

Brownsville Independent School District

Pace Early College High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Board Approval Date: November 6, 2019

Public Presentation Date: November 6, 2019

Mission Statement

James Pace Early College High School educates students, graduates leaders and empowers the community.

Vision

James Pace Early College High School will foster a safe, nurturing, intellectually challenging environment that ensures success for all students by developing pride, accountability, character, and excellence in the classroom, in the home, and in the community.

Value Statement

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

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Comprehensive Needs Assessment

Revised/Approved: May 22, 2019

Demographics

Demographics Summary

Pace Early College High School houses a student population of 2,071 students servicing grades 9th - 12th. The student body is composed of 92% economically disadvantaged students, 75% at-risk students, and 19% English Language Learners while the mobility rate for the most recent school year is 16.1%. The ethnic distribution is 98.8% Hispanic, 1.0% White, 1.0% African American, and 0.1% Asian. The retention rate is as follows: All students 11.7% and At-Risk students 75%. The Attendance Rates for the school year were 93.4% for all students. The dropout rates for the school year were 0.8% for all students and 1.5% for at-risk students. Moreover, the completion rates for the 2017-2018 school year as reported by TEA was 96.8% for all students, 97% for Economically Disadvantaged, 97.1% for English Learners, and 96.4% for special education students. The four year Graduation Rates for the 2017-2018 school year was 96/7% for all students; 96.8% for Hispanics; 96.7% for Economically Disadvantaged; 95.8% for English Learners, and 84.5% for Special Education.

Demographics Strengths

Amongst the many strengths in our school-wide academic program, we ensure that all students are serviced based on their individual academic and social needs. All programs center around academic success and college readiness with the terminal goal of graduating students to be college, career and/or military ready. To meet the needs of our students, Pace employs interventions, such as prescriptive and hybrid block scheduling, tutorials, and strategic teacher staffing. Pace students are also afforded other academic opportunities through the various career pathways which enable students to earn industry certifications. Moreover, Pace also offers both the School of Technology, Architecture, and Medical Professions (STAMP) and Science, Technology, Engineering, Mathematics (STEM). Pace Early College High School has identified the following demographic strengths.

1. CTE Enrollment in career pathways and number of endorsements and industry certifications earned by CTE students
2. Pace Learning Opportunities Attendance for before and after school tutorial programs
3. Enrollment increase in CTE Programs with opportunities to earn certificates and industry-based certifications
4. Increase in Cohort Express/ GAP Attendance; thus, increasing numbers of students graduating with their cohort
5. Increase in number of ECHS Cohorts and number of students interested in program

D-DEMOGRAPHIC NEEDS:

1. Increase attendance rate to 97%
2. Increase the number of students actively participating in competitive and/or non-competitive extra-curricular activities.
3. Decrease the number of dropouts below the state average.
4. Increase graduation and completion rate for all populations
5. The Dean of Instruction, Dropout Specialist, At-Risk Program Specialist, Communities in Schools, Probation Officer, Attendance Office, Parent Liaisons, and At-Risk Counselor, will continue monitoring and providing support services to at-risk populations.
6. Continue providing at-risk tutorials and credit recovery programs /interventions before, during, and after school with a lead teacher to oversee the programs.

7. Increase number of dual enrollment and advanced placement credit offerings for students to stay at Pace.
8. Increase number of students enrolling in two year and four year colleges and/or universities, military, and/or career readiness pathways.
9. Increase numbers of students passing TSI, SAT, ACT, AP Tests and Dual Enrollment classes to assist students in earning an Associates Degree

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students need academic, social, and emotional support services in order to graduate with their cohort. **Root Cause:** Multidimensional Factors: low educational achievement, low commitment to school, no extracurricular participation, high family mobility, low socioeconomic status, low contact with the school; family disruption, etc.

Student Academic Achievement

Student Academic Achievement Summary

Pace Early College High School met standard in all the indicies of the Texas Education Agency 2019 Accountability Report. The indicies and scores in Student Achievement, 90; School Progress, 92, Closing Performance Gaps, 83, and Post secondary Readiness/CCMR with a scaled score of 96. Overall, Pace scored 89.3% narrowly missing the rating of "A." As a campus, all subjects combined scored 82% of students, with 81% as approaches GL Standard or Above, 60% Meets, and 22% Masters GL Standard. Passing rate for sub populations was 53% for special education, 82% for economically disadvantaged, 62% for English language learners. Pace ECHS earned the accountability rating of "B" and The Top 25% on Comparative Academic Growth.

In Spring 2019 English Language Arts I, as a campus group 67% of students scored at approaches GL, 51% of students Meets GL and 8% Masters GL. The passing rate for sub populations was 23% for special education, 67% for economically disadvantaged, 27% for English language learners.

In Spring 2019 English Language Arts II, as a campus group 70% of students scored at approaches GL, 53% of students Meets GL and 5% Masters GL. The passing rate for sub populations was 16% for special education, 71% for economically disadvantaged, 34% for English language learners.

In Spring 2019, Algebra I as a campus group 99.31% of students scored at approaches GL, 94% of students Meets GL and 77% Masters GL. The passing rate for sub populations was 92% for special education, 98% for economically disadvantaged, 98% for English language learners.

In Spring 2019, U.S. History as a campus group 91% of students scored at approaches GL, 67% of students Meets GL and 35% Masters GL. The passing rate for sub populations was 62% for special education, 92% for economically disadvantaged, 81% for English language learners.

In Spring 2019, Biology as a campus group 93% of students scored at approaches GL, 67% of students Meets GL and 15% Masters GL. The passing rate for sub populations was 71% for special education, 92% for economically disadvantaged, 77% for English language learners.

Advise TX College Advising Corps works to increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete a postsecondary education by helping students to apply for financial aide, scholarships complete college applications and registration for college entrance exams. The program model utilizes near-peer advisers by placing well-trained recent college graduates from four Texas partner institutions of higher education as full-time college advisers in high schools with historically low college-going rates. This program assists with post-secondary student achievement.

Student Academic Achievement Strengths

The Texas Education Agency calculates student progress based upon current and prior year performance in different areas for each student. When compared to similar schools across the state Pace ECHS in the most recent accountability report scored in the Top Quartile (Q1) indicator AP Participation in ELA with 37.6% of students taking an AP exam. In mathematics Pace ECHS scored Top Quartile (Q1) indicator Accelerated Student Growth in Mathematics with 75% and Algebra 1 Performance Masters Grade Level (Q1) with 67% of the students that tested. In the area of science, Pace ECHS scored Top Quartile (Q1) indicator AP examination participation with 21%. In Social Studies, Pace ECHS scored Top Quartile (Q1) indicator AP examination participation with 34.4%. In Comparative Academic Growth (AG) Pace ECHS has a scaled score of 88 and 86 scaled score in Comparative Closing the Gaps (CTG).

STUDENT ACHIEVEMENT NEEDS

Based on the 2019 data, ELLs and SPED Sub-populations under ELA I and ELA II continue to be areas in need of improvement. However, we cannot lose sight of assisting all populations who make Pace their learning place:

1. Provide targeted, data driven tutorials for EOC, AP, PSAT, SAT, ACT, and TSI after school and on Saturdays.
2. Provide the library with funds for updated reading materials, books, technological resources targeting all students, but especially, our ELL and Special Education populations, and funds for makerspace activities.
3. Continue regaining of credit and enrichment opportunities for all student populations throughout the year.
4. Continue providing students access to EOC, AP, TSI, and TELPAS formatted materials, classroom supplies, and access to instructional technology/software to learn process skills for the state and national level exams.
5. PFS students require additional resources and technology to successfully complete the high school curriculum and any and all post-secondary readiness assessments.
6. Continue providing students assistance for post-secondary education through the "ADVISE TEXAS" program and other Guidance and Counseling Activities, such as University Day, Financial Aid Night, and University Signings, etc.
7. Separate writing and reading classes for EOC I and EOC II with two separate teachers in order to give students a stronger language foundation.
8. Continue having PE teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities with the Adapted PE Teachers to address CATCH, IEP's, and ELPS in lesson plans, which will enable students to see learning across the curriculum.
9. Continue having non-tested and non-core teachers implement reading, writing, summarizing, inferencing, and speaking process skills in classrooms.
10. Pace will continue utilizing -PAPA (Parenting and Paternity Awareness) curriculum-CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1 (Prioritized): One-third of English and English II students failed EOC **Root Cause:** Reading instructional time provided and the interventions used were not enough to close the performance gap.

School Processes & Programs

School Processes & Programs Summary

Pace Early College High School administration is comprised of the Principal, one Dean of Instruction, and 5 Assistant Principals, four of which serve one grade level and one Assistant Principal who is dedicated to our IDEA students. Pace Early College High School also employs teachers that are highly qualified to teach in their content areas for all academic areas. New teachers are provided support through a variety of ways by the Dean of Instruction, including mentor teachers, campus administration, and trainings both inside and outside the district. Current initiatives to build capacity include a cohort of teachers receiving support to teach students at a higher level of rigor. Another group of teachers have been provided with scholarship opportunities to attain a master's degree in their content area through the UTRGV.

Professional growth opportunities are offered at the district level during the school day, after school, weekends, and out of district as needed. Topics include At-Risk Instructional strategies, rigor, data analysis, EOC (STAAR), Literacy, DOK, Bloom's Taxonomy, AP, Dual Enrollment, GT and many others. The expectation at Pace ECHS is that teachers attend professional growth opportunities as needed and determined in collaboration with faculty and administration.

Teachers will be recipients of awards during the annual Pace ECHS Awards Night Ceremony which takes place in the Spring Semester. Students will write about who is the most influential teacher in their lives and the teachers with the most stories received win the coveted "Apple Award." Teachers feel celebrated, which helps with retention and recruitment. Other awards that are recognized at Pace are "Teacher of the Year."

Pace Early College High School instructors seek to deliver lessons that are highly engaging, high yield educational practices, targeted around the TEKS. Specifically, Pace Early College has provided a research based instructional strategies for all classroom teachers and continues to implementing the common instructional framework along with strategies to improve literacy in all content areas. Additionally, Pace Early College Faculty consistently utilizes the District Scope and Sequence to plan and deliver aligned instruction and assessment in all subject areas. Throughout the current school year, the faculty continues to receive coaching, training, ongoing professional development, and support in all of the content areas and is empowered to meet the needs of our students. Moreover, Pace Early College will continue seeking out and implementing response-to-intervention strategies, using rigorous assessments as tools for learning, identifying and refining current data systems to better track student progress. Student data provided through eSchools and Eduphoria will continue identifying and assessing our strengths and weaknesses in our instructional practices if we are to realize greater gains in narrowing our current achievement gaps in a culture of high performance.

Pace has recently undergone a transformation in many ways, one of the most important changes has been the recent designation as an Early College High School. The Early College design is geared towards making at-risk students college ready before they graduate so that they may also earn college credits while in high school. Spring 2019, Pace welcomed the second cohort. A new ECHS Director for the campus was also named. CTE numbers also increased. The recently acquired Science, Technology, Architecture, and Medical Professions (STAMP) Program proved successful with Pace Students and Science, Technology, Engineering, Mathematics (STEM) Programs were also added and will allow students to study in the high demand fields and earn distinctions for program completion upon graduation.

Instructional technology at Pace Early College is a tool used as part of the learning environment for the administration, teachers, and students as we work together to promote student achievement infused with 21st century technology skills. Amongst the tools provided to teachers and students are teacher computers, laptops on wheels for classroom use, ipads on wheels for classroom use, student computer labs, mobi school pads, and cps clickers. Software offered includes Edgenuity, APEX, and Cloud Learning.

School Processes & Programs Strengths

Identified strengths for staff quality, recruitment, and retention include the following:

1. Opportunities for qualified teachers to teach Dual Enrollment & AP courses.
2. Pace Learning Opportunities paid after school through special programs, advanced academics, and special education funds.

3. Opportunities to attend professional development in AP, GT, Honors, AP, EOC, CTE, and DE trainings that are research-based, best practices, pedagogy, and/or content specific.
4. Instructional Alignment meetings held throughout the school year for all core areas and electives by strand and department.
5. Opportunities for teachers to win awards: Teacher of The Year and The Apple Award.
6. Culture of receiving and using feedback from administration/peers to increase effectiveness through instructional rounds, strand meetings, PLC's.

STAFF QUALITY, RECRUITMENT, RETENTION NEEDS:

1. Provide paid curriculum writing opportunities for teachers to horizontally and vertically align curriculum and create integrative lessons with other departments that are TEKS aligned.
2. Recruit and retain the number of teachers with master degrees so that more dual enrollment classes and articulated classes can be offered.
3. Continue providing all teachers and staff members relevant opportunities for staff development/conferences in and out of the district, regional, and state; especially teachers who serve special populations.
4. Increase the number of AP courses offered and monitor quality of instruction provided in those courses.
5. Provide new teachers and underperforming teachers with a mentor teacher and instructional coaching.
6. Equal accountability for non-tested teachers as tested area teachers.
7. Provide quality training on data-driven instruction, instructional technology, writing quality assessments linking to instruction, differentiated instruction for all sub-populations, in addition to, literacy instruction, tiering classes, integrating instructional technology, and using data to drive curriculum, instruction and assessments; advanced functions of data driven/research-based PLC's.

The following strengths can be noted when assessing curriculum, instruction and assessment practices at Pace Early College High School.

1. Data driven analysis from district benchmarks to formulate targeted interventions for students.
2. Curricular support from curriculum specialists in all core area subjects.
3. Instructional support from the Dean of Instruction.
4. Scope and sequence provided by the district curriculum office.
5. Edgenuity Program is available for student remediation in all core areas and can also be used for SAT and TSI tutorials.
6. EOC STAAR practice books available to all EOC teachers for remediation. (Online Programs).
7. Print teacher created materials for continuous use throughout the school year through media services.
8. Curricular, instructional, and data meetings between campus administration and core teachers held weekly.

CURRICULUM, INSTRUCTION, AND ASSESSMENT NEEDS:

1. Synchronize curriculum, instruction, and assessments in core area subjects amongst teachers to more effectively track student progress.
2. Provide paid curriculum writing opportunities for teachers to horizontally and vertically align curriculum and create integrative lessons with other departments that are TEKS aligned, write tests, etc.
3. Consistently implement the College and Career Readiness Standards across all grade levels.
4. Ensure that all teachers are furnished with subject area materials, including access to technology, such as clickers or other educational software.
5. Create differentiated curriculum that meets the needs of our diverse learners (specifically, ensuring rigorous, college ready curriculum for our highest performing students.
6. Provide quality training on data-driven instruction, instructional technology, writing quality assessments linking to instruction, differentiated instruction for all sub-populations, in addition to, literacy instruction, tiering classes, integrating instructional technology, and using data to drive curriculum, instruction and assessments.
7. Provide access to professional development opportunities for Turn Around Trainings, make/take sessions, and other professional development deemed necessary to meet the needs of all students and/or specific populations.
8. Update and maintain technology for remediation, tutorials, instruction, testing, labs, digital books for both teacher and student use.
9. Continue supplying teachers toners, printers, desktops, and any instructional materials that can be used for classroom use.
10. Create more infrastructure to support the campus and classrooms for built in mini-labs for teacher and student use.

11. Equip all classrooms, including the gym, with right sized screens and projectors for small and large audience capacities for mass groups of students/presentations.

The following strengths can be noted when school context and organization at Pace Early College High School:

1. Weekly meetings with department & strand teachers that discusses data, synchronizes lessons and assessments
2. One administrator and counselor assigned by grade level and one administrator handling only the special education department
3. CTE strands clustered to facilitate career strand planning.
4. Early College High School designated for at-risk freshman students, with one administrator as a ECHS Director and one ECHS designated counselor assigned to students
5. Master schedule includes prescriptive interventions for students
6. Weekly at-risk team meetings to decrease the dropout rate and find strategies to keep students on track for graduation
7. Weekly counselor meetings with administration present to discuss scheduling, CCMR Progress, and other related issues
8. Modified block schedule and hybrid schedule to ensure that special population academic and social needs are met
9. Counselors and CPO review transcripts to ensure that students are in correct class and career pathway placement and are on track to graduate on time and with CCMR point
10. Meetings with teachers on implementation of IEP's every six weeks- Coordination Day, Communication Day , or meetings with teachers as needed on IDEA concerns

SCHOOL CONTEXT AND ORGANIZATION NEEDS:

1. Ensure that important dates and events , team schedules, athletic events, tutorial schedules are all posted on the Pace main web page, social media page, and other platforms allowable by the district.
2. Professional development on poverty and economic issues surrounding students: homelessness, hunger, dropout prevention strategies, Pregnancy Related Services, provisions of the McKinney Vento Act, etc.
3. Scheduling considerations for SPED teachers to plan with their general education counterpart.
4. For English I and English II, separate reading and writing subjects and hire additional teachers to give teachers one prep.
5. Campus room assignments given by grade level for a school within a school concept.
6. Increase professional development or seminars to parents, teachers, and students on safety and social issues that affect high school students including bullying, suicide awareness, vaping, character development, dating violence, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Professional Development needs to be targeted so that the needs of ELL and SPED are integrated in the training. **Root Cause:** More planning with SPED and general education counterparts needs to occur plus more training on EL strategies needs to be focused in all classes and not just designated classes.

Perceptions

Perceptions Summary

Pace Early College High School administration and staff takes preventive measures for safety and emergency management purposes. Procedures to promote safety include stationing security personnel at various points of school for monitoring. Personnel at Pace include 4 security guards, 2 police officer and 1 probation officer. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process. Discipline data was entered in review 360 where it was subsequently tracked for trends in behaviors. Widespread student participation in activities is promoted through events such as Meet The Viking, Meet the Teacher Night, Spaghetti Dinner, and other student oriented activities. Students are actively recruited for programs during the lunch periods and after school.

At Pace Early College High School parents take an active role in their children's education. Pace has taken steps to facilitate the communication between parents and teachers with the goal of improving the academic program. Teachers at Pace are encouraged to communicate with parents especially for concerns over the student's academic progress and attendance. All teachers at Pace have been provided with a classroom phone and parent contact log which ensures ongoing communication throughout the school year. Additionally teachers have been provided with website development training which opens the door to digital communications through email and assignments posted on teacher websites.

Perceptions Strengths

Amongst the many strengths that Pace Early College High School has to offer to the community and the faculty the following have been identified as major strengths.

1. Designation as an Early College High School
2. Incorporating community serviced days, such as the Big Event.
3. At-Risk Counselor Support for students at risk of dropping out.
4. Early College High School Counselor and Director for support in Dual Enrollment.
5. Drop Out Prevention Specialist support to increase the graduation rate and prevent students from dropping out.
6. Effective interventions for all student populations

SCHOOL CULTURE AND CLIMATE NEEDS:

1. Decrease the number of discipline referrals.
2. Increase the number of teacher sponsored student clubs.
3. Provide trainings for students and teachers on bullying and other social/emotional issues from qualified staff.
4. Increase faculty and staff attendance rate during the school year and district sponsored events.
5. Provide at least two culture and climate surveys throughout the school year.
6. Provide teacher and student news on the announcements, newsletters, social media platforms, and the marquis throughout campus.
7. Increase number of award ceremonies highlighting student achievement for all student populations.
8. Provide more security, lighting, and landscaping; update building/continue with renovation projects
9. Provide more multi-purpose buildings such as the gym and the auditorium that can be used to meet the needs of the community and campus.

The following strengths can be noted when assessing Family and Community Involvement practices at Pace Early College High School.

1. Consistent parent attendance at regular parent meetings.

2. Free tax preparation for community and parents.
3. Meetings held for sub-populations including migrant and LEP students.
4. Home visitors and dropout specialists visit with parents of students exhibiting difficulty staying in school and passing classes.
5. 10 percentage points more of Pace ECHS parents strongly agree they are involved with decision-making at their school compared to high school parents district wide.

FAMILY AND COMMUNITY INVOLVEMENT NEEDS:

1. Increase the number of parents attending the parental involvement meetings by offering meetings at flexible times
2. Have more family oriented activities for parents that are meaningful and will recruit more parents to meetings.
3. Include at-risk team members in parental involvement meetings.
4. Offer parents a variety of healthy snacks and refreshments at parental involvement meetings.
5. Provide parents with opportunities to volunteer and become involved with school functions.
6. Recruit all parents to register for the Home Access Center so they can stay abreast of their child's academic and absentee information
7. Campus will provide counseling services in a timely manner to economically disadvantaged students.
8. The campus will have the necessary resources to conduct home visits as needed for absent and failing students.
9. Migrant parents will have meetings to ensure timely services and passing grades.
10. Migrant dept. will provide school supplies, clothing and hygiene products for migrant students as needed.
11. Pace ECHS will provide community service one day a year to it's surrounding community.
12. Provide Parent Liaison with electronic equipment supplies and consumables for parent activity purposes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents participation for meetings and gatherings are limited to certain hours. **Root Cause:** Parent work during the day and cannot participate.

Priority Problem Statements

Problem Statement 1: Students need academic, social, and emotional support services in order to graduate with their cohort.

