2017 and 2017-2018: percentage of teachers with 0-2 years of experience, percentage of teachers teaching out of field based on emergency certifications, T-TESS Evaluations overall ratings, student attendance, all subject/all grade failure rates, all subject/all grade STAAR/EOC passing rates, and other area information. When comparing the top quartiles based on minority and/or poverty percentages, the committee did continue to find some gaps but noted that the district has significantly smaller gaps then the State of Texas.

The pre-kindergarten programs for three- and four-year-old students continues to expand, especially in offering full day programs at almost all BISD elementary campuses. In 2019-2020, the Extended Day Enrichment Program (EDEP) continued to be offered at all elementary campuses providing academic services along with supper to address the need of families to have a safe and educational setting for young children during the week. On average, over 3,400 students participate daily afterschool in this program throughout the school year in addition to the several thousand attending accelerated instruction to provide tutorials for struggling learners. Unfortunately, the program was not able to be continued due to the COVID-19 "Closed--Instructing" situations and will be on hold until it can be offered safely in the 2020-2021 school year.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause:** District enrollment numbers have continued to decline over the past eight years.

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

Need Statement 3 (Prioritized): Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 5 (Prioritized): Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause:** District surveys and outreach from stakeholders supports this need.

Need Statement 6 (Prioritized): Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause:** District surveys of needs and board directives support this as a priority need.

Student Learning

Student Learning Summary

During the 2019-20 school year, the Curriculum and Instruction Department provided support to district instructional staff in the areas of ELA, Math, Social Studies, Science, Early Childhood, and Physical Education / Health. Through the analysis of data using Tango software, Eduphoria, TEA summary reports, and various surveys, district and campus needs were identified and then ranked by the DEIC membership in May of 2020.

BISD and Texas STAAR/EOC Data for 2017-2019 from TAPR Reports--no STAAR/EOC Data is available for Spring 2020 due to COVID 19 cancellation of State Assessments.

STAAR Performance Rates	Year	BISD	Econ Disadv	EL (Current & Mon.)	Special Ed
All Grades All Subjects	2019	81%	79%	74%	50%
At Approaches Grade Level or Above	2018	78%	78%	61%	47%
	2017	76%	76%	60%	43%
At Meets Grade Level or Above	2019	52%	49%	41%	26%
	2018	49%	48%	24%	25%
	2017	45%	44%	24%	22%
At Masters Grade Level	2019	23%	21%	16%	11%
	2018	21%	20%	8%	10%
	2017	18%	17%	7%	8%

The entire BISD 2019 TAPR report is attached as an addendum to this plan. There will not be any Spring 2020 state assessment data available due to the COVID-19 pandemic; however, BISD plans to participate in the beginning of year TEA provided diagnostic assessments as well as offer additional assessments to use as baselines for instructional progress monitoring during this school year.

Student Learning Strengths

In 2018-2019 and most of 2019-2020, a major factor contributing to district strengths continued to be the consistency in professional development opportunities across core areas supported on campus and in classrooms. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments. Other academic strengths included:

1. Frequent visitation of classrooms, involving modeling, coaching, and providing instructional support ensured constant monitoring of classroom instruction based on the diverse needs of the campus.
2. Collaboration of district and campus staff in analyzing of assessment data was critical to student outcome.

3. Expansion of early childhood programs
4. STEM curriculum required the implementation of project-based learning at all middle schools and introduced 6 cluster STEAM Academies at selected elementary campuses.
5. Co-curricular and extra-curricular activities such as History Fair, Science Fair, Destination Imagination, Brainsville, STEM activities, Coding, Career and Technical CTOs, and Fine Arts were offered to BISD students to help keep them engaged and be able to apply experiences beyond the classroom, campus and district.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.

Need Statement 2 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** District surveys for availability and access from 2019 and Spring 2020.

Need Statement 3 (Prioritized): Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

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

Need Statement 5 (Prioritized): Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 7 (Prioritized): Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 8 (Prioritized): Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause:** Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 9 (Prioritized): Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 10 (Prioritized): Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause:** Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 11 (Prioritized): Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

District Processes & Programs

District Processes & Programs Summary

The BISD Board of Trustees approved the district and campus early childhood and college/career readiness goals in Spring 2020 to monitor progress over the next five years. All campus and district staff collaborate to insure the students have access to all needed resources and supports to be academically successful and be prepared to graduate and enter college and/or pursue a career. BISD has continued restructuring and relocating of departments over the past few years to strengthen the communication and collaboration between and among related departments and programs. Beginning with the 2016-2017 school year, area administrators started working with strategically chosen campuses instead of clusters; however, with in January 2019, the district reverted to cluster-based leadership at the Assistant Superintendent level. In part this was to ensure that strong campuses within the clusters worked more closely with their peer campuses that were not as strong and also to better support the vertical alignment within the 6 feeder patterns.

In the Curriculum Department, each respective content area developed, implemented, and monitored district frameworks that reflected research-based strategies and best practices. All core content areas conducted grade-level, department, chairperson meetings, content clinics, and on-campus/in-classroom professional development. The Fall and Spring Literacy Conferences focused on raising the district performance on all state assessments by supporting literacy strategies across the curricula. Furthermore, Curriculum and Instruction conducted campus monitoring through meeting with administrators, planning with teachers, classroom observations with feedback, and through district assessments.

English Language Arts

The district compiled an Action Plan for ELA in the summer 2017 that is to continue to be implemented for 2018-2019 through strategies included in the current District Improvement Plan. The ELA Action Plan provides guidelines for the implementation of the ELA Plan created in the summer of 2016 with the key strategies, activities, and monitoring actions that are needed to take place at each level. The documents also identified key personnel for following up on the implementation. Reading initiatives for 2018-2019 again included a Fall and Spring Literacy Conference to support literacy across grade levels and content areas.

Fiction and non-fiction literature was expected to be used as the basis for not only reading but writing throughout the district at all appropriate grade levels. In the area of writing, the major activities for 2018-2019 were the continuation of the “Dr. Kay” strategies for all teachers of core content areas at elementary and secondary levels. The district established the Edgenuity software as the basis for all credit recovery classes at the secondary level as well as supports for retesting for EOCs and TSI preparation.

Mathematics

The main activities for elementary math teachers were focused on professional learning communities with representation from each campus and on-campus/in-campus supports based on specific needs identified by campus leadership. Secondary math teachers were provided sustained professional development through department meetings and co-planning on campus and in-classroom activities.

Science

Teachers from both middle school and high school were also given the opportunity to participate in literacy strategy trainings that were provided by trainers from CPO, Vernier, Coach, Cut Ups, and Summit k12. The purpose of the trainings was to implement literacy strategies during laboratory activities in the classroom.

Social Studies

Social Studies professional development sessions continued to focus on interdisciplinary planning and instruction to sustain and strengthen social studies at the elementary level. At the secondary level, trainings continued to support the integration of primary sources, sheltered instruction, and additional intervention strategies.

Technology

The Technology Services Department provides support to all district wide campuses and offices for computing, networking, web services, and enterprise Technology systems. Our responsibilities include the following areas: Instructional Technology, Technology Training, Network, Voice/Data/Internet Systems, and more. Our technology department team is responsible for the management of the infrastructure throughout our school district.

District Processes & Programs Strengths

Brownsville ISD has been successful in improving its implementation of a wide-range of academic programs and providing supports through a number of programs including Special Education, Bilingual/ESL, Dyslexia, 504, At-Risk, Migrant, Early College High School/Dual Enrollment, and Career and Technical Education (CTE) including P-TECH programs. District departments provide funds and personnel supports to students and campuses. Curriculum area departments have staff that go on to campuses and into classrooms to conduct walkthroughs and observations. Using information from these practices and other available data, staff conduct professional development activities including synchronous and asynchronous trainings, modeling, coaching, and more.

The BISD Guidance and Counseling services include supports for high school students to be strong academically as well as socially and emotionally. BISD has a strong Police and Security Services Department that supports safety around the district with officers as well as planning and, if needed, implementation of Emergency Operation Plans. BISD's Health Services Department staff have been able to return over 90% of students to classes after screening for health concerns as well as provide specific health screenings to all students. The district also implements a very successful Fine Arts program offering Band, Choir, Visual Arts, Dance, and Estudiantina programs at many grade levels. Physical Education and sports are also a major programmatic component providing options for students to improve their health and well-being. Our students continue to excel in a very wide range of co-curriculur and extra-curricular programs and competitions. Although the COVID-19 pandemic caused a halt to many competitions, the district believes that these are important opportuniites for our students.

The Parent and Community Engagement Department offers supports for parents and other stakeholders including training opportunities, volunteer opportunities, and community engagement sessions. The Migrant program implements the CAMP programs for identified students and conducts all federal required activities. The Migrant Program action plan can be found as an addendum to the district plan.

Federal and State funds are used to address specific needs and provide supplemental resources and supports from pre-kindergarten through Grade 12.

Need Statements Identifying District Processes & Programs Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.

Need Statement 2 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** District surveys for availability and access from 2019 and Spring 2020.

Need Statement 3 (Prioritized): Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

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

Need Statement 5 (Prioritized): Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to

increase training and supports for implementation of online and blended instruction.

Need Statement 6 (Prioritized): Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 7 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 8 (Prioritized): Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause:** District surveys and outreach from stakeholders supports this need.

Need Statement 9 (Prioritized): Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 10 (Prioritized): Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause:** Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 11 (Prioritized): Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause:** Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 12 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality , especially for secondary students.

Need Statement 13 (Prioritized): Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. **Data Analysis/Root Cause:** Stipends and Extra-duty funds are a programmatic strength and will continue under the 2020-2021 Compensation Plan.

Need Statement 14 (Prioritized): Need to initiate and pilot Teacher Incentive Allotment plans for district and improve instructional staff evaluation calibration district-wide. **Data Analysis/Root Cause:** Faulk MS and Porter ECHS are participating in TIA Cohort A and BISD will apply for participation in Cohort D during 2020-2021.

Need Statement 15 (Prioritized): Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year. **Data Analysis/Root Cause:** Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

Need Statement 16 (Prioritized): Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Perceptions

Perceptions Summary

Overall, while the district continues to be considered as the “Best Choice” by many parents and guardians, the continued decreases in enrollment have been interpreted by the BISD Board of Trustees as indicating a need to do more to market the district and highlight the significant recognitions garnered by students, campuses, and programs.

Data sources included in this summary are the BISD District compilations of Parent, Staff, and Student Campus Needs Assessment Surveys for 2018-2019 through 2019-2020. BISD’s Parent Surveys for 2019-2020 had 3,415 respondents for both Elementary and Secondary(about 1,061 less than Spring 2019 participation, some campuses were not completed due to COVID-19) with 62% responding in English and 38% responding in Spanish for Elementary (same percentage as in 2018-2019) and with 58% responding in English and 42% responding in Spanish for Secondary (1% increase in English and 1% decrease in Spanish from last year).

Perceptions Strengths

The BISD Parent Survey indicators showed that parents were slightly less satisfied overall (under 80% for 2019 versus over 80% combining "strongly agree" and "agree" for the prior year) with the special program instruction provided while over 91% were in agreement that the regular education program "does a good job of educating students." Over 98% of parents agree that BISD teachers expect their children to do their very best. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 96%). About 65% (95% agreed) of all parents strongly agreed that the feel welcomed at their child's school. The Parental Involvement Department has identified the following as areas of strength:

1. Increased District parent participation at all levels
2. Combined strongly agree and agree statements are in the 95% range for parental support of schools and activities.
3. Over 1,800 informational parent meetings/trainings were conducted at the Campus and District level

Student survey data showed over 82% of the 10,205 elementary students who responded agree that they "Look forward to going to school each day." There was an increase from 72% of the 6,217 middle school students agreed with the statement in 2018 to 79% of the 7,569 students in 2019. In 2018, 66% of the 7,102 high school students agreed the they looked forward to coming to school but this dropped slightly to 63% for 2019 of the 8,384 respondents. In response to "I think this is a good school," 78% of middle school agreed in 2018 up to 83% for 2019 while 80% of the high school students agree with the statement in 2018 dropped to slightly to 79%.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** District attendance showed a continuing decline in student and teacher attendance during Fall 2019.

Need Statement 2 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 3 (Prioritized): Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause:** District surveys of needs and board directives support this as a priority need.

Need Statement 4 (Prioritized): Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality , especially for secondary students.

Priority Need Statements

Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum.

Data Analysis/Root Cause 1: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.

Need Statement 1 Areas: Student Learning - District Processes & Programs

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff.

Data Analysis/Root Cause 2: District surveys for availability and access from 2019 and Spring 2020.

Need Statement 2 Areas: Student Learning - District Processes & Programs

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations.

Data Analysis/Root Cause 3: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 3 Areas: Student Learning - District Processes & Programs

Need Statement 4: Need to increase enrollment and retention of students at all grade levels.

Data Analysis/Root Cause 4: District enrollment numbers have continued to decline over the past eight years.

Need Statement 4 Areas: Demographics

Need Statement 5: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction.

Data Analysis/Root Cause 5: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

Need Statement 5 Areas: Student Learning - District Processes & Programs

Need Statement 6: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 6: District attendance showed a continuing decline in student and teacher attendance during Fall 2019.

Need Statement 6 Areas: Demographics - Perceptions

Need Statement 7: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities.

Data Analysis/Root Cause 7: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 7 Areas: Student Learning - District Processes & Programs

Need Statement 8: Need to increase supports for student and family access to physical and mental health as well as nutritional supports.

Data Analysis/Root Cause 8: Additional state requirements and district student and employee data indicate need.

Need Statement 8 Areas: Demographics - District Processes & Programs

Need Statement 9: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

Data Analysis/Root Cause 9: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 9 Areas: District Processes & Programs - Perceptions

Need Statement 10: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP.

Data Analysis/Root Cause 10: Disciplinary data continues to indicate disproportionality , especially for secondary students.

Need Statement 10 Areas: District Processes & Programs - Perceptions

Need Statement 11: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas).

Data Analysis/Root Cause 11: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 11 Areas: Student Learning - District Processes & Programs

Need Statement 12: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels.

Data Analysis/Root Cause 12: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 12 Areas: Student Learning - District Processes & Programs

Need Statement 13: Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas.

Data Analysis/Root Cause 13: Stipends and Extra-duty funds are a programmatic strength and will continue under the 2020-2021 Compensation Plan.

Need Statement 13 Areas: District Processes & Programs

Need Statement 14: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources.

Data Analysis/Root Cause 14: District surveys and outreach from stakeholders supports this need.

Need Statement 14 Areas: Demographics - District Processes & Programs

Need Statement 15: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements.

Data Analysis/Root Cause 15: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 15 Areas: Student Learning - District Processes & Programs

Need Statement 16: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means.

Data Analysis/Root Cause 16: District surveys of needs and board directives support this as a priority need.

Need Statement 16 Areas: Demographics - Perceptions

Need Statement 17: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders.

Data Analysis/Root Cause 17: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 17 Areas: Student Learning - District Processes & Programs

Need Statement 18: Need to increase supplemental services for struggling and highly able learners using appropriate services.

Data Analysis/Root Cause 18: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 18 Areas: Student Learning

Need Statement 19: Need to initiate and pilot Teacher Incentive Allotment plans for district and improve instructional staff evaluation calibration district-wide.

Data Analysis/Root Cause 19: Faulk MS and Porter ECHS are participating in TIA Cohort A and BISD will apply for participation in Cohort D during 2020-2021.

Need Statement 19 Areas: District Processes & Programs

Need Statement 20: Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year.

Data Analysis/Root Cause 20: Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

Need Statement 20 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Covid-19 factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 18, 2020

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

Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2019 STAAR/EOC Approaches, Meets, and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

HB3 Goal

Evaluation Data Sources: STAAR/EOC CPALLS, TELPAS and other EOY performance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide district-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. Elementary: Language Enrichment, Envision, Coding Initiative programs, The Writers' Academy, TANGO Trends software (PK-8). Secondary: LUCHA Program, STEM/STAMP, Edgenuity, Rosetta Stone, Defined Learning (STEM) K-12: Eduphoria AWARE, ELLEVATION, Mind Play, EL Writing Portfolios (including digital portfolios), Balanced Literacy Model, Pearson Math, Write for Success, TLI Cognitive Routines/Strategies, Inclusion (co-teach) Model, Dyslexia Lab, Texas Gateways, Adaptive Curriculum, EduSmart., Forethought, Google Classroom, SeeSaw, and Schoology **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District Benchmark data (Fall and Spring), State Assessment data, pass/fail rates Summative Impact: +The district will show a 3 point increase in the number of students over the 2019 passing standard on the district-developed assessments and the State assessments. **Staff Responsible for Monitoring:** Assistant Superintendents, C&I Administrators, and Specialists/Lead Teachers **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** - **Equity Plan** - **Population:** All student groups - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** October 19, 2020 **Need Statements:** Student Learning 1, 2, 4 - District Processes & Programs 1, 2, 4 **Funding Sources:** Instructional staff and resources - 199 Local funds - $158,007, Software/Contracts for Curriculum - 162 State Compensatory - 162-13-6299 - $458,150, Curriculum Supplies and Materials - 211 Title I-A - 211-13-6399 - $115,535, Professional support staff and fringe - 162 State Compensatory - 162-13-6119-6146 - $1,078,429				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs every six weeks. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester. **Staff Responsible for Monitoring:** C&I Administrators, Dyslexia/504 Department Lead teachers **Title I Schoolwide Elements:** 2.6 - **Results Driven Accountability** - **Population:** Students identified for support services - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021 **Need Statements:** Student Learning 1 - District Processes & Programs 1 **Funding Sources:** - 199 Local funds, - 162 State Compensatory	35%	50%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels especially for students and teachers for these students in core content areas, Bilingual, Special Education, and CTE. **Milestone's/Strategy's Expected Results/Impact:** Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks Summative: +The district will have a 3 percentage point increase in the number of students who attain Meets Grade Level and Masters Grade Level performance. **Staff Responsible for Monitoring:** Assistant Superintendents, C&I Administrators, Specialists/Lead Teachers **Title I Schoolwide Elements:** 2.4 - **Results Driven Accountability** - **Population:** Struggling learners and teachers - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 1, 3, 9 - District Processes & Programs 1, 3, 16 **Funding Sources:** Curriculum Supplies and materials - 199 Local funds - $27,970, Curriculum Supplies and materials - 162 State Compensatory - 162-13-6395-6399 - $5,890, Tango Software Contract - 211 Title I-A - $235,797, Curriculum Writing/Revising - 162 State Compensatory - 192-13-6118 - $51,000, Targeted Instructional Continuity Grant technology and software - 276 Targeted Improvement School Fund - 276-11-63XX - $77,000	50%	70%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, C-PALLS BOY, MOY Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative impact: +T-TESS summative evaluation data +Job Description/ Evaluations +5% Improvement on State Assessments including STAAR, TPRI/Tejas Lee, C-PALLS EOY, TERRA NOVA Test Results **Staff Responsible for Monitoring:** Human Resources Administration, Federal Programs Administrators, Principals **Title I Schoolwide Elements:** 2.6 - **Population:** Students Grades PK3-12 - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 7 - District Processes & Programs 9				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A) and provide stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A). **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports,Lesson plans, Curriculum Feedback/ walk-through reports Summative: T-TESS or Job Description/ Evaluation summative reports increase 3 percentage point improvement on State Assessments including STAAR, TPRI/Tejas Lee, C-PALLS and TERRA NOVA Test Results for supported students. **Staff Responsible for Monitoring:** Human Resources Administrators Special Programs Administrators Principals **Population:** PK-3 to 12th Students - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 7 - District Processes & Programs 9 **Funding Sources:** Class Size Reduction Teacher - 255 Title II, Part A (TPTR/Class Size) - 255-11-6119 - $800,035, 3 yr old Stipend - 211 Title I-A - 211-11-6117, Title I Teacher - 211 Title I-A - 211-11-6119, Title II-Part A Certified Stipends MS and ECHS - 255 Title II, Part A (TPTR/Class Size) - 255-11-6117 - $1,178,304				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Support campuses to develop 1 hr. academic accelerated instruction programs for student athletes to increase student-athletes focus on academic excellence, while committing to practicing sport skills each day. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Progress reports, Report cards Summative Impact: Improved STAAR/EOC results for athletes **Staff Responsible for Monitoring:** District Athletic Administration and Campus Principal **Population:** Secondary student athletes - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 3 - District Processes & Programs 3	0%	0%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Supplemental student support services will be provided to eligible private school students who are most in need of academic assistance. *Research-based professional development and its travel needs will be provided to teachers of eligible students. *Family and school engagement activities will increase parental involvement and will address the needs of eligible parents. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom Walk-Throughs, Classroom Grades, Six Weeks' Grades Summative: improve End-of-year classroom grade averages compared to mid-year averages +5% point increase on private school standardized assessment scores **Staff Responsible for Monitoring:** Federal Programs Administrators and Private School Administrators **Population:** Eligible private school students - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 3 - District Processes & Programs 3 **Funding Sources:** Funds for Private School Title I Activities - 211 Title I-A - $187,762, Funds for Private Schools Title II-A Activities - 255 Title II, Part A (TPTR/Class Size) - 255-13 - $84,240, Funds for Private Schools Title IV-A Activities - 289-TIV Title IV-A Student Support and Acad. Enri - TEC - $62,400	75%	75%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.
Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

Student Learning

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

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

Need Statement 7: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause**: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 9: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

District Processes & Programs

Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

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

Need Statement 9: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause**: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 16: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

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

Performance Objective 2: BISD early childhood (PK-2) performance will increase by 3 percentage points over end-of-year 2019 results.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: OWL, CPALLS+, TPRI/Tejas LEE data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: BISD will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Full Day with BISD OR half-day sessions for students who qualify under low SES criteria with NINOS Head Start Collaborative with BISD (AM or PM) for students who qualify under the Free Lunch federal criteria as well as other criteria. (supports Board Goal #1 priority) **Milestone's/Strategy's Expected Results/Impact:** Formative: Schedules for teacher/student ratios 22:1 or less, Monthly Payroll analysis, BOY and MOY assessment results Summative: +Improvement on early childhood performance from BOY and MOY to EOY (Tango Trends will provide the district data) **Staff Responsible for Monitoring:** Assistant Superintendents, Curriculum Administrators, NINOS Head Start staff **Population:** PK-3-year-old students as of Sept. 1st - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 - **Revision Date:** October 19, 2020 **Need Statements:** Demographics 1 - Student Learning 1 - District Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide district-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. Hatch Ignite Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Trends Software CIRCLE **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Improved performance on MOY assessments Improved feedback/walkthrough data for Early Childhood teachers Summative Impact: Improved performance on district and state assessments compared to BOY and/or MOY data **Staff Responsible for Monitoring:** Assistant Superintendents, C&I Administrators, Specialists **Population:** PK3-Grade 2 - **Start Date:** August 17, 2020 - **End Date:** June 10, 2021 - **Revision Date:** October 19, 2020 **Need Statements:** Student Learning 1, 4 - District Processes & Programs 1, 4	80%	80%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause**: District enrollment numbers have continued to decline over the past eight years.
Student Learning
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.
District Processes & Programs
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

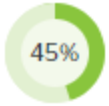
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: BISD Career and Technical Education student participation will increase by 3 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Research Driven Accountability (RDA--was PBMAS) reports, CTE enrollment PEIMS reports, CCMR reports, P-TECH grant indicators

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Increased usage of latest software applications Summative: Increase of at least 1 percentage point annually in the numbers and percentages of students receiving endorsements, certifications and licenses. **Staff Responsible for Monitoring:** CTE Administrative Staff Career Placement Officers Campus Assistant Principals **Population:** CTE students - **Start Date:** August 24, 2020 - **End Date:** June 11, 2021 **Need Statements:** Demographics 5 - Student Learning 3, 9, 10 - District Processes & Programs 3, 8, 11, 16 **Funding Sources:** - 244 Perkins Grant (Fed. CTE)				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: BISD district and campus staff will collaborate with the P-TECH TEA technical service providers and P-TECH advisory committees to implement plans for P-TECH Porter and Hanna Early College High Schools based on the P-TECH Blueprint. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) or Industry Certification Innovative Academy (ICIA) ECHS. **Staff Responsible for Monitoring:** Assistant Superintendents, C&I Administrators, CTE Administrator, DAAS Administrator **Population:** Hanna and Porter ECHS staff and students - **Start Date:** July 6, 2020 - **End Date:** June 25, 2021 **Need Statements:** Student Learning 10 - District Processes & Programs 11 **Funding Sources:** P-TECH Planning grant funds - XXX Pending Grant Funds	30%	35%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Need Statements:

Demographics

Need Statement 5: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.