Root Cause 1: Multidimensional Factors: low educational achievement, low commitment to school, no extracurricular participation, high family mobility, low socioeconomic status, low contact with the school; family disruption, etc.

Problem Statement 1 Areas: Demographics

Problem Statement 2: One-third of English and English II students failed EOC

Root Cause 2: Reading instructional time provided and the interventions used were not enough to close the performance gap.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Professional Development needs to be targeted so that the needs of ELL and SPED are integrated in the training.

Root Cause 3: More planning with SPED and general education counterparts needs to occur plus more training on EL strategies needs to be focused in all classes and not just designated classes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents participation for meetings and gatherings are limited to certain hours.

Root Cause 4: Parent work during the day and cannot participate.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: May 22, 2019

Goal 1: Pace 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).





Performance Objective 1: Performance Objective 1:





Pace student performance for all students, all grades, all subjects will exceed 2019 EOC percent Approaches Grade Level, Meets Grade Level, and EOC Masters Grade Level performance in reading, writing, mathematics, science and social studies from 3 to 5 percentage points.





Targeted or ESF High Priority









Evaluation Data Sources: EOC performance reports; benchmark scores, report cards, final EOC Spring scores not available due to COVID-19; however English I scores were available in December with 49.5% of students passing.









Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided opportunities to meet during the school day, weekends, or after school to participate in research based professional development, Turn-Around-Trainings, and curriculum writing, or make/take sessions that produce instructional materials based on student performances on formative and summative assessments. Teachers will order resources they created through media center to include booklets, banners, and laminated instructional posters as part of their planned instruction.</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: August 2019-June 2020 CNA: SPP- SQ #1, 7; SPP-CIA #,2,5,6,7</p> <p>Strategy's Expected Result/Impact: Formative: Completion of instructional materials and curriculum including exams, quizzes, and group activities.</p> <p>Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS;</p> <p>Monitor: Principal; Dean of Instruction; Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Supplies and materials - 199 Local funds - 199-11-6399/ 199-23 - \$19,000, Salary and Wages/Substitutes - 199 Local funds - 199-11-6112-18-003-Y-99-000-Y - \$6,561, Supplies and Materials - 211 Title I-A - 211-13-6399-00-003-Y-30-AYP-Y - \$500, Copy paper - 211 Title I-A - 211-11-6396-00-003-Y-30-Of2-Y - \$7,503, Media Center - 211 Title I-A - 211-11-6399-16-003-Y-30-OF2-Y - \$4,000, Substitutes- Professional Development - 211 Title I-A - 211-13-6112-00-003-Y-30-AYP-Y - \$4,500, Miscellaneous Contracted Services - 211 Title I-A - 211-13-1-6298-00-003-Y-30-OF2-Y - \$2,500, Professional Duty Extra Pay/Curriculum Writing - 162 State Compensatory - 162-13-6118-00-003-Y-30-000-Y - \$3,300, SCE-IN-PACE-TITLE 1 PT A-Sal/Wages For Subst Teachers - 162 State Compensatory - 162-11-6112-00-003-Y-30-000-Y - \$7,200, Media Center - 199 Local funds - 199-11-6399-16-003-Y-11-002-Y - \$4,000, Travel to Professional Development - 199 Local funds - 199-13-6411-23-003-Y-99-000-Y - \$400, Professional Development Venue Rentals and Operating Leases - 199 Local funds - 199-13-6269-00-003-Y-99-000-Y - \$1,400</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: Pace Learning Opportunities (PLO's) will be provided to economically disadvantaged students needing remediation and accelerated instruction in the core content areas as well as for Post-Secondary readiness Standards. Tutorials will be offered as the following: After School, Saturday Academies, and Morning Express Tutorials. In addition, a lead teacher will be provided to oversee credit recovery, tutorials with Saturday Academies to assure and assist with accountability.</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED</p> <p>Timeline: Sept 1, 2019 - June 30, 2020</p> <p>CNA: SAA-1; SPP#2</p> <p>Strategy's Expected Result/Impact: Formative: Walkthroughs, lesson plans, attendance rates, class grades, Summative: EOC scores, Core Area Passing Rates and Post-Secondary Assessment Scores; Increased Graduation Rates</p> <p>Monitor: Dean of Instruction; Principal, Lead Teacher Drop Out Specialist Core Area Teachers Credit Recovery Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Transportation for Tutorials - 211 Title I-A - 211-11-6494-00-003-Y-30-0F2-Y - \$13,800, PLO Tutorials- Professional Extra Duty Pay EOC/STARS - 162 State Compensatory - 162-11-6118-00-003-Y-24-EOC-Y - \$26,277, PLO Tutorials- Professional Extra Duty Pay- NON EOC - 162 State Compensatory - 162-11-6118-00-003-Y-30-000-Y - \$6,000, Lead Teacher - 199 Local funds - 199-23-6118-00-003-Y-99-000-Y - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Administrators, teachers, and instructional staff will meet throughout the school year by strand and department during conference and/or campus planning to vertically and horizontally align curriculum, instruction, and assessments that reflect the TEKS, district scope and sequence, and data from formative tests and summative tests released EOC /AP/ SAT/ASVAB/TSI exams using Edgenuity, APEX, Eduphoria and AWARE, which will drive planning for professional development, curriculum writing, conferences and workshops.</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED (All students); CTE, Timeline: August 2019- June 30, 2020 CNA: SSA - 4</p> <p>Strategy's Expected Result/Impact: Formative: Progress on Mini-marks and Data Reports; Specific interventions for sub-populations; Classroom walkthroughs, data, campus six weeks assessments, check-point assessments</p> <p>Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS;</p> <p>Monitor: Dean of Instruction; Department Heads AP Coordinator Core Teachers EOC Teachers AP Teachers CTE Teachers Fine Arts Teachers Foreign Language Non-Core Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: COPY PAPER - 162 State Compensatory - 162-11-6396-00-003-Y-30-000-Y - \$2,500, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-003-Y-30-000-Y - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Certified administrators, teachers, and staff in all areas for all populations will be recruited and utilized to meet the needs of students in order to ensure that academic progress is attained and gaps are closed. Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: August 2019 - June 2020 CNA: SPP-SQ - 8 Strategy's Expected Result/Impact: Formative: Progress on Mini-marks and Data Reports; Specific interventions for sub-populations; Classroom walkthroughs, data, campus six weeks assessments, check-point assessments Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS; Monitor: Principal; Dean of Instruction; Assistant Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Credit recovery for At-Risk/ Title IA students will be offered all year round and will continue in the summer (Cohort Express) for limited time to give students the opportunity to regain credit and graduate on time. Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: September 2019 - August 2020 CNA: Student Achievement (SAA) #6 Strategy's Expected Result/Impact: Formative: Course Credit Completion; Summer Bridge Course Completion; Summative: Attendance Rates in program; Enrollment Count Monitor: Dean of Instruction; Summer School Administrator Drop Out Specialist Title I Schoolwide Elements: 2.6 Funding Sources: Custodial Supplemental duty - 199 Local funds - 199-51-6121-46-003-Y-99-000-Y - \$200, Summer Bridge and Cohort Teacher Extra Duty Pay - 211 Title I-A - 211-11-6118-00-003-Y--30-BDG-Y - \$22,485, Edgenuity WITH CONTRACTED SERVICES - 162 State Compensatory - 162-11-6299-62-003-Y-24-EOC-Y - \$27,000, PLO Tutorials- Professional Extra Duty Pay EOC/STARS - 162 State Compensatory - 162-11-6118-00-003-Y-24-EOC-Y - \$3,000, Custodial Supplemental Duty - 199 Local funds - 199-51-6121-47-003-Y-99-000-Y - \$200	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Pace ECHS will ensure that cohort students are college ready, as well as college eligible by introducing them to the AVID Curriculum through summer bridge and the duration of their cohort express classes .</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: September 2019 - August 2020 CNA: Student Achievement (SAA) #6</p> <p>Strategy's Expected Result/Impact: Formative Successful academic and social-emotional transition for 8th graders to 9th graders.</p> <p>Summative: Students will graduate with High School Diploma and an associate's degree.</p> <p>Course completion rate.</p> <p>Monitor: ECHS Director ECHS Counselor Dean of Instruction</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: AVID Membership - 211 Title I-A - 211-11-6495-62-003-Y-30-0F2 - \$4,595</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Substitute teachers will cover classes so that teachers may be utilized for curriculum writing, coordination day, communication day, tutorials for struggling students, data meetings, professional development opportunities on and off campus, testing, and as needed to maintain the educational flow and to ensure academic success with our students.</p> <p>Population: All students and teachers for students. Timeline: August 2019-June 2020 CNA: SA #3</p> <p>Strategy's Expected Result/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments.</p> <p>Monitor: Administration Dean of Instruction</p> <p>Funding Sources: Substitute Teachers - 162 State Compensatory - 162-11-6112-00-003-Y-30-000-Y - \$21,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Monitor the implementation of the 3 Tier Response to Intervention Model in reading, math, and behavior classrooms with additional training provided by the district to campus Trainer of Trainers on required documentation and interventions based on identified needs.</p> <p>Population: All students and teachers for these students in core content areas. Timeline: August 2019-June 2020 CNA: SAA #2</p> <p>Strategy's Expected Result/Impact: Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, TTELPAS, 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.</p> <p>Monitor: Administration Dyslexia/504 Department Lead Teachers Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
Strategy 9: Provide district-wide/campus instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. LUCHA Program STEM/STAMP AVID EdgenuityK-12: K-12 Summit Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines Inclusion (co-teach) ModelDyslexia Lab Texas Gateways Adaptive Curriculum Population: All student groups Timeline: August 2019-June 2020 CNA: SAA: 1-12 Strategy's Expected Result/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments. Monitor: Administration Program Specialists Department Heads STAR Teachers Dean of Instruction TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Feb	Apr	June
				

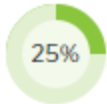







Strategy 10 Details	Reviews			
Strategy 10: Increase in staff to reduce critical classes, such as EOC ELA I and II, to meet the needs of at-risk, SPED, and EL populations in an effort to increase student academic achievement. Population: EOC English I and English II students Timeline: August 2019 to June 2020 CNA: SAA-SAN#7 Strategy's Expected Result/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2020 passing standard on the district-developed assessments and the State assessments. Monitor: Administration Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 1: Pace 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).













Performance Objective 2: Pace ECHS will implement the early college high school model to maintain designation and improve performance by the ECHS Blueprint.

Evaluation Data Sources: TSI Reports, Dual Enrollment Credit Reports, AP Scores, ECHS Blueprint

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers in the AP and upper core areas will implement AP Tutorials to provide intense instructional support for students taking AP and SAT exams. Population: All Students Timeline: August 2019 - June 2020 CNA: SAA#4 Strategy's Expected Result/Impact: Formative: AP Tutorial Sign-In sheets Summative: AP and SAT scores. Monitor: Dean of Assistant Assistant Principal for AP TEA Priorities: Connect high school to career and college Funding Sources: Supplemental Duty Pay - 199 G/T Advanced Academics - \$5,000, Tutorials - 211 Title I-A - 211-11-6118-00-003-Y-30-0F2-Y - \$8,786, Testing Materials - 211 Title I-A - 211-11-6399-00-003-Y-30--0F2-Y - \$21,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Recruit, support, and retain teachers that are qualified to teach upper level courses. All AP teachers will have their courses approved by the College Board via the College Board audit process. Dual Enrollment teachers will provide opportunities for our high school students to receive college credit. Population: AP/Dual Enrollment Teachers Timeline: August 2019 to June 2020 CNA: SPP #1; SPP-SQ #2 Strategy's Expected Result/Impact: Formative: Increased numbers of students signing up to take the AP/SAT Exam. Summative: Increased numbers of students testing and earning AP Distinctions or SAT National Merit Qualifiers Monitor: Administration Dean TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Integrate aligned curriculum for Honors/AP courses in the core areas of English, math, social studies, science, and foreign languages to improve students passing rates on AP exams. Population: All high school students taking Honors/AP Courses Timeline: August 2019-June 2020 SPP: SQ#4 Strategy's Expected Result/Impact: Formative: Increased numbers of students signing up to take the AP/SAT Exam. Summative: Increased numbers of students testing and earning AP Distinctions or SAT National Merit Qualifier Monitor: Campus Administration Dean of Instruction TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: All students at Pace ECHS will have personal graduation plans (PGP's) which are developed by and implemented by Counselors, PGP forms will be filed in counselor binders and copies will be placed in student PRC's. Population: 9-12th grade students Timeline: August 2019-June 2020 SPP- SCON-#2 Strategy's Expected Result/Impact: Formative: Increase number of student interventions that are individualized to the student and aligned to college and career readiness and occupational objectives. Summative: BISD Guidance and Counseling Program Evaluation Form; Increase of graduation rates Monitor: Counselors Funding Sources: GENERAL SUPPLIES - 211 Title I-A - 211-31-6399-00-003-Y-30-0F2-Y - \$1,900, GENERAL SUPPLIES - 199 Local funds - 199-31-6399-00-003-Y-99-000-Y - \$800	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide more Tutorials/test preparation opportunities, including online, for students taking the PSAT, ACT, SAT, and TSI with the expectation that all Pace students will graduate college ready. Population: 9-12th grade students Timeline: August 2019-June 2020 SAA-SAN#1 Strategy's Expected Result/Impact: Formative: Practice tests and strategies for the SAT, ACT, TSI, PSAT Tutorial logs Summative: Increased test scores Increased passing rates Increased numbers of AP Scholars and National Merit Scholars Monitor: Campus Administration Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Increase the number of students enrolled and passing rigorous dual/concurrent enrollment classes from TSC and UT-RGV by providing tutorials, lab support, and online resources. Population: 9-12th grade students Timeline: August 2019-June 2020 SAA-SAN#1 Strategy's Expected Result/Impact: Formative: Increased number of students enrolled in College/Academy Summative: Increased number of students passing Dual Enrollment Courses and obtaining college credit. Monitor: Administration College Readiness Counselor ECHS Director Funding Sources: PROFESSIONAL EXTRA DUTY PAY TUTORIALS - 211 Title I-A - 211-11-6118-00-003-Y-30-0F2-Y - \$1,097	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 1: Pace 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).










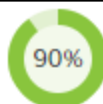
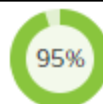

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.






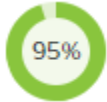


Targeted or ESF High Priority









Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students- not available due to COVID_19; Migrant Program participation reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Migrant students will utilize technology to complete homework assignments, complete class projects, attain course credit through modules, develop effective study habits, and receive supplemental supports needed for high school success. Migrant students come to the Lab as needed - sign in sheets are available. Population: Migrant Students Timeline: August 2019 to June 2020 CNA: SAA- SAN# -3,5 Strategy's Expected Result/Impact: Formative: Sign In Sheets Summative: Course Credit Monitor: Migrant Teacher; Asst Principal Funding Sources: General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-003-Y-24-0F2=Y - \$1,948	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: During the instructional day, Migrant students may ask their teacher permission to go to the Migrant Lab to receive school supplies as needed in order to complete the necessary assignments. All PFS students will receive supplemental support services before other migrant students, will have an opportunity to attend a PFS Learning Academy . Supplies will include a large variety of items that might normally be difficult to find or too expensive to purchase themselves. Migrant department will provide school supplies, clothing, and hygiene products for migrant students as needed. Population: All Migrant students Timeline: August 2019 to June 2020 CNA: SAA- SAN# -3,5 Strategy's Expected Result/Impact: Formative: Survey Summative: On time promotion and on-time graduation rates increased. Monitor: Migrant Teacher; Migrant Clerk; Asst Principal At-Risk Counselor Funding Sources: - 212 Title I-C (Migrant) - 212-11-6291, - 212 Title I-C (Migrant) - 212-11-6395	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Migrant teacher will be available to assist migrant students throughout the day and after school to ensure migrants receive all course work and makeup work to improve academic progress and graduation rate Population: Migrant Students Timeline: August 2019 to June 2020 CNA: SAA- SAN# -3,5 Strategy's Expected Result/Impact: Formative: Walk-through, Sign in sheets, Report compliance, Parent meeting sign-ins Summative: Course Completion Transcripts, All required documentation and forms Monitor: Migrant Teacher; Asst Principal Funding Sources: Migrant teacher - 212 Title I-C (Migrant) - 212-11-61XX	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: High school migrant students will respond to a survey that will be used to evaluate the effectiveness of the High School migrant labs so that pertinent appropriate adjustments can be made to the labs. Population: Migrant Students Timeline: August 2019 to June 2020 CNA: SAA- SAN# -3,5; Perceptions- FCIN #10 Strategy's Expected Result/Impact: Formative: Transcripts, COE Summative: CBE Credit Reports Monitor: Principal; Assistant Principal Funding Sources: - 212 Title I-C (Migrant)	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families. Population: Migrant Teachers, Campus Clerks Timeline: August 2019 to June 2020 CNA: SPP - 4 Strategy's Expected Result/Impact: Formative: Professional Leaves Summative: Turn around train Monitor: Migrant Teacher, Assistant Principal Funding Sources: Substitutes - 212 Title I-C (Migrant) - 212-11-6112-00-003-Y-24-OF2-Y	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
Strategy 6: Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to meet challenge of STAAR EOC. 11th and 12th grade migrant students will attend the Path to Scholarships program in order to increase number of college admissions and scholarships awarded. Population: Migrant Students Timeline: August 2019 to June 2020 CNA: SAA- SAN# -3,5 Strategy's Expected Result/Impact: Formative: Sign-In Sheets, Permission Slips Summative: Increased on-time graduation Decrease drop-out rate Increase ins scholarships awarded Increase in Algebra I EOC Scores Monitor: District Migrant Coordinator HS Principal HS Migrant Teacher Migrant Counselor Funding Sources: Region One Consultants-Math Academy - 212 Title I-C (Migrant) - 212-11-6239, Transportation to Path to Scholarships/Math Academy - 212 Title I-C (Migrant) - 212-11-6494	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
Strategy 7: Migrant teacher will continue identifying students who are in danger of dropping out and will continue monitoring and communicating with parents, administration and at-risk counselor on student's progress. Population: Migrant Students Timeline: August 2019-June 2020 CNA: SAA- SAN# -3,5 Strategy's Expected Result/Impact: Formative: Attendance roster into migrant lab; phone logs, 3 week progress reports, and six weeks grades Summative: end of year state assessment scores Monitor: Migrant Teacher Administration Counselor	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: The migrant teacher will continue providing supplemental support to the migrant students in order to enhance the advocacy, encouragement, and support to the special needs of the migrant students as delineated by ESSA and will ensure that migrant students receive needed homework assistance and socialize with other migrant students throughout the year.</p> <p>Population: Migrant Students Timeline: August 2019-June 2020 CNA: SAA- SAN# -3,5; Perceptions, FCIN #10</p> <p>Strategy's Expected Result/Impact: Formative: Attendance roster into migrant lab; phone logs, 3 week progress reports, and six weeks grades</p> <p>Summative: end of year state assessment scores</p> <p>Monitor: Migrant Teacher Administration Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Pace 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).













Performance Objective 4: Career and Technical Education student participation will increase by 5 percentage points over 2019-2020 , including special population students and CCMR graduates will improve over prior year graduates.

Targeted or ESF High Priority

Evaluation Data Sources: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus counselors and CPO will review transcripts and schedules to ensure all students will be prepared to graduate with appropriate CTE course work/foundation courses and meet CCMR requirements.</p> <p>Population: All students including special population students.</p> <p>Timeline: August 2019-June 2020 CNA: SPP C&I #3</p> <p>Strategy's Expected Result/Impact: Formative: Student schedules will indicate 95% of students are scheduled in to CTE coursework Summative: CCMR graduation rate improves over previous year.</p> <p>Monitor: Principal, Assistant Principal, Head Counselor, CPO</p> <p>Funding Sources: CTE staff - 164 State Career and Technical Education - 164-11-61XX, CPO - 164 State Career and Technical Education - 164-31-61XX, SVE-IN-PACE-Sal/Wages For Subst Teachers - 164 State Career and Technical Education - 164-11-6112-00-003-Y-22-000-Y, SVE-IN-PACE-Professional Extra Duty Pay - 164 State Career and Technical Education - 164-11-6118-00-003-Y-22-000-Y, SVE-IN-PACE-TEXTBOOKS - 164 State Career and Technical Education - 164-11-6321-00-003-Y-22-000-Y, PRINTING SUPPLIES - 164 State Career and Technical Education - 164-11-6396-00-003-Y-22-000-Y, SVE-IN-PACE-MISCEL OPERATN COSTS-FEES - 164 State Career and Technical Education - 164-11-6497-00-003-Y-22-000-Y, SVE-IN-REG-PACE-Sal/Wages For Subst Teachers - 164 State Career and Technical Education - 164-11-6112-01-003-Y-22-000-Y, SVE-IN-REG-PACE-Professional Extra Duty Pay - 164 State Career and Technical Education - 164-11-6118-01-003-Y-22-000-Y, SVE-IN-REG-PACE-GENERAL SUPPLIES - 164 State Career and Technical Education - 164-11-6399-01-003-Y-22-000-Y, SVE-IN-REG-PACE-MISCEL OPERATING COSTS- AWARDS - 164 State Career and Technical Education - 164-11-6498-01-003-Y-22-000-Y, SVE-IN-LS-PACE-RENTALS - OPERATING LEASES - 164 State Career and Technical Education - 164-11-6269-13-003-Y-22-000-Y, STUDENT TRANSPORTATION - 164 State Career and Technical Education - 164-11-64XX, COMPUTER EQUIPMENT AND SOFTWARE - 164 State Career and Technical Education - 164-11-6398-95, SUBSTITUTE TEACHERS - 164 State Career and Technical Education - 164-11-6112, SVE-IN-FURNITURE-TRIP-PACE-GENERAL SUPPLIES - 164 State Career and Technical Education - 164-11-6399-45-003-Y-22-000-Y, SVE-CNS-COUNS-PACE-EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-31-6411-00-003-Y-22-032-Y, SVE-CNS-CAR PLCMNT-CNS-PACE-GENERAL SUPPLIES - 164 State Career and Technical Education - 164-31-6399-2S-003-Y-22-032-Y, SVE-CNS-FOOD-PACE-C&T-MISCELLANEOUS OPERATING COSTS - 164 State Career and Technical Education - 164-31-6499-53-003-Y-22-032-Y, SVE-CNS-PACE-C&T-EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-31-6411-23-003-Y-22-000-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: CTE teachers in grades 9-12 will utilize funds for curriculum, curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE Students Timeline: July 2019-July 2020 CNA: SPP C&I #3 Strategy's Expected Result/Impact: Formative Students will be engaged in learning as evidenced by walkthroughs. Summative Students will learn the latest software applications and technology. Students will apply knowledge and skills to model, create, and engage in competition with other CTE Clubs Regional, Statewide, and Nationally. Monitor: Principal Assistant Principal for CTE Career Placement Officer Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's), the robotic competition, and any other related skill contests, so that leadership, communication and soft skills may be developed. Population: CTE students Timeline: August 2019- July 2020 CNA: -Demographics p. 4 Strategy's Expected Result/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 accolades. Monitor: CTE Administration CTE Teachers/Sponsors Career Placement Officers	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Pace 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









Performance Objective 5: Pace ECHS will utilize the Advise Texas Program and AmeriCorps Members to ensure underrepresented students enter and complete a post-secondary education.

Targeted or ESF High Priority

Evaluation Data Sources: FAFSA Applications, College/University Applications/Scholarships/College Entrance Exams (ACT/SAT)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Students will have access to Advise Texas and AmeriCorps College Advising team which work to increase the number of low-income, first generation college, and underrepresented high school students who wish to complete a post secondary education. The program advisors include full time college advisors placed at Pace with historically low college-going rates. Population: AR, T I-A, MIG, LEP Timelines: August 2019-June 2020 CNA: SAA- SAN #6 Strategy's Expected Result/Impact: Formative: College/University Applications, FAFSA Applications, TAFSA Applications Monitor: Dean of Instruction, Principal, Advise Texas Advisor, higher Education Counselor Funding Sources: Advise Texas Advisor and Americorps - 211 Title I-A - 211-31-6299-00-003-Y-30-TUK-Y - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Guidance and Counseling will provide a University Day where Pace students will meet representatives from different universities, a "College Parent Night" where students can learn about any topic related to attending college, and a College and Financial Aid Night to provide student on admissions, financial aid, and scholarship information to increase the number of students qualifying for financial aid.</p> <p>Population: AR, T I-A, MIG, LEP Timelines: August 2019-June 2020 CNA: SAA- SAN #6</p> <p>Strategy's Expected Result/Impact: Formative: Increased number of parents and students who have knowledge of college</p> <p>Summative: Increased applications of students who apply for colleges, scholarships, and financial aid</p> <p>Monitor: Counselors Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Pace 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).













Performance Objective 6: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation.





Targeted or ESF High Priority





Evaluation Data Sources: Increase regional, state, national, and international competition participation numbers and placement numbers









Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: Students will practice, prepare, perform, and compete at district, regional, and state competitions to improve student and group performances in UIL, CTE, and co-curricular activities: History and Science Fair. Population: All Students Timeline: August 2019 - June 2020 CNA: Demo - 1; 7 Strategy's Expected Result/Impact: Formative: Practice Logs, Lesson Plans, Walk throughs Summative: Performance Results: Increase in students advancing in History and Science state competitions and beyond. Increase in UIL Regional and State Berths in UIL Increase in state and national qualifiers in CTE Monitor: Asst. Principals, Fine Arts Teachers CTE Funding Sources: TRAVEL AND SUBSISTENCE-STUDENTS - 199 Local funds - 199-36-6412-00-003-Y-99-020-Y - \$2,500, SVE-CNS-COUNS-PACE-MISCEL OPERATING COSTS- AWARDS CTE - 164 State Career and Technical Education - 164-31-6498-00-003-Y-22-032-Y, SVE-PACE H S-CATE-RECLASSIFIED TRANSPORTA EXP/EX - 164 State Career and Technical Education - 164-36-6494-00-003-Y-22-072-Y, SVE-PACE H S-CATE-TRAVEL & SUBSISTENCE- STUDENTS - 164 State Career and Technical Education - 164-36-6412-XX, TEACHER STIPENDS - 199 Local funds - 199-36-6117-00-003-Y-99-020-Y - \$12,500	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details	Reviews			
Strategy 2: All fine arts classes, non-tested, and co/extra curricular classes will incorporate and align skills and content from Math, English, and Science in order to improve student performance on state tests. Population: All Students Timeline: August 2019 - June 2020 SPP: SQ #6 Strategy's Expected Result/Impact: Formative: Curriculum Writing Summative: STAAR Results Monitor: Ass.t Principals, Fine Arts Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will be afforded the opportunity to gain College Dual Enrollment Credit for Fine Arts course, Music Appreciation, as an additional program course. Students will also be given the opportunity to receive college credit through AP Fine Arts courses which will include Music Theory, Music Appreciation, And Studio Art. Population: All Students Timeline: August 2019- August 2020 CNA: Demo. #7; SPP- SQ #3; Strategy's Expected Result/Impact: Formative: Walk-throughs, Lesson Plans, Progress Grades Summative: AP Credit Logs, DE Credits; Final Grades Monitor: Asst. Principals, Fine Arts Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Fine Arts faculty will have access to professional development and funding needed to provide supplies, technology for large classrooms, and materials to ensure successful implementation of TEKS. Population: All Students Timeline: August 2019--August 2020 SPP-3; SPP-SQ#3 Strategy's Expected Result/Impact: Formative: Turn Around Training; Walkthroughs; Summative: CPE Credit Hours Evaluations; More students involved and successful in Fine Arts Monitor: Asst. Principals, Fine Arts Teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Students at Pace Early College High School will choose a day to give back to their community by sponsoring a day of community service entitled "The Big Event." Teachers, administrators, and students alike will take part in this endeavor. Population: All students Timeline: September -December 2019 CNA: PERC, Comm. #2</p> <p>Strategy's Expected Result/Impact: Formative: Student sign-ins and participation logs.</p> <p>Summative: Community Awareness</p> <p>Monitor: Principal Dean of Instruction Assistant Principal Assigned coaches</p> <p>Funding Sources: COMMUNITY SERVICES - 199 Local funds - 199-61-6411-00-003-Y-99-000-Y - \$3,500, COMMUNITY SERVICE-EMPLOYEE TRAVEL - 199 Local funds - 199-61-6411-00-003-Y-99-000-Y - \$1,500 , COMMUNITY SERVICE-OPERATING COST - 199 Local funds - 199-61-6411-003--Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: 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.</p> <p>Population: All Students Timeline: August 2019-June 2020 CNA: Demographic Needs #2, SPP- SQ #3</p> <p>Strategy's Expected Result/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative Impact: Increase number of campus entries, district entries, Regional and State Entries.</p> <p>Increase number of students in STEM classes</p> <p>Monitor: Administration Science Club Sponsors Science Teachers STEM Teachers</p> <p>Funding Sources: Science Fair/History Fair/Competitions General Student Travel - 199 Local funds - 199-36-6412-00-003-Y-99-000-Y - \$10,000, Science Fair/History Fair/Competitions General Transportation - 199 Local funds - 199-36-6494-00-003-Y-99-000-Y - \$9,500, Science Fair/History Fair/Competitions Fees - 199 Local funds - 199-36-6497-00-003-Y-99-000-Y - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Math Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Math Counts at the campus, district, and regional level.</p> <p>Population: Grades 9-12 Math Teachers and students Timeline: August 2019-June 2020 CNA: Demographic Needs, p. 2; SPP: SQ #3</p> <p>Strategy's Expected Result/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative Impacts: AMC (6th to 12th) 10% increase in student participation at the district level.</p> <p>At least 4 middle school campuses will participate in Mathcounts competition in 2019-2020</p> <p>Monitor: Administration Math Department Head Math Department Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Pace fine arts students will develop critical thinking and multi-tasking skills and creativity, teamwork, and character by participating in UIL Contests, Skills USA, TMEA contests/non UIL Contests, exhibitions, district/community events, and public performances.</p> <p>Population: All Students Timeline: August 2019-June 2020 CNA: Demographic Needs #2</p> <p>Strategy's Expected Result/Impact: Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOY performance recognition Student program enrollment increases</p> <p>Monitor: Administration Fine Arts Department Head Fine Arts Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 9 Details	Reviews			
Strategy 9: Increase enrollment in fine arts programs by conducting recruitment concerts and visits. Population: all students and teachers Timeline: July 2019 to July 2020 CNA: Demographic Needs #2; 8 Strategy's Expected Result/Impact: Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments from prior year Funding Monitor: Administration Fine Arts Department Head Fine Arts Teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: Pace ECHS teachers and sponsors will be provided with professional development, training, and materials to promote the participation in Brownsville Kids Voting activities. music, drama, History Fair, Skills USA, Robotics, UIL, Science Fair, and Mock Trial in order to increase participation in competition at the district, regional, state, national, and international levels.</p> <p>Population: all students and teachers</p> <p>Timeline: July 2019 to July 2020</p> <p>CNA: Demographic Needs #2, 8</p> <p>Strategy's Expected Result/Impact: Formative Results: Training agendas and flyers PDS attendance and evaluation reports</p> <p>Summative Impact:</p> <p>10% increase in campus entries for History Day at the district, regional, and state level.</p> <p>10% increase in campus entries for Mock Trial at the regional level.</p> <p>Maintain campus participation in Brownsville Kids Voting.</p> <p>Monitor: Administrators Social Studies Chair Social Studies Teachers</p> <p>Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-36-6399-44--003-Y-99-000-Y - \$4,000, MISCELLANEOUS OPERATING COSTS/FEES - 199 Local funds - 199-36-6497-090-003-Y-99-000-Y - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Pace 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









Performance Objective 7: Special Education Students will show growth by 5 % points over the 2018-2019 EOC Test scores in all areas.









Targeted or ESF High Priority

Evaluation Data Sources: EOC Test Scores only available in English I- did not show growth for SPED students, Benchmarks were not adequate as it did not show yearly progress- complete data not available due to COVID-19

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Review implementation of Special Education services as written in the student's IEP to ensure they match the student's educational abilities.</p> <p>Population: Secondary Teachers Administration SPED students Timeline: Every six weeks ; August 2019- June 2020 Perceptions #6; SPP-SCO #9</p> <p>Strategy's Expected Result/Impact: Formative: Increase success of the student in the classroom, increase grades on the report cards.</p> <p>Summative: Increase the numbers of students passing the EOC.</p> <p>Increase the numbers of students graduating with CCMR from SPED</p> <p>Monitor: Administration Special Education Teachers Special Education Aides</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: General Teachers and SPED Folder teachers will co-plan and co-teach and disaggregate EOC benchmarks and tests in order to ensure that SPED students are being serviced to the specificity of the IEP.</p> <p>Population: Secondary Teachers Administration SPED students Timeline: Every six weeks ; August 2019- June 2020 Perceptions #6; SPP-SCO #9</p> <p>Strategy's Expected Result/Impact: Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teachers.</p> <p>Summative: Increase the numbers of students passing the EOC.</p> <p>Monitor: Administration Special Education Teachers General Education Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Coordination days every six weeks for all teachers who service SPED students during conference or campus planning. Substitutes will be provided as needed for SPED Department Heads to supervise Coordination Days.</p> <p>Population: Secondary Teachers Administration SPED students Timeline: Every six weeks ; August 2019- June 2020 Perceptions #6; SPP-SCO #9</p> <p>Strategy's Expected Result/Impact: Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teacher; increased communication between all teachers.</p> <p>Summative: Increase the numbers of students passing the EOC.</p> <p>Increase the numbers of students graduating</p> <p>Monitor: Special Education Administrator SPED Department Head</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 4 Details	Reviews			
<p>Strategy 4: Professional development will be provided to all teachers and aides concerning SPED updates, CPI Training, EOC Accommodations and Testing procedures, and other subject related/curriculum and pedagogy that will serve to improve the instruction of all SPED students.</p> <p>Population: Secondary Teachers Administration</p> <p>Timeline: Every six weeks ; August 2019- June 2020 SPP: CIA #6,7; SQ #3</p> <p>Strategy's Expected Result/Impact: Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teachers.</p> <p>Summative: Increase the numbers of students passing the EOC.</p> <p>Monitor: Dean of Instruction Administration Department Heads</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







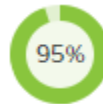





Goal 2: Pace, in collaboration with Administration, Parents, and Community, will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Campus 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.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Pace ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Examples of these activities will include: facilities lights/electronic equipment monitoring, use of one area for tutorial/PLOs. All outside lights in working condition around gym and field house area. Population: All department and campus facilities Timeline: December 2018- June 2019 SBDM Approved on 2-28-2018 Perceptions- SCCN #8 Strategy's Expected Result/Impact: Formative: Draft of Energy Plan Summative: Energy yearly average comparison Monitor: Assistant Principal, maintenance supervisor, and night head custodian	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
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 campus. Work Order System for request. SBDM approved to remove lockers from campus. 6-28-2018 Population: All department and campus facilities Timeline: June 2018- June 2022. Need: Board approved goal priority Perceptions- SCCN #8 Strategy's Expected Result/Impact: Formative: Facilities Improvement Plan Summative: EOY Renovation Schedules Monitor: Assistant Principal, maintenance supervisor, and night head custodian Funding Sources: PLANT MAINTENANCE AND OPERATIONS - 199 Local funds - 199-51-6315-00-003-y-99-000-Y - \$13,000, SUPPLIES AND MATERIALS - 199 Local funds - 199-51-6319-00-003--Y-99-000-Y - \$13,400	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
Strategy 3: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Perceptions- SCCN #8 Strategy's Expected Result/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 more parental involvement opportunities Monitor: Administration Program Staff	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: 4. The campus will continue using gyms and the auditorium for multi-purposes in order to meet the needs of the campus and community. Perceptions- SCCN #9 Strategy's Expected Result/Impact: Formative: Showcases the campus Perception of the services offered at Pace Summative: More opportunities for the community at large to use the facilities at Pace. Monitor: Administration Coaches Fine Arts	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Pace 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. (Campus Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: The campus 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 campus, internal and external audit reports and FIRST ratings

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: The Campus will support program and campuses in an effective and efficient use of 100% of available budgeted funds based on the needs assessments. Departments will be directly involved in budget moves and changes. SBDM approved on 3-21-18 Population: Pace Stakeholders Timeline: September 2019-June 2020. Need: Board approved goal priority Strategy's Expected Result/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: end of year expenditure reports Monitor: Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Pace 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. (Campus Goal 3) (TEA Ch. 4, Obj. 6)

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

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

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Pace ECHS will maintain staff morale and teacher retention rates through: Back To School Breakfast, Thanksgiving Luncheon, December Tamalada, Teacher Appreciation Week, Teacher of the Year Award, Apple Award, teacher attendance, teacher of the week/year, and sponsorships Population: Pace faculty and staff Timeline is Fall and Spring semesters CNA: SPP - 5,6 SBDM Approved on 2-28-18 Population: all teachers and staff Timeline: August 2019-June 2020 Strategy's Expected Result/Impact: Formative: Newsletter and Announcement Summative: Mid-Term and EOY Recognition Monitor: Principal, Dean of Instruction, and Assistant Principals. TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: CAMPUS AWARDS - 199 Local funds - 199-11-6498-00-003-Y-11-000-Y - \$10,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Pace 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. (Campus Goal 4)

Performance Objective 1: Pace 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, campus web site

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Pace will continue updating its websites and social media to promote Pace and showcase campus/program activities and successes and supply the Public Information Office with news of campus accomplishments. Population: All students Timeline: June 2019-August 2020 Perceptions- SCC#6 Strategy's Expected Result/Impact: Formative: Positive perception of Pace ECHS Summative: Increased involvement of Pace students and parents; Increased enrollment Monitor: Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Pace administration will provide feature articles, current and prior students, parents, staff recognition, co/extra-curricular activities, and parent/community events to BISD Public Information Office or K-BISD. Population: all students and staff Timeline: June 2019 to August 2020 Perceptions- SCC #6 Strategy's Expected Result/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 Monitor: Administration	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify











Discontinue









Goal 5: Pace 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 2017-2018 and 2018-2019, PEIMS discipline report data, eSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional Strategies / Character Building Provide classroom character education and/or instructional strategies to keep students engaged and away from discipline issues. 2) Increase the number of student clubs and organizations 3) Keep at-risk students in school through programs and support services provided by campus Population: All Students Timeline: August 2019 to June 2020 CNA: PERC Climate #1 Strategy's Expected Result/Impact: Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports Monitor: Principal, Assistant Principals, Security, Lead teacher Counselors Nurses	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: A probation officer will collaborate with administration, faculty, and staff in providing support services to students on probation to improve academic achievement. Population: AR, T I-A, MIG, LEP Timeline: August 2019 - June 2020 CNA: PERC - CC -1 Strategy's Expected Result/Impact: Formative: eSchool PLUS At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Recidivism Rate, Dropout Rate, Graduation Rate, Completion Rate Monitor: Grade Level Administrator; Administrator for State Compensatory Education	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Pace will continue implementing RTI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Pace will continue using the district database software programs to document and monitor RTI plans.</p> <p>Population: All Students Timeline: August 2019-June 2020 CNA: Perc #6;</p> <p>Strategy's Expected Result/Impact: Formative Results: RTI documentation from teachers and other stakeholders, Counselor meeting logs,</p> <p>Summative Impact: -eSchool discipline report data</p> <p>-Decrease the number of repeated referrals to BAC by implementing RTI behavior interventions for students transitioning to their home campus from BAC.</p> <p>Monitor: RTI Administration Teachers Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Population: All Students/parents; campus personnel Timeline: August 2019- June 2020 PERC--SCCN #1</p> <p>Strategy's Expected Result/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</p> <p>Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by district and campus.</p> <p>Monitor: Administration</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 5 Details	Reviews			
Strategy 5: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and deescalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. Population: All Students Timeline: August 2019 to June 2020 CNA: Perceptions-SCCN #3 Strategy's Expected Result/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 to DAEP. Monitor: Administration Guidance and Counseling Campus Behavior	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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









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

















Evaluation Data Sources: ISS/OSS reports for 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: In School Suspension ISS will be restructured to meet the needs of students and bring in implementation of Computer based instructions, and other district approved educational programs. Access to computers. - Teachers will communicate with students. Population: All Students Timeline: August 2019 to June 2020 Strategy's Expected Result/Impact: Formative: Walk-throughs Summative: ISS Attendance Rates Monitor: Principal, Assistant Principals	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: DemoeSchools Software will be utilized to create databases and reports of student discipline and school safety procedures. Teachers should be able to see detailed information of student incidents when using eSchools. Population: All Students Timeline: August 2019 to June 2020 Demo. Needs #4; ; SCON #1 Strategy's Expected Result/Impact: Formative: eSchool Reports Summative: Reduction in discipline referrals. EOY Reports Monitor: Principal, Assistant Principals, Security Monitor, BISD Campus Police.	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide students with character education using outside resources and character education teacher kits in order to help prevent bullying. Population: All students Timeline: August 2019-June 2020 CNA: PERC-CC 3 Strategy's Expected Result/Impact: Decrease in bullying reports compared to prior year Formative: Counselors reports eSchool Report Summative: Comparison on beginning and ending of year bullying reports Monitor: Principal Dean of Instruction Counselors	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, I Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Include an incentive for teachers and students to wear particular shirts to emphasize awareness of issues. Population: All Students and parents/guardians Timeline: August 2019 to June 2020 PERC. SCC #1 SCON #6 Strategy's Expected Result/Impact: Decrease in bullying reports compared to prior year Formative: Counselors reports eSchool discipline Reports Monitor: Administration and Campus Police and Security and Counselors	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Population: All teachers Timeline: August 2019 to December 2019 CNA: Demo Needs #3 PERC. SCC #1</p> <p>Strategy's Expected Result/Impact: Formative Results: eSchool discipline reports and RTI plans</p> <p>Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.</p> <p>Monitor: RTI Administrator</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: 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.</p> <p>Population: All Students Timeline: August 2019 to June 2020 CNA: Demo#3 PERC. SCC #1</p> <p>Strategy's Expected Result/Impact: Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets</p> <p>Summative Impact: Discipline PEIMS Report Data reflecting a reduction in placements to DAEP per campus.</p> <p>Monitor: Guidance & Counseling Administrator, Campus Behavi Coordinator and designee</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 7 Details	Reviews			
Strategy 7: 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. Population: all students Timeline: August 2018 to June 2019 PERC. SCC #1 Strategy's Expected Result/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 Monitor: RTI Administrator Counselors Police and Security	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2019 to June 2020 PERC. SCC #1 Strategy's Expected Result/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: +Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. Monitor: Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
Strategy 9: Counselors will continue the Lunch Outreach Program that serves as an emotional bridge between the school and the student and allows students the opportunity to connect with the counselor. Population: all students Timeline: August 2018 to June 2019 PERC. SCC #1	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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













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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day. Population: All Students Timeline: August 2019 to June 2020 CNA: PERC Climate #1 Strategy's Expected Result/Impact: Formative: Increased coordination between security, BISD Campus Police and administration Summative: Reduction in vandalism Monitor: Principal, Assistant Principals, Security Monitor, BISD campus police	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: 2) Place and assign security officers throughout the year in strategic locations around the high school and perimeter. Population: All Students Timeline: August 2019 to June 2020 Strategy's Expected Result/Impact: Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place Monitor: Administration Special Services	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Administration, Security Staff, 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:</p> <p>Gang Awareness, Bullying/harassment, Dating Violence, Senate Bill 30- Community Safety Act, Unwanted physical/verbal aggression, Sexual Harassment, Suicide Awareness, David's Law, I-Guardian, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>Population: All Students and parents/guardians</p> <p>Population: All Students Timeline: August 2019 to June 2020</p> <p>Strategy's Expected Result/Impact: Formative results: Completed Parental Involvement Policies, Campuses S-PS 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</p> <p>Monitor: Parent and Family Engagement Coordinator and Staff</p> <p>Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
Strategy 4: Pace or other approved BISD professionals, will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: August 2019 to June 2020 CNA: Board identified priority Strategy's Expected Result/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 Monitor: Security Services Administration, Guidance and Counseling Administration, and Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Pace will continue promoting Red Ribbon Educational Activities, Anti-Bullying, and character education events in order to raise awareness and behavioral changes. Population: All students Timeline: August 2019-June 2020 Strategy's Expected Result/Impact: Formative results: Educate students and bring awareness Summative: Decrease the number of students drug related discipline incidents compared to prior school year. Monitor: Administration Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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













Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019.to 2019-2020.