Student Learning

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 9: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 10: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

District Processes & Programs

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 8: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.

Need Statement 11: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 16: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

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

Performance Objective 4: BISD will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade and continuing through high school with the expectation that all BISD students will graduate college ready. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: TSI test taking and passing data by campus and grade Summative Impact: Increased percentage of students passing each and all TSI assessments at each grade level over previous year. **Staff Responsible for Monitoring:** Assistant Supts for C&I Administrator for College, Career, and Military Readiness ECHS Campus Principals **Title I Schoolwide Elements:** 2.5 - **Population:** Students grades 8 to 12 - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 10 - District Processes & Programs 3, 11	0%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement the school within a school early college high school model at all comprehensive high schools for 9th-10th grade cohort students using the TEA ECHS Blueprint as the guide and ensuring all Blueprint benchmarks are met. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas **Staff Responsible for Monitoring:** Asst. Supt. for C&I, Administrator for Department of CCMR Campus Principals ECHS Directors **Population:** all ECHS students and staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 9 - District Processes & Programs 3, 13, 16	50%	70%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: BECHS will implement the wall-to-wall ECHS model for students in grades 9-12 using the TEA Blueprint as its guide and ensuring all benchmarks are met annually. All other ECHS campuses will implement this model grades 10-11. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas **Staff Responsible for Monitoring:** Administrator for Department of Advanced Academics Campus Principals ECHS Directors **Population:** ECHS staff and students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 9 - District Processes & Programs 3, 16	60%	80%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, for Advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores/passing rates over prior year **Staff Responsible for Monitoring:** Curriculum Administrators DAAS and Fine Arts Administrators **Title I Schoolwide Elements:** 2.4 - **Population:** all K-12 students and teachers - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 3, 9 - District Processes & Programs 3, 16 **Funding Sources:** Dual Enrollment Course Stipends - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117 - $213,009	90%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Need Statements:

Student Learning
Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..
Need Statement 9: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Student Learning

Need Statement 10: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

District Processes & Programs

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 11: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 13: Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. **Data Analysis/Root Cause**: Stipends and Extra-duty funds are a programmatic strength and will continue under the 2020-2021 Compensation Plan.

Need Statement 16: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

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

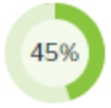
Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Physical Education, and CTE programs by 5% over 2019-2020 participation.

Evaluation Data Sources: Regional and state competition participation numbers and numbers of students advancing to the next performance level.

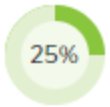
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Elementary, Middle School, and High School Teachers will be provided with training and materials to promote participation in STEAM-related and Robotic Competitions at the campus, district, regional and national/international level. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training documentation and evaluations Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes. **Staff Responsible for Monitoring:** Curriculum Specialists for Math and Science STEM Coordinator CTE Coordinators **Population:** Grades 3-12 teachers and students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 8, 10 - District Processes & Programs 10, 11 **Funding Sources:** STEAM Pilot Resources - 211 Title I-A, Tech Prep Summer Program - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6299, STEM Program supports - 289-TIV Title IV-A Student Support and Acad. Enri	10%	40%		

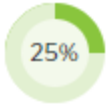
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Increase vertical alignment of STEM/STEAM programs into CTE pathways and programs of study. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes and STAMP/SPACE programs. **Staff Responsible for Monitoring:** Curriculum Specialists for Math and Science, Campus Science Fair Coordinators **Population:** Grades 3-12 teachers and students - **Start Date:** August 17, 2020 - **End Date:** June 18, 2021 **Need Statements:** Student Learning 8, 10 - District Processes & Programs 10, 11	20%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Increased publicity for program participants and recognitions Summative Impacts: +Brainsville Inventions (3rd-12th) 10% increase in student participation at the district level. +Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels. +Poet's Convention (6th-8th) 10% increase in student participation at the district level. +Stock Market Games(4th-12th) 10% increase in student participation at the district level. +UIL Academics (4th-12th) 10% increase in student participation at the district and state level. **Staff Responsible for Monitoring:** Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration **Population:** Grades K-12 teachers and students (especially G/T identified students) - **Start Date:** August 3, 2020 - **End Date:** June 18, 2021 **Need Statements:** Demographics 6 - Student Learning 8, 10 - District Processes & Programs 10, 11 - Perceptions 3				

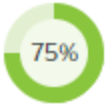
Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Documentation for Students competing at the regional, state and national levels. Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive areas **Staff Responsible for Monitoring:** CTE Administration Campus Administrators Career Placement Officers **Population:** all CTE students - **Start Date:** August 17, 2020 - **End Date:** June 30, 2021 **Need Statements:** Demographics 6 - Student Learning 10 - District Processes & Programs 11 - Perceptions 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Elementary, Middle School and High School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. +10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting at the district level. **Staff Responsible for Monitoring:** Curriculum Administrators Administrator for CCMR, Social Studies Specialists **Population:** Students and Staff Grades 3-12 - **Start Date:** August 10, 2020 - **End Date:** June 18, 2021 **Need Statements:** Student Learning 5 - District Processes & Programs 5, 13				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Teachers/sponsors will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +AMC (6th to 12th) 10% increase in student participation at the district level. +at least 4 middle school campuses will participate in Mathcounts competition in 2018-2019 **Staff Responsible for Monitoring:** Curriculum Administrators Administrator for CCMR Math Specialists **Population:** Grades 3-12 teachers and students - **Start Date:** August 17, 2020 - **End Date:** June 18, 2021 **Need Statements:** Demographics 6 - Student Learning 10 - District Processes & Programs 11 - Perceptions 3				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: BISD will host the annual District Spelling Bee for all elementary and middle school campuses to qualify students to advance to the regional Spelling Bee. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels **Staff Responsible for Monitoring:** Curriculum Administrators, ELA Specialists **Population:** All 3-8th grade students - **Start Date:** November 2, 2020 - **End Date:** February 26, 2021				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: All elementary and middle school campuses will participate in in-school opportunities and after school opportunities to learn coding for Elementary and Middle School students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Increased club memberships Increased participation in challenges and competitions Summative Impact: Increase EOY data for student competition participation and performance compared to prior year **Staff Responsible for Monitoring:** Instructional Technology Services Administration Technology Lead Teachers Principals **Population:** Elementary and Middle School Coding program participating students - **Start Date:** August 3, 2020 - **End Date:** May 28, 2021 **Need Statements:** Student Learning 8, 10 - District Processes & Programs 10, 11 **Funding Sources:** Girls Can Code - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6118-, Coding Stipend - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Elementary and secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Continue providing stipends for staff supporting students based on needs as noted in compensation plan. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased enrollments, performance ratings, and community/competition performances Summative: Increased EOY performance recognitions for advanced levels of competition/performance Increased Student program enrollment increases on choice slips over prior year **Staff Responsible for Monitoring:** District Fine Arts Administrators, Principals Campus directors **Population:** all students and staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Demographics 6 - District Processes & Programs 13 - Perceptions 3				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Increase enrollment in fine arts programs by conducting recruitment concerts and visits **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments over prior year **Staff Responsible for Monitoring:** District Fine Arts Administrators Principal **Population:** All K-12 students and teachers - **Start Date:** November 2, 2020 - **End Date:** May 28, 2021 **Need Statements:** Student Learning 10, 11 - District Processes & Programs 11				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Reports **Staff Responsible for Monitoring:** Athletic Department administration, Campus Principals, Athletic Coordinators **Population:** All Student Athletes - **Start Date:** November 6, 2020 - **End Date:** May 28, 2021				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels. DCNA: SA Strength #5 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One **Staff Responsible for Monitoring:** Athletic Department Administrator, Campus Principals, Athletic Coordinators **Population:** All 5th to 12th grade students - **Start Date:** January 6, 2021 - **End Date:** May 21, 2021	0%	0%		

Strategy 13 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13: Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs. DCNA: SA Strength #5 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs **Staff Responsible for Monitoring:** Athletic Department Administrator, Campus Principals, Athletic Coordinators **Population:** All secondary students and incoming 6th grade students - **Start Date:** May 3, 2021 - **End Date:** June 25, 2021	0%	0%		

Strategy 14 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14: Expand the number of teams at the middle school level for tennis (boys and girls) and baseball teams (boys only) for all campuses (pending CFO approval for additional funds for officials, coaching stipends, meals, and transportation). DCNA: SA Strength #5 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year. **Staff Responsible for Monitoring:** Athletic Department Administrator, Campus Principals, Athletic Coordinators **Population:** All middle school students - **Start Date:** January 6, 2021 - **End Date:** March 12, 2021	0%	45%		

Strategy 15 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15: Increase Space-related STEM/STEAM opportunities for BISD students including Space Settlement Design Tournament and Space Entrepreneur Summer Academy as well as other activities during the school year. **Milestone's/Strategy's Expected Results/Impact:** Formative: student surveys Summative: Student participation in Space activities and surveys **Staff Responsible for Monitoring:** Administrators for C&I Administrators for CTE **Population:** All secondary students - **Start Date:** July 6, 2020 - **End Date:** June 25, 2021 **Need Statements:** Student Learning 10 - District Processes & Programs 11 **Funding Sources:** Space Settlement Design Tournament - 211 Title I-A - 211-11-6299	10%	15%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 5 Need Statements:

Demographics

Need Statement 6: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause** : District surveys of needs and board directives support this as a priority need.

Student Learning

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 8: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 10: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 11: Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause**: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

District Processes & Programs

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 10: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 11: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

District Processes & Programs

Need Statement 13: Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. **Data Analysis/Root Cause**: Stipends and Extra-duty funds are a programmatic strength and will continue under the 2020-2021 Compensation Plan.

Perceptions

Need Statement 3: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause** : District surveys of needs and board directives support this as a priority need.

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 3)

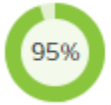
Performance Objective 1: All BISD facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 3)

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan, progress on major upgrades of facilities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All district program areas and campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. DCNA: Board Goal #3 priority **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** District Administration Campus Administration Facilities Administration **Population:** All departments and campuses - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021	20%	20%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. DCNA: Board Goal #3 priority **Milestone's/Strategy's Expected Results/Impact:** Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data **Staff Responsible for Monitoring:** District Administration Campus Administration Facilities and maintenance staff **Population:** All departments and campuses - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021	75%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. DCNA: Board Goal #3 priority **Milestone's/Strategy's Expected Results/Impact:** Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities **Staff Responsible for Monitoring:** District Administration Campus Administration Maintenance Administration **Population:** All students and staff - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** Club and community contributions - No Funds Required				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide middle school 4-lane tracks to promote a safe running and walking area for all P.E./ Athletics students to work on TEA TEKS fitness goals that will improve the students' cardiovascular endurance and overall fitness. Beginning with Besteiro MS, then Lucio MS and then Vela MS--continuing as TRE funds are designated. DCNA: Board Goal #3 priority **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Evaluation Report of existing facilities, District and Campus budgets, Master Schedules Summative Impact: Improved Fitness Gram, Rank One Sport Information, and Completed facilities **Staff Responsible for Monitoring:** Athletic Department Administrator Facilities and Maintenance, Campus Principals, Athletic Coordinators **Population:** All middle school students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Turf the Pace, Hanna, Veterans, and Rivera high-school football/soccer game fields which will provide opportunities for Athletics/P.E. students to complete the TEA TEKS for team sports on a safe terrain. Upgrading P.E. fields which serve as a classroom for students, will motivate them to participate in District athletic programs. DCNA: Board Goal #3 priority **Milestone's/Strategy's Expected Results/Impact:** Formative Results: budget allocations, Number of games/practices cancelled during the individual sport seasons due to inclement weather. Summative Impact: Reduced injuries, less maintenance cost for maintaining/striping fields, and fewer game cancellations **Staff Responsible for Monitoring:** Athletic Administrator, Campus Principals (HS), Athletic Coordinators (HS) **Population:** All high school students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021	100%	100%	100%	✗

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

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 3)

Performance Objective 2: Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all appropriate stakeholders--on hold.

Evaluation Data Sources: Note: Board originally approved LOI agreement but has tabled the process until further notice.

Summative Evaluation: No progress made toward meeting Objective

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

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings. Additional expenditures due to COVID-19 are being offset where possible from other budgeted funds that cannot be currently expended and reimbursed through state and federal COVID-19 compensation programs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. DCNA: Board Goal #3 priority **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** District Administration, Campus Administration, DEIC/SBDM Committees **Population:** BISD Stakeholders - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** Faculty and staff at campus locations - 211 Title I-A	60%	60%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: BISD will use available funds to address the needs created by the district designation of "Closed--Instructing" per emergency declarations by the Governor of Texas and the Texas Education Agency and for implementing the BISD Asynchronous Plan for instruction during the COVID-19 pandemic. DCNA: COVID 19 **Milestone's/Strategy's Expected Results/Impact:** Summative: fund reports for addressing COVID 19 **Staff Responsible for Monitoring:** Deputy Superintendent for Business and Operations Chief Financial Officer **Population:** BISD stakeholders - **Start Date:** March 23, 2020 - **End Date:** June 30, 2021 - **Revision Date:** May 18, 2020	90%	90%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The District will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.
Note: Teachers increases were included in the budget for 2020-2021.
TIA Cohort D plan.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives including Teacher Incentive Allotment. **Milestone's/Strategy's Expected Results/Impact:** Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan **Staff Responsible for Monitoring:** CFO, HR Administration **Population:** High poverty, high minority, and/or low performing schools - **Start Date:** July 1, 2020 - **End Date:** June 11, 2021 **Need Statements:** District Processes & Programs 14	5%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Develop incentives for teachers from business and community resources to improve attendance and performance. DCNA: Board Goal #4 priority **Milestone's/Strategy's Expected Results/Impact:** Formative: improved attendance comparing prior year six weeks to current year six weeks Summative: improved annual teacher attendance and improved student performance on state assessments **Staff Responsible for Monitoring:** Human Resources Administration **Population:** Teachers at all campuses - **Start Date:** July 6, 2020 - **End Date:** June 11, 2021	70%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

District Processes & Programs
Need Statement 14: Need to initiate and pilot Teacher Incentive Allotment plans for district and improve instructional staff evaluation calibration district-wide. **Data Analysis/Root Cause**: Faulk MS and Porter ECHS are participating in TIA Cohort A and BISD will apply for participation in Cohort D during 2020-2021.

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 3: The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The district will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. DCNA: Board Goal #3 priority and ESSA Plan priority **Milestone's/Strategy's Expected Results/Impact:** Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Staff Responsible for Monitoring:** Human Resources Administration Campus SBDM Committees **Population:** All BISD faculty and staff - **Start Date:** August 3, 2020 - **End Date:** June 11, 2021				
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: All District 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 Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The district will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues and will establish a district-wide rotation to ensure participation of all campuses. DCNA: Board Goal #4 priority **Milestone's/Strategy's Expected Results/Impact:** Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles **Staff Responsible for Monitoring:** Public Information Administrator District Administration, Campus Administration **Population:** BISD Stakeholders - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021	50%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Departments and campuses will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. DCNA: Board Goal #4 priority **Milestone's/Strategy's Expected Results/Impact:** Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases **Staff Responsible for Monitoring:** Public Information Administrator District Administration, Campus Administration **Population:** BISD Stakeholders - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021	0%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: All departments and campuses will update websites at least weekly including showcasing student and community activities. DCNA: Board Goal #4 priority **Milestone's/Strategy's Expected Results/Impact:** Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results **Staff Responsible for Monitoring:** Public Information Administrator District Administration, Campus Administration **Population:** Population: BISD Stakeholders - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held each semester by Pupil Services Department. DCNA: Board Goal #4 priority **Milestone's/Strategy's Expected Results/Impact:** Formative results: Published list of campuses receiving awards, Awarding of donated funds and prizes Summative impact: +Increased PEIMS District and Attendance Percentage rates. **Staff Responsible for Monitoring:** CFO Pupil Services Administrator, PEIMS Administrator, Public Information Administrator **Population:** All BISD stakeholders - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will provide information through various media on the District of Innovation Plan. **Milestone's/Strategy's Expected Results/Impact:** 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 calendars taking advantage of DOI flexibility **Staff Responsible for Monitoring:** Superintendent Public Information Officer **Population:** BISD Stakeholders - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The DEIC Calendar committee will provide multiple options to be considered by the Administration to submit to the BISD Board of Trustees for approval. *Revisions to be made to address COVID 19 Closed--Instructing and TEA guidance for opening for the 2020-2021 school year. Need: Decreasing enrollment/ Board approved goal (revised 5-18-2020 to address COVID 19) **Milestone's/Strategy's Expected Results/Impact:** Formative: draft Academic Calendars Summative: Adopted Academic Calendar **Staff Responsible for Monitoring:** Deputy Superintendents, DEIC Calendar subcommittee, Assistant Superintendent for C&I **Population:** All BISD Stakeholders - **Start Date:** November 2, 2020 - **End Date:** June 30, 2021 - **Revision Date:** May 18, 2020	25%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Sources: BAC placement data for 2018-2019, 2019-2020, and 2020-2021 PEIMS discipline report data, PowerSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC 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. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Pupil Services Administrator Campus Behavior Coordinators **Population:** All Students/parents; campus personnel - **Start Date:** August 24, 2020 - **End Date:** June 10, 2021 **Need Statements:** District Processes & Programs 12 - Perceptions 4	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campuses will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: RTI documentation, Discipline reports, Counselor meeting logs, Summative Impact: +eSchool discipline report data Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC. **Staff Responsible for Monitoring:** District RtI Administrator Campus RtI Administrator Campus Counselor **Population:** All students - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021 **Need Statements:** Student Learning 1, 11 - District Processes & Programs 1	35%	80%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services and BAC administration. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative Impact: +Decrease in the number of special education students removed to BAC compared to previous school year. +Reduce the disproportionate placement of special population students to BAC. **Staff Responsible for Monitoring:** Special Services Administration BAC Administration **Population:** All special education students - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021 **Need Statements:** District Processes & Programs 12 - Perceptions 4	25%	25%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus. **Staff Responsible for Monitoring:** Guidance & Counseling Administrator, Campus Behavior Coordinator and/or designee **Population:** All students - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021 **Need Statements:** District Processes & Programs 12 - Perceptions 4	25%	25%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.
Need Statement 11: Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause**: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.
District Processes & Programs
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.

District Processes & Programs

Need Statement 12: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP.
Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality , especially for secondary students.

Perceptions

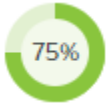
Need Statement 4: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP.
Data Analysis/Root Cause: Disciplinary data continues to indicate disproportionality , especially for secondary students.

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% from 2019-2020 and will not be disproportionate for any population.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campuses 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** District RtI Administrator Special Services Behavior Specialists Campus RtI Administrator **Population:** All Teachers - **Start Date:** July 20, 2020 - **End Date:** June 11, 2021 **Need Statements:** District Processes & Programs 12 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Pupil Services Administrator, Security Services Administrator **Population:** All students - **Start Date:** July 20, 2020 - **End Date:** June 11, 2021 **Need Statements:** District Processes & Programs 12 - Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** RTI Administrator, Special Educational Service Administrator, Police and Security Administrator, PEIMS Administrator, and Campus Administration **Population:** All students - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Need Statements:** District Processes & Programs 12 - Perceptions 4	0%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Campus Counselors and community/non-profit organizations, will address current mental health, safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Guidance & Counseling Department **Population:** All Students, Counselors, Campus staff, and parents/guardians - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Need Statements:** Demographics 3 - District Processes & Programs 6, 12 - Perceptions 4 **Funding Sources:** Guidance programs addressing student supports for mental health - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4C - $115,034	90%	80%	90%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Need Statements:

Demographics
Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

District Processes & Programs

Need Statement 6: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

Need Statement 12: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality , especially for secondary students.