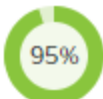


Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates













Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Pace will provide workshops and seminars to parents/guardians at flexible meeting times, in both English and Spanish, to improve healthy parent/guardian-student relationships and improve school-parent/guardian relationships. Provide a calendar of workshops and seminars to all parents - separate from the school and/or teacher newsletter. Population: parents/guardians Timeline: August 2019 to June 2020 CNA: Program Requirement PERC- FCIN #1-12 Strategy's Expected Result/Impact: Formative: Parent Trainer Documentation including campus visitation reports, weekly reports, contact logs, monthly calendar, peer review audits; Parental feedback Summative: Training session evaluation scores; Increase in Parent Participation Rates for meetings; Increase in Graduation Rates; Monitor: Dean of Instruction; Principal; Program Specialist; Parental Liaison, clubs, dyslexia, IDEA Title I Schoolwide Elements: 3.2 Funding Sources: TITLE I-CS-PACE ALLO-MISCELLANEOUS OPERATING COSTS - 211 Title I-A - 211-61-6499-53-003-y-30-0f2-Y - \$1,500, Title I CS- PACE CMP SUPPLIES AND MATERIALS LCL DEFI-EQUIPMENT UNDER 5000 - 211 Title I-A - 211-61-6398-65-003-Y-30-0f2-Y - \$1,500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct the following annual Title I-A required activities: 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 both English and Spanish. Timeline: August 2019-November 2019; CCNA: Program Requirement PERC- FCIN #1-12 ESSA Element/Priority</p> <p>*As a Title I-A campus, Pace will provide a School-Parent-Student Compact that 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 partnership to help children achieve the State's highest standards. Timeline: August 2019-November 2019; CCNA: Demo#3, Perc #3; &5; Parental #-1-3; ESSA</p> <p>Strategy's Expected Result/Impact: Formative: School-Parent-Student Compacts and Policy distribution documentation Summative: Composite of End of Year Survey; Website; Title I-A Parental; Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals; 100% SPS Compact Training Sessions Evaluations</p> <p>Monitor:</p> <p>Principal; Assistant Principal; Parent Liaisons, Teachers, Counselors</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: SBDM and parent participants will review and revise the Parent Compact and Parent Engagement Policy in English and Spanish for the years 2020-2021. Population: Parents/guardians Timeline: February 2020- May 2020; CCNA Program Requirement PERC- FCIN #1-12</p> <p>Strategy's Expected Result/Impact: Formative: District and Campus Policy and Compact meeting documentation Summative: Parent Survey; Title I-A Parental Involvement Compliance; Checklist; STAAR Results; Attendance Rate; Discipline Referrals;</p> <p>Monitor:</p> <p>Assistant Principal; Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Convene the annual Title I-A Meeting to notify parents in English and Spanish of their school's participation in the Title I-A program; to explain the program requirements; and to inform parents of their right to be involved. Timeline: August 2019-November 2019: DNCA Demo #3; Perc. #3 &5; SPP-Parental #1-3; ESSA Element/Priority Strategy's Expected Result/Impact: Formative: Sign Ins; Usage/Attendance of Parental Involvement Summative: Parent Survey; Website; Title I-A Parental Involvement; Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals Monitor: Principal; Assistant Principal; Parent Liaisons Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Conduct Parent Consultation/survey in English and Spanish to evaluate the effectiveness of the campus Parent and Family Engagement program. Population: Parents/guardians Timeline: February 2020- April 2020 CNA: Program Requirement PERC- FCIN # 1-12 Strategy's Expected Result/Impact: Formative: Parental Meeting Attendance Summative: Parent Survey Results; Title I-A Parental Involvement; Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals Monitor: Principal; Assistant Principal; Parent Liaisons	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Parent Liaison will visit homes of parents in working to form a strong Parental Involvement center. Parent Liaison will communicate, in English and Spanish, consistently with parents and ensure that they receive information from the school and students report to class. Introduce Parent Liaisons to teacher. Meet/Greet - so the teachers feel comfortable with the Parent Liaison. Population: All Timeline: August 2019 to June 2020 CNA: PERC - FAM - 6 Strategy's Expected Result/Impact: Formative: Survey Results; Job Description Summative: Parent Survey Results; Parent Liaison Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results Monitor: Principal; Assistant Principal; Parent Liaisons, Teachers, Probation Officer. Title I Schoolwide Elements: 3.2 Funding Sources: Employee Travel - 199 Local funds - 199-61-6411-00-003-Y-99-000-Y - \$1,500, Parent Liaison Travel - 211 Title I-A - 211-31-6411-00-003-Y-30--0F2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
Strategy 7: Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Population: All Staff Timeline: August - December, 2019 CNA: Program Requirement PERC- FCIN #1-9 Strategy's Expected Result/Impact: Instruction; Formative: Sign In Sheets Summative: Session Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals Monitor: Principal; Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide ample Parent Education opportunities through parent conferences and parent training sessions, in English and Spanish, at campus Parent Center to disseminate information, services and/or referrals to community and/or social agencies that address the needs in the following areas: Effective teaching strategies, Health Education, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education), Building Capacity, College Readiness, Drop-out and Violence Prevention, Community agencies, organizations, RtI Process, and Texas Workforce. Population: All Parents Timeline: August 2019 to June 2020 CNA: Program Requirement PERC- FCIN #1-12 Strategy's Expected Result/Impact: Formative: Parent Survey Results Summative: Parent Liaison Eval; Session Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals Monitor: Principal; Assistant Principal; Parent Liaisons, Teachers Title I Schoolwide Elements: 3.2 Funding Sources: GENERAL SUPPLIES: Parent Meeting Refreshments - 211 Title I-A - 211-61-6399-00-003-Y-30-0F2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
Strategy 9: Parents will be involved in the shared decision making through SBDM and will serve as Campus Parent Representatives. Population: All Parents Timeline: Once every month Timeline: August 2019 to June 2020 CNA: Program Requirement PERC- FCIN #5 Strategy's Expected Result/Impact: Formative: Flyer; Sign In; Agenda Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals Monitor: Principal; Dean of Instruction; Parent Liaison, Teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
Strategy 10: Parents will learn how to create healthy meals & practical items for the home. Stimulating creativity and perseverance. Modeling these types of skills to help students imitate or to be included in the activity. Population: All Students Timeline: August 2019 to June 2020 PERC- FCIN #4 Strategy's Expected Result/Impact: Formative: Flyer; Sign In; Agenda Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals Monitor: Parent Liaison Funding Sources: TITLE I CS-PACE-CMP-ALL-O-GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-003-Y-30-0F2-Y - \$900	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 11 Details	Reviews			
Strategy 11: Migrant teacher will plan and organize two parent meetings with presenters to inform and educate parents on specific topics consistent with Migrant post-transition needs in order to improve student/parent participation and success. Light refreshments will be provided to enhance parent participation. Population: Migrant Families Timeline: August 2019 to June 2020 CNA: Program Requirement PERC- FCIN #1-10 Strategy's Expected Result/Impact: Formative: Flyer; Sign In; Agenda Summative: Minutes, Title I-A, Parental Involvement Monitor: Assistant Principal and Migrant Lab Teacher Funding Sources: Migrant - 212 Title I-C (Migrant)	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 12 Details	Reviews			
Strategy 12: Educate parents of seniors on graduation requirements for high school, senior clearance requirements; senior events, college transition topics, CCMR, FAFSA night, high school standings/credit checks/ meningitis shots, college application night through spaghetti night, open house, and parental meetings throughout the year. Population: All Students Timeline: August 2019 to June 2020 PERC- FCIN #2 Strategy's Expected Result/Impact: Formative: Flyer; Sign In; Agenda Summative: Minutes; Increase in senior Attendance Rate; decrease in Discipline Referrals; increase in graduation rates Monitor: Campus Administration Parent Liaisons TEA Priorities: Connect high school to career and college Funding Sources: Refreshments - 199 Local funds - 199-61-6499-53-003-Y-99-000-Y - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify







Discontinue









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













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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide in and/or out of district training for teachers and support staff in the areas of technology, state assessments, accountability, literacy, RTI, SIOP, EOC, and content instructional practices including knowledge, rigor, alignment, academic vocabulary, and scaffolding. Provide professional development on effective instruction and core area achievement. Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: August 2019 - June 2020 CNA: SPP - SQ 1-7 Strategy's Expected Result/Impact: Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation Monitor: Principal; Dean of Instruction; Technology Specialist Funding Sources: EMPLOYEE TRAVEL-SCHOOL-LEADERSHIP - 199 Local funds - 199-23-6411-23-003-Y-99-000-Y - \$5,000, Leadership travel - 199 Local funds - 199-23-6411-00-003-Y-99-000-Y - \$500, Training Supplies - 211 Title I-A - 211-13-6399 - \$6,000, EMPLOYEE -In-district Travel - 211 Title I-A - 211-13-6411-00-003-Y-30-AYP-Y - \$500, EMPLOYEE-Out of district travel - 211 Title I-A - 211-13-6411-23-003-Y-30-AYP-Y - \$6,000, SALARY/WAGES FOR SUBSTITUTE TEACHER: Professional Development - 211 Title I-A - 211-13-6112-00-003-Y-30-0F2-Y - \$4,588, CONSULTING SERVICES: Professional Development - 211 Title I-A - 211-13-6291-00-003-Y-30-AYP-Y - \$800, REGIONAL SERVICE CENTER: Professional Development - 211 Title I-A - 211-13-6239-00-003-Y-30-AYP-Y - \$800	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop traditional and online Professional Learning Communities that are based on both content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual capacity level.</p> <p>Populations: All teachers Timeline: August 2019-June 2020 CNA: SPP - 6; SPP-SQ#-7 SPP- CIA #6-7</p> <p>Strategy's Expected Result/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/CPALS scores, TELPAS, TERRANOVA Monitor: Administration Dean Department Heads</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the rigor of the comprehensive Pre-Advanced Placement and /Advanced Placement program of instruction at the ninth grade based on a progression of aligned courses through annual training.</p> <p>Populations: All subpopulation students and teachers for these students in core content areas,</p> <p>Population: All GT/Pre-AP teachers Timeline: June 2019 to August 2020 CNA: SPP- CIA #6</p> <p>Strategy's Expected Result/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. Monitor: Administration Funding Sources: EMPLOYEE TRAVEL OUT OF DISTRICT - 211 Title I-A - 211-13-6411-23-003-Y-30-0F2-Y - \$4,250</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 4 Details	Reviews			
Strategy 4: Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. Population: Migrant support staff Timeline: June 2019 to August 2020 CNA: SPP- SQ #3 Strategy's Expected Result/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments. Monitor: District Migrant Coordinator Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, 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 Population: At-Risk Team Timeline: June 2019-August 2020 CNA: SPP- SQ #3 Strategy's Expected Result/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 Monitor: Administration Dean	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 learning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide training for CTE teachers and support staff in the areas of technology, state assessments, accountability, and EOC instructional practices including knowledge, rigor, alignment, academic vocabulary, and scaffolding. Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: SPP SQ Needs #3 Strategy's Expected Result/Impact: Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation Monitor: Principal; Dean of Instruction; Technology Specialist TEA Priorities: Connect high school to career and college Funding Sources: SVE-CDSD-OD TRVL-PACE-EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-13-6411-23-003-Y-22-000-Y, SVE-CDSD-PACE HIGH SCHOOL-EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-13-6411-00-003-Y-22-000-Y	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
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. Population: CTE faculty Timeline: July 2019 to June 2020 Timeline: June 2019 to August 2020 CNA: SPP- SQ Needs #3 Strategy's Expected Result/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 Monitor: CTE Department Administration	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify







Discontinue













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





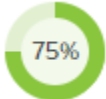







Performance Objective 1: Campus will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase calculators, MOBI's, printers, chrome books, laptops, I-PADS, desktop computers and any relevant software programs needed to build labs, COWS, or mini labs for teachers to use instructionally in their classrooms, and students to use for credit recovery, testing, written and oral language development, instruction, remediation and research/reports..</p> <p>Population: All Students AR, T I-A, MI, LEP, Timeline: August 2019 to June 2020 CNA: SPP - CIA Needs #8-11</p> <p>Strategy's Expected Result/Impact: Student usage reports and grades as provided through the following software: Edgenuity A+ Learning</p> <p>Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p> <p>Monitor: Assistant Principals; Dean of Instruction; Campus Technology Support; Computer Lab Teachers.</p> <p>Funding Sources: TTIL-I-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- LCL DEFI - 211 Title I-A - 211-11-6398-62-003-Y-30-OF2-Y - \$40,937, SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- LCL DEFI - 162 State Compensatory - 162-11-6398-62-003-Y-30-000-Y - \$13,400, SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- SOFTWARE - 162 State Compensatory - 162-11-6395-62-003-Y-30-000-Y - \$3,410, TTL I-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- SOFTWARE - 211 Title I-A - 211-11-6395-62-003-Y-30-OF2-Y - \$2,500, PACE-IT-EQUIPMENT-GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-62-003-Y-30-000-Y - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Provide routers, hardware , replacement adapters, speakers, microphones, remote presenters, I-Pad covers, cables, computers, scanners, printers, toners, screens, and materials necessary to build infrastructure in classrooms and other areas of the school for instruction, administration, and staff. Population: All Students Timeline: August 2019 to June 2020 CNA: SPP - CIA Needs #8-11 Strategy's Expected Result/Impact: Formative: Student usage reports and grades as provided through the following software: Edgenuity, AWARE, , EL software; Increased efficiency in providing services to all stakeholders Summative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Increased efficiency in providing services to all stakeholders Monitor: Assistant Principals; Dean of Instruction; Campus Technology Support; Computer Lab Teachers. Funding Sources: General Supplies For Computers - 211 Title I-A - 211-11-6399-62-003-Y-30-OF2-Y - \$7,500	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Integrate textbook technology resources and district scope and sequence lesson and activities into the curriculum to improve student performance. Population: All Students Timeline: August 2019 to June 2020 CNA: SPP - CIA Needs #8-11 Strategy's Expected Result/Impact: Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Monitor: Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide on-going instruction & Professional Development through TST and other resources for technology to improve teacher use of media and computer programs /software and projectors to ensure improved teacher effectiveness and improve student performance. Provide technology training on the use of: Google Docs and Google Drive. Population: All Students Timeline: August 2019 to June 2020 CNA: SPP Staff Quality #7; SPP CIA, #6 Strategy's Expected Result/Impact: More technological instruction in the classrooms and improved scores in all areas: STAAR Chart Monitor: Dean of Instruction, TST	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Students and teachers will have access to printers with toners to have copies of digital textbook information, remediation booklets, and Core Area instructional materials. Population: All Students Timeline August 2019 to June 2020 CNA: SPP - CIA Needs #8-11 Strategy's Expected Result/Impact: Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Monitor: Dean of Instruction, TST Funding Sources: SCE-IN-PACE-IT-EQUIPMENT-GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-62-003-Y-30-000-Y - \$2,000, TTLI PACE GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-62- - \$7,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Teachers will have access to tablets/desk tops and electronic equipment to provide remediation to students on an individualized basis in classrooms or in fully equipped computer labs. . Population: AR, T I-A, MI, LEP, Timelines: August 2019 - June 2020 CNA: SPP - CIA Needs #8-11 Strategy's Expected Result/Impact: Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Monitor: Dean of Instruction, Technology Support Teacher Funding Sources: COMPUTER FURNITURE - 199 Local funds - 199-23-6399-45-003-Y-99-000-Y - \$4,000, GENERAL SUPPLIES - 199 Local funds - 199-23-6399-00-003-Y-99-000-Y - \$6,000, Computers: Equipment Under \$5,000 - 199 Local funds - 199-23-6398-00-003-Y-99-000-Y - \$5,000, SUPPLIES AND MATERIALS: SOFTWARE - 199 Local funds - 199-23-6395-65-003-Y-99-000-Y - \$110, Computers: Equipment Under \$5,000-PRINTERS - 199 Local funds - 199-23-6398-65-003-Y-99-000-Y - \$6,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





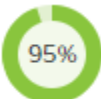



Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

















Performance Objective 1: Increase the overall campus attendance rate to 96.8% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Targeted or ESF High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Inform teachers who have homeless students. Population: AR, T I-A, MI, LEP Timeline: Fall 2019 Demographic #5, 6; SAA- SAN #3; SPP #7; SPP-SCON-#2 Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate Monitor: PEIMS Administrator Dropout Program Specialist CIS	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: For homeless students, ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: AR, TI Timeline: Aug 20, 2019 - August 2020 CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate Monitor: Program Specialist; At-Risk Counselor CIS	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
Strategy 3: Implement a food pantry to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: AR, TI, MI, LEP Timeline: Aug 20, 2019 - May 30, 2020. Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate Monitor: CIS Case-worker Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: At-Risk student enrollment: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. Population: AR, TI Timeline: Aug 20, 2019 - May 30, 2020. Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: Registration of students that do not have all documents in place, AR student enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate Monitor: PEIMS Administrator; Dean of Instruction Drop Out Specialist	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Students will have access to a nurse during the school day to remain in school more often. Nurses and social services will be at school until 1 5:00 pm. Population: all students Timeline: August 2019-June 2020. CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: Student health service records will indicate usage of services. Summative: Nurse records will indicate provision of services. Decrease absences for students visiting nurses. Monitor: Campus Administration Funding Sources: Supplies and Materials - 199 Local funds - 199-33-6399-00-003-Y-99-000-Y - \$1,950	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













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






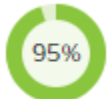






Performance Objective 2: Reduce the Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

Evaluation Data Sources: Drop-out and Graduation rate reports.