Perceptions

Need Statement 4: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality , especially for secondary students.

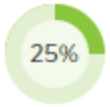
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plans. DCNA: State requirement **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019 **Staff Responsible for Monitoring:** Security Services Department **Population:** All students and staff - **Start Date:** August 3, 2020 - **End Date:** June 10, 2021	0%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Place and assign security officers throughout the year at each elementary, middle and alternative schools. Two Officers will be stationed at each comprehensive High School. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: Increase end of year assignments indicating all campuses have officer and or security officer in place **Staff Responsible for Monitoring:** Security Services Department **Population:** All students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 **Need Statements:** District Processes & Programs 12 - Perceptions 4	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Security Staff, Campus Administration, 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, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community, Emergency Response Team (CERT), and Truancy. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Security Services Administration Guidance and Counselling Administration **Population:** All Students, staff and parents/guardians - **Start Date:** August 3, 2020 - **End Date:** June 11, 2021 **Need Statements:** Demographics 3 - District Processes & Programs 6, 12 - Perceptions 4 **Funding Sources:** Staff Development for BISD Police for classroom Presentations - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4S				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Campuses and district programs will provide Threat Assessment Training and conduct safety drills including evacuation, lock-down, soft lock-down, and shelter-in-place per the district plan. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted all required practice drills **Staff Responsible for Monitoring:** Security Services Campus Administration **Population:** All students and staff - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021 **Need Statements:** Demographics 3 - District Processes & Programs 6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: BISD will initiate professional train the trainers for teaching campus faculty and staff appropriate procedures for all hazards (including active shooter procedures) beginning with high schools and middle schools then continuing with elementary campuses with turn around of training within one month of TOT during 2020-2021. **Milestone's/Strategy's Expected Results/Impact:** Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT **Staff Responsible for Monitoring:** Security Services Campus Administration **Population:** Campus faculty and staff - **Start Date:** August 10, 2020 - **End Date:** June 11, 2021 **Need Statements:** District Processes & Programs 12 - Perceptions 4	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Need Statements:

Demographics

Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

District Processes & Programs

Need Statement 6: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

Need Statement 12: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality , especially for secondary students.

Perceptions

Need Statement 4: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality , especially for secondary students.

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. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase in the number of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.

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

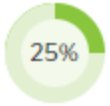
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Electronic equipment/Software will be provided/updated for parent contact; home visits, phone calls and/or obtain signatures, document history of parent contact through eSchoolPlus for attendance purposes and provide training for Building Capacity.; i.e. computer, tablets/case, laptops, scanner, printer and charging cart. Collaborative efforts in providing a district-wide parent notification system; School Messenger. Liaisons will monitor and follow-up on documentation after parent notifications in regards to student attendance. Parent Liaisons will set up a parent station with an easily identifiable canopy obtain parent signatures on district forms or parent conferences related to parent and family engagement and attendance. Further development for document alignment on eSchoolPlus for Parent and Attendance Liaisons. Title I Crate: Title I-A Requirements documentation will be uploaded and stored . **Milestone's/Strategy's Expected Results/Impact:** Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Summative Impact: Training Session Evaluations average scores Increase attendance % rate Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs. Increase on-time graduation Increase parents surveyed with greater understanding of migrant program **Staff Responsible for Monitoring:** Federal Programs Administrator Parent & Family Engagement Administrator State Compensatory Coordinators Youth Connection Project Coordinator **Title I Schoolwide Elements:** 3.2 - **Population:** Parent & Family Engagement, Migrant and State Compensatory Staff - **Start Date:** July 1, 2020 - **End Date:** June 4, 2021 **Need Statements:** Demographics 5, 6 - District Processes & Programs 8 - Perceptions 3 **Funding Sources:** Canopies - 211 Title I-A - 211-61-6399-00 - $203,528, - 211 Title I-A - 211-61-6411-00 - $6,000, Resources needed for Title I Crate - 211 Title I-A - 211-61-6249-65 - $22,500, Salary/Wages PFE staff - 199 Local funds, Salary/Wages - Parent Trainers - 211 Title I-A - 211-61-6129, - 212 Title I-C (Migrant), Resources for PowerSchool - 211 Title I-A - 211-61-6299, Homeless Program support technology - 206 McKinney Vento Grant - 211-61-6398 - $11,370, Resources Need for School Messenger - 211 Title I-A - 211-61-6299, Resource for cell service staff - 211 Title I-A - 211-61-6256 - $8,000, Resources for capital outlay - 211 Title I-A - 211-61-6398-65 - $228,870, Resource for software - Adobe Pro - 211 Title I-A - 211-61-6395-65 - $4,000, Resources needed for Docusign software - 211 Title I-A				

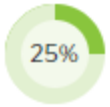
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Each Title I-A, campus develops and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Ensures the School-Parent-Student Compact outlines how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. Elementary campuses will conduct a parent/teacher conference to review the S-P-S Compact. Cada campus del Titulo I-A desarrolla y difunde la Politica de Participacion de los Padres y la Familia y el Pacto S-P-S a los padres de los estudiantes del Titulo I-A participantes y lo publica en el sitio web del campus en ingles y espanol. Asegura que el Pacto entre la escuela, los padres y los estudiantes describe como los padres, todo el personal de la escuela, los estudiantes y los padres comparten la responsabilidad de mejorar el rendimiento de los estudiantes y por que medios la escuela y los padres construiran y desarrollaran una asociacion para ayudar a los ninos a alcanzar el alto nivel del estado. Normas. Las escuelas primarias llevaran a cabo una conferencia de padres y maestros para revisar el Covenio entre la Escuela-Padres-Estudiantes. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Parent and Family Engagement Administrator and Staff **Title I Schoolwide Elements:** 3.1 - **Population:** Parents - **Start Date:** August 12, 2020 - **End Date:** November 30, 2020 **Need Statements:** Demographics 5, 6 - District Processes & Programs 8 - Perceptions 3 **Funding Sources:** - 211 Title I-A - 211-61-6399 - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Ensure representation of community and parent involvement in the decision-making process; DPAC, DEIC, and SBDM's. 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 **Milestone's/Strategy's Expected Results/Impact:** Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members **Staff Responsible for Monitoring:** Parent and Family Engagement Administrator and Staff **Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** Parents - **Start Date:** February 15, 2021 - **End Date:** April 9, 2021 **Need Statements:** Demographics 6 - District Processes & Programs 7 - Perceptions 2, 3 **Funding Sources:** Resources for material/supplies - 211 Title I-A - 211-61-6399	25%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Capitalize on district 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 and seminars. *Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. **Milestone's/Strategy's Expected Results/Impact:** Formative results: MOU's/Agreements,Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets Summative impact: +Increased Partnerships and Parent Volunteers by 5% **Staff Responsible for Monitoring:** Parent and Family Engagement Administrator Public Information Officer **Title I Schoolwide Elements:** 3.2 - **Population:** Parents and Community Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 28, 2021 **Need Statements:** Demographics 6 - District Processes & Programs 7 - Perceptions 2, 3 **Funding Sources:** - 199 Local funds - 199-61-6498 - $5,000, - 211 Title I-A - 211-61-6498 - $1,000	25%	50%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Meet with the Title I-A District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups in October 2020 and February 2021 **Milestone's/Strategy's Expected Results/Impact:** Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions **Staff Responsible for Monitoring:** Parent and Family Engagement Administrator Bilingual, GT, Migrant, Special Ed. Administrators **Title I Schoolwide Elements:** 3.2 - **Population:** Parents and Community Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 28, 2021 **Need Statements:** District Processes & Programs 7 - Perceptions 2 **Funding Sources:** - 211 Title I-A				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide flexible meeting times for Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Early Childhood Literacy Strategies -Effective teaching strategies -Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students -College Readiness -Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations resources. -Building Capacity through training using appropriate equipment and materials for parent and community access to resources **Milestone's/Strategy's Expected Results/Impact:** Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool **Staff Responsible for Monitoring:** Parent and Family Engagement, Special Services Administrator Curriculum Dept. Administrators **Title I Schoolwide Elements:** 3.2 - **Population:** Parents and Community Stakeholders - **Start Date:** August 12, 2020 - **End Date:** May 28, 2021 **Need Statements:** Demographics 5 - District Processes & Programs 7, 8 - Perceptions 2 **Funding Sources:** Reading Materials - 211 Title I-A - 211-61-6325 - $3,000, Printing - 199 Local funds - 199-61-6399-16 - $4,000, Equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents. - 211 Title I-A - 211-61-6399 - $3,000, Consulting - 211 Title I-A - 211-61-6291 - $10,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: The Parent and Family Engagement, Migrant staff and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. **Milestone's/Strategy's Expected Results/Impact:** Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments **Staff Responsible for Monitoring:** Parent and Family Engagement Administration Migrant Coordinators **Population:** Parent and Family Engagement and Migrant funded Staff and Parents - **Start Date:** July 22, 2020 - **End Date:** May 28, 2021 **Need Statements:** District Processes & Programs 7 - Perceptions 2 **Funding Sources:** - 211 Title I-A - 211-61-6411-23 - $5,000, - 212 Title I-C (Migrant)				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals **Staff Responsible for Monitoring:** Parent and Family Engagement Administrator Program Administrators **Population:** Parents - **Start Date:** August 12, 2020 - **End Date:** May 28, 2021 **Need Statements:** Demographics 3 - District Processes & Programs 6, 7 - Perceptions 2				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: BISD Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers. **Milestone's/Strategy's Expected Results/Impact:** Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program **Staff Responsible for Monitoring:** Curriculum Early Childhood staff Campus principals **Population:** all Pre-kindergarten faculty, staff and parents - **Start Date:** August 12, 2020 - **End Date:** May 28, 2021 **Need Statements:** District Processes & Programs 7 - Perceptions 2	50%	100%	100%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Parents of PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy. **Milestone's/Strategy's Expected Results/Impact:** Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate **Staff Responsible for Monitoring:** Curriculum Administration Parent and Family Engagement staff **Population:** Parents - **Start Date:** July 1, 2020 - **End Date:** May 28, 2021 **Need Statements:** Student Learning 1 - District Processes & Programs 1, 7 - Perceptions 2	50%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.
Need Statement 5: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.
Need Statement 6: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause** : District surveys of needs and board directives support this as a priority need.

Student Learning
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.

District Processes & Programs

Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.

Need Statement 6: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

Need Statement 7: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 8: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.

Perceptions

Need Statement 2: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 3: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means. **Data Analysis/Root Cause** : District surveys of needs and board directives support this as a priority need.

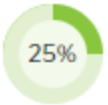
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

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

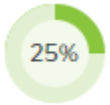
Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide teachers/campus administration 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.	60%	70%	75%	
Milestone's/Strategy's Expected Results/Impact: Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate a 5 percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 1 percentage point increase in the number of students who reach Meets Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.				
Staff Responsible for Monitoring: Assistant Superintendents C&I Administrators				
Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021				
Need Statements: Student Learning 1, 5 - District Processes & Programs 1, 5				
Funding Sources: Professional Development Supplies and Materials - 162 State Compensatory - 162-13-6399 - $451,085, Professional support staff - 199 Local funds - 199-13-6119-6149 - $559,141, Professional Development Supplies and Resources - 199 Local funds - 199-13-6399 - $26,240, Professional Development - 255 Title II, Part A (TPTR/Class Size) - 255 - $194,810, Professional Development Stipends - 211 Title I-A - 211-13-6117 - $44,000, Consulting Services - 162 State Compensatory - 162-13-6291 - $169,800, Supplemental Curriculum Specialists and staff - 211 Title I-A - $673,854, Contracted and other supports - 162 State Compensatory - 162-13-62XX-6499 - $6,325, Region One PD services - 162 State Compensatory - 162-13-6239 - $28,300				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assist campuses with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALLS scores, TELPAS, TERRANOVA **Staff Responsible for Monitoring:** Assistant Superintendents C&I Administrators **Population:** All stakeholders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 4, 5 - District Processes & Programs 4, 5 **Funding Sources:** Substitutes - 199 Local funds - 199-13-6112 - $9,300, Professional Development stipends - 162 State Compensatory - 162-13-6117 - $19,400, SEESAW Learning Inc. Software for campuses - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6299, HOONUIT LLC. ONLINE PROFESSIONAL LEARNING - 289-TIV Title IV-A Student Support and Acad. Enri - 289-13-6299 - $42,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessments relative to the annual goals of the program. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points. **Staff Responsible for Monitoring:** Assistant Superintendents C&I Administrators **Population:** All G/T identified students and teachers providing services - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Increase the rigor of the district Honors and Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses and through annual training. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations Summative Impact: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points. **Staff Responsible for Monitoring:** Assistant Superintendents C&I Administrators **Population:** All subpopulation students and teachers for these students in core content areas and CTE - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 1, 5, 10 - District Processes & Programs 1, 5, 11				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, Arts, and Mathematics initiative and Middle School STEM program. **Milestone's/Strategy's Expected Results/Impact:** Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses. **Staff Responsible for Monitoring:** Assistant Superintendents, C&I Administrators, Specialists Principals **Population:** STEAM Teachers for elementary and MS STEM Teachers - **Start Date:** July 31, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 5, 8 - District Processes & Programs 5, 10 **Funding Sources:** 2nd Annual ISET Conference at Veterans Memorial ECHS - 289-TIV Title IV-A Student Support and Acad. Enri - 289-13-TEC				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, C-PALLS scores, TELPAS +A 5 percentage point increase in the number of students meeting the passing standards on state assessments **Staff Responsible for Monitoring:** Curriculum Administration Professional development Administrator **Population:** All teachers - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 1, 3, 5 - District Processes & Programs 1, 3, 5 **Funding Sources:** PD Travel - 211 Title I-A - 211-13-6411 - $65,500, PD Travel - 199 Local funds - 199-13-6411 - $29,550	75%	50%	5%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: District, 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports,Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results **Staff Responsible for Monitoring:** Curriculum Administration Professional development Administrator Special Programs Administrator **Population:** All teachers and staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 5 - District Processes & Programs 5 **Funding Sources:** - 211 Title I-A	25%	50%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities. **Staff Responsible for Monitoring:** Curriculum Administration Professional development Administrator Special Programs Administrator **Population:** PK-3 to 4 faculty and staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 5 - District Processes & Programs 3, 5	25%	30%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Fine arts students and teachers will be provided professional development training annually. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions **Staff Responsible for Monitoring:** Fine Arts Administration **Population:** Fine Arts Teachers and Students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 5 - District Processes & Programs 5	20%	45%		

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and -Budget and Program Compliance **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention **Staff Responsible for Monitoring:** Area Assistant Superintendents State Compensatory Education Administration Homeless Youth Administration **Population:** Campus faculty and staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Funding Sources:** See campus plans for allocation of funds - 162 State Compensatory	25%	50%		

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: Assist campuses with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy to build instructional capacity starting at the individual classroom level. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALLS scores, TELPAS, TERRANOVA **Staff Responsible for Monitoring:** Educational Technology Integration Specialist, ISET Director, Campus TSTs **Population:** Teachers, School & District Leaders - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021	25%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.
Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.
Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.
Need Statement 8: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.
Need Statement 10: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.
District Processes & Programs
Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students.
Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.
Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.
Need Statement 10: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.
Need Statement 11: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

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 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended leaning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunties to be college and career ready.

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) Summative Impact: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions. **Staff Responsible for Monitoring:** CTE Administration Career Placement Officers **Population:** CTE Faculty and Staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 5, 10 - District Processes & Programs 5, 11	60%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: lesson plans, walkthroughs and observations including trainings and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways **Staff Responsible for Monitoring:** CTE Department Administration **Population:** CTE Project Lead the Way faculty - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 5, 8, 10 - District Processes & Programs 5, 10, 11	60%	65%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

Student Learning

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 8: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 10: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

District Processes & Programs

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 10: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 11: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

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 3: 100% of teachers assigned to instruct students identified for Bilingual services and all secondary English Language Arts teachers assigned to instruct students identified for ESL services will become Bilingual / ESL certified by the 2020-2021 school year.

Evaluation Data Sources: Professional Development records and SBEC Teacher Certification records,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide teachers who service ELs and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include: *Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements. *Coaching for teacher of ELs, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session attendance and Evaluation Reports, Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. **Staff Responsible for Monitoring:** Bilingual Dept. Administration **Population:** Teachers serving BIL/ESL students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 5 - District Processes & Programs 3, 5 **Funding Sources:** State Bilingual - 163 - 163 State Bilingual	75%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Need Statements:

Student Learning
Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..
Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.
District Processes & Programs
Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

District Processes & Programs

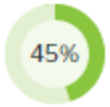
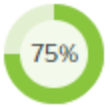
Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

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 4: All district and campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Evaluation Data Sources: Training records for district and campus staff and implementation documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders **Population:** All faculty and staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020 **Need Statements:** Demographics 3 - District Processes & Programs 6, 12 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB) **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting from staff Summative: end of year reports **Staff Responsible for Monitoring:** Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders **Population:** All staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Each campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) **Milestone's/Strategy's Expected Results/Impact:** Formative: Training records, six week reporting of presentations Summative: end of year reports trainings **Staff Responsible for Monitoring:** Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders **Population:** All faculty and staff - **Start Date:** November 16, 2020 - **End Date:** June 11, 2021 - **Revision Date:** November 16, 2020 **Need Statements:** Demographics 3 - District Processes & Programs 6, 12 - Perceptions 4				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Need Statements:

Demographics
Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.
District Processes & Programs
Need Statement 6: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.
Need Statement 12: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality , especially for secondary students.
Perceptions
Need Statement 4: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality , especially for secondary students.

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** All students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Demographics 5 - Student Learning 4 - District Processes & Programs 4, 8 **Funding Sources:** Technology Services - 289-TIV Title IV-A Student Support and Acad. Enri - 289-51-6639, Educational Technologies Activities - 289-TIV Title IV-A Student Support and Acad. Enri				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The District will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Use survey instruments and Learning Management/Classroom Management System software to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** All students and staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021	20%	60%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The District will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography). **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Curriculum Administration State Compensatory Administration **Population:** All Students at risk of dropping out - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 4, 5 - District Processes & Programs 4, 5	45%	50%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 5: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.

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

Student Learning

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

District Processes & Programs

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

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 8: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning.
Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Curriculum Administration CTE Administration Technology Administration **Population:** All students and stakeholders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 2, 4 - District Processes & Programs 2, 4 **Funding Sources:** EDUCATIONAL TECHNOLOGY RESOURCES - 289-TIV Title IV-A Student Support and Acad. Enri - 289-TEC				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The District will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data **Staff Responsible for Monitoring:** Curriculum Administration CTE Administration Technology Administration **Population:** All students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 2, 4 - District Processes & Programs 2, 4, 15 **Funding Sources:** District resources--COVID 19 emergency funding - 199 Local funds	50%	55%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The District will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics, and Coding through foundational skills such as computational thinking, systems thinking, and design thinking. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO partiicpation Increased enrollment in related courses **Staff Responsible for Monitoring:** Curriculum Administration CTE Administration Technology Administration **Population:** All students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 8, 9, 10 - District Processes & Programs 10, 11, 16	20%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

Student Learning
Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

Student Learning

Need Statement 8: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 9: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 10: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

District Processes & Programs

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

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

Need Statement 10: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 11: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause**: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 15: Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year. **Data Analysis/Root Cause**: Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

Need Statement 16: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The district will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Device purchasing reports Device deployment reports Summative Impact: Progress towards successful purchasing and deployment Survey results regarding success of deployment **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** All students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 2 - District Processes & Programs 2, 15	70%	70%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the district in the early fall, mid-year and spring. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** All campuses - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 2 - District Processes & Programs 2, 15	70%	70%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Need Statements:

Student Learning

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

District Processes & Programs

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

Need Statement 15: Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year. **Data Analysis/Root Cause**: Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

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

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The district will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** All students and programs - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 2, 4, 9 - District Processes & Programs 2, 4, 16	0%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The district will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** All students and programs - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 2 - District Processes & Programs 2, 15	60%	85%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Need Statements:

Student Learning

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

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

Need Statement 9: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

District Processes & Programs

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

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

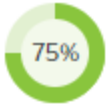
Need Statement 15: Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year. **Data Analysis/Root Cause**: Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

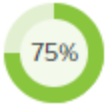
Need Statement 16: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

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

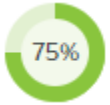
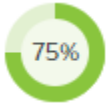
Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce. Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** BISD Stakeholders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 2, 4 - District Processes & Programs 2, 4, 15				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The District will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** BISD Stakeholders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The District will create a database of leaders with expertise in technology integration to provide classroom level partnerships. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records **Staff Responsible for Monitoring:** Curriculum Administration Assistant Superintendents **Population:** All students and staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 4, 5 - District Processes & Programs 4, 5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The District will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Records Summative Results: Software usage reports **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration **Population:** All BISD Parents - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Demographics 5 - Student Learning 2, 4 - District Processes & Programs 2, 4, 8				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 5 Need Statements:

Demographics

Need Statement 5: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.

Student Learning

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

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

Student Learning

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

District Processes & Programs

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

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

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

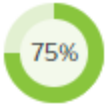
Need Statement 8: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.

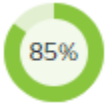
Need Statement 15: Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year. **Data Analysis/Root Cause**: Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

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

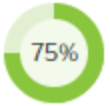
Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

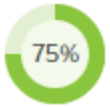
Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers, school leaders, and district leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. *Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration **Population:** All BISD staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 4, 5 - District Processes & Programs 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campuses will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Survey of staff Summative Results: Survey EOY report **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Technology Administration **Population:** Technology Integration Support staff - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 4, 5 - District Processes & Programs 4, 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The District will hold a technology conference, a teacher-led conference, and a student-led conference at least once a year in order to promote and assist with the integration of technology in the classroom, school, and district and better prepare students and leaders for adopting innovation. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Conference agendas and proposals Summative Results: Conference session attendance data Survey of participants **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Technology Administration **Population:** all students, parents, teachers, and school/district leaders - **Start Date:** September 14, 2020 - **End Date:** April 30, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The district will establish a Microsoft Innovative Educator (MIE) partnership with Microsoft, a Apple Certified/ Distinguished teacher program, and a Google Certified Teacher/Trainer/Innovator program. Through this training, the teachers will be discovering, highlighting and enabling innovation and achievement among students, teachers, and all school members. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development reports Summative Results: Aggregate Professional Development Records for Certificates attained **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration **Population:** Teachers, School & District Leaders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 5 - District Processes & Programs 5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: BISD will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration **Population:** Teachers, School & District Leaders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 5 - District Processes & Programs 5				

 No Progress Accomplished Continue/Modify Discontinue

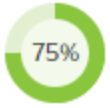
Performance Objective 6 Need Statements:

Student Learning
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.
Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.
District Processes & Programs
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.
Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Technology Administration **Population:** All students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: BISD will define specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Purchase Reports Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports ROI Analysis reports **Staff Responsible for Monitoring:** Curriculum Administration Finance Administration Technology Administration **Population:** All students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 2 - District Processes & Programs 2, 15	70%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 7 Need Statements:

Student Learning
Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.

District Processes & Programs
Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: District surveys for availability and access from 2019 and Spring 2020.
Need Statement 15: Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year. **Data Analysis/Root Cause**: Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Choose a research-based model based on context and needs as determined by a needs assessment such as Kotter's 8-Step Change Model, the Concerns-Based Adoption Model (CBAM), Roger's Diffusion of Innovations, and Ely's Conditions for Change Resources for becoming familiar with different models for facilitating change are available online and in print, like James Ellsworth's Surviving Change: A Survey of Educational Change Models, which provides an overview of a variety of models designed for different purposes. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Selection of Model Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Technology Administration **Population:** BISD stakeholders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Demographics 5 - Student Learning 4 - District Processes & Programs 4, 8	0%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Identify who the agents of change are at the district and school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Technology Administration **Population:** BISD District and Campus Administration - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 4 - District Processes & Programs 4, 15				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create a plan for change that addresses these components, and others that may arise during the needs assessment. Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success. Accelerate creation of plan to address COVID 19 Instructional Continuity. Revised 5-18-2020 **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders **Staff Responsible for Monitoring:** Deputy Superintendent for C&I and Human Resources Curriculum Administration Technology Services Administrator **Population:** Teachers, School & District Leaders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** District Processes & Programs 15				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: BISD will use technology surveys conducted for addressing Closed--Instructing and preparing for the 2020-2021 School year instead of the Future Ready Framework Technology Survey in Spring 2020 to create new baseline data for the district and campus technology needs assessment, setting new technology goals, and developing the strategies for technology for the 2020-2021 District Improvement Plan. DCNA: Technology Plan and COVID 19 Closed--Instructing needs **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Agendas and attendance records Presentations BOY Surveys Summative Results: Agendas Sign in Sheets Presentations EOY Surveys **Staff Responsible for Monitoring:** Educational Technology Integration Specialist, ISET Director, Technology Services Administrator **Population:** Teachers, School & District Leaders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021	0%	45%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 8 Need Statements:

Demographics
Need Statement 5: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need.
Student Learning
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.
District Processes & Programs
Need Statement 4: Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation. **Need Statement 8**: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause**: District surveys and outreach from stakeholders supports this need. **Need Statement 15**: Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year. **Data Analysis/Root Cause**: Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall district 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.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campuses will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Parent Liaisons. **Population:** All BISD students - **Start Date:** August 3, 2020 - **End Date:** June 11, 2021 **Need Statements:** Demographics 1	60%	80%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: 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, no credit letters, and/or court notifications as needed. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Pupil Services Administrator Campus Administration Campus Attendance Personnel **Population:** all BISD students PK to 12th grade - **Start Date:** August 25, 2020 - **End Date:** June 11, 2021 **Need Statements:** Demographics 2 - Perceptions 1	50%	85%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of available donated funds after each semester to successful campuses. Summative Impact: +PEIMS District Attendance Percentage Rates **Staff Responsible for Monitoring:** CFO Pupil Services Administrator PEIMS Administrator **Population:** all BISD campuses - **Start Date:** January 6, 2021 - **End Date:** June 10, 2021	45%	80%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: PEIMS Training on the implementation of new requirements for Student Accounting will be provided to District staff. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors **Staff Responsible for Monitoring:** PEIMS Administrator Campus Administrator **Population:** BISD Campus staff taking attendance - **Start Date:** August 3, 2020 - **End Date:** December 18, 2020	80%	80%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: 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. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Pupil Services Administration Campus Administration **Population:** All students with 3 or more absences - **Start Date:** August 31, 2020 - **End Date:** May 28, 2021	20%	80%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause**: District enrollment numbers have continued to decline over the past eight years.

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

Perceptions

Need Statement 1: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause**: District attendance showed a continuing decline in student and teacher attendance during Fall 2019.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

Targeted or ESF High Priority

Evaluation Data Sources: Drop-out and Graduation rate reports. Refer to Migrant specific program reports for program outcomes.

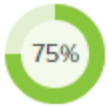
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Population:** grade 1-12 At-risk Students - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Demographics 1 - Student Learning 3 - District Processes & Programs 3 **Funding Sources:** - 162 State Compensatory				

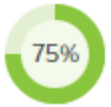
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide out-of-cohort students at the Brownsville Learning Academy accelerated instruction, adequate space, supplies, and staff to increase the number of middle and high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Population:** Middle and High School at risk Students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3 - District Processes & Programs 3 **Funding Sources:** refer to campus plans for allocation of funds and staffing - 162 State Compensatory	25%	55%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide a disciplinary alternative education program at the Brownsville Academic Center that will offer meaningful educational experiences for identified secondary students in a well disciplined environment that provides structure, accelerated instruction, and support services that will improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate, recidivism rate, and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Population:** Middle and High School At-risk Students - **Start Date:** July 6, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 3 - District Processes & Programs 3, 12 - Perceptions 4 **Funding Sources:** See BAC Improvement Plan for allocation of funds and staffing - 162 State Compensatory	25%	30%	60%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at all middle and high schools to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate +Increased Dual enrollment credits earned **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Population:** Middle and High School At-risk Students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 11 - District Processes & Programs 3 **Funding Sources:** See campus plans for salaries for At-Risk Counselors - 162 State Compensatory	25%	50%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide Program Specialists to monitor and coordinate dropout intervention programs for students at all high schools in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS At-Risk Progress Report , Dropout Monitor Report, and Special Programs Report, Student Logs, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Population:** High School At-risk Students - **Start Date:** August 17, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 11 - District Processes & Programs 3 **Funding Sources:** See campus plans for allocation of funds for salaries - 162 State Compensatory	35%	80%	90%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide secondary campuses and Alternative Education Programs with a probation officer to work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Population:** High School At-risk Students - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 3, 11 - District Processes & Programs 3 **Funding Sources:** See campus plans for allocation of funds and staff - 162 State Compensatory				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Provide Communities in School (CIS) Site Coordinators to secondary campuses and Alternative Education Programs in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Population:** Secondary At-Risk Students - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Student Learning 3, 11 - District Processes & Programs 3 **Funding Sources:** see campus plans for allocation of funds - 162 State Compensatory				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Provide pregnant and teen parents Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Population:** Middle and High School At-Risk; Pregnant and Parent Students - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Need Statements:** Demographics 3 - Student Learning 3, 11 - District Processes & Programs 3, 6 **Funding Sources:** See campus plan for funding allocation - 162 State Compensatory	60%	60%	75%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: A food pantry and clothes closet may be implemented at campuses to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** State Compensatory Education Title l-Part A Administrators, Homeless Youth Coordinator **Population:** Elementary, Middle and High School At-risk Students - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021 **Funding Sources:** See campus plans for allocation of any funds - 162 State Compensatory, Homeless staffing - 211 Title I-A, Homeless Support Activities - 211 Title I-A	15%	70%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

Demographics

Need Statement 1: Need to increase enrollment and retention of students at all grade levels. **Data Analysis/Root Cause**: District enrollment numbers have continued to decline over the past eight years.

Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

Student Learning

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 11: Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause**: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

District Processes & Programs

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 6: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

Need Statement 12: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality , especially for secondary students.

Perceptions

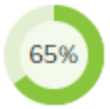
Need Statement 4: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality , especially for secondary students.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

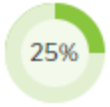
Performance Objective 3: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10% over 2019 results.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students **Staff Responsible for Monitoring:** Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title l- Part A **Title I Schoolwide Elements:** 2.5 - **Population:** Elementary, Middle and High School at-risk Students - **Start Date:** August 25, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 11 - District Processes & Programs 3, 13 **Funding Sources:** Refer to individual campus plans for allocation of these funds. - 162 State Compensatory, Summer School Title IV Activities - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-699, Extended Year Activity Funding - 211 Title I-A - 211-11-6118				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide campuses with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Title I Schoolwide Elements:** 2.5 - **Population:** Elementary, Middle and High School At-risk Students - **Start Date:** August 17, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 7, 11 - District Processes & Programs 3, 9 **Funding Sources:** See campus plans for teachers and salary allocations - 162 State Compensatory				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide Deans of Instruction to 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Curriculum and Instruction Department and State Compensatory Education administration Campus Administration **Population:** Elementary, Middle, and High School At-risk Students - **Start Date:** July 20, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 5, 9 - District Processes & Programs 3, 5, 16 **Funding Sources:** See campus plans for allocation of salaries and FTE - 162 State Compensatory				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** 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, + decreased Retention Rate compared to prior year **Staff Responsible for Monitoring:** Director for Secondary Curriculum Coordinator for State Compensatory Education Director of Dyslexia/504 **Title I Schoolwide Elements:** 2.5 - **Population:** Elementary, Middle, and High School At-risk Students; Dyslexic Students - **Start Date:** August 17, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 7, 9 - District Processes & Programs 3, 9, 16 **Funding Sources:** See campus plans for allocation of staff and salaries - 162 State Compensatory	45%	60%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** State Compensatory Education administration Campus Administration **Title I Schoolwide Elements:** 2.6 - **Population:** all grades At-risk Students - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** Student Learning 3, 4, 9 - District Processes & Programs 3, 4, 16 **Funding Sources:** See campus plans for allocation of funds - 162 State Compensatory	40%	70%	85%	

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 3 Need Statements:

Student Learning

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

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

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 7: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause**: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 9: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 11: Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause**: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

District Processes & Programs

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

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

Need Statement 5: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 9: Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause**: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

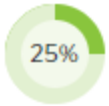
Need Statement 13: Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. **Data Analysis/Root Cause**: Stipends and Extra-duty funds are a programmatic strength and will continue under the 2020-2021 Compensation Plan.

Need Statement 16: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

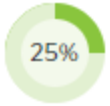
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) and appropriate equipment and facilities to address areas including Prevention of Dating Violence and sexual abuse of children. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation **Staff Responsible for Monitoring:** Curriculum Administration Assistant Superintendents **Population:** All students - **Start Date:** July 6, 2020 - **End Date:** June 11, 2021 **Need Statements:** Demographics 3 - Student Learning 9 - District Processes & Programs 6, 16 **Funding Sources:** Playground Equipment for early childhood (carry forward) - 211 Title I-A - 289-11-6639-00-XXX-Y24-T4H- - $1,482,502				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades. **Staff Responsible for Monitoring:** Health Services Administrator **Population:** District Health Services and Campus Nurses (licensed medical professional RN and LVN). - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The UTRGV Mobile Unit will be providing clinical care services to BISD students. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Monthly reports of services provided Summative impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades. **Staff Responsible for Monitoring:** Health Services Administrator **Population:** all students - **Start Date:** August 17, 2020 - **End Date:** June 11, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The district will conduct a winter coat drive to provide needy students with warm clothing to promote better attendance at school and support student health. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Distribution list of warm clothing provided to students Summative Impact: improve attendance of At-Risk students **Staff Responsible for Monitoring:** State Compensatory Education administration **Population:** At-Risk Students - **Start Date:** November 2, 2020 - **End Date:** December 18, 2020 **Need Statements:** Demographics 2, 3 - District Processes & Programs 6 - Perceptions 1 **Funding Sources:** Winter Coat Drive - 162 State Compensatory - 162-61				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: The district will establish protocols for the safe operation of the district during the COVID 19 Declared Emergency and develop plans for continued operation of the district in a manner that provides for the continued health and safety of all stakeholders. **Milestone's/Strategy's Expected Results/Impact:** Fornative: Strong Start Plans Summative: Limitations in exposure and cases of COVID 19. **Staff Responsible for Monitoring:** BISD Cabinet Administrators Curriculum Administration **Population:** All BISD Stakeholders - **Start Date:** July 6, 2020 - **End Date:** June 30, 2021 **Need Statements:** District Processes & Programs 15				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Need Statements:

Demographics

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

Need Statement 3: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

Student Learning

Need Statement 9: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

District Processes & Programs

Need Statement 6: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.

Need Statement 15: Need to address curricular, technology, and safety/health challenges resulting from COVID 19 requirements for opening of school year. **Data Analysis/Root Cause**: Local, County, State and Federal guidelines and requirements (May 18, 2020 added by DEIC)

Need Statement 16: Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause**: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Perceptions

Need Statement 1: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause**: District attendance showed a continuing decline in student and teacher attendance during Fall 2019.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Brownsville ISD follows a continuous improvement cycle. This means that the district is both continuously and periodically reviewing data to assess and re-assess progress towards meeting district goals and performance objectives. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the district level to be used as part of the comprehensive needs assessment. The DEIC meets monthly and during these meetings, progress reports are made along with a full mid-year progress presentation in January on all performance areas. The membership of the DEIC includes parents, community members, business members and elected teachers and non-teaching professionals from around the entire district. This group reviews quarter 3 progress and a range of data sources (refer to data documentation section) to review existing strengths and needs to determine any changes in these areas. The committee members re-ranked needs and determined priority areas along with BISD Board priorities to complete the CNA process at the April and May DEIC meetings in 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus and program area needs assessments are aggregated to use in determining the needs to be addressed through the district improvement plan (see CNA information). The District Education Improvement Committee is broken into goal area subcommittees that meet with the support of program area staff to review, revise and update the prior year improvement plan. Annually the DEIC approved plan is submitted for BISD Board of Trustees approval of the district goals and performance targets. The major revisions to the 2019-2020 plan were approved by the DEIC on May 13, 2019. A complete list of the DEIC members is included as part of this plan.

2.2: Regular monitoring and revision

The District Improvement Plan strategies are monitored quarterly and revised by the DEIC supported by program area facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The plan is also revised to address any changes in Federal or State law and/or guidelines. Title funds, State Compensatory funds and non-salary local funds are included in plans, as appropriate. Updates to the plan are noted by revision dates in the specific strategies or performance objectives during the current year. The initial plan for 2019-2020 was approved by the DEIC membership on May 13, 2019.

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

The District and Campus Improvement Plans are crurently written in English and translated to Spanish upon request. The district and campuses are seeking a feasible process for getting all plans completely translated as of the summer of 2019. The plans are currently available via campus websites and in paper at every campus as well as through the District.

2.4: Opportunities for all children to meet State standards

Most of the strategies for meeting State standards are found in Goal 1 which focuses on improving all instruction district-wide. The linked strategies are the major ones addressing

opportunities across the district.

2.5: Increased learning time and well-rounded education

The district directs funding to all campuses to support extended day, week and summer learning time opportunities. In addition, the district has departmental staff supporting special education services, dyslexia and 504 services, Bilingual/ESL services, and Advanced Academic Services. Most of these staff work with the implementation of these programs at the campus level and monitoring compliance with program requirements.

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

The main strategies for struggling students are found in Goal 9. These include extended learning time, additional activities for retention, dropout prevention, etc. Refer to selected strategies for key strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district Parental and Community Involvement staff provide campuses with support for reviewing and revising their Parent and Family Engagement policies and activities.The district and campus staff support the distribution of the documents and ensuring that meetings are held along with any required activities.

3.2: Offer flexible number of parent involvement meetings

The district staff provide campuses with guidance and support for regular scheduled weekly meetings and for additional meetings to provide opportunities at times outside of the regular school day.This didstrict also hosts a variety of parental involvement meetings during the school year.

Title I Personnel

Name	Position	Program	FTE
Homeless	Administration	McKinney Vento Act	3

District Education Improvement Council 2020-2021

Committee Role	Name	Position
Administrator	Dr. Rene Gutierrez	Superintendent
Meeting Facilitator	Dr. Anysia Trevino	Deputy Supt. for C&I and HR
Meeting Facilitator	Dr. Dora E. Sauceda	Asst. Supt. for C&I and Assessment
Meeting Facilitator	Roni Louise Rentfro	District Coordinator of School Improvement
Community Representative	Dr. Angelica Fuentes	Associate Vice President of Instruction-Academic Success
Community Representative	Norma Lopez	Retired BISD Educator
Business Representative	Noe Granado	Education Business
Business Representative	Traci Wickett	United Way RGV
Parent	Rosalinda Williams	BISD Parent
Parent	Shayna Fitzwater	BISD Parent
Classroom Teacher	Arturo Trevino, Music Teacher	Aiken Elementary T1
Classroom Teacher	Sandra Arredondo, Grade 3 Teacher	Benavides Elementary T1
Classroom Teacher	Paulette Martinez, ELA Teacher	Besteiro MS T1
Classroom Teacher	Catalina Brown, Science Teacher	BLA 6-12 T1
Classroom Teacher	Patricia Martinez, Special Ed. Teacher	Breeden Elementary T2
Classroom Teacher	Michelle Ybarra, PK Teacher	Brite Elementary T2
Classroom Teacher	Ninfa Garcia, Reading Teacher	Brownsville Academic Center T2 DEIC President
Classroom Teacher	Eduardo Abrego, Health Teacher	Brownsville ECHS T2
Classroom Teacher	Claudia Garcia, KN Teacher	Burns Elementary T1
Classroom Teacher	Carmen Garcia, Grade 2 Teacher	Canales Elementary T2
Classroom Teacher	Lisa Evans, Special Ed. Teacher	Castaneda Elementary, T2
Classroom Teacher	Erika Hinojosa, Grade 1 Teacher	Champion Elementary, T1
Classroom Teacher	Alma Garza, Dyslexia Teacher	Cromack Elementary, T2
Classroom Teacher	Claudia Aguillon, Grade 4 Teacher	Del Castillo Elementary, T1
Classroom Teacher	Maribel Martinez, Special Ed. Teacher	Egly Elementary, T2
Non-classroom Professional	Esmeralda Rodriguez-Castillo, Counselor	El Jardin Elementary, O1

Committee Role	Name	Position
Classroom Teacher	Ashley Martinez, ELA Teacher	Faulk MS, T1
Classroom Teacher	Melisa Chavez, Grade 2 Teacher	Gallegos Elementary, T2
Non-classroom Professional	Juana Herrera, Counselor	Garcia MS, O2
Classroom Teacher	Arnulfo Castillo, Grade 2 Teacher	Garden Park Elementary, T2
Classroom Teacher	Bertha Hernandez, PK Teacher	Garza Elementary, T1
Classroom Teacher	Dinorah Ibarra, Grade 1 BIL Teacher	Gonzalez Elementary, T2
Classroom Teacher	Martin Velasco, JROTC Senior Army Instructor	Hanna ECHS, T2
Classroom Teacher	Edith Costa, Teacher	Hudson Elementary, T1
Classroom Teacher	Maria Garcia, Grade 5 Teacher	Keller Elementary, T1
Classroom Teacher	Hugo Arredondo, Math Teacher	Lincoln Park High School Program, T2
Classroom Teacher	Andrea Benavides, ELA Teacher	Lopez ECHS, T2
Classroom Teacher	Cynthia Gamboa, Science Teacher	Lucio MS, T2
Classroom Teacher	Juan Aguirre, ELA Teacher	Manzano MS, T1
Classroom Teacher	Luz Marshall, KN Teacher	Martin Elementary, T2
Non-classroom Professional	Laura Calderoni, Counselor	Morningside Elementary, O1
Classroom Teacher	Abraham Vega, Reading Teacher	Oliveira MS, T1
Classroom Teacher	Sonia Hinojosa, Special Ed. Teacher	Ortiz Elementary, T2
Non-classroom Professional	Lisa Howell, Dean of Instruction	Pace ECHS, O1
Classroom Teacher	Maria Juarez-Ortiz, Grade 1 Teacher	Palm Grove Elementary, T1
Classroom Teacher	Maria Delgado, Grade 2 Teacher	Paredes Elementary, T1
Classroom Teacher	Jaime Garcia, Grade 4 Teacher	Pena Elementary, T2
Non-classroom Professional	Marisa Davies, Library Media Specialist	Perez Elementary, O2
Classroom Teacher	Victor Ramirez, ELA Teacher	Perkins MS, T1
Classroom Teacher	Sabrina Mathers, Dyslexia Teacher	Porter ECHS, T2
Classroom Teacher	Glenda Rodriguez, Grade 5 Teacher	Pullam Elementary, T1
Classroom Teacher	Michelle Hinojosa, Grade 1 Teacher	Putegnat Elementary, T1
Classroom Teacher	Felisa Van Cise, CTE Teacher	Rivera ECHS, T1
Classroom Teacher	Victor Rangel, Music Teacher	Russell Elementary, T2
Classroom Teacher	Natalie Herfindahl, Special Ed. Teacher	Sharp Elementary, T1
Classroom Teacher	Celia Saiz-Broussard, KN Teacher	Skinner Elementary, T2

Committee Role	Name	Position
Classroom Teacher	Aracelia Vera, Grade 1 Teacher	Southmost Elementary, T1
Non-classroom Professional	Claudia Chirinos, Library Media Specialist, Parliamentarian	Stell MS, O2
Classroom Teacher	Leticia Rodriguez, Science Teacher, Vice-president	Stillman MS, T2
Non-classroom Professional	Jason Galvan, Library Media Specialist	Vela MS, O2
Classroom Teacher	Rachel Guerrero, Special Ed. Teacher	Vermillion Elementary, T2
Non-classroom Professional	Leticia Longoria, Library Media Specialist	Veterans ECHS, O1
Classroom Teacher	Maricelda Perez, Special Ed. Teacher	Villa Nueva Elementary, T1
Non-classroom Professional	Melinda Lopez, Dean of Instruction	Yturria Elementary, O1