Summative Evaluation: Met Objective

Strategy 1 Details		Reviews			
Strategy 1: A Program specialist will help students stay in school and complete in 4 years as well as monitor dropout intervention programs. Population: AR, T I-A, MI, LEP Timeline: Aug. 2019 - June 6, 2020(Daily) CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: Log of student support meetings Summative: decreased dropout rate and increased 4-year graduation rate. Monitor: Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education Campus Dropout Program Specialist		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 2 Details		Reviews			
Strategy 2: An At-Risk Counselor will service students who are at risk of dropping out by providing guidance and information about available programs and resources designed to assist them. Population: AR, TI, MI, LEP Timeline: August 1, 2019 - June 18, 2020 (Daily) CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: eSchool PLUS At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR Dropout Rate, Retention Rate, Completion Rate, Graduation Rate Monitor: Dean of Instruction; Administrator for State Compensatory Education At-Risk Counselor		Formative			Summative
		Nov	Feb	Apr	June
					

Strategy 3 Details	Reviews			
Strategy 3: Regaining of credit will be offered before and after school through Edgenuity modules to provide students opportunities for accelerated instruction at designated computer labs, (Extended Day & Saturdays). Population: AR, T-I-A, MI, LEP Timeline: Aug 2019 - June 2020 CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: Course Completion Rate, Student Transcripts Summative: Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Monitor: At-Risk Counselor; Program Specialist; Dean of Instruction; Administrator for State Compensatory Education Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: A Communities in Schools Site Coordinator will work with At-Risk students by providing guidance and available information about programs and resources including pregnancy related services. Population: AR, T I-A, MI, LEP Timeline: Aug 2019 - June 2020 (Daily) CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: eSchool PLUS At-Risk Progress Report, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Monitor: Campus Administration; Administrator for State Compensatory Education	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Walk for the Future: A team of staff, teachers and administrators will participate in Walk for the Future in order to increase the campus completion rate and recover drop outs in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and drop-out rate. Population: AR, TI, MI, LEP Timeline: Sept 2019 CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: Registration of HS dropouts, Student Progress Reports Summative: Dropout Rate, Graduation Rate, Completion Rate Monitor: SCE Administration SCE Faculty and Staff Campus Administration Funding Sources: WALK FOR THE FUTURE- OPERATING COSTS - 162 State Compensatory - 162-61-6399-00-003-y-30-WTF-Y - \$200, WALK FOR THE FUTURE SUPPLIES - 162 State Compensatory - 162-61-6499-53-003-Y-30-WTF-Y - \$200	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 6 Details	Reviews			
<p>Strategy 6: To better support student achievement and improve student attendance, campus Parent liaisons and attendance clerks 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.</p> <p>Population: AR, T I-A, MI, LEP Timeline: Aug 2019 - June 2020 (Daily) Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4</p> <p>Strategy's Expected Result/Impact: Formative Results: School Messenger Notification System Reports, e School Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letter</p> <p>Summative: Improved attendance percentage rates</p> <p>Monitor: Administrators Parent Liaisons Attendance Clerks</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: 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.</p> <p>Teachers will also call parents at the beginning of second period and digital calls will be made by the middle of first period and for every class period.</p> <p>Population: AR, T I-A, MI, LEP Timeline: Aug 2019 - June 2020 (Daily) Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4</p> <p>Strategy's Expected Result/Impact: Formative Results: Better teacher-student-parent relations; School Messenger Notification System Reports, e School Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letter</p> <p>Summative: Improved attendance percentage rates</p> <p>Monitor: Administration Parent Liaisons Attendance Clerks</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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









Performance Objective 3: Campus will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Sources: STAAR/EOC reports disaggregated for At-Risk students; increased graduation rates; decreased dropout rates; decreased outcries by at-risk students

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Highly Qualified teachers will be utilized to meet the needs of At-risk students in order to ensure that academic progress is attained and gaps are closed. Supplemental teachers to work with At-Risk students (see SCE personnel). Population: AR, T I-A, Migrant, LEP Timeline: Aug 14, 2019 - May 30, 2020 (Daily) CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: Walkthroughs, Lesson Plans, Student Progressing Reports, Benchmark Scores Summative: STAAR results Monitor: Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education Title I Schoolwide Elements: 2.6 Funding Sources: General supplies - 162 State Compensatory - 162-11-6399-00-003-Y-30-000-Y - \$10,000, SCE-IN-STARs-PACE-Sal/Wages For Subst Teachers - 162 State Compensatory - 162-11-6112-18-003-Y-30-000-Y - \$6,434, COPY PAPER - 162 State Compensatory - 162-11-6396-00-003-Y-30-000-Y - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: The Dean of Instruction will ensure that all curriculum is aligned, all teachers received needed trainings, all At-Risk students receive needed programs and support services, and that tutorials are aligned to meet the needs of struggling students Population: AR, T I-A, MIG, LEP Timeline: August 2019- June 2020 CNA: SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: PDS Session Evaluation Report, PDS Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Dropout Rate, Retention Rate, Dropout Rate Monitor: Principal; Administrator for State Compensatory Education	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide accelerated instruction in the core academic areas for at-risk students in order to prevent failing grades and keep them from dropping out of school. In addition, instructional materials for accelerated instruction and interventions will be utilized to ensure that low achieving students pass courses and EOC exams. Population: AR, TI, MI, LEP Timeline: Aug 14, 2019 - May 30, 2020 SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: eSchool PLUS Tutorials Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Monitor: Dean of Instruction; Administrator for State Compensatory Education Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Transition Meetings will occur for students returning to campus from DAEP Placements or PGS services to ensure a smooth transition back to campus. Weekly conferences with these students will be held to ensure that they are being monitored and offered services as needed. Population: AR, T I-A Timeline: Aug 20, 2019-Jun 2020 SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: Student Return Logs; Meeting Logs; DAP Placement Occurrences, Student Progress Reports, eSchool PLUS At-Risk Progress Reports Summative: STAAR, Dropout Rate, Retention Rate, Completion Rate, Graduation Rate Monitor: Program Specialist; At-Risk Counselor	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 5 Details	Reviews			
Strategy 5: Students will have access to core area instructional materials and resources to improve learning and provide accelerated instruction for those in need. Population: AR, T I-A, MIG, LEP, SPED, Timelines: Aug 14,, 2019 - May 30, 2020 SAA: SAN #3; 4; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4 Strategy's Expected Result/Impact: Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Monitor: Dean of Instruction, Dept. Heads, Principal Title I Schoolwide Elements: 2.4 Funding Sources: GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-003-Y-30-0F2-Y - \$32,724, RECLASSIFIED TRANSPORTATION - 211 Title I-A - 211-11-6494-00-003-Y-30-0F2-Y - \$13,800, AWARDS - 211 Title I-A - 211-11-6498-00-003-YT-30-0F2-Y - \$900, GENERAL SUPPLIES: PRINT MEDIA CENTER - 211 Title I-A - 211-11-6399-16-003-Y-30-0F2-Y - \$3,800, READING MATERIALS - 211 Title I-A - 211-12-6329-00-003-Y-30-0F2-Y - \$2,000, GENERAL SUPPLIES LIBRARY - 211 Title I-A - 211-12-6399-00-003-Y-30-0F2-Y - \$2,572, TEXTBOOKS - 199 Local funds - 199-11-6321-00-003-Y-11-000-Y - \$1,000, COPY PAPER - 199 Local funds - 199-11-6396-00-003-Y-11-000-Y - \$4,147, READING MATERIALS - 199 Local funds - 199-12-6329-00-003-Y-99-000-Y - \$1,500, AWARDS - 199 Local funds - 199-11-6498-00-003-Y-11-000-Y - \$1,171	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













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

Performance Objective 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus nurses will attend a summer two day professional development day in Edinburg, TX to further enhance their nursing skills needed to assist all high school students. Timeline: August 2019 - June 2020 CNA: SPP-SQ 4 Strategy's Expected Result/Impact: Health Screenings Formative: Daily Screening reports Summative: Year comparison on results. Monitor: Assistant Principal Funding Sources: SUPPLIES - 199 Local funds - 199-33-6399-00-003-Y-99-000-Y - \$1,950, PROFESSIONAL DUTY EXTRA PAY - 199 Local funds - 199-33-6118-00-003-Y-99-000-Y - \$180	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Pace will utilize: -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2019 to June 2020 SAA- SAN #8,10 Strategy's Expected Result/Impact: Formative: Agendas/sign in sheets Summative: Fitness results will improve and CATCH Binder evaluation score will improve Monitor: Principal and Assistant Principal	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Pace PE teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities with the Adapted PE Teachers to address CATCH, IEP's, and ELPS in lesson plans. Population: All students Timeline: July 2019 to June 2020 SAA- SAN #8 Strategy's Expected Result/Impact: Formative: To include more activities for the Adapted PE students, Summative: Fitness Results will improve for all students and CATCH Binder evaluation score will improve. Monitor: Administration Special Education and PE Department Heads and Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior. Materials needed would be computer goggles to demonstrate effects of alcohol and drunk driving and crying dolls. Community speakers will also be invited to speak to students along with coordination with the counseling center Population: All students Timeline: July 2019 to June 2020 SAA- SAN #8	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Pace Early College High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-00-003-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,200.00
162-11-6112-18-003-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,434.00
162-11-6118-00-003-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$31,277.00
162-11-6118-00-003-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$6,000.00
162-13-6118-00-003-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$3,300.00
6100 Subtotal:		\$54,211.00
6200 Professional and Contracted Services		
162-11-6299-62-003-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$33,000.00
162-32-6299-00-003-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$12,500.00
162-32-6299-00-003-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$10,000.00
6200 Subtotal:		\$55,500.00
6300 Supplies and Services		
162-11-6395-62-003-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$3,410.00
162-11-6396-00-003-Y-30-000	6396 Supplies and Materials - Locally Defined	\$14,500.00
162-11-6398-62-003-Y-30-000	6398 Computer Supplies/Software - Locally Defined	\$13,400.00
162-11-6399-62-003-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$2,000.00
162-11-6399-00-003-Y-30-000-Y	6399 General Supplies	\$20,500.00
162-61-6399-00-003-Y-30-WTF-Y	6399 General Supplies	\$200.00
6300 Subtotal:		\$54,010.00
6400 Other Operating Costs		
162-23-6411-23-003-Y-30-TRV-Y	6411 Employee Travel	\$100.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
162-61-6499-53-003-Y-30-WTF-Y	6499 Miscellaneous Operating Costs	\$200.00
6400 Subtotal:		\$300.00

Personnel for Pace Early College High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Lopez	Counselor-At-Risk	State Compensatory	1
Blanca Pena	Program Drop Out Specialist	State Compensatory	1
Edna C. Martinez	English Teacher	State Compensatory	1
Efrain Lopez	Credit Recovery Teacher	State Compensatory	1
Larissa Macias	Science Teacher	State Compensatory	1
Lisa Howell	Dean of Instruction	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

SBDM and campus leadership reviewed the 2018-2019 CNA in May 22, 2019 as the basis to create our 2019-2020 CNA. The 2019-2020 CNA is part of the Campus Improvement Plan (pages 5 to 14). The groups reviewed data from other plans, accountability results and other assessment results, demographics, behavior, employee and parent survey data. In addition to the items checked off in the CNA data documentation, the campus reviewed their SACSCOC parent, student, and teacher survey data. Campus departments reviewed the CNA data and drafts in May 22, 2019 during weekly departmental meetings and August 14, 2019 to provide feedback to the SBDM. The CNA was updated to reflect the current needs in each of the CNA areas especially those related to student academic performance by the SBDM. There will be several meetings throughout the year to continue updating the campus plan and CNA. The last meeting held June 10, 2019 led to the decision to hire two more teachers to assist the ELA I and II Team as scores did not meet the district and campus expectations. A discussion on resources was also part of the agenda as well. Additionally, more training on PLC will be done as we are reconfiguring our teams for next year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was refined May 2019 and again on June 10, 2019 before we adjourned for the summer. Nominations for SBDM members were held late August and the 2019-2020 final SBDM elections were held Monday, September 16th, 2019. This was delayed a week because of progress reports, new members, and unexpected resignations as the new year began. New members were also elected into our 2019-2020 SBDM. Members of the SBDM, department chairs, and campus faculty and staff reviewed and revised the plan and the final drafts of the 2019-2020 campus plan in order to be ready for the October Board meeting. However, reviewing and revising the committee this process will continue through SBDM subcommittees along with faculty input will continue throughout the year.

The lists of the Pace SBDM and Department Chairs and roles are located at the end of the Campus Improvement Plan. More people will be added throughout the year as needed.

2.2: Regular monitoring and revision

The SBDM and other faculty and staff regularly review the strategies in the 2018-2019 Campus Improvement Plan during SBDM Meetings and Departmental meetings. The campus plan will continue to be monitored through these meetings throughout the school year at least quarterly. The reviews are documented in the formative reviews in Plan4Learning. The SBDM met late May and early June to review and make recommendations for the CIP. There will be monthly meetings to review and revise the 2019-2020 CIP.

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

CIP is made available to the public, parents and TEA through the BISD and Pace ECHS websites as well as hard copies available on campus in English. Through parental involvement meetings, presentations, and open house, parents are provided information regarding the Campus Improvement Plan activities in both English and Spanish. The CIP information is translated to Spanish by campus staff upon request. We are currently looking to see how we can the CIP translated into Spanish, which is the dominant language for the region aside from English.

2.4: Opportunities for all children to meet State standards

Pace ECHS has included strategies in Goal 1 and Goal 9 to provide students, in particular students at-risk and those provided special services, with opportunities to meet state standards through challenging classroom instruction that includes appropriate instructional materials, campus developed and state assessments, and access to core area instructional intervention and accelerated

instruction activities.

2.5: Increased learning time and well-rounded education

The campus increases the learning time and accelerated instruction to strengthen the academic programs throughout the year by offering before and after school Pace Learning Opportunities, Saturday academies, and accelerated instruction in all core academic areas for at-risk students. The campus also offers after-school accelerated credit recovery Graduation Assistance Program (GAP) and Students Taught in Alternative Routes to Success (STARS) programs. The campus also developed a modified block schedule for the week to increase the learning time for students. Algebra I and English I are on block schedules all year long. This will allow our at-risk students to concentrate on the EOC and advanced tiering will be done throughout the year based on class and test data.

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

Pace ECHS students are provided opportunities in all core areas for accelerated instruction in academic areas. They are also provided with extended day and week regaining of credit opportunities through computer-based and modular instructional resources. The campus ensures that qualified and highly effective teachers, including Special Education teachers are assigned to teach and support At-Risk and students served through Special Programs (SPED, EL, and Migrant).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents reviewed and revised the School-Parent-Student Compact and Parent and Family Engagement Policy for 2019-2020 on March 5, 2019. After meeting as a parent group, the parents presented the revised Compact and Parent Engagement Policy to the SBDM on May 22, 2019 for final review and revisions. The Parent-Student Compact and the Parent Family Engagement Policy are available on the Pace website for parents to view and download in both English and Spanish. Parents were given copies at the Title I Meeting held Tuesday, September 17, 2019. Copies were also disseminated at the weekly parent meeting in both English and Spanish on Tuesday, September 24, 2019. Pace will also distribute another opportunity in English and Spanish of the Parent-Student Compact and Parent Engagement Policy at Open House on September 30, 2019. The list of individuals with their roles and the policy have been included as an addendum to the CIP.

3.2: Offer flexible number of parent involvement meetings

Pace ECHS offers weekly Parent sessions on Tuesday mornings from 9:30 am to 11:30 am at the campus parent center (C124) that include informational meetings and parent education opportunities provided by the Campus Parental Liaison, Parental Involvement Trainer and guest presenters. There will also be parent meetings the first Monday of every month in the evenings to reiterate the information learned in the morning. Other outreaches to parents include evening sessions such as the FAFSA Spaghetti Night, Dual and AP enrollment and college readiness information, and Career and Technical Education program information. The Parent Liaison and Attendance Liaison will continue conducting Home visits to support student attendance, academic performance, and other program information. Pace ECHS faculty and staff also provide sessions and seminars in English and Spanish to increase parental involvement at all functions. Moreover, at Open House the campus provides child care through the Career and Technical Education Teacher student organization. We want all major stakeholders at Pace to feel included and valued. Required Title I-A Meetings held on September 17 with another one at Open House on September 30, 2019.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfia Gracia	Teacher	Teacher	1
Ana Trevino	Parental Liaison	Parental Involvement	1
Antonio Reyes	Teacher	Teacher	1
Cathy Ayala	Teacher	Teacher	1
Claudia Gonzalez	Teacher	Teacher	1
Ismael Garcia	Teacher	Teacher	1
Jacqueline Moreno	Nurse	Nurse	.4
Jessica Proa	Teacher	Teacher	1
Maria Perez	Counselor Aide	Counselor Aide	1
Monica Hinojosa	Library Aide	Library	1
Nancy Garcia	Library Aide	Library Aide	1
Nancy Garcia	Teacher	Teacher	1
Ofelia Garza	Parental Involvement	Parental Involvement	1
Raquel Lopez	Nurse	Nurse	.4
Samantha Contreras	Teacher	Teacher	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Anna Gabbert	Classroom Teacher
Classroom Teacher	Dora Lopez	Classroom Teacher
Classroom Teacher	Ismael Garcia	Classroom Teacher
Other	Ana Trevino	Parent Liaison
Meeting Facilitator	Lisa Howell	Dean of Instruction
Parent	Marisol Martinez	Parent
Parent	Sandra Gonzalez	Parent
Non-classroom Professional	Brad Binder	Testing Coordinator
Business Representative	Rita Hernandez	Charter School
District-level Professional	Dolores Emerson	District
Classroom Teacher	Juana Garcia	Classroom Teacher
Community Representative	Amador Tapia	Community
Community Representative	Graciela Tapia	Community
Classroom Teacher	Rita Tyler-Aguilar	Classroom Teacher
Classroom Teacher	Larissa Macias	Classroom Teacher
Classroom Teacher	Marlane Rodriguez	Classroom Teacher
Classroom Teacher	Major Luis Gomez	Classroom Teacher
Classroom Teacher	Gavin Rudder	Classroom Teacher
Classroom Teacher	Elizabeth Black	Classroom Teacher
Classroom Teacher	Carlos Garza	Classroom Teacher
Classroom Teacher	Raul Ramirez	Classroom Teacher
Classroom Teacher	Norma Lomeli	Classroom Teacher
Classroom Teacher	Oniel Cuevas	Classroom Teacher
Non-classroom Professional	Sylvia Gonzalez	Librarian
Non-classroom Professional	Jessica Cantu	Counselor
Non-classroom Professional	Adam Shoupe	Technical Support
Counselor	Elva Compean-Ramirez	Counselor

Committee Role	Name	Position
Non-classroom Professional	Blanca Pena	Dropout Specialist
Paraprofessional	Patricia Galvan	Paraprofessional
Paraprofessional	Beatriz Gonzalez	Paraprofessional
Community Representative	Seargeant Ian Logsdon	Community Representative US Army Recruiter
Community Representative	Tito Mata	Community Representative
Business Representative	Sandra Park	Business Representative Jostens
District-level Professional	Marhoun Donna	District Level Professional
Administrator	Dr. Timothy Cuff	Administrator

Department Heads

Committee Role	Name	Position
Classroom Teacher	Lopez Dora	Science Teacher/DH
Classroom Teacher	Pamela McCumber	English Teacher/DH
Classroom Teacher	Melissa Tullos	Math Teacher/DH
Classroom Teacher	Jose Luis Cavazos	CTE Teacher/DH
Classroom Teacher	Adriana Garza	U.S. History Teacher/DH
Classroom Teacher	Juana Rangel	Spanish Teacher/DH
Classroom Teacher	Delmira Hernandez	P.E Teacher/DH
Classroom Teacher	Perla Guerrero	Special Ed. Teacher/DH
Classroom Teacher	Elizabeth Garza	Special Programs Teacher/DH
Classroom Teacher	Francisco Garza	Fine Arts Teacher/DH