District Funding Summary

No Funds Required					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Club and community contributions		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional staff and resources		$158,007.00
1	1	2			$0.00
1	1	3	Curriculum Supplies and materials		$27,970.00
6	1	1	Salary/Wages PFE staff		$0.00
6	1	4		199-61-6498	$5,000.00
6	1	6	Printing	199-61-6399-16	$4,000.00
7	1	1	Professional support staff	199-13-6119-6149	$559,141.00
7	1	1	Professional Development Supplies and Resources	199-13-6399	$26,240.00
7	1	2	Substitutes	199-13-6112	$9,300.00
7	1	6	PD Travel	199-13-6411	$29,550.00
8	2	2	District resources--COVID 19 emergency funding		$0.00
				Sub-Total	$819,208.00
				Budgeted Fund Source Amount	$819,208.00
				+/- Difference	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Software/Contracts for Curriculum	162-13-6299	$458,150.00
1	1	1	Professional support staff and fringe	162-13-6119-6146	$1,078,429.00
1	1	2			$0.00
1	1	3	Curriculum Supplies and materials	162-13-6395-6399	$5,890.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Curriculum Writing/Revising	192-13-6118	$51,000.00
7	1	1	Professional Development Supplies and Materials	162-13-6399	$451,085.00
7	1	1	Consulting Services	162-13-6291	$169,800.00
7	1	1	Contracted and other supports	162-13-62XX-6499	$6,325.00
7	1	1	Region One PD services	162-13-6239	$28,300.00
7	1	2	Professional Development stipends	162-13-6117	$19,400.00
7	1	10	See campus plans for allocation of funds		$0.00
9	2	1			$0.00
9	2	2	refer to campus plans for allocation of funds and staffing		$0.00
9	2	3	See BAC Improvement Plan for allocation of funds and staffing		$0.00
9	2	4	See campus plans for salaries for At-Risk Counselors		$0.00
9	2	5	See campus plans for allocation of funds for salaries		$0.00
9	2	6	See campus plans for allocation of funds and staff		$0.00
9	2	7	see campus plans for allocation of funds		$0.00
9	2	8	See campus plan for funding allocation		$0.00
9	2	9	See campus plans for allocation of any funds		$0.00
9	3	1	Refer to individual campus plans for allocation of these funds.		$0.00
9	3	2	See campus plans for teachers and salary allocations		$0.00
9	3	3	See campus plans for allocation of salaries and FTE		$0.00
9	3	4	See campus plans for allocation of staff and salaries		$0.00
9	3	5	See campus plans for allocation of funds		$0.00
9	4	4	Winter Coat Drive	162-61	$0.00
				Sub-Total	$2,268,379.00
				Budgeted Fund Source Amount	$2,268,379.00
				+/- Difference	$0.00

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	3	1	State Bilingual - 163		$0.00
				Sub-Total	$0.00

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

164 State Career and Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

165 Athletics					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

167 Project RISE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

197 Projects--TRE/Library					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00

197 Projects--TRE/Library					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 G/T Advanced Academics					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

206 McKinney Vento Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1	Homeless Program support technology	211-61-6398	$11,370.00
				Sub-Total	$11,370.00
				Budgeted Fund Source Amount	$11,370.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Curriculum Supplies and Materials	211-13-6399	$115,535.00
1	1	3	Tango Software Contract		$235,797.00
1	1	5	3 yr old Stipend	211-11-6117	$0.00
1	1	5	Title I Teacher	211-11-6119	$0.00
1	1	7	Funds for Private School Title I Activities		$187,762.00
1	5	1	STEAM Pilot Resources		$0.00
1	5	15	Space Settlement Design Tournament	211-11-6299	$0.00
3	1	1	Faculty and staff at campus locations		$0.00
6	1	1	Canopies	211-61-6399-00	$203,528.00
6	1	1		211-61-6411-00	$6,000.00
6	1	1	Resources needed for Title I Crate	211-61-6249-65	$22,500.00
6	1	1	Salary/Wages - Parent Trainers	211-61-6129	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1	Resources for PowerSchool	211-61-6299	$0.00
6	1	1	Resources Need for School Messenger	211-61-6299	$0.00
6	1	1	Resource for cell service staff	211-61-6256	$8,000.00
6	1	1	Resources for capital outlay	211-61-6398-65	$228,870.00
6	1	1	Resource for software - Adobe Pro	211-61-6395-65	$4,000.00
6	1	1	Resources needed for Docusign software		$0.00
6	1	2		211-61-6399	$1,000.00
6	1	3	Resources for material/supplies	211-61-6399	$0.00
6	1	4		211-61-6498	$1,000.00
6	1	5			$0.00
6	1	6	Reading Materials	211-61-6325	$3,000.00
6	1	6	Equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents.	211-61-6399	$3,000.00
6	1	6	Consulting	211-61-6291	$10,000.00
6	1	7		211-61-6411-23	$5,000.00
7	1	1	Professional Development Stipends	211-13-6117	$44,000.00
7	1	1	Supplemental Curriculum Specialists and staff		$673,854.00
7	1	6	PD Travel	211-13-6411	$65,500.00
7	1	7			$0.00
9	2	9	Homeless staffing		$0.00
9	2	9	Homeless Support Activities		$0.00
9	3	1	Extended Year Activity Funding	211-11-6118	$0.00
9	4	1	Playground Equipment for early childhood (carry forward)	289-11-6639-00-XXX-Y24-T4H-	$1,482,502.00
				Sub-Total	$3,300,848.00
				Budgeted Fund Source Amount	$3,300,254.00
				+/- Difference	-$594.00

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1			$0.00

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	7			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1.00
				+/- Difference	$1.00

224 Federal Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

244 Perkins Grant (Fed. CTE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

255 Title II, Part A (TPTR/Class Size)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Class Size Reduction Teacher	255-11-6119	$800,035.00
1	1	5	Title II-Part A Certified Stipends MS and ECHS	255-11-6117	$1,178,304.00
1	1	7	Funds for Private Schools Title II-A Activities	255-13	$84,240.00
7	1	1	Professional Development	255	$194,810.00
				Sub-Total	$2,257,389.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$2,257,389.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

274 GEAR UP Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

276 Targeted Improvement School Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Targeted Instructional Continuity Grant technology and software	276-11-63XX	$77,000.00
				Sub-Total	$77,000.00
				Budgeted Fund Source Amount	$77,000.00
				+/- Difference	$0.00

289-TIV Title IV-A Student Support and Acad. Enri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Funds for Private Schools Title IV-A Activities	TEC	$62,400.00
1	4	4	Dual Enrollment Course Stipends	289-11-6117	$213,009.00
1	5	1	Tech Prep Summer Program	289-11-6299	$0.00
1	5	1	STEM Program supports		$0.00
1	5	8	Girls Can Code	289-11-6118-	$0.00
1	5	8	Coding Stipend	289-11-6117	$0.00
5	2	4	Guidance programs addressing student supports for mental health	289-T4C	$115,034.00
5	3	3	Staff Development for BISD Police for classroom Presentations	289-T4S	$0.00
7	1	2	SEESAW Learning Inc. Software for campuses	289-11-6299	$0.00
7	1	2	HOONUIT LLC. ONLINE PROFESSIONAL LEARNING	289-13-6299	$42,000.00
7	1	5	2nd Annual ISET Conference at Veterans Memorial ECHS	289-13-TEC	$0.00
8	1	1	Technology Services	289-51-6639	$0.00
8	1	1	Educational Technologies Activities		$0.00

289-TIV Title IV-A Student Support and Acad. Enri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	2	1	EDUCATIONAL TECHNOLOGY RESOURCES	289-TEC	$0.00
9	3	1	Summer School Title IV Activities	289-11-699	$0.00
				Sub-Total	$432,443.00
				Budgeted Fund Source Amount	$60,000.00
				+/- Difference	-$372,443.00

429 P-TECH Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

XXX Pending Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	P-TECH Planning grant funds		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total	$9,166,637.00

Addendums

Brownsville Independent School District

Agenda Category: General Function **Board of Education Meeting:** 05/05/20

Item Title: Recommend approval of the House Bill 3 Five-year Board Goals for Early Childhood Literacy and Math in Grade 3 and CCMR

X **Action**
____ **Information**
____ **Discussion**

BACKGROUND:

House Bill 3 (HB3) requires that school boards adopt a five-year plan to meet three outcome goals. One in early childhood literacy aligned to 3rd grade Reading STAAR results, one in early childhood math aligned to 3rd grade Math STAAR results, and one in College, Career, and Military Readiness (CCMR) aligned to graduates that meet readiness requirements. The board will work collaboratively with the superintendent to adopt appropriate board outcome goals with annual targets for aggregate student performance and each appropriate student group under the closing the gaps domain. The 2019-2020 school year serves as year one for plan implementation. District and campus plans should be adopted and posted by the end of the current school year on every campus and the district web site. Aligning the superintendent's evaluation to the board outcome goals, the superintendent's evaluation is aligned to each plan. The recommended board target goals and progress measures are attached for each grade and campus.

FISCAL IMPLICATIONS:

NONE

RECOMMENDATION:

Recommend approval to adopt the required HB3 five-year Board outcome goals, and campus plans for early childhood literacy and math aligned to 3rd grade Reading and Math STAAR and CCMR for the 2019-2024 school years.

Approved for Submission to Board of Education

Submitted By: Dolores Emerson & Dr. Norma Ibarra-Cantu
Administrators, Elem & Sec. Curriculum & Instruction

Dr. René Gutiérrez, *Superintendent*

Recommended By: Dr. Dora E. Sauceda
Assistant Superintendent, Curriculum & Instruction

Approved By: Dr. Anysia R. Treviño
Deputy Superintendent, Curriculum & Instruction

When Necessary, Additional Background May Follow This.

Brownsville Independent School District

EARLY CHILDHOOD LITERACY (PK-3)

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 25 or more students.

Brownsville Independent School District

College, Career & Military Readiness

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

CCMR Board Outcome Goal

The BISD percentage of graduates that meet the criteria for CCMR will increase from 67% to 77% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	71%	73%	75%	77%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	69%	91%	*	*	*	*	68%	69%	*	60%	*	*
2021	*	71%	92%	*	*	*	*	70%	71%	*	58%	*	*
2022	*	73%	93%	*	*	*	*	72%	73%	*	60%	*	*
2023	*	75%	94%	*	*	*	*	74%	75%	*	62%	*	*
2024	*	77%	95%	*	*	*	*	76%	77%	*	69%	*	*

CCMR Progress Measure 1

The percentage of BISD graduates that meet the criteria for TSI will increase from 45% to 54% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	49%	51%	52%	54%

CCMR Progress Measure 2

The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% to 30% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
22%	24%	26%	28%	30%

CCMR Progress Measure 3

The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% to 14% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
6%	8%	10%	12%	14%

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Brownsville ISD	Priority for Service (PFS) Action Plan	Filled Out By: Estela L. Barrientes
Region: One	School Year: 2020- 2021	Date: August 4, 2020

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s): To better serve Priority for Service (PFS) students by providing supplemental instructional and support services that will ensure student success.	Objective(s): ➢ PFS students will have access to supplemental instructional opportunities. ➢ 80% of PFS students will be on grade level within 2 years. ➢ 70% of PFS students will meet the state academic achievement standards (STAAR)

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September 2020 –June 2021 (on the last work day of each month)	NGS Specialist Campus Migrant Clerks Migrant Service Coordinator	NGS PFS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 25, 2020	MSC Migrant Counselor	Snapshot of DIP containing PFS Action Plan
Additional Activities			

▪ Distribute NGS PFS report to all campus principals on a monthly basis on the first work day of the month. Cover letter with a thorough explanation of the report will be attached.	September 2020- June 2021	MSC NGS Specialist Campus Migrant Clerks	NGS – PFS Monthly Report Cluster Delivery Sheets with Signatures or Email Conformation
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August - October 2020	MSC Migrant Counselor	Sign-In Sheets Agenda Copies of Handouts
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	October 2020	MSC Migrant Recruiters	PAC Agenda Copy of Handout
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home visits or telephonic contact to update parents on the academic progress of their children.	December 2020- March 2021	MSC Migrant Recruiters Migrant Campus Clerks Parent Liaison Migrant Counselor	Signed copy of PFS student's report card
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the year	MSC Migrant campus clerks Migrant Counselor	DIP Documentation for attendance at PFS Learning Academies, Lab Sign-in Sheets, Math Academy, MS Leadership Academy, Path to

▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the year	Migrant Clerks MSC Parent Liaison Migrant Counselor	Tutorial Sign-In Sheets or Appropriate Documentation Distribution Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	MSC Parent Liaison Migrant Counselor	Community Resources Booklet
Additional Activities			
▪ The district will host a Learning Academy for PFS students **only** with a focus on ELA for high school PFS students and Reading for middle school and elementary school PFS students.	November 2020	MSC Counselor Migrant Clerks	Sign-In Sheets Transportation Requests Agenda
▪ An individualized PFS Progress Review Form will be completed once per quarter for each PFS student.	Once per quarter	MSC Migrant Counselor Migrant Clerks	Copies for PFS Progress Reviews PFS Reports

L Barrientes 8-5-20

LEA Signature **Date Completed**

M. Hinojosa 08/05/2020

ESC Signature **Date Received**

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

District Number: **031901**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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District Name: BROWNSVILLE ISD
County Name: CAMERON
District Number: 031901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	79%	**80%**	*	80%	83%	-	100%	-	-	49%	85%	80%	78%	79%	77%
	2018	77%	79%	**80%**	100%	80%	86%	*	80%	-	*	49%	85%	80%	79%	80%	76%
At Meets Grade Level or Above	2019	45%	46%	**46%**	*	46%	67%	-	60%	-	-	25%	48%	46%	46%	44%	41%
	2018	43%	42%	**42%**	60%	42%	68%	*	40%	-	*	24%	51%	42%	41%	41%	34%
At Masters Grade Level	2019	27%	27%	**26%**	*	26%	50%	-	40%	-	-	8%	15%	26%	23%	23%	22%
	2018	25%	22%	**22%**	0%	22%	55%	*	40%	-	*	6%	23%	22%	22%	21%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	83%	**85%**	*	85%	89%	-	100%	-	-	58%	93%	86%	81%	84%	85%
	2018	78%	82%	**86%**	100%	86%	96%	*	80%	-	*	59%	85%	86%	85%	86%	84%
At Meets Grade Level or Above	2019	49%	53%	**56%**	*	56%	56%	-	100%	-	-	31%	56%	56%	54%	54%	53%
	2018	47%	51%	**54%**	100%	53%	78%	*	80%	-	*	31%	73%	54%	47%	53%	49%
At Masters Grade Level	2019	25%	26%	**27%**	*	27%	44%	-	40%	-	-	14%	30%	28%	24%	25%	24%
	2018	23%	24%	**27%**	60%	27%	35%	*	60%	-	*	14%	35%	28%	23%	26%	24%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	80%	**83%**	100%	83%	91%	*	*	-	*	51%	84%	83%	84%	82%	80%
	2018	73%	75%	**79%**	*	78%	100%	-	*	*	-	47%	79%	79%	74%	78%	73%
At Meets Grade Level or Above	2019	44%	47%	**51%**	100%	51%	74%	*	*	-	*	25%	44%	52%	49%	49%	44%
	2018	46%	46%	**49%**	*	49%	82%	-	*	*	-	30%	53%	49%	45%	48%	42%
At Masters Grade Level	2019	22%	23%	**23%**	67%	23%	35%	*	*	-	*	8%	19%	24%	20%	21%	18%
	2018	24%	23%	**23%**	*	23%	64%	-	*	*	-	13%	32%	24%	21%	23%	18%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	81%	**82%**	100%	82%	87%	*	*	-	*	53%	75%	83%	80%	81%	78%
	2018	78%	83%	**86%**	*	86%	92%	-	*	*	-	54%	81%	86%	82%	85%	84%
At Meets Grade Level or Above	2019	48%	51%	**53%**	100%	52%	70%	*	*	-	*	28%	59%	53%	49%	50%	48%
	2018	49%	52%	**56%**	*	56%	69%	-	*	*	-	30%	43%	57%	53%	55%	50%
At Masters Grade Level	2019	28%	28%	**30%**	83%	29%	57%	*	*	-	*	14%	22%	30%	27%	28%	25%
	2018	27%	28%	**30%**	*	30%	31%	-	*	*	-	13%	29%	31%	29%	30%	27%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	74%	**78%**	100%	78%	91%	*	*	-	*	41%	75%	78%	75%	76%	73%
	2018	63%	69%	**74%**	*	74%	83%	-	*	*	-	36%	84%	74%	73%	74%	70%
At Meets Grade Level or Above	2019	35%	40%	**44%**	100%	44%	74%	*	*	-	*	21%	31%	45%	41%	42%	37%
	2018	39%	43%	**48%**	*	48%	83%	-	*	*	-	24%	32%	48%	47%	47%	42%
At Masters Grade Level	2019	11%	13%	**14%**	50%	14%	17%	*	*	-	*	6%	6%	14%	12%	12%	10%
	2018	11%	11%	**14%**	*	14%	17%	-	*	*	-	12%	5%	14%	13%	13%	11%

District Name: BROWNSVILLE ISD
County Name: CAMERON
District Number: 031901

Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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		State	Region 01	District	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)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	89%	**91%**	*	91%	94%	-	*	*	-	61%	100%	91%	89%	90%	88%
	2018	84%	86%	**90%**	*	90%	95%	-	100%	-	*	57%	91%	90%	88%	90%	87%
At Meets Grade Level or Above	2019	54%	54%	**56%**	*	56%	56%	-	*	*	-	28%	46%	56%	58%	54%	50%
	2018	54%	55%	**59%**	*	59%	80%	-	71%	-	*	31%	48%	60%	56%	59%	53%
At Masters Grade Level	2019	29%	27%	**28%**	*	28%	38%	-	*	*	-	9%	31%	28%	27%	25%	21%
	2018	26%	26%	**28%**	*	28%	55%	-	71%	-	*	12%	30%	28%	28%	27%	24%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	94%	**96%**	*	96%	100%	-	*	*	-	82%	100%	96%	94%	96%	96%
	2018	91%	94%	**97%**	*	97%	100%	-	100%	-	*	85%	94%	97%	93%	97%	97%
At Meets Grade Level or Above	2019	58%	64%	**70%**	*	70%	81%	-	*	*	-	40%	69%	71%	68%	69%	65%
	2018	58%	67%	**74%**	*	74%	89%	-	100%	-	*	46%	67%	75%	70%	74%	72%
At Masters Grade Level	2019	36%	39%	**46%**	*	46%	44%	-	*	*	-	19%	35%	46%	48%	43%	40%
	2018	30%	36%	**43%**	*	42%	68%	-	86%	-	*	20%	45%	43%	39%	42%	40%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	81%	**84%**	*	84%	88%	-	*	*	-	55%	96%	84%	82%	83%	79%
	2018	76%	82%	**85%**	*	85%	95%	-	100%	-	*	53%	85%	85%	83%	84%	83%
At Meets Grade Level or Above	2019	49%	56%	**60%**	*	60%	81%	-	*	*	-	35%	62%	60%	57%	58%	54%
	2018	41%	47%	**51%**	*	51%	85%	-	71%	-	*	27%	52%	51%	49%	50%	48%
At Masters Grade Level	2019	24%	27%	**28%**	*	28%	38%	-	*	*	-	13%	35%	28%	28%	26%	23%
	2018	17%	19%	**20%**	*	20%	45%	-	29%	-	*	9%	24%	20%	20%	20%	20%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	65%	**64%**	*	64%	63%	-	100%	-	*	29%	67%	65%	56%	61%	55%
	2018	69%	65%	**65%**	*	65%	50%	*	*	*	-	32%	56%	67%	52%	64%	56%
At Meets Grade Level or Above	2019	37%	33%	**31%**	*	31%	38%	-	80%	-	*	14%	30%	32%	26%	28%	21%
	2018	39%	33%	**32%**	*	32%	14%	*	*	*	-	18%	34%	33%	25%	31%	21%
At Masters Grade Level	2019	18%	15%	**12%**	*	12%	13%	-	40%	-	*	7%	9%	13%	9%	11%	7%
	2018	19%	15%	**14%**	*	14%	14%	*	*	*	-	6%	22%	14%	10%	13%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	**81%**	*	81%	79%	-	100%	-	*	48%	82%	82%	74%	79%	76%
	2018	77%	76%	**77%**	*	77%	70%	*	*	*	-	49%	88%	78%	68%	76%	72%
At Meets Grade Level or Above	2019	47%	44%	**44%**	*	43%	54%	-	100%	-	*	17%	52%	44%	41%	40%	34%
	2018	44%	41%	**39%**	*	39%	39%	*	*	*	-	22%	47%	41%	30%	38%	31%
At Masters Grade Level	2019	21%	17%	**17%**	*	16%	29%	-	60%	-	*	8%	18%	17%	15%	14%	11%
	2018	18%	15%	**14%**	*	14%	13%	*	*	*	-	7%	22%	15%	10%	13%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**73%**	*	73%	70%	-	*	*	-	36%	74%	75%	65%	71%	63%
	2018	74%	71%	**72%**	*	72%	68%	-	*	*	-	33%	74%	73%	62%	71%	63%