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and materials	199-11-6399/ 199-23	\$19,000.00
1	1	1	Salary and Wages/Substitutes	199-11-6112-18-003-Y-99-000-Y	\$6,561.00
1	1	1	Media Center	199-11-6399-16-003-Y-11-002-Y	\$4,000.00
1	1	1	Travel to Professional Development	199-13-6411-23-003-Y-99-000-Y	\$400.00
1	1	1	Professional Development Venue Rentals and Operating Leases	199-13-6269-00-003-Y-99-000-Y	\$1,400.00
1	1	2	Lead Teacher	199-23-6118-00-003-Y-99-000-Y	\$5,000.00
1	1	5	Custodial Supplemental duty	199-51-6121-46-003-Y-99-000-Y	\$200.00
1	1	5	Custodial Supplemental Duty	199-51-6121-47-003-Y-99-000-Y	\$200.00
1	2	4	GENERAL SUPPLIES	199-31-6399-00-003-Y-99-000-Y	\$800.00
1	6	1	TRAVEL AND SUBSISTENCE-STUDENTS	199-36-6412-00-003-Y-99-020-Y	\$2,500.00
1	6	1	TEACHER STIPENDS	199-36-6117-00-003-Y-99-020-Y	\$12,500.00
1	6	5	COMMUNITY SERVICES	199-61-6411-00-003-Y-99-000-Y	\$3,500.00
1	6	5	COMMUNITY SERVICE-EMPLOYEE TRAVEL	199-61-6411-00-003-Y-99-000-Y	\$1,500.00
1	6	5	COMMUNITY SERVICE-OPERATING COST	199-61-6411-003--Y-99-000-Y	\$1,000.00
1	6	6	Science Fair/History Fair/Competitions General Student Travel	199-36-6412-00-003-Y-99-000-Y	\$10,000.00
1	6	6	Science Fair/History Fair/Competitions General Transportation	199-36-6494-00-003-Y-99-000-Y	\$9,500.00
1	6	6	Science Fair/History Fair/Competitions Fees	199-36-6497-00-003-Y-99-000-Y	\$500.00
1	6	10	GENERAL SUPPLIES	199-36-6399-44--003-Y-99-000-Y	\$4,000.00
1	6	10	MISCELLANEOUS OPERATING COSTS/FEES	199-36-6497-090-003-Y-99-000-Y	\$500.00
2	1	2	PLANT MAINTENANCE AND OPERATIONS	199-51-6315-00-003-y-99-000-Y	\$13,000.00
2	1	2	SUPPLIES AND MATERIALS	199-51-6319-00-003--Y-99-000-Y	\$13,400.00
3	2	1	CAMPUS AWARDS	199-11-6498-00-003-Y-11-000-Y	\$10,000.00
6	1	6	Employee Travel	199-61-6411-00-003-Y-99-000-Y	\$1,500.00
6	1	12	Refreshments	199-61-6499-53-003-Y-99-000-Y	\$1,000.00
7	1	1	EMPLOYEE TRAVEL-SCHOOL-LEADERSHIP	199-23-6411-23-003-Y-99-000-Y	\$5,000.00
7	1	1	Leadership travel	199-23-6411-00-003-Y-99-000-Y	\$500.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	6	COMPUTER FURNITURE	199-23-6399-45-003-Y-99-000-Y	\$4,000.00
8	1	6	GENERAL SUPPLIES	199-23-6399-00-003-Y-99-000-Y	\$6,000.00
8	1	6	Computers: Equipment Under \$5,000	199-23-6398-00-003-Y-99-000-Y	\$5,000.00
8	1	6	SUPPLIES AND MATERIALS: SOFTWARE	199-23-6395-65-003-Y-99-000-Y	\$110.00
8	1	6	Computers: Equipment Under \$5,000-PRINTERS	199-23-6398-65-003-Y-99-000-Y	\$6,000.00
9	1	5	Supplies and Materials	199-33-6399-00-003-Y-99-000-Y	\$1,950.00
9	3	5	TEXTBOOKS	199-11-6321-00-003-Y-11-000-Y	\$1,000.00
9	3	5	COPY PAPER	199-11-6396-00-003-Y-11-000-Y	\$4,147.00
9	3	5	READING MATERIALS	199-12-6329-00-003-Y-99-000-Y	\$1,500.00
9	3	5	AWARDS	199-11-6498-00-003-Y-11-000-Y	\$1,171.00
9	4	1	SUPPLIES	199-33-6399-00-003-Y-99-000-Y	\$1,950.00
9	4	1	PROFESSIONAL DUTY EXTRA PAY	199-33-6118-00-003-Y-99-000-Y	\$180.00
Sub-Total					\$160,469.00
Budgeted Fund Source Amount					\$160,469.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Duty Extra Pay/Curriculum Writing	162-13-6118-00-003-Y-30-000-Y	\$3,300.00
1	1	1	SCE-IN-PACE-TITLE 1 PT A-Sal/Wages For Subst Teachers	162-11-6112-00-003-Y-30-000-Y	\$7,200.00
1	1	2	PLO Tutorials- Professional Extra Duty Pay EOC/STARS	162-11-6118-00-003-Y-24-EOC-Y	\$26,277.00
1	1	2	PLO Tutorials- Professional Extra Duty Pay- NON EOC	162-11-6118-00-003-Y-30-000-Y	\$6,000.00
1	1	3	COPY PAPER	162-11-6396-00-003-Y-30-000-Y	\$2,500.00
1	1	3	GENERAL SUPPLIES	162-11-6399-00-003-Y-30-000-Y	\$2,500.00
1	1	5	Edgenuity WITH CONTRACTED SERVICES	162-11-6299-62-003-Y-24-EOC-Y	\$27,000.00
1	1	5	PLO Tutorials- Professional Extra Duty Pay EOC/STARS	162-11-6118-00-003-Y-24-EOC-Y	\$3,000.00
1	1	7	Substitute Teachers	162-11-6112-00-003-Y-30-000-Y	\$21,000.00
8	1	1	SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- LCL DEFI	162-11-6398-62-003-Y-30-000-Y	\$13,400.00
8	1	1	SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- SOFTWARE	162-11-6395-62-003-Y-30-000-Y	\$3,410.00
8	1	1	PACE-IT-EQUIPMENT-GENERAL SUPPLIES	162-11-6399-62-003-Y-30-000-Y	\$2,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	5	SCE-IN-PACE-IT-EQUIPMENT-GENERAL SUPPLIES	162-11-6399-62-003-Y-30-000-Y	\$2,000.00
9	2	5	WALK FOR THE FUTURE- OPERATING COSTS	162-61-6399-00-003-y-30-WTF-Y-	\$200.00
9	2	5	WALK FOR THE FUTURE SUPPLIES	162-61-6499-53-003-Y-30-WTF-Y	\$200.00
9	3	1	General supplies	162-11-6399-00-003-Y-30-000-Y	\$10,000.00
9	3	1	SCE-IN-STARS-PACE-Sal/Wages For Subst Teachers	162-11-6112-18-003-Y-30-000-Y	\$6,434.00
9	3	1	COPY PAPER	162-11-6396-00-003-Y-30-000-Y	\$5,000.00
Sub-Total					\$141,421.00
Budgeted Fund Source Amount					\$141,421.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials	211-13-6399-00-003-Y-30-AYP-Y	\$500.00
1	1	1	Copy paper	211-11-6396-00-003-Y-30-0f2-Y	\$7,503.00
1	1	1	Media Center	211-11-6399-16-003-Y-30-0F2-Y	\$4,000.00
1	1	1	Substitutes-Professional Development	211-13-6112-00-003-Y-30-AYP-Y	\$4,500.00
1	1	1	Miscellaneous Contracted Services	211-13-1-6298-00-003-Y-30-OF2-Y	\$2,500.00
1	1	2	Transportation for Tutorials	211-11-6494-00-003-Y-30-0F2-Y	\$13,800.00
1	1	5	Summer Bridge and Cohort Teacher Extra Duty Pay	211-11-6118-00-003-Y--30-BDG-Y	\$22,485.00
1	1	6	AVID Membership	211-11-6495-62-003-Y-30-0F2	\$4,595.00
1	2	1	Tutorials	211-11-6118-00-003-Y-30-0F2-Y	\$8,786.00
1	2	1	Testing Materials	211-11-6399-00-003-Y-30--0F2-Y	\$21,000.00
1	2	4	GENERAL SUPPLIES	211-31-6399-00-003-Y-30-0F2-Y-	\$1,900.00
1	2	6	PROFESSIONAL EXTRA DUTY PAY TUTORIALS	211-11-6118-00-003-Y-30-0F2-Y	\$1,097.00
1	5	1	Advise Texas Advisor and Americorps	211-31-6299-00-003-Y-30-TUK-Y	\$10,000.00
6	1	1	TITLE I-CS-PACE ALLO-MISCELLANEOUS OPERATING COSTS	211-61-6499-53-003-y-30-0f2-Y	\$1,500.00
6	1	1	Title I CS- PACE CMP SUPPLIES AND MATERIALS LCL DEFI-EQUIPMENT UNDER 5000	211-61-6398-65-003-Y-30-0f2-Y	\$1,500.00
6	1	6	Parent Liaison Travel	211-31-6411-00-003-Y-30--0F2-Y	\$900.00
6	1	8	GENERAL SUPPLIES: Parent Meeting Refreshments	211-61-6399-00-003-Y-30-0F2-Y	\$900.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	10	TITLE I CS-PACE-CMP-ALL-O-GENERAL SUPPLIES	211-61-6399-00-003-Y-30-0F2-Y	\$900.00
7	1	1	Training Supplies	211-13-6399	\$6,000.00
7	1	1	EMPLOYEE -In-district Travel	211-13-6411-00-003-Y-30-AYP-Y	\$500.00
7	1	1	EMPLOYEE-Out of district travel	211-13-6411-23-003-Y-30-AYP-Y	\$6,000.00
7	1	1	SALARY/WAGES FOR SUBSTITUTE TEACHER: Professional Development	211-13-6112-00-003-Y-30-0F2-Y	\$4,588.00
7	1	1	CONSULTING SERVICES: Professional Development	211-13-6291-00-003-Y-30-AYP-Y	\$800.00
7	1	1	REGIONAL SERVICE CENTER: Professional Development	211-13-6239-00-003-Y-30-AYP-Y	\$800.00
7	1	3	EMPLOYEE TRAVEL OUT OF DISTRICT	211-13-6411-23-003-Y-30-0F2-Y	\$4,250.00
8	1	1	TTIL-I-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- LCL DEFI	211-11-6398-62-003-Y-30-0F2-Y-	\$40,937.00
8	1	1	TTL I-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS-SOFTWARE	211-11-6395-62-003-Y-30-0F2-Y	\$2,500.00
8	1	2	General Supplies For Computers	211-11-6399-62-003-Y-30-0F2-Y	\$7,500.00
8	1	5	TTLI PACE GENERAL SUPPLIES	211-11-6399-62-	\$7,000.00
9	3	5	GENERAL SUPPLIES	211-11-6399-00-003-Y-30-0F2-Y	\$32,724.00
9	3	5	RECLASSIFIED TRANSPORTATION	211-11-6494-00-003-Y-30-0F2-Y	\$13,800.00
9	3	5	AWARDS	211-11-6498-00-003-YT-30-0F2-Y	\$900.00
9	3	5	GENERAL SUPPLIES: PRINT MEDIA CENTER	211-11-6399-16-003-Y-30-0F2-Y	\$3,800.00
9	3	5	READING MATERIALS	211-12-6329-00-003-Y-30-0F2-Y	\$2,000.00
9	3	5	GENERAL SUPPLIES LIBRARY	211-12-6399-00-003-Y-30-0F2-Y	\$2,572.00
Sub-Total					\$245,037.00
Budgeted Fund Source Amount					\$245,037.00
+/- Difference					\$0.00
Grand Total					\$546,927.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PACE EARLY COLLEGE H S**

Campus Number: **031901003**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above		2019	68%	68%	71%	-	71%	*	-	-	-	32%	*	72%	65%	71%	56%
		2018	65%	65%	68%	-	68%	*	-	*	-	23%	75%	72%	46%	68%	44%
At Meets Grade Level or Above		2019	50%	49%	51%	-	51%	*	-	-	-	13%	*	54%	33%	50%	29%
		2018	44%	43%	47%	-	47%	*	-	*	-	10%	25%	49%	34%	46%	22%
At Masters Grade Level		2019	11%	10%	8%	-	8%	*	-	-	-	1%	*	9%	1%	8%	1%
		2018	7%	6%	6%	-	6%	*	-	*	-	3%	13%	6%	1%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above		2019	68%	67%	65%	-	65%	*	-	*	-	22%	*	69%	50%	65%	45%
		2018	67%	64%	67%	*	67%	40%	-	*	-	34%	*	72%	47%	67%	43%
At Meets Grade Level or Above		2019	49%	45%	46%	-	46%	*	-	*	-	8%	*	50%	29%	44%	20%
		2018	48%	43%	44%	*	44%	40%	-	*	-	16%	*	48%	30%	44%	20%
At Masters Grade Level		2019	8%	6%	4%	-	4%	*	-	*	-	1%	*	5%	2%	4%	0%
		2018	8%	5%	5%	*	5%	0%	-	*	-	0%	*	5%	3%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above		2019	85%	94%	99%	-	99%	*	-	-	-	94%	*	99%	100%	99%	99%
		2018	83%	90%	94%	-	94%	*	-	*	-	75%	*	95%	91%	94%	95%
At Meets Grade Level or Above		2019	61%	82%	93%	-	94%	*	-	-	-	77%	*	93%	94%	93%	91%
		2018	55%	71%	81%	-	82%	*	-	*	-	54%	*	83%	75%	81%	77%
At Masters Grade Level		2019	37%	62%	78%	-	78%	*	-	-	-	42%	*	76%	87%	77%	72%
		2018	32%	48%	67%	-	67%	*	-	*	-	33%	*	67%	65%	67%	60%
End of Course Biology																	
At Approaches Grade Level or Above		2019	88%	90%	94%	-	94%	*	-	-	-	72%	*	95%	89%	93%	89%
		2018	87%	88%	89%	*	89%	60%	-	*	-	63%	60%	91%	82%	89%	83%
At Meets Grade Level or Above		2019	62%	60%	60%	-	60%	*	-	-	-	19%	*	65%	38%	59%	40%
		2018	59%	55%	55%	*	55%	40%	-	*	-	23%	60%	57%	46%	55%	41%
At Masters Grade Level		2019	25%	18%	15%	-	15%	*	-	-	-	2%	*	17%	8%	16%	6%
		2018	24%	16%	13%	*	13%	0%	-	*	-	3%	20%	14%	11%	13%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above		2019	93%	94%	92%	*	92%	*	-	*	-	66%	-	92%	89%	92%	84%
		2018	92%	92%	92%	-	92%	80%	-	*	-	67%	*	93%	89%	92%	85%
At Meets Grade Level or Above		2019	73%	72%	67%	*	67%	*	-	*	-	37%	-	68%	64%	68%	44%
		2018	70%	68%	62%	-	62%	60%	-	*	-	33%	*	65%	52%	62%	45%
At Masters Grade Level		2019	45%	40%	35%	*	35%	*	-	*	-	11%	-	36%	26%	35%	13%
		2018	40%	33%	24%	-	24%	20%	-	*	-	10%	*	24%	22%	24%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above		2019	78%	81%	81%	*	81%	69%	-	*	*	52%	100%	83%	74%	81%	70%
		2018	77%	78%	80%	*	80%	64%	-	*	*	48%	77%	82%	68%	79%	65%
At Meets Grade Level or Above		2019	50%	52%	60%	*	60%	31%	-	*	-	26%	56%	63%	45%	59%	40%
		2018	48%	49%	54%	*	54%	55%	-	*	*	24%	45%	57%	43%	54%	36%
At Masters Grade Level		2019	24%	23%	22%	*	22%	15%	-	*	*	9%	33%	23%	17%	23%	14%

District Name: BROWNSVILLE ISD
Campus Name: PACE EARLY COLLEGE H S
Campus Number: 031901003

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

Total Students: 2,085
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	21%	17%	*	17%	14%	-	*	*	-	7%	18%	17%	15%	17%	11%
At Approaches Grade Level or Above	2019	75%	76%	68%	-	68%	60%	-	*	*	-	28%	100%	71%	56%	68%	50%
	2018	74%	74%	67%	*	67%	56%	-	*	*	-	29%	70%	72%	47%	67%	43%
At Meets Grade Level or Above	2019	48%	47%	48%	-	48%	0%	-	*	*	-	11%	40%	52%	30%	47%	24%
	2018	46%	44%	45%	*	45%	56%	-	*	*	-	14%	20%	49%	31%	45%	21%
At Masters Grade Level	2019	21%	18%	6%	-	6%	0%	-	*	*	-	1%	0%	7%	1%	6%	1%
	2018	19%	17%	5%	*	5%	0%	-	*	*	-	2%	10%	6%	2%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	99%	-	99%	*	-	-	-	-	94%	*	99%	100%	99%	99%
	2018	81%	85%	94%	-	94%	*	-	-	*	-	75%	*	95%	91%	94%	95%
At Meets Grade Level or Above	2019	52%	57%	93%	-	94%	*	-	-	-	-	77%	*	93%	94%	93%	91%
	2018	50%	55%	81%	-	82%	*	-	-	*	-	54%	*	83%	75%	81%	77%
At Masters Grade Level	2019	26%	31%	78%	-	78%	*	-	-	-	-	42%	*	76%	87%	77%	72%
	2018	24%	28%	67%	-	67%	*	-	-	*	-	33%	*	67%	65%	67%	60%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	94%	-	94%	*	-	-	-	-	72%	*	95%	89%	93%	89%
	2018	80%	82%	89%	*	89%	60%	-	*	*	-	63%	60%	91%	82%	89%	83%
At Meets Grade Level or Above	2019	54%	55%	60%	-	60%	*	-	-	-	-	19%	*	65%	38%	59%	40%
	2018	51%	51%	55%	*	55%	40%	-	*	*	-	23%	60%	57%	46%	55%	41%
At Masters Grade Level	2019	25%	21%	15%	-	15%	*	-	-	-	-	2%	*	17%	8%	16%	6%
	2018	23%	19%	13%	*	13%	0%	-	*	*	-	3%	20%	14%	11%	13%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	92%	*	92%	*	-	*	-	-	66%	-	92%	89%	92%	84%
	2018	78%	80%	92%	-	92%	80%	-	*	-	-	67%	*	93%	89%	92%	85%
At Meets Grade Level or Above	2019	55%	54%	67%	*	67%	*	-	*	-	-	37%	-	68%	64%	68%	44%
	2018	53%	51%	62%	-	62%	60%	-	*	-	-	33%	*	65%	52%	62%	45%
At Masters Grade Level	2019	33%	29%	35%	*	35%	*	-	*	-	-	11%	-	36%	26%	35%	13%
	2018	31%	26%	24%	-	24%	20%	-	*	-	-	10%	*	24%	22%	24%	14%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	69	-	69	*	-	*	*	-	66	*	68	71	69	70
	2018	67	69	71	*	71	*	-	*	-	-	54	-	70	72	71	62
End of Course Algebra I	2019	75	91	97	-	97	*	-	-	-	-	88	*	96	100	97	96
	2018	72	85	94	-	94	*	-	-	*	-	84	*	94	99	94	93
All Grades Both Subjects	2019	69	69	80	-	80	*	-	*	*	-	79	*	80	81	81	83
	2018	69	71	78	*	79	58	-	*	*	-	66	*	78	79	78	75
All Grades ELA/Reading	2019	68	67	69	-	69	*	-	*	*	-	66	*	68	71	69	70
	2018	69	69	71	*	71	*	-	*	-	-	54	-	70	72	71	62
All Grades Mathematics	2019	70	71	97	-	97	*	-	-	-	-	88	*	96	100	97	96
	2018	70	72	94	-	94	*	-	-	*	-	84	*	94	99	94	93

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	99%	95%	100%	-	100%	-	-	-	-	-	-	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	13%	15%	15%	-	15%	-	-	-	-	7%	15%	11%
Grade 8 Mathematics													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	98%	90%	*	-	*	-	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	50%	75%	73%	-	73%	-	-	-	-	60%	73%	*

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 (Current EL Students)