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At Meets Grade Level or Above	2019	49%	45%	**46%**	*	45%	50%	-	*	*	-	21%	46%	47%	37%	43%	32%
	2018	48%	44%	**42%**	*	42%	50%	-	*	*	-	21%	26%	43%	32%	41%	29%
At Masters Grade Level	2019	29%	25%	**24%**	*	24%	27%	-	*	*	-	9%	32%	25%	18%	21%	12%
	2018	29%	25%	**24%**	*	23%	41%	-	*	*	-	10%	10%	24%	19%	23%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	**73%**	*	73%	73%	-	*	*	-	40%	78%	74%	65%	71%	65%
	2018	72%	74%	**70%**	*	70%	74%	-	*	*	-	39%	62%	71%	63%	69%	63%
At Meets Grade Level or Above	2019	43%	46%	**40%**	*	40%	40%	-	*	*	-	20%	40%	41%	35%	36%	30%
	2018	40%	41%	**36%**	*	36%	43%	-	*	*	-	20%	21%	37%	29%	35%	25%
At Masters Grade Level	2019	17%	18%	**15%**	*	14%	17%	-	*	*	-	10%	18%	15%	11%	12%	8%
	2018	18%	18%	**15%**	*	14%	30%	-	*	*	-	9%	10%	15%	13%	14%	8%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	**74%**	*	74%	60%	-	*	*	-	33%	74%	75%	62%	72%	64%
	2018	69%	67%	**68%**	*	68%	65%	-	*	*	-	28%	60%	70%	51%	67%	58%
At Meets Grade Level or Above	2019	42%	42%	**44%**	*	44%	43%	-	*	*	-	19%	38%	45%	33%	40%	30%
	2018	43%	41%	**41%**	*	41%	52%	-	*	*	-	19%	21%	43%	29%	40%	27%
At Masters Grade Level	2019	18%	17%	**16%**	*	16%	10%	-	*	*	-	8%	16%	16%	13%	13%	8%
	2018	15%	13%	**12%**	*	12%	22%	-	*	*	-	9%	0%	13%	8%	11%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	**86%**	*	86%	68%	-	*	*	-	53%	91%	88%	75%	84%	78%
	2018	86%	83%	**85%**	*	85%	90%	-	100%	-	*	56%	93%	88%	70%	85%	74%
At Meets Grade Level or Above	2019	55%	50%	**53%**	*	53%	50%	-	*	*	-	27%	29%	55%	39%	49%	36%
	2018	49%	43%	**46%**	*	46%	38%	-	100%	-	*	27%	42%	48%	32%	45%	25%
At Masters Grade Level	2019	28%	23%	**23%**	*	23%	36%	-	*	*	-	10%	15%	24%	17%	21%	10%
	2018	27%	22%	**23%**	*	23%	24%	-	60%	-	*	9%	23%	25%	16%	22%	9%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	**90%**	-	90%	73%	-	*	-	-	70%	92%	90%	87%	89%	90%
	2018	86%	88%	**88%**	*	88%	100%	-	*	-	-	65%	90%	88%	86%	88%	86%
At Meets Grade Level or Above	2019	57%	58%	**51%**	-	51%	33%	-	*	-	-	34%	54%	51%	50%	49%	47%
	2018	51%	55%	**47%**	*	47%	63%	-	*	-	-	31%	52%	47%	45%	47%	42%
At Masters Grade Level	2019	17%	16%	**8%**	-	8%	13%	-	*	-	-	11%	4%	8%	7%	8%	6%
	2018	15%	17%	**8%**	*	7%	19%	-	*	-	-	13%	3%	7%	8%	8%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	**78%**	*	78%	71%	-	*	*	-	44%	71%	80%	69%	76%	68%
	2018	76%	75%	**72%**	*	72%	76%	-	100%	-	-	41%	79%	74%	62%	72%	60%
At Meets Grade Level or Above	2019	51%	49%	**44%**	*	43%	57%	-	*	*	-	22%	35%	45%	35%	40%	30%
	2018	52%	49%	**46%**	*	46%	41%	-	100%	-	-	25%	51%	48%	36%	45%	30%
At Masters Grade Level	2019	25%	23%	**17%**	*	17%	29%	-	*	*	-	11%	18%	18%	13%	16%	9%
	2018	28%	25%	**22%**	*	22%	24%	-	80%	-	-	11%	16%	23%	16%	21%	10%

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	69%	**71%**	*	71%	67%	-	*	*	-	42%	79%	72%	64%	68%	60%
	2018	65%	67%	**65%**	*	65%	69%	-	100%	-	-	42%	72%	67%	54%	64%	52%
At Meets Grade Level or Above	2019	37%	37%	**34%**	*	34%	48%	-	*	*	-	23%	36%	35%	28%	31%	21%
	2018	36%	37%	**33%**	*	33%	38%	-	80%	-	-	25%	37%	34%	28%	32%	20%
At Masters Grade Level	2019	21%	20%	**17%**	*	17%	24%	-	*	*	-	13%	15%	17%	16%	15%	8%
	2018	21%	21%	**18%**	*	18%	24%	-	80%	-	-	11%	28%	19%	16%	17%	9%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	64%	**68%**	83%	68%	69%	-	*	-	-	29%	73%	69%	62%	66%	54%
	2018	65%	62%	**65%**	80%	65%	58%	-	100%	*	*	27%	61%	68%	53%	64%	45%
At Meets Grade Level or Above	2019	50%	44%	**49%**	67%	50%	36%	-	*	-	-	16%	51%	51%	42%	47%	31%
	2018	44%	39%	**43%**	40%	43%	47%	-	100%	*	*	13%	36%	45%	35%	42%	21%
At Masters Grade Level	2019	11%	9%	**10%**	17%	10%	25%	-	*	-	-	5%	5%	10%	7%	8%	3%
	2018	7%	5%	**6%**	20%	6%	3%	-	80%	*	*	4%	3%	6%	5%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	**67%**	100%	67%	77%	-	100%	*	-	32%	56%	70%	58%	65%	46%
	2018	67%	63%	**64%**	86%	64%	57%	-	88%	*	-	25%	63%	69%	47%	64%	40%
At Meets Grade Level or Above	2019	49%	44%	**45%**	60%	45%	42%	-	86%	*	-	16%	13%	48%	35%	42%	19%
	2018	48%	42%	**43%**	71%	43%	50%	-	75%	*	-	14%	42%	48%	29%	43%	18%
At Masters Grade Level	2019	8%	5%	**6%**	40%	6%	4%	-	57%	*	-	4%	0%	6%	3%	5%	1%
	2018	8%	5%	**5%**	0%	5%	10%	-	38%	*	-	4%	0%	6%	3%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	**94%**	100%	94%	92%	-	*	*	-	75%	87%	94%	92%	93%	94%
	2018	83%	86%	**90%**	100%	90%	88%	-	100%	*	*	59%	85%	91%	87%	90%	89%
At Meets Grade Level or Above	2019	61%	67%	**82%**	100%	82%	82%	-	*	*	-	51%	73%	83%	76%	81%	81%
	2018	55%	58%	**71%**	57%	71%	58%	-	100%	*	*	33%	76%	74%	59%	71%	63%
At Masters Grade Level	2019	37%	45%	**62%**	80%	62%	59%	-	*	*	-	27%	63%	62%	58%	60%	59%
	2018	32%	34%	**48%**	29%	48%	25%	-	100%	*	*	16%	45%	50%	37%	47%	38%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	**90%**	100%	90%	83%	-	*	-	-	68%	84%	91%	86%	89%	84%
	2018	87%	85%	**88%**	100%	88%	83%	-	100%	*	-	60%	83%	90%	82%	88%	80%
At Meets Grade Level or Above	2019	62%	56%	**60%**	80%	60%	57%	-	*	-	-	31%	63%	63%	49%	58%	43%
	2018	59%	52%	**55%**	50%	55%	42%	-	86%	*	-	22%	50%	58%	42%	54%	34%
At Masters Grade Level	2019	25%	18%	**18%**	20%	18%	20%	-	*	-	-	7%	26%	19%	13%	16%	8%
	2018	24%	17%	**16%**	17%	16%	8%	-	71%	*	-	6%	8%	17%	11%	16%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	**94%**	100%	94%	95%	-	100%	*	-	76%	82%	95%	92%	94%	87%
	2018	92%	91%	**92%**	*	92%	92%	-	100%	-	-	70%	94%	93%	90%	92%	85%
At Meets Grade Level or Above	2019	73%	67%	**72%**	80%	71%	80%	-	100%	*	-	43%	73%	74%	61%	70%	49%
	2018	70%	63%	**68%**	*	67%	80%	-	100%	-	-	38%	81%	69%	62%	67%	46%

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At Masters Grade Level	2019	45%	35%	**40%**	40%	40%	65%	-	63%	*	-	18%	27%	42%	31%	38%	18%
	2018	40%	31%	**33%**	*	32%	44%	-	50%	-	-	12%	31%	34%	27%	32%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	**81%**	95%	81%	79%	*	93%	54%	60%	50%	81%	82%	75%	79%	74%
	2018	77%	77%	**78%**	93%	78%	80%	*	95%	58%	90%	47%	78%	80%	70%	78%	71%
At Meets Grade Level or Above	2019	50%	50%	**52%**	83%	52%	57%	*	84%	46%	20%	26%	46%	53%	46%	49%	41%
	2018	48%	47%	**49%**	64%	49%	56%	*	79%	42%	50%	25%	45%	50%	41%	48%	38%
At Masters Grade Level	2019	24%	22%	**23%**	48%	23%	31%	*	57%	31%	0%	11%	21%	24%	19%	21%	16%
	2018	22%	20%	**21%**	29%	21%	28%	*	57%	25%	40%	10%	20%	22%	17%	20%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	**76%**	92%	76%	75%	*	94%	60%	*	42%	79%	77%	68%	74%	68%
	2018	74%	72%	**74%**	93%	74%	72%	*	93%	40%	100%	39%	75%	76%	61%	73%	65%
At Meets Grade Level or Above	2019	48%	45%	**47%**	76%	47%	50%	*	74%	40%	*	21%	40%	49%	41%	44%	35%
	2018	46%	43%	**44%**	61%	44%	51%	*	70%	20%	40%	21%	40%	46%	35%	44%	31%
At Masters Grade Level	2019	21%	18%	**18%**	40%	18%	27%	*	52%	20%	*	7%	17%	19%	12%	16%	12%
	2018	19%	16%	**17%**	21%	17%	28%	*	53%	20%	20%	8%	18%	18%	12%	16%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	**86%**	100%	86%	85%	*	95%	*	*	62%	85%	87%	82%	85%	83%
	2018	81%	83%	**85%**	95%	85%	88%	*	97%	*	*	58%	83%	85%	81%	84%	82%
At Meets Grade Level or Above	2019	52%	55%	**57%**	94%	57%	61%	*	95%	*	*	32%	56%	58%	55%	55%	51%
	2018	50%	52%	**55%**	71%	54%	62%	*	90%	*	*	30%	53%	56%	48%	54%	48%
At Masters Grade Level	2019	26%	28%	**31%**	78%	31%	39%	*	65%	*	*	15%	26%	31%	29%	29%	25%
	2018	24%	25%	**28%**	48%	27%	30%	*	66%	*	*	13%	27%	28%	24%	27%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	73%	**76%**	100%	76%	74%	*	*	*	*	38%	74%	77%	68%	74%	69%
	2018	66%	68%	**71%**	*	71%	71%	-	86%	*	-	32%	67%	72%	62%	70%	64%
At Meets Grade Level or Above	2019	38%	41%	**44%**	100%	44%	57%	*	*	*	*	20%	35%	45%	37%	41%	34%
	2018	41%	42%	**45%**	*	44%	63%	-	43%	*	-	21%	25%	46%	38%	44%	35%
At Masters Grade Level	2019	14%	15%	**15%**	57%	15%	13%	*	*	*	*	7%	12%	15%	12%	13%	9%
	2018	13%	12%	**13%**	*	13%	20%	-	43%	*	-	11%	2%	13%	11%	12%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	**84%**	88%	84%	81%	-	90%	*	-	55%	82%	85%	81%	83%	77%
	2018	80%	81%	**82%**	100%	82%	84%	-	100%	*	*	52%	82%	83%	76%	82%	75%
At Meets Grade Level or Above	2019	54%	54%	**55%**	63%	55%	63%	-	90%	*	-	29%	51%	56%	47%	53%	43%
	2018	51%	50%	**51%**	50%	51%	52%	-	84%	*	*	25%	51%	53%	42%	50%	39%
At Masters Grade Level	2019	25%	23%	**21%**	13%	21%	27%	-	40%	*	-	11%	25%	22%	17%	19%	14%
	2018	23%	20%	**19%**	17%	19%	22%	-	58%	*	*	9%	17%	20%	14%	18%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	**83%**	100%	83%	80%	-	100%	*	-	58%	80%	83%	81%	82%	70%
	2018	78%	79%	**80%**	86%	80%	80%	-	100%	-	-	55%	78%	81%	76%	79%	65%

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At Meets Grade Level or Above	2019	55%	52%	**54%**	83%	53%	63%	-	91%	*	-	32%	45%	55%	49%	51%	32%
	2018	53%	50%	**51%**	71%	51%	57%	-	92%	-	-	31%	49%	52%	48%	50%	30%
At Masters Grade Level	2019	33%	28%	**29%**	33%	29%	44%	-	64%	*	-	15%	18%	30%	25%	27%	12%
	2018	31%	26%	**26%**	43%	26%	33%	-	62%	-	-	11%	29%	27%	23%	25%	11%

District Name: BROWNSVILLE ISD
County Name: CAMERON
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Texas Education Agency
Texas Academic Performance Report
2019-20 District Progress

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		State	Region 01	District	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	**69**	92	69	61	*	*	-	*	60	63	69	68	68	68
	2018	63	65	**65**	*	64	100	-	*	*	-	68	69	65	64	64	63
Grade 4 Mathematics	2019	65	65	**64**	83	64	65	*	*	-	*	62	56	64	65	63	61
	2018	65	67	**66**	*	66	79	-	*	*	-	62	67	66	68	65	63
Grade 5 ELA/Reading	2019	81	80	**78**	*	78	70	-	*	*	-	74	83	78	81	78	78
	2018	80	81	**81**	*	81	94	-	86	-	-	81	80	81	84	81	81
Grade 5 Mathematics	2019	83	85	**88**	*	88	80	-	*	*	-	90	81	87	91	87	87
	2018	81	84	**87**	*	87	94	-	86	-	-	89	89	87	87	87	86
Grade 6 ELA/Reading	2019	42	37	**30**	*	30	38	-	50	-	*	27	24	30	32	29	27
	2018	47	43	**38**	*	38	32	-	*	*	-	30	38	38	40	38	34
Grade 6 Mathematics	2019	54	44	**35**	*	35	45	-	60	-	*	25	44	35	38	33	30
	2018	56	51	**41**	*	41	44	-	*	*	-	41	50	41	43	41	38
Grade 7 ELA/Reading	2019	77	78	**77**	*	77	81	-	*	*	-	65	82	77	78	76	74
	2018	76	78	**79**	*	79	87	-	*	*	-	68	84	79	79	79	77
Grade 7 Mathematics	2019	62	65	**59**	*	59	57	-	*	*	-	45	57	59	55	58	55
	2018	67	70	**65**	*	65	75	-	*	*	-	55	57	65	65	65	64
Grade 8 ELA/Reading	2019	77	78	**77**	*	77	70	-	*	*	-	74	85	77	77	77	75
	2018	79	79	**81**	*	81	90	-	*	-	*	78	79	81	81	81	79
Grade 8 Mathematics	2019	82	88	**91**	-	91	83	-	*	-	-	86	98	91	92	91	91
	2018	81	89	**92**	*	92	95	-	*	-	-	85	84	92	92	92	92
End of Course English II	2019	69	67	**68**	*	68	78	-	67	*	-	61	30	67	73	67	68
	2018	67	66	**69**	90	69	53	-	79	*	-	51	50	69	68	69	64
End of Course Algebra I	2019	75	79	**91**	*	91	89	-	*	*	-	73	94	91	90	90	91
	2018	72	73	**85**	58	85	74	-	*	*	*	58	84	85	82	85	82
All Grades Both Subjects	2019	69	69	**69**	79	69	68	*	74	71	*	62	68	69	71	68	66
	2018	69	70	**71**	78	71	77	-	84	56	*	64	68	70	72	70	68
All Grades ELA/Reading	2019	68	68	**67**	72	67	67	*	69	*	*	61	66	67	70	66	65
	2018	69	69	**69**	82	69	76	-	85	*	*	63	67	69	71	69	67
All Grades Mathematics	2019	70	70	**71**	87	71	70	*	80	*	*	64	69	70	72	70	68
	2018	70	72	**72**	73	72	78	-	82	*	*	65	70	72	73	72	69

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Prior Year and Student Success Initiative

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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	44%	**48%**	-	48%	28%	*	*	*	-	26%	47%	43%
	2018	38%	40%	**44%**	-	44%	64%	-	*	*	-	23%	44%	40%
Mathematics	2019	45%	53%	**57%**	-	58%	23%	*	*	*	*	42%	57%	56%
	2018	47%	53%	**57%**	*	57%	72%	-	-	*	-	39%	57%	54%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	80%	**84%**	*	84%	83%	-	*	*	-	41%	83%	72%
Students Requiring Accelerated Instruction	2019	22%	20%	**16%**	*	16%	17%	-	*	*	-	59%	17%	28%
STAAR Cumulative Met Standard	2019	86%	89%	**91%**	*	91%	94%	-	*	*	-	55%	90%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	9%	5%	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	89%	**92%**	*	92%	89%	-	*	*	-	64%	92%	87%
Students Requiring Accelerated Instruction	2019	17%	11%	**8%**	*	8%	11%	-	*	*	-	36%	8%	13%
STAAR Cumulative Met Standard	2019	90%	94%	**96%**	*	96%	100%	-	*	*	-	80%	96%	95%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	98%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2019	24%	22%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	76%	**77%**	*	77%	64%	-	*	*	-	34%	75%	49%
Students Requiring Accelerated Instruction	2019	22%	24%	**23%**	*	23%	36%	-	*	*	-	66%	25%	51%
STAAR Cumulative Met Standard	2019	85%	83%	**84%**	*	85%	68%	-	*	*	-	45%	83%	64%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	**95%**	-	95%	100%	-	-	-	-	98%	95%	94%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2019	13%	11%	**15%**	-	16%	*	-	-	-	-	7%	16%	13%
Retained in Grade 8	2019	38%	30%	**38%**	-	38%	-	-	-	-	-	*	38%	40%

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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	**80%**	-	80%	53%	-	*	-	-	46%	79%	74%
Students Requiring Accelerated Instruction														
	2019	18%	17%	**20%**	-	20%	47%	-	*	-	-	54%	21%	26%
STAAR Cumulative Met Standard														
	2019	88%	89%	**88%**	-	89%	60%	-	*	-	-	65%	88%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	98%	**90%**	-	90%	*	-	-	-	-	98%	90%	83%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	58%	**75%**	-	75%	*	-	-	-	-	64%	75%	85%
Retained in Grade 8	2019	56%	72%	**80%**	-	80%	-	-	-	-	-	*	80%	88%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	**81%**	77%	77%	-	-	-	59%	37%	60%	65%	67%	67%
	2018	77%	77%	**78%**	74%	74%	-	-	-	50%	50%	100%	58%	61%	61%
At Meets Grade Level or Above	2019	50%	50%	**52%**	39%	39%	-	-	-	24%	8%	25%	32%	30%	30%
	2018	48%	47%	**49%**	35%	35%	-	-	-	16%	16%	60%	22%	25%	24%
At Masters Grade Level	2019	24%	22%	**23%**	15%	15%	-	-	-	7%	3%	7%	14%	10%	11%
	2018	22%	20%	**21%**	13%	13%	-	-	-	4%	4%	20%	8%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	**76%**	76%	76%	-	-	-	45%	18%	47%	59%	58%	58%
	2018	74%	72%	**74%**	69%	69%	-	-	-	37%	37%	*	49%	51%	50%
At Meets Grade Level or Above	2019	48%	45%	**47%**	33%	33%	-	-	-	16%	4%	16%	26%	23%	23%
	2018	46%	43%	**44%**	28%	28%	-	-	-	8%	9%	*	15%	17%	17%
At Masters Grade Level	2019	21%	18%	**18%**	13%	13%	-	-	-	3%	2%	3%	10%	7%	7%
	2018	19%	16%	**17%**	10%	10%	-	-	-	1%	1%	*	4%	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	**86%**	83%	83%	-	-	-	75%	88%	75%	76%	79%	79%
	2018	81%	83%	**85%**	83%	83%	-	-	-	67%	67%	*	74%	76%	76%
At Meets Grade Level or Above	2019	52%	55%	**57%**	47%	47%	-	-	-	39%	38%	39%	42%	43%	43%
	2018	50%	52%	**55%**	45%	45%	-	-	-	25%	25%	*	34%	36%	36%
At Masters Grade Level	2019	26%	28%	**31%**	21%	21%	-	-	-	16%	23%	15%	20%	18%	19%
	2018	24%	25%	**28%**	20%	20%	-	-	-	8%	8%	*	14%	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	73%	**76%**	65%	65%	-	-	-	53%	50%	53%	52%	59%	59%
	2018	66%	68%	**71%**	57%	57%	-	-	-	36%	36%	-	38%	48%	47%
At Meets Grade Level or Above	2019	38%	41%	**44%**	25%	25%	-	-	-	19%	17%	19%	26%	22%	22%
	2018	41%	42%	**45%**	26%	26%	-	-	-	10%	10%	-	20%	19%	19%
At Masters Grade Level	2019	14%	15%	**15%**	4%	4%	-	-	-	4%	17%	4%	7%	4%	4%
	2018	13%	12%	**13%**	4%	4%	-	-	-	1%	1%	-	5%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	**84%**	72%	72%	-	-	-	67%	58%	68%	72%	69%	69%
	2018	80%	81%	**82%**	76%	76%	-	-	-	60%	60%	*	60%	66%	66%
At Meets Grade Level or Above	2019	54%	54%	**55%**	45%	45%	-	-	-	24%	8%	25%	40%	32%	32%
	2018	51%	50%	**51%**	36%	36%	-	-	-	19%	19%	*	16%	26%	26%
At Masters Grade Level	2019	25%	23%	**21%**	15%	15%	-	-	-	4%	0%	5%	14%	8%	9%
	2018	23%	20%	**19%**	10%	10%	-	-	-	3%	3%	*	5%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	**83%**	-	-	-	-	-	64%	72%	63%	53%	64%	63%
	2018	78%	79%	**80%**	-	-	-	-	-	56%	56%	-	68%	56%	57%
At Meets Grade Level or Above	2019	55%	52%	**54%**	-	-	-	-	-	25%	9%	26%	13%	25%	25%
	2018	53%	50%	**51%**	-	-	-	-	-	22%	22%	-	24%	22%	22%
At Masters Grade Level	2019	33%	28%	**29%**	-	-	-	-	-	8%	0%	8%	7%	8%	8%
	2018	31%	26%	**26%**	-	-	-	-	-	6%	6%	-	8%	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**69%**	72%	72%	-	-	-	61%	72%	61%	63%	65%	65%
	2018	69%	70%	**71%**	72%	72%	-	-	-	63%	63%	*	70%	67%	67%
All Grades ELA/Reading	2019	68%	68%	**67%**	72%	72%	-	-	-	60%	75%	60%	65%	65%	65%
	2018	69%	69%	**69%**	72%	72%	-	-	-	63%	63%	*	68%	67%	67%
All Grades Mathematics	2019	70%	70%	**71%**	72%	72%	-	-	-	61%	67%	61%	61%	66%	66%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 01	District	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
	2018	70%	72%	**72%**	73%	73%	-	-	-	63%	63%	*	73%	67%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	**48%**	54%	54%	-	-	-	35%	*	35%	47%	43%	43%
	2018	38%	40%	**44%**	47%	47%	-	-	-	35%	35%	-	31%	40%	40%
Mathematics	2019	45%	53%	**57%**	58%	58%	-	-	-	56%	*	56%	32%	57%	56%
	2018	47%	53%	**57%**	62%	62%	-	-	-	49%	49%	*	52%	55%	54%

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Texas Academic Performance Report

2019-20 District STAAR Participation

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	100%	83%	99%	100%	100%
Included in Accountability	94%	95%	**95%**	93%	95%	87%	*	80%	87%	83%	96%	95%	90%
Not Included in Accountability													
Mobile	4%	3%	**2%**	7%	2%	7%	*	6%	13%	0%	2%	3%	3%
Other Exclusions	1%	2%	**2%**	0%	2%	6%	*	14%	0%	0%	2%	2%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	0%	17%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	0%	17%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	96%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	**95%**	91%	95%	82%	57%	92%	100%	100%	95%	95%	89%
Not Included in Accountability													
Mobile	4%	3%	**3%**	5%	3%	10%	43%	2%	0%	0%	2%	2%	4%
Other Exclusions	1%	2%	**2%**	0%	2%	8%	0%	6%	0%	0%	2%	2%	7%
Not Tested	1%	0%	**0%**	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.5%	**95.0%**	95.9%	95.0%	95.1%	*	97.7%	93.0%	90.0%	93.8%	94.9%	95.3%
2017-18	95.4%	95.5%	**95.4%**	96.3%	95.4%	95.2%	*	97.8%	*	94.7%	94.0%	95.4%	95.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	**0.3%**	*	0.3%	0.0%	*	0.0%	*	-	0.1%	0.4%	0.6%
2017-18	0.4%	0.2%	**0.5%**	0.0%	0.5%	0.0%	*	0.0%	*	-	0.4%	0.5%	0.4%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.4%	**0.7%**	4.3%	0.7%	1.5%	*	0.0%	*	*	1.3%	0.8%	0.7%
2017-18	1.9%	1.7%	**1.1%**	0.0%	1.1%	0.0%	*	0.0%	*	*	1.7%	1.1%	1.8%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.7%	**93.7%**	*	93.7%	100.0%	-	88.9%	-	-	86.1%	93.0%	88.2%
Received TxCHSE	0.5%	0.2%	**0.2%**	*	0.2%	0.0%	-	11.1%	-	-	0.0%	0.2%	0.2%
Continued HS	3.7%	3.5%	**3.0%**	*	3.0%	0.0%	-	0.0%	-	-	7.5%	3.2%	5.7%
Dropped Out	5.9%	5.6%	**3.2%**	*	3.2%	0.0%	-	0.0%	-	-	6.5%	3.6%	5.9%
Graduates and TxCHSE	90.4%	90.9%	**93.9%**	*	93.8%	100.0%	-	100.0%	-	-	86.1%	93.2%	88.4%
Graduates, TxCHSE, and Continuers	94.1%	94.4%	**96.8%**	*	96.8%	100.0%	-	100.0%	-	-	93.5%	96.4%	94.1%
Class of 2018													
Graduated	90.0%	91.2%	**92.8%**	*	92.8%	96.3%	-	100.0%	-	-	80.1%	93.0%	84.6%
Received TxCHSE	0.4%	0.2%	**0.3%**	*	0.3%	0.0%	-	0.0%	-	-	0.0%	0.3%	0.0%
Continued HS	3.8%	3.6%	**3.0%**	*	3.0%	3.7%	-	0.0%	-	-	9.4%	2.9%	5.6%
Dropped Out	5.7%	5.0%	**3.9%**	*	3.9%	0.0%	-	0.0%	-	-	10.4%	3.8%	9.8%
Graduates and TxCHSE	90.4%	91.4%	**93.1%**	*	93.1%	96.3%	-	100.0%	-	-	80.1%	93.4%	84.6%
Graduates, TxCHSE, and Continuers	94.3%	95.0%	**96.1%**	*	96.1%	100.0%	-	100.0%	-	-	89.6%	96.2%	90.2%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	93.1%	**95.1%**	*	95.1%	96.3%	-	100.0%	-	-	86.5%	95.4%	89.1%
Received TxCHSE	0.6%	0.3%	**0.5%**	*	0.5%	0.0%	-	0.0%	-	-	0.0%	0.4%	0.3%
Continued HS	1.1%	1.3%	**0.7%**	*	0.7%	3.7%	-	0.0%	-	-	2.7%	0.5%	0.3%
Dropped Out	6.1%	5.3%	**3.7%**	*	3.8%	0.0%	-	0.0%	-	-	10.8%	3.6%	10.4%
Graduates and TxCHSE	92.8%	93.4%	**95.6%**	*	95.5%	96.3%	-	100.0%	-	-	86.5%	95.8%	89.4%
Graduates, TxCHSE, and Continuers	93.9%	94.7%	**96.3%**	*	96.2%	100.0%	-	100.0%	-	-	89.2%	96.4%	89.6%
Class of 2017													
Graduated	92.0%	92.5%	**95.4%**	*	95.4%	94.1%	*	*	*	-	90.4%	95.5%	91.6%
Received TxCHSE	0.6%	0.3%	**0.3%**	*	0.3%	0.0%	*	*	*	-	0.3%	0.3%	0.2%
Continued HS	1.1%	1.5%	**0.5%**	*	0.5%	5.9%	*	*	*	-	2.1%	0.4%	0.5%
Dropped Out	6.3%	5.8%	**3.8%**	*	3.8%	0.0%	*	*	*	-	7.2%	3.7%	7.7%
Graduates and TxCHSE	92.6%	92.7%	**95.7%**	*	95.7%	94.1%	*	*	*	-	90.7%	95.8%	91.8%
Graduates, TxCHSE, and Continuers	93.7%	94.2%	**96.2%**	*	96.2%	100.0%	*	*	*	-	92.8%	96.3%	92.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

District Number: 031901

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	93.1%	**95.7%**	*	95.7%	100.0%	*	*	*	-	91.5%	95.8%	92.1%
Received TxCHSE	0.7%	0.3%	**0.3%**	*	0.3%	0.0%	*	*	*	-	0.3%	0.3%	0.2%
Continued HS	0.6%	0.7%	**0.2%**	*	0.2%	0.0%	*	*	*	-	1.0%	0.2%	0.0%
Dropped Out	6.3%	5.9%	**3.8%**	*	3.8%	0.0%	*	*	*	-	7.1%	3.7%	7.7%
Graduates and TxCHSE	93.2%	93.4%	**96.1%**	*	96.0%	100.0%	*	*	*	-	91.9%	96.1%	92.3%
Graduates, TxCHSE, and Continuers	93.7%	94.1%	**96.2%**	*	96.2%	100.0%	*	*	*	-	92.9%	96.3%	92.3%
Class of 2016													
Graduated	92.1%	92.7%	**95.4%**	83.3%	95.4%	88.2%	-	100.0%	*	-	89.7%	95.5%	85.2%
Received TxCHSE	0.8%	0.4%	**0.4%**	0.0%	0.3%	5.9%	-	0.0%	*	-	0.4%	0.3%	0.4%
Continued HS	0.5%	0.7%	**0.1%**	0.0%	0.1%	0.0%	-	0.0%	*	-	0.4%	0.1%	0.7%
Dropped Out	6.6%	6.2%	**4.2%**	16.7%	4.2%	5.9%	-	0.0%	*	-	9.6%	4.1%	13.7%
Graduates and TxCHSE	92.9%	93.1%	**95.7%**	83.3%	95.7%	94.1%	-	100.0%	*	-	90.0%	95.8%	85.6%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	**95.8%**	83.3%	95.8%	94.1%	-	100.0%	*	-	90.4%	95.9%	86.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	90.7%	**92.1%**	*	92.1%	100.0%	-	88.9%	-	-	75.1%	91.4%	87.7%
Class of 2018	90.0%	91.2%	**91.9%**	*	91.8%	92.9%	-	100.0%	-	-	74.6%	92.1%	84.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	65.0%	*	-	*	-	-	-	-	-	*	*	*
Class of 2018	68.5%	76.2%	**85.7%**	-	85.7%	-	-	-	-	-	*	85.7%	100.0%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	4.6%	**17.3%**	*	17.4%	6.3%	-	0.0%	-	-	15.3%	17.4%	11.3%
Class of 2018	5.0%	3.3%	**3.6%**	*	3.7%	0.0%	-	0.0%	-	-	6.2%	3.7%	9.2%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	89.5%	**79.9%**	*	79.8%	93.8%	-	100.0%	-	-	59.2%	79.5%	84.7%
Class of 2018	82.0%	89.0%	**93.2%**	*	93.2%	88.5%	-	100.0%	-	-	73.2%	93.1%	81.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	94.0%	**97.2%**	*	97.2%	100.0%	-	100.0%	-	-	74.1%	96.8%	96.0%
Class of 2018	86.8%	92.1%	**96.8%**	*	96.8%	88.5%	-	100.0%	-	-	79.0%	96.7%	91.2%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	40.3%	**32.3%**	-	32.8%	-	-	-	-	*	0.0%	25.5%	77.8%
2017-18	37.7%	60.0%	**58.8%**	-	58.8%	-	-	-	-	-	7.5%	59.1%	83.9%
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	4.6%	**16.3%**	*	16.5%	5.9%	*	0.0%	-	-	13.9%	16.4%	9.2%
2017-18	4.9%	3.3%	**3.6%**	*	3.6%	0.0%	-	0.0%	-	-	6.0%	3.7%	7.3%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	88.5%	**79.5%**	*	79.4%	94.1%	*	100.0%	-	-	57.9%	79.0%	84.4%
2017-18	81.5%	89.0%	**94.3%**	*	94.4%	88.0%	-	100.0%	-	-	72.9%	94.3%	91.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

District Number: 031901

2019-20 District Attendance, Graduation, and Dropout Rates

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	92.4%	**94.6%**	*	94.6%	100.0%	*	100.0%	-	*	61.7%	94.2%	93.2%
2017-18	85.1%	91.1%	**96.1%**	*	96.2%	88.0%	-	100.0%	-	-	66.9%	96.3%	97.3%

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

Texas Education Agency

Texas Academic Performance Report

2019-20 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	3,285	100.0%	355,615	100.0%
By Ethnicity:				
African American	2	0.1%	43,953	12.4%
Hispanic	3,255	99.1%	180,673	50.8%
White	18	0.5%	105,577	29.7%
American Indian	1	0.0%	1,293	0.4%
Asian	8	0.2%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	1	0.0%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	42	1.3%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	20	0.6%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	198	6.0%	51,579	14.5%
Foundation H.S. Program (Endorsement)	516	15.7%	15,160	4.3%
Foundation H.S. Program (DLA)	2,509	76.4%	285,538	80.3%
Special Education Graduates	299	9.1%	27,598	7.8%
Economically Disadvantaged Graduates	2,760	84.0%	186,364	52.4%
LEP Graduates	462	14.1%	25,189	7.1%
At-Risk Graduates	2,003	61.0%	146,432	41.2%

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

2019-20 District College, Career, and Military Readiness (CCMR)

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	83.4%	**79.7%**	*	79.7%	88.9%	*	93.8%	-	*	74.1%	78.3%	68.1%
2017-18	65.5%	73.0%	**67.4%**	*	67.1%	90.0%	-	100.0%	-	-	66.4%	67.2%	54.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	58.8%	**50.1%**	*	49.9%	77.8%	*	87.5%	-	*	6.0%	47.0%	37.0%
2017-18	50.0%	52.9%	**51.9%**	*	51.5%	80.0%	-	100.0%	-	-	10.1%	51.3%	40.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	61.2%	**58.8%**	*	58.6%	88.9%	*	75.0%	-	*	9.4%	55.1%	21.2%
2017-18	58.2%	55.7%	**61.1%**	*	60.9%	80.0%	-	100.0%	-	-	16.8%	60.6%	24.2%
Mathematics													
2018-19	48.6%	50.8%	**46.2%**	*	46.0%	77.8%	*	87.5%	-	*	9.4%	43.4%	19.3%
2017-18	46.0%	44.3%	**49.9%**	*	49.5%	76.0%	-	100.0%	-	-	15.0%	49.5%	27.2%
Both Subjects													
2018-19	44.2%	45.9%	**41.1%**	*	40.9%	77.8%	*	62.5%	-	*	5.0%	37.7%	12.1%
2017-18	42.1%	39.3%	**44.9%**	*	44.5%	76.0%	-	100.0%	-	-	9.1%	44.3%	15.1%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.6%	**23.7%**	*	23.5%	50.0%	*	75.0%	-	*	1.7%	20.8%	6.3%
2017-18	20.7%	29.5%	**20.1%**	*	19.8%	36.0%	-	77.8%	-	-	3.1%	19.8%	4.2%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.0%	**19.9%**	*	19.8%	33.3%	*	37.5%	-	*	1.0%	18.6%	31.4%
2017-18	20.4%	22.8%	**18.6%**	*	18.5%	24.0%	-	44.4%	-	-	0.7%	18.4%	29.6%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	5.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.4%	4.6%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.8%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.0%	0.6%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	58.9%	**61.4%**	*	61.5%	50.0%	*	50.0%	-	*	74.1%	60.3%	50.8%
2017-18	28.7%	43.9%	**36.1%**	*	36.0%	40.0%	-	55.6%	-	-	65.7%	36.1%	26.2%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	26.4%	**25.8%**	*	25.9%	16.7%	*	25.0%	-	*	14.0%	24.2%	14.3%
2017-18	4.8%	8.6%	**4.4%**	*	4.4%	0.0%	-	33.3%	-	-	2.8%	4.4%	1.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

2019-20 District College, Career, and Military Readiness (CCMR)

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.9%	**1.6%**	*	1.6%	5.6%	*	0.0%	-	*	17.7%	1.6%	0.6%
2017-18	1.7%	1.5%	**0.7%**	*	0.7%	4.0%	-	0.0%	-	-	7.7%	0.7%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	74.8%	**81.7%**	*	81.9%	66.7%	*	75.0%	-	*	60.5%	80.2%	69.5%
2017-18	38.7%	61.9%	**53.1%**	*	53.0%	68.0%	-	77.8%	-	-	33.2%	52.9%	43.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.1%	**7.7%**	*	7.7%	5.6%	*	12.5%	-	*	7.4%	8.2%	11.0%
2017-18	4.3%	7.0%	**4.1%**	*	4.1%	4.0%	-	0.0%	-	-	1.0%	4.2%	3.7%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.8%	**4.4%**	*	4.4%	5.6%	*	0.0%	-	*	48.5%	4.5%	1.9%
2017-18	2.6%	2.9%	**4.9%**	*	5.0%	0.0%	-	0.0%	-	-	55.9%	5.1%	0.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	2.1%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	0.6%	2.7%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

2019-20 District CCMR-Related Indicators

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	49.4%	**52.8%**	*	52.6%	88.9%	*	62.5%	-	*	8.7%	49.3%	16.5%
2017-18	32.1%	46.0%	**54.8%**	*	54.7%	68.0%	-	100.0%	-	-	14.7%	54.2%	17.8%
Mathematics													
2018-19	24.7%	39.9%	**43.2%**	*	43.0%	72.2%	*	87.5%	-	*	8.7%	40.3%	18.2%
2017-18	23.7%	36.5%	**44.4%**	*	44.1%	64.0%	-	100.0%	-	-	9.8%	43.9%	20.2%
Both Subjects													
2018-19	18.8%	33.6%	**36.6%**	*	36.4%	72.2%	*	50.0%	-	*	4.7%	33.3%	10.6%
2017-18	18.1%	30.4%	**39.1%**	*	38.8%	56.0%	-	100.0%	-	-	7.0%	38.4%	10.4%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	77.6%	**84.3%**	*	84.5%	66.7%	*	75.0%	-	*	64.5%	83.0%	74.5%
2017-18	58.4%	76.6%	**82.3%**	*	82.3%	80.0%	-	88.9%	-	-	62.2%	82.5%	68.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	7.7%	**2.8%**	*	2.8%	0.0%	*	12.5%	-	*	0.0%	3.0%	4.5%
2017-18	2.0%	3.4%	**1.7%**	*	1.7%	4.0%	-	0.0%	-	-	0.7%	1.8%	5.2%
Mathematics													
2018-19	7.3%	8.6%	**3.3%**	*	3.3%	5.6%	*	12.5%	-	*	0.7%	3.6%	1.3%
2017-18	3.9%	3.5%	**4.6%**	*	4.6%	0.0%	-	0.0%	-	-	4.5%	4.8%	9.9%
Both Subjects													
2018-19	2.6%	4.9%	**0.5%**	*	0.5%	0.0%	*	0.0%	-	*	0.0%	0.5%	0.4%
2017-18	0.9%	0.9%	**0.7%**	*	0.7%	0.0%	-	0.0%	-	-	0.0%	0.7%	3.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	29.7%	**27.6%**	33.3%	27.5%	28.3%	*	68.8%	*	*	n/a	25.1%	n/a
2018	25.8%	29.4%	**24.1%**	22.2%	24.0%	28.6%	-	70.6%	-	*	n/a	23.2%	n/a
English Language Arts													
2019	14.5%	17.8%	**16.1%**	22.2%	16.0%	19.6%	*	43.8%	*	*	n/a	14.2%	n/a
2018	15.3%	18.5%	**15.6%**	11.1%	15.5%	21.4%	-	52.9%	-	*	n/a	14.9%	n/a
Mathematics													
2019	7.4%	6.6%	**3.6%**	0.0%	3.6%	4.3%	*	6.3%	*	*	n/a	3.1%	n/a
2018	7.3%	5.9%	**2.0%**	11.1%	1.9%	3.6%	-	17.6%	-	*	n/a	1.9%	n/a
Science													
2019	10.4%	12.3%	**8.1%**	22.2%	8.0%	4.3%	*	25.0%	*	*	n/a	6.5%	n/a
2018	10.8%	12.1%	**5.5%**	0.0%	5.5%	5.4%	-	35.3%	-	*	n/a	5.0%	n/a
Social Studies													
2019	13.9%	17.7%	**16.7%**	22.2%	16.6%	13.0%	*	43.8%	*	*	n/a	15.0%	n/a
2018	14.5%	17.1%	**13.6%**	11.1%	13.5%	19.6%	-	41.2%	-	*	n/a	12.9%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	36.2%	**23.3%**	*	23.4%	23.1%	-	9.1%	*	-	n/a	22.4%	n/a
2018	50.7%	34.5%	**27.6%**	*	27.5%	37.5%	-	41.7%	-	-	n/a	27.7%	n/a
English Language Arts													
2019	41.2%	14.9%	**9.2%**	*	9.2%	11.1%	-	14.3%	-	-	n/a	7.3%	n/a
2018	42.5%	16.4%	**14.2%**	*	13.9%	33.3%	-	33.3%	-	-	n/a	14.0%	n/a

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

2019-20 District CCMR-Related Indicators

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	24.8%	**6.9%**	-	6.6%	*	-	*	-	-	n/a	5.0%	n/a
2018	52.8%	26.3%	**14.8%**	*	14.7%	*	-	*	-	-	n/a	14.4%	n/a
Science													
2019	40.6%	14.1%	**5.1%**	*	5.2%	*	-	*	-	-	n/a	4.0%	n/a
2018	38.0%	12.5%	**7.4%**	-	7.3%	*	-	0.0%	-	-	n/a	7.8%	n/a
Social Studies													
2019	46.3%	17.6%	**9.5%**	*	9.6%	0.0%	-	14.3%	*	-	n/a	7.8%	n/a
2018	44.6%	16.5%	**11.7%**	*	11.5%	27.3%	-	14.3%	-	-	n/a	11.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	72.5%	**74.1%**	*	73.8%	94.4%	*	100.0%	-	*	n/a	71.3%	n/a
2017-18	74.6%	73.4%	**76.9%**	*	76.5%	100.0%	-	100.0%	-	?	n/a	76.4%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	20.1%	**17.5%**	*	17.1%	52.9%	-	40.0%	-	-	n/a	14.5%	n/a
2017-18	37.9%	21.7%	**22.5%**	*	22.2%	36.0%	-	50.0%	-	*	n/a	21.5%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	979	**943**	*	941	1014	-	1107	-	-	n/a	928	n/a
2017-18	1036	987	**960**	*	959	1065	-	1093	-	-	n/a	956	n/a
English Language Arts and Writing													
2018-19	517	496	**478**	*	478	526	-	557	-	-	n/a	470	n/a
2017-18	521	500	**489**	*	488	555	-	560	-	-	n/a	487	n/a
Mathematics													
2018-19	510	483	**464**	*	464	488	-	550	-	-	n/a	458	n/a
2017-18	515	487	**472**	*	471	510	-	533	-	-	n/a	470	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	17.9	**18.0**	*	18.0	21.0	-	21.6	-	-	n/a	17.6	n/a
2017-18	20.6	18.1	**18.1**	*	18.1	19.9	-	20.0	-	*	n/a	18.0	n/a
English Language Arts													
2018-19	20.3	17.4	**17.7**	*	17.7	21.6	-	21.1	-	-	n/a	17.2	n/a
2017-18	20.3	17.5	**17.7**	*	17.7	19.6	-	19.6	-	*	n/a	17.6	n/a
Mathematics													
2018-19	20.4	18.0	**17.8**	*	17.7	20.0	-	21.4	-	-	n/a	17.4	n/a
2017-18	20.6	18.2	**18.1**	*	18.0	19.3	-	19.9	-	*	n/a	18.0	n/a
Science													
2018-19	20.8	18.5	**18.4**	*	18.4	20.1	-	21.7	-	-	n/a	18.1	n/a
2017-18	20.9	18.6	**18.5**	*	18.4	20.4	-	20.6	-	*	n/a	18.3	n/a