			State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	81%	-	-	-	-	-	-	61%	24%	65%	63%	61%	61%
	2018	77%	78%	80%	-	-	-	-	-	-	56%	56%	-	44%	56%	56%
At Meets Grade Level or Above	2019	50%	52%	60%	-	-	-	-	-	-	29%	0%	31%	26%	29%	28%
	2018	48%	49%	54%	-	-	-	-	-	-	25%	25%	-	16%	25%	25%
At Masters Grade Level	2019	24%	23%	22%	-	-	-	-	-	-	11%	0%	12%	17%	11%	12%
	2018	22%	21%	17%	-	-	-	-	-	-	8%	8%	-	8%	8%	8%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	68%	-	-	-	-	-	-	39%	8%	43%	45%	39%	39%
	2018	74%	74%	67%	-	-	-	-	-	-	31%	31%	-	27%	31%	31%
At Meets Grade Level or Above	2019	48%	47%	48%	-	-	-	-	-	-	12%	0%	14%	5%	12%	12%
	2018	46%	44%	45%	-	-	-	-	-	-	10%	10%	-	7%	10%	10%
At Masters Grade Level	2019	21%	18%	6%	-	-	-	-	-	-	0%	0%	0%	0%	0%	0%
	2018	19%	17%	5%	-	-	-	-	-	-	0%	0%	-	7%	0%	0%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	99%	-	-	-	-	-	-	99%	-	99%	100%	99%	99%
	2018	81%	85%	94%	-	-	-	-	-	-	95%	95%	-	*	95%	94%
At Meets Grade Level or Above	2019	52%	57%	93%	-	-	-	-	-	-	87%	-	87%	100%	87%	88%
	2018	50%	55%	81%	-	-	-	-	-	-	69%	69%	-	*	69%	68%
At Masters Grade Level	2019	26%	31%	78%	-	-	-	-	-	-	65%	-	65%	83%	65%	66%
	2018	24%	28%	67%	-	-	-	-	-	-	51%	51%	-	*	51%	49%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	94%	-	-	-	-	-	-	85%	71%	86%	80%	85%	85%
	2018	80%	82%	89%	-	-	-	-	-	-	79%	79%	-	60%	79%	78%
At Meets Grade Level or Above	2019	54%	55%	60%	-	-	-	-	-	-	24%	0%	25%	20%	24%	23%
	2018	51%	51%	55%	-	-	-	-	-	-	31%	31%	-	20%	31%	31%
At Masters Grade Level	2019	25%	21%	15%	-	-	-	-	-	-	2%	0%	2%	0%	2%	2%
	2018	23%	19%	13%	-	-	-	-	-	-	4%	4%	-	0%	4%	4%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	92%	-	-	-	-	-	-	82%	*	81%	*	82%	82%
	2018	78%	80%	92%	-	-	-	-	-	-	81%	81%	-	*	81%	81%
At Meets Grade Level or Above	2019	55%	54%	67%	-	-	-	-	-	-	40%	*	42%	*	40%	39%
	2018	53%	51%	62%	-	-	-	-	-	-	34%	34%	-	*	34%	33%
At Masters Grade Level	2019	33%	29%	35%	-	-	-	-	-	-	13%	*	13%	*	13%	13%
	2018	31%	26%	24%	-	-	-	-	-	-	9%	9%	-	*	9%	9%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	80%	-	-	-	-	-	-	83%	-	83%	88%	83%	84%
	2018	69%	71%	78%	-	-	-	-	-	-	73%	73%	-	56%	73%	72%
All Grades ELA/Reading	2019	68%	67%	69%	-	-	-	-	-	-	71%	-	71%	*	71%	71%
	2018	69%	69%	71%	-	-	-	-	-	-	63%	63%	-	50%	63%	63%
All Grades Mathematics	2019	70%	71%	97%	-	-	-	-	-	-	95%	-	95%	100%	95%	96%
	2018	70%	72%	94%	-	-	-	-	-	-	91%	91%	-	*	91%	90%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	*	99%	100%	-	*	*	-	99%	99%	100%
Included in Accountability	94%	95%	91%	*	91%	100%	-	*	*	-	93%	92%	81%
Not Included in Accountability													
Mobile	4%	2%	4%	*	4%	0%	-	*	*	-	4%	4%	5%
Other Exclusions	1%	2%	4%	*	4%	0%	-	*	*	-	2%	4%	14%
Not Tested	1%	0%	1%	*	1%	0%	-	*	*	-	1%	1%	0%
Absent	1%	0%	1%	*	1%	0%	-	*	*	-	1%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	*	*	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	*	100%	100%	-	*	*	-	99%	100%	100%
Included in Accountability	94%	95%	92%	*	92%	85%	-	*	*	-	94%	92%	81%
Not Included in Accountability													
Mobile	4%	3%	4%	*	4%	8%	-	*	*	-	3%	4%	5%
Other Exclusions	1%	2%	3%	*	3%	8%	-	*	*	-	1%	3%	14%
Not Tested	1%	0%	0%	*	0%	0%	-	*	*	-	1%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	*	-	1%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	*	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	94.8%	*	94.8%	92.4%	-	*	*	-	93.6%	94.8%	95.0%
2016-17	95.7%	95.8%	95.1%	*	95.1%	94.8%	-	*	-	-	93.6%	95.1%	95.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	0.3%	*	0.3%	0.0%	-	0.0%	*	-	0.4%	0.3%	0.0%
2016-17	1.9%	1.3%	0.6%	*	0.6%	0.0%	-	0.0%	-	-	0.7%	0.6%	1.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	96.7%	-	96.8%	80.0%	-	*	-	-	84.5%	96.7%	94.6%
Received TxCHSE	0.4%	0.3%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	3.8%	3.0%	1.5%	-	1.3%	20.0%	-	*	-	-	12.1%	1.5%	0.0%
Dropped Out	5.7%	3.9%	1.9%	-	1.9%	0.0%	-	*	-	-	3.4%	1.9%	5.4%
Graduates and TxCHSE	90.4%	93.1%	96.7%	-	96.8%	80.0%	-	*	-	-	84.5%	96.7%	94.6%
Graduates, TxCHSE, and Continuers	94.3%	96.1%	98.1%	-	98.1%	100.0%	-	*	-	-	96.6%	98.1%	94.6%
Class of 2017													
Graduated	89.7%	91.6%	93.4%	*	93.4%	*	-	*	-	-	90.9%	93.6%	78.9%
Received TxCHSE	0.4%	0.2%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	4.0%	4.8%	4.0%	*	4.1%	*	-	*	-	-	7.3%	4.0%	17.5%
Dropped Out	5.9%	3.4%	2.5%	*	2.6%	*	-	*	-	-	1.8%	2.3%	3.5%
Graduates and TxCHSE	90.1%	91.9%	93.4%	*	93.4%	*	-	*	-	-	90.9%	93.6%	78.9%
Graduates, TxCHSE, and Continuers	94.1%	96.6%	97.5%	*	97.4%	*	-	*	-	-	98.2%	97.7%	96.5%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	96.8%	*	96.8%	*	-	*	-	-	96.4%	97.0%	96.5%
Received TxCHSE	0.6%	0.3%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.5%	0.4%	*	0.4%	*	-	*	-	-	1.8%	0.4%	0.0%
Dropped Out	6.3%	3.8%	2.7%	*	2.8%	*	-	*	-	-	1.8%	2.5%	3.5%
Graduates and TxCHSE	92.6%	95.7%	96.8%	*	96.8%	*	-	*	-	-	96.4%	97.0%	96.5%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	97.3%	*	97.2%	*	-	*	-	-	98.2%	97.5%	96.5%
Class of 2016													
Graduated	91.6%	94.7%	98.0%	*	98.0%	*	-	-	-	-	93.5%	98.0%	94.7%
Received TxCHSE	0.7%	0.3%	0.4%	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	1.2%	0.8%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.3%	1.6%	*	1.6%	*	-	-	-	-	6.5%	1.6%	5.3%
Graduates and TxCHSE	92.2%	94.9%	98.4%	*	98.4%	*	-	-	-	-	93.5%	98.4%	94.7%
Graduates, TxCHSE, and Continuers	93.4%	95.7%	98.4%	*	98.4%	*	-	-	-	-	93.5%	98.4%	94.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	98.0%	*	98.0%	*	-	-	-	-	93.5%	98.0%	94.7%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	0.4%	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	0.5%	0.1%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.2%	1.6%	*	1.6%	*	-	-	-	-	6.5%	1.6%	5.3%
Graduates and TxCHSE	92.9%	95.7%	98.4%	*	98.4%	*	-	-	-	-	93.5%	98.4%	94.7%
Graduates, TxCHSE, and Continuers	93.4%	95.8%	98.4%	*	98.4%	*	-	-	-	-	93.5%	98.4%	94.7%
Class of 2015													
Graduated	91.8%	95.2%	98.7%	-	98.7%	-	-	-	-	-	96.3%	98.7%	94.1%
Received TxCHSE	1.0%	0.3%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.3%	0.5%	-	0.5%	-	-	-	-	-	3.7%	0.5%	0.0%
Dropped Out	6.7%	4.2%	0.8%	-	0.8%	-	-	-	-	-	0.0%	0.8%	5.9%
Graduates and TxCHSE	92.8%	95.5%	98.7%	-	98.7%	-	-	-	-	-	96.3%	98.7%	94.1%
Graduates, TxCHSE, and Continuers	93.3%	95.8%	99.2%	-	99.2%	-	-	-	-	-	100.0%	99.2%	94.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	96.1%	-	96.4%	66.7%	-	*	-	-	81.7%	96.1%	94.6%
Class of 2017	89.7%	90.5%	92.8%	*	92.8%	*	-	*	-	-	87.7%	93.0%	78.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	*	-	*	-	-	-	-	-	-	*	*
Class of 2017	88.5%	96.3%	97.0%	*	97.0%	*	-	*	-	-	73.5%	97.0%	97.8%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	1.3%	-	1.3%	*	-	*	-	-	13.3%	1.3%	0.0%
Class of 2017	6.0%	13.2%	*	-	*	-	-	-	-	-	*	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	96.3%	-	96.5%	*	-	*	-	-	66.7%	96.3%	98.1%
Class of 2017	60.8%	73.7%	*	-	*	-	-	-	-	-	*	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	97.6%	-	97.8%	*	-	*	-	-	80.0%	97.6%	98.1%
Class of 2017	85.9%	96.2%	96.8%	*	96.8%	*	-	*	-	-	72.0%	96.8%	97.8%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	14.3%	-	14.3%	-	-	-	-	-	0.0%	0.0%	-
2016-17	87.2%	95.1%	95.6%	*	95.6%	*	-	*	-	-	65.5%	95.8%	97.7%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	1.4%	-	1.5%	0.0%	-	*	-	-	13.0%	1.4%	0.0%
2016-17	7.2%	24.2%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	96.3%	-	96.5%	80.0%	-	*	-	-	67.4%	96.5%	98.6%
2016-17	56.5%	52.7%	90.0%	-	90.0%	-	-	-	-	-	*	90.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	96.6%	-	96.7%	80.0%	-	*	-	-	71.2%	96.8%	98.6%
2016-17	84.0%	94.1%	95.5%	*	95.5%	*	-	*	-	-	64.3%	95.7%	97.9%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	500	100.0%	3,253	347,893
By Ethnicity:				
African American	0	0.0%	4	43,502
Hispanic	493	98.6%	3,215	173,272
White	5	1.0%	25	107,052
American Indian	0	0.0%	0	1,226
Asian	2	0.4%	9	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	0	0.0%	0	6,724
By Graduation Type:				
Minimum H.S. Program	6	1.2%	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	1	0.2%	87	3,538
Foundation H.S. Program (No Endorsement)	15	3.0%	113	49,432
Foundation H.S. Program (Endorsement)	7	1.4%	110	16,542
Foundation H.S. Program (DLA)	471	94.2%	2,882	272,526
Special Education Graduates	56	11.2%	286	25,962
Economically Disadvantaged Graduates	498	99.6%	3,134	166,956
LEP Graduates	73	14.6%	405	21,359
At-Risk Graduates	407	81.4%	1,769	144,805

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	82.7%	-	82.7%	80.0%	-	*	-	-	70.5%	83.0%	82.9%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	70.8%	-	70.8%	60.0%	-	*	-	-	23.2%	71.1%	71.2%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	72.6%	-	72.4%	80.0%	-	*	-	-	32.1%	72.9%	47.9%
Mathematics													
2017-18	46.0%	49.9%	72.8%	-	72.8%	60.0%	-	*	-	-	35.7%	73.1%	67.1%
Both Subjects													
2017-18	42.1%	44.9%	60.6%	-	60.4%	60.0%	-	*	-	-	19.6%	60.8%	39.7%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	26.2%	-	26.0%	20.0%	-	*	-	-	12.5%	26.3%	13.7%
2016-17	19.9%	18.7%	23.7%	*	23.4%	*	-	*	-	-	5.4%	23.8%	14.6%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	22.6%	-	22.7%	0.0%	-	*	-	-	1.8%	22.7%	45.2%
2016-17	20.1%	22.4%	32.3%	*	32.0%	*	-	*	-	-	1.8%	32.4%	64.6%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	44.7%	-	44.5%	50.0%	-	*	-	-	70.5%	44.9%	37.7%
2016-17	13.2%	22.8%	22.6%	*	22.5%	*	-	*	-	-	24.1%	22.4%	12.5%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	4.0%	-	3.9%	0.0%	-	*	-	-	0.0%	4.0%	0.0%
2016-17	2.7%	4.0%	3.4%	*	3.2%	*	-	*	-	-	0.0%	3.4%	4.2%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	1.0%	0.4%	0.7%	*	0.7%	*	-	*	-	-	5.4%	0.5%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	69.0%	-	68.8%	80.0%	-	*	-	-	46.4%	69.3%	64.4%
2016-17	17.3%	37.2%	31.8%	*	31.8%	*	-	*	-	-	25.0%	32.0%	20.8%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	4.4%	-	4.3%	20.0%	-	*	-	-	3.6%	4.4%	4.1%
2016-17	2.2%	1.8%	4.5%	*	4.5%	*	-	*	-	-	7.1%	4.5%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	7.4%	-	7.5%	0.0%	-	*	-	-	66.1%	7.4%	1.4%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.0%	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	65.6%	-	65.5%	60.0%	-	*	-	-	32.1%	65.9%	32.9%
2016-17	23.4%	53.1%	57.1%	*	57.3%	*	-	*	-	-	14.3%	57.1%	18.8%
Mathematics													
2017-18	23.7%	44.4%	58.8%	-	58.6%	60.0%	-	*	-	-	21.4%	59.0%	47.9%
2016-17	19.8%	45.4%	43.8%	*	43.9%	*	-	*	-	-	7.1%	43.8%	27.1%
Both Subjects													
2017-18	18.1%	39.1%	49.6%	-	49.5%	40.0%	-	*	-	-	17.9%	49.8%	24.7%
2016-17	12.9%	39.0%	35.2%	*	35.2%	*	-	*	-	-	3.6%	35.1%	12.5%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	88.4%	-	88.4%	80.0%	-	*	-	-	73.2%	88.8%	89.0%
2016-17	50.5%	81.8%	81.3%	*	81.6%	*	-	*	-	-	57.1%	81.4%	60.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	7.2%	-	7.1%	20.0%	-	*	-	-	1.8%	7.2%	20.5%
2016-17	0.8%	2.5%	9.5%	*	9.5%	*	-	*	-	-	5.4%	9.5%	18.8%
Mathematics													
2017-18	3.9%	4.6%	17.0%	-	17.2%	0.0%	-	*	-	-	14.3%	17.1%	32.9%
2016-17	1.4%	2.3%	7.4%	*	7.5%	*	-	*	-	-	1.8%	7.5%	12.5%
Both Subjects													
2017-18	0.9%	0.7%	3.6%	-	3.7%	0.0%	-	*	-	-	0.0%	3.6%	12.3%
2016-17	0.2%	0.2%	0.7%	*	0.7%	*	-	*	-	-	0.0%	0.7%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	22.3%	-	22.1%	25.0%	-	*	-	-	n/a	22.3%	n/a
2017	26.2%	31.9%	49.6%	*	49.4%	40.0%	-	*	-	-	n/a	49.5%	n/a
English Language Arts													
2018	15.3%	15.6%	12.3%	-	12.1%	12.5%	-	*	-	-	n/a	12.3%	n/a
2017	15.9%	23.4%	37.6%	*	37.3%	40.0%	-	*	-	-	n/a	37.6%	n/a
Mathematics													
2018	7.3%	2.0%	1.9%	-	1.7%	12.5%	-	*	-	-	n/a	1.9%	n/a
2017	7.2%	3.3%	4.8%	*	4.8%	0.0%	-	*	-	-	n/a	4.8%	n/a
Science													
2018	10.8%	5.5%	5.6%	-	5.5%	0.0%	-	*	-	-	n/a	5.6%	n/a
2017	10.9%	8.5%	21.0%	*	20.7%	40.0%	-	*	-	-	n/a	21.0%	n/a
Social Studies													
2018	14.5%	13.6%	8.3%	-	8.3%	12.5%	-	*	-	-	n/a	8.3%	n/a
2017	15.0%	22.7%	34.4%	*	34.1%	40.0%	-	*	-	-	n/a	34.4%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	40.1%	-	40.8%	*	-	*	-	-	n/a	40.1%	n/a
2017	49.1%	23.2%	21.7%	*	21.3%	*	-	*	-	-	n/a	21.7%	n/a
English Language Arts													
2018	42.5%	14.2%	21.4%	-	21.9%	*	-	*	-	-	n/a	21.4%	n/a
2017	41.3%	8.5%	7.6%	*	7.2%	*	-	*	-	-	n/a	7.6%	n/a
Mathematics													
2018	52.8%	14.8%	25.0%	-	27.8%	*	-	*	-	-	n/a	25.0%	n/a

District Name: BROWNSVILLE ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	6.4%	-	4.3%	-	-	*	-	-	n/a	6.4%	n/a
2018	38.0%	7.4%	11.7%	-	12.1%	-	-	*	-	-	n/a	11.7%	n/a
2017 Social Studies	38.3%	5.0%	2.4%	-	2.5%	*	-	*	-	-	n/a	2.4%	n/a
2018	44.6%	11.7%	17.0%	-	17.2%	*	-	-	-	-	n/a	17.0%	n/a
2017	41.4%	6.9%	4.8%	*	4.5%	*	-	*	-	-	n/a	4.8%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	84.2%	-	84.4%	60.0%	-	*	-	-	n/a	84.0%	n/a
2016-17	73.5%	71.0%	71.7%	100.0%	71.5%	0.0%	-	100.0%	-	-	n/a	71.4%	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	14.0%	-	14.2%	*	-	*	-	-	n/a	13.8%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	926	-	926	*	-	*	-	-	n/a	927	n/a
English Language Arts and Writing													
2017-18	521	489	473	-	473	*	-	*	-	-	n/a	473	n/a
Mathematics													
2017-18	515	472	453	-	453	*	-	*	-	-	n/a	453	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	17.2	-	17.2	*	-	*	-	-	n/a	17.2	n/a
English Language Arts													
2017-18	20.3	17.7	16.8	-	16.8	*	-	*	-	-	n/a	16.8	n/a
Mathematics													
2017-18	20.6	18.1	17.2	-	17.2	*	-	*	-	-	n/a	17.1	n/a
Science													
2017-18	20.9	18.5	17.4	-	17.5	*	-	*	-	-	n/a	17.4	n/a

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	57.5%	*	57.5%	53.3%	-	100.0%	*	-	19.4%	58.6%	36.6%
2016-17	37.1%	47.1%	54.7%	*	54.9%	28.6%	-	80.0%	-	-	23.9%	55.5%	42.6%
English Language Arts													
2017-18	17.3%	26.5%	31.6%	*	31.5%	33.3%	-	80.0%	*	-	9.4%	32.1%	12.9%
2016-17	16.8%	29.4%	29.1%	*	29.1%	21.4%	-	60.0%	-	-	15.2%	29.2%	25.8%
Mathematics													
2017-18	20.7%	24.5%	27.2%	*	27.2%	23.1%	-	*	*	-	10.3%	27.7%	15.1%
2016-17	19.5%	19.8%	27.5%	*	27.5%	15.4%	-	40.0%	-	-	9.4%	27.8%	17.1%
Science													
2017-18	21.2%	18.3%	17.5%	*	17.4%	21.4%	-	60.0%	*	-	7.3%	17.8%	4.5%
2016-17	5.7%	2.5%	2.6%	*	2.6%	0.0%	-	20.0%	-	-	0.0%	2.7%	0.0%
Social Studies													
2017-18	22.8%	24.9%	40.7%	*	40.6%	38.5%	-	80.0%	*	-	1.5%	41.2%	10.5%
2016-17	21.8%	25.3%	35.6%	*	35.5%	33.3%	-	80.0%	-	-	3.9%	36.2%	7.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	57.5%	*	57.6%	*	-	*	-	-	26.8%	57.6%	31.3%
2015-16	54.7%	56.8%	51.3%	*	51.6%	*	-	-	-	-	17.6%	51.5%	18.5%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	61.3%	-	61.1%	-	-	*	-	-	13.3%	61.3%	53.3%
2015-16	55.7%	62.5%	56.6%	*	56.4%	-	-	-	-	-	0.0%	56.6%	20.0%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,085	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	535	25.7%	8.2%	8.1%
Grade 10	521	25.0%	7.6%	7.4%
Grade 11	516	24.7%	7.6%	6.9%
Grade 12	513	24.6%	7.3%	6.5%
Ethnic Distribution:				
African American	1	0.0%	0.1%	12.6%
Hispanic	2,067	99.1%	98.3%	52.6%
White	13	0.6%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	3	0.1%	0.2%	4.5%
Pacific Islander	1	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	1,918	92.0%	88.5%	60.6%
Non-Educationally Disadvantaged	167	8.0%	11.5%	39.4%
Section 504 Students	146	7.0%	8.7%	6.5%
English Learners (EL)	397	19.0%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	58	2.6%	1.0%	1.4%
Students w/ Dyslexia	101	4.8%	5.4%	3.6%
At-Risk	1,557	74.7%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	231			
By Type of Primary Disability				
Students with Intellectual Disabilities	140	60.6%	55.3%	42.4%
Students with Physical Disabilities	*	*	11.5%	21.9%
Students with Autism	**	**	12.2%	13.7%
Students with Behavioral Disabilities	53	22.9%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	240	10.9%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	237	10.7%		
White	3	0.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	4.0%	6.5%	7.2%	2.2%	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.2	18.9
Grade 1	-	17.8	18.8
Grade 2	-	17.8	18.7
Grade 3	-	19.2	18.9
Grade 4	-	21.6	19.2
Grade 5	-	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	15.4	17.0	16.6
Foreign Languages	19.3	20.8	18.9
Mathematics	23.3	19.9	17.8
Science	19.3	20.1	18.9
Social Studies	19.1	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: PACE EARLY COLLEGE H S
Campus Number: 031901003

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

Total Students: 2,085
Grade Span: 09 - 12
School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	190.5	100.0%	100.0%	100.0%
Professional Staff:	170.5	89.5%	56.5%	64.1%
Teachers	141.5	74.3%	44.0%	49.8%
Professional Support	21.0	11.0%	9.5%	10.1%
Campus Administration (School Leadership)	8.0	4.2%	2.9%	3.0%
Educational Aides:	20.0	10.5%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	6.0	n/a	149.0	12,433.0
Part-time	2.0	n/a	11.0	1,097.0
Total Minority Staff:	165.9	87.1%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	122.3	86.4%	90.3%	27.7%
White	18.3	12.9%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	1.0	0.7%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	67.3	47.5%	32.0%	23.8%
Females	74.3	52.5%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.1	3.6%	1.2%	1.4%
Bachelors	102.6	72.5%	79.4%	73.6%
Masters	33.9	23.9%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	11.0	7.8%	2.7%	7.0%
1-5 Years Experience	30.9	21.8%	14.3%	28.9%
6-10 Years Experience	34.1	24.1%	17.6%	19.0%
11-20 Years Experience	33.9	24.0%	39.3%	29.3%
Over 20 Years Experience	31.7	22.4%	26.0%	15.7%
Number of Students per Teacher	14.7	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	8.8	6.3
Average Years Experience of Principals with District	15.0	8.4	5.4
Average Years Experience of Assistant Principals	5.5	8.4	5.3
Average Years Experience of Assistant Principals with District	5.5	8.2	4.7
Average Years Experience of Teachers:	12.4	15.1	11.1
Average Years Experience of Teachers with District:	11.4	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,863	\$49,007	\$47,218
1-5 Years Experience	\$49,723	\$49,170	\$50,408
6-10 Years Experience	\$49,852	\$50,423	\$52,786
11-20 Years Experience	\$53,712	\$55,575	\$56,041
Over 20 Years Experience	\$65,688	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$53,983	\$55,810	\$54,122
Professional Support	\$61,363	\$67,073	\$64,069
Campus Administration (School Leadership)	\$80,977	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
 Campus Name: PACE EARLY COLLEGE H S
 Campus Number: 031901003

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

Total Students: 2,085
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	379	18.2%	34.1%	19.7%
Career & Technical Education	2,022	97.0%	31.3%	26.3%
Gifted & Talented Education	303	14.5%	12.0%	8.1%
Special Education	231	11.1%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	1.1%	2.7%	6.4%
Career & Technical Education	23.0	16.3%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.1	0.0%	0.5%	2.0%
Regular Education	104.3	73.7%	78.8%	71.4%
Special Education	12.6	8.9%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

'**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools

Campus Name: PACE EARLY COLLEGE H S

Campus ID: 031901003

District Name: BROWNSVILLE ISD

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

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

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

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

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

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

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

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

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

https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_d... 3/6/2020

		State District Campus																			Two or More Races		Non Econ				Foster	
		Afr	Hispanic	White	Ind	Asian	Isl	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military									
	Female	52%	53%	59%	-	60%	*	-	-	-	-	59%	59%	22%	64%	23%	-	59%	24%	21%	*	-						
Reading	All	47%	46%	46%	-	46%	0%	-	*	*	-	45%	58%	10%	52%	11%	41%	51%	22%	19%	*	-						
	Students																											
	CWD	21%	21%	10%	-	10%	*	-	-	-	-	9%	21%	10%	-	3%	12%	8%	10%	29%	*	-						
	CWOD	50%	51%	52%	-	52%	*	-	*	*	-	51%	63%	-	52%	12%	47%	57%	27%	18%	*	-						
	EL	23%	22%	11%	-	11%	-	-	-	-	-	10%	13%	3%	12%	11%	11%	11%	9%	3%	*	-						
	Male	43%	43%	41%	-	41%	*	-	*	*	-	39%	63%	12%	47%	11%	41%	-	35%	29%	-	-						
Female	51%	49%	51%	-	52%	*	-	-	-	-	51%	51%	8%	57%	11%	-	51%	0%	12%	*	-							
Mathematics	All	51%	56%	93%	-	93%	*	-	-	-	-	93%	93%	79%	95%	88%	94%	91%	89%	88%	*	-						
	Students																											
	CWD	26%	32%	79%	-	80%	*	-	-	-	-	77%	*	79%	-	72%	82%	74%	*	*	-	-						
	CWOD	54%	61%	95%	-	95%	*	-	-	-	-	96%	92%	-	95%	91%	97%	94%	80%	86%	*	-						
	EL	37%	41%	88%	-	88%	-	-	-	-	-	88%	*	72%	91%	88%	91%	84%	*	90%	*	-						
	Male	50%	56%	94%	-	95%	*	-	-	-	-	95%	90%	82%	97%	91%	94%	-	*	100%	-	-						
Female	51%	57%	91%	-	91%	*	-	-	-	-	91%	100%	74%	94%	84%	-	91%	80%	71%	*	-							
Science	All	53%	54%	57%	-	57%	*	-	-	-	-	56%	61%	19%	62%	18%	55%	58%	56%	23%	-	-						
	Students																											
	CWD	25%	29%	19%	-	19%	*	-	-	-	-	18%	20%	19%	-	11%	18%	19%	*	*	-	-						
	CWOD	56%	58%	62%	-	62%	*	-	-	-	-	61%	65%	-	62%	18%	61%	62%	71%	21%	-	-						
	EL	26%	30%	18%	-	18%	-	-	-	-	-	18%	14%	11%	18%	18%	24%	12%	*	0%	-	-						
	Male	53%	55%	55%	-	56%	*	-	-	-	-	55%	55%	18%	61%	24%	55%	-	80%	30%	-	-						
Female	53%	53%	58%	-	58%	-	-	-	-	-	58%	65%	19%	62%	12%	-	58%	*	17%	-	-							
STAAR Percent at Masters Grade Level																												
All Grades																												
All Subjects	All	23%	23%	19%	-	19%	10%	-	*	*	-	19%	18%	9%	21%	12%	19%	19%	18%	13%	*	-						
	Students																											
	CWD	8%	11%	9%	-	9%	*	-	-	-	-	8%	14%	9%	-	9%	11%	6%	19%	25%	*	-						
	CWOD	25%	25%	21%	-	21%	14%	-	*	*	-	21%	18%	-	21%	12%	21%	21%	18%	11%	*	-						
	EL	11%	11%	12%	-	12%	-	-	-	-	-	12%	10%	9%	12%	12%	12%	11%	7%	16%	*	-						
	Male	22%	22%	19%	-	19%	0%	-	*	*	-	19%	21%	11%	21%	12%	19%	-	21%	19%	-	-						
Female	24%	23%	19%	-	19%	*	-	-	-	-	20%	13%	6%	21%	11%	-	19%	14%	8%	*	-							
Reading	All	20%	17%	6%	-	6%	0%	-	*	*	-	6%	6%	1%	7%	0%	6%	6%	6%	2%	*	-						
	Students																											
	CWD	7%	7%	1%	-	1%	*	-	-	-	-	1%	7%	1%	-	0%	2%	0%	10%	14%	*	-						
	CWOD	22%	19%	7%	-	7%	*	-	*	*	-	7%	5%	-	7%	0%	6%	7%	5%	0%	*	-						
	EL	8%	7%	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	1%	0%	0%	*	-						
	Male	17%	15%	6%	-	6%	*	-	*	*	-	5%	7%	2%	6%	0%	6%	-	10%	4%	-	-						
Female	23%	20%	6%	-	6%	*	-	-	-	-	6%	4%	0%	7%	1%	-	6%	0%	0%	*	-							
Mathematics	All	26%	30%	77%	-	77%	*	-	-	-	-	76%	85%	43%	83%	65%	76%	78%	67%	75%	*	-						
	Students																											
	CWD	11%	15%	43%	-	44%	*	-	-	-	-	42%	*	43%	-	33%	52%	30%	*	*	-	-						
	CWOD	28%	33%	83%	-	83%	*	-	-	-	-	82%	88%	-	83%	71%	81%	85%	80%	71%	*	-						
	EL	16%	18%	65%	-	65%	-	-	-	-	-	63%	*	33%	71%	65%	66%	64%	*	90%	*	-						
	Male	25%	30%	76%	-	76%	*	-	-	-	-	75%	80%	52%	81%	66%	76%	-	*	89%	-	-						
Female	26%	31%	78%	-	78%	*	-	-	-	-	77%	100%	30%	85%	64%	-	78%	60%	57%	*	-							
Science	All	24%	21%	15%	-	15%	*	-	-	-	-	15%	11%	2%	16%	2%	16%	13%	11%	0%	-	-						
	Students																											
	CWD	8%	11%	2%	-	2%	*	-	-	-	-	2%	0%	2%	-	0%	3%	0%	*	*	-	-						
	CWOD	26%	22%	16%	-	16%	*	-	-	-	-	17%	12%	-	16%	2%	19%	14%	14%	0%	-	-						
	EL	7%	8%	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	2%	2%	*	0%	-	-						
	Male	25%	23%	16%	-	17%	*	-	-	-	-	17%	14%	3%	19%	2%	16%	-	20%	0%	-	-						
Female	23%	19%	13%	-	13%	-	-	-	-	-	13%	6%	0%	14%	2%	-	13%	*	0%	-	-							
** Indicates results are masked due to small numbers to protect student confidentiality.																												
*- Indicates zero observations reported for this group.																												

Part (iii): Academic Growth and Graduation Rate**Part (iii)(I): Academic Growth**

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	68	-	69	*	-	*	*	-	69	66	72
CWD	66	-	66	-	-	-	-	-	68	66	*
CWOD	68	-	69	*	-	*	*	-	69	-	73
EL	72	-	72	-	-	-	-	-	71	*	72
Male	67	-	67	*	-	*	*	-	67	65	66
Female	70	-	70	-	-	-	-	-	70	67	77
Mathematics											
All Students	96	-	96	*	-	-	-	-	96	88	95

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWD	88	-	88	-	-	-	-	-	90	88	94
CWOD	98	-	98	*	-	-	-	-	98	-	95
EL	95	-	95	-	-	-	-	-	95	94	95
Male	97	-	97	-	-	-	-	-	97	90	96
Female	96	-	96	*	-	-	-	-	96	86	93

Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^A	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	96.1%	-	96.4%	66.7%	-	100.0%	-	-	96.1%	81.7%	95.8%	89.7%	-
CWD	81.7%	-	84.2%	33.3%	-	-	-	-	81.7%	81.7%	66.7%	83.3%	-
CWOD	98.1%	-	98.1%	100.0%	-	100.0%	-	-	98.1%	-	97.1%	91.3%	-
EL	95.8%	-	95.8%	-	-	-	-	-	95.8%	66.7%	95.8%	83.3%	-
Male	93.8%	-	94.4%	66.7%	-	100.0%	-	-	93.8%	75.6%	92.1%	81.8%	-
Female	98.7%	-	98.7%	-	-	100.0%	-	-	98.7%	94.7%	100.0%	94.4%	-

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

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
392	35	9%

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

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

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	51	-	51	33	-	*	*	-	51	27	30
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	81%	-	81%	83%	-	*	-	-	81%	61%	82%

^{**} Indicates results are masked due to small numbers to protect student confidentiality.
^{.-} Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2023-2027)											
Target Met	N		Y						Y	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y						Y	Y	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y						Y	Y	Y
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
Federal Graduation Status^											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y	N	Y
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y	N	Y
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y		Y						Y	N	Y
*+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.											
^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).											

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																
All Subjects	All Students	99%	-	99%	100%	-	*	*	-	99%	99%	99%	99%	100%	100%	100%
	CWD	99%	-	99%	*	-	-	-	99%	96%	99%	-	100%	100%	98%	100%
	CWOD	99%	-	99%	100%	-	*	*	-	99%	99%	-	99%	100%	100%	100%
	EL	100%	-	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	*	*	-	100%	99%	100%	100%	100%	-	100%
	Female	99%	-	99%	*	-	-	-	99%	99%	98%	99%	100%	-	99%	100%
	All Students	99%	-	99%	100%	-	*	*	-	99%	99%	99%	99%	100%	100%	100%
	CWD	99%	-	99%	*	-	-	-	99%	100%	99%	-	100%	100%	98%	100%
	CWOD	99%	-	99%	*	-	*	*	-	99%	99%	-	99%	100%	99%	100%
	EL	100%	-	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Reading	Male	100%	-	100%	*	-	*	*	-	100%	99%	100%	100%	100%	100%	100%
	Female	99%	-	99%	*	-	-	-	99%	100%	98%	99%	100%	-	99%	100%

		African		American		Pacific		Two or More	Econ	Non Econ	CWD		CWOD	EL	Male	Female	Migrant
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	Disadv	Disadv	Disadv	Disadv	Disadv	Disadv
Mathematics	All	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	100%	100%	99%	100%
	Students																
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	99%	-	99%	*	-	-	-	-	99%	100%	-	99%	100%	100%	99%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	99%	-	99%	*	-	-	-	-	99%	100%	100%	99%	100%	-	99%	100%
Science	All	99%	-	99%	*	-	-	-	-	100%	97%	98%	100%	99%	100%	99%	100%
	Students																
	CWD	98%	-	98%	*	-	-	-	-	100%	80%	98%	-	100%	100%	95%	*
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	99%	100%	99%	100%
	EL	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	99%	100%	98%	*
	Male	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	99%	-	99%	-	-	-	-	-	99%	94%	95%	99%	98%	-	99%	*
Non-Participation Rate																	
All Subjects	All	1%	-	1%	0%	-	*	*	-	1%	1%	1%	1%	0%	0%	1%	0%
	Students																
	CWD	1%	-	1%	*	-	-	-	-	1%	4%	1%	-	0%	0%	2%	0%
	CWOD	1%	-	1%	0%	-	*	*	-	1%	1%	-	1%	0%	0%	1%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	0%	-	*	*	-	0%	1%	0%	0%	0%	0%	-	0%
	Female	1%	-	1%	*	-	-	-	-	1%	1%	2%	1%	0%	-	1%	0%
Reading	All	1%	-	1%	0%	-	*	*	-	1%	1%	1%	1%	0%	0%	1%	0%
	Students																
	CWD	1%	-	1%	*	-	-	-	-	1%	0%	1%	-	0%	0%	2%	0%
	CWOD	1%	-	1%	*	-	*	*	-	1%	1%	-	1%	0%	0%	1%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	-	0%	*	-	*	*	-	0%	1%	0%	0%	0%	0%	-	0%
	Female	1%	-	1%	*	-	-	-	-	1%	0%	2%	1%	0%	-	1%	0%
Mathematics	All	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	0%	0%	1%	0%
	Students																
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	1%	-	1%	*	-	-	-	-	1%	0%	-	1%	0%	0%	1%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	0%	-	1%	0%
Science	All	1%	-	1%	*	-	-	-	-	0%	3%	2%	0%	1%	0%	1%	0%
	Students																
	CWD	2%	-	2%	*	-	-	-	-	0%	20%	2%	-	0%	0%	5%	*
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	1%	0%	1%	0%
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	*
	Male	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	1%	-	1%	-	-	-	-	-	1%	6%	5%	1%	2%	-	1%	*

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

-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	136	0	134	2	0	0	0	0	32		
	Female	88	0	86	2	0	0	0	0	17		
	Total	224	0	220	4	0	0	0	0	49		
Out-of-School Suspensions												
	Male	40	0	40	0	0	0	0	0	13		
	Female	7	0	7	0	0	0	0	0	2		
	Total	47	0	47	0	0	0	0	0	15		
Expulsions												
With Educational Services												
	Male	2	0	2	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	2		
	Male	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Without Educational Services												
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	2	0	2	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	4	0	4	0	0	0	0	0	2		
School-Related Arrests												
	Male	5	0	5	0	0	0	0	0	2		
	Female	8	0	8	0	0	0	0	0	0		
	Total	13	0	13	0	0	0	0	0	2		
Referrals to Law Enforcement												
	Male	26	0	26	0	0	0	0	0	11		
	Female	8	0	8	0	0	0	0	0	0		
	Total	34	0	34	0	0	0	0	0	11		
Students With Disabilities												
In-School Suspensions												
	Male	44	0	44	0	0	0	0	0	5		11
	Female	17	0	17	0	0	0	0	0	2		5
	Total	61	0	61	0	0	0	0	0	7		16
Out-of-School Suspensions												
	Male	30	2	28	0	0	0	0	0	4		4
	Female	17	4	13	0	0	0	0	0	2		2
	Total	47	6	41	0	0	0	0	0	6		6
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	7	2	5	0	0	0	0	0	0		0
	Female	5	0	5	0	0	0	0	0	0		0
	Total	12	2	10	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	19	2	17	0	0	0	0	0	0		0
	Female	8	0	8	0	0	0	0	0	0		0
	Total	27	2	25	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	195	2	191	2	0	0	0	0	26	53	11
	Female	161	0	161	0	0	0	0	0	17	35	8
	Total	356	2	352	2	0	0	0	0	43	88	19

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	1
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	37
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	13
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	2
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	363	0	356	5	0	2	0	0	14	2
	Female	413	2	407	2	0	2	0	0	23	2
	Total	776	2	763	7	0	4	0	0	37	4
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	81	0	77	2	0	2	0	0	0	2
	Female	110	2	104	2	0	2	0	0	5	0
	Total	191	2	181	4	0	4	0	0	5	2
** Indicates results are masked due to small numbers to protect student confidentiality. * Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.											

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	19.7	13.3%
Teachers Teaching with Emergency or Provisional Credentials	5.0	3.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	23.3	16.5%
* Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.		

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	66	2%	-	-
Mathematics	5,880	1%	66	2%	-	-
Grade 4						
Reading	6,312	2%	60	2%	-	-
Mathematics	6,311	2%	60	2%	-	-
Grade 5						
Reading	6,133	1%	74	2%	-	-
Mathematics	6,131	1%	74	2%	-	-
Science	6,133	1%	74	2%	-	-
Grade 6						
Reading	6,038	1%	52	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	6,036	1%	52	2%	-	-
Grade 7						
Reading	5,616	1%	62	2%	-	-
Mathematics	5,616	2%	62	2%	-	-
Grade 8						
Reading	5,251	1%	63	2%	-	-
Mathematics	5,254	2%	63	3%	-	-
Science	5,250	1%	63	2%	-	-
End of Course						
English I	5,150	1%	60	1%	6	1%
English II	4,680	1%	46	1%	*	1%
Algebra I	5,122	1%	61	2%	6	2%
Biology	4,954	1%	49	1%	*	1%
All Grades						
All Subjects	101,751	1%	1,107	2%	20	1%
Reading	45,064	1%	483	2%	10	1%
Mathematics	40,350	1%	438	2%	6	2%
Science	16,337	1%	186	2%	*	1%
** Indicates results are masked due to small numbers to protect student confidentiality.						
* Indicates zero observations reported for this group.						

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%
** Indicates reporting standards not met.			
'n/a' Indicates data reporting is not applicable for this group.			

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	54%	*	54%	*	-	*	-	-	54%	27%	26%
** Indicates results are masked due to small numbers to protect student confidentiality.											
-' Indicates there are no students in the group.											



Dr. René Gutiérrez
Superintendent of Schools

Brownsville Independent School District

College, Career & Military Readiness

HB3 BOARD GOALS

Brownsville ISD Goals

CCMR Board Outcome Goal

The BISD percentage of graduates that meet the criteria for CCMR will increase from 66% to 76% by August 2024.

Yearly Target Goals			
2020	2021	2022	2023
68%	70%	72%	74%
2024			
76%			

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	*	67%	84%	*	100%	*	*	59%	67%	52%	59%	70%	55%
2021	*	69%	86%	*	100%	*	*	61%	69%	54%	61%	72%	57%
2022	*	71%	88%	*	100%	*	*	63%	71%	56%	63%	74%	59%
2023	*	73%	90%	*	100%	*	*	65%	73%	58%	65%	76%	61%
2024	*	75%	92%	*	100%	*	*	67%	75%	60%	67%	78%	63%

CCMR Progress Measure 1

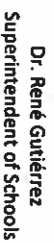
The percentage of BISD graduates that meet the criteria for TSI will increase from 45% to 55% by August 2024.

Yearly Target Goals			
2020	2021	2022	2023
47%	49%	51%	53%
2024			
55%			

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
21%	24%	26%	28%
2024			
30%			



Brownsville Independent School District
College, Career & Military Readiness
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Pace Early College High School

CCMR Progress Measure 1

The percentage of Pace ECHS graduates that meet the criteria for TSI will increase from 50% to 60% by August 2024.

Yearly Target Goals													
2020	2021	2022	2023	2024									
52%	54%	56%	58%	60%									
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	*	51%	42%	*	100%	*	*	20%	52%	2%	28%	53%	41%
2021	*	53%	44%	*	100%	*	*	22%	54%	4%	30%	55%	43%
2022	*	55%	46%	*	100%	*	*	24%	56%	6%	32%	57%	45%
2023	*	57%	48%	*	100%	*	*	26%	58%	8%	34%	59%	47%
2024	*	59%	50%	*	100%	*	*	28%	60%	10%	36%	61%	49%

CCMR Progress Measure 2

The percentage of Pace ECHS graduates that earn at least 9 hours of dual credit will increase from 26% in 2019 to 36% by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
28%	30%	32%	34%	36%

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	*	28%	22%	*	100%	*	*	15%	28%	100%	15%	28%	21%
2021	*	30%	24%	*	100%	*	*	17%	30%	100%	17%	31%	23%
2022	*	32%	26%	*	100%	*	*	19%	32%	100%	19%	33%	25%
2023	*	34%	28%	*	100%	*	*	21%	34%	100%	21%	35%	27%
2024	*	36%	30%	*	100%	*	*	23%	36%	100%	23%	37%	29%

CCMR Progress Measure 3

The percentage of Pace ECHS graduates that earn at least one certification or certificate will increase from 4% in 2019 to 14% by August 2024.

Yearly Target Goals												
2020		2021		2022		2023		2024				
6%		8%		10%		12%		14%				
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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

Policy

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

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

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

Internet Posting

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

**Prevention and
Mediation**

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

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

Education Code 37.0832