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

2019-20 District Other Postsecondary Indicators

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	55.0%	**53.7%**	47.6%	53.7%	46.1%	*	89.3%	*	*	25.0%	52.0%	40.6%
2017-18	43.4%	51.6%	**49.1%**	50.0%	49.1%	47.9%	-	90.0%	*	*	16.0%	49.4%	31.7%
English Language Arts													
2018-19	17.8%	25.0%	**27.5%**	35.0%	27.3%	29.4%	*	74.1%	*	*	13.9%	26.1%	21.1%
2017-18	17.3%	22.9%	**26.5%**	23.5%	26.4%	31.8%	-	60.0%	*	*	7.2%	26.4%	14.8%
Mathematics													
2018-19	20.4%	25.3%	**27.5%**	15.8%	27.5%	19.8%	*	69.2%	*	*	7.7%	26.4%	17.1%
2017-18	20.7%	24.5%	**24.5%**	20.0%	24.5%	28.0%	-	45.8%	*	*	6.1%	24.6%	14.0%
Science													
2018-19	21.7%	25.8%	**16.4%**	10.5%	16.3%	19.0%	*	34.6%	*	*	5.9%	14.8%	5.8%
2017-18	21.2%	24.9%	**18.3%**	18.8%	18.2%	21.0%	-	46.7%	*	*	5.9%	18.2%	4.5%
Social Studies													
2018-19	23.6%	30.0%	**26.0%**	33.3%	25.8%	30.6%	*	80.0%	*	*	1.9%	22.9%	4.9%
2017-18	22.8%	27.3%	**24.9%**	25.0%	24.7%	30.0%	-	69.0%	*	*	1.2%	24.1%	3.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	57.3%	**58.9%**	*	58.7%	68.0%	-	66.7%	-	-	25.5%	58.7%	36.4%
2016-17	54.6%	59.7%	**59.3%**	*	59.3%	52.9%	*	*	-	-	24.6%	58.6%	42.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	60.2%	**53.6%**	*	53.2%	94.1%	-	83.3%	-	-	11.0%	52.7%	19.0%
2016-17	59.2%	59.5%	**63.5%**	*	63.4%	62.5%	-	*	-	-	10.8%	62.6%	29.7%

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

District Number: 031901

2019-20 District Student Information

	Membership				Enrollment			
	District		State		District		State	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	42,989	100.0%	5,479,173	100.0%	43,028	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	47	0.1%	16,848	0.3%	75	0.2%	25,883	0.5%
Pre-Kindergarten	3,568	8.3%	248,413	4.5%	3,575	8.3%	249,226	4.5%
Kindergarten	2,544	5.9%	383,585	7.0%	2,545	5.9%	384,114	7.0%
Grade 1	2,783	6.5%	391,175	7.1%	2,786	6.5%	391,449	7.1%
Grade 2	2,773	6.5%	388,370	7.1%	2,773	6.4%	388,675	7.1%
Grade 3	2,868	6.7%	391,565	7.1%	2,868	6.7%	391,795	7.1%
Grade 4	2,850	6.6%	399,883	7.3%	2,850	6.6%	400,111	7.3%
Grade 5	3,056	7.1%	417,272	7.6%	3,056	7.1%	417,444	7.6%
Grade 6	3,023	7.0%	422,605	7.7%	3,023	7.0%	422,740	7.7%
Grade 7	2,984	6.9%	423,421	7.7%	2,984	6.9%	423,545	7.7%
Grade 8	3,112	7.2%	411,170	7.5%	3,112	7.2%	411,272	7.5%
Grade 9	3,640	8.5%	448,929	8.2%	3,640	8.5%	449,122	8.2%
Grade 10	3,425	8.0%	406,785	7.4%	3,425	8.0%	407,044	7.4%
Grade 11	3,214	7.5%	376,894	6.9%	3,214	7.5%	377,208	6.9%
Grade 12	3,102	7.2%	352,258	6.4%	3,102	7.2%	354,312	6.4%
Ethnic Distribution:								
African American	51	0.1%	691,582	12.6%	51	0.1%	692,925	12.6%
Hispanic	42,273	98.3%	2,892,928	52.8%	42,312	98.3%	2,899,504	52.8%
White	564	1.3%	1,477,699	27.0%	564	1.3%	1,483,688	27.0%
American Indian	9	0.0%	19,999	0.4%	9	0.0%	20,062	0.4%
Asian	74	0.2%	250,065	4.6%	74	0.2%	250,463	4.6%
Pacific Islander	8	0.0%	8,466	0.2%	8	0.0%	8,481	0.2%
Two or More Races	10	0.0%	138,434	2.5%	10	0.0%	138,817	2.5%
Sex:								
Female	21,106	49.1%	2,673,270	48.8%	21,125	49.1%	2,678,619	48.8%
Male	21,883	50.9%	2,805,903	51.2%	21,903	50.9%	2,815,321	51.2%
Economically Disadvantaged	38,485	89.5%	3,303,974	60.3%	38,505	89.5%	3,309,610	60.2%
Non-Educationally Disadvantaged	4,504	10.5%	2,175,199	39.7%	4,523	10.5%	2,184,330	39.8%
Section 504 Students	3,714	8.6%	376,734	6.9%	3,714	8.6%	376,956	6.9%
English Learners (EL)	15,533	36.1%	1,112,674	20.3%	15,535	36.1%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	443	0.9%	82,551	1.5%				
Students w/ Dyslexia	2,524	5.9%	224,619	4.1%	2,524	5.9%	224,741	4.1%
Foster Care	179	0.4%	17,393	0.3%	179	0.4%	17,451	0.3%
Homeless	1,456	3.4%	78,178	1.4%	1,456	3.4%	78,296	1.4%
Immigrant	480	1.1%	126,747	2.3%	480	1.1%	126,858	2.3%
Migrant	589	1.4%	18,888	0.3%	590	1.4%	18,992	0.3%
Title I	42,331	98.5%	3,568,526	65.1%	42,366	98.5%	3,576,850	65.1%
Military Connected	200	0.5%	105,751	1.9%	200	0.5%	105,787	1.9%
At-Risk	29,129	67.8%	2,773,390	50.6%	29,132	67.7%	2,776,481	50.5%

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

2019-20 District Student Information

District Number: 031901

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	15,307	35.6%	1,128,904	20.6%	15,309	35.6%	1,129,558	20.6%
Career & Technical Education	14,191	33.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	10,960	81.9%	805,496	50.8%	10,960	81.9%	806,117	50.8%
Gifted & Talented Education	4,988	11.6%	444,125	8.1%	4,988	11.6%	444,196	8.1%
Special Education	5,734	13.3%	577,868	10.5%	5,760	13.4%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,734		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,133	54.6%	245,216	42.4%				
Students with Physical Disabilities	669	11.7%	123,847	21.4%				
Students with Autism	693	12.1%	79,952	13.8%				
Students with Behavioral Disabilities	1,114	19.4%	120,042	20.8%				
Students with Non-Categorical Early Childhood	125	2.2%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	5,864	14.1%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.2%	1.6%	3.3%	5.5%
Grade 1	7.6%	2.9%	15.7%	4.9%
Grade 2	4.1%	1.6%	4.6%	2.0%
Grade 3	2.9%	0.9%	2.2%	0.8%
Grade 4	1.0%	0.5%	0.6%	0.4%
Grade 5	0.4%	0.4%	0.2%	0.5%
Grade 6	2.7%	0.4%	0.9%	0.5%
Grade 7	3.2%	0.5%	1.4%	0.6%
Grade 8	2.1%	0.4%	1.3%	0.6%
Grade 9	9.1%	7.8%	19.1%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	86	0.4%	5,686	0.2%

District Name: BROWNSVILLE ISD
County Name: CAMERON
District Number: 031901

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.0	19.0
Grade 1	16.9	18.9
Grade 2	17.9	18.8
Grade 3	22.2	19.0
Grade 4	23.3	19.2
Grade 5	24.1	20.9
Grade 6	22.9	20.4
Secondary:		
English/Language Arts	16.3	16.4
Foreign Languages	17.8	18.7
Mathematics	19.5	17.8
Science	19.3	18.8
Social Studies	19.0	19.3

Texas Education Agency

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

Texas Academic Performance Report

2019-20 District Staff Information

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	6,487.9	100.0%	734,726.4	100.0%
Professional Staff:	3,680.1	56.7%	468,132.4	63.7%
Teachers	2,859.2	44.1%	363,121.3	49.4%
Professional Support	632.2	9.7%	74,698.8	10.2%
Campus Administration (School Leadership)	178.8	2.8%	21,960.1	3.0%
Central Administration	10.0	0.2%	8,352.3	1.1%
Educational Aides:	774.1	11.9%	78,096.8	10.6%
Auxiliary Staff:	2,033.7	31.3%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	58.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	155.0	n/a	12,901.0	n/a
Part-time	8.0	n/a	1,103.0	n/a
Total Minority Staff:	6,106.2	94.1%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	7.0	0.2%	39,132.5	10.8%
Hispanic	2,568.6	89.8%	102,099.7	28.1%
White	238.8	8.4%	209,453.0	57.7%
American Indian	3.0	0.1%	1,239.6	0.3%
Asian	2.0	0.1%	6,393.2	1.8%
Pacific Islander	39.8	1.4%	638.2	0.2%
Two or More Races	0.0	0.0%	4,165.2	1.1%
Males	901.6	31.5%	86,302.4	23.8%
Females	1,957.6	68.5%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	37.2	1.3%	4,859.9	1.3%
Bachelors	2,270.5	79.4%	266,596.3	73.4%
Masters	539.5	18.9%	89,088.4	24.5%
Doctorate	12.0	0.4%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	65.5	2.3%	26,878.7	7.4%
1-5 Years Experience	380.3	13.3%	101,305.8	27.9%
6-10 Years Experience	493.2	17.3%	70,305.4	19.4%
11-20 Years Experience	1,145.3	40.1%	106,767.7	29.4%
Over 20 Years Experience	774.9	27.1%	57,863.9	15.9%
Number of Students per Teacher	15.0	n/a	15.1	n/a

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

2019-20 District Staff Information

District Number: 031901

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	9.6	6.2
Average Years Experience of Principals with District	9.1	5.3
Average Years Experience of Assistant Principals	9.1	5.3
Average Years Experience of Assistant Principals with District	8.9	4.7
Average Years Experience of Teachers:	15.4	11.1
Average Years Experience of Teachers with District:	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$50,807	$49,868
1-5 Years Experience	$51,636	$52,823
6-10 Years Experience	$53,468	$55,756
11-20 Years Experience	$58,689	$59,308
Over 20 Years Experience	$67,128	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$58,957	$57,091
Professional Support	$73,071	$67,352
Campus Administration (School Leadership)	$95,913	$82,512
Central Administration	$173,410	$108,367
Instructional Staff Percent:	58.9%	64.6%
Turnover Rate for Teachers:	6.4%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.1	399.5
Contracted Instructional Staff:	3,598.0	6,309.0

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

County Name: CAMERON

2019-20 District Staff Information

District Number: 031901

Program Information	District Count	District Percent	State Count	State Percent
Teachers by Program (population served):				
Bilingual/ESL Education	77.2	2.7%	23,626.0	6.5%
Career & Technical Education	161.8	5.7%	18,120.4	5.0%
Compensatory Education	17.3	0.6%	10,147.3	2.8%
Gifted & Talented Education	12.5	0.4%	7,053.3	1.9%
Regular Education	2,249.0	78.7%	257,548.7	70.9%
Special Education	334.8	11.7%	33,620.4	9.3%
Other	6.7	0.2%	13,005.2	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.
'-' 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 2018-19 Financial Actual Report

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

b. Substantially disrupts the orderly operation of a classroom, 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

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

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.

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.

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report — 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.

Prohibited Conduct — 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.

Investigation of Report — 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.

Concluding the Investigation — 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.

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.

Notice to Parents — 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.

District Action

Bullying — 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.

Discipline — 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.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	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.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	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.
Confidentiality	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.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	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.

2020 Results Driven Accountability

District Report

County-District Number: *031901*
District Name: *BROWNSVILLE ISD* Region: *01*

Bilingual Education/English as a Second Language & English Learner (BE/ESL/EL)

Domain I – Academic Achievement (Indicators 1-8)

Domain II - Post-Secondary Readiness (Indicators 9-10)

Domain III - Disproportionate Analysis (Indicator 11)

Other Special Populations (OSP)

Domain I – Academic Achievement (Indicators 1-3)

Domain II - Post-Secondary Readiness (Indicators 4-5)

Domain III - Disproportionate Analysis (Indicator 6)

Special Education (SPED)

Domain I – Academic Achievement (Indicators 1-5)

Domain II - Post-Secondary Readiness (Indicators 6-7)

Domain III - Disproportionate Analysis (Indicators 8-18)

Summary

Performance Level Summary

Federally Required Elements

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

1. BE STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
(iii) Science	2020	65.0 - 100	*	*	*	No Data
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
(v) Writing	2020	70.0 - 100	*	*	*	No Data

2. ESL STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
(iii) Science	2020	65.0 - 100	*	*	*	No Data
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
(v) Writing	2020	70.0 - 100	*	*	*	No Data

3. EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	.	*	*	*	Report Only
(ii) Reading	2020	.	*	*	*	Report Only
(iii) Science	2020	.	*	*	*	Report Only
(iv) Social Studies	2020	.	*	*	*	Report Only
(v) Writing	2020	.	*	*	*	Report Only

4. EL Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

BE/ESL/EL Domain I

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

5. EL Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
	2019			3,004	3,385	
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
	2019			3,112	3,593	
(iii) Science	2020	65.0 - 100	*	*	*	No Data
	2019			1,105	1,274	
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
	2019			425	560	
(v) Writing	2020	70.0 - 100	*	*	*	No Data
	2019			1,038	1,243	

6. EL STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	*	*	*	No Data
(ii) Biology	2020	75.0 - 100	*	*	*	No Data
(iii) U.S. History	2020	70.0 - 100	*	*	*	No Data
(iv) English I and II	2020	60.0 - 100	*	*	*	No Data

7. TELPAS Reading Beginning Proficiency Level Rate

	State Rate	Rate	Beginning	Tested	Performance Level
2020	9.4	9.2	757	8,187	Report Only

8. TELPAS Composite Rating Level for Students in U.S. Schools Multiple Years

	PL 0 Cut Points	Rate	BEG./INT.	Tested	Performance Level
2020	0 - 19.4	*	*	*	No Data

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
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2020 Results Driven Accountability

BE/ESL/EL Domain II

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

9. EL Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	88.2	518	587	0
2019			415	493	
2018			429	538	

10. EL Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	0.7	32	4,417	0
2019			54	3,879	
2018			67	3,891	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.

2020 Results Driven Accountability

BE/ESL/EL Domain III

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

11. EL Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-1.4	-1.1				Report Only
EL Students			5.7	715	12,553	
All Students			6.8	2,524	37,289	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.

2020 Results Driven Accountability

OSP Domain I

County-District Number: *031901*
District Name: *BROWNSVILLE ISD* Region: *01*

1. OSP STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(iii) Science	2020	65.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(v) Writing	2020	70.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

2. OSP Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	*	*	*	Report Only
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

OSP Domain I

County-District Number: *031901*
District Name: *BROWNSVILLE ISD* Region: *01*

3. OSP STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(ii) Biology	2020	75.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(iii) U.S. History	2020	70.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	
(iv) English I and II	2020	60.0 - 100	*	*	*	No Data
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
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2020 Results Driven Accountability

OSP Domain II

County-District Number: *031901*
District Name: *BROWNSVILLE ISD* Region: *01*

4. OSP Graduation Rate

		PL 0 Cut Points	Rate	Graduates	Class	Performance Level
	2020	80.0 - 100	81.4	227	279	0
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

5. OSP Annual Dropout Rate (Grades 7-12)

		PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
	2020	0 - 1.8	1.9	19	1,005	1
Foster Care			*	*	*	
Homeless			*	*	*	
Military			*	*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

OSP Domain III

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

6. OSP Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	-0.4	-2.2				Report Only
OSP Students			4.6	72	1,572	
Foster Care			*3.9*	*6*	*155*	
Homeless			*4.4*	*56*	*1,274*	
Military			*6.7*	*11*	*165*	
All Students			6.8	2,524	37,289	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain I

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

1. SPED STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
	2019			1,566	2,647	
	2018			1,475	2,529	
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
	2019			1,245	2,654	
	2018			1,117	2,437	
(iii) Science	2020	65.0 - 100	*	*	*	No Data
	2019			458	921	
	2018			392	832	
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
	2019			176	416	
	2018			171	409	
(v) Writing	2020	70.0 - 100	*	*	*	No Data
	2019			339	904	
	2018			276	859	

2. SPED Dyslexia STAAR 3-8 Reading Passing Rate

		State Rate	Rate	Passed	Tested	Performance Level
Reading	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain I

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

3. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Mathematics	2020	70.0 - 100	*	*	*	No Data
	2019			61	76	
	2018			64	75	
(ii) Reading	2020	70.0 - 100	*	*	*	No Data
	2019			64	80	
	2018			56	75	
(iii) Science	2020	65.0 - 100	*	*	*	No Data
	2019			17	23	
	2018			*	*	
(iv) Social Studies	2020	65.0 - 100	*	*	*	No Data
	2019			*	*	
	2018			*	*	
(v) Writing	2020	70.0 - 100	*	*	*	No Data
	2019			24	35	
	2018			12	17	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain I

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

4. SPED STAAR EOC Passing Rate

		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
(i) Algebra I	2020	65.0 - 100	*	*	*	No Data
	2019			358	462	
	2018			260	409	
(ii) Biology	2020	75.0 - 100	*	*	*	No Data
	2019			267	389	
	2018			249	413	
(iii) U.S. History	2020	70.0 - 100	*	*	*	No Data
	2019			269	354	
	2018			246	349	
(iv) English I and II	2020	60.0 - 100	*	*	*	No Data
	2019			340	1,062	
	2018			304	1,070	

5. SPED STAAR Alternate 2 Participation Rate

		State Rate	Rate	STAAR Alternate	Document Submitted	Performance Level
(i) Mathematics	2020	.	*	*	*	Report Only
(ii) Reading	2020	.	*	*	*	Report Only
(iii) Science	2020	.	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
Due to the 2020 STAAR testing requirements waiver, data are not available for the STAAR 3-8 Passing Rate, STAAR EOC Passing Rate, STAAR Alternate 2 Participation, and TELPAS Composite Rate indicators, if applicable.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain II

County-District Number: *031901*
District Name: *BROWNSVILLE ISD* Region: *01*

6. SPED Graduation Rate

	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2020	80.0 - 100	75.1	254	338	1
2019			247	331	
2018			250	325	

7. SPED Annual Dropout Rate (Grades 7-12)

	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2020	0 - 1.8	1.0	26	2,582	0
2019			38	2,573	
2018			33	2,534	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain III

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

8. SPED Dyslexia Representation (Ages 6-21)

	State Rate	District Rate (DIFF)	Rate	Dyslexia	Enrolled	Performance Level
2020	6.3	-3.0				Report Only
SPED Students			3.8	201	5,287	
All Students			6.8	2,524	37,289	

9. SPED Regular Early Childhood Program Rate (Ages 3-5)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2020	30.0 - 100	32.3	*	*	0
2019			*	*	
2018			*	*	

10. SPED Regular Class ≥80% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2020	70.0 - 100	63.2	*	*	1
2019			*	*	

11. SPED Regular Class <40% Rate (Ages 6-21)

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2020	0 - 10.0	18.8	*	*	1
2019			*	*	
2018			*	*	

12. SPED Separate Settings Rate (Ages 6-21)

	State Rate	Rate	Separate Settings	SPED Students	Performance Level
2020	0.3	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain III

County-District Number: *031901*
District Name: *BROWNSVILLE ISD* Region: *01*

13. SPED Representation (Ages 3-21)

		SPED Students	All Students	
2020		5,757	43,010	

14. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP≤10	SPED Students	Performance Level
2020	6.3	5.2	*	*	Report Only

15. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2020	0.4	*	*	*	Report Only

16. SPED ISS ≤10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS≤10	SPED Students	Performance Level
2020	10.8	8.1	*	*	Report Only

17. SPED ISS >10 Days Rate (Ages 3-21)

	State Rate	Rate	SPED ISS>10	SPED Students	Performance Level
2020	0.9	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
An asterisk (*) is used to mask data in order to protect student confidentiality

2020 Results Driven Accountability

SPED Domain III

County-District Number: *031901*
District Name: *BROWNSVILLE ISD*
Region: *01*

18. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2020	0 - 19.0	27.9	*	*	1
2019			*	*	

(i) Hispanic/Latino (HISP)

	Threshold	Risk Ratio	Rate	SPED Removals	SPED Students	Performance Level
2020	>2.5	3.0				SD (Year 1)
HISP			28.2	*	*	
All Other			9.5	*	*	

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
If applicable, for data pertaining to significant disproportionality (SD) indicators are provided only for districts that exceed the established SD threshold. If a district's SD risk ratio was calculated using the alternate risk ratio, the alternate risk ratio, the comparison group's state rate, numerator, and denominator are presented in parentheses.
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2020 Results Driven Accountability

Summary

County-District Number: *031901*
District Name: *BROWNSVILLE ISD* Region: *01*

Performance Level Summary by Each Program Area

	2020 Performance Level Counts								
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP
BE/ESL/EL	2						*20*	*8*	
OSP	1	1					*9*	*2*	
SPED	6	4					*14*	*10*	1

Federally Required Elements

For information about the four indicators below, visit LEA Determinations or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your regional education service center special education contact.

Indicator	Performance Level
State Performance Plan (SPP) Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Detailed information on the assignment of performance levels can be found in the 2020 Results Driven Accountability Manual.
The Federally Required Elements indicators were included in the summary table for the SPED program area.